

2023-24



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CENT	DEMOCI	INIT – 01 RATIC CITIZENSHI	P.R.L. PRACTICAL
S.NO	DEMOCI Difficult Words	Meaning in English	Meaning in Urdu
1.	Address	Sermon	DE PRICE
2.	Constituent Assembly	The group of elected representative can form a	لى سازاسىلى
3.	Consequential	As a result	PRACTICAL
45100	Assertions	Saying/announcement	CENTRE -
5.	Testify	Witness	ACTICALO
6.	Excerpt	A piece of text	ا/اقتبار
Jano?	Memorable	Unforgettable	CAL CENT
8.	Cordially	friendly manner/ very much	O PRACTICAL
9.	Utmost	Great	الرين اعظيم
10.28	Gorafer	To give respect	كرنا اعزت دينا كلك
11.	Co- operation	Support	PIN GILLIN PRACE
12.	Function	Job	P
13.	To Perform	To Do	100
14.	Onerous	Difficult job	
15.	Constitution	Regulation	وارقانون
16.	Sovereign	Powerful	3
17.	Provisional	Temporary	
18.	Federal	Of central government	
19.	Legislature	who can make and change law	انون تديل كر مكت بي
20.	Unprecedented	Never existed in the past	John John
21.	Cyclonic	Of a cyclone/big	17/3
22.	Revolution	Big change	- VIIII -
23.	Subcontinent	A specific area in South Asia	A Charles College
24.	Inhabitants	Natives	PRAC Cultural Ca
25.	Titanic	Gigantic	CENTRE I
26.	Unparalleled	Matchless	TICAL
27.	Emphasize	Urge	TRE PROS
28.	Gravest	Very serious	ئى خىدە/اجم
29.	Occur	Happen PRAY	RICTION SPACE
30.	Curses	Troubles	CNTRE PRO
31.	Bribery	Money for dishonest action	ت فراي الماسية
32.	Corruption	Illegal, dishonest and bad	PRACTICE OF PA





TICKL!	Substance that causes death	Poison	33.
كافى زياده	Enough	Adequate	34.
اقدامات المحالي المعالم	Steps	Measures	35.
الدرات فير قالوني لين درين	Illegal trading of good	Black Marketing	36
20-03-01	Often	Frequently	370
YIE CE GIF	Penalized CA	Punished	38.
کوکلااکرنا گوکلااکرنا	To make someone less	Undermine	39.
TRE th	Cope with	Tackle	40.
TALCE	Beast CICAL AND CALL	Monster	41.
PRACTICAL BUCK	Huge	Colossal	42.
معيبت زروا الاي	Troubled	Distressed	43.
تائون ا	Rule	Regulation	44.
لازی/ عروری	Very important	Essential	45. N
اشاه/چزی	Things CENTRAL CENTRAL	Commodities	46.
TICAL LIELLY	Large scale	Wholesale	47.
36/63	The state of being hungry/	Statuation	48.
-10/62	The thing you after one's death	Legacy	19.
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	To give job/ advantages to your	Nepotism	50.
	Dishonesty	Jobbery	51.
370/2	Destroyed	Crushed	52.
2312	Mercilessly	Relentlessly	53.
J 3, 2	To have patience	Tolerate	54.
NV Jey	Rich	Prosperous	55.
Summer of the	Completely	Wholly and Solely	56.
Marie	To pay attention	Concentrate	57.
TICAL MARKET	Betterment	Well-being	58. 8
و فسنى محاويا	To forget unpleasant things	Bury the hatchet	59.
خصوصي حقوق	Special rights	Privileges	50.
CTICAL DELL	Duties RACTION TO THE PARTY OF	Obligations	51.
300	Slavery NTRE TRI	Subjection	2.
CENTA I	Sect Al Charles and Charles	Creed	53.5
THE PACTICAL PROPERTY OF	Distinction RAC Common PRACT MANUEL	Discrimination	54.
The second second	Basic	Fundamental	55.
CNL CENT LOS	Bias TCAL MAN TICAL CONTROL	Prejudice	66. N
Mennem DRACTS	Difference PRACE	Distinction	57.
فيرجانداري الماكا	Neutrality	Impartiality	58.





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## SUMMARY

The 11<sup>th</sup> August (1947) speech was delivered by the Quaid-e-Azam Muhammad Ali Jinnah, the founding father of Pakistan. He was speaking to the Constituent Assembly of the newly created state. When the partition of India finally took place, Mr Jinnah became the Governor General of the newly created state to be called Pakistan. He outlined his vision of Pakistan in an address to the Constituent Assembly, delivered on 11<sup>th</sup> August 1947. He spoke of his agenda: an impartial government, religious freedom, rule of law and shelter for all.

The Quaid-e-Azam began by saying that the assembly had two tasks; formation of a provisional constitution and governing the country. Meantime, the Quaid continued with the list of very serious issues. He focused on the assurance of law and order; so life, property and religious beliefs could be protected for all. Further he stated for War against bribery and steps against black marketing.

The Quaid showed his optimism that Pakistan would reach to the track of progress by making consistent efforts. The Quaide announced his agenda for the newly created state

- i) All the people of Pakistan are equal citizen of one state without any discrimination of creed, caste and religion.
- ii) Pakistan must be on the track of transparency, neatness and fair play. It has to be given the status of crime free state.
- iii) The evil of nepotism Jobbery and bribery need to be eradicated at once
- iv) Black-marketing is the greatness curse. It is a hemous crime persisting in the subcontinent for years. This might be the cause of starvation and wholesale mortification.
- v) We should learn from history that no state can be put into subjection.
- vi) By taking rightful decisions, this state can emerge as an ideal welfare state.

Note: 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 the right to deliver the inaugural speech. Thus, he was feeling honoured while addressing the assembly. He was the originator and first governor general of Pakistan which added to his prestige.

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

Ans. According to the Quaid-i-Azam, Pakistan had inherited several curses i.e. blackmarketing, nepotism, jobbery etc. To him, one of the greatest curses was bribery and corruption. He believe that all social evils must be curbed an atmosphere of honesty and accountability be set.

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

Ans. The Quaid's 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 case 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 suppression of one community by another. Discrimination on the basis of religion, caste, creed or community must be discouraged. All citizens should try to give priority to the state rather than religion or creed. The state should nurtures the atmosphere of brotherhood and kindness. People have to think in terms of welfare for all.

Q5. How far 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, repotism and blackmarketing should be rooted out. All the 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 flourishing and prosperous by forgetting the past and working for the well-being of the poor and needy people of the country. We should cooperate with one another. We should not help one another on the basis of religion or caste but on the basis of being equal citizens of the country. People have to extend their cooperation in all constructive projects. It is believed that the sentiment of humanitarianism minimizes so many ills of society.



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ACTICAL CENTRE TICAL CENTRE 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 with the citizens of the country. He promised to keep personal enmities away while dealing with the people for the sake of a prosperous and peaceful Pakistan. He would never think ill of any community but try to treat everyone equally. In fact, prejudiced and biased approach kills the sprit of justice. The idea of welfare for all, peace with all and salvation for everyone be propagated.

# Q.8 Which is the greatest curse according to Quaid-e-Azam Muhammad Ali Jinnah?

Ans. According to the Quaid-e-Azam, all the criminal acts can threaten any state's integrity but bribery and corruption are heinous crimes. Pakistan has to set its target to wage war against these evils. If a state successfully eliminates corruption and bribery, it can prosper in all walks of life. Black marketing is also another offence which needs to be seriously suppressed. The steps are desired to ensure a crime-free state that can lead to rapid development.

## Q.9 According to Quaid-e-Azam, what lesson should we learn?

Ans. Keeping in view the global scenario, we have to learn the lesson that no power c n subjection. Man is born free, so should be left free discrimination. In Pakistan, all the people are free to practise their religion according to choice. None has a right to impose his or her will over others in their place of worship. Discrimination, on the basis of religious communities, is not only unethical but illegal. The views of Quaid-e-Azam can lead the nation to the track of prosperity.

### Q10 What does the Quaid mean by welfare state?

Ans. Quaid-e-Azam had a strong desire to see Pakistan a welfare state for all. According to his perception, it is the responsibility of the state to improve the quality of life of the people. They should be provided with basic needs of life, food, clothing, shelter and education. According to the Quaid, a state is duty-bound to take care of all the citizens for their honourable living. It involves the provision of all the things that sustain life.

### Q.11 What does the title Democratic citizenship imply for?

Ans. The phrase Democratic Citizenship stands for the significance and worth of the common man. The people are the liability of the state and the government must be conscious of its responsibility. This is the way that forces people to think of their responsibilities besides their rights. This makes a proper balance of rights and responsibilities. In fact the phrase democratic citizenship stands for ethics and morality that stabilize whole of the state.



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## ACTICAL CENTRE TICAL CENTRE Q42 What do you mean by corruption, bribery, injustice and black marketing? Why does the Quaid oppose all?

Ans. These are sister terms and stand for socio-political cultural and commercial crime. These are moral cancer and threaten the roots of our society. For these offensive acts, the wealth of state remains limited in a few hands and the common man begins to starve. In such a state, thumping majority of people hardly gets one-time meal. If a state fails to bring comforts to the people, it can not imagine to have prosperity. Quaid-e-Azam had a resolute will to see Pakistan a strong and prosperous state. He believes that the state can be presented as a model for the rest of the world.

## Q.13 What do you know about the Quaid-e-Azam Muhammad Ali Jinnah?

Ans. Quaid-e-Azam Muhammad Ali Jinnah was a man par excellence. He was a man of many virtues. As a significant pillar of Indian National Congress, he won the title of the Messenger of Hindu Muslim Unity Later, he found the prejudiced attitude of coursess leaders, he took up on himself the task of separate Muslim state. As the president of the All India Muslim League, he tried his level best to avoid bloodshed for the achievement of his goal. Formation of Pakistan was a great victory for Jinnah but he was in deep sorrow for the brutal killings of innoc people. People were warm-hearted and enjoying the victory they achieved in the shape of Pakistan. He tried his level best to control people's emotions. After partition, he emphasized upon the need of peaceful co-existence between the neighbouring states till the last breath of his life. He exerted himself as statesman for the people of all creeds colours and religious in the political scenario of the sub-continent. He was a true statesman, who thought for humanity at lar His far-sighted principles were not materialized by h faced unpredictable upheavals.

### Q.14 What was his main contribution?

Ans. Quaid-e-Azam believed in non-violent politics. He fought against extremism. When he found that the politicians of rival camp were determined to put the Muslim nation to subjection, he supported the separation movement. His major objective was to keep the two rival nations in separate states. His aim was to see the sub-continent a peaceful and stable region with the struggle of progress. It was apprehended that two rival camps in the undivided sub-continent might threaten the whole of the continent of Asia. A separate Muslim state was the answer to all socio-political and religious confrontations of this region. The Quaid fought for separation not on the basis of hated but for peaceful co-existence.

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Ans. The Quaid's speech on 11th August, 1947 to the constituent Assembly, brings to light his clear vision for Pakistan. He emphasized to make Pakistan a welfare state in letter and spirit. To allow religious freedom to all, the state should safeguard all the people without any discrimination. Putting Pakistan on the track of progress and disallow corruption, bribery and nepotism in all walks of life. To stabilize constituent assembly, legislature and judiciary, rule of law and justice must be assured. The people indulging in blackmarketing, should be taken to task Pakistan could be declared as crime free state.

### Q.16 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

Quaid on 11th August 1947

### Exercise#1

deduce contextually completing, share your work with your parmer.

No	Column A PRACTICAL	Column B
1	Unprecedented.	Remarkable
2	Sovereign.	Autonomous / Free
3	Monster, CENT	A huge and frightening
4	Starvation.	Hunger
5	Colossal .	Decompose of the state of

100	Wionster.	A huge and frightening
4	Starvation.	Hunger
5	Colossal · CENTRE	Enormous, gigantic
6	Nepotism	Favouritism
7	Onerous NTRE	Difficult, hard
8	Titanic PRACTICAL AND ACTICAL	Massive , Enormous
9	Gravest	Mature, serious
10	Relentlessly.	Brutally

### 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





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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.

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

### Exercise#3

Note: Read the statements and encircle the right option.

- i. The Quard-e-Azam was speaking to the Constituent Assembly a
  - a. national level
- b. regional level
- global level d. provin
- i. The main function of the Constituent Assembly was to

a) make country as exampl

- b) honour assembly members
- c) make constitution
- d) practise constitution
- iii. According to the Quaid-e-Azam, cyclonic revolution meant a wave of
  - a) discrimination

b) revolt

c) elections

- d) legislation
- v. The main task of the Govt., according to the Quaid-c-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) favoritism

- 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) members of the provincial body.

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firm belief in Islam. These principles of Islam should not be placed in the account of

The speech of Jinnah was a pre-amble to the constitution of Pakistan.

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secularism.





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CES		UNIT - 02 RESERVATION OF NATURE nce More to The Lake" by E.B. White		PRACTICAL
S.N	Difficult Words	Meaning in English	Urdu Meaning	CENTRE
1.	Rented	Hired ALCE	JUNEIS	
2.	Except	Without	علادو / ماسوات	• SE
3.	Minor	Small	THE USE	OISS
4.	Inconveniences	Troubles	10 May 10	SESSION 2023-2024
5.	Spinner	Fish bait	المجلل كا چارة	23-202
6.	Marred WANG	Spoiled Spoiled	خابك المالية	24 💿
7. 0	Unique	Unusual	PEAC .	0.00
8.	Spot	Place CENTRE CENTRE	ARN'THE	PRACTICA
9.	Sheltered	Covered	TICH CO.	AL C
10.	Bay	Coast		EN
11.	Stream	small river	- Ber and H	36
12.	Tarred	Carpeted		SE
13.	Desolated	Isolated		SSIO
14.	Grooves	A long and narrow space	THE PLANT	1202
15.	Guess	Speculate		3-202
10.	Motionless	Still		4
17.	Lumber	Wood		PR
18.	Partitions	Portions/parts	The same of the sa	CTIC
19.	Extend	Excel	(39)/1	₽ CE
20.	Sneak out	move secretly	المالية في المالية الم	ENTRE
21.	Shore	edge of the sea	THE CHARLES	E .
22.	Pines	Evergreen Tree	TRE FRA	March State
23.	Sprinkled	To make wet	VIETO CENTE	SESSION 2023-2024
24.	Sustain	Support	ساراد بالرجاري ركها	2023
25.	Illusion	Unreal	CE 50.65	2024
26.	Transposition	Transmutations	THE PROPERTY OF THE PARTY OF TH	0
27.	Sensation	Feeling	THE PROPERTY	PRACTICAL CENTRE
28.	Persisted	Continued to exist	CTICAL GUIL	TICA





ual with two parts	CLICACTICS
the fact of something / somebody exis	رو کی کااحاک
wned belonged to	THE THE PERSON OF
esture movement of hand, arms or head	BKI, MY BERCH
loss very small green or yellow plant	CENT UNIO
arms Insects	PRACTICAL
lirage Illusion	100 Spol-
onvinced Persuaded	TONE THE CHICAL
hucking Throwing	Car S
owboat a small boat	ن شق
nchor a heavy metal object	AP CHILL PRINCE IN
ibs Iron Chain	ی کلوی
ebris Filth Park	وعن الخلوكي
reeze Gentle air	جون ا
Completely	
chanted enjoyed / fascinated	L/s/148
substantial without / reality	
Enjoyment	ونظل
edative A drug to calm a person	1102 554
gredient Constituent	
probbed felt pain	
uttered moved fast	
etulant Easily annoyed	A COLOR
Petulant N. Petulant	سانی سے ناراض
ccumulated Gathered Gathered	MACTICAL SE
nperceptible unable to feel	الله الكي الله الله الله الله الله الله الله الل
quirrel an animal	CTIC LESS TOOL
small amount of food	و کھلاتے والا جارہ
rred Produced sound	W. Tuck







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## ONCE MORE TO THE LAKE

by E.B. White SUMMARY

Written by E.B. White, "Once More to the Lake" is an essay that reflects upon White's memories of visiting the lake as a child and the memories he creates with his son many years later. White describes experiencing a sense of childlike wonder that makes him feel like a child and his father at the same time. In fact, this subjective creation is so beloved it is even considered his most valuable contribution to literature.

White begins by describing the first trip he took with his family in August 1904 to a lake in Maine. Though they did all catch ringworm and his father experienced a rolled canoe, the family enjoyed the visit so much they returned many summers after that. They would arrive on August 1st and stay for one month in the cabin. While there, they enjoyed fishing and the general tranquility of the lake.

Now, White experiences the lake with his son, who has never had such an experience. Before arriving, White wonders what it will be like and if it will have the same charm he remembered from his childhood. In a very scenie manner, he begins by remembering what he best recalls about the lake. Then, he takes the reader on a sensory tour of his memories. He describes the scents and sights, fearing that they will no longer be there.

As White and his boy arrive at the lake, he realizes that his son has become the child he remembers from the cabin. White understands that this makes him into his own father from those many years ago. He experiences what he calls a "dual existence" which refers to the feeling that he is in part a son and, in part, a father. Through this transfiguration, White feels more and more comfortable, sharing the lake with his son in the way he had enjoyed it. White comments and reflects that the years seem to have collapsed. He is pleased to see that a lot has not changed with time.

White feels the only difference between his childhood and his son's experience is the sounds of the lake: the various sounds of the welcoming and unpacking of large trunks versus his current moment. The other sounds White describes as different are the changes in the sounds of the boats. Here, White explains what it is like to captain the boats from his childhood versus his son's childhood.

Pleased with the happy time in the lake, White enjoys the week they spend and struggle to break the difference between himself and his son's experience. White also relishes a thunderstorm that feels the same as when he was a child.

At the conclusion of the essay, White comes to terms with the fact that he is becoming an older man, as his father did. As much as he remembers being a child at the lake, this will not keep him from aging.

The essay unravels in a non-linear fashion. This means that the events do not occur in chronological order. Instead, the past and present mix together. The style of writing

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throughout his essay is very sensory-heavy. Told through the recollection of White's memory, the reader can visualize the lake and the space White remembers well in his childhood. The whole essay feels nearly dreamlike in its description, adding to the seemingly ethereal nature of the essay. White's style of long, flowing sentences brings to mind the sounds of small waves washing the lakeshore. The reader can nearly picture the place White describes, making one feel as though he is experiencing the memories and actions right along with White, as he experiences them through his son.

The essay is twelve paragraphs long. It contains no subheadings or dividers but is told in one long set of experiences. In the beginning, the reader gets a glimpse into what is happening in the essay. The memories unravel throughout the middle of it. The essay ends when White feels brought back to his aging reality. The paragraphs get longer throughout the essay until the final part, which is very short.

### **Pre Reading**

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

The pictures are of two lakes in Maine (State of The United States of America). In 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.

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 used just for the purpose of picnic.

### Exercise# 1

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

1 marred spoiled	1 1782
The second secon	I, ruined
2 tarred covere	d with tar
3 grooves channel	els, trenches
4 sneak move of	or go in a furtive or stealthy way
5 illusion halluci	nation PRACTIC
6 creepy frighte	ning / annoying
7 moss a very	small, green or yellow plant
8 jollity lively a	and cheerful activity or celebration
9 sedative calmin	g/soothing
10 petulant bad-ter	npered PRACTION

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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

- Motors whined about one's ears like mosquitoes.
- 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.
- 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

5. seemed to be living like a dual existence.

## Metaphors

- The boat would leap ahead, charging full fashion at the dock.
- 2. My groin felt the chill of death.
- 3. I was with my father.

4. The lake seemed an enchanted sea.

### Exercise 5

Note: Read the text and answer the following questions.

Q.1 Why does the 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 mortality.

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

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.

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8. Old technology vs. new technology.

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

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

- 1. The road where horses drew the wagon/vehicle has been tarred/ pitched fully.
- 2. The motorboats produce irritable and awful sound now unlike before.

New boats have big and noisier engines. These are kept on the upper slides of boats.

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

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 cannot be stirred. The lake is constant and trustworthy body of water.

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

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 cannot reside. Men not only enjoys the calmness nature of the lake but also settled in those cottages to live in the peaceful atmosphere of the lake which is not wild

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

It was less exciting for the poet to revisit the lake accompanied with his son. This time, he was not as much enthus astic as before due to the age difference.

Next, the artificiality and noise pollution has also spoiled the natural beauty of the lake. I was no more as peaceful as it was before.

## 17 How are the boat motors different in the present situation?

In the present situation, the motorboats produce irritable and awful sound now unlike before. New boats have noisier engines. In the former days, being small motors were also indoors, but now they were outdoors by the campers. Motors boats are larger in size and powerful. The boats' movement.

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

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. Become fast but these do not rejoice their noise becomes displeasing and unbearable.

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

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

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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.

### Q.10 What is the central idea of the text?

The central idea of the text is that the writer wants to show the relationship between sight and insight, observation and speculation through reminisces 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.
- The most impressive scene was the play during rain in mud with little comrades.
   Changing:
- 1. The greenery of the field into deserted area
- 2. Trees are replaced into the buildings.
- 3. Little comrades are no more

**MORE!!!** 





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	EXC.	THE PROPERTY.	UNIT - 03 ANAGING CHANG "The Necklace" by Guy de Maupassant	E STEE TRACTICAL		D PRACTICAL CEN	
5	.NO	Difficult Words	Meaning in English	Urdu Meaning	i a	TDE	
(B)	1.	Pretty	Beautiful	غر بصور تي	000	200	
C	2,	Charming	Attractive	CENTER OF	NOIS		
El	3.	Daydreamed	Imagined	دن پس خواب دیکھے	SESSION 2023-2024	CN CN	
540	4.	Grand	Big Call Big	St.	24	-	
A S	85.	Elite	Upper Class	او ٹیاطیقہ	PRACTICA		
	6,	Expensive	Costly	32	TICAL	15	
342	7.	Excited	Emotional		CENTE	1	
N R	8.	Tossed	Threw		F		
x E	9.	Thrilled	made happy emotionally		SESS		
	10.	SURE!	Unpleasant		ON 202		
10	11.	Surprised	Wondered, amazed	ig. p	3-2024		
	12.	Gasped CENTRY.	spoke breathlessly	18162 46	5	Į,	
1	13.	Allowance	an amount of money	To a supplier of	ACTIC		
100	14.	Saddened	became sad	عملين دوني	AL CEN	708	
	15.	Embarrassed	Angry	ناراض/فصد	CENTRE [	18.5	
	16.	Joyfully	Happily	قوشی کے بہاتھ	SES		
100	17.	Shabby	very old	La roll on roll	SION 2	W. C.	
05	18.	Cab	Taxi	CARRIE SE	SESSION 2023-2024	CON.	
	19.	Dejected	Disappointed	UNUUN		030	7 R
	20.	Horrified	Frightened	F 5 8 30 7 3 3	PRACTICAL CENTRE	000	
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No	Column A.	Column B
1	Elite, Chi	Aristocracy/cream/Best
2	Fancy	Elaborate in structure or decoration.
3	Thrilled.	Enthusiastic/ Excited
4 8	Embarrassed.	Flustered/awkward.
5	Retrace.	Recall /Revert
6	Horrified.	Frightened/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/Wandering
10	Clasp	Grip/Grasp tightly someone.\

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### THE NECKLACE

by Guy de Maupassant

### SUMMARY

The Necklace – is a fascinating story revolving around a baffled and perplexed lady named Mathilde. She has a pretty face and has inherited legendry beauty. She is dissatisfied with her life as she wants a rich husband but because she belongs to a middle class family and is unable to give dowry, she is married to a clerk.

Mme. Mathilde Loisel lived in an apartment with her husband Loisel and was very unhappy and dissatisfied with what life had given her. She always dreamt of colourful surroundings and all the luxuries of life. They were neither rich nor poor. She had to marry a clerk in the office of the board of education just because her family could not afford to give her dowry. Mathilde also hated visiting her old friend Mme. Jeanne Forestier as she was a rich lady and Mathilde envied her. Whenever she visited her, she got frustrated. One day, when her husband returned home from work, he got an invitation to a party at the house of the minister of public instruction. He always desired to cheer and please her ed to see her rejoicing. But contrary to his expectations, Mathilde was irritated and angry and threw the card away. She was upset because she did n anything to wear at such an extravagant party. Her husband gave her 400 flancs to ad been saving to buy a gun so that he could go huming friends. After buying the dress, she was sad because she did not have the jewelle e appealing and attractive. Her husband suggested that s rer friend Mme. Forestier. When Mme. Loisel went to her if house and described the situation, she showed her the cupboard and asked her to ehe whatever she liked. Mathilde chose a precious diamond neek are which was kept in

They went to the minister's party and all the men admired her as she was leoking gorgeous in her new dress and jewellery. They returned at 4 in the morning. Mathide after reaching home, realized that she did not have the necklace and had lost it somewhere. Loisel went out to search for it but in vain. Loisel asked his wife to tell her friend that the clasp of the necklace had broken and it had been given for repair. After a week, when the necklace could not be found, they decided to replace it with a similar one. They found a similar necklace priced at 36000 francs. Fortunately, Loisel had inherited 18000 francs from his father and the rest, he borrowed through various means. It took them ten years to repay all the loans and in these ways the interest.

It took them ten years to repay all the loans and in these years, their lives changed drastically. They moved to a smaller apartment and removed the maid. Mathilde cooked the food and washed the clothes herself. Even Loisel worked multiple jobs to repay the borrowed money. In these years, Mme. Loisel started looking much older. They continued to lead their life quietly in a low profile which gave a shattering blow to Mathilde's appearance. One day, she met her old friend Jeanne Forestier with a child. She addressed her friend but at once she could not recognize her for her decaying

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he invitation. b. danced in the part d. borrowed The main theme of "The Necklace" is

Parties can lead to trouble.

6. When she borrowed the need ace, Mme. Easel spent the whole evening

b. watching rich people a. talking with her husband.

c. wishing she had not come. d. dancing with many

7. In order to pay the necklace, M. Loisel does all of the following except

b. make deals with loan swindlers. a. contribute his entire inheritance.

c. borrowing money from the bank. d. Paying his house loan.

Throughout the story, Mme. Loisel values

b. appearances. c. knowledge. d. wisdom

9. When Mathilde had to return the necklace in francs, she was looking

a. rich. b. proud. c. peasant. d. miser.

10. Mathilde bought another necklace for francs.

a. sixty thousand. b. fifty thousand. c. thirty six thousand, d. fifty six thousand.

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## Exercise# 3

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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.	(1)	1
4	The story of 'The Necklace' tells about greed and hope.	(1)	
5	The idiom 'burst into tears' means weep intensely.	(1)	
6	Sous and francs are the words that indicate currency.	(1)	
7	After seven days, they decided to replace the diamond necklace.	- 0	
8	In the end of story, the same diamond necklace was returned.	2.0	

### Exercise 4

Note: Read the text and answer following questions:

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

Ans. The face of Mathilde always bore witness to her pathos and agony. She was the wife of Mr. Loisel. She belonged to a middle class family. She did not have a good collection of dresses and jewellery. She always dreamt of being rich. She was fond of attending rich mens' parties. When Mr. Loisel gave her the invitation, he expected his wife to be pleased to receive the invitation of a grand party, because she never had such a chance. He hoped that such an opportunity might be a source of consolation and comfort to her sad heart. But this added to her misery.

### Q2. What was Mme. Loisel's reaction on reading the invitation?

Ans. She got frustrated at the reception as of invitation as her monetary resources were scarce. 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. Without all such arrangement, she felt acute kind of inferiority complex. The invitation card, instead of pleasing saddened her heart bitterly.

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

Ans. Her living was on the track of satisfaction. Mme. Loisel lived a happy and contended life before the loss of the necklace. She was pretty, charming and seemed to be

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young and attractive. She was not rich, but she had enough money to live a happy life. She dreamt of being rich but remained somehow satisfied in her life.

## Q4. What efforts were made to find Mme. Forestier's necklace?

Ans. The loss of necklace was a sudden clamity Immediately after Mme. Forestier's necklace was lost by Mme. Loisel, she with her husband, searched everywhere in the apartment. Her husband also retraced their steps. They tried for more than three hours, but failed in their attempts to

find the lost necklace.

# Q5. Describe in your own words how the Loisels' lives changed after they had paid for the new necklace.

Ans. Mr. Loisel and his wife were living peaceful life despite so many deprivations. They remained contented about their lot in society. As they lost the necklace, they felt the calamity has fallen upon them. Their life pattern was bitterly shaken. They had to face an unimaginable

When they lost the necklace, they borrowed money and bought a new one in order to replace and return it to it's owner. After then, 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.

# Ob. What was Mme. Forestier's reaction on seeing Mme, Loisel, before she figured out who she was?

Ans. The friend of Mathilde, 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.

## Q7. How did Mr. and Mme. Loisel replace the necklace?

Ans. In order to cope with the dire condition, they thought over many options. They needed handsome amount in cash. They borrowed money and searched the same shaped necklace. They bought it for thirty six thousand francs and returned it to Mme. Forestier in place of the borrowed one. Who did not notice the replacement of the jewellery.

## Q8 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 feel that she should have returned the jewellery earlier.

## Q9. 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 necklace. The price of the jewellery was

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thirty six thousand francs. He borrowed the rest of the amount from his friends, moneylenders and Money swindlers. Whatever money he had, he sacrificed all for the

# Q10. How had Mme. Loisel's sacrifices been in vain?

Ans. There came to a lot of payment on Mr. Loisel and Mathilde as they bought the new necklace. It was a hard target to repay the amount of loan. This changing phase of life brought revolution in their living, habits and mindset. They simply thought of liquidating debts and forgot all about their comforts. This nurtured a kind of wisdom in them but that snatched away their youthful lively living. She lived in a small apartment. She spent ten years in peasantry. At the end, when she met Mme. Forestier, she told her that the necklace she had borrowed from her was fake and worth 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 Losiel Mme. Fores

### 1. Mathilde

Mathilde is the main character of the story. She play s an importa surrounds her personality. From the beginning to the end, she procharacter. She plays both protagonist and antagonist roles in the story e friend and a sacrificing woman. Her major crawback is her increasing desi ig higher standard. She is a sensitive and restless woman. Her appearances shows her as an attractive, charming, pretty and beautiful lady. She famous because of her beauty. Whospever looks her, becomes an admirer of h personality. But at the end, after bearing hardships, she loses her beauty to be an aged woman. As an ordinary woman, Mathilde is preedy. appearances. She is greedy of being rich. She is fond of fancy dresses jewellery. She always remains in daydreams. She wants to attend grand parties. She wants to dance and enjoy merriment at full bloom. 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.

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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 it without denial. It proves





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that she is reliable among her friends. After losing the jewellery, 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 the 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 cannot 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 has saved 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

### 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. Loise the jewellery 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 jewellery. She gives her everything but she does not tell her that the necklace is fake. When Mme Loisel comes to return her replaced necklace, she also shows her anger. At the end, she informs about the fake necklace. All in all, she is a good but with some weaknesses.

### 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.

## Q. Describe the story of the Necklace in brief.

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 was married to a clerk in education. She always daydreamt of being rich. She was fond of wearing fancy dresses and jewellery. One day, her husband received an invitation card to

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attend a grand party. She got worried, for having no new dress. Her husband gave her his saving for purchasing a new party dress. And she also borrowed a diamond necklace from a rich friend of hers. She attended the party, danced joyfully and enjoyed a lot. Because of her attractiveness, she became the centre of every eye. When she returned

home, she saw the necklace was missing. She, with her husband, searched everywhere but could not find the jewellery. At last, they bought a new necklace in place of the lost one. They borrowed a high amount for the replacement of the jewellery. Mathilde returned the necklace to her friend.

After that, the next ten years, they lived a life of misery and poverty. They sacrificed their wishes. Mr. And Mme. Loisel hired a cheap apartment. They lived there poorly. He did 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 had given 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.

If I were in the same situation of borrowing a precious thing and having missed somewhere, I would 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. I 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 would not 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.

The Elements of a story and "The Necklace"

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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 did not 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 its climax when she lost the necklace. They both searched the lost jewellery 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. The story also ends with the shocking news of the lost necklace which was fake and of five hundred franks. It was very shocking ending for the main character who spent her ten years in misery. The resolution is very strange.



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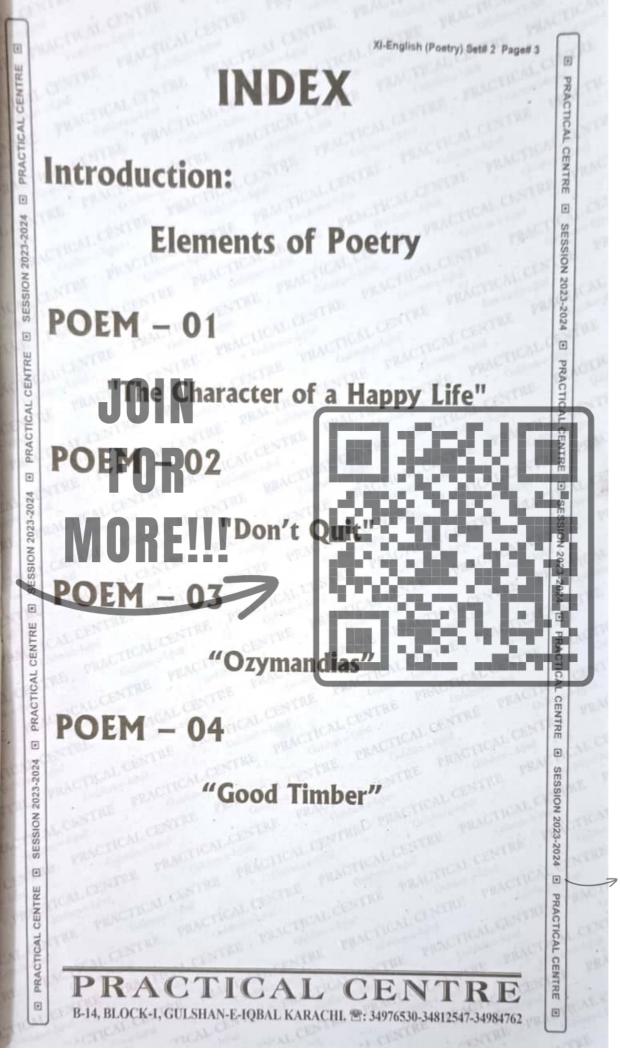
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# POETRY

It can be defined as the "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 → A poem of song like quality.
- 2. Sonnet A poem comprising 14 lines 2 stanzas, Octave 8 lines & Sestet 6 lines
- 3. Elegy A poem of lamentation for someone's death (2)
- 4. Ode A lyric poem, in the form of an address to a particular subject
- 5. Ballad A poem narrating a story which includes a song

## 6. Epic Along narrative poem telling of herore deeds.

- 1. Simile 

  Direct comparison with the words like or 'as
  - For example: As strong as iron
  - Metaphor Hidden comparison
    - For example: He is a lion.
- 3. Personification → Human qualities are attributed to an animal or any of objects.

