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CLASS 12TH ENGLISH NOTES

Unit 6: The Fun They Had (by Isaac Asimov)

Complete Text Translation, Detailed Chapter Analysis, Glossary & Complete Solved Exercise Questions

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Learning Outcomes & Pre-Reading

Learning Outcomes Summary: Students will learn to comment on implied meanings, cite textual evidence to support analysis, acquire domain-specific vocabulary, write informative/explanatory texts, build cohesive transitions, and speak fluently across varied social contexts.

Pre-Reading Question & Answer

Q: How do you think studying with a mechanical teacher and digital screens would be different from learning in a traditional school with human teachers and classmates?

Answer: Learning with a mechanical teacher and digital screens is highly individualized, isolated, and rigid, taking place inside a home study room without peer interaction. In contrast, a traditional school with human teachers and classmates fosters social bonding, emotional understanding, interactive group discussion, and teamwork, making the learning experience engaging and warm rather than cold and mechanical.

Complete Paragraph-by-Paragraph English to Urdu Translation

Paragraph 1: Finding the Old Book

Margie even wrote about it that night in her diary. On the page headed May 17, 2155, she wrote, "Today Tommy found a real book!" It was a very old book. Margie's grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

مارجی نے اس رات اپنی ڈائری میں بھی اس کے بارے میں لکھا۔ 17 مئی 2155 کی سرخی والے صفحے پر اس نے لکھا، "آج ٹامی کو ایک اصلی کتاب ملی!" یہ ایک بہت پرانی کتاب تھی۔ مارجی کے دادا نے ایک بار بتایا تھا کہ جب وہ چھوٹے بچے تھے تو ان کے دادا نے انہیں بتایا تھا کہ ایک زمانہ تھا جب تمام کہانیاں کاغذ پر چھپتی تھیں۔

Paragraph 2: Characteristics of the Printed Book

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

انہوں نے صفحات پلٹے، جو پیلے اور سلوٹوں والے تھے، اور ان الفاظ کو پڑھنا بے حد مضحکہ خیز تھا جو اس طرح حرکت کرنے کے بجائے ساکت کھڑے تھے جیسے سکرین پر حرکت کرتے ہیں۔ اور پھر، جب وہ پہلے والے صفحے پر واپس لوٹے، تو اس پر وہی الفاظ درج تھے جو انہوں نے پہلی بار پڑھتے وقت دیکھے تھے۔

Paragraph 3: Comparing Telebooks and Printed Books

"Gee," said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen. She said, "Where did you find it?"

"In my house." He pointed without looking, because he was busy reading. "In the attic."

"What's it about?"

"School."

"ارے،" ٹامی نے کہا، "کیا فضول خرچی ہے۔ میرا خیال ہے کہ جب آپ کتاب پوری پڑھ لیتے ہیں، تو بس اسے پھینک دیتے ہیں۔ ہماری ٹیلی ویژن کی سکرین پر دس لاکھ کتابیں ہوں گی اور یہ مزید کے لیے بھی بہترین ہے۔ میں اسے کبھی نہیں پھینکوں گا۔"

"میرے ساتھ بھی ایسا ہی ہے،" مارجی نے کہا۔ وہ گیارہ سال کی تھی اور اس نے اتنی ٹیلی بکس نہیں دیکھی تھیں جتنی ٹامی نے دیکھی تھیں۔ وہ تیرہ سال کا تھا۔ اس نے پوچھا، "تمہیں یہ کہاں ملی؟"

"اپنے گھر میں۔" اس نے بغیر دیکھے اشارہ کیا، کیونکہ وہ پڑھنے میں مصروف تھا، "اٹاری (چھت کے نیچے والے کمرے) میں۔"

"یہ کس بارے میں ہے؟"

"سکول۔"

Paragraph 4: Margie's Hatred for School and the County Inspector

Margie was scornful. "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at her and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right and, after an hour or so, there it was again, large and black and ugly with a big screen on which all the lessons were shown and the questions were asked.

