

# 10

# The Three Questions

Leo Tolstoy



## Learning Outcomes

By the end of this unit, the students will be able to:

- respond to the text by giving arguments and opinions.  
read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources:
  - poetry (free verse, narrative and rhythmic)
  - personal recounts (e.g., diary entries, biographies)
  - narratives (e.g., fables, historical fiction, science fiction, legends)
  - procedures (e.g., recipes, directions, instruction manuals)
  - information reports (e.g., project reports, fact sheets, brochures)
  - interpersonal texts (e.g. informal and formal letters, notices, emails)
  - factual recounts (e.g., eye-witness accounts, news bulletins)
  - drama (play scripts)
  - explanations (e.g., how something works)
  - expositions (e.g., reviews, arguments)
- change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.
- write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.
- Proofread and edit texts for errors in
  - sentence structure.
  - subject/verb agreement.
  - noun/pronoun agreement.
  - reference words, connectives/transitional devices.
  - punctuation and spelling.



## Pre-reading

- If you could always know the perfect time to act, the most important thing to do, and the right people to listen to, how might that change your life?
- What qualities do you think a wise person should have? Why might people seek advice from someone considered wise?

1. It once occurred to a **certain** king, that if he always knew the right time to begin everything, if he knew who were the right people to listen to, and who to avoid, and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.
2. And this thought having occurred to him, he had it proclaimed throughout his kingdom that he would give a great **reward** to anyone who would teach him what was the right time for every action, and who were the most necessary people, and how he might know what was the most important thing to do.
3. And learned men came to the King, but they all answered his questions differently.
4. In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months, and years, and must live strictly according to it. They said in way everything could be done at its proper time.
5. Others declared that it was impossible to decide beforehand the right time for every action, but that, not letting oneself be absorbed in idle pastimes. One should always attend to all that was going on, and then do what was most needful.
6. Others, again, said that however **attentive** the King might be to what was going on, it was impossible for one man to decide correctly the right time for every action. He should have a Council of wise men, who would help him to fix the proper time for everything.
7. But then again others said there were some things which could not wait to be laid before a Council, but about which one had at once to decide whether to undertake them or not. But in order to decide that, one must know beforehand what was going to **happen**. It is only magicians who know that;



and therefore, in order to know the right time for every action, one must consult magicians.

What different suggestions were given to the King about how to determine the right time for every action?

8. Equally various were the answers to the second question. Some said, the people, the King most needed were his councillors; others, the priests; others, the doctors; while some said the warriors were the most **necessary**.
9. To the third question, as to what was the most important occupation, some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, religious worship.
10. All the answers being different, the King agreed with none of them, and gave the reward to none. But still wishing to find the right answers to his questions, he decided to consult a hermit, widely renowned for his wisdom.
11. The hermit lived in a wood which he never quitted, and he received none but common folk. So, the King put on simple clothes, and before reaching the hermit's cell dismounted from his horse, and, leaving his bodyguard behind, went on alone.

12. When the King approached, the hermit was digging the ground in front of his hut. Seeing the King, he **greeted** him and went on digging. The hermit was frail and weak, and each time he stuck his spade into the ground and turned a little earth, he breathed heavily.



13. The King went up to him and said: "I have come to you, wise hermit, to ask you to answer three questions: — How can I learn to do the right thing at the right time? — Who are the people I most need, and to whom should I, therefore, pay more attention than to the rest? — And, what affairs are the most important, and need my first attention?"

What three questions did the King ask the wise hermit?

14. The hermit listened to the King, but answered nothing. He just spat on his hand and recommenced digging.

15. "You are tired," said the King, "let me take the spade and work awhile for you."
16. "Thanks!" said the hermit, and, giving the spade to the King, he sat down on the ground.
17. When he had dug two beds, the King stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said: "Now rest awhile — and let me work a bit."
18. But the King did not give him the **spade**, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the King at last stuck the spade into the ground, and said: "I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home."
19. "Here comes someone running," said the hermit, "let us see who it is."
20. The King turned round and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the King, he fell fainting on the ground, moaning feebly. The King and the hermit **unfastened** the man's clothing. There was a large wound in his stomach.
21. The King washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. But the blood would not stop flowing. The King again and again removed the bandage soaked with warm blood, and washed and rebandaged the wound.
22. When at last the blood ceased flowing, the man **revived** and asked for something to drink. The King brought fresh water and gave it to him.
23. Meanwhile the sun had set, and it became cool. So, the King, with the hermit's help, carried the wounded man into the hut and laid him on the bed. The man closed his eyes and lay quiet; but the King was so tired with his walk and with the work he had done that he crouched down on the **threshold**, and also fell asleep — so soundly that he slept all through the short summer night.
24. When he awoke in the morning, it was long before he could remember where he was, or who was the strange bearded man lying on the bed and **gazing** intently at him with shining eyes.
25. "Forgive me!" said the bearded man in a weak voice, when he saw that the

What did the King do after helping the hermit carry the wounded man into the hut?