  For example: The sun smiled down on us.
- Hyperbole → Exaggerated statement to heighten the effect For example: He is older than hills.
- 5. Alliteration -> Repeated consonant sounds at the beginning of words.
  - For example: Rough, rash and reckless driving prove to be risky.
- 6. Onomatopoeia → Use of words that mimic sounds
  - For example: Crackle, doing gargle, clap zap, pitter-patter
- Oxymoron → Contradictory words signifying two different but exact ideas.
   For example: He is the wisest fool of them all.
- Irony → Says something means something else.
  - A post on facebook is complaining, "How useless facebook is"
- Symbol → An object that represents something else rather than itself.
   Black is often used to represent death or evil.
- 10. Imagery → The use of words to create an image or images. I wandered lonely as cloud.

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Q. Answer the following questions.

Note: Write down your answers in your notebook, and share these with your class once you have completed.

1. What is meant by rhyme in poetry?

Ans. 'The same sound at the end of poetic lines' means 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 stanzas?

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. Sester six lines stanza
- 6. Octave (eight lines stanza)

### Q4. What is a sonnet?

Ans. The word Sonnet stands for a poem of 14 lines divided into two stanzas, an octave and a sestet. The sonnet's three main types are the trailian, the English and the Spenserian.

## Q5. What is the function of poetic devices?

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

ooem.





Earth has not anything to show to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This city now doth, like a garment, wear,
The beauty of the morning; silent bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.

Never did sun more beautifully steep

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In his first splendor, valley, rock, or hill; Ne er saw I, never felt, a calm so deep! The river glideth at his own sweet will: Dear God! the very houses seem asleep: And all that mighty heart is lying still!

### Exercise# 2

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

Ans. Upon Westminster Bridge" is a sonnet. It reveals the morning beauty of the 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 there in is deep sleep. He stands on the bridge above the river Thames. From the bridge, he emphasizes the pure nature free from the 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). The poem is a sonnet.

## Q3. Write the rhyming scheme of the poem.

lines rhyming scheme is ABBA, ABBA scheme is: CDCDCD

read the elements of statements are correct and incorrect. For con-

# s (X). After com

orrect / incorrect.

- 1. Two lines which rhyme at the end are called a coupl
- There is no convenient way of setting out a pattern of rhymes
- 3. Imagery is the use of figurative language to represent
- 4. Usually, a sonnet is comprised of 14 lines having certain rhyming scheme

(Correct ✓)

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5. Ballad is expressed for sorrow, grief or death.

(Incorrect X)

6. A metaphor states explicitly that one thing is like another.

(Incorrect X)

### 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: Figure of Speech.

To enter the thoughts of desperate men.

(Personification

They speak like saints and act like devils.

(Simile)

How could he be a king, a soldier and a peon?

(Anti Climax)



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The happy man has a strong grip over his sentiments and takes all steps according to the dictates of his conscience. The rules of state have secondary significance to him in comparison to the heavenly commandments. He follows the guidance of religious teachings for spiritual uplift, spiritual solace and spiritual bliss.

His conscience is a strong shelter for him. A truly happy man prays to God for His mercy and graciousness. He does not aspire for worldly riches, cheap name and fame. He remains busy in the company of good friends. He has no high hopes, so, he has no fear to fall. He has no worldly wealth or land but he is the master of his own self and destiny,

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His greatest wealth is his contentment. He may be poor from worldly point of view but because of his good qualities, he is the richest man 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. Passions	Strong emotions
2. Armor.	A metallic covering to protect from attack
	Unverified or doubtful information
3. Rumors.	Moral sense of right and wrong
4. Conscience.	Refuge / Move back
5. Retreat.	
6 Servile bands.	Slavish bonds .

Jealousy

7. Envy. Destruction 8. Ruin.

Exercise# e above poem again. Comprehend it thoroughly it in simple words. After you have completed, share paraphrased for you as an example.

Stanza# In the first stanza of the poem, 'The Character of a Happy Life' Sir Henry aster of his will and does not rely on others is neither a slave nor needs any weapon to prote apon. He believes in simple truth of life. This simple his reliable skill.

Stanza# 2

In the second stanza of the poem, The Character of a Happy Life, Sir Hen how a happy man should regard his passions.

These should not be his masters. He should be the master of his passions or emotions. must control his 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 to meet his 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 with success by chance, nor does he envy those who achieve success by adopting unfair or wicked means. He is happy with what he does have. He knows that false praise always brings deep wounds that are very difficult to heal. So, he never is happy with any praise. Moreover, he follows the rules of goodness and does not adopt the rules of politics in his life.

#### Stanza# 4

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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

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who spread the rumors nor is influenced by them. He always listens 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

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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 than 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 leads his life independently and freedom from any slavish bondage. 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 achievements, nor he gets hurt by failure. He possesses a self-controlled life. Though he does not have any property, even then he enjoys the life of a king because he is the emperor of his own life. So, he does not have ty but he is rich in spiritualism.

Note: Read the poem again and encircle the right opti

- The strong retreat for a happy man is his:
- b. Though.

Minc

According to the poet, a happy man cares much a

needs, b. Material uplift.

man's armor is his though

a. Clever.

b. Honest

- A happy man's days are:

a. Order.

- b. Carefree.
- 5. is the utmost skill of an honest man
  - a. Truth.

6.

- b. Honesty.
- A happy man does not serve another's: b. Direction.
  - c. Wish.
- d. Will
- 7. A happy man's soul is always prepared for:
  - a. Exams.
- b. Fight.
- c. Quarrel.

mplicit

- 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 you work with your partner.

# Characteristics line(s)

1. That serveth not another's will.





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- 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: who never understood
- 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.

#### Oualities.

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- 1. Independence
- 2. Honesty
- 3. Truthfulness
- 4. Self-control
- 5. Satisfaction
- 6. Contentment
- 7. Piety

## Exercise#\_5

Note: Read the poem again and answer the following questions.

# Q.1 Who is the man who does not serve unlawful orders of others?

Ans. Sir Henry Wotton says that a man who is honest and upright in his life is undarinted by the circumstances. He describes the qualities of an honest and an upright man. He says, how lucky is that man who has been taught from his birth, not to serve the evil desires of another man. He thinks and acts in a free manner. He is skilling in the act of speaking the truth. He is honest and his noble thoughts are his announ, which saves him from all evils. He is plain and simple and is not one of those, who say one thing and mean another.

## Q.2 Whose passions not his masters are. Explain these words.

Ans. In the line given for explanation, the poet says that a happy man's passions are well under his control. His passions and desires are at his beck and earl. He is always ready for death, because death can strike at any moment, and he has impared himself for the lift hereafter.

A happy man does not care about the problems and womes of the world. He does not run after "worldly fame", nor does he care for public opinion. The poet means that a virtuous man does not desire cheap popularity. He merely does what he thinks is right and acts according to the dictates of his conscience.

# Q.3 What is meant by "rules of state" and "rules of good"?

Ans. A happy man is not carried away by false hopes and worldly wishes. Rules of state mean statecraft and diplomacy. These rules are applied for selfish motives and to harm others. A happy man follows the rules of good. In this way, there is a virtuous life and heavenly reward. He always speaks the truth, hates flattery and prays to God for His Blessings.

# Q.4 How does praise give the deepest wounds?

Ans. False praise is a dangerous weapon. It is used to do injury to somebody. Flatterers are sincere to none but to their own selfish motives. By unnecessary praise, the man is misguided and bluffed. He loses peace and contentment which is the greatest treasure of

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his life. Flattery also mark for one's being liar and hypocrite who prove to be sincere to none.

Q.5 How does Wotton's happy man pass his life?

Ans. Wotton's happy man is deeply dedicated to God. He offers prayers, morning and evening and thanks God for His spiritual endowments. He is not ambitious for temporary things. He does not inflict or harm anybody by his words or deeds. He passes his days in the company of wisely selected books and good friends.

Q.6 What is the importance of conscience in a happy man's life?

Ans. Conscience plays an important role in man's life. A man who lives honestly is happy. His conscience is satisfied. No one can spread rumours about him. His conscience rightly guides him at every step. No person can get benefit from him by flattering him. His loss cannot benefit or make anyone happy.

Q.7 What does a happy man pray for?

Ans. Henry Wotton is of the opinion that a man is truly happy who offers prayers morning and evening. He thanks God for His mercy and kindness. This man is not ambitious for worldly riches and fame. He does not ask God for temporary things in his prayers. He passes his life called and quietly without inflicting any harm to anybody by his words or deeds.

Name some of the noble qualities of a really happy man?

Ans. Honesty of thought, freedom of will, love of truth morals, strong conscience and contentment are the noble is in fact, truly happy and is the master of himself a

Q.9 What does the poet mean when he says that happy man closs not serve another's will?

an does not serve another's will. Here, the poet o his heart. He does not act upon the directions given to him by ot er listens to other while deciding the cases of his life. He is the king of his life

QAO Explain briefly, how Sir Henry Wotton's happy man is 'having nothing's

Ans. The poet wants to say that the happy of his will. He has restraints. He is ted within his means. He is the master power. He has no wealth, land and property, but he has a constant conscience to him happy in better condition of life.

Q.11 What is a happy man taught from his very birth?

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

Q.12 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 and virtuous life.

Q.13 Write the rhyming scheme of the poem.

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

Q.14 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 prayers deeply.

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# 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 after you have completed.

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.

- 1. Freedom and Morality.
- 2. Freedom.

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

2. Morality:

people should strive towards the truth and the poem can also be: happiness, joy and religion.

by Sir Henry Wotton is a six stanza poen s quatrains. These quatrains follow a simple rhyme sel of ABAB CDCD, and so on. He also uses the poelie devices as repetition, all iteration anaphora.

The Character of a Happy Life' is a simple, straightforward Wotton sets out the principles of a good life and what a man should avoid at a The poem addresses themes of happiness, joy, simplicity, and religious

#### Exercise# 8

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

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# POEM 02 "Don't Quit"

By Edgar Albert Guest

S.NO	Difficult Words	Alta and all Carlos	Urdu Meaning
1.	Trudging	Meaning in English Walking with difficulty	عكل عطانا
12.	Debts	Loan breathe in and out making	رش (دل
3.	Sigh	a long sound	أوبحرنا
4.	Quit	give up	چور دینا <i>از ک کر</i> وینا
5.	Queer	Strange	عِيب و خريب
6.	Twists'	Sudden changes	ا پانک تبدیلی
7.	Pace	Speed	100
8.	Faint	Unconscious	Just Just
9, 1	Faltering	Nervous	محبراياتوا للمستحبراياتوا
10.	Captured	Caught	1%
11	Troit .	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	6

FOR

# DON'T QUIT

Colour

By Edgar Albert Guest

by instinct, rean uncertakes an adventure with warmth and enthusiasm. But when he leds he is weakened, he wants to escape. The poem focuses on the point that he must go forward without any idea of retreat. The one who stands perfect till the end, the crown of victory comes within his possession.

SUMMARY

This piece of verse titled as 'Don't Quit' is composed by Edgar Albert Guest. It is an inspirational account which is forcing the strugglers to carry on the task till the final achievement. The roads to the destination are not easy to travel. Troubles and obstacles are bound to be there but the strugglers are advised to keep their morale high. If there are hardships and hurdles, one should not give up or give in. He may stop for the time being, but never think of turning back. Failure is the part of life and it is a step to victory. The twists and turns of life always turn the tables and change defeat into victory. In most of the cases, when a struggler touches utter disappointment and dejection, he turns back. He realizes later that the victor's cup was at hand which he lost for his lack of forbearance. So, keep marching and give your rival severe thrashing. This optimistic account charges the strugglers to dedicate themselves for the attainment of their goal.



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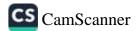
c. courage

b. regret

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a. happiness

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# Exercise# 3

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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 the advantage of the poem "Don't Quit', Edgar A. Guest says that a man should not give up the adventure in case of defeat. Come what may happen, he should continue his struggle to achieve struggle to achieve success. If his debts are higher than his funds, if he wants to smile but he cannot. If his way to the destination is hard, he must take a break for sometime, but should not stop his effort...

## 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 desired success. So one should not leave his struggle, if sometimes, speed is slow. At last, he will achieve success in life in life

of the poem "Don't Quit", the poet Edgar A. Guest say goal is closer but he does not know due to his changing mind often leaves his struggle when the victory is we ne should never give up in his life till the last bre Stanza# 4

stanza of the poem "Don't Ouit" cess is inside the failure. Of one fails, one because success comes after failure. One should confinue his efforts and, ultimately will achieve success.

Note: Read the poem again and answer the following

Q.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 be worried about his condition. Whatever tension he has, he should not take his steps back. He should set out his plan and continue his efforts to achieve his target till the last breath of his life.

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

Ans. Life is queer with its 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.

Q.3 Find similes, metaphors and alliterations in the poem.

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"

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# Q.4 Discuss how the poem helps the reader to be optimistic in every situation.

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

# Q.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 optimistic.

# Q.7 What is the message of the poem?

Ans. The message of the poem is that one should be determined, resolute, optimistic, and must 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 success.

# Q.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 and dejected while downfalls come in our life.

# Q.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 in the face of terrible defeat, one should not escape. He will definitely be victorious and reach his destination.

# Q.10 What is the essential condition for the crowning achievements?

Life begins to shine when it runs with struggle. One finds discouraging debaces at many stages but escape is not the right step. Every crowning achievement is conditioned with non-stop exertion collapse, this is not the end. Failure is the first step to attainment. Never think of giving up, it is possible that your destination stays at a stone's throw. So, keep exerting and striving for the goal you have set.

# Q.11 What is one supposed to do when one is caught in troubles?

When things go wrong, do not you quit. The man has to get ready to bear hardship for the toils of desalination. When the funds are low and debts are high, when the troubles enhance and comforts decline, when the ways are uphill, narrow winding and tolures one may stop and rest but never think of retreat. One has to go ahead to win the game at all costs. One has to keep one's morale high with enterprising instinct.

# Q.12 Which thing keeps the struggler behind and how can one be the winner?

The poet emphasizes the puzzles of life. Living does not go as one expects. When one turns back after shattering blows of the opponents, one does not know if the goal was at the nearest place. He would have won, if he had stuck it out. Determined souls win because the task they consider impossible turns out to be the reality not only by luck but also because of resolute will.

# Q.13 How can victory be your destiny?

The poet opines that struggle should not be put to a halt. The supreme force of rivalry may enfeeble you but the reversal is always possible. The negativity is likely to disappoint you, but take it as a temporary phase. Despite depressing situations, if an army determines to die than retreat, the victory is sure to touch its feet. The golden crown of victory cannot be kept away from you.

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# Exercise# 5

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

Ans. The following the poetic devices in the poem. What your sentences.

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

wrong as they sometimes

the clouds of doubt"

in med inside out the silver tint of the ci

### Exercise# 6

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

### 1. Poetic Diction

In the poem, the familiar words are used. The vocabulary is simple but fig. 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 to 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 AABBCC and so on,

### 4. Language

The poet has used figurative language in the poem "Don't Quit."

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Multiples figures are used to beautify the poem. The difficult words are not used but the words which are used have hidden meanings. All in all, the language is comprehensible (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 quit. At last, he/she will achieve utmost success.

#### Exercise 7

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

#### Stanza# 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 serie of instances in which readers are going to have to perse through the hardest moments in their lives. For example, the poet says that when funds are low, and the debts are high" or when the road you

must, but don't you quit." revealed in the fifth line of the stanza. Readers should well away from

as with newfound strength and dete have to deal with

#### Stanza# 2

Life is queer.... with another blow

In the second stanza, the speaker emphasizes how complicated life is play out the way that one expects. The speaker describes a "fell hardship rather than persevering. This person would have "won' The speaker uses this very vague example as a way to inspire readers to persevere matter if the issue they are 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).

#### Stanza# 3

Often the goal......to 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 the 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

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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.

# Stanza# 4

Success is failure.

that you musn'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 to which they were introduced at the beginning of the poem.

### Exercise# 8

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

Work in groups of three, using the elements of po composed stanza. After groups (Self Work)

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by Percy Bysshe Shelley

The poem 'Ozymandias' is composed by Percy Bysshe Shelley. The poet is the stalwart of English literature of of English literature of romantic trend. Besides many literary master creations, 'Necessity of Atheism' has become of Atheism' has become Shelley's identification mark.

The poem 'Ozymandias' refers to the class of Egyptian rulers who stood for a prolonged period of time. The

period of time. The poem is in sonnet form and presents a significant pillar of Egyptian civilization. The poem comes across a traveller from an antique land. The traveller tells the poet that two huge stone legs stand in the desert. Near them, on the sand, lies a damaged stone head. The face is distinguished by a frown and a sneer which the sculptor carved on the features. On the pedestal are inscribed the words "My name is Ozymandias, king of kings: Look on my works, ye mighty, and despair! Around the huge fragments stretches the empty desert. The poem comprises the emotion of a traveler, who imagines of statue in desert the traveller expresses that the statue was half sunk in also explains the expressions of the statue such as the "frown" and 'sneer' of cold command which indicates that the sculptor has I stature has the name Ozymandias, the kin readers to look at the massive statue of the means that nothing remains after one's death, even if traveler on the one hand, and the that the prestige might and a unattainable to so many. Greamess will universe. Man flies high in the sky touches shooting star.

Pre Reading.

Q.1 Read the following quote and guess the theme of the p

"Graveyards 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 face
2. visage.	a human or animal face
3. sculptor.	an artist who makes sculpture

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mock.	scornful / make fun of	XI-En	glish (Poetry) Set# 2 Page# 23
pedestal.	the base of sculpture		
colossal.	huge		
remains,	the parts left over		
Exercise# 2	CONTRACTOR OF THE		
Note: Read the	odem again and encircle	W. Carry	
. 'Ozymandias	is a poem depicting that	the life is	WALCOUNT OF THE
a. beautiful.	b. transient.	c attractive	d willowing
2. The poet me	a traveller from	c. attractive.	d. alluring.
		c. a neighbouring	country d a desert
	told the poet that he had		
a. a statue.			d. a snake.
4. The words o	n the base of statue tell u		
a. kind.	b. humble.		d. cruel.
5. The message	of the poem for all pow	erful authority and gl	ory is
a. 'sands stre	tch far away'.	b. frowned and w	vrinkled lips'.
c. 'nothing	remains'.	d. stamped on the	
6. In the poem	Ozymandias', the condit	ion of the statue is	
a. good.	De l'obard.	c. excellent.	d. marvellous.
7. My name is		gs', is literary	
a, Simile.	LOSS TAMES A DESCRIPTION OF THE PARTY OF THE	c. personification	
	Collowing lines does NOT	0.0	for in the poem.
	and level sands stretch fa		STREET, STREET,
	aveller from an antique la beside remains. Round the	and the second	Labor Har T
	ε, a shattered visage lies,	A STATE OF THE STA	THE SHAW
Exercise# 3	ya Asia de la composition della composition dell	asel leaves	HOAL OF HOME CENT
	nd read the above poem	again Comprehend it	t thoroughly and paraphrase
	ds. After you have compl		
			as, the poet PB Shelley tells
			er from an ancient land. He
			t. There was also a shattered aracteristics of proud, sneer
			forever, when the real king
would never re	turn. In the next six line	s (sestet), the poet te	lls about the ironical words
written on the p	edestal. "My name is Ozy	ymandias the King of	f Kings"





The poet further tells that nothing is permanent. All his work, his power and every other thing connected to be thing connected to him have passed away. Nothing remains except the sculptor's statue in bad condition. Simply at the end, the poet focuses on the transiency.

## Exercise# 4

(8)

Note: Read the poem again and answer the following questions:

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

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

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

Ans. It can be said that the 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 could easily guess the what type of king he was.

Q.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

heaning of the phrase in the poem "the heart that fe

Ans. "The heart that fed" here means the heart of king mocked, reproduced or copied by t

hie about the fate of Ozymandias?

the statue and the inscription on aftered. Only two vast legs stood on t and, whereas the inscription said loo despair' and 'king of kings'

O.6 What is the message of the poem?

Ans. The message in the poem is that everything here in matter, how powerful a person is, he or she will sure wants to give the philosophy of transience arough this poem.

Q.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.

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

Ans. 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 one should never be proud



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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.

piction means choice of words. The diction in Ozymandias is lofty, slightly unusual, and it paints vivid pictures. By "lofty," the author means 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

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Death and monarity: no human is powerful enough to escape ceat 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 liver

temporary) nature of power.

3. Structure

Ans. The poem is a sonnet and is written in famble pentameter. To sonnet structure is unconventional and has the 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 flyming 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. But merely long stretches of desert that surrounds the broken statue.

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Symbolism - the poem contains many examples of symbolism, one of the most prominent being the visual of Ozymandias. The 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 works that evoke erosion and degradation: 'half sunk, 'shattered visage, 'decay This has the effect of suggesting the slow process of decay which eventually destroys allpowerful 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. P.B. Shelley wants to give the philosophy of transience through this poem.

## Exercise# 6

'Work in pairs and discuss it in the light of the poem

rise has a fall' is a quote that means no one is permanent here in Man, either weak or powerful, has to die. The You may go very high, but you have to c buried in the sand of land. So one should not be proud as shown. He was a powerful king. He thought himself

self from declination

# Exercise# 7

Work individually and plain the following share it with your class

### Stanza# 1-8

I met a traveller.....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 traveller from an old and deserted land. The traveller 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.

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# Stanza# 9-14

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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 traveller 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 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 the glory of the king. But now, this huge and splendid statue has

King Ozymandias is getting a thick

three. Compose your own poem of poetry based on three stanzas compose 1 stanza. After your group has com



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# "Good Timber"

By Douglas Malloch

### SUMMARY

Good Timber by Douglas Malloch describes the way that the trees of good timber and strong men are formed through hardship and struggle. The imagery is all present in the poem. Throughout the poem, Malloch uses simple language, diction and standard syntax in order to convey his message. The subject matter of the poem applies to all the people those who struggle or bear hardships. The poem begins how two types of trees and men lead their life. First those who are born with golden spoon and readily given all things they need to survive. All luxuries and comforts are brought to their doorstep. Such type of people never worry about their food and other necessities of life. One the other hand, there are the trees and men who must fight throughout their-living their broken branches and scars are evidence to their ability to survive and become forest kings. Terrible situations, rival forces and storming weather seem to shake and harm them, but these enhance their potential and strength.

Malloch explores the theme of struggle, fulfillment and nature. Those, who live through broken branches and storms, will become 'Good Timber. The poet presents a different way of life that people can lead and the most fulfilling lives always involve tardship and struggle. Even exertion seems difficult but the process of hardships and exertion beautify their liviage and bestow upon men honour, prestige and glory. By using nature as the source of imagery, he opines that the strength of trees and endurance of man get stronger in troublesome situation-the extended metaphor that stays till the end of the poem ensures that everyone understands the strength that he is talking about. A life of fulfillment can only come after one has worked hard. This is a roundabout way of saying that nothing worthwhile comes easy.

Pre Reading.

Q.1 "The stronger the wind, the stronger the ree"

Read the line and guess the theme of the poem.

Ans. According to my view point, the theme of the poem would be the uses of adversity. The more the difficulties you face, the much stronger you will be, because good qualities always develop in difficulties. A man born with golden spoon, nurtured and fostered in luxurious surroundings, cannot gather courage and strength in him.

#### Exercise# 1

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

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It is a bare fact that the more they suffer, the more they become worthwhile and beneficial for the society.

# Q.2 What happens to the people who work hard?

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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

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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

# Q3 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 he encounters and overcomes adversity in life, Hardships, adverse 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 good timber.

# Q.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 spends its time as it came to this world. It neither tries to change the position

ships for a better position. On the other hand, a good timber remains ready to face hardships of life. It becomes more perfect when it face storm. So, the paet suggests the people to be like good timber and facposition will be strong and mean life. In such way,

Which poetic devices are used in the poem!

rices used in the

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

# Q.6 Write the central idea of the poem?

Ans. The central idea of the poem 'Good Timber' is that, 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.

# Q.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 it 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, the poem is related to us. It tells us our drawbacks. We should be like a good timber which teaches us to face the difficult problems.

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# 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 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 one's 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 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 simply means wood but it is used metaphorically that is why it is a little difficult to understand.

#### 2. Theme

Ans. In 'Good Timber', Malloch explores the 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 in which life could be lived and how it could be the most fulfilling one. 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 that he's talking about is. A fulfilling life can only come after one has worked hard. This is a roundabout way of saying that nothing of 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 confirm to a pattern of aabbee, alternating as the poet saw fit from stanza to stanza. This was a common structure for

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Malloch. His rhyming pairs carry a reader through the piece from the beginning to the 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 used. The figurative language is used in order 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 theme of 'When life gives you lemons, make lemonade', 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 your points in the notebook and share it with your class.

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.

Line no. Lines

### Stanza# 1-6

The tree that ...... a scrubby thing. These lines have been taken from the poem "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 of its basic needs 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

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life in the last two lines of the stanza. This type of tree will never become the head or one

the largest and strongest trees of the forest. This kind of tree does not have any greatness because greatness cannot be achieved without struggle. This type of tree is often struck down as a useless and inferior creature.

# Stanza# 7-12

The man who ....... died as he began. These lines have been taken from the poem "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 not feel the need to go beyond his readily available resources.

Good Turber does not ....... good Timber grow. These lines have been taken from the poem "Good Timber", which is written by Douglas Malloch. In these lines, the poet describes the Generis and ways through which fine stuff and good timber arow. The development of successful life lies in facing hardships and in overcoming hardles. The poet compares a man to a tree who gets its strength through showy 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 scrabby thing ever did a tree or man who, in danger himself and

of the world, at last,

and good timber

#### Stanza# 19-24

Where thickest lies ........ common law of life. These lines have been taken from the poem "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 how they lived.



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An ideal essay needs an elevated paragraph structure. An impressive paragraph is always based on flawless composition of sentences. In order to give correct expression, one has to understand the basic facts of sentence structure and its classification.

In fact, a sentence is the outcome of the arrangement of words.

#### Word:

A group of alphabets, forming a unit, is called a word e.g.

L + O + O + K = "Look"

### Phrase:

A group of words (combination of more than one word) though meaningful but is without a subject and a predicate of a complete sentence. e.g.

"Look after"

#### Clause:

A sentence or a part of sentence, containing its own subject and a verb or a word phrase

After we had finished + We went home

Subordinate clause

Independent clause

The combination of these clauses forms a sentence. At the same time, the independent clause stands as a complete sentences.

### SENTENCE:

A group of words, giving full meaning, is called a sentence

- . He advised me.
- We switch on the lights.
- We went home.

He advised me. + to work stead

Independent clause + Subordinate clause

When it grows dark + we switch on the lights.

Subordinate clause + Independent clause

After we had finished, + we went home.

Subordinate clause + Independent clause

Word = look
Phrase = look after

Clause (Independent) - Mother looks after her children

as well as a complete sentence

After being educated + I looked after my father's business.

Sub ordinate dependent/ clause independent/ main /principal clause

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A sentence may include one or more than one class.

These are several kinds of sentences, these can be classified according to the way they are used.

Assertive Sentence is a statement of fact e.g.

He has done his work.

It is also termed as a declarative sentence.

Imperative sentence is a command or request, e.g.

Finish your work immediately.

Will you finish your want to work immediately?

Interrogative Sentence is a question, e.g.

Have you done your work?

Exclamatory Sentence describes a sudden or strong feelings e.g.

What a fine piece of art it is!

How foolish he is!

Note:

This is mostly described by Alas ! Hurrah ! Ah

When you break up a sentence into parts (words), these are known as 'parts of speech'.

Parts of Speech	Function	Example
1. Noun	Naming	Ahmed, Karachi, chair, air he
2. Pronoun	Replacement of noun	he, she, it, they, I, we, you
3. Adjective	Qualifies noun	old, long, simply, lazy
4. Verb	Action (doing something) state condition	write, try, fight, shout, sit
5. Verb	qualifies a verb or adjective	quickly, excellently
6. Preposition	Joins noun with another word	On, upon, to, for, off
7. Conjunction	Links two parts of a sentence	And, but, that, because
8. interjection	Expresses strong feelings	Alas! Ah! Oh! Hurrah!
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# TENSES

The word tense in grammar donates time. There are three basic kinds of tenses:

- 1. Present
- 2. Past

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3. Future

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Every tense or time factor deals with the verb and its desired form. It can be classified into four types:

- i. Indefinite.
- ii. Continuous.
- iii. Perfect.
- iv. Perfect continuous

## TENSES:

### PRESENT:

INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
I go.	I am going.	I have gone.	I have been going.
Do I go?	Am I going?	Have I gone?	Have I been going?
I do not go.	I am not going.	I have not gone.	I have not been going.

# PAST:

INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
I went. Did I go?	I was going. Was I going?	I had gone. Had I gone?	I had been going. Had I been going?
I did not go.	I was not going.	I had not gone.	I had not been going.

INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
I shall go. Shall I go? I shall not go.	I shall be going. Shall I be going? I shall not be going.	I shall have gone. Shall I have gone? I shall have not gone.	I shall have been going. Shall I have been going? I shall have not been going.

### **BASIC SENTENCE STRUCTURE**

### PARTS OF SENTENCES:

- 1. Subject
- 2. Predicate
- 3. Object
- 4. Indirect Object
- 5. Complement

Every word in a sentence serves a specific purpose within the structure of that particular sentence. According to rules of grammar, sentence structure can sometimes be quite complicated. For the sake of simplicity, however, the basic parts of a sentence are discussed here.

The two most basic parts of a sentence are the subject and predicate:

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### SUBJECT

The subject of a sentence is the person, place, or thing that is performing the action of the sentence. The subject represents what or whom the sentence is about. The simple subject usually contains a noun or pronoun and can include modifying words, phrases, or clauses.

> i.c. The man ...

### 2. PREDICATE

The prediente expresses action or being within the sentence. The simple predicate contains the verb and can also contain modifying words, phrases, or clauses.

#### The man / builds a house.

The subject and predicate make up the two basic structural parts of any complete sentence. In addition, there are other elements, contained within the subject or predicate, that add meaning or detail. These elements include the direct object, indirect object, and subject complement. All of these elements can be expanded and further combined into simple, compound, complex, or compound/complex sentences

# 3. DIRECT OBJECT

The direct object receives the action of the sentence. The direct object is usually a noun or pronoun.

The man builds a house.

The man builds it.

### 4. INDIRECT OBJECT

The indirect object indicates to whom or for whom the action done. The indirect object is usually a noun or pronoun.

i.e. The man builds his family a house.

The man builds them a house.

## SUBJECT COMPLEMENT

A subject complement either renames or describes the subject, and therefore is usually noun, pronoun, or adjective. Subject complements occur when there is a linking verb within the sentence (often a linking verb is a form of the verb to be).

The man is a good father. (father = noun which renames the subject) The man seems kind. (kind = adjective which describes the subject

# SENTENCE TYPE AND PURPOS

Sentences come in a variety of shapes and lengths. Yet, whatever their shape lengths (or types), all sentences serve one of only a few very basic purposes.

#### SENTENCE TYPE

Every sentence is one of the following types:

- 1. Simple
- 2. Compound
- 3. Complex
- 4. Compound/Complex

#### 1. THE SIMPLE SENTENCE

A simple sentence is simple because it contains only one independent clause:

i.e. Justin dropped his Agricultural Economics class.

A simple sentence is not necessarily short or simple. It can be long and involved, with many parts and compound elements. But, if there is only one independent clause, it is nevertheless, a simple sentence.

### 2. THE COMPOUND SENTENCE

When you join two simple sentences properly, you get a compound sentence. Conversely, a compound sentence can be broken into two complete sentences, each with

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its own subject and its own verb. You can join simple sentences to create compound sentences either of two ways:

- With a semicolon
- With a comma and coordinating conjunction (for, and, nor, but, or, yet, so) For example, the following pairs of independent clauses can be joined either way:
- i.e. Homer has Basic Plant Science on Mondays and Wednesdays; Environmental Horticulture conflicted with his schedule.
- i.e. Homer has Basic Plant Science on Mondays and Wednesdays, but Environmental Horticulture conflicted with his schedule.

#### 3. THE COMPLEX SENTENCE

A complex sentence is a sentence that contains both a dependent and an independent clause. In the following example, both clauses contain a subject and a verb, but the dependent clause has, in addition, the dependent-making words even though. If you start the sentence with the dependent-making words (or subordinating conjunction), place a comma between the clauses. On the other hand, if you start with the independent clause and place the dependent-making words in the middle of the sentence, do not use a comma:

i.e. Even though Eva took Turf Management just to fill out her schedule, she found it unexpectedly interesting.

i.e. Eva found Turf Management unexpectedly interesting even though she took it just to fill out her schedule.

# 4. THE COMPOUND-COMPLEX SENTENCE

A compound-complex sentence combines at least two independent clauses and at least one dependent clause. The punctuation rules remain the same: the two simple sentences are joined by one of the two methods described above, and the dependent clause is punctuated (or not) depending on whether it precedes or follows an independent clause. In the following example, the dependent-making word signalling the beginning of the dependent clause is while:

i.e. Homer was already in class, and Eva was in the lab while Justin was sleeping off hi

i.e. While Justin was sleeping off his headache, Homer was already in class was in the lab.

i.e. Homer was already in class while Justin slept off his headache; Eva was in the lab.