مارجی نے حقارت سے کہا۔ "سکول؟ سکول کے بارے میں لکھنے کو کیا ہے؟ مجھے سکول سے نفرت ہے۔"

مارجی کو ہمیشہ سے سکول سے نفرت تھی، لیکن اب وہ اس سے پہلے سے بھی زیادہ نفرت کرنے لگی تھی۔ مکینیکل ٹیچر اسے جغرافیہ میں ایک کے بعد ایک ٹیسٹ دیے جا رہا تھا اور وہ بدتر سے بدتر کارکردگی دکھا رہی تھی یہاں تک کہ اس کی ماں نے غمزدہ ہو کر اپنا سر ہلایا اور کاؤنٹی انسپکٹر کو بلا بھیجا۔

وہ سرخ چہرے والا ایک گول مٹول چھوٹا آدمی تھا جس کے پاس ڈائلز اور تاروں سے بھرا اوزاروں کا پورا باکس تھا۔ وہ اسے دیکھ کر مسکرایا اور اسے ایک سیب دیا، پھر اس نے مکینیکل ٹیچر کو کھول کر الگ الگ کر دیا۔ مارجی امید کر رہی تھی کہ وہ اسے دوبارہ جوڑنا نہیں جانتا ہوگا، لیکن وہ اسے اچھی طرح جانتا تھا اور تقریباً ایک گھنٹے بعد، وہ بڑی، سیاہ اور بد نما شکل کے ساتھ وہاں دوبارہ موجود تھا جس کی بڑی سکرین پر تمام اسباق دکھائے گئے تھے اور سوالات پوچھے گئے تھے۔

Paragraph 5: The Punch Code & Repairing the Geography Sector

That wasn't so bad. The part she hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the mark in no time.

The inspector had smiled after he was finished and patted her head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten-year level. Actually, the over-all pattern of her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

وہ اتنا برا نہیں تھا۔ وہ حصہ جس سے وہ سب سے زیادہ نفرت کرتی تھی وہ خانچہ (سلاٹ) تھا جہاں اسے ہوم ورک اور ٹیسٹ پیپر زڈالنے پڑتے تھے۔ اسے ہمیشہ انہیں پنچ کوڈ میں لکھنا پڑتا تھا جو انہوں نے اسے اس وقت سکھایا تھا جب وہ چھ سال کی تھی، اور کمینیکل ٹیچر بغیر کسی تاخیر کے فوراً نمبر شمار کر لیتا تھا۔ انسپکٹر کام ختم کرنے کے بعد مسکرایا اور اس کے سر کو تھپتھپایا۔ اس نے اس کی ماں سے کہا، "یہ چھوٹی بچی کا قصور نہیں ہے، مسز جونز۔ میرے خیال میں جغرافیہ کا شعبہ کچھ زیادہ تیز رفتار ہو گیا تھا۔ ایسی باتیں کبھی کبھی ہو جاتی ہیں۔ میں نے اسے اوسطاً دس سال کی عمر کے لیول تک سست کر دیا ہے۔ درحقیقت، اس کی پیشرفت کا مجموعی نمونہ کافی تسلی بخش ہے۔" اور اس نے مارگری کا سر دوبارہ تھپتھپایا۔ مارگری مایوس ہوئی۔ وہ امید کر رہی تھی کہ وہ ٹیچر کو مکمل طور پر اٹھا کر لے جائیں گے۔ انہوں نے ایک بار ٹامی کے ٹیچر کو تقریباً ایک مہینے کے لیے دور رکھا تھا کیونکہ اس کا تاریخ کا شعبہ مکمل طور پر خالی (منقطع) ہو گیا تھا۔

Paragraph 6: Discussion on Human Teachers of the Past

So, she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "Centuries ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure, they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told them things and gave them homework and asked them questions."

"A man isn't smart enough!"

"Sure, he is. My father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much I betcha."

