

• Practice Exercise

There are hundreds of superstitions which survive in various parts of the country, and the study of them is rather amusing. We are told, for example, that it is unlucky to point to the new moon or to look at it through glass, but if we bow nine times to it we shall have a lucky month. Now suppose you tell a scientist that you believe in a certain superstition - let us say that the howling of a dog is a sign of death. The scientist will immediately require evidence before he can accept your belief. He will want figures to prove it. It will be useless to quote two or three cases; he will want hundreds. He will want also to know (a) if it ever happens that the howling of dogs is not followed by a death, (b) if ever a person's death is predicted by the howling of dogs. The answer to the former question is in the affirmative, and to the latter in the negative. Your superstition will not bear investigation. It may impress an ignorant person; but it cannot face the light of facts. Apart from this process of testing by results, any intelligent man will want to know the "reason why". What connection can there be between a howling dog and an approaching death? Can it be cause and effect? Can it be that the dog has a gift of foreseeing such events? Or is the dog the instrument employed by some uncanny power that moves invisibly in our midst?

Superstition ³ ~~Acceptance~~ Requires Evidence

Many astonishing superstitions ^{prevail} ~~are there~~ in the various regions of the country. However, a scientist will demand facts and figures before accepting any belief. Furthermore, he will research it properly. That's why, believing any kind of superstition can impress an uneducated person, but an intelligent man will require ~~facts or~~ reasons behind it. Additionally, he will try to find ^{connection} ~~between~~ the reality and the belief.

Total Words = 230

Summarized Words = 55

satisfactory
dont use extra words
be precis and to the point
rest is fine
8/20

6- پیرا گراف

زمین کی آلودگی بہت سے مختلف عوامل کی وجہ ہے جو بالآخر زمین کو آلودہ کرتی ہے۔ زمین کی آلودگی کی کچھ وجوہات میں کیڑے مار ادویات کا استعمال، ٹھوس فضلہ، جنگلات کی کٹائی، بڑھتی ہوئی شہر کاری، تیزابی بارشیں اور کان کنی کی سرگرمیاں شامل ہیں۔ ان میں سے بہت سے ماحول پر برا اثر ڈالتے ہیں۔ ٹھوس فضلہ زیادہ تر ایسی مصنوعات پر مشتمل ہوتا ہے جو ناقابل تحلیل ہوتی ہیں اور ان کو ٹھکانے لگانا مشکل ہوتا ہے۔ مزید برآں، یہ سرگرمیاں نہ صرف مٹی کو نقصان پہنچاتی ہیں بلکہ مختلف انسانوں اور جانوروں کے انفیکشن اور بیماریوں کی وجہ بھی بنتی ہیں۔

▪ Reading Comprehension 2011

Read the following passage and answer the questions that follow:

Knowledge is acquired when we succeed in fitting a new experience in the system of concepts based upon our old experiences. Understanding comes when we liberate ourselves from the old and so make possible a direct, unmediated contact with the new, the mystery, moment by moment, of our existence. The new is the given on every level of experience – given perceptions, given emotions and thoughts, given states of unstructured awareness, given relationships with things and persons. The old is our home-made system of ideas and word patterns. It is the stock of finished articles fabricated out of the given mystery by memory and analytical reasoning, by habit and automatic associations of accepted notions. Knowledge is primarily knowledge of these finished articles. Understanding is primarily direct awareness of the raw material. Knowledge is always in terms of concepts and can be passed on by means of words or other symbols. Understanding is not conceptual and therefore cannot be passed on. It is an immediate experience, and immediate experience can only be talked about (very inadequately), never shared. Nobody can actually feel another's pain or grief, another's love or joy, or hunger. And similarly no body can experience another's understanding of a given event or situation. There can, of course, be knowledge of such an understanding, and this knowledge may be passed on in speech or writing, or by means of other symbols. Such communicable knowledge is useful as a reminder that there have been specific understandings in the past, and that understanding is at all times possible. But we must always remember that knowledge of understanding is not the same thing as the understanding which is the raw material of that knowledge. It is as different from understanding as the doctor's prescription for pencitin is different from penicillin.

➤ **Questions**

1. How is knowledge different from understanding?
 2. Explain why understanding cannot be passed on.
 3. Is the knowledge of understanding possible? If it is, how may it be passed on?
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4. How does the author explain that knowledge of understanding is not the same thing as the understanding?
5. How far do you agree with the author in his definitions of knowledge and understanding? Give reasons for your answer.

➤ **Answers**

1. Knowledge is different from understanding in a sense that it comes when one brings a new prospect in one's old reservoir of experiences whereas understanding is the name of utterly abandoning the old view to adopt the new one.
2. Understanding cannot be passed on because unlike knowledge it is not conceptual.
3. Knowledge of understanding is possible and it can be passed on through the modes of writing, speech and signs or symbols.
4. The author explains the knowledge of understanding as difference from understanding by comparing it with an example. He says that it is as different as the difference in a doctor's prescription of pencitin and penicillin.
5. I completely agree with the author's definitions of knowledge and understanding. He has rightly distinguished both the things. His definitions remove the common misconception of taking knowledge and understanding as same things.

(1) Knowledge is defined as the knowledge of old finished articles that are made by memory, analytical reasoning and by associations of accepted ideas. Whereas, understanding comes when people make direct contact with the new mystery. Furthermore, in understanding, liberation from the old concepts is inevitable.

(2) Knowledge is always in the form of concepts. The concepts can easily be transferred through words and symbols. Whereas, understanding is a direct experience. And everybody experiences differently, so, understanding cannot be passed on.

rewrite this

(3) Yes, knowledge of understanding is possible. It may be passed by means of speech or writing. It can also be transferred by means of symbols.

Date: _____

Date: _____

(4)

The author explains that knowledge of understanding is not the same as the understanding because understanding is the raw material of that knowledge. Furthermore, writer ~~given~~ explains that as the doctor's prescription for penicillin is different from penicillin, similarly, knowledge of understanding and understanding are two different- terms.

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I ~~am~~ totally agree with the author in his definitions of knowledge and understanding. As writer explains ~~that~~ knowledge is a system of old concepts, whereas, understanding is an immediate experience. Furthermore, writer's explanation, by giving example of penicillin and penicillin, has made me agree on his definitions.

satisfactory

be careful about the basic grammar

8/20