### CONDITIONAL SENTENCES

A conditional sentence is a type of a sentence that states a condition and the outcome of that condition occurring.

# CONDITIONAL TYPE ZERO:

#### STRUCTURE:

# If + (simple present tense) + (simple present tense)

Type zero conditional sentences are used to talk about facts, we use them when the result of a condition is always true (universal fact) or true for the speaker.

# CONDITIONAL TYPE 1:

#### Example:

# Zero Condition

- If the sun goes down, it gets dark.
- If you don't eat food, you get hungry.
- If ice melts, it becomes water.
- If snakes are scared, they bite.

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"if" / "when" clause	main clause
If/When it rains,	the grass grows.

main clause	F 100	"if" / "when" clause
The grass grows		if/when it rains.

The zero conditional is used to talk about things that are always, or generally, true; it is also used to talk about scientific facts.

## Match the clauses below.

- 1. If I am late for class,
- 2. When he stays up very late,
- 3. People get hungry
- If you study hard,
- 5. When she watches a movie,
- When I cross the street,
- 1 can't do my homework,
- 8. He always smiles
- 9. If I miss the bus,
- 10. When you make lots of noise,
- 11. Tea tastes sweet
- 12. You should eat less
- 13. I always take my umbrella
- 14. When I'm sad,
- 15. When he cleans the house,

# ANSWER KEY:

- 1. C 9. E
- 2. F 10. G 3. A 11. N
- 4. M 12. H
- 5. I 13. J
- 6. B 14. K 7. O 15. L
- 8. D

# (A) if they don't cat.

- (B) I always look left and right.
- (C) my teacher gets angry.
- (D) when he is happy.
- (E) I take a taxi to work.
- (F) he is very tired the next morning.
- (G) the librarian gets angry.
- (H) if you want to lose weight.
- (I) she likes to eat popcorn

### when it rains

(J)

(L)

(0)

- (K) I watch a funny movie.
  - he listens to music.
- (M) you get good grades in school
- (N) if you add some sugar
  - if I don't have my glasses.



# TYPE ONE CONDITIONAL SENTENCES:

We use type 1 conditional sentence to talk about the future situations/ conditions that are possible or real and their results.

## STRUCTURE:

(If + simple present tense) + (simple future tense)

### Example:

# 1<sup>st</sup> Condition

- . If it rains, we will not go outside.
- If you don't apologize, I will never talk to you again.
- . If I get the offer letter, I will give you a party.
- If I propose to her, she will marry me.

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# TYPE TWO CONDITIONAL SENTENCES:

- To talk about an imaginary situation (unlikely to happen) and its result in the present/near future.
- Unreal and hypothetical situation structure:

(If + simple past tense) + (subject + would + 1st form)

# Example:

# 2<sup>nd</sup> Condition

- . If she loved me, I would marry her.
- If he won a lottery, he would go on a world tour.
- If I found her address, I would send her an invitation.
- · If you studied well, you would get a job.

## Put the verb into the correct tense to make the second conditional.

1. If 1	(be) y	you, I	(get)	a new	job.
		1.4.3			

- 2. If he \_\_\_\_\_ (be) younger, he \_\_\_\_\_ (travel) more.
- 3. If we \_\_\_\_\_ (not / be) friends, I \_\_\_\_\_ (be) angry with you.
- 4. If I \_\_\_\_\_ (have) enough money, I \_\_\_\_\_ (buy) a big house.
- 5. If she (not / be) always so late, she (be) promoted.
- 6. If we \_\_\_\_\_ (win) the lottery, we \_\_\_\_\_ (travel) the world.
- 7. If you (have) a better job, we (be) able to buy a new car 8. If 1 (speak) perfect English, I (have) a good job.
- 8. If I \_\_\_\_\_ (speak) perfect English, I \_\_\_\_\_ (have) a good job.
  9. If we \_\_\_\_\_ (live) in Mexico, I \_\_\_\_\_ (speak) Spanish.

# 10. If she \_\_\_\_ (pass) the exam, she \_\_\_\_ (be) able to enter university.

- 11. She \_\_\_\_\_ (be) happier if she \_\_\_\_\_ (have) more friends.
- 12. We \_\_\_\_\_ (buy) a house if we \_\_\_\_\_ (decide) to stay here.
- 13. They \_\_\_\_\_ (have) more money if they \_\_\_\_ (not / buy) so many clothes
- 4. We (come) to dinner if we (have) time.
- 15. She \_\_\_\_\_\_ (call) him if she \_\_\_\_\_\_ (know) his number

  16. They \_\_\_\_\_\_ (go) to Spain on holiday if they \_\_\_\_\_ (like) not weather.
- 17. She (pass) the exam if she (study) more.
- 18. I (marry) someone famous if I (be) a movie star.
- 19. We never \_\_\_\_\_ (be) late again if we \_\_\_\_\_ (buy) a new car.
- 20. You \_\_\_\_\_ (lose) weight if you \_\_\_\_ (eat) less.

### Answers Key:

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## (remember: you can write would or 'd):

- 1. If I were you, I would get a new job.
- 2. If he were younger, he would travel more.
- 3. If we weren't friends, I would be angry with you.
- 4. If I had enough money, I would buy a big house.
- 5. If she weren't always so late, she would be promoted.
- 6. If we won the lottery, we would travel the world,
- 7. If you had a better job, we would be able to buy a new car

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(study), she (pass) the exam. 2. If she 3. If we (arrive) earlier, we (see) John.

· (go) to bed early, they (not / wake) up late.

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- 16. He would have taken a taxi if he had had enough money.
- 17. I would have called you if I hadn't forgotten my phone.
- We would have come if we had been invited.
- 19. She wouldn't have done it if she had known you were ill.
- 20. He would have been on time if he had left earlier.

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## Modal Verb

A modal verb is a type of verb that contextually indicates a modality such as a likelihood, ability, permission, request, capacity, suggestion, order, obligation, necessity, possibility or advice. Modal verbs generally accompany the base form of another verb having semantic content.

#### These are:

- She is old so she can't play tennis. ١.
- I will buy a house in the game if I have enough game money 2.
- Can you write a message to me if you see Alexander? 3.
- You will pass your exams if you study enough. 4.
- Could I go to the park? 5.
- I could help you with Spanish.
- They could go to the movies if you are interested. 7.
- I could visit many places if I had more money. 8.
- 9. A lot of crime could be prevented.
- 10. You could have called first.
- 11. If he calls you, you should go.
- 12. If you don't hurry, you will miss the train.
- 13. If you feel bad, you must go to the doctor
- 14. Could I borrow your notebook?
- 15. Could speak to Mary?
- 16. I can speak five languages.
- 17. Alcohol can cause cancer.
- Can I come with you?
- Can I use your computer, please?
- 20. Can you hand me the pen?



### Fill in the blanks.

5.

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\_\_\_carry some bags for you If they like, I



(can) (should)

(could)

(could)

(may)

- My baby brother \_\_\_\_\_\_ be asleep by now. He \_\_\_\_\_play football well when he was a kid. 3.

  - He \_\_\_\_\_ have taken the flight.
  - We \_\_\_\_\_ have passed the math exam, but it was in Spanish.
- You \_\_\_\_\_ have sold the car., if you really needed the Money.
- You \_\_\_\_\_ have listened to the teacher.
- We \_\_\_\_\_ have been crazy!
- He \_\_\_\_\_ have told the teacher.
- You \_\_\_\_\_ bought it, because I have already got it.
- You \_\_\_\_\_ to have warned me earlier. \_\_\_\_\_ you lend me your camera?
- I \_\_\_\_\_\_ play the tennis when I was a child.

## (might) (should)

(must)

(should)

(needn't have)

(ought) (will)

· (would)





S. We are going to breakfast	The state of the s	XI-English Grammar, Set# 3, Page# 14
1 I knew 1 win college this year. (would) 1 be used when making a wish. (would) 1 you hand me the please? (could) 1 you hand me the pencil? (would) 1 you ever excited when you took the exams? (could) 1 you ever excited when you took the exams? (could) 1 you with send that wool anguages, you will see that you find a job easily. (can) 1 you with Spanish. (could) 1 you with Spanish. (could) 1 you have a cup of tea? (could) 1 you have notebook? (could) 1 you have notebook? (could) 1 you have notebook? (could) 1 you have not the hospital tomorrow or you will be mare stek. (should) 1 you have not the hospital tomorrow or you will be mare stek. (should) 1 you have not the hospital tomorrow or you will be mare stek. (should) 1 you a lot. (should) 1 you a lot. (should) 1 you wilk to work (should) 1 you wilk to work (should) 1 you like some help? (would) 1 you like some help? (would) 1 you like a break and get some rest. (should) 1 you wilk some help? (would) 1 you wilk some help? (would) 1 you wilk some help? (would) 1 you wilk some heard everything you just said. (may) 1 you have moved here two years ago. (may) 1 you have noved here two years ago. (may) 1 you have heard everything you just said. (may) 1 you have heard everything you just said. (may) 1 you have heard everyth		
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1   1   1   1   1   1   1   1   1   1	16. I knew I win college this year.	
9. If I were you, I say sorry. (would) 1 you hand me the pencil? (would) 2. You try some of this spaghetti. (should) 3. They go to the movies if you are interested. (would) 4. I barely walk when I was a baby. (could) 5 you ever excited when you took the exams? (could) 6. I draw pictures in high school. (could) 7. If you speak more than two languages, you will see that you find a job easily. (can) 8. If you d come with me, we have had fun. (could) 9. I hold you with Spanish. (could) 1 you like a cup of tea? (should) 1 you like some money. (should) 1 you like some help? (would) 1 you have noved here two years ago. (may) 1 have moved here two years ago. (may) 1 have moved here two years ago. (may) 1	17 be used when making a wish.	(would)
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# USE THE CORRECT FORM OF THE VERB

# **EXERCISE: A**

- I (not forget) your kind advice that you (give) me just now.
- They (intend) (go) to Murree next week.
- They (play) hockey since 4 p.m.
- 4) It (rain) continually for four days.
- 5) If you had worked hard you (succeed).
- 6) If you (do) as I told you, you (succeed).
- 7) You (be) ill if you (eat) too much.
- 8) If you (leave) earlier, you would have caught the train.
- 9) 1 (not go) out unless it (stop) raining.
- 10) If you (hit) the dog it (bite) you.
- 11) I (write) to my father now to (send) me some money.
- 12) He (do) well in the last test.
- 13) I (not like) tea unless it (be) hot.
- 14) (Remember) me as a friend who (help) you when you (be) in need
- 15) I am sure he (come) if you ask him.
- 16) At the President's entry yesterday everyone (become) silent.
- 17) She (be) not aware of the facts this time.
- 18) Hello! You (make) a cake?
- 19) By this time next year, George (take) his University degree.
- 20) My friends (play) tennis for an hour.
- 21) I (know) him for a very long time.
- 22) When I (meet) them in the street, they (go) to the picture.
- 23) I (study) English for six years.
- 24) I expect he (go) to England as soon as he (get) a visa
- 25) Yesterday K(buy) a new watch as my old one (be) stolen.

## EXERCISE: B

- 1) He (not come) when I (write) my last letter to you.
- 2) I (not see) you for a long time.
- 3) Mary (rest) in a garden all day because she (be) ill.
- 4) We (live) here for the last six months, and just (decide) to move
- 5) They (not speak) to each other since they (quarrel).
- 6) He (work) in this factory for ten years.
- 7) He (sit) in the garden when the storm (break).
- 8) When the phone (ring) I (have) a bath.
- 9) You (see) a good cowboy film lately?
- 10) We (not play) tennis since last May.
- 11) You (remember) my name, or you (forget) it.?
- 12) I think I (drop) my pen, when I (go) to school this morning.
- She (go) to school everyday.
- 14) I (live) here since 1950.
- 15) I (read) a book, when he (come) in,
- 16) He (go) abroad last week.
- 17) The sun (rise) before I (be) ready to go yesterday.
- 18) The robber (run) away before the police arrived.
- 19) I (come) if you ask.
- 20) I (come) if you asked.
- 21) I (come) if you had asked.
  - Columbus (discover) America five hundred years ago.

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- 23) Aristotle (write) Poetics three thousand years ago.
- 24) When he (come) I was writing a letter.
- 25) If he (come), please tell me.

### **EXERCISE: C**

- I (go) to Sukkur five years ago.
- 2) If he (eat) another cake, he will be sick.
- He (come) to see me last Thursday.
- 4) 1 (read) this book since 5 O' clock.
- 5) I knew that he (steal) my watch.
- He was going downstairs, when I (meet) him.
- 7) It made little difference how we (carry) on the work.
- My brother (go) to England in 1990.
- 9) It (rain) continually for the last four days.
- 10) Aslam (write) a letter now.
- 11) Look! he (run) after the bus.
- 12) I (go) to Lahore two years ago but I (not be) there since then.
- 13) The stove (go) wrong. I (ask) you to mend it for months.
- 14) Don't talk to me now. Can't you see that I (work)?
- 15) Somebody (disturb) the papers on my desk. I (look) for a particular paper for the last five minutes and I can't find it anywhere.
- 16) I am sure you (make) a mistake.
- 17) He was certain that he (see) her somewhere before.
- 18) I shall be very pleased if you (come)
- 19) I should be very pleased if you (come)
- 20) If I were you, I (tell) him what happened.
- 21) He would have done it, if you (tell) him to.
- 22) I hope that you (like) it when you see it.
- I hope that it (rain) tomorrow.
- 24) I wish that you (not tell) him what I said.
- 25) I wish that he (not speak) so quickly
- 26) I wish I (can) help you but I am afaird I cannot.
- 27) When the weather is hot, we (go) for a swim.
- 28) While he (clean) the blackboard, the Principal came in.
- 29) After we (finish), we went home.
- 30) He will unlock the door when he (get) here.
- 31) When I see her tomorrow, I (tell) her what you said.
- 32) He arrived just as the play (begin).
- 33) He arrived just after the play (begin)
- 34) He will do it, if you (tell) him to.
- He would do it, if you (tell) him to.

#### SPOTTING ERRORS

- (1) I will have come if you had asked for.
- Ans. I would have come if you had asked for.
- (2) Columbus had discovered America five hundred years ago.
- Ans. Columbus discovered America five hundred years ago.
- (3) Aristotle had written Poetics three thousand years ago.
- Ans. Aristotle wrote Poetics three thousand years ago.
- (4) When he had come, I was writing a letter.
- Ans. When he came, I was writing a letter.

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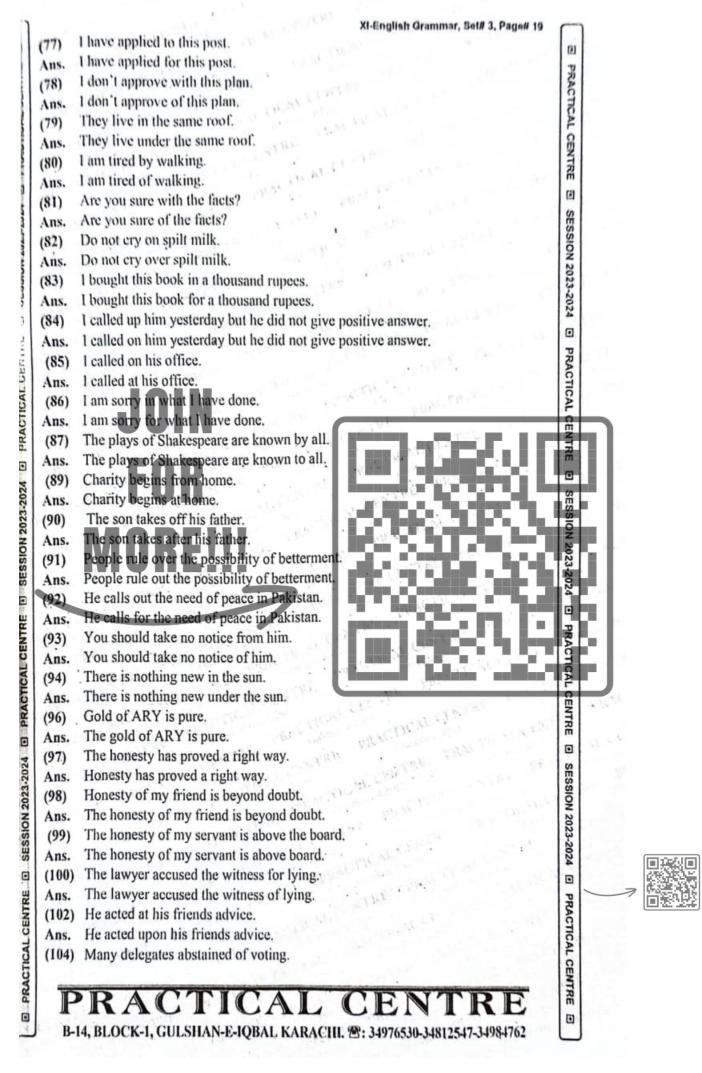
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- Ans. It has been raining continually for the last four days.
- (38) Aslam has written a letter now.
- Ans. Aslam is writing a letter now.
- (39) Look! He runs after the bus.
- Ans. Look! He is running after the bus.
- (41) He was certain that he saw her somewhere before.
- Ans. He was certain that he had seen her somewhere before.
- (42) I shall be very pleased if you came.
- Ans. I shall be very pleased if you come.
- (43) I should be very please if you would come.
- Ans. I should be very please if you come.
- (44) If I were you, I will tell him what happened.
- Ans. If I were you, I would tell him what happened.
- (45) He would have done it, if you tell him to.
- Ans. He would have done it, if you had told him to.
- (49) I wish that he not speak so quickly.
- Ans. I wish that he would not speak so quickly.
- (50) I wish I can help you but I am afraid I cannot.
- Ans. I wish I could help you but I am afraid I cannot
- (51) When the weather is hot, we went for a swim.
- Ans. When the weather is hot, we go for a swim.
- (52) While he clean the black board, the Principal came in
- Ans. While he was cleaning the black board, the Principal came in:
- (53) After we finished, we went home.
- Ans. After we had finished, we went home
- (54) He will unlock the door when he would get here.
  - He will unlock the door when he gets here.
- (61) I have read novel yesterday
- Ans. I read novel yesterday
- (68) I am related with her.
- Ans. I am related to her.
- (69) The rich tyrannize the poor.
- Ans. The rich tyrannize over the poor.
- (70) The train ran on a tunnel.
- Ans. The train ran into a tunnel.
- (71) He was accused with theft.
- Ans. He was accused of theft.
- (72) He is interested about stories.
- Ans. He is interested in stories.
- (73) Ali Jumped in the river.
- Ans. Ali Jumped in to the river.
- (74) The teacher went in the class.
- Ans. The teacher went in to the class.
- (75) I beg with you not to do this.
- Ans. I beg of you not to do this.
- (76) He is angry with my behavior.
- Ans. He is angry at my behavior.

# PRACTICAL CENTRE





Many delegates abstained from voting

(105) He is trying to learn English for years.

Ans. He is trying to learn English for years.

(106) Beware against pickpockets.

Ans. Beware of pick pockets.

(107) Azizia in Libya is the hot place in the world.

Ans. Azizia in Libya is the hottest place in the world

(108) He wants to convince you about his innocence.

Ans. He wants to convince you of his innocence.

(109) He arrived just after the play began.

Ans. He arrived just after play had begun.

(112) There is no exception about this rule.

Ans. There is no exception to this rule.

(114) We should all aim in excellence.

Ans. We should all aim at excellence.

(116) He is incapable about doing a good work.

Ans. He is incapable of doing a good work.

(117) He is about the same view.

Ans. He is of the same view.

(119) Haughed on his joke.

Ans. I laughed at his joke.

(126) They say that they would return soon.

Ans. They say that they will return soon. (127) The son takes off his father.

Ans. The son takes after his father.

(133) Charity begins from home.

Ans. Charity begins from the home.

(134) He fell on the ladder.

Ans. He fell off the ladder.

(135) I called on his house.

Ans. I called at his house.

(136) There is no exception in this rule.

Ans. There is no exception to this rule

(137) We should all aim on excellence.

Ans. We should all aim at excellence.

(138) The teacher has great affection about his students.

Ans. The teacher has great affection for his students.

(139) Beware about pickpockets.

Ans. Beware of pickpockets.

(140) I have been teaching him since last four years.

Ans. I have been teaching him for last four years.

(150) He is confined with bed.

Ans. He is confined to bed.

(151) Don't ask him to get off, he is sick.

Ans. Don't ask him to get up, he is sick.

(152) I am interested about stories.

Ans. I am interested in stories.







Ans. I'm tired of this kind of work.

(177) My friend has just called to me for important work.

Ans. My friend has just called on me for important work.

(178) He is short with money these days.

Ans. He is short of money these days.

(179) He has been at England from 1982.

Ans. He has been in England from 1982.

(180) Wait to me till I come.

Ans. Wait for me till I come.

(181) We started in six at the morning.

Ans. We started at six at the morning.

(182) He has lived on Lahore for many years.

Ans. He has lived in Lahore for many years.

(183) The crow flew for search of water to one place from another.

Ans. The crow flew from search of water from one place to another.

(248) I am looking for a pencil when I found a pen.

Ans. I was looking for a pencil when I found a pen.

(249) He was watching a television programme when I was contacting him.

Ans. He was watching watching television programme when I contacted him.

(250) After they left I sat down and rested.

Ans. After they had left, I sat down and rested.

(251) After we reached the platform the train left.

Ans. After we had reached the platform the train left

(252) The sun set when they began their journey.

Ans. The sun was setting when they began their journey.

(253) He refused to admit that he stole my books.

Ans. He refused to admit that he had stolen my books.

(254) He is the happier person I know.

Ans. He is the happiest person I know.

(255) She is the more thoughtful person in the town.

Ans. She is the most thoughtful person in the town.

(256) His car is more faster than mine.

Ans. His car is faster than mine.

(257) His car is the most fastest.

Ans. His car is the fastest.

(258) The line moved slower.

Ans. The line moved slower than the line next to.

(260) His motivation to succeed is great than his friend.

Ans. His motivation to succeed is greater than his friend.

(261) Among all my collegues, Mr. Altaf is more regular.

Ans, Among all my collegues, Mr. Altaf is most regular.

(262) She is intelligent than her cousin.

Ans. She is more intelligent than her cousin.

(263) Karachi is the more populous city in Pakistan.

Ans. Karachi is the most populous city in Pakistan.

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01) (a) HELPING VERB

(is, am, are, was were, been, being, shall be, will be)

(b) PRINCIPAL VERB

(eat, drink, see, play, go, run, ring, write, bark etc.)

02) (a) TRANSITIVE VERB:

In transitive verb, action passes from the Subject (Doer) to the object. In other words, a transitive verb requires an object.

For example:

- i) rounly a kite. It) the
- i) You fly a kite. ii) They play cricket.
- iii) The cat killed a rat.
- (b) INTRANSITIVE VERB:

An intransitive verb does not require an object. For example:

- i) I go to school
- ii) The dog barks.
- iii) The sun shines.

#### **ACTIVE AND PASSIVE VOICE**

A transitive verb requires an object; therefore, it has two voices. They are

ACTIVE VOICE and PASSIVE VOICE. But Intransitive Verb has no

object;

therefore, it has only one voice i.e. Active Voice.

01) ACTIVE VOICE:

Where subject acts, e.g. I eat a mango.

02) PASSIVE VOICE:

Where subject is acted upon, e.g. A mango is eaten by me.

#### RULES FOR CHANGING ACTIVE INTO PASSIVE VOICE

- Principal verb will be changed to its III<sup>al</sup> form.
   (In the above example, eat is changed into eaten)
- Helping verbs (is, am, are, was, were, be, being, been) will be added before principal verb. (in the above example 'is' has been used before principal verb eaten)
- 03) The object of the verb becomes the subject and the subject is brought after the verb with an addition of 'by' before it.
- 04) If the subject or object or both are Personal Pronouns, their cases will be changed as under:

Subject in Active Voice (Subjective Case)

Object in Passive Voice (Objective Case)

ubjective Case)

---- by me

We You by us

He

by him

She They by her by them

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# Q.1) Change the following into passive voice:

TENSE	PRESENT	PAST	FUTURE
Indefinite	01. 1 cat a mango.	05. I ate a mango.	09. I shall eat a mango.
Tense	01.	05.	09.
	02. I am eating a mango.	06. I was eating a mango.	10. I shall be cating a mango.
Continuous Tense	02.	06.	10. ——— No Passive ———
Perfect	03. I have eaten a mango.	07. I had eaten a mango.	11. I shall have eaten a mango.
Tense	03.	07.	11.
Perfect	04. I have been	08. I had been eating a mango.	12. I shall have been eating a mango.
Continuous Tense	04 No Passive	08 No Passive	12. ——— No Passive ———

## Q.2) Change the following into passive voice:

TENSE	PRESENT	PAST	FUTURE
<b>JUR</b>	01. We fly a	05. We flew a kite.	09. We shall fly a kite.
Tense	01.	05.	09.
	02. We are flying a kite.	06. We were flying a kite.	10. We shall be flying a kite.
Tense	02.	06.	10. — No Passive
Perfect	03. We have flown a kite.	07. We had flown a kite.	11. We shall have flown
Tense	03.	07: (A.A.)	11.
Perfect	04. We have been flying a kite.	08. We had been flying a kite.	12. We shall have been flying a kite.
Continuous	04 No Passive	08. ——— No Passive ———	12. — No Passive
		110 110	

# Q.3) Change the following into passive voice:



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TENSE	PRESENT	PAST	FUTURE
Indefinite	01. You write a letter.	05.	09,
Tense	01.	05.	09.
27970	02.	06.	10.
Continuous Tense	02.	06.	10.
DC-st	03.	.07.	11.
Perfect Tense	03.	07.	11.
Perfect	04.	'08.	12.
Continuous Tense	04.	08.	12.

Q.4) Change the following into passive voice

TENSE	PRESENT	PAST	FUTURE
Indefinite	01. He drinks water.	05.	09.
Tense	01.	05.	09.
- Track	02.	06.	10.
Continuous Tense	02	06,	10.
Mr. Phi	acht, we		
Perfect	03.	07.	
Tense		100	
Perfect	04.	08,	12.
Continuous Tense	04.	08.	12.
Tense	the at the	@ @ ``	

).5) Change the following into passive voice:

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TENSE	PRESENT	PAST	FUTURE
Indefinite	01. She sings a song.	05.	09.
Tense	01.	05.	09.
195	1.0	Lynk	200
0 4	02.	06.	10.
Continuous Tense	02.	06.	10.
Tense			
	03.	07.	11.
Perfect Tense	03.	07.	41.
Tense	40	the bary. Commen	att of the same
Perfect	04.	.08.	12.
Continuous	04.	08.	12.
Tense	12. 24.	Charles Toron	and the same

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L	).(1)	(	hange	the	following	into	passive voice;	

TENSE	ENSE PRESENT PAST		FUTURE	
-	01. They play cricket.	05.	09.	
Indefinite Tense	01.	05.	09,	
	02.	06.	10.	
Continuous Tense	02.	06.	10.	
	03.	07.	11.	
Perfect Tense	03,	07.	11.	
Perfect	04.	08.	12.	
Continuous	04.	08.	12.	
Tense	and the	A STATE OF THE PARTY OF THE PAR		

## Q.7. Change into Passive Voice: - (Assertive Sentences)

01) I shall help you		 -	1160
02) He took a hot bath.	100		
03) We kill a snake.		224	
04) The peon is ringing the bell.	45.7		
05) You had broken my pen			an.
06) She reads a story book.		10 B	

- 07) Najma has taken the keys.
- 08) They will throw the ball.
- 09) She wore costly clothes.
- 10) The teacher was teaching them.
- 11) The doctor will test my eyes.
- \*12) We were catching the fish.\_\_

# Q.8. Change into Passive Voice: - (Assertive Sentences)

- 01) She likes mangoes.
- 02) I have ironed my coat.
- 03) They will win the match.
- 04) My sister made a doll.
- 05) I shall use your pen.
- 06) He is drawing a picture.
- 07) We helped the poor.

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08) She speaks good English.		
09) They have taken many photo		
10) Zunaira completed her work.		
11) The dog has started barking.		
12) Your sister had boiled two eg	gs	
.9. Change the Voice of: - (Assert	ive Sentences)	
01) Abdul locks the door.		
02) The cobbler polished my shoo	es.	
03) We shall play a hockey match	h at the same	
04) My sister is making a doll.	THE WASHINGTON	
05) He had completed his work.		
06) They will defeat your team.		
07) The dog was eating bones.		
08) You have planted many trees		
09) Asma will need your help.		
10) She bas returned my gift.	place of the second	
11) I <u>may</u> drink water.		
12) You can use his camera.		
(INTERRO	GATIVE SENTENCES)	
Q.10) We play Cricket.		
ACTIVE VOICE	PASSIVE VOICE	
01. Present Ind:		
a) Aff: We play cricket	b) Aff: Cricket is played by us.	
c) Int:		
02. Present Cont:	Real Walter	
a) Aff:	b) Aff:	
c) Int:	d) Int:	
03. Present Perf:	The Thirty was the same	
a) Aff:	b) Aff:	
c) Int:	d) Int:	
04. Present Perf. Cont.:	11/10/2019	





MAM Edito ARE DE ANCAD	b) Affi
The second secon	
08. Cast ludi > 1 The last last last last last last last last	1.00
n) Aff	b) Affi
c) Inc. 2 1 1/2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	(t) Intr
06. Past Cont.:	A second
a) Am a se	b) Am
e) Int:	d) Intt
07. Past Perft	1 0
n) Affi	b) Affi
c) Int:	d) Inti
08. Past Perf. Cont;	b) Aff:
a) A(f):	d) Int
Andread the second of the first terms of the second of the	
09. Future Ind; a) Aff;	b) Aff:
	(b) All:
c) lut:	0
a) Aff:	b) Aff:
	A.f. q) tut:
11. Future Perf:	b) Am: To be a second of the s
	b) Am: 1 20 20 20 20 20 20 20 20 20 20 20 20 20
c) lut:	d) Int:
12. Future Perf. Cont:	d) Int:
a)Aff:	
c) inti	d) Int:
	Passive Voice
Q.11) She writes a letter.  Active Voice	Passive Voice
01. Present Ind:	THE THEORY OF THE PARTY OF
a) Aff:	b) Aff: NI CLATER CONTRACTOR
c) Int:	
02. Present Cont:	1
a) Aff:	b) Aff:
c) Int:	d) Int:
03. Present Perf:	2
a) Aff:	P) W. THEN CHALLES
	d) Int:
of int:  04 · Present Perf. Cont.:	
	b) Aff:
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c) Int:	
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Past Ind:	0
Afficial Control of the Control of t	b) Arr:
Int:	b) Aff:  d) Int:
s. Past Cont.:	I I I
) Aff:	
Int:	b) Aff:
7. Past Perf:	
) Aff:	b) Aff.
) Int:	d) Int:
8. Past Perf. Cont:	Si Si
) Aff:	b) Aff:
) Int:	b) Aff: b) Aff: d) Int:
9. Future Ind:	024
) Aff:	b) Aff:
) Int:	
	d) Int:
0. Future Cont:	10 m
) Aff:	b) Aff:
) Int:	d) Int:
1. Future Perf:	Ž
a) Aff:	b) Aff:
) Int:	
2. Future Perf. Cont	
a) Aff: WIRE	d) Int:
	0) All:
c) Int:	d) Int:
(Was)	
(2.12) Change the Voice of: - (Interro	gative)
01) Does Abdul lock the door?	
02) Did the cobbler polish my sho	es?
Contraction of the contraction o	Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z
03) Shall we play a hockey match?	2. ENTRE
04) Is my sister making a doll?	S m
04) is my sister making a don.	SS
or II 11	SESSION 2023-2024
05) Had he completed his work?	2023
	1-200
06) Will they defeat your team?	
07) Was the dog eating bones?	R R
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	CV
08) Has he planted many trees?	



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09) Will Asma need your help?			
10) Has she returned my gift?	1111111	101	PAR
11) May I drink water?	1000		1274
12) Can you use his camera?			
0.13) Change into the Passive Voice:- 01) Who broke the jug?	(Interrogative)	8	
02) Who will take the test?			
03) Who has killed the lion?	The state of		
04) Who writes an essay?		7. 1.1.2	
05) When did you see him?		- 1	
06) Why had he broken my pen?	<del>              </del>		
07) Where will you meet him?			
08) How does she know my name?			
99) When did they play the match?	1265		10
10) How will you defeat me?			
11) Who is making a noise?			
12) Who called you names?			-77
.14) Change the Voice of:- (Interroga	ative)		1.6
01) Do you fly a kite?		ALM CORP.	·
02) Will she teach us?	*** **** * ******	Trails qual	130
03) Did he open the door?	ar and a state	30.81	t and
04) Had they seen the moon?	100	Dec. Co.	
05) Was she catching a butterfly?		112	
06) Have you received my letter?	•		ino
07) Who has taken my keys?		11.00	10
08) When did he invite you?	100		70





09) What are you doing?			- P
0) Who will catch the fish?			АСПС
11) How did you complete the work?	- VI		PRACTICAL CENTRE
12) Why was he beating you?			•
15) Change the Voice of:- (Imperativ 01) Do your work.	)		SESSION 2023-2024
02) Pay this bill.			123-202
03) Help the poor.			0
04) Shut the window.	2017		RACTI
05) Lock the door.	67	-	PRACTICAL CEN
06) Learn your lesson.		THE	Z Z
07) Polish my shoes.			
08) Kill the snake.	1/5%		ESSO
09) Do it at once.			2023-2
10) Carry it home.			-2024
11) Don't disturb me.			P
12) Please open the gate.			TIDAL
0.16) Change the Voice of:- (Mixed Ser 01) We shall win the match.	tences)		CENTRE (
02) I have not beaten him.	7.31	-	SES
03) She is sewing a shirt.			SION 2
04) Do you like the pink colour?			SESSION 2023-2024
05) Did you find your lost bag?			
06) Has he repaired the shoes?	11-20-00		PRACTICAL CENTRE
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08) By whom were you called intelligent?







