

Intermediate

COMPULSORY ENGLISH-I

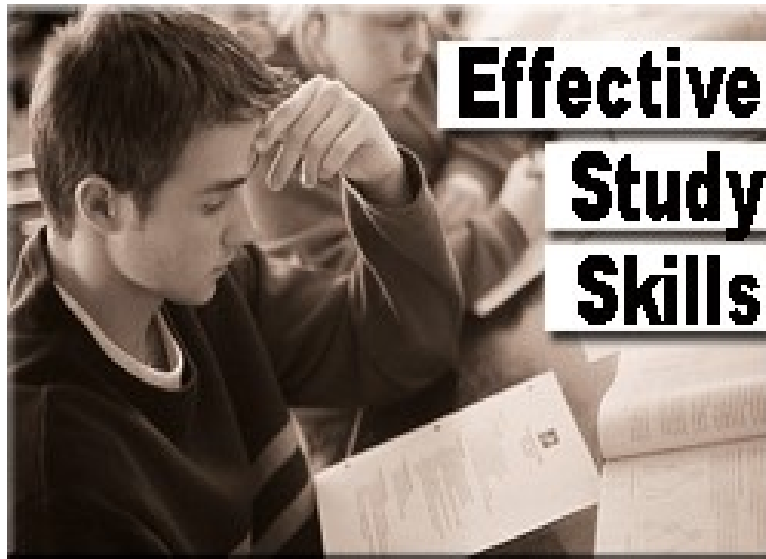
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Units 1-9



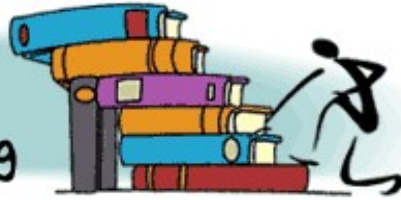
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Unit 1



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The Basics of Effective Learning



Hello, and welcome to the Intermediate **Compulsory English I** course. You are at Unit 1. This unit has been named 'study skills'. Have you ever come across the term study skills during your studies? If not? Do not worry at all. We shall discuss in detail what do we mean by this term and what is its importance in achieving success or good marks in studies. In your introduction to this course we discussed a few important related issues. In this unit we would like to recap very briefly what this course is all about, how the course has been organized, how it should be studied in order to get maximum benefit from it and, of course, the right place and time to study.

Your **Compulsory English I** consists of 9 units and is a 3 credit hour course as mentioned in the introduction. Each unit of this course is roughly divided into three sections, Section A, B and C. Section A deals with various functions in English and provides practice in listening and speaking skills. In other words, this section provides you practice in using English in different kinds of situations you come across every day. It also briefly takes into account the grammar item required to express that particular function, e.g, while greeting someone we make use of **wh** questions so we shall discuss **wh** questions in the greetings unit. Section B is meant to give you practice in reading skills. It comprises short texts which you are expected to read making use of different reading techniques such as, skimming, scanning, prediction, anticipation etc. (We shall learn all these techniques in detail in different units). This section helps you become a good reader. A good reader is the one who can read reasonably fast and understand the written text. Section C is based on writing skills and activities. In all nine units the sections will be marked as following. This example has been taken from unit 2.

- Section A Function:** Greetings and Introductions
- Section B Reading:** Learning to Read
- Section C Writing:** Filling Forms and Questionnaires

Within each section there are lots of headings and explanations. The headings help you remember the important points. In addition, on each page there are

symbols which identify different things. We have already talked about these symbols while introducing you to the course. Then, there are activities which help you revise and recap whatever you have learnt earlier, before moving on. You may



ask why the book has been designed like this. The answer is that in distance education system most of the time you are required to study on your own and you do not meet your tutor every day so we have tried to make things simple and self explanatory for you by using all these techniques. We want you to feel that your tutor is talking to you and helping you with your studies most of the time.

This course is quite different in contents as well from any other English course you have done so far; for example in Matric you might have read short stories, essays, poems and plays as part of English course from a formal system. You may also have learnt the main ideas of poems by heart. In this book, however, there are no short stories or poems which you can learn and reproduce in the examinations. Unlike the short stories, here you will find short recorded dialogues which give you practice in, for example, how to greet people, how to agree or disagree with someone politely, how to talk about likes and dislikes and many other functions. You should listen to each dialogue on the cassette very carefully. Do not try to learn the dialogues by heart at all. What you should notice is what expressions are used in each case, how questions are asked and how answers are given, e.g., there are **wh** questions which begin with words such as **who, where, why, when, what**, etc. There are also questions which begin with the helping verbs such as to do, to have, to be (is/are etc). So what you have to learn is **how to use** English language for expressing yourself in day-to-day life.

In traditional courses, you might have noticed that a short story is followed by some exercises. These exercises are usually given at the end of each lesson. In this course however, there are activities which are spread throughout the units. In other words, whenever a new learning point is introduced we make you practice it through

activities to make the learning task easy for you. Here, once again, we would like to tell you that practice is very important in learning any language. Learning a language is like driving a car. If you do not practice driving after learning or even drive after a long time you will not be confident enough to bring the car on the road. Similarly, if you have no practice using a language in different situations you will not be able to express yourself in a particular situation you might come across one day. So, always remember to practice the use of language when you have a chance.

The answers to some activities are also given at the end of the book. Do the activities yourself first, before looking at the answers. You can look at the answers if you want to but this is not going to help you understand the concept so, better try yourself first.



To repeat, what we have said so far, we hope by the end of the course:

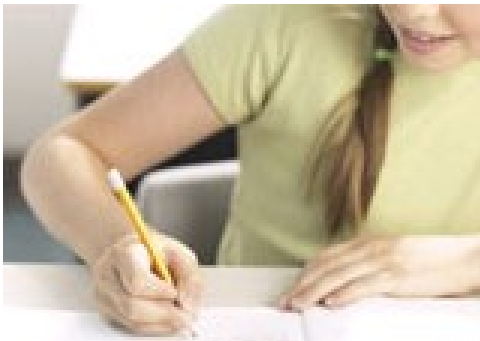
- you should have acquired a good command of English.
- you should feel confident in a situation where you have to speak simple English.
- you will be able to answer simple questions in English.
- you would be able to read and understand a text and write simple notes/letters, etc

A1 Now, before we move on, let us ask you a few very basic questions about your Intermediate course. You might think why we are doing so. Don't be surprised, the purpose of asking these questions is to draw your attention to some issues which are very important in distance education system of which you are a part now.

Distance education system enables you to take more learning responsibility on your own so get ready to share the following information with us.

- In general, do you find the other subjects you are doing this semester interesting, boring or so so?
- Have you gone through the books of your other courses?
- When you do not understand a point do you consult your tutor?
- Do you attend your tutorials regularly?
- Do you find it difficult to finish one unit in one week?
- Do you finish your assignments in time?
- Do you try your assignments yourself or do you take help from others?
- Do you find your tutor cooperative and encouraging?
- Do you note in an exercise book what you learn each week?
- Do you feel you have very little or just no time to study?
- Do you get enough rest each night?
- Do you ever visit a library to consult a book or to make use of the study room in a library?
- Do you like this system of studying? Why do you like it? Also, give reasons if you do not like it.

You may wonder why we asked you whether you take enough rest at night. Well if



you don't get enough sleep, then, even if you work hard you will not learn much. You will feel tired all the time. It is, therefore, very important that you should study only when you are fresh. We shall discuss this point in detail later on in this unit.

Now, having asked you a few general questions, let us come back to our own text book.



2 When you received your Compulsory English I book what did you do?

- (a) Kept it somewhere and forgot about it.
- (b) Started reading it from page one without looking at it as a whole
- (c) Turned a few pages, looked at the pictures, looked at the content list or just went through the different headings to have a feel of it.



Whatever you did, we suggest the best choice should have been (c). Your book should always be like a friend to you. When we meet someone in life for the first time we are very curious. We usually ask very general questions in order to know that person closely or become friendly with her/him. Similarly, when we come across a new book we must try to find answers to what the book is all about, what teaching points are there, how the material is arranged in the book and other related questions. This helps us in the better understanding of the book later on.

The important parts of a book are:

- Table of contents
- Introduction
- The actual units, headings and titles
- The back cover



Now let us stop here once again for a while to check whether you have understood what we said so far. You should tick the following statements as true (T) or false (F).

- In this course, each unit has more than one section.
- In a formal Intermediate English course book exercises are not given in the middle of a lesson.
- The AIOU Intermediate English course is similar to the English courses of the other Boards.
- There are a lot of activities in this text book to practice language functions.
- There is hardly any picture in a general Intermediate English course book.
- The important parts of a book are the contents list, titles, headings etc.
- The language used in this book is simple and self explanatory.



3 Read the content list given at the start of the book very quickly and write a paragraph of five or six sentences starting with what you think you will find in the content list. Start your paragraph as:

I think the content list will include.....



4 Now turn to the content list of this book once again and compare your paragraph with the actual list. The content page will tell you about the issues and topics you are going to learn in the book.

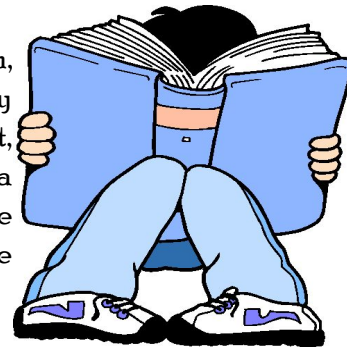
Does your book teach you the following functions? If the answer is yes, then write the page number, on the lines below:

- 1 How to say sorry _____
- 2 How to understand the speaker and reply to the speaker _____
- 3 How to talk about yourself to a stranger _____
- 4 How to search for your friend's telephone number quickly in a directory _____
- 5 How to increase your word knowledge (vocabulary) _____
- 6 How to write an application for a job _____
- 7 How to write a letter to your friend _____
- 8 How to express your likes and dislikes _____
- 9 How to refuse someone's invitation _____
- 10 How to argue a point _____

Introduction to Study Skills

As we have stated earlier, this unit takes into account the study skills essential for carrying out studies effectively and getting good marks in the exams, for example, planning study schedule and managing your time efficiently, improving reading comprehension, taking notes, reading books, listening to lectures in tutorials and memorizing important points, having discussions, discovering your own personal study style and learning the best way to prepare for exams, etc, etc. Always remember that success in studies depends greatly on how well you know how to study. In this unit, we want to help you develop good study skills and good habits of organization so that you make the best use of your study time.

Now be honest to yourself and ask yourself a question, "Am I going to have good study habits or bad study habits?" If you develop good study habits, at the start, you will find that your studies become much easier, as a result you will obtain good marks, you will learn more quickly and with less effort, and you will progress to the next stage smoothly and comfortably.



Before you begin studying we would like to give you some tips that you might find useful:

- Motivate yourself to learn by setting a clear cut goal. If you are not motivated, you won't learn.
- Practice the skill that you have learnt. If you don't use it, you will forget it sooner.

- Review and revise whatever you have learnt so that you remember it later on.
- Reserve a specific time each week where you examine your studies for that week.
- Learn from your mistakes and earn from your successes.
- Do not waste time, spend it effectively.
- Be focused. Try to concentrate.
- Select the best approach that suits you since learning is your personal style.
- Complete assignments/tasks in time.
- Do not feel shy and find out when and who to ask for help.



A5 Now analyze your own learning style in the light of the above guidelines. This will help you identify the areas in which you need to pay more attention and require more help. A checklist has been given below. Read each of the statement carefully and think how it applies to you. If it does apply to you tick yes (Y). If it does not apply to you, tick no (N).

- 1 Y__ N__ I usually spend hours cramming the notes the night before an exam because I do not have an idea about how to study to get good marks.
- 2 Y__ N__ If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life.
- 3 Y__ N__ I usually try to study with the radio and TV turned on.
- 4 Y__ N__ I can't sit and study for long periods of time without becoming tired or demotivated.
- 5 Y__ N__ I don't review my notes throughout the semester.
- 6 Y__ N__ When I get to the end of a chapter, I can't remember what I've just read.
- 7 Y__ N__ I don't know how to pick out what is important in the text.
- 8 Y__ N__ I study enough for my exams, but when I get there my mind goes blank.
- 9 Y__ N__ I often study without an order, in a disorganized way.
- 10 Y__ N__ I often wish that I could read faster.
- 11 Y__ N__ I usually write my assignments the night before they are due.
- 12 Y__ N__ I do not often find a suitable place to study.
- 13 Y__ N__ Time has always been a problem to me.