King was awake and was looking at him.

26. "I do not know you, and have nothing to forgive you for," said the King.
27. "You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you, because you **executed** his brother and seized his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So, I came out from my ambush to find you, and I came upon your bodyguard, and they recognized me, and wounded me. I **escaped** from them, but should have bled to death had you not dressed my wound. I wished to kill you, and you have saved my life. Now, if I live, and if you wish it, I will serve you as your most faithful slave, and will bid my sons do the same. Forgive me!"
28. The King was very glad to have made peace with his enemy so easily, and to have gained him for a friend. He not only forgave him, but said he would send his servants and his own physician to attend him, and promised to restore his property.
29. Having taken leave of the **wounded** man, the King went out into the porch and looked around for the hermit. Before going away he wished once more to beg an answer to the questions he had put.
30. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before. The King approached him, and said: "For the last time, I pray you to answer my questions, wise man."
31. "You have already been answered!" said the hermit, still **crouching** on his thin legs, and looking up at the King, who stood before him.
32. "How answered? What do you mean?" asked the King.
33. "Do you not see," replied the hermit. "If you had not pitied my weakness yesterday, and had not dug these beds for me, but had gone your way, that man would have attacked you, and you would have **repented** of not having stayed with me. Therefore, the most important time was when you were **digging** the beds; and I was the most important man; and to do me good was your most important business. Afterwards, when that man ran to us, the most important time was when you were attending to him; for if you had not bound up his wounds, he would have died without having made peace with you. So, he was the most important man, and what you did for him was your most important business.

How did the hermit explain what the most important time, person, and action were?

34. Remember then: there is only one time that is important — Now! It is the

most important time because it is the only time when we have any power. The most necessary person is the one with whom you are, for no man knows whether he will ever have dealings with anyone else. And the most important affair is to do him good, because for that purpose **alone** was the man sent into this life."



## Theme

The importance of living in the present moment and doing good for the people around you. Tolstoy shows that the "right time" is now, the "most important person" is whoever you are with, and the "most important action" is to do good. The story emphasizes compassion, mindfulness, and practical wisdom over complicated theories or distant ambitions.



## Glossary

Words	Meanings
<b>alone</b>	by yourself; without anyone else
<b>attentive</b>	paying close attention; listening or watching carefully
<b>certain</b>	sure; confident that something is true
<b>crouching</b>	bending your knees and lowering your body close to the ground
<b>digging</b>	making a hole in the ground
<b>escaped</b>	got away from danger or from being caught
<b>executed</b>	put to death; also, can mean carrying out a plan
<b>gazing</b>	looking steadily and thoughtfully at something
<b>greeted</b>	welcomed someone; said hello
<b>happen</b>	to occur; to take place
<b>necessary</b>	needed; essential
<b>repented</b>	felt sorry for something wrong
<b>revived</b>	became conscious or strong again after fainting or being weak
<b>reward</b>	a prize or gift given for doing something good
<b>spade</b>	a tool like a small shovel, used for digging
<b>threshold</b>	the entrance or doorway to a house or room
<b>unfastened</b>	opened or loosened something that was tied or closed
<b>wounded</b>	injured, especially with a cut or a hole in the body



## Reading and Critical Thinking

### A Answer the following questions:

- 1 What three questions did the king want to find answers to?
- 2 Why did the king first turn to the learned men in his kingdom?
- 3 Why was the king dissatisfied with the answers he received from the learned men?
- 4 Who did the king decide to visit after the learned men could not help him?
- 5 How did the hermit respond when the king asked him the three questions?