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#### PRACTICE EXERCISE

O. Change the following sentences from active voice to passive voice.

- The dog chased the cat.
- The dog bit the boy. 2.
- The peon rang the bell. 3.
- Zain played hockey. 4.
- 5. Miss Mary teaches us English.
- Shahid caught the ball. 6.
- 7. Children like sweets.
- Nourin will take a photograph. 8.
- Who taught you this poem? 9.
- The police arrested the smuggler. 10.
- Arshad was flying a kite. 11.
- The hunter shot the deer. 12.
- 13. The lion attacked the zebra.
- Baber Azam threw the ball. 14.
- Everyone loves Zara. 15.
- 16. My sister has drawn this portrait.
- The people were helping the wounded woman. 17.
- 18. Aurangzeb had taken the medicines.
- The player is taking extra time. 19.
- 20. The cat ate the fish.

#### ANSWERS KEY:

- The cat was chased by the dog.
- The boy was bitten by the dog.
- The bell was rung by the peon. Hockey was played by Zain.
- English is taught to us by Miss Mary.
- The ball was caught by Shahid. 6.
  - Sweets are liked by children.
- A photograph will be taken by Naurin. 8. 9
- By whom were you taught this poem?
- 10 The smuggler was arrested by the police
- A kite was being flown by Arshad. 11.
- 12. The deer was shot by the hunter.
- The zebra was attacked by the lion. 13.
- The ball was thrown by Virat. 14.
- Zara is loved by everyone. 15.
- This portrait has been drawn by my sister. 16.
- The wounded woman was being helped by the people. 17.
- 18. The medicines had been taken by Aurangzeb.
- 19. Extra time is being taken by the player.
- 20. The fish was eaten by the cat.







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# DIRECT AND INDIRECT SPEECH

While changing Direct Speech into Indirect Speech, we make the following major and minor changes.

- 1) Major Changes:-
  - a) Change in Pronouns of Direct Speech.
  - b) Change in Tense / Verb of the Direct Speech.
- 2) Minor Changes:
  - a) Removal of comma.
- b) Removal of Inverted commas.
- Addition of the conjunction 'that' in place of the comma, in case the sentence is Assertive, Exclamatory or Optative.
- d) Change in Time Factor and Place Factor.

PERSON OF PRONOUN  1st Person Pronoun	CASES OF PRONOUN				
	Subjective Case	Objective Case	Possessive Case		
	I	Me	Му		
UUII	We :	Us	Our		
2 <sup>nd</sup> Person Pronoun	You	You	Your		
FUI	Не	Him	His		
3 <sup>rd</sup> Person Pronoun	She	Her	Her		
MODE	They	Them	Their		

Note: 'It' is not a Personal Pronoun that's why not included here.

## CHANGE NO. 1

#### (HOW TO CHANGE THE PRONOUNS OF THE REPORTED SPEECH)

Rule No: 1.

in the reported speech, should be the reporting speech. All pronouns of First Person used changed according to the subject of

- a) He says to me, "I am doing my work."
- (Direct)
- a) He tells me that he is doing his work.
- (Indirect)
- b) They say to me, "We are doing our work."

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Rule No: 2.All pronouns of Second Person used in the reported speech, should be changed according to the object of the reporting speech.

a) He says to me, "you are doing your work."







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He said, "I have been eating a mango."

He said that he had been eating a mango.

### 05) Past Indefinite is changed into Past Perfect.

He said, "I ate a mango."

He said that he had eaten a mango.

### 66) Past Continuous is changed into Past Perfect Continuous.

He said, "I was eating a mango"

He said that he had been eating a mango.

### 07) Past Perfect remains Past Perfect. (No Change)

He said, "I had eaten a mango"

He said that he had eaten a mango.

### 08) Past Perfect Continuous remains Past Perfect Continuous.

#### (NO Change)

He said, "I had been eating a mango."

He said that he had been eating a mango.

#### 09) Future Indefinite (Shall and will is changed into would)

He said, "I shall eat a mango"

He said that he would eat a mango.

### 10) Future continuous (Shall and will is changed into would)

He said, "I shall be eating a mango."

He said that he would be eating a mango.

## 11) Future Perfect (Shall and will is changed into would)

He said, "I shall have eaten a mango."

He said that he would have eaten a mango.

## 12) Future Perfect Continuous (Only shall and will is changed into would)

He said, "I shall have been eating a mango."

He said that he would have been eating a mange.

#### Exceptional Cases: -

The rule of change of tense is not followed even if the reporting Verb is in Past Tense, in case the Direct Speech states some universal truth, some fact of nature, fact of science, fact of human nature, habit or routine and fact of animal nature. The reported speech yerb remains in Present Tense.

### For example: -

He said, "The sun rises in the east."

He said that the sun rises in the east.

### Other Minor Changes

The other minor changes to be made while converting Direct Speech into Indirect Speech are with reference to time factors, and place factors: -

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## 1) Time Factors:

Now becomes then

Today becomes that day

Tomorrow becomes the next day

Yesterday becomes the previous day

Tonight becomes That night.

#### 2) Place Factors:

Here becomes There

This becomes That

These becomes Those

It becomes That

May becomes Might Can becomes Could

Note: Words of address such as sir, madam, father etc, and words of greetings such as "good morning' 'good evening', hello 'all right, well, yes, no etc. are removed.

PERSON	1) CASES OF PRONOUN				
OF PRONOUN	Subjective Case	Objective Case	Possessive Case		
st Person Pronoun		P 9:			
	4. 4 Table 1				
		MAN AND			
Person Pronoun	A				
LOD					
3rd Person Pronoun	T PI				
	Control of				
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IKKEU	ULAK	<b>VERBS:</b>

ase orm	Past form	Past participle	Base form	Past form	Past participle	Base form	Past form	Past participle
rise	arose	arisen	get	got	got	shut	shut	shut
wake	awoke	awoken	give	gave	given	sing	sang	sung
ear	bore	borne	go	went	gone	sink .	sank	sunk
eat	beat	beaten	grind	ground	ground	sit -	sat ·	sat
ecome	became	became	grow	grew	grown	slay	slew	slain
egin	began	begun	hear	heard	heard	sleep	slept	slept
end	bent	bent.	hide	hid	hidden	slide	slid	slid
el	bet	bet	hit	hit	hit	sling	slung	slung
Base	Past form	Past participle	Base form	Past form	Past participle	Base form	Past form	Past participle
oind	bound	bound	hold	held	held	sow	sowed	sown
bite	bit	bitten	hurt	hurt	hurt	speak	spoke	spoken
bleed	bled	bled	keep	kept	kept	spend	spent	spent
	blew	blown	know	knew	known	spin	spun.	spun
blow break	broke	broken	lay	laid	laid	spread	spread	spread
breed	bred	bred	lead	led	led	spring	sprang	sprung
	brought	brought	leave	left	left	stand	stood	stood
bring build	built	built	lend	lent	lent	steal	stole	stolen
burst	burst	burst	let	let	let	stick	stuck	stuck
buy	bought	bought	lose	lost	lost	sting	stung	stung
cast	cast	cast	make	made	made	stink	stank	stunk
catch	caught	caught	mean	meant	meant_	stride	strode	stridden
choose	chose	chosen	meet	met	met -	strike	struck	struck
cling	clung	clung	pay .	paid	paid	string	strung	strung
come	came	come	put	put	put	strive	strove	striven
cost	cost	cost	quit	quit	quit	swear	swore	sworn
creep	crept	crept	read	read	read	sweep	swept	swept
cut	cut	cut	ride	rode	ridden	swim	swam	swum
deal	dealt	dealt	ring	rang	rung	swing	swung	swung
dig	dug	dug	rise	rose	risen	take	took	taken
draw	drew	drawn	run	ran	run	teach	taught	taught
drink	drank	drank	saw	sawed	sawn	tear	tore	torn
drive	drove	driven	say	said	said	tell	told	told
eat	ate	eaten	see	saw-	seen	think	thought	thought
fall	fell	fallen	seek	sought	sought	throw	threw.	thrown
feed	fed	fed .	sell	sold	sold	thrust	thrust	thrust
feel	felt	felt	send	sent	sent	tread	trod	trodden
fight	fought	fought	set	set	set ,	understan d	understoo d	d
find	found	found	sew	sewed	sewn	wear	wore	worn
flee	fled	fled	shake	shook	shaken	weep	wept	wept
fling	flung	flung	shed	shed	shed	wind	wound	wound
fly	flew	flown	shine	shone	shone shod	wring	wrung	wrung
forbid	forbade		shoe	shod	shot	write	wrote	written
forget	forgot	forgotten	shoot	showed	shown	witte	WIOIC	- Hitten
forgive	The same of the sa		show shrink	shrank	shrunk	-	10 No. 19	
freeze	froze	frozen	SHITINK	Sittalik	Sittuik			- 17
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### CHANGE THE NARRATION OF THE FOLLOWING:

- He said to me, "I sing a sweet song."
- She said, "It will have been raining." 2.
- The doctor said, "I have seen many patients." 3.
- He said to us, "I want to walk with you." 4.
- I said to him, "I am your elder brother." 5.
- You said to me, "You have not returned my watch." 6.
- She said to us, "I shall go to Muree." 7.
- I said to them, "God helps those who help themselves." . 8.
  - 9. He said to me, "You always waste your money."
  - He said to her, "Money makes the mare go." 10.
  - He said, "Train is late." 11.
  - The boys said, "We have a holiday." 12.
  - 13. The captain said to the bowler, "You did splendid."
  - The teacher said, "Time is money." 14.
  - I said to him, "You stole my pen." 15.
- He said to her, "I can lend you my camera." 16.
- The teacher said, "The sun is a ball of fire." 17.
- My brother said to me, "I shall go to see a match." 18.
- He said to me. "The office is closed." 19.
- They said to me, "My book was stolen.

# CHANGE THE NARRATION OF

- She said, "I am very busy now."
- He said to him, "I do not like to waste your time now 2.
- He said to you, "I told you a story." 3.
  - He said to her, "I shall come to you tomorrow
- She said to me, "I was ill yesterday."
- said to me, "I slept in the room last night."
- I said to him, "I was doing my duty." 7.
- He said to me, "The office is closed now.
- Uzair said, "I did not go to school today,"
- My father said to me, "My book was stolen today 10.
- He says, "I am going to the post office." 11.
- 12.
- 12. He says to me, "I am ill".13. He says to us, "I am poor." :
- 14. He says to her, "I shall help you."
- 15. You say to him, "I am your uncle."16. She says to me, "I am working hard now."
- They say to him, "You are not a good boy." 17.
- They say to me, "We do not like you." 18.
- You say to me, "I am quite well today."
- Ali says to her, "I am happy on my success."
- Ammara says; "I am working very hard." 21.
- Ahmad says to his mother, "I am a fully hungry."
- He says to his sister, "I am going to the bazaar to buy a book
- They say, "We have done our duty."
- He says, "You are at fault."
- You say, "I can do this work."
- Imran says, "I did what I could."





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# 19. He said to me, "Where do you live?"

- 20. The teacher said to the students, "Who wrote the book?"
- 21. He said to me, "When will you come back?" 22. He said to me, "Why did you leave this class?"
- 23. He said to her, "Which book do you want to buy?"
- 24. They said, "What have you got in your bag?"
- 25. We said to the drive, "Why didn't you put on the brake?"

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Note: In these sentences we do not use that. We use, Ordered, Commanded, Asked, Request, Advise, Forbade, Proposal etc.

e.g:-

- (i) The king said to his minister, "Set all the prisoners free." The king ordered / commanded his minister to set all prisoners free.
- (ii) The servant said to his master, "Please let me go." The servant requested his master to let him go.
- (iii) The teacher said to his pupils, "Do not shout in the class."
  The teacher forbade the pupils to shout in the class.
- (iv) The teacher said to Ali, "Be regular and punctual." The teacher advised Ali to be regular and punctual.
- (v) They said, "Let us go for a walk." They proposed to go for a walk.

## IMPERATIVE SENTENCES:

- 1. The headmaster said to the peon, "Get out of my room"
- 2. I said to my servant, "Polish my shoes.
- 3. They said to us, "Speak the truth."
- 4. She said to me, "Help me please."
- 5. She said to me, "Lend me your pen please;"
- 6. The teacher said to the boys, "Attend to me."
- 7. My father said to me, "Always help the poor."
- 8. The book seller said to you, "kindly pay the bill
- 9. He said to the peon, "Fetch me some water."
- 10. He said to me, "Wait until I come back."
- 11. He said to me, "Please accept my request."
- 12. The father said to his son, "Go and bring your books."
- 13. My mother said to me, "Stop reading now."
- 14. The judge said, "Call the next witness.
- 15. She said to us, "Tell the truth."
- 16. He said to her, "Please fetch me a glass of water."
- 17. The boy said, "Please allow me to leave the room."
- 18. He said to me, "Go away from here."
- 19. The teacher said, "Stop making that noise."
- 20. He said to me, "Please sit down."
- 21. Umair said to me, "You must not take sleeping pills."
- 22. He said to the beggar, "Get out of my office."
- 23. I said to him, "Please give me this pen."
- 24. The refree said, "Quiet please."
- 25. The father said to his son, "Get up early in the morning."

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# **OPTATIVE SENTENCES:**

#### e.g:-

- (i) He said, "May you prosper!"

  He prayed that I might prosper.
- (ii) He said, "Farewell, my friends!" He bade farewell to his friends.
- (iii) The teacher said to her, "May your brother get through the examination."
  The teacher wished that her brother might get through the examination.
- (iv) He said to the teacher, "I was ill sir."
  He told the teacher respectfully that he had been ill.

### **OPTATIVE SENTENCES:**

- 1. He said to me, "May you succeed!"
- 2. The old man said to the boy, "May you return successful!"
- 3. The mother said to her son, "May you live long!"
- 4. I said to her, "May you succeed in your life!
- 5. She said, "May you prosper!"
- 6. The mother said to her son, "May you succeed!"
- 7. He said, "May God help you to do your duty!"
- 8. The saint said to me, "May you live long!"
- 9. He said to her, "May you get through the examination!"
- 10.1 said, "May it return carefully!"
- 11. He said to them, "May you catch the train today!"
- 12. She said to her son, "May you return quite safe and sound!"
- 13. He said to her, "May your son recover very soon!"
- 14. She said, "May it rain today!"
- 15. We said, "May God grant us victory over our enemies!"
- 16. The old man said, "May my son learn to lay by something against the rainy day!"
- 17. He said to her, "May God grant you courage to bear this loss!"
- 18.1 said, "Good morning my friends."
- 19. We said to our teacher, "We are sorry for what we have done. Sir."
- 20.1 said, "Good bye, Mr. Ahmed, I am going to my city!"

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## (G) EXCLAMATORY SENTENCES:

**Note:** Feelings are expressed when an exclamation mark is used, for joy or sorrow, according to the circumstances.

e.g:-

- (i) The boys said, "Hurrah! We have won the series".
  The boys exclaimed with joy that they had won the series.
- (ii) Ahmed said, "Alas! My dog is lost".
  Ahmed exclaimed with sorrow that his dog was lost.
- (iii) He said, "What a lovely place it is!"

  He exclaimed that it was a lovely place.

## **EXCLAMATORY SENTENCES:**

- 1. She said, "What a beautiful piece of art!"
- 2. He said, "What a fine dress it is!"
- 3. Rafiq said, "What a lovely flower it is!"
- 4. She said "What a beautiful carpet you have brought!"
- 5. They said, "What a splendid scenery it is!"
- 6. She said, "What a pretty doll it is!"
- 7. The beggar said, "What a pitiable condition I am in!"
- 8. They said, "What a big fool we have to deal with!"
- 9. The boys said, "Alas! We have lost the match."
- 10. He said, "Alas! We have been defeated by our enemies.
- II. She said, "Alas! I am ruined."
- 12. He said, "Alas! I have done what can not be done."
- 13. She said, "Alas! How foolish I have been."
- 14. My friend said, "Alas! I am undone.
- 15. He said, "Alas! I have failed."
- 16. She said, "Alas! My husband has died yesterday."
- 17. The mother said, "Ah! I lost my purse."
- 18. He said, "Aha! My brother has been run by a car
- 19. He said, "Alas! I have failed in English by two marks."
- 20. She said, "Aha! My uncle has dead."
- 21. They said, "Would that our team had won this match!"
- 22. My mother said, "Would that we were rich!"
- 23. She said, "Alas! My only son has been killed in the war."
- 24. They said, "Hurray! Our team has won the match."
- 25. He said, "Hurray! I have won the trophy."

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#### CHANGE THE NARRATION:

- He says, "I am ill".
- She will say, "I will write a letter". 2.
- Shiraz says to me, "I have finished my work". 3.
- She said to him, "I am doing my work now". 4.
- He said to her, "I have washed my clothes myself". 5.
- The boy said to the girl, "I had seen this film twice". 6.
- She said, "I shall have been cooking for two hours". 7.
- He said to me, "I went to college yesterday". 8.
- The girl said to the boy, "I had been watching TV for three hours". 9.
- The teacher said, "The earth moves round the sun'. 10.
- Ahmed said to Sahira, "I am doing my work now'.
- She said, "These are my books".
- Shoaib said "I come here everyday".
- You said to us, "Do you do your work in time?" 14.
- He said to us, "Had you been singing a song for a long time 15.
- We said to them, "Do you make tea for us 16.
- She said to me, "Who are you?"
- The commander said to his men, "Fire'
- Bilal said, "Be quiet and listen to my word
- He said, "Alas! He has died".
- She said, "How sweet these mangoes are!"
- They said, "May we pluck some flowers from these pots
- 23. He said, "Good bye, my friend!"
- "I saw her the day before yesterday," He said
- She said to him, "Do you, sir, believe in clubs for women?"
- 26. She always says, "One must think before speaking".
- 27. I said to him, "Will you help me?"
- 28. Sit down and tell me what is worrying you, "He said to her.
- 29. He said to his sister, "Honesty is the best policy".
- 30. Mr. Khan said, "Khalid, why are you looking so upset and worried?"

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# Ex.2: CHANGE THE NARRATION:

- 1. The teacher said, "The class is going on a picnic tomorrow."
- 2. You said, "My friend has gone home."
- 3. He said to me, "Your car is ready to move."
- 4. I said, "The library isn't open after ten o'clock."
- 5. She said, "I have never seen such a sight in my life."
- 6. I said to my brother, "You have never told me a story."
- 7. My friend said to me, "We can't help you."
- 8. I said to the students, "Your school bags are in the class."
- 9. He said, "I don't know what the answer is."
- 10. She said to us, "You are hardly able to understand me."
- 11. They said to me, "Your keys are in our car."
- 12. They said to us, "We hope you can come with us."
- 13. My friend said to me, "We can't help you."
- 14. We said to them, "Your house is larger than ours."
- 15. He said, "Someone has called me by telephone today."
- 16. She said, "I can find the book in the library."
- 17. He said, "I don't want to study this afternoon."
- 18. I said, "I am doing my homework now."
- 19. I said to him, "Where have you been?"
- 20. He asked me, "Are you going to swim today?"

## CHANGE THE NARRATION:

- We said to them, "Isn't it better to tell the truth?"
- 2. She said, "Where is my umbrella?"
- 3. They said, "Who has written that beautiful poem?"
- 4. She said, "Is my brother at home?"
- 5. I said to you, "Can you play the piano?"
- 6. The teacher said to us, "Do you play cricket?"
- 7. She said to the baker, "Is your bread fresh?
- 8. He said to me, "Where can I find a good magazine?"
- 9. You said to me, "Have you bought a new car?"
- 10. She said to them, "How did you manage to do this?"
- 11. They said to us, "How far is it to the museum?"

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- 12. We said to them, "Do you like our new carpet?"
- 13. He asked, "Can I study in the library till ten o'clock?"
- 14. My father said to me, "Have you studied your lessons for tomorrow?"
- 15. I said to him, "Are you going to become a doctor?"
- 16. My boss said to me, "Did anyone call me today?"
- 17. She said to me, "Are you having any guests this evening?"
- 18. He said to us, "Have you read this novel?"
- 19. We said to them, "How have you managed to arrive so early?"
- 20. They said to me, "Have you enough forks and spoons?"

#### Ex.3: CHANGE THE NARRATION:

- 1. He said to me, "I am reading a book."
- 2. The boys said, "We shall go with you."
- 3. She said, "My teacher was writing a report."
- 4. The gentleman said to the beggar, "I know you very well."
- 5. They said to me, "You are wasting your time."
- 6. You said to them, "We did not deceive you."
- 7. The little girl said, "I have gone through this book twice."
- 8. She says to him, "I am your sister."
- 9. He said to me, "I shall come to you tomorrow."
- 10. You said to me, "I have done my work."
- 11. He says to me, "I did not help you."
- 12. They said to me, "We were waiting for you here."
- 13. She said to her, "You did not come here yesterday."
- 14. He says, "I am happy on my success."
- 15. They said, "The train is late today."
- 16. The boys said, "We shall have a holiday tomorrow."
- 17. He said to me, "You are late now."
- 18. She said to her, "I told you a story last week."
- 19. He says to me, "I am a poor man."
- 20. She said to me, "I can lend you my books."
- 21. Rashid said to Hamid, "Now you can go."
- 22. Mr. Hassan said, "I have been doing my work for two days,"
- 23. The old man said, "Honesty is the best policy."
- 24. The teacher said, "The sun is stationary."
- 25. Mr. Jamil says, "Ali will win a prize."

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### NARRATION

(Direct & Indirect)

### **EXERCISE NO. 1**

### Put into Indirect form of speech:

. He said, "The man will come."

He said/told, that the man would come."

He said, "The man may come."He said, that the man might come."

3. He said, "The man can come," He said, that the man could come."

He said, "The man comes." He said, that the man came."

5. He said, "The man is coming." He said, that the man was coming."

6. He said, "The man has come." He said, that the man had come."

7. He said, "I will write a letter."

He said, that he would write a letter."

8. He said, "I may write a letter." He said, that he might write a letter."

9. He said, "I am writing a letter now." He said, that he was writing a letter then"

He said, "I can write a letter."
 He said, that he could write a letter."

### **EXERCISE NO. 2**

### Put the following into Indirect form of speech:

1. He said, "The earth moves round the sun."

He said that the earth moves round the sun.

2. He said, 'Two and two make four."

He said that two and two make four:

3. He said, "Light travels at the speed of 1,86000 miles per second."

He said that light travels at the speed of 1,86000 miles per second.

He said, "We cannot be quite happy in this life."
 He said that we cannot be quite happy in this life.

He said, "God rules and governs all things."He said that God rules and governs all things.

He said, "When the cat is away, the mice play."
 He said that when the cat is away, the mice play.

He said, "The Muslims pray five times a day."
 He said that the Muslims pray five times a day.

He said, "Man proposes and God disposes."
 He said that man proposes and God disposes.



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### EXERCISE NO. 3

### Change the following into indirect speech:

- He said, "I am here to speak a few words."
   He said that was there to speak a few words.
- He said to me, "I am here to help you."
   He said to me that he was there to help me.
- 1 said to him, "I saw him yesterday."
   1 said to him that I had seen him the previous day.
- He said, "I will come next week."
   He said he would come next week.
- He said, "I am too ill to speak now."
   He said that he was too ill to speak then.
- You said, "I want this pen."You said that you wanted that pen.
- I said, "I'll come here."
   I said that I would go there.
- I said to him, "I will see you tomorrow."
   I said to him that I would see him the next day.
- He said, "I saw this man long ago."

He said that he had seen that man long before

- 10. He said to me, 'I will leave you now."
  He said to me that he would leave me then.
- We said to him, "Your fault will be pardoned if you confess it."

  We said to him that his fault would be pardoned if he confessed
- He said to me, "I am glad to tell you that you are pardoned."
   He said to me that he was glad to tell me that I was pardoned.

### INTERROGATIVE SENTENCES

### **EXERCISE NO. 4**

Interrogative sentences (Questions)

### Change the narration:

- The policeman said to the man, "Where are you going?"
   The policeman asked the man where he was going.
- He said to me, "Why did you strike him."
   He asked me why I had struck him.

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He said to me, "What are you doing?"
 He asked me what I was doing.

I said to him, "Will you listen to such a man,"
 I asked him if he would listen to such a man,

- He said to me, "How did you do that?"
   He asked me I had done that.
  - 6. He said to us, "Who will come to the picture with me?" He asked us who would come to the picture with him.
- He said, "Why are you so sad?"
  He asked why I was so sad.
- He said, "What is the matter?"He asked what the matter was.
- He said to me, "How do you know that?"
   He asked me how I knew that.
- 10. You said. "Where has he put my pencil?" You asked where he had put your pencil?"
- 11. He said to me, "How do you like this cake?"

He asked me how I liked that cake.

- 12. He said, "Why does she sing so loudly? He asked why she sang so loudly.
- 13. He said to me, "Why are you late?" He asked me why I was late.
- 14. He said to me, "What do you want?" He asked me what i wanted.
- 15. I said to him, "Are you ready to help me?"
  I asked him if he was ready to help me.
- 16. He said to me "Do you sleep in the afternoon?" He asked me if I sleep in the afternoon.
- 17. He said to me, "Where did you put your shoes?" He asked me where I had put my shoes.
- 18. He said to me, "Where do you live?" He asked me where i lived.

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20. He said to me, "Where shall I be tomorrow?" He asked me where I would be the next day.

### **EXERCISE NO. 5**

### Put the following in Indirect form of speech:

- He said, "Leave the room at once and don't ever return."
   He asked/ordered to leave the room at once and never to return.
- He said, "One should keep to the left while walking on the road."
   He advised that one should keep to the left while walking on the road.
- He said to his servant, "Go away at once."
   He ordered his servant to go away at once.
- He said to his friend, "Work steadily."
   He advised his friend to work steadily.
- She said to her children, "Let me work undisturbed.She asked her children to let me work undisturbed.
- He said to me, "I will kill you."

### He threatened me to kill me.

7. He said to me, "Kindly help me."

He requested me to help him.

- 8. He said, "Let us wait for our friends."

  He propose that they should wait for their friends
- He said to the student, "Don't sit here."
   He ordered to the student not to sit there. OR He forbade the student to sit there.
- He said to his brother, "Don't smoke."
   He advised his brother not to smoke. OR He forbade his brother to smoke.
- He said to his brother, "Please lend me your book,"
   He requested his brother to lend him his book.
- 12. He said to me, "Be quite and listen to my words."
  He ordered me to be quite and listen to his words.
- He said, "May God pardon the sinner."
   He prayed that God might pardon the sinner.

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TECHNOLOGY SMART & TECH-SAVVY
"Technology"

UNITO 05

CIVIC SENSE AND CIVIC ACTIVITY OF THE COUNTY OF THE COUNTY

MORE!!! UNIT - 06 -

RESPECTING SELF AND OTHERS
"Self-Reliance"

**UNIT - 07** 

SELF GROOMING
"Struggle for an Education"



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### **UNIT - 04**

# HNOLOGY SMART & TECH-SAVVY

"Technology"

S.NO	Difficult Words	Meaning in English	Urdu Meaning
1.	Driving force	Strong and powerful	منبوط اورطا تتور
2.	Force	Power	ات ۱۹۸۸
3.	Economic	of Economy	ماثی
4.	Growth	the state of growing	شوتما
5.	Revolution	Big change	بديلي/انقلاب
6.	Innovation	New Idea / Invention	برت ۱۹۵۰
7.	Enable	to make able	قال كرنا
8.	Efficient	have effects	200 20
9.	Secure	Protected / Safe	كفوظ
10.	Advancement	Progress	ق ق
11.	Occurred	Happened	
12.	Manipulate	To use someone for own purpose	
13.	Optimist	One looks at the bright side	geri.
14.	Heralded	Received	عتبال كما / ساتحة أبا
15.	Scarce	Short	
16.	Transmit	Transfer	
17.	Analog	Not Digital	و که و بخشل شدیون
18.	Host of things	Many things	بت لدى
19.	Amazing	Wonderful	ن ان کن
20.	Automobiles	Vehicles	UL7
21.	Spectrum	Range	a Children
22.	Coordinate	Work together	いろっとり
23.	Phenomena	Facts.	عان المحادث
24.	Hurricane	Rainstorm.	رش كاطوفان
25.	Tsunami	Sea storm,	مندري طوفان
26.	Hazards	Danger.	فطرات
27.	Geological	About rocks.	بقرول = متعاق
28.	Hydrological	The study of water.	ینی۔ متعلق
29.	Toddler	Small child.	پورناکي
30.	Intigrated	Mixed.	Unel

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31.	Teleschool	Distaut school/on T.V.	فیلی وژن سے پر منے کاطریقہ
32.	Portals	Pages on the internet.	انٹرنیٹ کے مفات
33.	Impending	Unpleasant things.	ناخوش كواربات جو موف دالى مو
34.	Pandemics	Disease Existing.	ہر جگہ پر پیسیل بیاری م

### **TECHNOLOGICAL REVOLUTION**

History witnesses a series of revolutions that brought minor or great changes. But technological revolution has changed the entire phenomenon of the globe. It focuses on two factors; economic growth and improved quality of life. In the mid of the twentieth century, the world saw innumerable inventions. Though quite magnificent, but their progress remained slow because these relied on analogue system. When this network was replaced by digital system, people saw the speedy and eye-dazzling progress.

Through evolutionary process, Technological Revolution dealt in almost all walks of life. From education to medical and from business to industries, transport, communication, awareness, information and many significant things have been covered. Many advances in the technology depend on hardware innovations made possible by continued progress in material technology. It assisted in confronting natural disasters by issuing forecasts. New areas of learning, knowledge and entertainment have been sought. People get information through telemedicine for having know how of medical conditions. Flexible online classes give people access to education without leaving their home. E-commerce has not only added to education but boosted up the economy of the users. During epidemics and pandemics, technology proved to be an excellent support in saving human life.

Concerning disaster predictions, demolition and damages to human life brought about by storms floods earthquakes, tsunamis, hurricanes and landslides, use of satellite images and aerial photographs help in assessment of situation. Desired steps can prove to be effective. More or less, in every walk of life, technologies have brought comfort to the door – steps of humanity.

### Major cause of delay in progress:

During and after the 2nd world war, various innovations came to the forefront. These brought comfort to humanity. But the speed of progress remained slow. With the introduction of digital system, the development got speedy. Blessings of science enlightened all the walks of life which lessened the troubles of people

### Technology that accelerated the pace of progress:

From the last phase of twentieth century, there remained storming attack of technologies that brought astonishing development in the globe. The technological revolution touched all walks of living. Trade centres, industries, education, banking, medical, communication and transport; all these witnessed eye-dazzling progress with the application of digital system. The author calls it material technology.



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Pre-Reading.

What does the picture on Page# 55 show? Think for a minute and write the names of devices.

The picture shows the following electronic devices:

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

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

Over the period of time, pace of communication has enhanced amazingly. Today, many of our inventions are focussed on creating faster ways of communication with each other, and in the process, we are creating more data than humans can comprehend. A new tool, artificial intelligence, is now emerging at the nexus of all this.

### Q.3 List the technologies recently discovered/invented.

3D printing, VPN, Videoconferencing, Biometrics, 6g Cellular Communication, etc. While Reading.

### Exercise#

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 com-

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

### Exercise# 2

Read the text carefully. There are certain words that are related to the word 'Tele' which means 'far'. First, underline these words in the text and then write the description of these words. An example is given below.

### Example:

Tele+phone: Telephone.

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

Tele+poinetrs: Telepointers.

A communicative or "interactive style for presentation system interactive television, and other systems, where the user is at a remote site from the display"





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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.

Tele+vision: Television

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

Tele+school: Teleschool

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

Tele+medicine: Telemedicine.

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

Tele+presence: Telepresence

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

Tele+work: Telework

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

Tele+marketing: Telemarketing

The marketing of goods or services by means of telephone unsolici potential customers.

Exercise# 3

Note: Read the statements and encircle the correct option.

- 1. Digital revolution mainly depends on
  - a. physical nature.

b. improved lift

- c. hardware innovations. d. integrated circuit.
- During World War-II, transmission of information was in
- a) material
- b) analogue
- c) electric
- b) Telecom a) Telephone c) Telepresence
- 3. The technological option to work in dangerous situation is:
- d) Television
- 4. In this technology, people get things better according to their:
  - a) market demand
- b) environment.
- c) needs
- d) work

- E-learning can only be possible through:
  - a) portals
- b) internet
- c) smart adaptation d) innovative system
- 6. To help them better understand a medical condition, People get information through:
  - a) internet
- b) integrated apps c) telemedicine
- d) visual images
- 7. Bits used to record or transmit information in this form.
  - a) binary
- b) digital
- c) analogue
- d) logical

- An example of hydrological disaster is.
  - a) Earthquake
- b) hurricane.
- c) floods
- d) wildfire





- 9. The technology that assesses environmental changes and disease predictions is:
  - 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

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### Exercise# 4

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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.	(1)
3	During World War II, the use of technology was not familiar.	(V)
4	All tele devices may function with traditional type.	(X)
5	An e-learning can only be possible without internet.	(3)
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)

### Exercise# 5

Note: Read the text and answer the following questions.

Q.1 What do you mean by technological revolution?

Ans. The phrase 'technological revolution' refers to the change and development brought about by series of technologies. It allows to give more in minimum labour. This age is an era of accelerated technological progress characterized by new innovations. Their rapid application and diffusion can bring an abrupt change in society.

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

Ans. At the time of World War 2, many innovation information remained scarce. 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 'Os' for off) used to record or transmit information in digital form.

Q.3 How is the technology boon for students?

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Ans. Technology is a boon for the students. It has provided a vast platform for learners to explore their skills and potential. It has also helped the students to overcome their fear, arrogance, reluctance and shyness. This enhances students' confidence level. The students can also learn from tele-school. It exhibits new ways of exploration to enable all to have a knowhow of innumerable things. All the things are possible because of technological revolution.

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

Ans. E-commerce opens new vistas of learning trade, commerce and industry. 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.

### Q.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.

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

Ans. Development in diagnostic system has enabled doctors to find the safest way of treating patients. 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.

### Q.7 How does technology secure humans from calamities?

Ans. Epidemics, pandemics or other hazards have threatened the human race 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 a disaster has struck. Though technology cannot prevent the onset of the pandemics; but it can herald the proper way of curing ailments and saving sufferers from dangerous upheavals.