If you have answered "yes" to more than 50% questions, you need to go through this unit very carefully since we are going to give you advice on how to overcome some of these issues.

Whatever you want to achieve in life you have to take the first step. Whether you are a student or you want to become a teacher, a doctor, an engineer or join any other profession you always have to start with the first step which leads to the second step, the third step and so on. Each goal requires concentration on each step so let us go step by step.

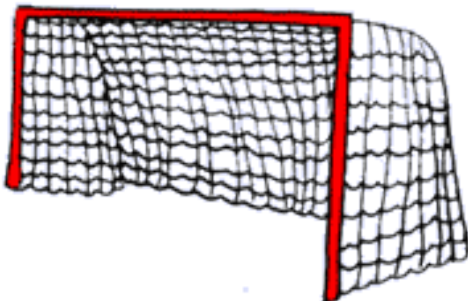


The First Step: Planning to study

You might have sometimes come across the phrase think before you act. You might remember when you were little being told to look before you cross the street. It is important to think out your plan of steps before you do anything. Some students are not in the habit of **planning**. Remember planning is the most important first step to achieving your goal.

If you have an assignment due on a certain date, or if you want to finish a certain topic by a certain date, the first step is to **take out your calendar** and mark the date you want to have your assignment or course finished.

Count in how many days or weeks you have to achieve your goal. Be sure not to count days you know you cannot work or study, such as a wedding in the family, a day you work twelve hours on a job, or a family picnic day away from the house.



Be realistic while planning: At times, you may have to change the date if you know that you cannot possibly meet the target date. You cannot expect to do a year's course, for instance, in one week.

Setting Goals: Goal Setting is extremely important to motivation and success. A *goal*, to remind you, is something you want to achieve. Try to identify what your goals are and then plan accordingly. A *short-term goal* is what you want to achieve soon. Examples of short-term goals are finishing your homework and doing well in tomorrow's test. A *long-term goal* is something you want to achieve at some later date. Examples of long-term goals are writing an assignment and passing exams.

So what motivates you? Why are you studying? If you are studying because that's what your parents want, you may find it difficult to motivate yourself. But motivation that comes from within really makes the difference.

To set appropriate goals, you must know what is important for you to achieve. If you do not have clear goals, you will not be focused. We would, therefore, recommend that you write down your goals so that you can always remember them. Each goal you set should state **WHAT** you will do and **WHEN** you will accomplish it. There should be determination and will power to do it. Successful people are all very determined to achieving their goal or to accomplish something that they can be proud of?

Your goals should be:

Within your skills and abilities

Knowing your strengths and weaknesses will help you set goals you can accomplish.

Realistic

Setting a goal to learn the spelling of three new words a day is realistic. Trying to learn the spelling of fifty new words a day is not realistic.

Flexible

Sometimes things will not go the way you have thought about in the beginning and you may even need to change your goal. Stay flexible so when you realize a change is necessary you should be ready to make the change.

Measurable

It is important to measure your progress toward a goal. Failure to measure your progress will result in demotivation.



A6

1. Did you set your goals when you decided to do the Intermediate course? If yes, what were those? Make a list of your long and short term goals for example, you may write that you wanted to go for B.A after Intermediate.
2. How successful you have been so far in achieving your goals? If you think you have not been able to achieve any of those, what might be the reasons? Write a few of those reasons as well.

Useful tips for studying

As mentioned earlier, the best way for you to study is what works best for you.

- **Some people learn best through reading, underlining or highlighting**
Underlining or highlighting helps a lot in remembering important points especially, if it is your own book. It saves you from reading the entire paragraph again. Try not to underline or highlight so much that it is really useless.
- **Planning and managing specific times for studying.**
Study time is any time you are doing something related to your studies. It can be completing assignments, preparing for exams or studying on your own. Make your study schedule for the entire week.
- **Try to study at the same time each day**
Studying at the same time each day establishes a routine that becomes a regular part of your life, just like sleeping and eating. When a scheduled study time comes up during the day, you will be mentally prepared to begin studying.
- **Review your notes before beginning an assignment**
Reviewing your notes can help you make sure you are doing an assignment correctly. Also, your notes may include information that will help you complete an assignment.



- **Tell your friends not to call you during study times**
Two study problems can occur if your friends call you during your study times. First, your work is interrupted. It is not that easy to get back to what you were doing. Second, your friends may talk about things that will distract you from what you need to do.
- **Sit down for 45 minute intervals**
When you feel you cannot concentrate any more take a short break of 10-15 minutes. During the break you can have some snacks and even go for a walk. This relaxes your mind.
- **Reward yourself if you have met your goal**
If you plan to study one unit in a sitting and succeed, then you may reward yourself by doing something that makes you happy. Food, exercise, videogames, etc can be a few good examples.
- **Finally, review what you have studied just before you go to bed**



Usually a textbook in our system has SAQ's (self assessment questions) at the end of each section or unit. With the help of these SAQ's review what you have studied just before you go to bed each day as well as at the end of each week. You will find that you will remember the words very strongly the next morning.

How not to study

Don't:

- **Cram:** Cramming is not useful for long term memory.
- **Study on the Computer:** Try to avoid studying on the computer as much as possible. You will be tempted to check your email or use the net.
- **Study just after you have eaten:** Studies have shown that thinking is slower after having a meal.
- **Study too much at one time:** If you try to do too much studying at one time, you will be tired and your studying will not be very effective. Taking short breaks, as we said earlier, will restore your mental energy.

A Good Place to Study Can Make the Difference

Finding a good study space is an important part of effective studying, since while studying you need to concentrate and this is possible only when you are by yourself. It cannot be done with distractions by other people, with music in the background, or with younger brothers and sisters arguing.



However, some individuals are able to concentrate better with a little noise in the background. The most important thing is that you find a study place that fits your own learning style, a place where there is enough light and comfortable temperature. If your **study place** is too warm, you might become sleepy. If it is too cold, your thinking may slow down. It cannot be an overly comfortable place, such as in bed or a big lounge chair which puts you to sleep.



A6 You may already have a good place to study. But if you don't, try to find a quiet but comfortable place. A few questions are given below. You should be able to answer YES to all of these questions if it is the right place to study.

- Is my study place available to me whenever I need it?
- Is my study place free from interruptions?
- Is my study place free from distractions?
- Does my study place contain all the study materials I need?
- Does my study place have a comfortable chair?
- Does my study place have enough light?
- Does my study place have a comfortable temperature?



Hang in There!

Organizing Your Study Area

Once you determine the room or place where you will study, you need to arrange it so that it is ready for your use. Have your books in one place, your notebook in one place, your pens and pencils in one place, and other essential things in one place. Everything should have its proper place. Keep things in their proper place except when you are studying. When you have finished studying, be sure to put everything back in its proper place so that when you begin to study again, you won't have to waste your precious time finding necessary things.



Before you start studying, be sure you have all the materials you need in your study area such as a notebook paper, pencils, pens etc. Other things you may need are a dictionary, a thesaurus etc.

Managing Your Time

Managing your time properly is very important for your studies but most of you might find it difficult to follow a strict timetable, especially if you are doing a full time job as well. In such a situation, your time becomes even more precious and you need to plan it even more carefully to cope with your studies.



You might have heard the saying, "Work smarter, not harder". Time management allows you to do this. If you have poor time management you will have problems writing and submitting assignments in time and preparing for exams.

One of the important things in time management is to do whatever works for you. One common mistake, as mentioned earlier, is to try to create a very strict schedule which doesn't work, and then feel very upset that it has not worked.



Let us now give you some tips that would guide you through the process of preparing a study plan or a study timetable.

No matter what your learning or study style is, most of you may find exam taking very stressful which to some extent is natural. You may become tense and experience stress on exam days but if that affects your performance in the exams and continues for a long time then you must revise your study plan as well as your study style.

One of the difficult aspects of studying and exam preparation is determining where to start. There are usually text books to read, notes to review, questions to answer, cassettes to listen to and a lot more. If you are not clear about your direction you probably find yourself running out of time to study. What you need to do is to compose yourself and focus on your studies according to your study plan.



A study plan can be as simple as a list of items you need to study or it can be as complicated as a time schedule that lists what to study and when. Unfortunately we cannot suggest the same timetable of study for all of you. Each one of you may be doing different jobs and you may be free at different hours of the day. Let's have a look at Tahir's routine. He works in an office from 8 am to 2.30 pm, 6 days a week. He is free on Fridays. It means if he wishes to study for Intermediate, he shall have to adjust the study time in the evening between 6 pm to 11 pm.

DAILY ROUTINE OF TAHIR

12.00 a.m. to 05.30 a.m.	Tahir Sleeps
05.30 a.m. to 07.00 a.m.	prayer—gets ready—travels
08.00 a.m. to 02.30 p.m.	work office/shop
02.30 p.m. to 03.00 p.m.	meal/lunch
03.00 p.m. to 04.00 p.m.	sleeps
04.00 p.m. to 05.00 p.m.	relaxes, takes tea, T.V.
05.00 p.m. to 11.00 p.m.	visits friends, goes shopping





7 Write a complete description of the daily activities of Tahir using the notes given in the chart.

Example: Tahir sleeps from 12.00 a.m to 5.30 a.m at night. He gets up.....



8 As you know Tahir is free only in the evenings and he must study at least 12 hours in a week, suggest an alternate timetable of study for him using his free time. (for example you can suggest that in the afternoon he should sleep for one hour instead of two hours). You must make him study two hours a day.



9 Now here is another empty timetable first fill it in pencil with your daily routine then fill it with your study programme. You can take help from the following questions:

- 1 When do you get up? If you get up at 6 am then, write 'get up' and put an arrow in all the columns.
- 2 What do you do next? If you take one hour to get ready and leave for work, then write the same in the timetable below.

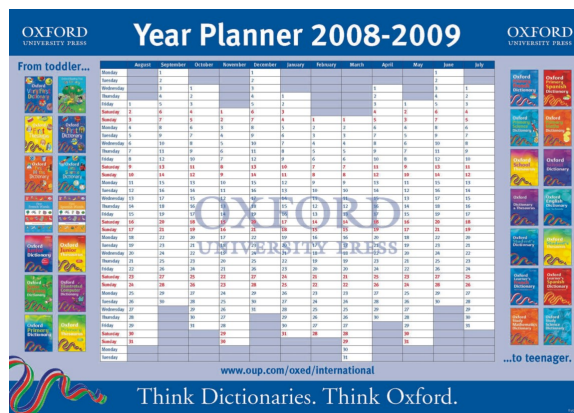
Remember Friday routine must be different; make an O (circle) in the hours when you are free. It will help you set your study timetable in those hours.

Record everything you do during each hour of a week that you choose.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00am							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							

NOON							
1:00pm							
2:00							
3:00							
4:00							
5:00							
EVEN							
6:00							
7:00							
8:00							
9:00							
NIGHT							
10:00							
11:00							
12:00							

A10 Repeat the same but this time plan a seven day schedule according to what you do throughout. Start it at the hour you get out of bed in the morning to the hour you go back to bed. Include how much time is spent watching TV, sleeping, talking on the phone, eating etc.



- **Be realistic** as you make your time schedule, do not forget to consider what time of day is best for you to study. Some people do best in the morning, some in the afternoon, some in the evening. Try to arrange your schedule so that you are studying during the best time of day.

- **Don't become discouraged;** be determined to stick to your schedule. All it requires is will power, motivation and determination. But at the end, when you accomplish your goal, you will be happy and proud of yourself.



Have you ever noticed that whenever you are overburdened with either studies or any other routine work which has to be completed in a limited time you find yourself under a great deal of stress and mental pressure.