### B Choose the correct option.

- 1 Who wanted answers to three important questions?
  - a. farmer
  - b. king
  - c. hermit
  - d. soldier
- 2 Whom did the king first ask for advice?
  - a. magicians
  - b. hermit
  - c. learned men
  - d. soldiers
- 3 Who did the king finally visit for wisdom?
  - a. doctor
  - b. hermit
  - c. priest
  - d. farmer
- 4 What was the hermit doing when the king arrived?
  - a. reading
  - b. digging
  - c. sleeping
  - d. praying
- 5 Whom did the king save?
  - a. enemy
  - b. lawyer
  - c. philosopher
  - d. hermit

### Analyzing a Variety of Readings:

- C** Here is some information to remember, and answer the given question based on it.

**1. Poetry (free verse, narrative, rhythmic):** A creative form of writing that expresses feelings, ideas, or a story, sometimes with rhyme and rhythm.

**Example:** *A rhythmic poem about the passing of time.*



How might a poet answer Tolstoy's question, "When is the right time to do things?" in his/ her poem?

**2. Personal Recounts (e.g., diary entries, biographies):** A text that retells personal events or experiences in the first person.

**Example:** *A diary entry describing a day volunteering at a hospital.*



If you wrote a diary entry today, how would you show who was the "most important person" in your experience, like Tolstoy's lesson?

**3. Narratives (e.g., fables, historical fiction, science fiction, legends):** Stories that entertain and often teach a lesson; they have characters, a setting, and a plot.

**Example:** *A legend about a wise king who saves his kingdom by listening to advice.*



How does the main character's journey answer one of Tolstoy's three questions?

**4. Drama (play scripts):** Scripts written for performance with characters' dialogue and stage directions.

**Example:** *A short play about a young leader making difficult choices.*



How could a character's choices in a play answer Tolstoy's question about "the most important thing to do"?



## Vocabulary and Grammar

### Practice Direct and Indirect Narration

When someone talks to someone else, the very words within inverted commas are used, are called **direct narration**.

When the same words are said by someone else, a change does take place in three things; tense, place and pronoun, it is called **indirect narration**.

A

**Read the following rules with examples carefully and answer the related questions.**

**1. Present Tense:** In indirect speech, present tense usually changes to past tense.

**Example:**

**Direct:** The king said, "I want to find the answers today."

**Indirect:** The king said that he wanted to find the answers that day.



Change this into indirect speech: "I need the answers right now," said the king.

**2. Past Tense:** Past tense in direct speech often shifts further back into past perfect in indirect speech.

**Example:**

**Direct:** The hermit said, "You helped the right person yesterday."

**Indirect:** The hermit said that the king had helped the right person the day before.



Report this: "You made the right choice yesterday," said the hermit.

**3. Perfect Tense:** Perfect tense (has/have + past participle) usually shifts to past perfect.

**Example:**

**Direct:** The king said, "I have made many mistakes."

**Indirect:** The king said that he had made many mistakes.



Change this to indirect: "I have wasted my time," the king admitted.

**4. Future Tense:** Future tense (will/shall) changes into "would/should" in indirect speech.

**Example:**

**Direct:** The king said, "I will return tomorrow."

**Indirect:** The king said that he would return the next day.



Turn into indirect speech: "I shall ask the hermit again," the king decided.

**5. Modals (can, may, must, etc.):** Modals change too (can → could, may → might, must → had to).

**Example:**

**Direct:** The hermit said, "You must listen carefully."

**Indirect:** The hermit said that the king had to listen carefully.



Report this: "You may find the answer soon," said the hermit.

**6. Time Changes:** Words about time change (now → then, today → that day, tomorrow → the next day, etc.).

**Example:**

**Direct:** The king said, "I need the answer today."

**Indirect:** The king said that he needed the answer that day.



Change into indirect speech: "I will meet you tomorrow," the king promised.

**7. Questions:** In reported questions, the sentence structure changes to a statement, and question words (what, why, etc.) stay.

**Example:**

**Direct:** The king asked, "What is the right time to act?"

**Indirect:** The king asked what the right time to act was.



Report this: "Who is the most important person?" the king asked.

**8. Orders:** In indirect speech, orders are reported using "told" + "to" + base verb.

**Example:**

**Direct:** The king said, "Answer my questions!"

**Indirect:** The king ordered the hermit to answer his questions.



Change this to indirect: "Dig the ground for me," the king commanded.