Q.8 Some people have the opinion that youngsters are not safe in the technological

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### era? Give reasons for your agreement or disagreement.

Ans. I do not 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 overuse 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 will not find the net harmful for them.

### 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 an ardent lover of reading books. Luse to print out all materials which I get from the net. I find it difficult to read the books on the net. So, firstly I take the print of the books, then I start to read and gain ample knowledge. It has really changed my way of living.

### Q.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 the use of technology has many advantages to ease our 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.
- Fraudulent companies cheating people.
- 3. Lack of quality communication.
- 4. Effects on physical, mental and psychological disorders.
- Help to increase the crime rate.
- 1. Negative impact on the studies:





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The injudicious and excessive 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 use 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.

### 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 media 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 of 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 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 selfic trend can also affect the psychology of a people.

### 5. Helps to increase the crime ratio.

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



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# **UNIT - 05** CIVIC SENSE AND CIVIC ACTIVITIES "My Bank Account"

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S.NO	Difficult Words	Meaning in English	Urdu Meaning
1.	Frightened	Scared	ואינו
2.	Irresponsible	Not responsible	فير ذمد دار
3.	Unsteadily	Irregularly	بہ قاسد کے ۔ بے قراری اپریشانی
4.	Anxiety	Restlessness	ب تراری/پریشانی
5.	Terrible	Dangerous	نظر ناک
6.	Interruption	Interference	رافلت
7.	Detectives	Spy	باس
8.	Mysterious	Secret	رابراد
9.	Rival	Enemy	قمن.
10.	Agency	Organization	يب كانام
11.	Urged	Exhorted	ررديا
12.	Intend	To have intention	راده کیا
13.	Relieved	Comforted	كون ديا المنظمة
14.	Whispered	Murmured	راز څي کې
15.	Painful	Torturous	ارت ا
16.	Hollow ·	Empty from inside	4,
17.	Realized	Perceived	- VO
18.	Misery	Sorrow	ده مال
19.	Astonished	Surprised	2 ان ہوا
20.	Insulted	Humiliated / offended	بى ئرتىكى .
21.	Miserable	Unhappy	انوش/خسة حال
22.	Temper	Anger	نبہ
23.	Coldly	Not with warmth	سرده بری
24.	Swung	Second form swing	بجولا
25.	Sock	Stocking	الب (۱۹۶۰)



- 1. A boy is using ATM for the purpose of money transaction.
- 2. Some customers are in two lines for the purpose of opening a bank account and withdrawing amount by using checks.

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### 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. hollow.

without real significance / empty

9. temper.

a person's state of mind seen in terms of their being angry or calm

10. rival.

against / opponent

### Exercise# 2

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

No. Column A

Column B

Column C

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1. bank manager.

F. one who has control of all resources in the bank.

u\_u\_u

2. accountant.

E. one who maintains and audits business accounts.

(3 4)

clerk.
 cheque

A. one who maintains all written records.

G. a written order, directing a bank to pay more

(4 G)

5. transaction

C. dealings and exchanges.

(2<sup>C</sup>C)

deposits.
 cheque book.

B. to put money in the account.

D. a small book having cheques to draw money.

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### Exercise# 3

### Note: Read the statements and encircle the right options:

. The writer visited the bank:

a. frequently

b. for the first time.

c. in a month

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2. The writer's salary per month was raised to:

a. sixty dollars

b. fifty dollars

c. thirty dollars.

d. fifty-six dollars

He presumed the writer to be a detective:

a) clerk

b. manager.

c, accountant.

d. rich man.

4. In the bank the writer first met the:

a) accountant

b. manager.

c. clerk.

d. security guard

5. At the time of opening the account the writer had:

a, six dollar

b. fifty six dollar c. fifty dollar

d. dollar

Mr. Montgomery was a/an:

a. manager.

b. accountant.

c. clerk.

d. detective

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7. The author made the manager think that he was a detective by his.

a. simplicity.

b. harsh behaviourd

c.boldness.

d. mysterious manner

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 the example of a:

a. detective tale

b. humorous tale c. moral tale

d. fictitious tale

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10. After returning from the bank, the writer puts his savings in a/the:

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 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 the accountant again who sends him to the clerk. Later, he gets a form fills it and opens and withdraws all his amount.

Post Reading

### Exercise# 5

Note: Read the text and answer the following questions:

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

Ans: According to the author, he has bank phobia. When he enters the bank, he gets 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 doors of the bank and attempts to do business there, he becomes an irresponsible fool.

### Q.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, he felt that the bank was the only place for saving it. Thus, he decided to open an account in a bank.

# Q.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 to be one of the Pinkerton's detectives.

# Q.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 had gone there to open an account, the manager looked relieved for knowing that the author did not come for any investigation.

### Q.5 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 present use. But in fear, he wrote 56 dollars instead of 6 dollars. In such way, he withdrew all his amount.

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### Q.6 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.

### Q.7 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.

# Q.8 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.

### Q.9 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 the bank because it remains safe there. And, if the account is saving, the money will also be 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#

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

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



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# UNIT - 06 RESPECTING SELF AND OTHERS

by Ralph Waldo Emerson

"Self-Reliance"

S.NO	Difficult Words	Meaning in English	Urdu Meaning
1.	Believe	Trust	يين كرنا
2.	Latent	Hidden/ Unobservable	چهاروا
3.	Conviction	Opinion/ the process of	- COLON CO
4.	Detect	Notice	جان لينا
5.	Outmost	Existing outside	بے اہر
6.	Luster	Shine	TENCH SE
7.	Spheres	Circular Shape	گوں/دائرہ *
8.	Sages	Wise/ sweet scented herb	خوشبودار مجازي / عقلند
9.	Recognize	Identify	فافت كرنا
10.	Alienated	Opposed	خالف بنايا/الگ خملك كرديا
11.	Spontaneous	Natural	اخطرادی / قبر ادادی
12.	Inflexibility	Rigidity	بعدم ان
13.	Good- humoured	Having decent sense of humour	خۇرىن خۇرىن
14.	Impression	Impact	
15.	Precisely	Clearly	أنم الفاظ على وضاحت
16.	Imitation	Сору	الله الم
17.	Bestow	Bless	نوازنا/ مطاكرت
18.	Relieved	Comforted	يرتسكون جوا
19.	Providence	The influence that is not human	تلبدائت تا
20.	Contemporaries	Of the same era	بمعمر
21.	Confided	Revealed the secret	مازانشاءكيا
22.	Perception	Thought	ممان/خيال
23.	Betraying	Not being loyal	ب وقائل كرت وك
24.	Predominating	Over whelming	ملے ہے غالب
25.	Arduous	Difficult	مشكل المناه
26.	Intellectual	Intelligent	O.T.S
27.	Distinction	Difference	فرق/امياز
28.	Solitude	Loneliness	نال الم



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	1 (6.317)	XI-Engl	ish (Prose) Set# 4 Page#17
29.	Possession	Belonging	لمكيت
30.	Exhibited	Showed	وكمايا
31.	Abide	Followed	بإيندأوا
32.	Acquire	Gain	مامل کرن
33.	Barbarous	Cruel	ظالم/جاير
34.	Instincts	Intellect / Nature	
35.	Well-clad	Dressed beautifully	وجدان /جبلت بهت اچها پہنے ہوئے
36.	Naked	Without dress	241
37.	Savage	Barbarous/ uncivilized	وحثي
38.	Aboriginal	Preferred	ئال <i>د</i> يْح
39.	Crutches	Supports	باكميان
40.	Triumph	Victory	3
41.	Solstice	Either of two occasion when the sun is above	سال مين دومواقع

### SUMMARY

Self-Reliance is Ralph Waldo Emerson's philosophy of individualism. It is the finest example of his prose in the form of a definitive statement. Emerson, who is known for his repeated use of the phrase – "trust thyself" which means to have faith in yourself, has woven it into his work – "Self-Reliance".

Emerson wrote that every individual has a genius in him which comes out when one trusts himself, has faith in himself, when one can trust his thoughts, feelings and his desire and passion even after all disapprovals.

He uses "men" and "mankind" referring to the whole existing humanity and gives a number of examples of great individuals who exhibited self-reliance and achieved success in their lives. This became the basis of Ralph Waldo Emerson's work – "Self-Reliance".

He begins his work by defining genius as — "To believe your own thought, to believe that what is true for you in your private heart is true for all men—that is genius." He further writes that the Almighty has made each person unique and each educated person realizes that ignorance is envy and imitation is suicide. He says that the people must seek loneliness for themselves to listen to this genius and to trust oneself and to hear and act on the voice of God. He adds, "To believe your own thought, to believe that what is true for you in your private heart is true for all men, — that is genius."

He further gives instances of people who have trusted themselves and have finally achieved success. These include Moses, Plato and Milton. He also refers to Shakespeare Newton and various other greats acknowledged by humanity.

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He ends the essay by writing about self-worth. He states "man is timid and apologetic; he is no longer upright; he dares not say 'I think,' 'I am,' but quotes some saint or sage." He says that the people who believe in the saying – "trust thyself" must value themselves, never underestimate themselves and consider themselves equal to the great men of history.

### Reliance on one's skills and capabilities:

According to Emerson's point of view, man must remain desirous of independence for such an end in view, he should develop his skills, education and potential. An unskilled person relies on others for getting his work done. Such kind of man cannot imagine for independence. Lack of education also proves to be a cause of inability. In order to attain absolute independence, one must equip oneself with all these essential characteristics which can strengthen him.

### Significance of the phrase; 'believe yourself:'

Emerson's oft used phrase believe yourself is forceful and igniting. It focuses on the idea of individualism which is based on the worth and value of every individual. Emerson believes that every person has all the possible ways to acquire greatness which one can achieve by an spark. One must have a longing for attaining greatness. For such an objective, one has to explore oneself. His firm belief in his aptitude and know-how uplift him to the pedestal of greatness. This attainment remains unattainable to those who lack confidence in them and do not trust themselves.

### Reference of the greats:

Emerson is of the view that all the greats are the same creatures as the whole of humanity is. They all are the people of same flesh and blood what the common man has. But the common lot cannot rise the above average level because they cannot trust themselves. People have touch of enterprise and mobility but the essential element of self confidence is lacking in them. Self confidence nurtures belief in oneself that proves to be the driving force in all adventures. The great men who proved their metal were equipped with self-confidence. Emerson has referred to Shakespeare, Newton, Franklin and Washington. Including these, various other great men climbed the ladder of being enormous by themselves. None could come to boost them up. It was nothing but their instinct which forced them to put their heart and soul in their work.

### Pre-reading:

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1. Think of an event that occurred in your life which 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 neighbour 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 life?

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Ans. I think self confidence is greatly required to succeed in life. While-reading

### Exercise# 1

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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

Conceal 2. Latent.

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

To copy, follow 10. Imitate

Exercise#

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

### Antonym

1. arduous. Easy, effortles

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 Knowledge

9. Ignorance.

10. Recedes. Advance

### Exercise# 3

a) ideas

Note: Read the statements and encircle the correct option:

In every work of genius, we recognize our own rejected:

b) thoughts

d) motives c) concepts

2. According to the author, envy is:

b) evil. c) suicide. a) bliss

d) ignorance

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begins to think in terms of independence, one grows strong. That person does not bow his head before others.

### Q.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 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.

### Q.3 What is the 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." This ingenuity proves to be inspirational to him and he successfully creates which is unimaginable to others.

### Q.4 What happens when a person does not 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. In fact, every one has thinking faculty but a very few have confidence of the authernticity of their perception and thought.

### Q.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.

### Q.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 has done his best. His attainments elevate him to the position of greats.

# Q.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.

### Q.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 having lost the old thing. It makes people civilized while it keeps the man away from crude nature.

### Q.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

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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 and not to myself, I face problems in my life. I also lose 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 it on anyone.

### Q.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 the people use their intuition and believe in themselves, the better the 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.

- 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.
- Insist on yourself; never imitate.
- 5. The civilized man has built a coach, but has lost the use of his feet

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## **SELF GROOMING**

'By Booker T. Washigton'
"Struggle for an Education"

S.NO	Difficult Words	Meaning in English	Meaning in Urdu
1.	Pretentious	Showy	ظاہری / د کھاوے والا
2.	Resolved	Rectified	درست کیا
3.	Salt furnace	A device of heating	الأم كرنے والا الك
. 4.	Promptly	Quickly	جلدی ہے / تیزی ہے
5.	Systematically	Orderly	زیبے
6.	Frankness	Bluntness	بے تکلفی
7.	Slipshod	Showing little care	الايرواق
8.	Determined	Resolved	برم کیا
9.	Consumed	Ate	كماليا فتركيا
10.	Exception	Not including in rule	\$
11.	Misery	Bad condition	- dire
12.	Acquaintance	Relation/ familiarity	والنيت / حان بيجان
13.	Exhaustion	Being tired	
14.	Tramp	Wandered	
15.	Vessel	Pot	3.
16.	Consented	Permitted	اجازت دی
17.	Tendered	Softened	1300
.18.	unusual	Not usual	ير معولي
19.	Occurrence	Happening	واق کاران
20.	Surplus	Extra quantity	فاهل مقدار
21.	Closet	Shelf	الماري/ طاق
22.	Happiest soul	Happy person	سب زياده خوش اخلاق
23.	Inspected	Examined	معائدكما المعالد كالما

### SUMMARY

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.

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Washington makes a tremendous effort to prove to the administration of the school that the colour of his skin in no way determines his lack of capabilities.

In the story, Brooker 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 rides and in a number of days, reached the 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 payement.

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 favourable impression on his teacher as he had been without proper food, rest, bath and change of clothing. The teacher did not refuse nor did she decide in his favour. 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 through his life considered the cleaning of that room the best passed.

### Pre-reading.

- Q.1 Why do you attend school, college or institution?
- Ans. I attend college to gain education. It is quite essential for us.
- Q.2 Why is it essential to receive an education?
- Ans. Receiving education is essential because it teaches us how to behave, how to groom and how to survive. Quality education enables us to have shining vision.
- Q.3 How can you shortly describe an illiterate?
- Ans. An illiterate person is one who does not know how to survive in a society.
- Q.4 Do you know why he/ she did not receive an education?
- Ans. Many of our relatives did not receive education because of the lack of awareness, desired facilities and financial support.





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Ans. Following are the issues that may prevent a child from receiving education:

i. Financial handicaps.

ii. Lack of motivation.

iii. Lack of awareness.

O.6 Guess which text you are going to read?

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

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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. of importance

2. furnace. an enclosed structure in which heat is produced

3. frankness. the quality of being open, honest, and straight forward 4. slipshod. characterized by a lack of care, thought, or organization

5. exhaustion physical or mental tiredness

6. elevated

7. satchel. a bag used especially for school books

8. tramp. a person who travels from place to place 9: linger. stay in a place longer than necessary

10. Yankee a North American

Exercise# 2

Note: Read the statements and encircle the correct options

The people who were discussing about school during work

a) Coloured people b) Miners.

c) Brooker. d) Lewis

2. The school was providing:

b. education and skills a) proper education

d) costs c) physical training

3. This type of students were studying in the school of Virginia:

a) Poor.

b) Wealthy

d) All types of students

4. The writer was working at the house of General Levis Ruffner at the salary of:

a) one dollar per day.

b) 5 dollars per month

c) fifty dollars per month. d) fifty cents per month

5. The city which was eighty-two miles away from Hampton was:

a) Maldon

b) Richmond

c) Washington

d) Virginia

The writer spent his first night of travel to Hampton in:

a) a large city

b) his step-father's house

c) a sidewalk near the port

d) in the school

7. To get money for breakfast, the writer:

a) swept the room

b) loaded the vessels

c) made the pillow.

d) worked in industry

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- 8. The one who helped the writer in getting reception was:
  - a) Lewis
- b) Step father.
- c) Captair
- d) Head teacher
- 9. The Head teacher's impression of writer after cleaning the room was:
  - a) Good
- b) Bad
- c) Lazy
- d) Unusual
- 10. The writer accepted the cleaning of recitation room because he wanted to:
  - a) take it as a 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 miner. 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.

(03)

Malden. The city where the writer saw the way to Hampton.

(04)

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### 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. Column D.

- The writer first worked 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
- 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
- When I appeared for assignment the Head teacher. C. said recitation room need cleanliness
- -7. She neither admitted nor refused to enter the institution
- 8. I took best breakfast and slept all night smoothly.

Post-reading

### Exercise# 5

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

No. Action statement Reason / cause

- Coal miners were talking about one of the schools as great because they had not seen such a fine school before.
- The writer came out from anxiety to go to Hampton because he was hired at a salary of 5 dollar per month.
- The writer had a few clothes and expenses because he was from the red coloured race. He was poor.

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- The writer begged in wagons and cars because he did not have the money to go to Hampton.
- The writer spent night at the sidewalk because he was new in the city and he did not have the money to live in any hotel.
- The Captain desired for working continuously because he felt sympathy with the writer who was hardworking and did not have any amount of money.
- The impression of the boy to the headteacher was not suitable because he had been so long without proper food, a bath and change of clothing.
- The Head teacher rubbed the woodwork because she tried to know if the author had made any mistake during the work of cleanliness.
- 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 hardworking nature.

### Exercise# 6

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Note: Read the text and answer the following questions.

### Q:1 Why was the boy inspired to go to Hampton?

Ans. The boy was by nature hardworking and head an ambition to attain unattainable. He 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 to be more effective and fruitful than the little coloured school in their town. He expected a good opportunity for his bright future by travelling to Hampton.

### Q.2 What did he learn during work?

Ans. During work, he (the author) learnt the importance Head teacher taught him honesty and frankness. He also learnt the importance cleanliness. He reached the conclusion that hard work and honesty desired goal of life.

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

Ans. The small amount of five dollars a month 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 to pay his travelling expenses. His obsession for the grooming and development of his personality forced him to work laboriously and to bear hardships.

### Q.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 had not a single acquaintance in the place. He started the 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. He undertook and accepted all the assignments that could provide him livelihood and neat and clean living.

### O.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, he thanked him for his kindness. The captain of the ship proved to be exceptionally kind to the narrator. He allowed the narrator to work and to receive wages to fill his needs.

### Q:6 Why did the writer not make a favourable impression on the head teacher?

Ans. When the writer presented himself before the headteacher for assignment to a class, he had been so long without proper food, a bath and change of clothing. So, he could not

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leave a favourable impression on the headteacher. One's appearance, dressing and neatness are essential ingredients of a man's personality.

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

Ans. Washington, a coloured man, was working in a coal mine. He had no money with him. Whatever he earned, was taken by his stepfather and the rest of the amount was 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 anyhow. At that time, he was hungry, tired and without money. He had to sleep on 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, 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 that 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.

# Q.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."

### Q.9 Which part of Booker Washington's struggle brought revolutionary change in his life?

Booker T Washington, an enormous African American educationist, orator, and political leader of Black Elites narrates the tale of his unceasing struggle. Before entering education institution, he had to bear hardships and humiliations. But these could not entinguish the fire of his determination for education. When he heard about a prestigious school Hampton, he travelled 500 miles. He did all in the state of utter poverty for having no money. He had to travel on foot, by requesting for lift. He reached his destination in many days. For his livelihood, he had to work much and rest on roadside. His entry to the institution proved to be an unbearable test but he qualified with patience. Later, he climbed the high rise ladder of progress but he ranks his elementary education as the top-most.

### Q.10 Why does the author (Booker) emphasize on the initial process of his struggle

The author calls his entry to the institution as the milestone achievement of his life. At this stage, he was neglected by the authorities. Circumstances were going entirely against him. His acute poverty was a stumbling block. Suppressing himself, he submitted himself to the will of others. He remained determined and adamant with the ambition of attaining education at all costs and he successfully did it. His optimism is obvious when he admires the captain of the ship and does not speak ill of the headteacher. When he was allowed admission, he thought that he had won the great battle of his life.

# Q.11 How could the author show great forbearance in the face of intolerable situation?

The author showed incredible and incredulous patience which is unimaginable for all. The factor that strengthened was his obsession to change his circle, status and profile at

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all costs. The determination of attaining education ignited and forced him to go ahead at any cost.

### 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 matric after working hard. 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 all my wishes of wearing fancy clothes, shoes and other costumes. I spent four hard and difficult years. I passed the university life. Now I am happy.

### Exercise# 8

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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-womaneducation day. Work individually, prepare a speech on the above topic and deliver before the class.

"Women Empowerment Speech".

Hello all the respected teachers and students, I am here to present my views on women empowerment. I believe woman has always been tyrannized over by man throughout the globe. The western world has played better role in waging war against gender inequality. In Pakistan, the urban areas have encouraged women participation in various walks of life. But a large population living in villages is still dwelling in primitive style which takes woman as a toy. As far as women's intellectual skills are concerned, they are no less capable than men. In fact, education has played a vital role in highlighting their images. 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 everybody's needs.

Women, who are in a job, also have to fulfill the job responsibilities while managing home and family. The life of a woman is very hard, but she gets little or no appreciation. There are a lot of women who are highly talented and multitaskers 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 the family to go to school, while the female child is told to learn household work. Hence, female child is also considered as the sign of ill-luck.

### Domestic Violence

As divorce is still a taboo in the Eastern world, 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.

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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 them 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, pilots and executive officers.

### 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 should 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 number of projects for education and skill development of women so that they can get economic independence.

Thinking of society is also changing slowly. A greater number of women is getting a quality education. But the true meaning of women empowerment can be achieved when gender inequality is 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. In fact, the biased and misogynist approach needs to be given up. For a prolonged period of time, the western world discouraged and suppressed the grooming of women, but with the passage of time, it gave up such an approach: The Eastern world nowadays, seems to follow the







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"LUCY GRAY"

POEM - 06 FOR " THE ABBOT OF MORE!!!

POEM - 07

CANTERBURY "

"SELECTIONS FROM SURR KHAHORI"



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CLEAR	TICAL CLATER	POEM - 05 PRAY	TRE PROCESSING
S.NO	Words	Meanings Ph	Urdu Meaning
CM.	Off CENT	Often WIRL	NTRE X
2. F	Wild PEA	Forest ACTICAL	Chi Carlotte Se
3. 1	Chanced	got a chance	CENTRE LES
4.	Break of day	Early in the morning	A CONTRACTOR
5.	Solitary	Alone PRACTO	BY PRACTICALINO
6.	Mate WALL	Companion	الم
7.	Comrade	Friend R. P. P. S. P.	יונים און און
8,93	Dwelt	lived CTICAL CEAN	رمازندگی بسر کی تعلق ایکان
9.	Moor	rural area	وبري عاق
10.	Spy	Watch	
11.	Fawn	Young deer	¥₹€₩
12.	Hare	Rabbit	على نركرش
13.	Stormy - 18	Full of storm	طوقائي
14.	Lantern	A kind of lamp	النجن
15.	Snow	White substance falling from sky	
16	Gladly	Happily	ر کے اور
17.	Scarcely	Hardly	77 CAC (1111)
18.	Blither CAL	Happier CTICAL CLAY	CENTRE CO
19.	Wanton	Playful PRACE Colombia PRACE	on PRACTICAL CONTAINS
20.	stroke	Jerk CENTRE	CENTRE PR
21,	Disperse	PI Scattered PRACTICES PRACTICES	PRACTIC LA
22.	wretched	Miserable CENTRE	WINE WATER
23.	Turning Pices	Returning have PRACTICAL interpretation	RACTION OF PRACTIS
24.	Steep	Hard to climb	ALL PRINCE
25.	Plank PILA	A flat piece of timber	PACTICAL SOUN







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#### SUMMARY

The poem "Lucy Gray" is composed by William Wordsworth, the great poet of "Nature". He is considered as the pioneer of "Romanticism" in English Literature. His revolutionary ideas brought a virtual change in English poetry. 'The Lyrical Ballads' is the mark of romantic revolution which Wordsworth wrote with the assistance of S.T. Coleridge.

This poem is a ballad and, like most of the ballads from the North, tells a tragic story without violence.

This poem speaks of a woeful tale of a pretty little girl, "LUCY GRAY", who sacrificed her life for the sake of obedience.

It also depicts Lucy's simplicity, melody and barren snow-covered landscape of Nature's beauty, which Wordsworth loved with a truly religious adoration.

The poet had often heard of a pretty little child, Lucy. She lived all alone with her peasant parents on the barren part of the land. She was the incarnation of beauty and took delight in the objects of Nature.

One afternoon, Lucy's father asked her to go to the town, to bring her mother back. He asked her to take a lantern as a storm was expected in the upcoming time.

Lucy gladly agreed to do what her father had asked. Innocently, she inquired that it was only two in the afternoon, which presented the view of evening.

Lucy's father got busy collecting firewood etc., while Lucy took the lantern and set out happily towards the town.

The storm, which was predicted by Lucy's father, struck much earlier than it was expected. In spite of desperate efforts, Lucy lost her way, on account of the ferocious storm and never reached the town.

Meanwhile, Lucy's mother had returned home and not finding Lucy, the parents became worried and set out in the cold to search for her:

Lucy's parents looked all over for their child but there was no trace of her. They searched all through the night and in the severe cold, but Lucy was nowhere to be seen.

It was daybreak, when the parents gave up. They were heartbroken and prepared to return home. As they went downwards, the mother saw Lucy's foot prints on the snow. This revived the parents, as it gave a new ray of hope, of finding their daughter.

The parents followed the foot prints one by one, and came to the centre of the wooden bridge and, further, there were none. Poor Lucy could not see in the dark and fell through, from where a plank was missing. She fell into the stream and there was no doubt as to what might have happened to Lucy.

Yet, some people maintain that Lucy "is a living child". That if anyone goes to the moor, he will see the sweet face of Lucy, running swiftly along, as before, singing a solitary and melancholy song and never looking behind.

Actually, when the people go through the moor, they are reminded of Lucy and they think of her. And when the people listen to the "whistling sound of the wind", they take it to be the song of Lucy. Thus, they say that Lucy is alive. Lucy, being a glimpse of Divine Beauty, has not died but returned to the "totality".



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

Ans. I observe that an obedient child is going somewhere. She has a lantern in order to see the track. In the surrounding, a storm can also be felt.

#### Q.2 How can you describe an obedient child?

Ans. An obedient child never says 'no' to his/her parents. He/she sacrifices his/her life for the sake of parents. He/She heartily respects his/her elders.

#### Q.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 love me a lot.

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

Ans. Yes we know a story related to a child of our village. She was nine years old. She was the daughter of a farmer. Near our village, there was a well. One night, she went out to buy things from nearby shop. She did not return for a long time. When her parents went for search, they saw her body floating in the well. It was a very mournful night of our village.

#### Q.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 is best known as the poet of nature poet of beauty and is also called the pioneer of romanticism. He started a new type of poetry called romantic poetry. He was really a great man of letter and of sense perception..

#### 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. alone

2. wretched, ruined

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3. comrade. friend or mate 4, wanton. playful, willful, 5. tripping. stumbling

#### Exercise# 2

Note: 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 back her:
  a. aunt.
  b. sister
  c. bother
  d. mother
- 3. Lucy replied to her father 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.
- From Lucy's home the wooden bridge was at the distance of:
   a. a mile
   b. a furlong.
   c. a kilometre.
   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 the bridge
- 8. People believe that Lucy can be seen doing these activities except:
  - a. talking to people. b. singing songs. c. moving rapidly d. looking straight

#### Exercise# 3

Note: Read the poem again and answer the following questions.

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

Ans. Lucy lived on a wide moor. She was a solitary child. She did not have any friends or playmates. She was the only daughter of her poor parents. Wordsworth admired her by calling the sweetest thing that ever grew beside a human door. She was an innocent child and symbolized beauty, virtue and innocence.

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

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

Q.3 What did Lucy mean when she said 'yonder is the moon'? 4

Ans. By "yonder is the moon', Lucy means to say that there is yet enough time for the night to fall and it is not sure whether there will be a stormy weather.

Q.4 Why did Lucy take a lantern with her? 4

Ans. Lucy had to go to the town to bring her mother back. She took a lantern with her in order to see the path in a stormy weather. It could guide her in case of darkness as well as any mishap. The storm was also apprehended.

Q.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 a mature and experienced 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

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have been prevented. However, in those days the children were trained to meet challenges. It seems her father's selfishness but it was in vogue in those days:

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

Ans. Lucy Gray's feet slipped 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.

## Q.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 her footprints on the bridge. The footprints led them on the snowy path to the hawthorn hedge of the bridge, where their daughter had slipped and died.

#### Q.8 What led the Lucy's parents to the bridge?

Ans. Lucy's footmarks led her parents to the bridge and both the parents expected that she would be alive and would meet them soon.

## Q.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 by those who had the deep concern for natural beauty. She was seen, singing a solitary song in the moor, walking over rough and smooth and never looking behind.

#### Q.10 What was the child ordered to do?

Ans. Lucy's mother went to the town for shopping. She fierce storm was expected. Lucy's father, who was busy in chopping down the branches of a tree for fire, ordered Lucy to go to the town and bring back her mother before it was dark and stormy. Lucy, who was an obedient child, showed no hesitation. She cheerfully set out for the town. She also took a lantern so that she could guide her mother back through the snow.

## Q.11 Why did Lucy not reach the town

Ans. It was predicted that in the night, there would be a terrible snowstorm. But as luck would have it, the storm approached much earlier before it was expected. Lucy was engulfed in that dreadful calamity. She climbed one hill after another and lost her way, Although she made desperate efforts to save her life, she became the victim of that storm Thus, she could not reach the town.

## O.12 Why does "Lucy" never look behind?

Ans. The people of that area maintain that Lucy has not died. She has been transformed into an immortal child. They can see her soul moving about over the mountains and tripping over the plains like a restless spirit. As she is now a spirit, it is not possible for her to look behind.

## 0.13 What tragedy befell Lucy Gray? OR Why did Lucy not reach the town?

Ans. Lucy Gray was an innocent child of poor peasants. They lived on a wide moor. One day, her mother went to the town for some work. The father of Lucy Gray felt that a heavy storm was hanging over there. He asked her to go to the town to bring her mother back. He also handed over her a lantern to meet the terrible situation on her way. The storm which was predicted by Lucy's father, struck much earlier than it was expected. In spite of desperate efforts, Lucy lost her way and fell into a stream. Thus, she lost her life





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for the sake of obedience and innocence. This was the tragedy which Lucy met. That is the reason she failed to return to the town.

#### 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 wild area. It is suggested that she enjoys nature because people claim to hear her playfully whistling on her journey to town. She attained immortality and became the part of nature.

#### 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 stanzas, 64 lines. Each stanza is 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 has become 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 behaviour with their children as the children can easily share problems with their elders. In such a 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.

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1.Oft I had heard ...... the solitary child

#### Reference to Context:

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These lines have been taken from the poem Wordsworth.

#### Context

In this poem, the 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 drowned in it. The 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, the poet says that he had often heard about small girl named Lucy Gray and often saw the girl while crossing the wild plain. He happened to see her walking all alone.

2. No mate, no comrade Lucy ...... beside a human door Reference to Context (same as above)

#### Explanation:

In these lines, the poet says that Lucy was all alone for she had no companion or friend. She lived with her parents on a vast plain. She was the 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, the poet says that if you have seen a fawn, the young one of dear 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, the poet tells that one afternoon, Lucy's father told her that he expected snowstorms that night. He was worried about his wife because she had not yet returned from the town. He, therefore asked her to take a lantern and guide her mother back home.

5. "That, father, will I gladly ..... yonder is the moon."

#### Reference

Context (same as above)

#### Explanation:

In these lines, the poet tells that she replied to her father that she would gladly under take that duty. It was still mid-day 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. PRAC

6. At this, the father ......, lantern in her hand.

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Reference to context (same as above

#### Explanation:

In these lines, the 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 her 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, the 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, the 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 hills, but she could not 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, the poet tells the story of a small girl who went to fetch her mother from town. But she was lost in the storm of snow. Her footprints went up to a stream, perhaps she was drowned in it. The poet believes that her soul still haunts the hill and she sings a

sweet song to guide the people in stormy nights.

#### Explanation:

In these lines, the poet tells that the parents of Lucy Gray were much worried, when she did not return home. They went out, shouting everywhere all that night in search of their child. But their efforts bore 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, the poet tells that her parents searched for her all the night. On the following day, they climbed up a hill. They went to its top and looked down the plain below. From there, they saw a wooden bridge a furlong from their door (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:**

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In these lines, the 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

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12. Then downwards ....., long stone-wall:

Reference to context (same)

#### Explanation:

In these lines, the poet tells that then the parents of Lucy traced their daughter's footprints from the slope of the hill to its extreme end. They searched for her even by the long wall of stone and the broken hedge of hawthorn in the hope of finding their daughter.

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, the poet tells the story of a small girl who went to fetch her mother from the town. But she was lost in the storm of snow. Her footprints went up to a stream, perhaps she had drowned in it. The 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, the poet says that when the parents of Lucy crossed an open field, her footprints could be seen in the same position when 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 the elements of poetry based on three stanzas. Each member of the group should compose I stanza. Once your group has composed the poem, exchange it with other groups. (Self Work)



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S.NO	Ancient Words	Meaning in English	Meaning in Urdu
2.	1.10	Soon	F.
	Anon	Famous	يلد بالاراب
3. 11	1.10	122	شيور
4.	Prince	Young king	وجوان بادشاه
5.	Ruled	Governed	مگومت کی
6.0	With main and might	Powerfully	ماقت كيال ي
7.	Merry	Happy, interesting	نو څرو خرې
8.	Concerning	About	م متعلق
9,	House keeping	The way of living	فريلومعاملات كانتظام
10.	Renown	Famous	مشيور
11.	Velvet 1	A specific cloth	لال
12.	Treason	Treachery / revolt	خاوت-غراری
13.	Crown	Kingdom	بادشابت
14.	Liege	Lord	
15.	True – gotten gear	Earning through honesty	مال روزي
16.	Smitten	Cut off	تسان يَرْجُإِنا
17.	Liege-men = = =	Lords	J. 7
18.	Doubt	Suspicion	نگ دشہ
19.	Shrink	Move back	La Carlo
20,	6 Res - 1900	Not deep	5,50
21.	Wit	Intelligence	1
22.	Endeavour .	Effort	وخش المحدي
23.	Forfeit	Confiscate	نبط کرلینا
24.	Cheer up	Chin up	و ش دو جانا
25.	apparel	Dress	بای
26.	Quarrel	Dispute	بمكزا
27.	Frown	Curves on forhead	WILLIAM CALLET
28.	Sumptuous	Expensive	Great September 1
29.	Array	Dress	يان المراب
30.	Gallant .	Brave	ik . Fac.
31.	Rochet	A big shirt	وريون



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32.	Savior	Jesus Christ	المعين المعالمة
33.	Swore 100	Took oath	المالي المالي
34.	Pardon	Forgiveness	Jan Charles
35.	Nobles NTRE	Gold coins	ECI
36.	Thee No Colo	You Charles	NIKE V

#### SUMMARY

"THE ABBOT OF CANTERBURY" is an interesting poem. Although the name of the poet is not known, the poem is amazingly witty and humorous. The form is ballad in which there is a story element.