What techniques do you use to overcome that pressure? A list of activities has been given below. You can take help from the list.

- Engage in a simple physical exercise that is convenient and pleasurable.
- Talk to people whom you enjoy and who support you.
- Maintain a reasonable diet and good sleeping habits.
- Avoid the use of sleeping pills, tranquilizers, and other drugs to control stress.
- Find a time and place each day where you can have complete privacy.
- Take action to change rather than trying to avoid the problem.
- Always try to have positive thinking.
- Try new things, new food, and new places.



Now that we have come to the end of the unit we are sure you must have a good idea about the skills that help you improve your studies and achieve the targets set at the start of the course. Following is a checklist based on the study skills that you have learnt in this unit. Use the checklist to learn more about your study habits and attitudes. Once you are aware of your problem areas you can make an effort in the right direction.



11 There are three statements for each category. Read each statement and think about whether that statement applies to you. If it does apply to you, answer **Yes**. If it does not, answer **No**. Be sure to answer each statement honestly.

● **Time Management**

- I spend just enough time studying during the day.
- I rarely need to spend time cramming the night before an exam.
- I have no trouble balancing my study time and my social life.

● **Concentration**

- I rarely study with the radio and/or TV turned on.
- I can study for long periods without becoming tired or distracted.
- I rarely daydream, or fall asleep while I am studying.

● **Not studying enough**

- I do not waste a lot of time when studying.
- I have trouble getting ready to study.
- I study throughout the semester.

● **Finding a good place for studying**

- I have a fixed place to study.
- I have a noisy place to study.
- I study wherever I find a place.

● **Using a good learning strategy**

- I have no idea about a good learning strategy.
- I use different learning strategies at different times.
- I always use the same learning strategy.

● **Note-Taking Skills**

- I always have trouble understanding my notes when I review them later.

- I rarely seem to have the wrong material into my notes.
- I have no idea about note taking skills.
- Textbook Reading Skills**
 - I have no trouble remembering what I have read once, at the end of a chapter/ unit.
 - I can easily pick out what information in the text book is important.
 - I always have trouble reading texts.
- Writing Skills**
 - I have no trouble writing down the concepts.
 - I usually begin writing my assignments immediately, instead of waiting until the day before they are due.
 - I have trouble organizing my thoughts into an essay that makes sense.
- Examination Skills**
 - I rarely lose points on written exams when I know the material well.
 - I study enough for my exam, and have no trouble recalling the information for an exam.
 - I do not study in an organized way and I rarely worry about the exams.



If you marked “No” on two or more statements in any category, then that is an indication of which study habits need improvement.

Recognizing the areas in which you need improvement is the first step toward better study skills. It is nearly impossible to make improvements if you do not know the areas with which you are having problem. Now that you know your problem areas, take your time to improve those areas as a result your grades in exams will also be improved.

Unit 2

Greetings and Introductions

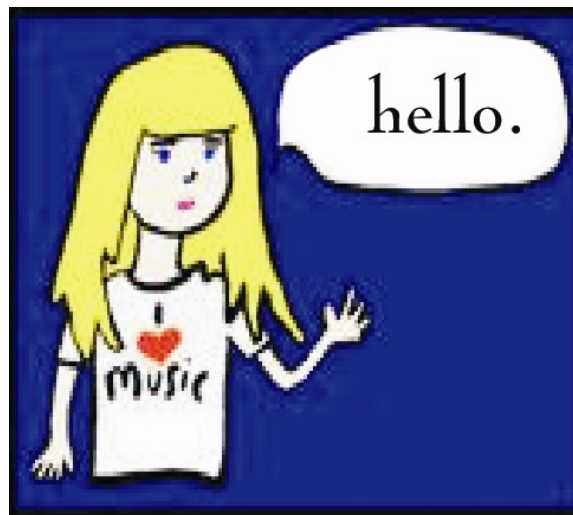


Farzana Ursani

Section A **Function:** Greetings and Introductions

Section B **Reading:** Learning to Read

Section C **Writing:** Filling Forms and Questionnaires



SECTION A: Greetings and Introductions

Greetings play a very important role in any culture. Greetings are a sign of respect that we show to people we come across practically every day. These people can be our friends, our relatives, our elders, or young people, our co workers, etc. Thus greeting each other is an essential part of our daily communication process.



In this unit you will learn:

Some common greetings in English language
 Introductions
 Yes/ no and WH Questions
 Reading
 Filling Forms and Questionnaires



In Pakistani culture the most common greeting is “Assalam o Alaikum”. But there are many languages spoken in Pakistan and each language has its own typical way of greeting. For example:

Jee aaya nu.....a greeting in Punjabi language
 Bhali karey aaya.... a Sindhi greeting
 Pkair raagley..... a Pushtu greeting

Similarly in Arabic language people greet one another in many different ways. Read the Arabic greetings given below:

السلام عليكم ورحمة الله

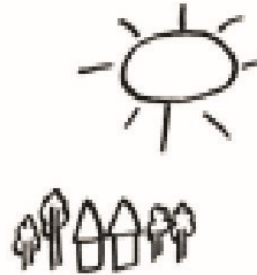
English	Arabic
Welcome	Ahlan wa-Sahlan
Hello	Marhaba
Nice To Meet You	Fursa Sa'eeda
Good Morning	Sabah il Kheer
Good Evening	Masa il Kheer
Good Night	Tisbah ala Kheer (M)
How Are You	Kayf Halak (M)
Good Bye	Ma'a Salaama
Thank God	Al-Hamdolillah

The following are some useful and basic greetings in English language:

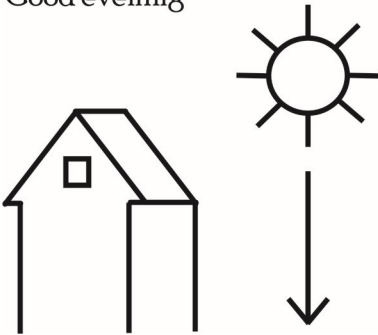
Good morning



Good afternoon



Good evening



Good night



Good morning is before 12.00 a.m.

Good afternoon after 12.00 noon and before 5.00 p.m.

Good evening after 5 p.m.

Good night would be used only when leaving and is never used as a greeting even late at night on.



Recorded Text 1

Now listen to some common formal greetings.

Formal Greetings

Good morning, sir. How do you do?

Hello, Mrs. Hammad. It's nice to see you again.

Good afternoon, Mr. Khan. It's good to see you.

How are you, Madam?

Hello Ali Sahib. How is everything with you?

Good evening. It's always a pleasure to see you.

How do you do I'm so happy to see you again.

Please note:

Using 'sir' and 'madam' in a greeting is very formal. It gives extra status or importance to the person you are talking to.

'How do you do?' is very formal and is not used very much, especially by younger people, these days. It may be used on first meeting and accompanied by a formal handshake.

Formal farewells

At a formal level, the most common farewell would probably be:

(It was) nice to meet you or Nice to have met you.
Good Bye.



Recorded Text 2

Now listen to some common informal greetings.

Informal greetings

Hi.
What's up?
Good to see you.
How are things (with you)?
How's it going?
It's been ages since we last met.
It's been such a long time since.....



Please note:

'Hi' is an informal substitute for 'hello'.
'Thanks' is an informal substitute for 'thank you'.

Informal Farewells

At a more informal level, it would be quite normal to say:
Bye.
Bye-bye.
See you.
Take care.

We are formal with people

- who are older in age
- who are senior in profession
- whom we do not know

We are informal with people:

- who are of the same age or slightly older
- who are colleagues, friends or relatives
- whom we know well

We use special greetings that are just suitable for a particular occasion. Here are some of the most common special greetings:

Happy Eid or Eid Mubarak
Ramazan Mubarak
Naya Saal Mubarak or Happy New Year!
All the best for a happy New Year
Happy Christmas
Happy birthday!
Best wishes
Good luck on your birthday!
Many happy returns!
Congratulations!



CONGRATULATIONS



LOOK OUT WORLD!!!



Read the following expressions. Please notice that there is one particular question being asked but there are three different responses:

Question	Response
How are you?	Great thanks
How are you?	Fine thanks.
How are you?	Not too bad thanks.

Read the formal and informal greetings and their responses given in the two tables carefully:

FORMAL GREETING	FORMAL REPLY
Good Morning. How are you?	I am fine thank you, and how are you?
I have not seen you for a long time.	Yes, I have been away working in Dubai.
You are looking good.	Thank you. I have done a lot of walking in the mountains.
How are your parents?	They are Fine thank you. How are your parents?
Hello. Where are you going to today?	I am going to college.
Goodbye	Goodbye

INFORMAL GREETING	INFORMAL REPLY
Morning. How's it going?	OK? And you?
It's been a long time.	Yes been working away.
You look good.	Thanks. Done lot's of walking in the mountains.
How's your parents?	Great, and yours?
Hi. Where are you off to?	College.
Bye-bye	Bye



1 Match the greeting with its correct response.

GREETINGS	RESPONSES
i How do you do?	a Yes. Good to see you.
ii It's nice to see you again.	b Thank you. It's nice to see you too.
iii Goodbye.	c Not too bad, busy as ever!
iv Hello. How are you?	d It's a pleasure to have met you.
v Good morning. How are you today?	e I'm good. And you?
vi It's good to see you.	f I'm very well thank you.
vii What a pleasant surprise!	g Fine thanks. What's new with you?
viii Hello. How are you doing?	h Bye. See you soon.
ix Hi. How's it going?	i A very good morning to you too.
	j I'm fine, thanks.



2 Suppose you have to greet the following people, how would you greet each? Keep in mind the formality and informality of the situation while greeting each person.

- 1 A person you don't know _____.
- 2 A friend _____.
- 3 A family member _____.
- 4 Someone older _____.
- 5 Someone younger _____.
- 6 Someone for whom you have respect _____.
- 7 Your principal _____.



Read this sample of a formal conversation:

Bonjour Madame, je m'appelle Victor.
Hello Madam, my name is Victor.

Bonjour, comment vous appelez-vous?
Hello, what is your name?

Merci Madame, je suis enchanté également, puis-je vous poser une question?
Thank you very much Madam, I'm glad to meet you too. May I ask you a question?

Enchantée de faire votre connaissance, soyez le bienvenu.
Nice to meet you
You're welcome.

Merci Madame.
Thank you Madam

Je vous verrai plus tard, venez dans mon bureau à 16heures.
I'll see you later, come in my office at 4.00PM



Recorded Text 3

Now it is time for a simple listening and understanding activity. Listen to a dialogue in which people are greeting each other formally. Take a pen and paper because as you listen, note down the greetings that are being exchanged and their responses in the table given below.



Mr Bilal is an English language teacher. He meets Mrs Ahmed, one of his students, and her husband in a restaurant.

Mr Bilal: Good morning, Mrs Ahmed.

Mrs Ahmed: Oh Good morning, Mr Bilal. How are you, Sir?

Mr Bilal: I'm fine thanks, and you?

Mrs Ahmed: Not too bad. Mr Bilal, this is my husband Muhammad Ahmed, Ahmed this is Mr Bilal my English teacher.

Mr Ahmed: Pleased to meet you, Mr Bilal.

Mr Bilal: It's a pleasure to have met you too. I've heard a lot about you from your wife.

Mr Ahmed: Well, I hope good things! (ha ha ha...)

Mr Bilal: Of course! Any ways.... Good to have met you both.

Mrs Ahmed: Well, goodbye Mr Bilal. It was nice to see you.

Mr Bilal: Yes, goodbye and have a nice day.

Greetings	Responses
Good morning	Oh Good morning

The above dialogue was a bit formal. Why? Because Mr Bilal was Mrs Ahmed's English language teacher and Mr Ahmed met Mr Bilal for the first time so they had to be formal.



Recorded Text 4

Here is another situation. Two friends, Bushra and Sarah come across each other in a park. Listen to their conversation and notice how informally they greet each other.

Bushra: Hi, Sarah, how are you today?

Sarah: I'm great and you?

Bushra: Very busy! I'm taking a walk now, but later I've to do a lot!

Sarah: What do you've to do?