چنانچہ اس نے ٹامی سے کہا، "کوئی سکول کے بارے میں کیوں لکھے گا؟"
 ٹامی نے اسے بہت برتر لگا ہوں سے دیکھا۔ "کیونکہ یہ ہمارے جیسا سکول نہیں ہے، بیوقوف۔ یہ پرانے قسم کا سکول ہے جو سینکڑوں سال پہلے ہوتا تھا۔" اس نے لفظ کا احتیاط سے
 تلفظ ادا کرتے ہوئے تکبر سے مزید کہا، "صدیوں پہلے۔"
 مارجی کو دکھ ہوا۔ "خیر، مجھے نہیں معلوم کہ اتنے عرصے پہلے ان کا سکول کیسا ہوتا تھا۔" اس نے کچھ دیر اس کے کندھے کے اوپر سے کتاب پڑھی، پھر کہا، "بہر حال، ان کا ایک
 ٹیچر ہوتا تھا۔"
 "یقیناً، ان کا ایک ٹیچر ہوتا تھا، لیکن وہ کوئی باقاعدہ (مکینیکل) ٹیچر نہیں تھا۔ وہ ایک انسان (مرد) تھا۔"
 "ایک انسان؟ ایک انسان کیسے ٹیچر ہو سکتا ہے؟"
 "بس، وہ انہیں باتیں بتاتا تھا اور ہوم ورک دیتا تھا اور ان سے سوالات پوچھتا تھا۔"
 "ایک انسان اتنا ذہین نہیں ہوتا!"
 "یقیناً ہوتا ہے۔ میرے والد اتنا ہی جانتے ہیں جتنا میرا ٹیچر۔"
 "وہ نہیں ہو سکتے۔ ایک انسان اتنا نہیں جان سکتا جتنا مکینیکل ٹیچر۔"
 "وہ تقریباً اتنا ہی جانتے ہیں، میں شرط لگا سکتا ہوں۔"

Paragraph 7: Learning in Groups and School Buildings

Margie wasn't prepared to dispute that. She said, "Well, I wouldn't want a strange man in my house to teach me."
 Tommy screamed with laughter, "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."
 "And all the kids learned the same thing?"
 "Sure, if they were the same age."
 "But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."
 "Just the same, they didn't do it that way then. If you don't like it, you don't have to read the book."
 "I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools. They weren't even half finished when Margie's mother called, "Margie! School!" Margie looked up. "Not yet, mamma."
 "Now," said Mrs. Jones. "And it's probably time for Tommy, too."
 Margie said to Tommy, "Can I read the book some more with you after school?"
 "Maybe," he said, nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

مارجی اس پر بحث کرنے کے لیے تیار نہیں تھی۔ اس نے کہا، "خیر، میں اپنے گھر میں پڑھانے کے لیے کسی اجنبی انسان کو نہیں رکھنا چاہوں گی۔"
 ٹامی قہقہہ لگا کر ہنس پڑا، "تم زیادہ نہیں جانتیں، مارجی۔ ٹیچر گھر میں نہیں رہتے تھے۔ ان کی ایک مخصوص عمارت ہوتی تھی اور تمام بچے وہاں جاتے تھے۔"

"اور کیا تمام بچے ایک ہی چیز سیکھتے تھے؟"

"یقیناً، اگر وہ ایک ہی عمر کے ہوتے۔"

"لیکن میری ماں کہتی ہے کہ ایک ٹیچر کو ہر لڑکے اور لڑکی کے ذہن کے مطابق ایڈجسٹ کرنا پڑتا ہے جسے وہ پڑھاتا ہے اور ہر بچے کو مختلف انداز میں پڑھانا پڑتا ہے۔"

"پھر بھی، وہ اس وقت اس طرح نہیں کرتے تھے۔ اگر تمہیں یہ پسند نہیں تو تمہیں کتاب پڑھنے کی ضرورت نہیں ہے۔"

"میں نے یہ نہیں کہا کہ مجھے یہ پسند نہیں،" مارجی نے جلدی سے کہا۔ وہ ان عجیب و غریب سکولوں کے بارے میں پڑھنا چاہتی تھی۔ ابھی انہوں نے آدھی بھی ختم نہیں کی تھی کہ

مارجی کی ماں نے آواز دی، "مارجی! سکول! مارجی نے اوپر دیکھا۔" ابھی نہیں، اما۔"

"ابھی،" مسز جونز نے کہا۔ "اور شاید ٹامی کے لیے بھی وقت ہو گیا ہے۔"

مارجی نے ٹامی سے کہا، "کیا میں سکول کے بعد تمہارے ساتھ یہ کتاب مزید پڑھ سکتی ہوں؟"

"شاید،" اس نے لاپرواہی سے کہا۔ وہ سیٹی بجاتے ہوئے، گرد آلود پرانی کتاب اپنے بازو کے نیچے دبائے چلا گیا۔