The poet begins by saying that he will tell a story, a story so merry about the Abbot of Canterbury. The Abbot was very popular among his people in Canterbury. He was famous for his wealth and house-keeping.

King John was told that the Abbot kept a far better house than himself. There was a fire of hatred in the king's heart. The Abbot was summoned by King John to his court in London to explain, how he became so rich. He also asked him, why he should not be tried for treason and beheaded.

The Abbot told the King that whatever the wealth he possessed, means. But the King was not convinced. The only way the Abbot could save himself was by answering the King's questions. His questions were:

- As he is the King, with the crown of gold, on his head; tell, exactly what his worth is.
- How soon he would ride, the whole world around
- To tell him truly, what he was thinking.

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The Abbot was of shallow-wit, so he did not know the answers to the three questions The King gave him three weeks time to answer his three questions. Thus, the Abbot got back, very sad. He visited the Oxford and Cambridge Universities, hoping that the learned doctors would help him. But alas! It was not so. On reaching home, he was welcomed by his shepherd, who asked him, what news he had brought from King John. The Abbot told him the whole story. The shepherd comforted his master and told him not to worry.

He suggested to the Abbot that he (the shepherd) would go in disguise as the Abbot and answer the King's questions. The Abbot got angry at first, and then finally agreed.

The shepherd, in disguise as the Abbot, presented himself to the King. The King welcomed him in his court.

To the first question, he replied that the Prophet Jesus Christ was sold among the Jews for thirty pence. So his (the King's) value was a penny lesser than the Christ that is twentynine pence. To the second question, he replied that if the King rose with the sun and travelled with its speed, it would take him only twenty-four hours to ride round the earth.

To the third question, he replied, "You are thinking I am the Abbot of Canterbury. But I am his poor shepherd". He begged pardon for himself and his Abbot.

The King was very pleased with the replies; therefore, he wanted to appoint the shepherd in place of his master. But being uneducated, the shepherd declined the King's offer.

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However, the King was so happy with the shepherd that he rewarded him with four nobles a week for his intelligence, and wisdom. He also pardoned the Abbot.

#### 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. An illiterate person can be regarded educated for his experience. A seasoned person, having a series of bitter experience, attains more wisdom in comparison to an educated person.

#### 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. 6. gallant. enclosure (I) brave (G)

7. jest. joke (E)

8. pardon forgiveness (D)

), liegeman nobleman (B) (0, devise. plan (C)

Exercise# 2

a. first.

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## Note: Read the poem again and encircle the right option.

b. second.

1. The ballad "The Abbot of Canterbury' is narrated in \_\_\_\_\_ p

c. third.

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 London. b. Oxford and Canterbury.

c. Oxford and Campbell. d. Oxford and Cambridge.

7. The Abbot requested the king to give him \_\_\_\_ week's time.

a. three. b. four. c. five. d. six

8. While going back to his hometown, the Abbot met a

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	a.	far	me	r
3	-			

b. friend.

c. neighbour.

d. shepherd.

- 9. The shepherd demanded the Abbot's
- to answer the 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. The Abbot is a very rich person. (03 "12")
- 2. The Abbot seems satisfied in the court. (05 "20")
- 3. Questions are very difficult to answer. (09 "36")
- 4. The Abbot tries to find out the answers. (11 "44")
- 5. The Abbot is sure to have his punishment, (12 "48")
- 6. The king rewards the shepherd. (25. "104")

#### Exercise# 4

Note: Read the poem again and answer the following questions.

#### Q.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 eye-dazzling 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 lived. So that he brought the Abbot in trial for his luxurious life.

#### Q.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.

## Q.3 What were the questions that the King asked?

Ans. The king asked the following three questions:

- 1. What was the price of the king?
- 2. How long would he take time to travel the world?
- 3. What was he thinking at that time?

#### Q.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 pence. Because, the Christ was sold for 30 pence, so the king would be sold one penny lesser that the price of the Christ.

#### Q.5 What was the shepherd's answer to the second question of the King?

Ans. The shepherd's answer to the 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. As there are 24 hours in a day, he could travel the world as much as he could travel in 24 hours.

## Q.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 of him as the Abbot, but he was only his poor shepherd. And he begged pardon for the abbot.

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0.7 How did the king express his emotions after being answered his all questions? Ans. The king became so happy. He laughed loudly and swore. Happily, he offered the post of Abbot to the shepherd.

#### O.8 Why did the shepherd not accept king's offer?

Ans. The shepherd did not accept king's offer because he was an illiterate person. So he requested the King not to give him any high position which did not fit to his qualification.

## Q.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.

#### Q.10 What is the main idea of this ballad?

Ans. The Abbot of Canterbury' is an interesting poem. The main idea of the poem 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 institutions. It is not confined to book learning or registering oneself in any of colleges or elsewhere. It is attained through experience, so one should try to learn from everywhere.

#### Q.11 Who was sold for thirty pence?

Ans. Jesus Christ, the great Prophet of God according to the Bible, was sold among the false Jews for thirty pence. He was betrayed by one of his disciples, Judas Iscariot.

## Q.12 Wisdom is a God-gifted thing which can be bestowed upon anyone without education. Comment in the light of the poem 'The Abbot of Canterbury'.

Ans. The poem 'The Abbot of Canterbury' narrates the story of a cruel monarch, King John. When the King called the Abbot of Canterbury to trap him, he asked three tricks questions. The Abbot got puzzled and failed to answer. The King declared capital punishment (death penalty) for the Abbot. Later, he showed generosity and allowed three weeks time to Abbot to find the answers to these questions. The Abbot travelled far and wide and approached renowned education institutions like Oxford and Cambridge. But no scholar could provide the right answers. The Abbot of Canterbury got disappointed and returned home preparing for death. His poor shepherd took upon himself the task of answering these questions. The shepherd who was illiterate, proved his supremacy over The Abbot because of his wisdom.

"Education comes through experience, not from books nor institutions."

#### 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 1216, 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 their appearance and profession.





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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 I 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 rehearse at least two times in the class. (Class Work)

#### Exercise# 8

Work individually and explain the following lines. Write 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 mled England by sheer force. He was responsible for doing much that was wrong, very little that was right.

And I'll tell you a story ...... fair London town. Explanation:

In these lines, the 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

A hundred men ...... waited 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 servants 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 have committed treason against him.

'My liege', quoth the abbot ...... true-gotten gear'.

#### Explanation:

In these lines, the poet says that the Bishop replied that 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 abbot ...... smitten from thy body.

**Explanation:** 





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In these lines, the poet says that the king said to the Abbot that he had committed a heinous crime and he deserved to die for it. If he does not reply to his three questions, he would be beheaded.

25 - 28

'And first,' quoth the king ...... penny what I am worth.

#### Explanation:

In these lines, the poet says that first of all, he must tell the King to a penny what he is worth when he 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, the poet says that the king put the second question before Abbot and asked how much time he would require to ride around the earth. The third question asked by the 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, the poet says that in response to three questions of the king, the Abbot replied that those were difficult question for a man of poor intelligence like him. He could not answer at the moment. So, he be given time of three weeks to reply.

37 - 40

Now three weeks' space to ..... forfeit to me.

#### Explanation:

In these lines, the poet says that the king asked that he give him three weeks period. But it might be the longest time that he would live, because if he failed to reply the questions at the end of that period, he would die and his possessions would be confiscated.

41 - 44

Away rode the abbot ..... an answer devise.

## Explanation:

In these lines, the 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, the poet says that at last, the Abbot rode back home without finding any consolation. On the way, he met his shepherd. He welcomed the Bishop back home and asked him the news about the king.

49 - 52

Sad news, sad news ...... from my body.

#### Explanation

In these lines, the poet says that when the Abbot returned home, he told his shepherd that he was much grieved to tell him that he had only three days to live. The reason being that

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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, the poet says that the Abbot tells the shepherd about the three question of the 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, the Bishop tells the shepherd about the second and third questions 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, the shepherd asks the 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 the King's questions

65 - 68

Nay, frown not, if it hath ...... fair London town

#### Explanation:

In these lines, the shepherd requests the Abbot that he might not doubt his ability. He also asked him not to feel angry with him 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 the Abbot of Canterbury.

59 - 72

Now horses and serving-men ..... our father the Pope

#### Explanation:

In these lines, the poet says that the Bishop agreed with the 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 the true Abbot even before the Pope.

73 - 76

Now welcome, sir abbot ... saved shall be.

#### Explanation:

In these lines, the poet says that when the shepherd reached 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. The King reminded him once again that his

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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, the poet says that the first questions which the king put to the shepherd was that he might tell him what was his worth while he was sitting on his thrown 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 Saviour ...... penny worse than He.

#### **Explanation:**

In these lines, the 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 less than the prophet of God.

85 - 88

The king then laughed, and ...... whole world about.

#### Explanation:

In these lines, the poet says that the 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 sun ...... you ride it about.

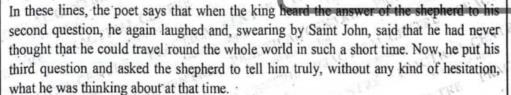
#### Explanation:

In these lines, the poet has described the answer of the second question of King John. The shepherd told the king that he should rise with the sun and travel with its speed till it rises again in the next morning. In this way, the king would be able to travel round the whole

world within twenty four hours.

93 - 96

The king then laughed, and swore..... what I do thin Explanation:



97 - 100

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Yes, that shall I do, and ..... pardon for him and for me.

#### Explanation:

In these lines, the poet says that in response to King John's third question, the 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 the Abbot himself was in his presence. But, actually, it was only the 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

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In these lines, the poet says that on hearing the shepherd's reply to the third question, the king laughed once again and said to the shepherd that he wanted to appoint him as the Abbot of Canterbury in place of his master. But the shepherd requested him that he should not take such decision in a hurry. Because, he did not know reading and writing.

Four nobles a week, then,..... from good King John.

#### **Explanation:**

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In these lines, the poet says that when the shepherd did not accept the post of Abbot for himself then the 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 the shepherd to convey that happy news to his master, the Abbot of Canterbury, from good King John PRACTICAL when he returned back home.

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<b>SELECTIONS</b>	FROM	<b>SURR</b>	KHAHORI

S.NO	Words	Meaning in English	Urdu meaning
1.	Beheld	Watched	ويكما
2.	Recognition	Identity	شاخت ويوانا
3.	Depart	Leave	روان بونا
4.	Raft	Small boat	مِيونَ مُثْقَ
5.	Reduce	Lessen	456
6.	Trouble	Distress	معیت
7.	Torn	Pulled apart	پناہوا
8.	Sought	Searched	عناش كيا عناش كيا
9,	Goal	Target	برل ا
10.	Secretive	Hidden	ياشيره ا
11.	Far off	Remote	וחנול
12.	Trace	Find/ clue	54
13.	Lit ORACTO	Set fire	J.
14.	Ascetic	Life of a hermit	200
15.	Kindle	To cause fire/ strong feeling	شوت بين إن املكن
16.	Way-laid	Waited	دك كرافقاد كي
17.	Ignorance	Lack of knowledge	جبائت اللاعلى
18.	Seekers	Those who search	عاق كرن وال
19.	Exist	To be	_:=
20.	Spiritual	Related to deep feelings	رماني المانية
21.	Realms	Area	

#### SUMMARY

This poem is composed by the renowned mystic poet ,Shah Abdul Latif Bhitaee and is translated into English by Prof. Amina Khamisani. The poet is highly fascinated by viewing some simple souls who believe in self-denial and refrain from indulging in colourful worldly surroundings. The poet calls them KHAHORI which means Ascetics, MYSTICS or DARWESH. It seems, it is better to observe them closely and stay a night with them. This experience might change the instinct and course of life pattern of worldly-minded people. If one is impressed by them, his nature and soul may undergo a marked change in the dismal and dark atmosphere of materialistic surroundings. They are healing objects in the painful state of things. These in searching rocks and farflung areas to burden their bodies and lessening the case of their physical desires, their dry faces,



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tattered clothes and torn slippers, speak of their material distress and destitution but their friendly ties with the creator of the universe are tightened. Their journey is unending till the end of the earth where none is found including the birds. They were not misled because they had one destination to keep on their journey by maintaining that the mystics and true lovers of God have similar sense perception and had abandoned their material desires. The people still exist who remain oblivious of the worldly colourful surroundings. Far away from all such, they find spiritual solace, spiritual uplift and spiritual bliss.

Shah Latif says,

Go on marching ahead on the path of love without anxiety of intense clod or scorching heat ----- it is no time for rest. Before it gets dark and foot-prints of your beloved(truth) disappear, keep running to seek the object whom you love.

#### Pre Reading.

- 1. Read the words given in the diagram and guess the theme of the poem.
- Write the theme in the centre of the diagram. Ans. Asceticism.

#### Exercise#

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 Travelled across

- traversed. ascetics.
- Self-denying
- 3. ridge.
- A long narrow hill top.
- desolation. Barren
- Mourning, lamenting grieving.
- 6. highland.
- Mountainous land Long winded
- 7. Rambling. 8. Flicker.
- Shine unsteadily

#### Exercise# 2

Note: 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
- Khahoris face severe while achieving their goals. a. criticism, b. conditions, c. hardships, d. all of these
- Khahoris never take their when they have goals.
- a. property, b. care, c. followers d. none of these. "Khahoris' faces are dry, on their feet are slippers old and torn" shows the
- a. struggle b. emotion e. hardships d. pleasure Khahoris recognition is like
- a. caravan in the desert b. raft in the ocean c. guide in the mountains d. safety in the jungle
- Khahoris can be found even where there is no trace of:
  - a. human beings
- b. animals
- c. birds
- 7. In fourth stanza, the word 'save' is used in sense of
  - b. preservation a. safety
- c. together
- d. except



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True seekers can only be known to those who are for

a. jungle dwelling b. deserted abodes c. mountain peaks

d. spiritual realm

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#### 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 tells his mother that he saw those who have seen the one whom we urgently need. He further says that he must stay a night with them to gain spiritual power because they are the real guide to take to the God; who is with them.

They are called Khahoris which means asceties. They travelled early in the morning to the mountains to search their beloved (truth). They give much pain to their bodies in order to achieve the goal, as to them, it is the best way to achieve the purpose.

They never take care of themselves while travelling. They went with unwashed face and with torn and old slippers. They go there, where the most elevated have not access to reach. They go secretly, talk secretly, with whom who listens to them secretly.

They lit fire there where a bird cannot reach.

They will not be lost 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 find them, they make their home close to them.

#### Exercise# 4

Note: Read the selection again and answer the following questions:

#### Q.1 How is Khahori's character depicted by the poet?

Ans. Khahori's character is depicted according to their struggle. They character. They try to achieve that character by adopting many self-denying activities. After a long period of struggle, they succeed to achieve the spiritually.

## Q.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. Neatness of their characters, transparency of thought and dedication to their love make them as seen mystic and ascetic.

## Q.3 Where and why do Khahori's spend their days and nights?

Ans. Khahoris spend their days and nights mostly on the mountainous places. They spend their day and nights 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.

#### Q.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 is why they can go there where no one can go easily. They reach there before the birds and make that place brighten.

## Q.5 What reward does a Khahori get after his hard work?

Ans. A Khahori gets spiritual power after his hard work.

## Q.6 Surr Khahori is the narration of Khahori's struggle, Elaborate.

Ans. Surr Khahori is one of 30 Surs of Shah Latif's poetry. In this Surr, Shah 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





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his soul. He also gives pain to his body so that he can achieve the internal happiness.

O.7 Which poetic devices have been used in this poetry? Write with the examples.

Ans. The following poetic devices have been used in this poetry.

#### 1. Metaphor.

Examples. Their recognition becomes a raft in this ocean of the world.

#### 2. Hyperbolc.

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.

#### Q.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 in Arabian deserts. They travel the distance of various sacred places on foot. 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 I 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 notebool 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

cannot 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 poem.

#### 2. Theme

There are two main themes in the poem which are 1. Ascetics and 2. Their struggle to gain spiritualism. Kahoris are ascetics here, they select the path of difficulties to reach spirituality.

#### 3. Structure

The selections are mostly dived 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.

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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 word. 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. He should select the difficult path. As much as one bear hardships, one will reach hastily to one's destination. After toughness and difficulty, one can achieve a very high and strong destination, which cannot 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 classfellows 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 highway 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 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 Surr Khahori of Shah Abdul Latif Bhitai. In these lines, the poet, tells the approach of Khahoris. He tells his mother that he saw the people who are close to the Creator of the universe. He desires to stay a night in the company of these people. They are like a raft in the ocean, which can save one's life. He also wants to save his life and is sure that the wanderers are the people who can save them by guiding the true path. All the adventure is being done to save their character and spiritual entity.

4 - 6.

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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 more spiritual and stronger. For achieving such strength, they try to spend a difficult life. They prefer thomy path to the smooth one.

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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 their faces properly, they never put a good slipper in their feet. They travelled to the place where all people cannot go. They build inner personality, in which they

create secret language that helps them to communicate with their God.

10 - 11.

Where not a trace ....... ascetics can kindle it.

#### Explanation:

In these lines, the poet tells that Khahoris try to go and spread knowledge there where even a bird cannot go. They never fear the hardships of life. They try to make the world bright everywhere.

12 - 14.

Those who went to jungle ...... ignorance saved.

#### Explanation:

In these lines, the poet says that Khahoris go to the jungle. If one want to get spiritual awareness, one should move there. They prefer to go there in order to root out ignorance from the jungle. They have quit the world for the sake of spiritual power. They seek to mitigate ignorance.

15 - 17

True seekers still ...... built 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.



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PLACES OF HISTORICAL / CULTURAL IMPORTANCE

UNJOTA9
FOR CHOOSING
MORFILL

PRACTICE POSITIVE WORKS ETHICS
"Pearls of Wisdom (Sheikh Saadi)



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# ACES OF HISTORICAL / CULTURAL **IMPORTANCE**

S.NO	Difficult Words	Meaning in English	Urdu Meaning
Charlen	Voyage	Journey	131
2. PR	Shimmering	Shining A THE STATE OF THE STAT	INCO.
3.	Perspective	Dimension / aspect	وبن تاظر القط أنظر
C14	Anchor	Part of tying ship	चे । शहार मा
5.	Haggled PR	Bargain CACTI	t/strau
6.	Hailed 1	Belonged	قبلق ركما
70176	Caravan	Group of people	وللم المراجعة
8.	Causeway	A way	كى جكه يربينا إجوااه مجارات
9.	Prosperous	Rich TRA	ابر ا خوشمال
10.	Leisure	Free time	زمت المرابي
E 11.	Cuisine	Way of cooking food	كمانابنا نے كالحريق
12.	Spacious	Wide/ capacious	Name of Street
13.	Inferiority complex	Feeling that you are less important	احال كنزى
TR14.	Incessantly	Continuously	ملسل / قادر
15.	Imposed-	Implemented	. 60
× 16.	Transgressions	Crossing of limits	مد عدراده تادار کرد
17-13	spitting .	Nasty Park III	كايت أيز أتحاكا
18.	Littering	To throw garbage	کل کرنا
T. 19.0	Serene	Tranquil Comment of the Comment of t	UF 4
20.	Nook	Comer	THE WAY STATE OF
1. 21.	Hustle and bustle	Rush	JK,JK
22.	Orchards CO	Fruit areas	مارن کے بانات مارن کے بانات
23.	Fusion	Synthesis	1713
1,24.L	Provisions	Eatables	اشاه فورد فوش
25.	Accommodate	Settle Tich Man	CAL CATE

#### SUMMARY

Singapore is one of the wealthiest and prosperous states of the world. It is the smallest region of the world like a dot on the map of the globe. It is a free port and enjoys economic prosperity. Singapore is located in Southeast Asia. It consists of one 30-mile long island surrounded by 62 smaller islands. The name Singapore comes from Singa pura which means Lion City.

It is called Mr. Clean of the world for its ideal neatness.

It is also termed as shoppers paradise. The finest products of the globe are available at the lowest costs.





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The country comprises people of many religions. It is an ideal multi-religious society, which enjoys perfect religious harmony,

It is ranking as the 4th least corrupt states in the world.

It is the largest publicly owned port in the world.

Island of Singapore is very close to Malaysia. Singapore with Malaysia has the same relation as the island of Manora with Karachi at the distance of about quarter mile.

Four languages are in vogue: English, Malay, Chinese and Tamil.

Masjid-e-Sultan is the biggest and the most beautiful mosque in Singapore.

The state is rich with abundant agricultural products or minerals.

Education is available to all and it has admirable standard.

A bridge connects Johar (City of Malaysia) with Singapore.

Eighty percent population lives just in twenty eight square miles of land around the port.

The massive source of income depends on the arrival of tourists, trade and ships from overseas.

One of the markets is 'Arab Street', famous for reasonable prices.

Changi Village lies at the island's end.

Near the port is the change alley. This is the money / currency change market.

For being known as the City of Lions, one can find the marble statues of lions everywhere.

Modern buildings and lifestyle coexist with the traditional way of living.

Pre Reading.

Q.1 Which country would you 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.

Q.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

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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.





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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.

# Q.5 What are the reasons for the 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 its 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.

# Q.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.

## Q.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 practised 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.

## Q.8 Describe any four interesting aspects of Singapore.

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

#### Q.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.

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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. (Congested place)

The Change Alley is a narrow and congest market of exchanging currencies

every nook and corner. (Somewhere, nowhere, everywhere).
 The police searched for the thief in every nook and corner of the town but found him nowhere.

hustle and bustles. (A large amount of activity and work)
 Come and enjoy the hustle and bustle on the first Saturday of every month

4. fusion of the East and the West. (Having both eastern and western qualities)

The traditional meal of Singapore has the cuisine of the East and the West.

5. dot on the map. (Very small country on the map (area wise)

Area wise, Singapore is dot on the map.

6. earthen lamp surrounded by moths. (The place of lights)
The port of Singapore seems like an earthen lamp, surrounded by moths

in letter and spirit. (To obey)

This will allow us to comply with the letter and spirit of the law.

shopper's paradise. (A market where every kind of shops are available)
 Singapore is a Shoppers' paradise where every kind of goods can be purchased at the cheapest rates of the world.

#### Exercise# &

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.

PRACTICAL

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- 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 which is full of natural beauty.
- 7. 'Statues of the Lions". The visitor saw many statue of Lions everywhere in the country



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# UNIT – 09 CHOOSING CAREER



lt Words Me	eaning in English	Urdu Meaning
	ary stories	יבוט אינוט אינוט
Work h	ard FRE	دین مین کرنا برخ محت کرنا
Follow	The Carlo	CALL MA
Exemp	PRA PRANTE	و الدر والى المالات
Base in	guess	ENTRE CALCENTRUE
300	yearning	ياب آبا يول پر فن <sup>TACT TCAL</sup>
g Strikin	30 - 10 CONT	
J. Eggs	ngeable	
Diplon	Tudul.	(1) (2) (3) (4) (5) (4) (5) (6) (6) (6) (6) (6) (6) (6) (6) (6) (6
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Contin	nous request	TYPE I
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Finally	Cold Cold Cold	100 C. (110 yr.) C. (110 yr.) C.
Talent	Frank Charles	William Division
ed Not sh	y/ confident	31 CEN 3
r- oriented As per	demand of customer	رشر مانے والا مرحل مل جانے عالا ایک کے مطالبے ک مطابق
g Interes	The Talent	1964 CAL
There	nd modest	N. LATE LINES OF STREET
OR NO THE SECOND	ining carefully	PRICE TO CHEST
Hobby	The SAME	قافی طاعت کرنا مانان استان
OKVC 12	BACTLO MINE CITC	PRACHICAL CE AND



EL LEY	ALCENTRE PRO	ENTRE PROPERTY PROPERTY XI-English
TOLIN	M. was LOW	XI-English
21.	Computational	Related to computer
22.	Necessitates	To make necessity
23.	Artistic	Of an art PHACTA
C. 24.	Attributes	Qualities CLASTER L. CLASTER
26.	Aptitude	Capacity / capability
C 26.	Unattainable	Unachievable
27.	Veteran V	Old Blive and Bridge and be
PRAS.	Recruitment	Enrolment Charles Track Charles
30.	CAL CENTRE	Charles Charles Straits let
30.	Familiarize AC	Be cognizant of
31	Vigour	Energy
32	Retrospection Pu	Memory of past
33	. Untapped	Disconnected
34	. Destined	Be in fate / destiny
35	. Unwavering	Unshakable
36	. Dedication	Sincerity
This i a kin thems become view	s an oft asked question d of fun. At this st elves as pilots, singe nes a serious issue. A of bright future. This elling personnel. xperts advise or refe	SUMMARY on to children what they want to be. It remains tage, children dwell in the world of fant rs, actors or players. Later, when they reach the young people, think and roam about we sort of drive calls for proper advice and a field, keeping in view the persons
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Set# 6 Page# 12

nation, area of mperament for icance at times oition.

- ii) Realization of your aspiration for the fulfillment of your personality
- iii) Obvious difference between job and career

For a temporary arrangement, one might join a job which interests one or not. The career, on the other hand, is long term strategy which calls for one's education, skills and a craze for such chosen field.









Reviewing past

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retrospection.

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Exercise# 2

1. Job is a strategy of this kind:

a) insistence of family

c) peer pressure

a) much

a) accounting

6. Choosing career requires:

a) interest

a) give you a job

8. SAT stands for:

c) give you scholarship

a) ask other students

c) read books

a) given up

Post-reading:

Exercise# 3

1. Actuary e.

2. Astronaut j.

Chef i.

Veterinarian a.

5. Ecologist b.

Editor d.

10. Pharmacist. g.

Ornithologist h.

7. Programmer c.

9. Palaeontologist f.

c) rethink strateg

No. Column A: Profession.

An introverted person requires

a) practical b) theoretical

Professional career counsellor may:

a) Scholastic Assessment Test

c) Scholarship Achievement Test

10. If you don't succeed you should have:

9. To get information about admission, one should:

a) long term b) short term

Many students choose a particular field because of:

(b) less

b) chemistry

b) personality

Column C: Answer calculates insurance risks and premiums (1\_e) travels in a spacecraft. (2\_j) cures sick animals. (3 a) cooks food. (4\_i)

studies environment, (5\_b) studies birds. (6\_h)

makes computer software. (7\_c) corrects texts of films. (8 d)

studies fossils. (9\_f) makes medicines. (10\_g)

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Note: Read the text and answer the following questions

Q.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.

### Q.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.

### 0.3 What causes de-motivation in career?

Ans. Many students choose a particular field based on prevailing social trends. 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 urge or desire 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 one excels in it by putting one's heart and soul into it

### 0.4 What are the examples of personal values given in the text?

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

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

### 0.5 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.

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

Ans. The core skills required for a charted accountant is good knowledge of accounting.

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Likewise, if one is interested in the visual arts, one should be creative and have artistic attribute. attributes that can be displayed through his/her work.

# Q: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 test one's ability to perform tasks and react to situations at work. This includes problem-solving, prioritization and numerical skills, amongst other things. It helps one to reach a suitable decision. So, one should make sure that his abilities and interests are compatible with his intended career path.

# Q: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 one wants to pursue. By consulting a veteran of the field, one may gain valuable insight into the particular field's expectations, procedures, difficulties, and rewards. For instance, if one is interested in pursuing a career in academia, then it would be appropriate to approach one's teacher to guide him towards the intended path. He or she may be able to tell one about the institutions, processes, and some helpful tips to achieve one's goal.

# Q.9 How can a professional career counsellor help you?

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

# Q40 Why is it wiser to have a backup plan?

Ans. 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 one's dreams. Instead, it simply means to have a serious retrospection, and if required, redesign one's goals.

### Q.11 How do the children feel about their future

Grown ups mostly ask the future plan from students and children. They enjoy the answers of children. This interrogation carries the kids to the world of imagination and fantasies. They feel themselves sometimes, actors, detectives, singers, pilots and executives. In dreams, they rejoice themselves by these fantasies.

### Q.12 When and how do the matter of choosing career become serious?

After schooling stage, there comes the process of the choice of subjects. This becomes a serious issue after intermediate. Some students chase after job and some go on for advanced studies. Those who easily reach their destination are very few. Majority roams about various places. No doubt, access to the desired institutions has become easy

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through online network. But things get serious when business activities come to a decline.

### Exercise# 5

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

Personality type Description No.

likes to work with their bodies and do practical Realistic.

Investigative. likes to organize things and check details.

Artistic. likes to create new things and express their ideas

Social. likes to work with and help other people.

Enterprising. 5. likes to lead and influence other people.

Conventional. likes to work with ideas and problems.

### Exercise# 6

The following steps shall help you to identify the best career for you. Work individua 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

make my students engage in debate.

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

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.

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

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

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

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

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

I want to solve difficult but interesting problems. Challenge:

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

It is important that my accomplishments are acknowledged. Recognition:

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

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

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Creativity: PRACTICA Job stability:

People contact:

Independence:

Pace:

Authority:

Ethics & values:

Advancement:

Knowledge:

XI-English Set# 6
Creating new ideas, objects, or programs is important.

I want a reasonable assurance of long-term employment.

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

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

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

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

My work must match my personal values and beliefs.

I value the chance to advance rapidly in my field.

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.

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 me. I will

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.



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# **UNIT - 10**

# PRACTICE POSITIVE WORKS ETHICS

"Pearls of Wisdom (Sheikh Saadi)

S.NO	Difficult Words	Meaning in English	T. Co. Party.
1.	Livelihood	Earning	Urdu Meaning
2.	Destitute	Penniless	روزىرونى
3.	Baseness	Foundation	مفلس/ بدعال
4.	Barley	A kind of ceriel	ناه المراجعة
5.	Leaven	Mix	LICH S.
6.	Mortar	Cement, lime	Lut.
7.	Precious	Costly	ينت چونا
8.	Ignoble	Morally bad	المنان المساورة
9.	Belly	Tummy	ناكوار / شرم كاباعث
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### SUMMARY

There were two brothers. One was wealthy as he was in the service of Sultan. The other was gaining his livelihood by the effort of his arms. The rich brother urged the poor to serve Sultan but he refused by saying that he is free, though not rich, but he could not allow his freedom to be snatched for golden coins.

1,00	MATTER STREET	TEXT - II	
S.NO	Difficult Words	Meaning in English	Urdu Meaning
	Vessel	Pot/ big boat	يوي محقى المرقب الم
2.	Tremble	Shake with fear	لاِن 10 يون عرف _ كايانا
3.	Pacified	Relaxed	NAME OF THE PARTY
4.	Displeased	Angry/ unhappy	عول بوا نافرش
5.	Matter	Issue	موالم
1.6.	Remedied	Rectified	طركيا المالاتات
7.	Swallowed	Gulped down	00
8.	Stern	Rear part of a boat	جاد/ مثق كالجيلاهي
9.	Clung	Stick	10 1 Charles 1/25
10.	Calamity	Disaster .	קונאל נישי
11.	Immunity	Protection	مالعت المالات
12.	Befallen	Happened	والد ول آنا

#### SUMMARY

A King and his slave were sailing in a boat. The slave had never been to sea. He was afraid and started making noise. The King tried his level best but could not make the slave quiet. After seeking permission, a wise man present there threw him in the sea. He

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became too afraid and hardly managed to come back in the boat. Now, he came to know the safety of the boat and the safety of the boat and sat in a quietly corner.

Urdu Meaning	TEXT - III	Dies in the second	S.NO
15.	Meaning in English	Difficult Words	
	Used energy, time or fuel	Consumed	Control of the Contro
یزوں کی فراہی	Supply of goods	Provisions	2.
and the	Dievacan	Perish	1 8 73. Y
بت زياده خوشي كي حالت	Extreme happiness	Eestasy	4.
بت فشك	Very dry	Parched	5.
ناء المد المدان	Anger	Bitterness (1)	6.
200	Disappointment	Despair	7.
TO BE STORY	Diamond	Pearls	8.
Lotes day	Surrounded	Girdle	9.
LINE COLUMN	Decorated	Adorned	9. 10.
ى برامك كافونا كلزا	Broken piece of ceramic	Potsherds	u.