Bushra: Well, first of all, I've to do the shopping. We don't have anything in the fridge.

Sarah: and then?

Bushra: Well my son has to go to a school party in the evening so I've to take him there.

Sarah: Oh, how's he doing at school?

Bushra: Masha Allah he's doing very well.

Sarah: That's impressive.

Bushra: Well then Sarah, its lovely meeting you. Why don't you come over some time?

Sarah: Yes why not. I'd love to. Till then, bye and see you soon.

Bushra: Okay good bye for now.



4 So what did you notice in the dialogue? Two friends meeting in a park and talking to each other. When friends meet each other, they speak informally or casually. Now write the greetings and their responses in the separate columns given below:

Greetings	Responses
Hi, Sarah, how are you today?	I'm great and you?



5 Look at the picture given below. What do you think is happening in this picture? What kind of situation is it, an informal or a formal one? First determine the situation and then construct a mini dialogue. You should keep in mind the formal and informal greetings given in the beginning of the unit.



So far we have talked about greetings in English language. Now let us help you learn about Introductions. Before we go any further let us first try and answer the following questions:

What are introductions?

Why is there a need for introductions?

How to introduce yourself to others?

What are the appropriate expressions for introductions?



Introduction means giving information about yourself to others. We also need to introduce others in different situations, for example in social gatherings, in official meetings or in conferences and seminars.

Learning to introduce yourself and others is a skill because knowing how to properly introduce yourself and others will create a good and positive impression about you to others.



You can use the following expressions when Introducing yourself and Introducing others.

Introducing yourself

May I introduce myself?

Let me introduce myself (to you).

I'd like to introduce myself.

Please allow me to introduce myself.

Introducing others

Maria, have you met Jamila?

Do you (two) know each other?

Have you (two) been introduced?

Haven't you been introduced?

Let me introduce you to Maria.

I'd like to introduce you to Jamila.
I'd like you to meet my friend Maria.

Responses after introductions

Nice / Good / Glad / Happy to meet you.
Nice meeting you.
I'm happy to meet you.
How nice to meet you!
What a pleasure to meet you!



Recorded Text 5

Listen to Nadira who is introducing herself:

Nadira: Let me introduce myself, my name is Nadira, Nadira Awan. I am 40 years old. I was born and raised in Mianwali but right now I live in Pindi. Let me tell you a bit about my hometown, my family and my education. Mianwali is a District in the north-west of Punjab province. The majority of the population is of Hindko origin and speak a Hindko Seraiki, There is a small minority of Pashtuns as well as Punjabis who live in Mianwali. I am married with two children and my husband is a Lawyer. I've done my Masters in Education from the University of Punjab and have been a Lecturer for ten years before I left my job to start my own school.

I'd also like to tell you a bit about what I am doing right now in my life. I'm running a school for small children who are actually the children of extremely poor parents who cannot afford sending them to school. My current occupation gives me a lot of satisfaction as I feel I'm doing community service which is a need of the hour in our country.



6 After listening to Nadira's introduction can you now fill in the chart with the correct information?

Name	Nadira Awan
Age:	
Place of birth	
Current residence	
Education	
Marital status	
Her occupation	
Husband's profession	
Number of children	



Write your own introduction or profile similar to the one of Nadira Awan's. You can write about your family, education, place where you live and any other information that you think will be interesting to share like your hobbies, what you are good at doing, etc.

Your Introduction



Recorded Text 6

Now listen to the dialogue between two persons who are greeting and introducing themselves. Notice the greetings they exchange and how they introduce each other.

- Junaid:** Good morning. How are you? I'm Junaid.
Salman: Good morning Junaid. I'm Salman. (Use first name in informal situations)
- Junaid:** It's nice to meet you, Junaid. Are you here for the job interview as well?
Salman: Yes. Are you?
- Junaid:** Well yes. So good luck to both of us!
Salman: Sure. Good luck and nice meeting you.
- Junaid:** Its nice to meet you too.



The purpose of introductions is to get an opportunity to know each other. Introductions help in creating a warm, happy and friendly atmosphere. Whenever you are in a situation where you don't know people, it is always a good idea that you should take an initiative to introduce yourself to other people.



Recorded Text 7

Listen to these people and notice how they are introducing themselves.

- 1 **Adil Murtaza:** Hello! I'm Adil Murtaza. I'm 30 years old, and I'm a lecturer. I like reading books, magazines, anything!

- 2 **Dr. Ahmer:** Good morning. Let me introduce myself. I'm Dr. Ahmer. I'm a heart specialist. I like doing exercise daily and my diet is mainly vegetables and fruits.
- 3 **Saima:** Hi. This is Saima. I'm 20 and I'm a student. I love listening to music.
- 4 **Tabeer Omar:** Good afternoon. I'd like to introduce myself. I'm Tabeer Omar. I'm 27 years old and I am a painter. I love drawing pictures for children.



8 If you remember who they are and what they are. Fill-in the missing information about Adil Murtaza, Dr. Ahmer, Saima and Tabeer Omar in the given chart.

Name	Age	Profession	Things they do
	30 years		
		Heart Specialist	
Saima			
			I love drawing pictures for children.



You must have noticed that in all the above conversations a lot of questions are asked, for example:

- How are you?
- Where are you from?
- What do you do?
- Do you people speak Arabic?
- May I know your name please?
- Have you ever been there?
- Which part?

What is a question?

A statement is a sentence that gives information. A question is a sentence that asks for information. Questions are also called "interrogative".

Statement: I like English course.

Question: Do you like English course?

There are many different types of questions, and many different rules for forming questions. We will strongly advise you to consult a good grammar book to understand how many kinds of questions are there in English language and how we can make or form questions. In this unit we will explain just two common types of questions which are:

Yes / No Questions (the answer to the question is either "Yes" or "No")

WH Questions (the answer to the question is giving "Information")

- 1 Yes / No Questions. There are many types of questions in English. The easiest are the questions that can be answered "yes" or "no." Read some examples of yes/ no questions:

Auxiliary verb	Subject	Main verb		Answer
Do	you	want	dinner?	Yes, I do.
Can	you	drive?		No, I can't.
Has	she	finished	her work?	Yes, she has.
Did	they	go	home?	No, they didn't.
Are	you	listening	to me?	Yes of course.
Is	He	Working	Today?	No, he is on
Are	They	Watching	TV	Yes they are.



9 Fill in the gaps with the correct question form. Use question words 'is' and 'are' appropriately.

- _____ Jamila and Amina sisters?
- _____ this your car?
- _____ Jamila Junaid's sister?
- _____ you twenty-five years old?
- _____ they going to the same school?
- _____ this your new bicycle?



SECTION B: Learning to Read

In this section we will give you a brief introduction of what we mean by “Reading”. Basically we will try and make you understand “What is reading all about?”

Before we go any further, can you write a simple definition of “Reading”? Here are some definitions of reading.

Reading is recognition of letters and words

Reading is pronouncing the sounds.

Reading is all about understanding the message of the writer.

Reading is learning new words.

Reading is like thinking.

Reading is finding out information.

Reading enables readers to achieve confidence, comprehension, and fluency



Let us now consider an example of Abdul.

Abdul is a keen reader. He reads all kinds of reading stuff. For example, he reads stories and newspapers. He also has to read utility bills.



10 We read different kinds of texts and each text has a different purpose or objective.

Example:

Abdul reads stories for pleasure or entertainment.

He reads newspaper for information and he reads bills to find out important details.

What do you read? Can you list at least five types of texts or reading material that you read in your daily life?

Why would you read the following types of reading material? We have given three columns below, place each kind of reading in its appropriate column.

- i The 'What's On' section of the local paper
- ii A novel
- iii A cooking book
- iv A text in class
- v A poem
- vi The telephone directory
- vii A postcard
- viii A train timetable
- ix A recipe
- x A travel brochure
- xi An official report
- xii Employees progress report
- xiii A biography
- xiv Labels
- xv Road signs
- xvi Questionnaires
- xvii Cartoons

Reading for information	reading for enjoyment	reading for work
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11 What is the purpose? – Here are two samples of texts. Read each and then write:

- i What kind of text each sample is?
- ii Why would you read each text? (purpose)



Open Market Currency Rates Sample-I

Currency	Buying	Selling
Australian Dollar	70.23	71.36
Canadian Dollar	75.64	76.87
Euro	118.75	120.92
Japanese Yen	0.891	0.903
Kuwaiti Dinar	283.47	287.77
Saudi Riyal	21.84	22.03
U.A.E Dirham	22.28	22.55
UK Pound Sterling	135.88	138.24
US Dollar	82.30	82.70

Sample-II

Most people will tell you that they dread getting the flu each year, but very few people actually take meaningful steps to help themselves and their families avoid the misery and discomfort of the seasonal flu. With a little bit of information and effort, you can greatly reduce your chances of getting this year's influenza virus. Here's how.

While most people know what it feels like to have the flu, they may not fully understand what the flu is and how it is passed from one person to another. A little information about the flu can go a long way towards preventing it. According to the centers for Disease Control and Prevention:

Influenza is a respiratory illness that is caused by flu viruses.

Flu symptoms usually start to appear one to four days after the virus gets into your body. The flu is contagious and can be transferred to someone else one day before symptoms occur and up to five days after getting sick

The flu virus is spread mainly through respiratory droplets of coughs and sneezes.

Symptoms of the flu include sore throat, high fever, headaches, cough, muscle pains, and lethargy.

The flu can cause added medical complications for people in "High Risk" groups, such as elders and children.

Flu season can last anywhere from October to May.

Get Vaccinated

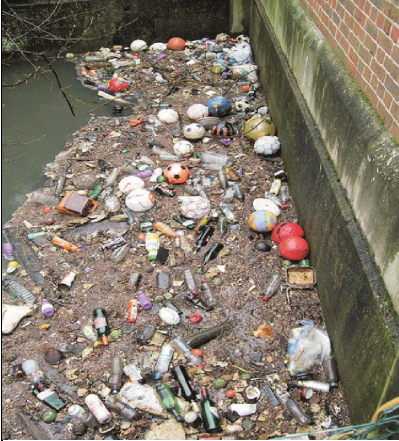
The best way to keep yourself from getting the flu is to get your yearly flu vaccination. Flu vaccinations can be administered by either a flu shot or a nasal spray. Although it is best to get vaccinated early in the flu season, you can always do it later if necessary. Flu shots are the most common form of vaccination, but Nasal Spray Vaccines may work better for people who want to avoid needles.



12 Here is a topic: 'Pollution: Water, Air and Soil Contamination'.

- i What kind of text do you think it is?
- ii What will be in the text?
- iii Why would anybody be interested in reading this kind of text?

Read the Text Carefully:



Pollution: Water, Air and Soil Contamination

Pollution is an environmental concern for people throughout the world. One university study suggests that pollutants in the water, air, and soil cause up to 40 percent of the premature deaths in the world's population. The majority of these deaths occur in developing countries.

Infants and young children are the most at risk to waterborne diseases.

Water in many third world countries is contaminated with toxic chemicals, also known as toxins. The World Health Organization (WHO) estimates that 1.1 billion people have little or no access to clean water. In many of these regions the water that is used for drinking, cooking, and washing is the same water that is used for dumping sewage and hazardous waste. Most developing countries cannot afford water treatment facilities. Approximately 80% of infectious diseases in the world are caused by contaminated water.

Open stoves cause lung cancer in many parts of the world.

Air pollution is a growing problem throughout the world. Indoor air pollution is one of the leading causes of lung cancer. Families in developing countries use open stoves for cooking and heating their homes. These homes do not have proper ventilation. The smoke, which is full of chemicals and carcinogens, gets trapped inside where families eat and sleep. Outdoor pollution also causes disease and illness, especially in industrial cities such as Beijing, China, where cancer is the leading cause of death. China relies heavily on coal, which is considered the dirtiest source of energy. According to the European Union, only 1% of urban dwellers in China breathe clean air on an average day. Countries including Japan and Korea receive much of China's pollution in the form of acid rain. This pollution results mainly from the coal powered factories. Outdoor air pollution is also a concern in many wealthy countries. Those who live and work in big urban centres now experience many warm days beneath a layer of smog.