Paragraph 8: Margie's Classroom and Nostalgic Thoughts

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except on Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours. The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things so they could help one another on the homework and talk about it. And the teachers were people. The mechanical teacher was flashing on the screen: "When we add the fractions $1/2$ and $1/4$..." Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

مارجی سکول روم میں داخل ہوئی۔ یہ اس کے بیڈ روم کے بالکل ساتھ ہی تھا، اور کمینیکل ٹیچر آن تھا اور اس کا انتظار کر رہا تھا۔ وہ ہفتہ اور اتوار کے علاوہ ہر روز ایک ہی وقت پر آن ہوتا تھا، کیونکہ اس کی ماں کہتی تھی کہ اگر چھوٹی لڑکیاں باقاعدہ اوقات میں سیکھیں تو وہ بہتر سیکھتی ہیں۔ سکرین روشن تھی، اور اس پر لکھا تھا: "آج کا حساب کا سبق واجب کسور (واجب فریکشنز) کی جمع پر ہے۔ برائے مہربانی کل کا ہوم ورک مخصوص خانے میں ڈالیں۔"

مارجی نے ایک ٹھنڈی آہ بھرتے ہوئے ایسا ہی کیا۔ وہ ان پرانے سکولوں کے بارے میں سوچ رہی تھی جو اس وقت ہوتے تھے جب اس کے دادا کے دادا چھوٹے بچے تھے۔ پورے محلے کے تمام بچے آتے تھے، سکول کے صحن میں ہنستے اور چلاتے تھے، سکول روم میں اکٹھے بیٹھتے تھے، دن کے اختتام پر اکٹھے گھر جاتے تھے۔ وہ ایک ہی جیسی چیزیں سیکھتے تھے تاکہ ہوم ورک پر ایک دوسرے کی مدد کر سکیں اور اس پر بات کر سکیں۔

اور اساتذہ انسان ہوتے تھے۔ کمینیکل ٹیچر سکرین پر چمک رہا تھا: "جب ہم کسور $1/2$ اور $1/4$ کو جمع کرتے ہیں..." مارجی سوچ رہی تھی کہ پرانے دنوں میں بچوں کو اس سے کتنی محبت رہی ہوگی۔ وہ اس تفریح کے بارے میں سوچ رہی تھی جو وہ حاصل کرتے تھے۔

While-Reading Questions & Answers

Q1: Why did Tommy think printed books were a "waste"?

Answer: Tommy considered printed paper books a "waste" because once you finish reading them, the text remains unchanged and you eventually throw them away. In contrast, telebooks on screens can hold millions of titles without taking up physical space and are reusable forever.

Q2: Why did Margie think that a human teacher was not smart enough?

Answer: Margie believed a human teacher could not be smart enough because she was accustomed to machine teachers storing massive, faultless data. She was surprised when Tommy told her his father knew as much as the mechanical teacher.

Theme & About the Author

Theme

The story contrasts modern, technology-driven education with traditional human-centered learning[cite: 8]. It illustrates how over-reliance on machines leads to isolation, making education mechanical and cold[cite: 8]. Through Margie's experience, the story asserts that digital teaching lacks the warmth, empathy, and social camaraderie of traditional classrooms where students learn, share, and support each other[cite: 8].

About the Author

Isaac Asimov (1920–1992) was a prolific American author and biochemist renowned for his science fiction masterpieces[cite: 8]. Famed for his robot stories and futuristic narratives, Asimov skillfully analyzed the evolving relationship between humans and technology[cite: 8].

Vocabulary Glossary

Word	English Meaning	Urdu Meaning (اردو معنی)
Attic	Space/room just below the roof of a house	اٹاری / بالا خانہ
Betcha	Informal way of saying "I bet you"	شرط لگاتا ہوں
Fractions	Numbers representing parts of a whole (1/2, 3/4)	کسور / حصے
Insert	To put something into something else	داخل کرنا / ڈالنا
Loftily	In a proud or superior manner	تکبر سے / برتری سے
Nonchalantly	In a calm, unconcerned way	لا پرواہی سے / بے نیازی سے
Printed	Produced on paper using ink	مطبوعہ / چھپا ہوا
Sector	A part or section of something	شعبہ / حصہ
Shaken	Moved suddenly or disturbed	غمزوہ ہو کر ہلایا
Ugly	Unpleasant to look at	بد نما / بد صورت
Waste	Something used carelessly or without value	ضیاع / فضول چیز

Reading & Critical Thinking Exercises

A. Comprehension Questions & Answers

1. What did Margie write in her diary on May 17, 2155?

Answer: On May 17, 2155, Margie wrote in her diary: "Today Tommy found a real book!"