SUMMARY

It is a narrative about an incident of an Arab who was on his journey in the desert. He lost his way and ate all provisions he had. He was too upset. At last, he saw a bag. He became too much happy thinking of food in it. He was sad to see that in the vast desert, pearls are of no use. When a man is thirsty and hungry, the glewing pearls seem to be dull than water and broad and have

S.NO	Difficult Words	Meaning in English	Urdu Meaning
17 000	Sage	Wise person	وانا/ خلند/ورويش
2.	Occasion	Opportunity	
3.	Steal	To take without permission	VI Z
4.	Gradually	Slowly	ותיה ותיה
5.	Glean	To collect information	S/1/2017
6.	Crumbs	Small pieces of bread	رون ع المالية
7.	Confession	To admit	TICAL CONT.
8.	Shrewdness	Clear understanding	يالا کی /مکاری
9.	Epidemics	Spread disease	ملين والى يارى
10.	Race	Generation	A STANSFER STANSFER OF
111	Lessen	Reduce	TE TRE EST
12.	Impact	Effect	The Color
13.	Determine	Signify	فيل كرنا المحادث

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A wise man instructing his followers to learn skills rather than chasing after money and property. One can be deprived of all material objects but none can deprive him of his learning and skills.

ifficult Words	Meaning in English	Urdu Meaning
olly .	Stupidity	برول المات
rewd	Very clever	2030)
eliberation	Considering something	المناه المناه
nrewdness	Clear understanding	میمان بین استنظر میالا کی امکاری
-	ifficult Words billy , nrewd eliberation hrewdness	olly . Stupidity  nrewd Very clever eliberation Considering something

## SUMMARY

Interruption in discussion is a great folly. It is a clear-cut declaration of one being a fool. Prudent people do not speak until there is silence. TEXT - VI

S.NO	Difficult Words	Meaning in English	Urdu Meaning
1.	Accumulation	Collection	1,29
2.	Contrary	Opposite	
3.	Partake	Eat	
4.	Caravan	Group of people	30 T 30 S 50
5.	Mercy	Pity	7
6.	Prowess	Dexterity	100 PL 12 P
7.	Encompass	Encapsulate	
8.	Retains	To keep or continue with	بارق د کمنا
9.	Foe ORACTI	Enemy	
10.	Costliness	Inflation	بهان ا
11.	Contemptible	Abominable	على فرت على الم
12.	Deplorable	Very bad	
13.	Granary	A large building	الماج ر كلنا كالماج الماج الما
14.	Possess	Belong	ALTON CENTRAL
15.	Confide	To tell secret	PR Cheir
16.	Injury	Wound	CENTRE CENTRE

Pre Reading.

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

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

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secret to anyone. A man should not reveal his secret to his friends or any other trusting

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person. Because, one is not sure, that the person to whom one reveals one's secret, will ever remain one's friend. He might be one's enemy one day and may harm one in any

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

Ans. The fourth maxim reflects the value of real things which never fades or shatters. If the jewel is thrown in the mud, it will not lose its preciousness. It will remain the same in

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

Ans. Imam Ghazali gave the suggestion to the people that one should never feel ashamed while asking any things about which one is unaware.

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

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

- Freedom is the central theme of this text. A poor free man is better Text-I than a rich slave man.
- Text-II. Self experience is the central theme of the text. One can not learn until he/she do not bear the brunt of the situation.
- Text-III. Try to get basic needs is the central theme of
- Art or profession and its importance is the central theme of this text. skillful person will never be hungry in his/her life.
- 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

#### MAXIMS

- Life is to be enjoyed not to be wasted in accumulating money and property.
- Never feel ashamed of asking what you do not know. Your interrogation speaks of your wisdom while your speech without knowledge confirms your foolishness.
- If a weak soul proclaims its strength and bravery to a strong person, is sure to be destroyed.
- Jewels never lose their value even if they are fallen in the mud or dust.
- Little things are important as every huge thing is made up of living things.

Never tell any secret to anyone even your friend. Never inflict any injury upon enemy Because the nature of relationship is likely to change all the time.

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# "A VISIT TO A SMALL PLANET



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#### GLOSSORY

.*		GLOSSORY		SESSION 2023-2024 @ PRACTICAL GENTRE
S.NO	Word	English Meaning	Urdu Meaning	S
1.	Agriculture	science and practice of cultivating the land, faming	زراعت عقل ا	CGENT
2.	Alien	Foreigner / from other planet	دوسری و نیاکی مخلوق	H
3.	Ambitious	full of ambition	في المراجعة	V
4.	Apartment	residence	مِهائشُ النبين النبية النبية النبية	SESSION
5.	Arcs	appear like an arc, curving shape	از بي هل	Z02 N
6.	Authorities	high officials	عام بالقيارات	#707-8
7.	Awful	extremely bad & unpleasant	نا گوار نستای بار داشت	G
8.	Bluntly	crudely, not interesting, exciting	بالإق	7000
9.	Blazing	Extremely hot	15.00	5
10.	Bored	Weary.	يزار - فركانوا	i
11.	Breathlessly	having difficulty in breathing	سانس ليني من د شواري	TATAL PARTY
12.	Broadcast	to send out programmers on television or radio	نثركرنا	9
13.	Brow	eyebrow	پکین .	00000
14.	Cellar	underground room/Basement	تبد فائد	
15.	Censorship	block information	اطلاعات ياخرول بريابندى	1 2020 4027
16.	Chat	informal talk	ب پ	1
17.	Comfortably	easily and any and	آرام دوائدازے	7115
18.	Communication	act of communication	ريتان	100000000000000000000000000000000000000
19.	Concluding	finishing	الفتام كزتي و	1



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150		guess	Conjecture	20.
ىندى	-42	approval, to give permission	Consent	21.
-	10 P 10 P	dress, stitched clothes to cover body	Costume	22.
كرنا-خاميار	<b>এ</b>	point out faults	Criticizing	23.
کرنا-خامیار نے کی خواہش	C.	keen to know	Curiosity	24.
973	40 -	furnished	Decorated	25.
ي ختم بو جانا		unable to recognize things	Deliriously	26.
مت كرنا		to tell	Describe	27.
15	ole pres	precisely, decide	Determine	28.
ے ہے متعان	/ قطر	starting line commencing the centre of circle or sphere	Diameter	29.
بيونا	Total Par	disappear	Dissolve Paris	30.
النابوا		uneasy	Disturbed	31.
بونا	RACTION	strong influence	Dominate .	32.
ين بنا		suspicious	Doubtful	33.
ی		egg like shape	Elliptical	34.
فإتے ہوئے	AU I	unclearly - indirectly	Evasively	35.
يے والا		tiresome	Exhausting	36.
	1 20°	costly	Expensive	37.
ل خير معمو		having special quality, not ordinary	Extraordinary	38.
ريزجانا	7.7.7. in	gradual vanishing	Fad out	39.
بحات والا	- A - A - A	appealing	Fascinating	40.
1	1000	Feels agitation	Fidgets	41.
الأكرا	1920	under praising	Flattering	42.
2	A CENTRA	that is not in the memory	Forgotten	43.
100	on SCT	weak, delicate	Fragile	44.
كااظهار	(E)	bring the eyebrows together	Frowns	45.
لمرانا	Me you had	having the feeling that everything is turned round and round that one is going to fall	Giddy RACTER	46.
ات خمانا	ille	begin to deal with	Go about	47.
گ- گ	"XCLICK	very seriously	Grimly	48.
ور تی	Sugar.	beautifully, very well	Handsomely	49.
מנו-ין בא	CO.	pain in head	Headache	50.
رل	White "	lively	Heartiness	51.



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منظل۔مشغلہ سادہ گھرے مگر ود نواح مخالفائہ۔ جار مانہ	simple		The second second
Wille south	Simple	Homely	53.
Wille south	home and adjacent area	Homestead	54.
كالفائد - بار ماند	aggressive	Hostile	55.
Eight.	insight	Hunch	56.
برواع المسالة على	person pretending to be somebody he is not	Impostor	57.
بغيرتاري ك-فالبدي	without preparation	Impromptu	58.
2 47 1312 312	run or dance with quick light steps	In-walk	59.
عرالة والعالم العالم	statement telling somebody what he must or should do	Instructions	60.
الات	equipment, tools	Instruments	61.
بكثان المعالمة المعالم المعالمة المعالمة المعالمة المعالمة المعالمة المعالمة المعالم	in between the galaxies	Intergalactic	62.
بهتان المستحدد	make drunk	Intoxicate	63.
طركزة	attack, assault	Invasion	64.
(7)	careless, rash	Irresponsible	65.
19 mm 1 1 1 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	one who makes joke	Joker	66.
ti-e/je	make garments	Knits	67.
Sept.	become known	Leak out	68.
	a short rest taken in bed	Lie down	69.
	lustrous shining, giving out light	Luminous	70.
	mad	Lunatic	71.
	name of the planet	Mars	72.
(3/10/2	military rule imposed on a country	Martial law	73.
	artificial smile	Mechanical smile	74.
شينون كاملم	science of motion and force, machinery	Mechanics	75.
باب الب المرد الذي	small particle of matter that enters the earth	Meteor	76.
شارے کے لیے مشین	device used to observe	Monitors	77.
CLICIA MAN MICHE	wild creature	Monster	78.
تصول برزور وينا-دوركي نظر كزور بونا	short of sight	Nearsightedly	79.
عين الثارة ك	signals CALCAL CO	nods	80.
ق آ گر بعد ك خواش	on energy and determination to get things done	Not get up and go	81.
N. Clin's 2d	anything	Object	82.
PRACTICAL WAR	to do favour	Oblige	83



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84.	Ominously	threatening / unluckily	بر تنمتی ہے۔ نتصان دہ
85.	Operate	manage	چارنا
86.	Optical illusion	not being able to see or sometime	نظر کا د حو کہ
87.	Orbit	a curved path of a celestial body	مدادا
88.	Particular	relating to one person or thing	خاص طورير
89.	Passively	inactively	صتی ہے
90.	Patronizing	treat in a way that is kind/ helpful, superior attitude	سریرستی کرنا / برتری ظاہر کرنا موقک مچل
91.	Peanut	a dry fruit	مونگ تھل
92.	Peculiar	odd or strange	بيب
93.	Permission	consent	اجازت
94.	Perverse	wrong, unreasonable behavior	غير مناسب روبي
95.	Pinning	to fix something	ایک جگه مر کوز بوجانا
96.,	Planet	anybody in the space that moves around star	ياره
97.	Prefer	to give attention to others	Ę
- 98.	Preparatory	preparing for something introductory	امتدائی طور پر
99.	Pretty serious	very serious	انتبانی نازک-نجیره
100.	Pretty tall	very tall	فاصالبا
101.	Primitive	very old	تديم
102.	Probably	perhaps	خاير الإ
103.	Proud	haughty	13)**
104.	Pulse beat	beat of the pulse	جنر کار قال
105.	Purple	though having the colour or red and blue	و کنارگ
106.	Reconnoitering	make military observation	و کھے بحال سے دریافت کرتے ہوئے
107.	Recreates	reproduces	دوباره پيدا ۽ ونا-دوباره پيش کرنا
108.	Relativity	state of being relative,	ب
109.	Reservation	advance allocation	ييظى مخض
110.	Resonant	resounding	آواز ش گوخ
111.	Ridiculous	causing laughter	معتكد فيز
112.	Roughly .	gross estimate	عام اندازه
113.	Saucer	object	طشتری
114.	Savage	wild	وحثى
115.	Scientifically	that is used or involved in science	مائتنی اندازے



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جذبات/ احبامات	feelings	Sentiment	116.
جذبات/ احساسات دازشی/ تامیس	patches or hair growing on the sides of man's face down to, but not on chin	Side whiskers	117.
بدامتهاطی سے خلطی کرنا	make a careless mistake	Slipped up	118.
بدا حتیاطی سے خلطی کرنا غرانا/ مخرانا	angry growl, jumbled voice	Snarls	119.
لنده-ناخ شكور	dirty and unpleasant, squalid	Sordid	120.
خلائي جباز	spacecraft	Spaceship	121.
<i>چا</i> نوی	one who gets information for others	Spy	122.
خوراك فتم بوجانا	lack of food	Starve	123.
چرت زده بونا چرت زده بونا	surprised and shocked	Stunned	124.
غر ابرا فر ابوا	encircled	Surrounded	125.
نظريه	set of reasoned ideas	Theory	126.
فورو قركر تربوع	deep thinking	Thoughtfully	127.
Inti	exhausted	Tired -	128.
- CL	person who is travelling or visiting	Tourist	129.
مغول المساحد ا	ordinary	Trifle	130.
نوخ را	pleasure excursion, stumble, fall	Trip	131.
	soldiers	Troops	132.
ž.	inconvenience	Trouble	133.
منتح اند از شربات کریے والا منتح اند از شربات کریے والا	smooth in speech, manner	Unetuous	134.
ن کا مدندگی جانگ	that cannot be supported	Unsupportable	135.
الق درونا	not clear	Vague	136.
رقباش 💮	moving	Vibrating	137.
ti.	powerful	Vigorous	138.
ئى	good deed	Virtue	139.
يجهد إور اقتطار كرو	wait and find out what will happen next	Wait & see	140.
ژو <u>ٺ</u>	a dry fruit	Walnut	141.
نس دینا/ متنبه کرنا	to give notice	Warm	142.
راريغا	bored	Wearily	143.
رارق/ شيطان	naughty misbehaviors	Wicked children	144.
راتلى مِن آئلىين محلى ركهنا	with open eyes widely in amazement or innocent surprise	Wide eye	145.
	amazement or innocent surprise		



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# SUMMARY

'A Visit to a Small Planet' by Gore Vidal is a science fiction. In fact' it is a satire on American arrogance, narcissim and superiority complex. An American writer mocks at the feelings of love for their landscape to the extent of chauvinism. The leading character from the American army, General Powers, is helpless and powerless. He is the personification of Uncle Sam who is hyperbolic and threatening. The visitor from another planet is Kreton who is quite well-composed, strong and speaks in a very refined way. He opines that American nation is in the beginning of civilization. T.V. broadcaster Roger Spelding, though true patriot but at once begins to accept the truth of Kreton's identity. The play begins with Spleding's broadcasting.

Roger Spelding is a T.V. broadcaster. The play begins with his comment on the view of a flying object in the American space. Like typical Americans, Spelding worships status and money. He does not want his daughter to marry an ordinary farmer. All this sets the background of the play. The real action, however, starts with the appearance of a spaceship. There are many speculations about it, which end as the spaceship lands in Spelding's garden and the mystery character emerges from it. His name is Kreton. He starts with an ironical statement that the place where he has landed is much better than he had expected. He also laughs at the idea of nationalities. He just introduces himself as a citizen of the Universe. He criticises the authoritarian attitude of the rulers. He also does not like the idea of censorship in media. He is of the view that the culture on the earth is full of suspicion and doubt. At this point, he ridicules the earthly creatures by saying that civilization is just beginning on earth. Kreton also ridicules men in uniform. He believes that these people are responsible for battles and wars among nations. He also laughs at their intelligence level. Kreton tells General Powers that he is too dull to understand the mathematical notions he would like to share. He also tells his hosts that all the modern inventions they feel proud of are very old. Kreton also humbles General Powers by saying that Americans are not worthy enemies. Why should he and his comrades ever think of invading them. The stranger also exposes the limitation of their knowledge. He proves to them that he is much more knowledgeable than the General and his guests. This wealth of knowledge has enabled them to surpass earthly creatures. Although Americans consider themselves supreme to all but in the words of Kreton, they are scientifically and morally backward. They are jealous, vindictive and enemies of civilization.

At first, none believes that Kreton is from some other planet. Only Mrs. Spelding, the wife of Roger Spelding realizes that he is an alien. She greets him in a refined way which pleases the visitor. Roger Spelding, the T.V broadcaster, keeps communicating the people by his judgments and speculations. His wife-bored and vague, hears him passively when he talks. His daughter Ellen, a lively girl of twenty, listens to her father inattentively. The daughter and her mother, both are well aware of the gimmick and jugglery of this media man Mr. Spelding. He shows his annoyance and tells why he is doing all this. His wife answers that all the farce is being done for their bread and butter. Ellen has set her heart on John Randolph, a man of average appearance and income. But he is a refined, well-mannered and kind-hearted.

Mr. Spelding is of the view that Ellen should marry a man with good **get up and go** which means a handsome, ambitious and financially strong enough. In scene one, The following occurrences take place.

View of airship in the American space bought restlessness in American armed forces and the President House. Mr. Spelding declares the flying object as a meteor and not an airship. The target of small airship seems to be Mr. Spelding's house.

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John (friend of Ellen) says that the airship is landing. Mrs. Spelding says something is falling. John says it is not falling but landing. Mrs. Spelding, a bit nervous, suggests to go to the cellar. Mr. Spelding changes his statement, it is not a meteor it is an optical illusion or may be, a weather balloon.

John, once again, says it is landing. Spelding is willing to call the police and armed forces.

Mrs. Spelding says it is landing in my Rose Garden. Despite Ellen's resistance, John goes close to the airship from outer space.

The object opens and a visitor or a strong person comes out. Mrs. Spelding says he looks perfectly nice to me in the fashion of 1860. The visitor, politely says, that probably he has committed some mistake. However, he begins when General Powers mocks at his outdated dressing. He gives the proper answer by saying it a misunderstanding. In fact, the visitor Mr. Kreton touched his advanced digital system for 1861 but by mistake he clicked 1961. It was the worst of times in the 19th century and it was the best of times in the 20th century. Mr. Spelding and the American army chief are suffering from the fault of vanity and self-complacency. The General suspects Kreton's statement and threaten him of worse consequence. Kreton responds with smiling gestures.

In order to face the hazards of Kreton's presence, the government has enforced Marshal Law in Maryland, General Powers calls the visitor a monster. The visitor tries to bring round to them that he is neither a spy nor the people of his planet have any intention of invading America. This is unbelievable to them that a single person has come in his airship with nothing with him.

Marshal and the President of America are in touch with General Powers to have nonstop update. Their curiosity and apprehension speak of them being weak and their inferiority complex. Each word of Kreton teases and annoys them. The gist of his statement is that they are leading primitive kind of life without advancement. They are mortal creatures and fragile like butterflies. General Powers takes all steps to round up and control Kreton but feels the superb might of this alien. Finally, Kreton leaves for his planet without causing any harm to them.

### SHORT ANSWER QUESTIONS

Q-1 Why has Kreton visited the planet of the Earth?

The visitor from an unknown and far off planet has landed in America by a small airship According to his statement, he came just for a pastime and entertainment.

The people of his planet do not value the Earth. They take it as a negligible and the smallest planet which has no significance except human life. According to Kreton, he has a unique bent of mind and intends to view Earth to detect something new .He has no target or design to damage or wreck this planet.

Q2. What are the views of the people of Kreton's planet regarding earthly creatures? The people of Kreton's planet do not value the dwellers of the Earth.

According to them, the people of Earth are backward concerning scientific attainments, education and civilization. The major drawback of these people is their mortality which does not allow them to plan for centuries or millenniums.

Q3. How did the American government deal the appearance of the alien airship?

The strange airship in American space became a great cause of concern for Americans. The Earthly superpower felt the threat of some inversion. Fear and anger maddened the Americans because they were confident that no power on earth could dare to hit the landscape of Uncle Sam. Their confidence was justified because it was not from any rival country but from some other power. The airship was from some unknown planet. The T.V. broadcaster Roger Spelding kept on telling the nation the cock and bull story about the visible mysterious object. The fact was that the broadcaster himself had anxiety.

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General Powers, Marshal and the President were in extreme anxiety for the object which they did not know. They enforced Marshal Law in Maryland where this incident took place.

### Q4 How do General Powers and Kreton differ regarding their behaviour?

Both of the leading characters of the play are entire contrast to each other. Kreon, an alien is quite humble, well composed, well-mannered and decent personality with no anxiety or depression. General Powers, on the other hand, suffers from acute arrogance, vanity, anxiety, annoyance and indignation. His love for America is, in fact, chauvinism. Kreton states that Americans seem to be in the first phase of civilization, .General Powers is intoxicated with the sense of being superpower. Kreton's landing in Spelding's house perplexes the General. He asks where the monster is. Kreton's answers with smiling gestures, is 'monster is here'. The General labels him as a joker. Kreton answers peacefully in a decent way .The General tries to have a grip over Kreton but he smilingly defends himself.

#### Exercise:

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

- 1. Kreton arrives on the earth. (03)
- 2. General Powers comes with his Aide.
- 3. Kreton reads the mind of General Powers. (07
- 4. General Powers orders to grab Kreton.
- 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)

Order

#### Exercise:

Read the text and answer the following questions.

#### 1. What is ironic about Spelding's broadcast at the beginning of the play?

Ans. In the beginning of the play, two factors are ironic. First, he keeps commenting on the object which he does not know. Second 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 hear him attentively. In fact, this shows his annoyance at the indifference of his daughter. Here Ellan does not bother about her father ambition of scoring highest number of viewers and listeners.

#### 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 hard-working not ambitious. He is not an adventurer. Spelding does not like a person having no ambition. He has a unique mindset and is an adventurous man. So, he expects to see his son-in-law as highly ambitious too. In a way, spelding is justified in his approach. However Rondlof's self contentment is appreciable.

#### 3. Why did Kreton want to visit the earth?

Ans: Kreton visited the earth to see the civil war in the 19th century. Mistakenly, he came one century later. To visit the Earth and her in habitants was his hobby. Therefore, he

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took a lot of interest in Earth. He visited the Earth as a tourist, then he decided to take the charge of the world. He does not have evil intention but he is conscious of his supremacy.

### 4. How is Kreton able to communicate with the people on the earth?

Ans. Kreton is able to communicate with the people on Earth because he has the power to read the minds of the people. He reads the language inside the minds of the people. He adds that he does not read but can hear what they think.

### 5. Describe the reaction of different characters to Kreton's visit?

Ans.

- Roger Spelding believes it as a meteor.
- ii. Mrs. Spelding likes the alien's personality but does not like its way of landing on her Rose Garden. She worries about her beautiful garden.
- iii. Ellen is fearful and excited to know about Kreton and his spaceship. She enjoys to be with the alien.
- iv. 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.
- v. General Powers apprehends Kreton as a spy or a hostile enemy of men. He takes him as an invader.
- vi. Aide gets confused and excited after seeing the strange creature.

### 6. Why is General Powers paranoid about Kreton's visit?

Ans. General Powers is worried and paranoid about Kreton's visit because he suspects 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 suspects him to leak the secrets to other aliens to plan the destruction of the Earth. Besides all these apprehensions, he feels insulted by the alien. As the army general of super power, he can't show tolerance.

### 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 the permission of Powers.

### 8. What extraordinary powers does Kreton possess, and how does he exhibit these?

Ans. Kreton is a wonderful creature. He proves his extraordinary powers in various ways. He has the following powers which he shows on many occasions:

- \* He has the power to take over the charge of the world. He tells it many times to General Powers.
- \* He has an ability to read the minds of the people. He reads the minds of almost all the characters.
- \* He has the power to create a shield around him and his spaceship. When his ship is ordered to be moved, he makes a circle round the spaceship and it cannot be moved by anyone.
- \* He has the power to know all the languages of the world. He can read the mind of every person. He is immortal.

#### 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 friends considered him pervasive (perverse) because he was interested in earth's primitive society. But it was his nature that he loved the people and he wanted to

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### 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 the earth and rule the whole of the planet.

### 12. How does Kreton foll General Power's attempts to confine him?

Ans. Kreton, with his technological powers, foils General Power's attempt to arrest him. He stuns General Powers and Aide and challenges them to arrest him.

### 13. Who is Aide? What is his role in the play?

Ans. Aide is a captain in the army. He works under 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 Kreton, maintain 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 nothing.

### 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 a joker. The story ends with a comic scene. Kreton's way of making stunning all the worldly characters. After then, his yawning and noticing Mrs. Spelding's Rose Garden is also the comic ending of the play.

### 16. How is the media depicted in the play?

Ans.In the play, freedom of media is criticized. It is depicted to be 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 free 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 behaviours 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 American society is targeted. The family system is not following any particular rules. All 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 does not work freely, but works just to follow the instructions of the persons who are in power. Army, in particular and bureaucracy in general, is targeted. The officer's behaviour towards the inferior is not good. The Americans are also not ready to accept the importance of newness and novelty. 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 the present age have not yet made the

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mind to change themselves as per need of the time. The coming race would be more powerful and aware of how to control mind and emotions. The people of the current age are impatient, stubborn and having no power to control their own ideas. They lag behind in development from the apcoming advanced age.

### 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 a strange costume.

#### How much advanced is the civilization of Kreton than that of the Earth?

Ans. The civilization of Kreton is much more advanced than that of the Earth. They have the 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.

#### Why can the people of earth not compete with the people of Kreton? 21.

Ans. The people of Earth cannot compete with those of Kreton. They have not yet achieved 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 compared to those the Earth. They know the proper use of their minds. They know how to control and hand the people of other civilizations.

#### 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 do they enhance the story?

Ans. The following literary devices are used in the play Satire

"Satire", humour and irony is any work of art that uses ridicule, humour, 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 the 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.

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 of which they do not understand a single word. The play itself is an irony because the aliens are not yet confirmed as the creation.

#### 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 fiance) as he can not be harmed by the strange creature. She cares a lot for her future husband because she loves him dearly heart. She teaches the lesson that everybody should be caring and loving.

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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:

- i. Who are you?
  - Alien.I am an alien.
- ii. What do people call you?
  - Alien. People call me Kreton.
- iii. Where are you from?
  - Aline.I am from another planet.
- iv. How is the life on your planet?
  - Alien. Life on our planets is very simple. People are cooperative and never harm others.
- Why do you look like a joker?
  - Alien. It is because of my costumes. We wear such type of costumes different from yours so, I seem to you a joker.
- vi. Do all others on your planet wear such types of odd dresses?
  - Alien. Yes! We all wear this type of dress. This is our traditional dress.
- vii. Why have you come to our planet?
  - Alien, I like the greenery of your planet. I love it. So, I have visited your planet
- viii. Are you not a spy?
  - Alien. No. On our planet, people never think or plan to harm others. So. spy. I just came here to enjoying the beauty of the planet.
- Which thing do you like more on our earth?
  - Alien. Your hospitality. I like the way you speak, behave and serve
- What is famous on your planet?
  - Alien. 'Lambha Dancing" is famous on our planet. It is a type of dancing do collectively on the beat of saucers.
- Do you usually visit to our planet?
  - Alien. No! I was interested. But this is my first visit to your planet.

Work individually and sketch the following characters with the help of the below-given mind map. Once you have completed, share your work with your classfellows. Characters.

#### a. Mr. Spelding

Mr. Spelding is a major character in the play. He has the following qualities:

#### **Personality Traits**

He is middle-aged, unctuous and resonant. Role He plays the role of a TV broadcaster in the play. He is a major character in the play. He plays a vital role in the development of the story.

### Actions ARE

- 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

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professionally, he is sincere and honest. He cares for his family a lot. He is an adventurous and ambitious. He is proud of Americans. He is an American in nature.

### b. Mrs. Spelding: Personality Traits

Overall, he is a sincere person.

She is bored and vague. She knits passively while her husband talks at his desk.

#### Role

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She plays the role of a wife of T.V. Broadcaster and the owner of the Rose Garden where Kreton has 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.

#### Opinions about others:

She is a fashionable lady. She cares a lot for fashion. When she sees Kreton, she likes his whiskers. For that, she goes to her make-up room and uses it to beautify herself. She has no sacrificing sense. She always worries about her Rose Garden. She has a sympathetic nature. She sympathizes with John and her daughter.

### c. Ellen's Personality Traits

She is lively, energetic and beautiful girl of twenty. She fidgets as she listens.

She plays the role of the 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

She interferes and requests Kreton to read her and John's minds

#### Other Opinions:

She is a lover and always favours John, her flance'. She is caring because she care greately for John while he goes near to Kreton and his spaceship. She is sensitive and fanciful too. As a whole, she is a good-natured girl

### d. John's Personality Traits

Young and energetic boy.

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He plays the role of a fiance' and the first person who declares the and its spaceship.

Comes and witnesses first the appearance of Kreton and his spaceship. First person to go very close to the alien. Worries about the family which does not know where he is.

#### Others Opinion:

He is hard-working 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 being American. He is a disciplined and sober person.

#### Role:

He plays a major role. In some sense, he can be said to be the villain of the play. He plays an antagonist role against Kreton.

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#### Actions:

He comes with his equipped army to arrest 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 than for his promotion. He boasts of America. He represents the true American political culture. Overall, he is a 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 1860s.

#### 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 General Powers. He stuns the army of General Powers:

#### Others Opinion:

He is kind and soft-natured person. He speaks kindly to everyone. 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

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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 lead to the ending of the story. Kreton tells 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 which 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

The story of the play starts with Spelding's broadcasting. Overall, the plot revolves around Kreton's visit to the Earth. Kreton, an alien, visits here to observe and enjoy this planet. General Powers, who represents this planet, encounters the alien. The people of this planet try to resist the alien but fail due to 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 fiance)
- 5. General Powers (Armyman)
- 6. Aide (Captain who works under General Power
- 7. Kreton (Major Character)

#### Dialogue:

Satirical, ironical, serious and some comic dialogues are used in the play

#### Setting:

The setting of play is purely American. The time mentioned is 19th and 20th century. The play starts and ends in Maryland, America.



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#### 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.

Word Contextual Meanings. Meaning.(Unprepared.) Impromptu.

He made an impromptu speech about honor and responsibility. Sentence.

Lunatic. Meaning. (a person who is mentally ill, insane)

Sentence. He drives like a lunatic.

blazing. Meaning.(Very hot.)

Sentence. Quite a few people were eating outside in the blazing sun.

Giddy. Meaning. (feeling silly, happy, and excited and showing this in behaviour.)

Sentence. She was giddy with merriment.

Reconnoitering. 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 reconnoiter the enemy position.

Disposition. Meaning: (The particular type of character that a person naturally

Sentence: She is of a nervous disposition.

Primitive. Meaning (of, belonging to, or seeming to come from an early time in the very

ancient past.)

when primitive man first learned to use fire, science began to grow

Seethed. Meaning (to feel very angry but to be unable or un willing to express it clearly.)

Sentence: The rest of the class positively seethed with indignation when Julia won the

award.

Unctuous. Meaning. (Excessively flattering or ingratiating)

Sentence. He seemed anxious to please but not in an unctuous wa

Fidgets.

Meaning. (uneasiness or restlessness as shown by nervous movements.)

Sentence. There were two new arrivals, fidgeting around, waiting to ask questions.

Sordid, Meaning. (dirty and unpleasant.)

Sentence. There are lots of really sordid apartment sin the city's poorer areas.

Resonant. Meaning. (continuing to sound.)

Sentence. His words were resonant with meaning.

#### Exercise# 2

Read the statements and encircle the correct option.

The play takes place in a small suburb in:

Maryland

b. Washington

c.Virginia

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a. black

a. modern

a. Rose garden

b. red

20. Kreton intends to take charge of:

19. Kreton considers human civilization to be:

b. primitive

b. Spelding's house



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c. purple

c. conservative

c. the USA

d. yellow

d. rational

d. the world

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#### 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.

ColumnA

(Dialogue)

1. Fair enough. All right, I'll stay on for awhile.

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 featherson top.

(Kreton)

This dialogue is said to Powers by Kreton. Kreton tells him about the costume she wants

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

I like his whiskers. They're so very...comforting.(Mrs.

This statement is said to Spelding-when they were discussing the alien physical appearance.

#### Exercise #4

Work individually and make a list of the elements of science 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

The plot of the play revolves around Kreton (an alien) and his spaceship (a technological machine).

3. Characters.(Kreton, Spaceship)

#### Examples:

- 1. Kreton uses his scientific powers to land on the Earth.
- He uses his technological powers to make an invisible wall around the saucer.
- 3. His scientific powers to stun the people.
- The play also starts with the broadcasting telling about the science and its importance.



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CLASS-XI
CENGLISH
MORE SET No. 8
ESSAYS, EMAIL WRITING & CV

2023-24



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### FORMAL EMAIL WRITING

Write a formal email to the Director, K. Electric, complaining against the frequent break down of electricity. Load shedding of power.

director@kelectric.pk.com

CC: sindhgovt@abc.pk BCC: media@abc.org

Subject: Complaint against frequent power breakdown

Dear Sir.

Through this email, I would like to draw the attention of your good office towards the grievances of the people of our locality; F.B. Area, Karachi. For the many years, we have been facing the problem of acute power breakdown. It, all of a sudden, brings life to a standstill.

Life pattern comes to a halt during the never ceasing power breakdown. Business sector bears a great loss. It causes the shortage of water. Moreover, the frequent breakdown of electricity poses threat to the lives of patients suffering from serious ailments and those in the emergency wards.

Students preparing for examination also are the worst sufferers of loadshedding. You are desired to look into the matter seriously and to relieve us of this constant torture.

A prompt step in the right direction will be highly appreciated.

Yours faithfull (X. Y. Z.)

Write a formal email to the Ministry of Power and Natura against energy crises.

To: info@ssgc.com.pk / dirctor@kelectric.pk.c

CC: sindhgovt@abc.pk BCC: media@abc.org

Subject: Complaint against Energy Crises (Electricity & N

Dear Sir.

I would like to draw the attention of your good office towards frequent powerbreak down of electricity and gas supply. Load shedding of electricity has been torturing people for the last three decades. Recently, the short supply of natural gas has emerged as a natural calamity in Pakistan.

At one hand, working of kitchen comes to halt at various places. On the other hand, Industries are badly affected.

You are requested to look into the matter seriously and take prompt action to resolve this issue.

Yours faithfully. (X, Y. Z.)

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Write a formal email to the Law Enforcement Authorities complaining for the brutal use of pressure horns.

To: soic@interior.gov.pk. CC: sindhgovt@abc.pk BCC: media@abc.org

Subject: Complaint against use of pressure horns

Dear Sir.

I would like to draw the attention of your good office towards one of the most sensitive and serious problems which is noise pollution, brought about by the brutal use of pressure horns. Although, it is strictly prohibited near the hospitals, residential areas, and educational institutions, but to the bus and truck drivers and school vans, it appears as a cry in the wilderness. They break the law, overlook the rule and flout the norm as a routine.

The smoke-producing vehicles, while making liberal use of pressure horns, create dangerous and multiple kind of pollution. Law enforcement agencies and traffic police seem helptess and indifferent to all these happenings. You are desired to look into the matter seriously and take immediate and strict steps to curb such lawlessness and brutal practice.

Yours faithfully, (X. Y. Z.)

Write a formal email to the Law Enforcement Authorities complaining against the worsening law and order situation in the City.

To: soic@interior.gov.pk.
CC: sindhgovt@abc.pk
BCC: media@abc.org

Subject: Worsening law and order situation / increasing street crimes

Dear Sir / Respected Sir,

I would like to draw the attention of your good office to a very serious issue. The law and order condition is getting from bad to worse. This has brought about nerve-shaking situation. It seems that the miscreants have taken it for granted to do what they like. They disobey the law, violate ethics and decide various matters at gunpoint. Increasing street crimes are witnessed everywhere. People are robbed of their precious things in broad daylight. The law enforcement agencies appear to be silent spectators.

The culprits are encouraged by the unconcern of the concerned authorities. You are desired to look into the matter seriously and resolve the issue.