16 of the world's most polluted cities are in China.

Soil pollution is also a major concern, both in industrial and developing countries. Pollutants such as metals and pesticides seep into the earth's soil and contaminate the food supply. Soil pollution causes major health risks to entire ecosystems. This type of pollution reduces the amount of land suitable for agricultural production and contributes to global food shortages. Dumping of industrial and domestic waste products produces much of the world's soil pollution, though natural disasters can also add to the problem. Farmers in poor countries grow food in contaminated soil both to earn a living and to avoid starvation.

As more people move to urban centres, premature deaths caused by pollution are expected to increase worldwide. Today, the developed nations who achieved their wealth at the expense of the environment will be held accountable for protecting the earth's resources for future generations.

How did you find the text?

Is it easy or difficult?

Even if you find it difficult do not worry. Read it again and again so that you can understand the overall gist of the passage.

We shall practice some more reading activities in the next units.

SECTION C: Filling-in Forms

All through our lives we need to fill in forms of different kinds and very often to answer questionnaires. Before we learn to fill forms, think for a moment and write how many forms have you filled so far in your life?

Well you might have filled in different forms up till now such as :

- Examination form
- Identity card form
- Admission form
- School/college bus facility availing form etc



13 Discuss in the tutorial group and try to list some more kinds of forms which you may fill in future.

Before we start to fill-in any form, can you also write the reasons for which you had to fill-in the forms you have listed? You can write like this:

I need to fill-in the examination form because I want to take my examinations.



Now let us talk about some rules which we should keep in mind when filling forms. We must:

- read the form carefully and thoroughly
- write in a neat hand writing
- follow all the instructions given at the end or at the beginning of the form

Normally, all forms start asking for personal details, for example:

NAME

DATE OF BIRTH

ACADEMIC QUALIFICATION

What other personal details does a form require? Can you add to the above list?

Here are some activities of filling in forms which will make you familiar with the type of information required by different organizations or institutions. Whenever you start filling in any form, the first thing you will find on it are some titles against which you need to write your name.



14 Here is a list of titles given below. Match the titles with the correct definition. The first one is done for you as an example.

Sr No	Title	Correct Option	Definition
1	Mr		A single woman
2	Mrs		A married or single woman
3	Miss	1	A married or single man
4	Ms		A doctor
5	Dr		A married woman

After matching the titles with their correct definitions you must have well understood what each title means.



15 Let's go a step ahead where you will learn about the other parts of a form. Now match the parts of a form in column A with the correct information given in column B. Part C is done for you as an example.

Sr No	Column A	Correct Option	Column B
A	TITLE		Imran
B	FIRST NAME		Mr
C	SURNAME		23, Abdullah Lane, Satellite Town
D	ADDRESS		01236 897264
E	POSTCODE	C	Khan
F	TELEPHONE NUMBER		444000



You must be thinking why we have done **surname** option for you and what does **surname** mean. Surname is the name that identifies you with a particular family and that is also common with other members of your family.

For example: Ahmed Ali Awan, Sara Omar Khan, Qasim Hayat Niazi

In the above given examples Awan, Khan and Niazi are the surnames.



16 Now fill in the given form by adding your personal details in the same way you have practiced in the above activities.

APPLICANT'S NAME			
Title (Mr, Mrs, Miss, Ms, Dr)	FIRST NAME	MIDDLE NAME	SURNAME
2 ADDRESS			
Postcode:			
Telephone number:			

In this activity you have found a new part of a form i.e, **middle name**. The **middle name** comes between the first name and the surname. Let us take the examples given above and find out the middle name.

For example:

Ahmed Ali Awan, Sara Omar Khan, Qasim Hayat Niazi

In these examples **Ali**, **Omar**, and **Hayat** are the **middle names**.



Here is a situation in which Mr. James, a foreigner from England, is requesting the hotel manager for the reservation of a room in the hotel for only one night. The hotel manager is asking some questions from Mr. James and filling in the hotel lodges reservation form on computer.



Recorded Text 8

Now switch on your cassette player and listen to the dialogue carefully.

Manager: Good evening. Can I help you?

Mr. James: Yes, please. I'd like a room for one night only.

Manager: Would you like a single room, or a double room?

Mr. James: A single room, please. How much is the room?

Manager: It's Rs.3000/- per night. How would you pay, sir?

Mr. James: I can pay by credit card as I don't keep more than Rs.2000/- cash during travelling.

Manager: Certainly. We take Visa, Master Card and cash as well.

Mr. James: Do you need my National Identity Card's number?

Manager: Yes of course, your National Identity Card's number is a must. Moreover, your e-mail address and signature are also required. (He takes a print of the form and gives it to Mr. James to sign)

Mr. James: (Signs the form) Here you are.

Manager: Here's your key. Your room number is 212.

Mr. James: Thank you.

Manager: Thank you. If you need anything, dial '0' for the reception area. Have a good stay!

Listen to the dialogue once again. Try to note the vocabulary used in such type of situation and repeat it two to three times.

Can I help you? _____
I'd like a room _____
Single, double room _____
Can I pay by credit card? _____
National Identity Card number _____
Room number _____
Reception _____



17 Let us see if you remember what information is given by Mr. James and what is asked by the hotel manager in the conversation you have just listened. Choose the correct option:

- a. **The number of rooms Mr. James asked for**
 - i one
 - ii three
 - iii two

- b. **The room number allotted to Mr. James was**
 - i 212
 - ii 215
 - iii 218

- c. **The number of reception area was**
 - i 1
 - ii 0
 - iii 01

- d. **Mr James wanted to make the payment through**
 - i cash
 - ii installation
 - iii credit card

- e. **The amount per night told by the manager was**
 - i Rs.2000/-
 - ii Rs.3000/-
 - iii Rs.5000/-

Here is another situation. Suppose you want to visit Kaghan with your friends/family. There you need an accommodation/stay for three days for which you need to fill in their reservation form.

Here is an online form of a famous hotel in Kaghan. Please fill it with accurate information so that you may reserve the required number of rooms well in time.

TRIP RESERVATION FORM	BOOKING AGENT
Please reserve a place for me on _____	
Trip title _____ Dates _____ Month _____ Year _____	
I am willing to share a room _____ Smoker _____ Nonsmoker _____	
I prefer a single room at supplemental cost _____	
Please make all ground arrangements for me in Pakistan (Northern Areas)	
Full Name (Mr/Mrs/Ms/Miss) _____	
Address _____ _____	
Telephone/Telex Business/Fax/Email _____	
Number of Children _____ Occupation _____	
Nationality _____ Passport No. _____	



We are sure by now you must have learnt how to fill in different forms. You must have already filled your admission form to enroll in this course. Let us consider it once again as there is a sharp difference between filling admission forms and others. Normally, all forms start asking for personal details as you have provided in the activities mentioned above.

Unit 3

Requesting/Granting Permission



Shagufta Siraj

Section A **Function:** Requesting/Granting Permission

Section B **Reading:** Guessing Meaning of Words

Section C **Writing:** Punctuation-I



SECTION A: Requesting/Granting Permission

In our everyday life when we want someone to do something we make requests. When we make requests to people who are elder to us or senior in position we are formal and more polite as compared to when we request someone who is younger to us or junior. In this unit we shall be looking at some formal as well as informal expressions for requesting and granting permission. Let us, first of all, listen to this dialogue which is between a father and a son. The son wants to go on a picnic to Abbottabad with his friends. He is requesting his father to give him permission.

Let us listen to the dialogue carefully and see what conversation is going on between the father and the son. Are you ready? Now switch on your cassette player.



Recorded Text 9

Khalid: Abu ji, I've to make a request to you.

Father: Sure — Is there any problem?

Khalid: Not really — Actually my friends are going on a picnic. I was just wondering if I could also join them.

Father: Um..... who is going and by the way where are they going?

Khalid: My class fellows are going to Abbottabad you know most of them — Aziz Riaz, Niaz and Rasheed all of them are going.

Father: Um.... for how many days do they want to go.

Khalid: Their programme is for one week, father.

Father: By the way when are they going?

Khalid: Tomorrow — in the evening... Is it all right?

Father: Well, I suppose tomorrow one of my friends is coming from Karachi in the evening. I wanted you to pick him from the airport.



Khalid: Abu ji Zahid can go to the airport. He is free these days.

Father: O. K. I'll ask Zahid..... but Khalid don't you think weather is very unreliable these days especially in the North.

Khalid: I can take warm clothes.... Father do you mind if I take your black sweater which you bought yesterday from Supermarket?

Father: Certainly not..... you can take my old brown jacket as well because in the evening and early morning it is very cold.



Khalid: Thank you Abu ji..... Could I ask you a favour? I do not have a camera can I have your's. I love to take photographs wherever I go. I'm sorry I have already promised my friends without asking you.

Father: It's all right beta but camera is a very expensive thing. You will have to take extra care of it.



Khalid: I promise I will.

Father: O.K. then take it. It is in my cupboard.

Khalid: Abu ji thank you very much.

In the dialogue you just listened to, you heard the following expressions.

- Could I ask you a favour.....
- I was wondering if I could
- Is it all right
- Do you mind if I

These expressions have been used by Khalid to seek his father's permission to visit Abbottabad. Besides these we can also use some of the following expressions.

- I wonder if I could.....
- Would it be possible.....
- Could I ask you a favour



While talking to our friends or the people we know well we use informal or casual style of requesting. Requests here are often given as orders, or as very simple indirect requests.

Let us see a few examples of informal requests.

Requests as Orders

- Give me another cup of tea.
- Pass the ketchup.
- It's your turn to buy the drinks.
- Be quiet, will you?
- Enjoy your food.



Indirect Requests

- Come to the party tonight. It will be fun.
- Why don't you keep quiet?
- Is there any more tea?
- Have you got any change?



While making requests to our seniors or bosses or people we do not know very well, we use a different style which we call formal style. In a formal style we use the following expressions for seeking permission.

With your permission.....

Is there any objection.....

May/might.....

Do you have any objection.....



1 Read the following brief dialogues and make separate lists of formal and informal expressions for making requests.

1 **Student:** Madam, my parents are going to Lahore. Do you have any objection if I take two days leave.

Teacher: Certainly not.

2 **Subordinate:** Sir, I am not feeling well. With your permission can I leave early today?

Boss: Of course, you can.

3 **Rahat:** I have forgotten my pencil at home. You have got two. Would it be possible for you to lend me one?

Friend: Sure, you are welcome to..



- 4 **Tahir:** Excuse me, it's too hot in here. May I switch on the fan.
Stranger: Yes, you may.

- 5 **Stranger:** Sir, I am carrying many bundles. I wonder if you could give me a hand.
You: By all means.



Here are some more examples of requests from everyday life:

- Can you pass me the sugar, please?
- May I have the pencil?
- Do you mind if I use your hair brush?
- Can I see you in my office, Rasheed?
- Please will you open your suitcase, Madam

In these examples you might have noticed that the words like **can, may and will** are very frequently used. These words are called **modals**. We shall discuss modals a little later.



To make requests sound polite, **can, may and will** can be replaced with **could, might and would**

- Could you pass me the sugar please?
- Might I have the pencil?
- Would you lend me your jewelery?



2 Now practise making formal and informal requests with your friends and family members and add to the above list.



Use of the word Please

You will notice that in the examples of good requests, instead of **please**, phrases like these are used in the request sentence.

- I wonder whether...
- I was wondering if...
- Could you...



3 Rearrange the words in the brackets below to make a request.

- 1 The window is open. Saeed is feeling cold. He tells Aslam:
(Aslam window please the close) _____
- 2 The phone rings. Anam wants Sara to answer it. She says:
(phone Sara the answer can you) _____
- 3 Jahanzeb is holding a book. Anas wants to look at it. He says:
(book pass the Jahanzeb me) _____
- 4 There is a knock on the door. Mr Haris wants his son Naeem to find out who is there. He says (door the open Naeem) _____



4 Look at the following requests and choose the **most polite answers** from the choices given:



- 1 Would you close the door on your way out?
 I would Yes, of course No
- 2 Would you mind giving me the book when you finish?
 No, not at all Yes, I would Yes
- 3 Can I ask you a favour?
 What do you want? No you can't Of course
- 4 Could you help me with these dishes?
 With pleasure No, I can't What dishes?
- 5 Would you help Saeed with his maths homework? He is having difficulties.
 No problem If I must Oh, all right then
- 6 May I leave work a bit earlier today? I have to take my daughter to the dentist.
 By all means That's not possible Don't do it again.