**9. Requests:** Requests are reported using "asked" or "requested" + "to" + base verb.

**Example:**

**Direct:** The king said, "Please help me find the answer."

**Indirect:** The king requested the hermit to help him find the answer.



Report this: "Please forgive me," the enemy said to the king.

**10. Suggestions and Advice:** Suggestions or advice are reported using verbs like "suggested," "advised," or "recommended."

**Example:**

**Direct:** The hermit said, "You should care for those near you."

**Indirect:** The hermit advised the king to care for those near him.



Change to indirect: "You should focus on helping others," the hermit suggested.



## Oral Communication Skills

### "Philosopher's Circle"

A

Read "*The Three Questions*" by Leo Tolstoy together in the class, arrange the students in a circle, pose three guiding questions based on the text:

- 1 When is the best time to do things?
- 2 Who is the most important person?
- 3 What is the most important thing to do?

B

Read "*The Three Questions*" by Leo Tolstoy together in the class, arrange the students in a circle, pose three guiding questions based on the text:

- 1 When is the best time to do things?
- 2 Who is the most important person?
- 3 What is the most important thing to do?

Each student must choose one question, state their opinion clearly.



## Writing Skills

**Write a Summary:** Summarizing, or writing a summary, means giving a concise overview of a text's main points in your own words. A summary is always much shorter than the original text.

There are five key steps that can help you to write a summary:

- (1) Read the text carefully
- (2) Break it down into sections
- (3) Identify the key points in each section
- (4) Write the summary
- (5) Check the summary against the text

Writing a summary does not involve critiquing or evaluating the content. You should simply provide an accurate account of the most important information and ideas of the content/ text without copying any text from the original one.

A

Write the summary of "*The Three Questions*" written by Leo Tolstoy.

For the teacher

- Help the students understand the concept of summarizing a text.

## Review 2



### Reading and Critical Thinking

**A** Answer the following questions:

- 1 How do both education and family contribute to preventing drug abuse among the young people?
- 2 What emotions and ideas do the speaker associate with the poem 'Time', and how are these conveyed through imagery?
- 3 What are the main environmental challenges caused by climate change and pollution, and how are the people around the world responding to them?
- 4 What is the significance of the "two roads" in the poem, 'The Road Not Taken', and how does the speaker feel about the choice they made?
- 5 Why did the King decide to visit the hermit, and what steps did he take to ensure the hermit would see him?



### Vocabulary and Grammar

**A** Rewrite the following excerpt from the poem, adding appropriate punctuation to clarify its meaning:

unfathomable sea whose waves are years ocean of time whose waters of deep woe are brackish with the salt of human tears

**B** Rewrite the following sentence, changing the verb tense to the past perfect tense:

Around the world, individuals, communities, and governments are pushing back against environmental destruction."

**C**

**Identify the gerund, infinitive, and participle in the following sentence and explain their function also:**

"Monitoring land degradation and designing eco-friendly practices are essential for promoting sustainability in tourism."

**D**

**Change the following sentence into indirect speech:**

The King said to the hermit, "I have come to you, wise hermit, to ask you to answer three questions."



## Oral Communication Skills

**A**

**Form small groups of 4–5 students. Each group discusses the question:**

"What are the most effective ways to prevent drug abuse among the young people, and why?"

**B**

**In pairs or small groups, students create and perform a short "news broadcast" (2–3 minutes) reporting on the environmental issues and solutions.**

**C**

**If you were the King, how would you explain to the hermit why these three questions are so important to you?**



## Writing Skills

**1**

**Write a short essay (2–3 paragraphs) explaining why both education and family involvement are important in preventing drug abuse among the young people.**

**2**

**Write a paragraph explaining the poet's view of time in the poem, 'Time'.**

**3**

**Write an essay (3–4 paragraphs) discussing the environmental challenges and the actions being taken to address them.**

**4**

**Imagine you are the hermit. Write a diary entry describing your encounter with the King, how he behaved, and what you thought of his visit.**

# Instructions for Preparation of Exam Paper of English for Class 10

## ESSENTIAL INSTRUCTIONS FOR PAPER SETTERS

The paper of English for class 10 will consist of 75 marks; Objective Type = 19 + Subjective Type = 56. Timing of the paper will be 2:30 hours; Objective Type = 20 minutes + Subjective Type = 2:10 hours. The paper will be made as per the following details:

<b>Objective Type</b>	<b>Q-1:</b> 19 Multiple Choice Questions. MCQs will be developed from the entire content of the textbook of English-10 and English Grammar and Composition 9-10. The detail is as under:	$1 \times 19 = 19$
	a. Choose the correct forms of the verbs and fill up the bubble sheet. (English Grammar and Composition 9-10) = 5 marks	05 marks
	b. Choose the words with the correct spellings and fill up the bubble sheet. The bifurcation is as under: Unit 1-5 + Review-I = 2 marks Unit 6-10 + Review-II = 2 marks	04 marks
	c. Choose the correct meanings of the underlined words and fill up the bubble sheet. The bifurcation is as under: Unit 1-5 + Review-I = 2 marks Unit 6-10 + Review-II = 3 marks	05 marks
	d. Choose the correct option according to the grammar and fill up the bubble sheet. (English-10 + English Grammar and Composition 9-10) = 5 marks	05 marks
<b>Subjective Type</b>	<b>Q-2:</b> Write short answers to any five out of the eight questions. The bifurcation for the choice of questions is as under: Unit 1-5 + Review-I = 4 questions Unit 6-10 + Review-II = 4 questions	$2 \times 5 = 10$
	<b>Q-3:</b> Translate any one out of the two paragraphs into Urdu/ Re-write into simple English. The bifurcation is as under: Units 1, 3, 4, 5 = 1 paragraph Units 6, 8, 10 = 1 paragraph	$8 \times 1 = 8$

	<p><b>Q-4:</b> Write down the summary of the poem. <b>OR</b> explain the stanza with reference to the context. (Summary from one poem and the stanza from the other one.)</p>	05
	<p><b>Q-5:</b> Write an essay of 150-200 words on any one out of the three topics. <b>OR</b> Write a paragraph of 100-150 words on any one out of the three topics. (from English Grammar and Composition 9-10)</p>	15×1 = 15
	<p><b>Q-6:</b> Change any five out of eight sentences into indirect forms. (from English Grammar and Composition 9-10)</p>	1×5 = 5
	<p><b>Q-7:</b> Use any five out of the eight pairs of words in your own sentences. (from English Grammar and Composition 9-10)</p>	1×5 = 5
	<p><b>Q-8:</b> Translate the paragraph from Urdu into English. (from English Grammar and Composition 9-10) <b>OR</b> Exclusively for the candidates whose medium of examination is English to write the paragraph of ten (10) sentences on the given topic. (from English Grammar and Composition 9-10)</p>	08

# Model Paper English-10

**Time Allowed: 20 Minutes**

**Maximum Marks: 19**

## Paper-I: Objective Type

**Q.1 (a) Choose the correct forms of verbs and fill up the bubble sheet. (5)**

	Questions	(A)	(B)	(C)	(D)
1.	It ____ at present.	rain	rained	is raining	has rained
2.	She ____ the piano since 2 o'clock.	plays	is playing	has been playing	played
3.	How long ago did you ____ here?	come	came	have come	had come
4.	He ____ here since 1970.	is coming	was coming	has been coming	have been coming
5.	I hope it ____ raining by the evening.	stops	stopped	has stopped	will have stopped

**(b) Choose the words with the correct spellings and fill up the bubble sheet. (4)**

6.	patriarcal	patriarchal	patrirchal	patriarkal
7.	facsinating	fassinating	fascinating	fascineting
8.	adicted	addicted	addicted	adected
9.	certian	certain	certen	certein

**(c) Choose the correct meanings of the underlined words and fill up the bubble sheet. (5)**

	Questions	(A)	(B)	(C)	(D)
10.	<u>advent</u> means:	departure or leaving	arrival or beginning	celebration or festival	adventure or journey
11.	Emoji use has <u>added</u> a visual element to language	removed	included	ignored	replaced
12.	Let's try to <u>explore</u> the causes of pollution.	ignore	investigate	destroy	create
13.	The word " <u>suffer</u> " means:	enjoy	endure	celebrate	ignore
14.	" <u>warfare</u> " means:	peaceful negotiation	fighting or conflict	celebration	friendship

**(d) Choose the correct option according to grammar and fill up the bubble sheet. (5)**

	Questions	(A)	(B)	(C)	(D)
15.	Orphans were often _____ without care or protection.	leave	left	leaving	leaves
16.	English is <u>often</u> used as a global lingua franca. The underlined word is:	adverb	noun	gerund	adjective
17.	This <u>damages</u> their education. The underlined word is:	verb	modal verb	adjective	adverb
18.	The King put on <u>simple</u> clothes.	noun	verb	adverb	adjective
19.	He speaks the truth. Here " <u>truth</u> " is a/an _____.	adjective	verb	noun	pronoun