2. Where did Tommy find the real book?

Answer: Tommy found the real printed book in the attic of his house.

3. Why did Margie and Tommy find the book strange and funny?

Answer: They found it strange and funny because the words printed on the paper stood still instead of moving across a digital screen, and turning back to a previous page revealed the exact same words already read.

4. What was the book about, and how did Margie react to it?

Answer: The book was about "School." Margie reacted with scorn and hatred because she detested her mechanical school tests and could not comprehend why anyone would write a book about school.

5. Why did Margie dislike her mechanical teacher?

Answer: Margie disliked her mechanical teacher because it gave her continuous, rapid tests in geography, assigned low marks, and forced her to submit homework via punch codes into a slot.

6. What did the County Inspector do to Margie's teacher?

Answer: The County Inspector took the mechanical teacher apart, adjusted its geography speed sector down to an average ten-year learning level, and reassembled it.

7. How were old schools different from Margie's school?

Answer: Old schools were located in dedicated communal buildings where children of the same age gathered to learn together from human teachers, whereas Margie's school was a private computer room right next to her bedroom with an automated machine teacher.

8. What did Margie imagine about the children and schools of the past?

Answer: Margie imagined children laughing, shouting, and studying together in open schoolyards, sharing homework assistance, and enjoying warm social interactions with human teachers. She

thought about "the fun they had."

B. Multiple Choice Questions (MCQs)

#	Question	Options	Correct Answer
1	What did Tommy find?	a) a robot b) a real book c) a computer d) a diary	b) a real book
2	Where was the book found?	a) in the classroom b) in the basement c) in the attic d) in the library	c) in the attic
3	What was the book about?	a) science b) space c) school d) machines	c) school
4	Who repaired Margie's mechanical teacher?	a) her father b) Tommy c) the county inspector d) her mother	c) the county inspector
5	What did Margie dislike most about her school?	a) the subjects b) the teacher's voice c) the homework slot d) the classroom	c) the homework slot

Vocabulary & Grammar Exercises

Textual Vocabulary Analysis

A. How do the words and phrases used in "The Fun They Had" help you understand the difference between Margie's school and present-day schools? Give examples from the text.

Answer: The author uses deliberate domain-specific terminology to establish contrasting educational environments:

- **Futuristic Machine Terms:** Phrases like "mechanical teacher," "telebooks," "punch code," "geography sector," and "slot" portray a cold, automated, screen-based, isolated education.
- **Traditional Human Terms:** Expressions like "real book," "printed on paper," "special building," "human teacher," and "kids laughing and shouting in the schoolyard" evoke warmth, peer bonding, and interactive social learning.

Oral Communication Skills

Fluency and Speaking Activity

A. Speak a few sentences about whether you would prefer a mechanical teacher or a human teacher, using clear and fluent sentences.

Sample Response for Oral Presentation:

"I strongly prefer a human teacher over a mechanical teacher. Human teachers possess empathy, emotional intelligence, and adaptable teaching styles that cater to personal student needs. While machines can process tests rapidly, they cannot offer moral encouragement, build classroom camaraderie, or share human experiences."

Writing Skills Exercises

Informative / Explanatory Paragraph

A. Write a short paragraph of 5 to 6 sentences explaining how Margie's school is different from schools of today. Use clear and informative language.

Informative Paragraph:

Margie's school differs fundamentally from modern schools in structure, delivery, and social environment. Instead of studying in a shared public building with classmates, Margie learns alone inside a study room adjacent to her bedroom. Her lessons are delivered by an automated mechanical teacher through digital screens rather than a human instructor. Furthermore, homework is completed using punch codes submitted into a physical slot, lacking peer discussion and real-time human feedback. Ultimately, her futuristic education replaces interactive group learning with isolated computer instruction.

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