Answering Requests

As there are different ways of making request and seeking permission, similarly, requests can be **accepted** or **refused** using formal, informal and very polite expressions.

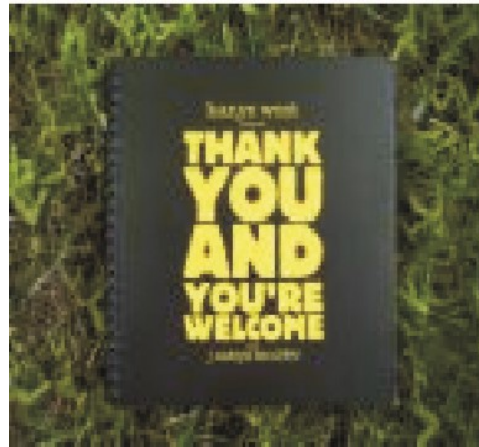
Granting Permission



In the brief dialogues above various expressions for giving permission have been used. Go back, have a look at those expressions and make a list.

You can then compare your list with the list given below:

- Yes, certainly/sure/do
- Of course
- By all means
- That's all right/fine
- You're welcome to
- Ok/fine, thank you



Refusing Permission

Now consider the same requests once again. This time permission is refused. Let's make a list of the expressions used for refusing permission.

- I'm afraid I can't let you.
- No, I'm sorry, you can't.
- I don't really think you should.
- I can't possibly.
- I'd like to, but



5 We hope by now you have a good idea about how to make requests or seek permission and how to give and refuse permission. Following are a few situations. How would you seek permission in each particular situation? Let us have some practice.

- 1 You are sitting in your colleague's room who doesn't smoke. You want to smoke.

- 2 Your room-mate is watching TV. You have a severe headache so you want to switch it off.
- 3 You are not feeling well. You want to go to the hospital from your office.
- 4 You are sitting in the examination hall. Suddenly the ink finishes in your pen.
- 5 You want to make an emergency phone call from your neighbour's home.
- 6 You want to borrow notes from your class mate.
- 7 You are travelling by train. You don't have a seat. You are tired. Suddenly you find two seats occupied by one person



6 Fill in the balloons giving permission for the requests.

1 **Can I borrow your camera for a day?**



Friend to friend

2 Customer to a shopkeeper
If you don't mind can I try this shirt, please?



Shop-keeper

3 Student to the Vice-Chancellor
With your permission I want to say something



Vice-Chancellor

4 **Can you give me your green ear-rings for today?**



Sister to sister



7 What expressions would you use in the following situations to refuse permission. Follow the example.

- 1 Your son comes to you and asks you to accompany him to the market. You are very busy.
I'm afraid, I'm very busy.....

- 2 You are the headmistress of your school. A teacher comes to you and asks for one week's leave. The school has just reopened after 3 months vacation.
- 3 One of your neighbours has a habit of borrowing everything. One day she asks for the sewing machine when you are stitching.
- 4 You are head of the institution. One employee requests you for car loan. There are already many names on the list.
- 5 You are going on a picnic with your friends. One of the friends asks you for the coat which you have recently bought. You know your friend is very careful.

SECTION B: Guessing Meaning of Words

Suppose you are given a reading passage or a paragraph which is written in English. You start reading and very soon you come to a word that you do not know. What do you do? If you are like the other students, you will immediately open your dictionary and find the meaning of the word and write the meaning somewhere. Then, you will continue reading until you find the next unfamiliar word. Once again you will have to struggle to find the meaning and the process goes on until you finish reading the text. If the text is a difficult one, you will come across many difficult words and very soon you will be bored consulting the dictionary every time. Moreover, it would take too much time and you would often finish with a rather poor understanding of the reading passage.



The process of consulting dictionary for every difficult word can be reduced if we can guess the meanings of some of those words. There are certain words whose meanings can be guessed since they are related to the words we already know. At the same time there are certain words which we do not know but we can guess the meaning through the context. Thus it is very important to learn how to guess the meaning of the unknown words. Unless we do so the reading process will be slow, difficult

and of course, boring.

In this section we shall give you some tips to guess the meanings of difficult words.

Consider the following examples:

a Four persons were knifed in the back by a stranger?

We know the word **knife** and we also know that **knife** is used to cut things so we can guess that knife has something to do with cutting or killing.

You might have heard the word **flop** many times, for example, **the movie was a total flop**. What does the word flop mean in the following?

b Computer courses being taught in schools have proven to be a complete failure. I think you need to tell them ways and strategies about how to guess meaning.

Obviously, flop means complete failure.

Now try to guess what amputated means in the sentence below.

c Surgeons have amputated three fingers from his left hand

Mr Hussain, 40, suffered severe burns to both hands in February. Doctors at Benazeer Bhutto General hospital **removed** two fingers from his left hand.



8 The following passage contains some words which we might not know but they are related to the words which almost all of us know. Read the passage two or three times and see if you can understand the meaning.

Yesterday the meeting of the board was **chaired** by the chairman of the British Council but last time it was **headed** by the head of the institute. He said certain **sugar coated** things, most of the people could not **make out** as everything was **worded very carefully** but they **hailed** the decisions and were extremely happy. At the end of the meeting a programme was **chalked out** for which the majority voted.



A9 In the following passage you will find certain words which might be difficult to understand. Try to guess the meaning of these words from the context.

He was known to have had a serious **setback** in his health sometime few years back, and it was **probably** the beginning of the sickness that **ultimately claimed** his life. He could have **got over** it, if he had taken proper care; if he had kept **regular hours**; if he had given up **exposing** himself to wind and rain, as he **toured** the Sub-continent, almost **uninterruptedly**.



Here is a list of some of the difficult words which you came across while reading the passage. We have given the dictionary definition of these words. Can you match each word with the correct definition?

Words		Definitions	
1	Set back	a	not covering
2	probably	b	took
3	ultimately	c	without break
4	claimed	d	possibly
5	got over	e	over come
6	kept regular hours	f	finally
7	exposing	g	visited
8	toured	h	loss
9	uninterruptedly	i	on time



A10 In the paragraph below there are some blanks. A list of words is given at the end of the paragraph. Choose the appropriate word from the list and try to fill in the blanks.

Tears rolling down the 1 cheeks of an orphan girl whose mother died a few months ago, 2 the inner walls of my heart, emotions 3 the throat and left a 4 in the body that I did not find 5 words to express the situation. Instead of 6 the situation, it looks 7 to see the actual genesis of such 8 and



those problems leading to 9 amongst orphans.

Proper pertinent pierced choked rosy
frustration mishap tremor elaborating



11 In each of the following statements there are difficult words which have been highlighted. A few options have been given under each statement. Choose the best option that explains the meaning of the highlighted word in each statement. The first two have been done for you.

1 The tiger's **roar** could be heard in villages far away.

What does **roar** probably mean

- a food a tiger eats
- b a tiger's dream
- c a tiger's ear
- d a sound a tiger makes

2 Sana has so many friends because she is a **gregarious** person.

What does **gregarious** probably mean?

- a introvert
- b shy, quiet
- c friendly, outgoing
- d rude

3 After the harvest, we had an **abundant** amount of apples. We made apple pie, apple sauce, and apple juice because we had so many apples!

What does **abundant** probably mean?

- a a shortage
- b not enough
- c very red
- d plentiful

4 Students! Students! Please stop **chattering** and listen to me. Class has begun.

What does **chattering** probably mean?

- a sleeping
- b talking
- c working
- d typing

5 I'm really hungry! That apple didn't **appease** my hunger. I want a sandwich now.

What does **appease** probably mean?

- a frustrate
- b increase
- c satisfy
- d confuse



12 In the following sentences there are some difficult words that have been highlighted. Read the sentences carefully and try to guess the meanings from the context.

- 1 In the past, cities usually grew in a **helter-skelter** way because few cities were built according to a plan.
- 2 In the early days a city did not have a fire department to fight fires. Once a **blaze** started it could spread through an entire city.
- 3 Sometimes when the food supply begins to **dwindle** the animals have to move to new hunting places.
- 4 All the friends were talking. No one paid attention to him. He was **left out** by everyone.



13 In poems many images are used by the poets. The following poem contains a number of images. Can you guess their meaning? A few such words have been underlined for you. The title of the poem is Autumn. If you know about Autumn and have a personal experience of this season you can easily guess the meanings of the words highlighted in the poem.

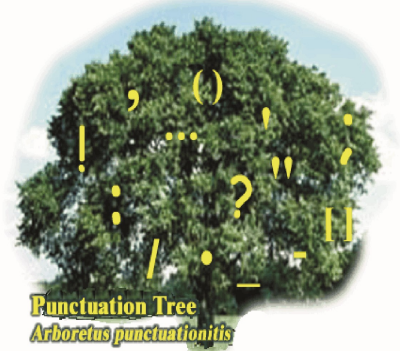
Autumn

There is a wind where the rose was;
Cold rain where sweet grass was;
And clouds like sheep
Stream o'er the steep
Gray skies where the lark was
Nought gold where your hair was;
Nought warm where your hand was;
But phantom, forlorn,
Beneath the thorn,
Your ghost where your face was.



SECTION C: Punctuation-I

Punctuation marks are used in a sentence or a paragraph to make the meaning clear and to emphasize important points. They are also used to differentiate between questions and statements and several other reasons. In speech pauses, gestures, loudness of voice, rise and fall in tone etc. are used instead of punctuation signs. A speaker for example, indicates a question by a rising tone at the end of a sentence, whereas a writer represents it with a question mark.



Some people write well but have no or very little idea about punctuation and, therefore, find difficulties in writing correct and clear sentences. Before we discuss some important punctuation marks, we want you to know that punctuation is not that difficult. Many people believe that only the **experts** know the rules of punctuation. Let us tell you that it is not the experts but rather educated speakers and writers, such as yourself, who have learnt the **rules of punctuation** can use these to make their messages clear to their readers



Each punctuation mark is a symbol carrying a meaning, therefore, if it is not properly used the meaning is not properly conveyed. It can rather be confusing. In fact, punctuation marks serve as guide posts for the readers. As road signs help a driver to drive confidently and carefully on roads similarly punctuation marks help to understand and control speeds, provide directions, and prevent any kind of accident. A full stop is like a red light, the comma is a flashing yellow light that asks us only to slow down; and the semicolon is a stop sign that tells us to come to a stop slowly, before gradually starting up again.

CAPITAL LETTERS





A simple sentence begins with a capital letter and ends with a full stop, if it is not a question or an exclamation. In this unit, we shall learn some rules for **capitalization, full stop and question mark**. Exclamation, colon and semi colon marks will be discussed in detail in the next unit. Here we shall just look at the shapes of these punctuation signs to see how do they look like.

exclamation



colon



semi colon

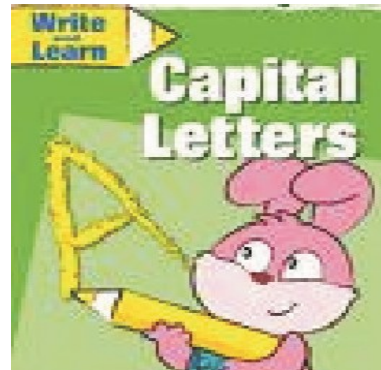


Capitalization

- The **first word of each sentence should begin with a capital letter** to show the reader exactly where each sentence begins. If two short sentences have been joined to form a long sentence, only the first one begins with a capital letter.

Example:

- A: Your clothes are in the cupboard.
B: Many new ideas have been developed, however, not all of them are useful.



- The **pronoun, I** is always capitalized.

Example:

- A: I told them that I won't attend the meeting.
B: I don't believe in you.