## Paper-I: Essay Type

**Time Allowed: 2:10 Hours**

**Maximum Marks: 56**

### SECTION – I

**Q.2 Answer any FIVE of the following questions: (10)**

- (i) What was the social condition of women, orphans, and slaves in pre-Islamic Arabia?
- (ii) What is code-switching, and how does it appear in online communication?
- (iii) What does the author mean by saying that climate action is “a global conversation rather than a fringe concern”?
- (iv) What motivates the Swallow to delay his journey to Egypt and help the Happy Prince?
- (v) What is drug abuse, and how does it affect individuals and society?
- (vi) How does greenery, especially trees and plants, help reduce pollution and improve the quality of life in cities?
- (vii) What three questions did the king want to find answers to?
- (viii) Why is the speaker sorry he cannot travel both the roads? With reference to the poem “The Road Not Taken”.

### SECTION – II

**Q.3 Translate any ONE of the following paragraphs into Urdu.**

OR

**Rewrite any ONE of the following paragraphs in simple English: (8)**

- (i) While large-scale policy changes are crucial, individuals also play an important role in the fight against climate change. Everyday choices—like reducing energy use, recycling, avoiding single-use plastics, and using public transport—can collectively make a significant difference. Choosing to eat less meat, supporting eco-friendly brands, and planting trees are also impactful steps.
- (ii) One of the most worrying things is that many drug users are young people. Teenagers and university students are especially at risk. Some students start using drugs at parties or with friends, thinking it is fun. But later, they become addicted and cannot stop.

**Q.4: Write the summary of the poem “The Road Not Taken” by Robert Frost. (5)**

OR

**Paraphrase the following lines into simple English with reference to the context:**

Unfathomable Sea! whose waves are years,  
Ocean of Time, whose waters of deep woe  
Are brackish with the salt of human tears!  
Thou shoreless flood, which in thy ebb and flow  
Claspest the limits of mortality!

**Q.5: Write an essay of 150-200 words on any ONE of the following topics: (15)**

- i. A True Muslim
- ii. Health
- iii. Tolerance

OR

**Write a paragraph of 100-150 words on any ONE of the following topics:**

- i. The Pakistani Women
- ii. My Neighbour
- iii. A Pleasant Dream

**Q.6: Change any FIVE of the following sentences into indirect forms. (5)**

- (i) She said, "May you prosper!"
- (ii) She said, "What a beautiful piece of art!"
- (iii) He said, "Alas! I am ruined."
- (iv) Afshan said, "Let us go for a picnic on Friday."
- (v) The judge said, "Call the next witness."
- (vi) The teacher said, "Do not make a noise."
- (vii) Raza said, "Where are you going?"
- (viii) They said, "We have done our duty."

**Q.7: Use any FIVE of the following pairs of words in your own sentences: (5)**

- |                   |                  |                 |                  |
|-------------------|------------------|-----------------|------------------|
| i. affect: effect | ii. bare: bear   | iii. cool: cold | iv. diary: dairy |
| v. elder: older   | vi. flour: floor | vii. meet: meat | viii. sail: sale |

**Q.8 Translate the following paragraph into English. (8)**

آدی اپنی قسمت خود دہناتا ہے اس کو چاہیے کہ محنت کرے اور لگن سے کام کرے تاکہ اپنی زندگی میں کامیاب ہو سکے محنت اس دنیا کی سب سے بڑی حقیقت ہے جس کو جھٹلایا نہیں جا سکتا اگر ہم ہاضمی میں نظر دوڑائیں تو معلوم ہو گا کہ جتنے بھی عظیم آدمی گزرے ہیں سب نے محنت اور ہمت سے کام لیا اور اپنی قسمت سنواری ابراہیم لکن امریکہ کا صدر گزرا ہے اگر ہم اس کی زندگی کا مطالعہ کریں تو معلوم ہو گا کہ وہ لکڑہارے کا بیٹا تھا لیکن اس کو پڑھنے کا شوق تھا

**Alternative Question for the Foreign / English Medium Candidates**

**Q.8 Write a paragraph of TEN sentences about "Computers".**