Yours faithfully, (X. Y. Z.)

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Write a formal email to the Law Enforcement Authorities complaining against increasing traffic jams.

To: soic@interior.gov.pk. CC: sindhgovt@abc.pk BCC: media@abc.org

Subject: Complaint against Increasing Traffic Jams

Dear Sir,

I would like to draw the attention of your good office towards increasing traffic jams in various areas of the city.

At times, these traffic jams seem to be the result of carelessness of law enforcement authorities. But mostly, these are caused by some other factors. Generally, people's rash, rough and reckless driving are the causes of this undesirable thing. At the same time, when any mishap or violent incident takes place, many ways are blocked in no time. Car and bus drivers and travelling people suffer a lot. They remain depressed and tense for the undue delay caused by traffic congestions. People reach their jobs or get back home after sheer wastage of time. Besides time consumption, it burns a lot of fuel. A large number of people remain in unimaginable torture.

You are desired to look into the matter seriously and take drastic steps to solve this

problem.

Yours truly (X. Y. Z.)

Write a formal email to the complaining against short supply of water

To: kmc@ gov.pk. CC: sindhgovt@abc.pl

BCC: media@abc.org

Subject:

Complaint against short supply of water

Dear Sir,

I would like to draw the attention of your good office towards the grievances of the people of our area. For the last one month, we have been running short of water supply. This has created a gigantic kind of depression in the people of whole area. Supply of water is not only scarce, but not according to proper schedule. People have to keep waiting for hours. When this blessing begins to shower upon us, sometimes load shedding of electricity falls like a calamity. People have to rely on water tankers. We fail to understand how these tanker suppliers arrange water during these days of acute shortage of this necessary thing.

You are desired to take drastic steps to solve this serious problem.

Yours Sincerely (X. Y. Z.)

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Write a formal email to the Ministry of Finance, drawing their attention towards the increasing inflation.

To: kmc@ gov.pk.
CC: sindhgovt@abc.pk
BCC: media@abc.org

Subject: Enhancing Inflation

Dear Sir.

I would like to draw the attention of your good office towards the very serious issue of increasing inflation. The never ceasing process of price hike has brought a terror to common man. Every now and then, we come across the news item that the rates of petroleum goods are increased from five to ten percent. Enhance ment in the electricity charges is a regular phenomena. This brings the wave of price hike in all essential goods. Utility bills, transport and children education consume a handsome amount from monthly income. The market of sugar, flour, spices, cooking oil, tea and milk has constant bullish trend. With each passing day, we have new prices. The man of average class begins to suffer from the mid of the month. Due to economic decadence and unemployment, the cost of living has gone beyond the reach of the thumping majority of people. The fresh wave of inflation has probably given the final blow to people's buying capacity.

You are desired to look into the matter seriously and take drastic steps before the situation

goes out of hands.

Yours faithfully, (X. Y. Z.)

# **MORE!!!**

A Letter to the Mayor of the Metropolitan Corporation

To: mayor@citygov.pk
CC: sindhgovt@abc.pk
BCC: media@abc.org

Subject: Complaint against insanitary conditions in our locality.

Dear Sir.

On behalf of the people of our locality, I wish to draw your kind attention towards one of the major and deep-rooted problems of our area. It is the unhygienic and insanitary condition which has contaminated the whole town.

Heaps of filth and refuse keep lying here and there. They are not removed for days. The back-lanes are flooded with rubbish. A foul smell always fills the air which proves to be a cause of intense pollution. Both the drains and heaps of filth make a good breeding ground for flies and mosquitoes. During rainy season, the condition becomes even worse. In the face of pandemic and gangue fever, this state of things seems intensely alarming. You are desired to look into the matter seriously and take drastic steps before the situation goes out of hands.

Yours faithfully, (X. Y. Z.)

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### **ESSAYS**

### ELECTRONIC MEDIA V/S PRINT MEDIA

With the boost up in electronic media, print media seems to lose attraction. No doubt, various things are relied upon computer and networking, but the strength of print media has not declined yet. The phrase Print Media means a medium that disseminates printed matter. It includes books, magazines, newspapers, dictionaries, thesaurus and encyclopaedias. The most significant contribution of PRINT MEDIA is that it published and recorded what was stated and given through hand-written stuff centuries ago.

The culture of education, enquiry and learning spreads over thousands of years. Various things have been forwarded to coming generations by written stuff. Since the onset of printing press, the process of expanding knowledge, information and education got swift and rapid. Great scientists, philosophers, playwrights, poets and renowned scholars attained unattainable through reading culture. Besides their observations, practical work and contemplation, book reading provided them with intellectual grooming. No doubt, electronic media has changed the shape and map of the globe, but print media has produced greats like Einstein, Newton, Russell, Dr Abdul Salam and Dr Qadeer Ahmed Khan.

Printing press began to work in Germany in fourteenth century and brought rapid progress in various walks of life. Unnumbered theories, ideas and philosophies which were handy written, have been collected in a beautiful printed form. These creativities are a treasure of knowledge even for the forthcoming generations.

No doubt, reading and research work are mostly relied on internet, but no research work is complete without book reading. It is a recognized fact that no creativity, criticism or research work is desirable without book reading. If a n number of scholars are produced by COPYING & PASTING process, these dummy scholars are good for nothing. If you seek any NOT AVAILABLE book from Internet and then get its print out, it can be included in the PRINT MEDIA.

The only field where ELECTRONIC MEDIA has outclassed PRINT MEDIA is news channels. TV networks televise various news and information. However, people quench their thirst for information and news through newspapers. It is certain that digital dictionaries and VIKIPEDIA are of immense help in looking up words and knowledge, but the worth of printed dictionary and encyclopaedia are matchless.

It is true that letter writing has been replaced by SMS and E-mail, but from school to college and university level, books are a vital part of curriculum. Throughout the globe, reading culture has lessened, but the goal cannot be achieved without book reading.

In the end, it can be concluded that one can find hundreds of thousands of books through electronic media, but all these books are the fruits of PRINT MEDIA. One may detect numerous dimensions in ELECTRONIC MEDIA, but no scientific device or invention can lessen the significance of PRINT MEDIA.

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### DIGITAL LIBRARIES V/S PHYSICAL LIBRARIES

For the craze of reading, a large number of people consumed their time in libraries. Reading newspapers, magazines and books, there remained a flow of students, teachers and researchers towards libraries. For seeking rare books, people travelled many miles to quench their thirst of research oriented reading. With the passage of time, love for reading declined but curriculum and research required the access to the essential books. The onset of digital library opened new vistas of learning for all. Digital libraries, also known as virtual libraries, are collections of digital information stored and organized in a manner similar to physical libraries. They provide access to a wide range of information including books, journals, images, videos, and other multimedia materials. With the increasing popularity of digital media and the widespread availability of internet access, digital libraries have become an important resource for people around the world.

One of the key advantages of digital libraries is their accessibility. Unlike physical libraries, which are often restricted by location and opening hours, digital libraries can be accessed from anywhere, at any time. This makes them an ideal resource for students, researchers, and other individuals who need information on a wide range of topics. In addition digital libraries typically have large collections of information, making it possible to find information on a wide range of subjects without having to physically travel to a library.

Another advantage of digital libraries is their cost-effectiveness. While building and maintaining a physical library can be expensive, digital libraries are relatively cheap to create and maintain. This means that they can be accessible to a wider range of people, including those in developing countries who may not have access to physical libraries. Furthermore, digital libraries often provide free access to their collections, making it possible for people to access information that would otherwise be difficult or expensive to

In addition to these advantages, digital libraries also have a number disadvantages. One of the main disadvantages is the potential for information to be lost or corrupted due to technical problems such as power outages or software malfunctions. In addition, digital libraries can be vulnerable to hacking and other forms of cyber-crime which can compromise the security of sensitive information. Finally, some people may be uncomfortable using digital libraries due to concerns about privacy and data protection.

Despite these disadvantages, digital libraries continue to grow in popularity, and are likely to become increasingly important in the future. As technology continues to advance, it is likely that digital libraries will become even more accessible and user-friendly, making it easier for people to access the information they need. Furthermore, as the amount of digital information continues to grow, digital libraries will play an increasingly important role in preserving and organizing this information for future generations.

In conclusion, digital libraries are an important resource that provides people with access to a wide range of information. While they have some disadvantages, they offer numerous advantages, including accessibility, cost-effectiveness, and large collections of information. As technology continues to advance, digital libraries are likely to become an increasingly important resource for people around the world.



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### ONLINE EDUCATION V/S PHYSICAL CLASSES

Digital education refers to the use of technology in teaching and learning, which has become increasingly popular in recent years due to advancements in technology and the increasing availability of the internet. With the rise of digital education, traditional classroom-based learning is becoming less and less common, and students are now able to access education from anywhere, at any time.

One of the biggest advantages of digital education is its accessibility. With the widespread availability of the infernet, students can now attend virtual classes from anywhere in the world, allowing them to receive an education regardless of their location or physical abilities. Additionally, digital education is often more cost-effective than traditional education, as there is no need for physical classrooms, textbooks, or other materials.

Another advantage of digital education is that it provides students with a more personalized and engaging learning experience. With digital tools such as online quizzes, interactive simulations, and multimedia content, students can learn at their own pace and receive immediate feedback on their progress. This type of active and interactive learning is often more engaging and effective than traditional lecture-style teaching,

Digital education also offers many benefits for teachers and instructors. For example, online course management systems allow teachers to easily track students' progress, provide feedback, and communicate with students. Additionally, digital o education provides teachers with access to a wide range of resources and tools, including educational videos, images, and other multimedia content, making it easier for them to prepare and deliver lessons.

However, digital education is not without its challenges. One of the main concerns is the digital divide, or the unequal access to technology and the internet, which can make it difficult for some students to participate in digital education. Additionally, there is the risk of digital distraction, where students may be more likely to be sidetracked by other online activities during virtual classes.

In conclusion, digital education is a rapidly growing field that offers many dvantages over traditional education, including accessibility, personalization, and engagement. While there are some challenges to overcome, such as the digital divide and the risk of digital distraction, the benefits of digital education far outweigh the drawbacks. As technology continues to advance, it is likely that digital education will become an even more important part of the education landscape in the years to come.

### TREE PLANTATION

Tree plantation is the deliberate cultivation of trees and forests, typically for commercial purposes or environmental protection. In recent years, the need for tree plantation has become increasingly critical, as deforestation and urbanization have led to significant losses of natural forests, resulting in soil erosion, loss of biodiversity, and an increase in greenhouse gases.

The benefits of tree plantation are numerous and include environmental, economic, and social benefits. On an environmental level, trees help to regulate the Earth's climate by absorbing carbon dioxide from the atmosphere and releasing oxygen. They also provide crucial habitats for wildlife and help to maintain the soil and water balance. Furthermore, forests play an important role in reducing the impact of natural disasters such as floods and landslides.

From an economic perspective, tree plantation can provide important resources such as timber, paper, and other forest products. These resources can generate significant income and create jobs in rural areas, helping to reduce poverty and promote sustainable

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development. Additionally, forests can attract tourists, which can contribute to the local economy through increased revenue from travel and related industries.

Tree plantation can also have social benefits, such as improving air quality and reducing noise pollution. Trees can also provide recreational areas for the public, such as parks and green spaces, and improve the overall quality of life for residents. Additionally, tree plantation can play a role in educating communities about the importance of environmental protection and encourage community involvement in conservation efforts.

Despite the many benefits of tree plantation, there are also challenges to its implementation. For example, establishing and maintaining a forest can be expensive, and there is often a lack of resources and knowledge to effectively implement tree plantation programs. Additionally, there may be conflicts with local communities who may have traditionally used the land for other purposes.

To effectively address these challenges, it is important to involve local communities in tree plantation efforts. This can include providing education and training on sustainable forest management, as well as ensuring that local communities benefit from the economic and social benefits of the forest. Additionally, it is crucial to have adequate financial resources and political will to support tree plantation programs.

In conclusion, tree plantation is an important tool for promoting environmental protection, economic development, and social well-being. While there are challenges to its implementation, by involving local communities and providing adequate resources, we can work towards a future where forests play a critical role in mitigating the impacts of deforestation and climate change.

### THE NECESSITY OF RELIGIOUS HARMONY

Religious harmony is one of the foremost needs of the ongoing world. Religious harmony is a concept that indicates that there is love, affection in between different religious of the world. The maintenance of religious harmony is widely based on two principles:

(i) Followers of different religions should exercise moderation and tolerance towards each other and their beliefs, and not instigate religious enmity or hatred; and

(ii) Religion and politics should be kept separate.

These principles remain relevant today. It was acutely needed in the past but, the turmoil on the basis of fanaticism kept on burning the flames of war. The combats continued among nations, communities and wings and their consequences proved to be hazardous. This era, the age of contradictions and paradoxes, cannot allow any confrontation or violence on any basis. The firearms and nuclear arsenals can bring about calamities beyond imagination. All the issues, disputes, debates and controversies should end in reconciliation. The states believing in war for so called glory, have to regret over their unwise political agenda.

The creator of the universe sent one hundred and twenty four thousand messengers to convey the commandments. From Adam AS to Muhammad PBUH; all spread the call for peace and shelter for the whole of humanity. Same are the preaching of Islam and all the religions emphasize on the idea of peace with all and peace for all. This is the irony of fate that for centuries, various wars broke out on the basis of religious differences. The world remained battleground among four great civilizations, the Jews, the Christians, the Hindus and the Muslims. It is quite strange that the code of conduct which is shelter for all, seems to be fatal and explosive.

The history of the last hundred years is replete with the killings of people apparently based on fanaticism. Violence between Roman Catholics and Protestants, killing of Jews by the Nazis, Hindu Muslim riots in the Sub-continent, Iran Iraq war, sectarianism within Pakistan, slaughtering of Muslims by Buddhists in Myanmar, Syrian's killing by Saudians, Iran and Saudian tangle claimed innumerable innocent lives. These

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are politically generated bloodbath and carnage. At one hand that speaks of the politicians intriguing instincts, who use religion as a tool. On the other hand, the orthodox class politicizes religion and use the phrase in vogue "religious card". The worthy scholars of the Muslim world whose personal integrity is above board, refrain themselves from coming close to the dirt of politics. Their self-imposed isolation is regrettable and painful for all the compatriots,

There are many ways to realize religious harmony, among which religious dialogue is an important one. We need to start from now, start with ourselves, start with small steps, and push towards this goal in an unyielding spirit. To promote religious harmony,

- need to advocate the idea of "harmony without uniformity." All things on earth grow together without one doing harm to another and all doctrines in the world develop in parallel with each other without coming into conflict.
- must learn to respect each other. Religions of the world, large or small, old or new, are no better or worse than one another. Racism and cultural ego-centrism have no popular support.
- should shoulder social responsibilities together. In the face of the trend towards a multi-polar world and economic globalization, all religions need to join hands, share responsibilities, perform good deeds and contribute to world peace, social stability and people's well-being.
- need to oppose any use of religion for ill purposes. Deeply rooted in today's world, religion is intertwined with political, economic, social, ethnic and other issues and shows a particular complexity. In the past and at present, there have always been groups and individuals who seek to exploit faith for dark purposes. A country may use religion to interfere in the internal affairs of another.

  need to guard against religious extremism. All religions seek peace, oppose violence.

champion universal love and preach goodness.

It is important to build and promote the new concept of religious harmony so as to meet the challenges posed by religious diversity in a globalized world. On the basis of recognizing religious diversity and differences, all religions should enhance mutual understanding and empathy through dialogue, shoulder the common responsibility of upholding peace and justice through cooperation, and foster intra- and inter-religious harmony and harmony between the religious community and the larger society. It is imperative to promote the principle of "harmony without uniformity" and learn to respect each other and jointly shoulder social responsibilities. The use of religion for ill purposes should be opposed and religious extremism should be guarded against.

### **NECESSITY OF TOLERANCE**

Tolerance is a virtue essential for everyday living. People have to maintain and preserve forbearance in themselves. It is tested and judged in critical circumstances. At times, when someone comes across a difficult situation, when his honour is in question, when he is annoyed and irritated by an unexpected and ignoble behaviour, he is obliged to lose his temper. He quarrels with that person with whom he would not in a normal situation. The outcome may be fatal. The need of the hour is to be patient and to keep one's passions under control. One should adopt a cool calculated attitude towards the people he is dealing with. It is by all means better for him.

"Toleration is the best religion" ...... Victor Hugo





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In fact, the need of being patient in all circumstances is not only advised by religious teachings, but all the laws of morality and ethics emphasise it.

### "Tolerance is the only test of civilization" ...... Arthur Helps

People leading a prosperous and easy life do not have any need to misbehave with others. But they generally do. The reason of such rash and rude behaviour of this privileged class is their unrestrained freedom. Their strong socio-political and economic position turns their head. They consider themselves immune to every accountability and obligation. It will be better for them to cultivate "temperance" and "self restraint" in themselves.

### "Temperance is the virtue of prosperity" ...... Francis Bacon

It is the quality most needed in prosperity. On the contrary, sound material position brings vices in man. Usually, it is observed that in prosperity, one is tempted to excesses. His lust for more prosperity often makes him flout all norms. At this stage, he is advised to adopt the way of moderation" which is, in fact, the path of golden means.

It is an irony of fate that our political set-up is filled with hatred and anger. The people of high status or the politicians holding important positions do not show any regard for their opponents. They even hardly tolerate the politicians of their own factions. The reason behind this patronizing attitude is their narcissistic thinking. They consider themselves the defacto rulers or the omnipotent masters of this landscape. More or less this evil exists almost in all the third world countries. The political system in the West is of an entirely different pattern. The politicians and rulers appear to be highly refined. sensible and conscious of their civic and social responsibilities. They cannot imagine to humiliate, degrade or underestimate their rivals as it is in vogue in Pakistan. It is always regarded below the dignity of a statesman to use abusive language against his opponent. The interviews televised on "CNN" and BBC show how freely and courageously, the European journalists ask questions to their rulers. The idea of free press is related to the same idea of tolerance. Now a days, in Pakistan, ARY and GEO have begun the process of pulling up the politicians and the ruling elite. It is a welcome development. It is expected that the electronic media will nurture tolerance and refinement in the masters of our destiny. In fact, the element of tolerance is one of the major factors for the stability and development of all the first world countries.

### PAPER BOOKS VS E-BOOKS

Countless factors have brought down the culture of reading paper books. Countless factors have brought down the culture of reading paper books. Yet still a number of readers like paper books with a view that these have authenticity These readers have difficulty in reading soft version It is worth mentioning that publication news papers has been reduced. It means a large number of viewers go through newspapers by internet. Still a number of readers of all age groups is inclined towards paper books with an objective of productive reading. Students prefer hard copies rather than to soft stuff. Reading at advanced level requiring research work, takes the readers towards e-books. Quick access to digital library, allows them to explore unnumbered desired information.

Yet these days, a number of readers like paper books with a view that these have authenticity These readers have difficulty in reading soft version It is worth-mentioning

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that publication of newspapers has been reduced. It means a large number of viewers go through newspapers by internet.

The advent of technology has transformed many aspects of our lives, including the way we read and access to information. Traditional paper books and modern

e-books represent two distinct approaches to reading, each with its own set of advantages and disadvantages ongoing debate between paper books and e-books, examining their impact on readers, the environment, and the publishing industry.

One of the primary advantages of e-books is their accessibility and convenience. With the rise of e-readers, tablets and smart phones, readers can carry an entire library with them wherever they go. E-books allow for instant downloads and easy access to vast collection of titles, avoiding the need of carrying bulky physical books. This convenience is especially beneficial for travelers and individuals with limited storage space.

On the other hand, paper books offer a tangible and sensory reading experience. Some argue that the physicality of a book, the feel of its pages, and the scent of ink contribute to a unique and agreeable reading experience. Turning the pages of a book can be ritualistic pleasure that e-books may struggle to replicate.

The reading experience differs between paper books and e-books, and individual preferences play a significant role. Some readers argue that electronic screen of e-readers can cause eye strain and fatigue, while others appreciate the adjustable font size and back light features. Paper books, with their tactile quality and lack of screen glare, are favored by those who appreciate a more traditional and immersive reading experience.

The rise of c-books has significantly impacted the publishing industry. Independent authors and small publishers now have easier access to a global audience through digital platforms. However, the shift to digital publishing has also raised concerns about the future of brick-and-mortar bookstores and the livelihoods of traditional publishers and printers.

#### Conclusion:

In conclusion, the debate between paper books and e-books reflects the ongoing tension between tradition and innovation. Both formats have their merits and drawbacks, appealing to different preferences and life styles. The choice between paper books and e-books ultimately depends on individual priorities, such as convenience, environmental concerns, and the desire for a particular reading experience. As technology continues to evolve, the coexistence of these two formats may well be the future of reading, offering readers the best of both worlds.

### CITY LIFE VS VILLAGE LIFE

Differentiating two diverse objects or things requires practical and logical bent of mind. In fact all the things have some positive as well as some dark aspects. Living in urban areas and rural surrounding have different colour.

City life stands for vibrant commercial activities, thriving trade and expanding industries. It marks speedy progress and material progress in all walks of life. Village life on the other hand symbolizes peace, comfort, greenery and beautiful surroundings. The pace of life is slow. Here people have social contacts and communications with their dear and near ones. This tendency is rare in city life.

Cities have large number of schools and better education institutions. These are facilitated with advanced arrangements of devices like multimedia and excellent teaching faculties. The village are deprived of most of the things. Regarding health care, cities are rich with hospitals and diagnostic centres. With a many humanitarian and kind doctors, some robbers are also at work in money minting process.

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In villages, people run short of doctors and diagnostic centres. The guess work of unqualified doctors sends patients to heaven before their time of mortality in emergency cases, villagers travel towards cities, but mostly it result in despair.

Cities also provide opportunities for amusement and entertainment, There are a number of parks, playgrounds, restaurants and hotels. The grounds and parks in villages are spacious but lacking in neatness and cleanliness.

As business sector is always on, so the investors and workers stay satisfied. Employment opportunities are many times in comparison to villages. In rural side, the earning of livelihood is a difficult task.

Summing up, it can be mentioned that city life is the source of earning, better education and material progress. Villages have peaceful life but people have to feel satisfaction over the limited amount of earning. In these days of enhancing inflation, where city dwellers are in grief, the condition of villagers is frightening.

## **Curriculum Vitae**

Curriculum Vitae (CV) is a Latin term for "Course of Life." In contrast, Resume is French for "summary." Both CVs & Resumes: are tailored for the specific job/company you are applying to. It should represent you as the best qualified candidate.

A Resume is an organized summary of the applicant's background and qualifications. It lists the applicant's education, work experience, talents, skills, etc.

It should be a vivid account of the person applying for the job. It must be organized in such a way that the prospective employer can see at a glance that the applicant has the necessary skills for the job or not.

Resume for a job of primary school teacher.

### **NAVEED IQBAI**

13/14, Gulistan-e-Jauhar, Karachi

Cell No. 0001-0123456

Email: naveediqbal@gmail.com

#### Objective:

To obtain a position as a primary school teacher that will enable me to utilize my strong passion for teaching and dedication to student success.

### Education:

- Master in Ecommerce from University of Sindh
- · Bachelor of Education at Primary Level, from Hijwari University Mirpur Khas
- Intermediate from Islamia College (Nawabshah)
- . Metric from S.K. RAHEEM High School, Hyd.

### Skills:

Excellent communication and interpersonal skills

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- · Creative and innovative teaching approach
- · Proficient in using technology to enhance student learning

### **Teaching Experience:**

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- Primary School Teacher at Arshad Academy, Hyderabad, 4 Years Experience.
- Developed and implemented engaging lesson plans that aligned with primary curriculum standards.
- · Provided differentiated instruction to meet the diversified needs of students
- · Maintained a positive classroom environment that fostered respect, kindness, and inclusivity
- Utilized technology to enhance student learning and proper involvement.
- · Conducted assessments and provided timely feedback to students head teacher and parents

### Volunteer Experience:

- Volunteer Teacher coordination training from Jauhar Literary Academy, Hyderabad, 06
   Months
- · Provided individualized instruction to meet the diverse needs of students
- · Mentored students and encouraged positive behavior

### Professional Development:

- · Attended teachers training programme conducted by the UNESCO
- Completed Online Refresher's Course

### References:

Available upon request.

### Resume for the job of Electrical Engineer.

### **GULZAAR AHEMD WARAICH**

13/2, Nazimabad, Karachi.

0021-2154454

gulzarahmed@gmail.com

### Objective:

To secure a challenging position as an Electrical Engineer that will allow me to utilize my skills and expertise to contribute to the success of the company.

### **Education:**

- Master of Science in Electrical Engineering from Shah Latif University, in (2016)
   Mirpur Khas
- Bachelor of Science in Electrical Engineering from Shah Latif University, in (2014)
   Khair pur
- Intermediate from PECHS College Karachi, in (2010) Karachi.
- Matriculation from Usman Public School Karachi (2008) Karachi.

### Skills:

Proficient in using Electrical Engineering Software

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- Professional Engineer License for Pakistan
- Certified Energy Manager, Association of Energy

### **Professional Affiliations:**

- Institute of Electrical and Electronics Engineers (IEEE
- National Society of Professional Engineers (NSPE)
- Association of Energy Engineers (AEE)

### References:

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Available upon request

Resume for the job of an accountant

#### M. IDREES RANGOON

B-18, Dhoraja Colony, Kara Cell# 0003-987654

Email: idreesrangoonwala

### Objective:

To obtain a challenging position as an accountant in a reputable organization where my skills, expertise, and experience will be utilized for the growth and success of the company.

### **Education:**

- Bachelor of Commerce from Indus University, Karachi in 2014 (10th March, 2014)
- Certified Public Accountant (CPA), in 2015
- Intermediate from Government / National College Karachi.

#### Skills:

- Proficient in various accounting software including Quick Books and Fresh Books.
- Strong analytical and problem-solving skills with attention to detail.



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- Excellent communication and interpersonal skills to work effectively with team members, clients, and stakeholders.
- Ability to manage multiple tasks simultaneously and meet tight deadlines.

### **Experience:**

- Accountant at Valid Pharma, Pakistan, from July 2016 to June 2018
- Conducted audits of financial records to ensure accuracy and compliance with laws and regulations.
- Managed accounts payable and accounts receivable functions, including billing, collections, and reconciliations.
- Collaborated with management to develop financial strategies and plans for the company.
- Assistant Accountant at International Pharma Pakistan from July 2019 to June 2020.
- Managed bank reconciliations and ensured accurate recording of financial transactions.

### Certifications

- Accountant (CPA)
- References: Available upon request.
- Thank you for considering my application. I am qualifications with you further.

### Resume for a doctor.

### M. AJMAL URSAN

G=307, Block# 13, Naya Nazimabad,

Cell No. 03057068567

Email: drajmal@gmail.com

### Professional Summary:

Highly skilled and dedicated doctor with 7 years of experience in diagnosing and treating a wide range of medical conditions. Proven track record of providing excellent patient care. collaborating with interdisciplinary teams, and delivering successful treatment outcomes. Adept at managing high-pressure situations and maintaining composure in fast-paced environments. Seeking a challenging role as a General Physician Doctor.

#### Education:

- MBBS, LMC Hospital, from 2012
- Intermediate from D.J Science College, Karachi.
- Matriculation from Happy Homes School, Karachi.
- Internship, from Ziauddin Hospital, since 2nd July 2013 to June 2014
- Fellowship, Liaquat National Hospital, for year 2015

### Certifications and Licenses:

- Certification/License, from Ziauddin Hospital Karachi., 2016
- Certification/License, from Liaquat National Hospital Karachi., 2015

### Professional Experience:

Bantwa Anis Hospital Dehli Mercantile Society from 2nd July 2018 to till date





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- Provide comprehensive medical care to patients, including conducting physical examinations, ordering and interpreting diagnostic tests, and developing treatment plans
- Collaborate with interdisciplinary teams to provide patient-centered care and achieve successful treatment outcomes
- Manage acute and chronic medical conditions, including cardiac and respiratory emergencies, diabetes, hypertension, and infections
- Educate patients on disease prevention, management, and treatment options, and promote healthy lifestyle choices

General Physician, Kharadar General Hospital, from 2nd February 2017 to June 2018

- Diagnosed and treated patients with a wide range of medical conditions, including neurological disorders, infectious diseases, and metabolic disorders
- Conducted complex medical procedures, including lumbar punctures, bone marrow biopsies, and endotracheal intubations
- Participated in departmental and hospital-wide committees, and contributed to policy development and implementation

#### Skills:

- · Strong diagnostic and problem-solving skills
- · Excellent communication and interpersonal skills
- · Ability to work effectively in interdisciplinary teams
- · Proficiency in electronic medical record systems
- Knowledge of medical research methodologies and data analysis

### References

Available upon request

COVERING LETTER

P.O. Box# 7866 C/o The Daily Dawn Karachi.

### Respected sir / Madam,

I am looking for the job (of Doctor/Engineer/Accountant) in an environment that could be conductive to promote personal growth and learning.

I passed my M.A/M.Com/MBA/MBBS from a reputable university / institution with distinction.

Sir My resume will highlight what I have achieved in academics and have a versatile experience of 5 years working as Teacher / Accountant / Doctor I hope I will be the part and parcel of your institute with a will to work and bring about better performance.

I assure you that I will be an asset for your organization with my laborious effort and qualitative performance with having my strong problem solving skills to meet the upcoming challenges of the current scenario.

Yours sincerely,

Xyz

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North Nazimabad, Karachi.

The Human Resources Manager P.O.Box No. xxxx C/o ABC News Paper

Karachi.

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Dear Sir,

I have read your advertisement requiring a candidate for the post of

I offer my services for the same as I have passed my
M.A/M.Com/MBA/MBBS from a reputable university / institution with distinction. I
have strong grip over written and ora / communication and have desired working
experience.

In the light of above mentioned education, skills and experience. I believe that I can quality the criterion which you have set I assure you that by my performance organization.

Yours sincerely,

Xyz

FOR

ABC @gmail.com

Gulshan-e-Igbal, Karachi

OBJECTIVE:

To work in an organization where I can perform excellently and show my skills and boost up my working potential.

QUALIFICATION INSTITUTION YEAR RESULT

BCS Karachi University 2021 1st Division

Intermediate D.J. Science College 2019 A<sup>+</sup> Grade
Matric Lincoln Academy 2017 A<sup>+</sup>

SKILLS

Communication and coordination among colleagues

Tendency of accepting challenging assignments.

In time completion of work.

Thorough Knowledge of IT and Computer related works.

Better knowledge of my subject.

Creative and innovative ability for any adventurous task.

WORK EXPERIENCE

Company Designation Duration
Gul Ahmed Textile Mills Assistant Manager July 2021 till date
Global Textile Mills I.T. Assistant Jan. 2021 to June 2021

CERTIFICATION

Course Institute Year
MS Office APTECH 2020
English Language PACC 2021

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## ANSWER QUESTIONS) (40 Marks)

Answer Ten part questions from this section, selecting at least Two part questions from each sub-section, All part questions carry equal marks.

#### SUB-SECTION I (Reading Comprehension)

- i) Which things Mathilde wants for the party and how does she get them? 2
  - ii) How does technology help in public safety?
  - Describe the significance of education in Singapore
  - What lesson Booker T. Washington learnt at the house of Mrs. Ruffner and how it helped him in his life?

#### SUB-SECTION II (Poetry)

- v) What is the benefit of not quitting as suggested in the line, 'How close he was to the golden crown'?
- vi) What is the main theme of P.B. Shelley's peom 'Ozymandias'?
- vii) What happened to Lucy Gray while she was going to the town?
- viii) According to 'Good Timber' how can one achieve one's true potential in life?

### SUB-SECTION III (Play- A Visit To a Small Planet)

- 'I'am sorry but this bouse is under martial law.' Who is the speaker of this line and what is meant by 'martial law.' ix)
- Why is General Powers fearful of Kreton's visit?
- Why does Spelding object on the marriage of Ellen with John?
- xii) On what grounds Kreton calls human civilization, primitive one?

### SUB-SECTION IV (Grammar)

- - s he live'?
  - said, 'May my son pass the examination!'

- xiv) Change the voice:
  - They hired a bus for picnic,
- ildren are flying kites.
- the correction of verb, preposition an
- terday.
- The earth is close st to the moon than the sun.

Do as directed:

(v)

- e (Punctuate)
  - plete the sentence)
- our and the warm milk. (put the
- ke a compound sentend

#### SECTION 'C

### D-ANSWER OUEST

Answer all questions from this section. All questions carry equal marks

and answer the questions that follow: Read the follow

OR

Make a precis of the passage and suggest a suitable title to it. 'Dawn' is a Pakistani English language newspaper that was laur rgest English newspaper in Pakistan and also serves as the country's newspaper of record. The Quaid-e-Azam. Pakistan's the newspaper in Delhi on 26th October 1941, with the goal of establishing it as a mouthpiece for the All India Muslim League. Jinnah summed up the paper's purpose in these words:

"The Dawn will mirror faithfully the views of India's Muslims and the All India Muslim League in all its activities:economic, educational and social and more particularly political, throughout the country fearlessly and independently and while its policy will be, no doubt, mainly to advocate and champion the cause of the Muslims and the policy and programme of the All India Muslim League, it will not neglect the cause and welfare of the people of the sub-continent generally.'

- What was the goal of the Quaid-e-Azam in establishing an English language newspaper?
- What is meant by 'newspaper of record'? b)
- What was the policy of 'Dawn' as advocated by Quaid-e-Azam?
- Identify regular and irregular verbs:
- serve
- Write a formal email to your college Principal asking/requesting him/her to grant permission for an educational visit to the University of Karachi.

Write a report about the seminar held in your college about the career counseling by different universities.

5. Write a narrative account of what you did during your last summer vacations,

Write an essay to compare and contrast on anyone of the following:

- i) Paper books v/s e-books
- ii) Karachi Kings v/s Lahore Qalandars Teams
- Draft a covering letter with a CV in response to the following advertisement:

A well-reputed English medium school needs internees and helpers who are fresh graduates. Send a detailed CV/Resume to Box No 4286 C/O Dawn, Karachi.

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