- The **first letter of a quoted sentence is capitalized**.

Example:

- A: Our teacher says, 'Brush your teeth twice a day'.
B: He said, 'The boys are very lazy'.



Capitalize the first letter of a proper noun. (name of a specific person, place or thing).
Do not capitalize first letter of a common noun.

Proper noun	Common noun
person (Quaid-e-Azam)	person (man)
place (Karachi)	place (city)
thing (Quran)	thing (camera)



- **Capitalize the names of**
 - a **Regions**
North, South, East, West.
 - b **Continents**
Asia, Europe, Africa, Australia.
 - c **Countries**
Saudia, Pakistan, China, Japan.
 - d **State**
United States.
 - e **Provinces**
Punjab, Sindh, Baluchistan, Pakhtoon khwa.
 - f **Cities**
Lahore, Karachi, Faisalabad.

- **Capitalize names of trains, ships, aircrafts, mountains.**
Faisalabad Express (train)
Safina-e-Arab (Ship)
F-16 (aircraft)
K-2 (mountain)

- **Capitalize names of religions and languages.**
Islam, Christianity, Hinduism.
English, Urdu, Arabic.

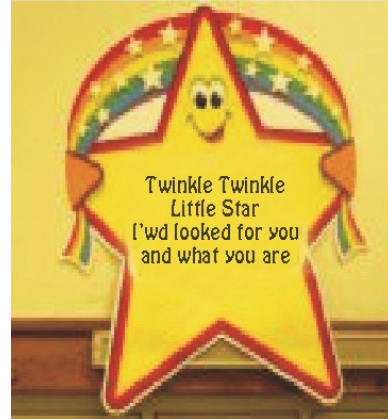
- **Names for the supreme being.**
God
Allah

- **Names of Sacred books.**
Holy Quran, Bible, Torah.

POEM

● Titles of plays, books, songs, poems, novels

Khuda-Ke-Basti (novel)
Ankahi (drama)
Teaching English (text book)



Twinkle Twinkle Little Star

● Names of days, months, holidays, holy days, etc.

Monday, Tuesday
January, February

~ April 2010 ~

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

● Titles/Awards

Sitara-e-Jurat
Nishan-e-Haider

● Certificates and degrees.

FA (certificate)
BA (degree)
MA (degree)

A 14 The following sentences have been capitalized. Read the sentences carefully. Some sentences are correct. But there are a few which have not been properly capitalized. Read the sentences carefully and make necessary changes.

- 1 Be careful crossing that street.
- 2 The Old Man was very angry with me.
- 3 My sister's name is salma.
- 4 His father is a very Rich man.
- 5 If i arrive before you I promise to save a seat for you.
- 6 He speaks punjabi fluently.
- 7 He is a christian.
- 8 I belong to Pakistan

Full Stop

- A full stop marks the end of a sentence which is a **statement, command, or a request.**

- 1 It's getting hot day by day.
- 2 Go and call your sister.
- 3 I was thinking if I could borrow your notes for one day.

- A full stop is used after indirect questions.

- 1 He asked what the reason was.
- 2 I asked my mother if I could go to the market.
- 3 I asked the ticket checker if I was late.

- A full stop is used in abbreviations, S.O.S. Ph.D. Mr. etc. Some abbreviations have become accepted terms and full stops are not used between the letters e.g,



UNO
FAO
UNESCO
UNICEF
OGDC
ADBP

A15 In the following short paragraph, begin each sentence with a capital letter and finish it with a full stop.

no smoking in this compartment said the ticket inspector to the passenger I am not smoking was the passengers reply but you have got your pipe in your mouth answered the inspector yes was the sharp reply I have got my feet in my boots but I am not walking



A16 Which of the following four sentences is written correctly?

- We have a spelling test every **thursday**.
- On **tuesday** we play math games.
- We have to clean our desks on **Friday**.
- We have our class meeting every **monday**.



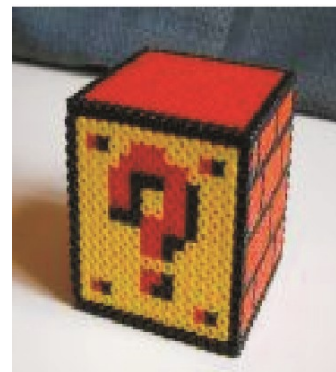
Question mark

Question mark is also called interrogation mark. Question marks are usually used at the end of questions. There are some other situations as well where we have to use a question mark. Let us consider a few rules for the use of question mark.



Using a question mark

- At the end of a direct question
When will you come back?
Who is sitting next to you?
What are your plans for summer?
- A tag question: a statement ending in a question
They're not doing very well, are they?
He finished on time, didn't he?
She does a beautiful job, doesn't she?
- Sometimes a question will actually end with a series of brief questions. When that happens, each of the little questions end with a question mark.



Who is responsible for implementing the plan? the coach? the coaching staff? the players?



- **Be careful not to put a question mark at the end of an indirect question.**

The instructor asked the students what they were doing.

I asked my sister if she had a holiday.

I wonder if my friend would come again.

She was thinking if she could ask for another cup of tea.

- **A polite request is usually not followed by a question mark especially, when the request becomes longer and more complex.**

Would everyone in the room who hasn't received an ID card please move to the front of the line.



17 Punctuate the following, inserting full stops, question marks and capital letters wherever necessary.

- 1 why are you so worried
- 2 saira I wanted to know your father's name
- 3 get up and close the door
- 4 my uncle is coming next month
- 5 you must come to visit me in winter
- 6 would you please listen to what I am saying
- 7 He was thinking if he could ask for a camera
- 8 they are reading bible
- 9 please tell me the truth
- 10 I like your paintings



In this unit we have taken into account capitalization, full stop and question marks. In the next unit the rest of the punctuation marks will be discussed.

Unit 4

Describing People and Places



Iffat Jahan

Section A **Function:** Describing People and Places

Section B **Reading:** Guessing Meaning of Words-II

Section C **Writing:** Punctuation-II



SECTION A: Describing People and Places

In our everyday life we spend most of our time talking about people around us may they be our friends, relatives, colleagues etc. We talk about their physical appearances, that is, how do they look like, what do they wear, how do they behave, what do they do. Likewise, we visit different places and describe them to the people we know. This shows that descriptions play a very important role in our lives.



In this unit we are going to talk about descriptions and see how we can describe people and places in a lively and interesting way. Let us first learn to describe people

Describing People:

We describe people on different occasions for different reasons, for example, we describe a friend to other friends, one of our relatives, our neighbours, our teachers, our sisters and brothers or parents, a criminal or a missing person to identify him.

When we describe a person we tell different things about his/her:

- Physical Appearance
- Personality
- Temperament such as moody, jolly, serious, social
- Habits, likes and dislikes
- Body Language such as rude, polite, unhappy, courteous
- Moods, feelings etc

In this unit we shall focus on

- a Physical appearance and
- b Personality

a Physical appearance

Physical appearance means how a person looks like. It includes features such as body structure, height, facial expressions, hairstyle, complexion, dress etc. When you want to know how someone looks like or you yourself describe someone you mainly ask for some of these features.

Age — baby, kid, youth, teenager, elderly

Build — fat, slim, overweight, thin skinny, plump

Complexion — fair, dark, pale, tanned, clear, pimpled
Facial Features — moustache, clean shaven, beard
Hair — long, short, thick, black, gray, wavy, bald
Height — average height, above average, short, tall

Descriptions can be very simple, for example:

- She is very beautiful.
- He is very tall.

Descriptions can be in detail, for example:

- Taha is five feet, eleven inches tall with short curly hair, and dark green eyes.

Here is a dialogue between two girls.
Switch on your cassette player and listen
to what they are talking about.



Recorded Text 10



Fatima: What is your younger sister's name? What does she look like?

Iram: Her name is Maria. She is fifteen. She is very beautiful with dark brown eyes, and black hair.

Fatima: How long is her hair?

Iram: Her hair is very long, it goes down to the middle of her back.

Fatima: How tall is she?

Iram: She is of my height: five feet, four inches.

Fatima: And is she slim, average weight or very fat?

Iram: She is slim, like a model.

Fatima: What kind of clothes does she usually wear?

Iram: She almost always wears shalwar qamaz and dupatta. Her dresses are usually in blue colour, that's her favourite colour.

Fatima: Does she wear glasses?

Iram: Yes, sometimes she wears gold rimmed glasses. But why are you asking so many questions about my younger sister?

Fatima: Just curious. Besides I think that she is over there across the street.

Iram: Where? I don't see her.

Fatima: In that shop. Perhaps she is buying some dresses.

Iram: What? She said that she was sick and was unable to go to school.



For giving descriptions a number of expressions can be used. In the above dialogue did you notice the expressions such as:

- She is fifteen.
- She is very beautiful with dark brown eyes, and black hair.
- She is of my height
- She is slim, like a model etc



1 Now listen to the dialogue again and fill in the table given below with the information given about Maria.

PHYSICAL DESCRIPTION OF MARIA		
i	Age	
ii	Height	
iii	Hair	
iv	Eyes	
v	Dress	



2 Can you now describe Maria in a paragraph? Listen to the dialogue again.

We are giving you some describing words along with the pictures. Look at them and see how they describe physical appearance.



Skinny man wearing loose pants



slim



muscular



plum



over weight



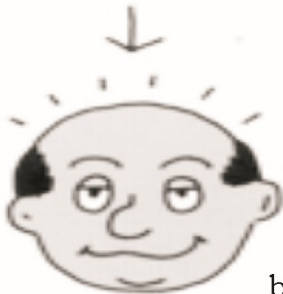
ugly looking



tall



smiling face



bald



crying baby



middle aged



long wavy hair



beautiful

Here are some more vocabulary items/describing words. Read them carefully.

Words that describe physical appearance	
Height	short, average height, tall, medium
Build	small, average build, strong, muscular, slim
Age	Around 25, in his 30s
Hair	Style: short, long, straight, wavy, curly, a ponytail, spiky, blonde Colour: white, grey, blond, <i>light/dark</i> brown, red black
Face	square, round, plain, wide, oval
Complexion	light, white, olive-skinned, fair, dark
Eyes	Colour: green, blue, brown, black Shape: beautiful, big, small
General	Beautiful, pretty, handsome, cute, good looking, smart, attractive

The words in the list are describing words. Describing words are also called adjectives. Adjectives, as you know, are the words that tell something about a noun, i.e, a person, place or a thing.



3 Now look at this picture of a beautiful Pakistani bride



How does she look like? You can use the words from the list. Let us give you a hint

She is fair.

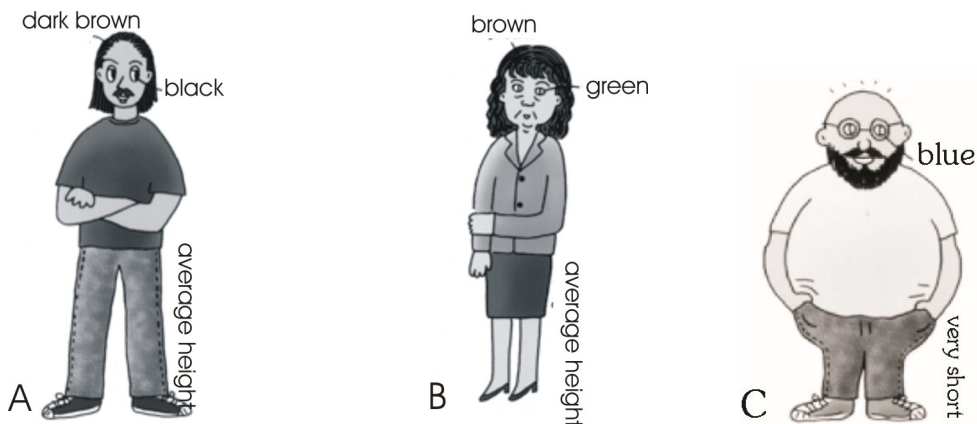
Can you add some more details/adjectives about the physical features of the given picture?

- i _____ (face)
- ii _____ (looks)
- iii _____ (jewelry)
- iv _____ (dress)
- v _____ (built)



4 We hope that after going through the above activities you would be confident in describing people you come across in your daily life. Now let us see if you can describe people in pictures B and C with the help of adjectives given along with them.

Picture A is done for you as an example.



Example:

Height, hair, eyes

Mr. A has an average height, dark brown hair, and black eyes.

Write about Ms. B

Height, hair, eyes

Write about Mr. C

Height, hair, eyes



5 Describe your friend you like the most. Include in your description the following physical features:

- height
- eye and their color
- hair style
- age
- any important features
- type of clothes he/she normally wears

Let us now move to the next step i.e, describing the personality.

Personality description:

If you are asked to describe your friend to someone you will definitely write all the good points of his/her personality. Unlike this, you will describe all the good or bad qualities of a person you do not know much.

Just look at the example given below. Here you have been given a picture of a policeman.



Recorded Text 11

Switch on your cassette player and listen to the characteristics of a policeman.



A policeman is a **loyal** and **honest** government officer. He is always willing to take risks to save the lives of the people. He punishes those who break law and become the cause of the worries of the people. He is a **devoted** officer who works day and night for the safety of his country and society. He enjoys working with people. He is an **intelligent** man.

The following words are used to describe the personality of a policeman.

Loyal

- Honest
- Devoted
- Intelligent

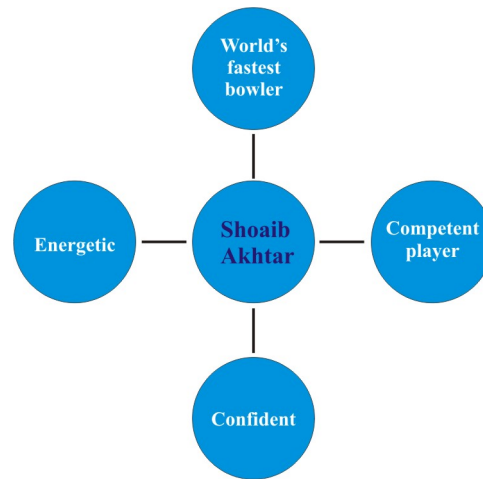
These words are also called adjectives.

A6 Since you have got familiar with adjectives, can you now identify adjectives in the sentences given below? The first one is done for you.

- 1 He is an **intelligent** man.
- 2 She is a cheerful girl.
- 3 Ali is a confident player.
- 4 He has an average height.
- 5 She seems to be a sensible girl.



A7 Do you know which Pakistani cricketer fits into the following diagram? Yes, it is **Shoaib Akhtar**. Use the words given in the diagram to describe his personality in a few sentences.



Here are some more words to describe the personality of friends, family and strangers.

Careful	Aggressive	Dull	Generous	Energetic
Hard-working	Tough	Boring	Loyal	Confident
Cheerful	Careless	Imaginative	Moody	Selfish
Broadminded	Practical	Ambitious	Trustworthy	Shy
Active	Sensible	Sensitive	Modest	Stubborn
Curious	Independent	Gentle	Tolerant	Reliable
Secretive	Strong-minded	Simple	Friendly	Intelligent
Honest	Stupid	Skillful	Easy going	Stupid
Obedient	Devoted	Carefree	Strict	Attentive



8 Can you now describe your mother's/father's personality? You can use some of the adjectives from the above list.

Describing Places

As we have learnt that people can be described in different ways, places can also be described in the same way. We describe places in order to provide information about them. Sometimes we tell people how to reach a place asked for. Description of a place gives us a clear and true picture of that place. Similarly, whenever we visit a nice place, we like to share the experience of its beauty and charm with others so we describe it to our friends or others. Descriptions can, therefore, also be used for the purpose of admiring a place.

Description of places can be found in geography books, tourists guide, advertisements, etc.



Places can be described with reference to their:

- Physical appearance
- Characteristics
- Location

Physical appearance and characteristics:

Every place is different from other place with reference to the following characteristics.

- Size/looks
- Weather
- Cost of living
- Problems
- Housing
- Transportation



Recorded Text 12

We have selected a description of Murree for you. Listen to the description. You will notice how this place is different from the places around you.

MURREE:



Murree, we all know is a hill station. It is situated high above sea-level. It is 7500 feet above sea level. At this altitude the air is fresh, pure, abounds in Ozone and like gases. More oxygen passes through ones lungs. Consequently, one feels on top of the world in Murree. It is also a very beautiful place. Murree is a proper small town. For a greater part of the year it lies temporarily inactive. In winter people enjoy there by playing with snow or making snow-castles. Sometimes there is so much snow that roads have to be cleared to facilitate traffic. But, with the arrival of summer, in other words known as **the season**, Murree changes its complexion and suddenly becomes a worth seeing visual display of colours. Different shades of Green are, of course, supplied by the Coniferous trees, but most of the other colors of the rainbow, and some the rainbow never even dreamt of, are reflected in the contemporary Male and Female dresses, visible on the Jinnah Road which all the roads in Murree lead to.

The description of a place can be written keeping in mind different questions as given below.

1 Where is it?

It is only 32 miles from Rawalpindi-Islamabad.

- 2 **How high is it?**
It is 7500 feet above the sea level.
- 3 **What is it like?**
It is a hill station, and is situated high above sea-level.
- 4 **What is it famous for?**
It is famous for its beautiful scenery.
- 5 **What type of weather is there?**
It is severely cold in winter and pleasant in summer.



9 Here is another description for you. You need to read it carefully to answer the questions.

The Shah Faisal Masjid in Islamabad, Pakistan, is among one of the largest mosques in the world. It is a state National Mosque. It is a popular masjid in the Islamic world, and is renowned/famous for both its size and its architecture covering an area of 5,000 square meters with a capacity of 300,000 worshippers. It is located at the



end of Shaharah-e-Islamabad, putting it at one end of the city and in front of a magnificent backdrop provided by the Margalla Hills. It is a focal point of Islamabad, and famous and recognized sign/symbol of the city.

- 1 **Where is it?**
- 2 **How big is it?**
- 3 **What is it like?**
- 4 **What is it famous for?**



10 Now try to give a short description of your own city. You need to keep in mind some of the questions given above.

Location:

Location means where a place is situated. We use different expressions to ask about location of a place.



Recorded Text 13

Now switch on your cassette player and listen to the expressions different people use for asking location of different places.

Excuse me, could you tell me where the post office is, please?



Excuse me, where is the nearest hospital, please?

Excuse me, how can I get to the railway station, please?

Excuse me, can you tell me how to reach the medical school, please?

Excuse me, is there any library near here?

Giving directions

You may find the following expressions useful while answering the above questions:

- It's on the right. / It's on the right hand side.
- Turn left / Turn right
- Go straight / take a left turn
- Go along the river.
- Go along the street for one/two/three blocks.
- It's on the left / right corner.
- It's in front of
- Go along the street.
- It's next/ close to
- It's behind/ near

SECTION B: Guessing the Meaning of Difficult Words II

Here is an interesting story for you:

Two French ladies went to London on a holiday. They knew a little English, but they couldn't speak it very well. One day they went to a restaurant. They wanted to have some eggs but they couldn't remember the English word for 'egg'. They look around and saw a picture of a hen. They showed the picture to the waiter "what do you call her children" they asked. "Chick, ma'am" and what do you call chicks before they are born?" "Eggs, ma'am". "Very well" "give us two eggs and two cups of tea, please".



Do you think they are clever? The answer to this question is yes, because they are clever enough to use the relation between words and understand at last.



As you must have read in unit three there are different ways to deal with new words and phrases that you come across while reading.

- **Ignore them and continue reading**
- **Look them up in the dictionary**
- **Guess the meaning through the context**

While reading a book, we cannot ignore words or phrases without understanding them because in that case we would not be able to get the idea of the text we are reading. Secondly, it is very difficult to look for each and every word in the dictionary. So we try to guess the meanings of the words through the context.

To guess words correctly we can use:

- i synonym clues
- ii antonym clues
- iii words and phrases clues
- iv grammar and punctuation clues

In this section we shall consider some synonym, antonym, and words and phrases clues.



11 Here is an editorial. Read it carefully and do the exercise given at the end.

EDITORIAL

End Elections

I suggest that there be no more general *elections*. Instead, members of National Assembly should be selected by lottery. The current system doesn't work because most voters are forced to choose between two or more than two *candidates* they don't want. Also National Assembly *elections* are won by the candidate who spends the most money during the *campaign* making promises.

The *majority* of the members of National Assembly are rich lawyers, industrialists, and businessmen. Successful businessmen may be good at making a profit in private life, but they have not stopped the country from facing economical crises from time to time. Some who oppose this suggestion may say that average citizen does not have the specialized knowledge needed to make decisions about important issues.

Many of our present members of National Assembly from either party are not qualified to handle these issues either. In the new system I am suggesting, people would be chosen to be Members of National Assembly from a list of eligible voters. These people would be required by National Assembly to pass a test on the Constitution. Those who did not would then receive six weeks of instruction. Anyone who did not pass a second time would lose the right to be a member of National Assembly.

I realize that there would be many problems during the change to a nonelected National Assembly, but I believe that in time such a system would succeed.

Constitution: ideas on which laws of the land are based

- 1 In an election, people _____.
 - a vote
 - b make laws

- 2 A campaign takes place _____ people vote.
 a after
 b before
- 3 A candidate is a person who _____ an election.
 a wins
 b wants to win
- 4 If you oppose an idea, you _____ with it.
 a agree
 b do not agree
- 5 A party is _____.
 a a person who wants to be the leader of a country.
 b a group of people with the same political ideas.
- 6 If you are eligible to vote, you are _____ to vote.
 a allowed
 b not allowed



12 Here is a dialogue; a driving teacher is talking to a student. Read the conversation and try to guess the meaning of the words in *italics*. Circle the correct answer.

Student: When I pass the test, can I drive any kind of *vehicle*?
Teacher: No, only a car. No motorcycles and no trucks.

- 1 A vehicle is something used on:
 a roads to carry people or things
 b water to carry people or things

Teacher: Now, the first thing I want you to do is to keep both hands on the steering wheel and *steer* the car straight.



- 2 When you steer a car, you:
 a look straight ahead and watch the other cars
 b control the direction of the car

Teacher: Now I want you to turn right. Remember to *signal*.

- 3 To signal means
- a to turn right or left.
 - b to let someone know what you are going to do.

Teacher: Do you see that sign? It means you are near a sharp curve. Be careful and remember to *slow down*. There was a **fatal accident** here last week in which two people died.

- 4 To slow down means
- a to go faster.
 - b to go more slowly.

- 5 Driving while talking on mobile can be fatal. In a fatal accident, someone
- a dies.
 - b hits another car.

Teacher: Now *maintain* your speed. Don't go any faster and don't slow down.

- 6 To maintain means
- a to change.
 - b to continue to do as before.

Teacher: Okay, we're on the highway now. You must *speed up*. Don't go slowly on the highway. You can **crash** if you go too slowly or too fast.

- 7 To speed up means
- a to go faster.
 - b to go more slowly.

- 8 In a crash, a vehicle
- a goes slowly because it wants to turn.
 - b hits, for example, another vehicle or a tree.





Let us now have a look at *antonyms*. An antonym is basically the opposite word.

For example the antonym of **big** is **small**, or the antonym of **tall** is **short**.



13 Choose the correct antonyms in the following cases.

- 1 The antonym of 'pass' is:
 - Beat
 - Fail
 - Down
 - Lose

- 2 The antonym of 'accept' is:
 - Allow
 - Reply
 - Reject
 - Except

- 3 The antonym of 'steep' is:
 - Hold
 - Sea
 - Awake
 - Flat

- 4 The antonym of 'enter' is:
 - Escape
 - Proceed
 - Exit
 - Out

- 5 The antonym of 'private' is:
 - Safe
 - Many
 - Public
 - Liar





When one word in English has more than one meaning they are called homonyms.

For example in the following sentences, the word care appears three times but with different meanings.

- a Where do you want to have dinner? "I don't *care*."
- b Mine owners didn't *care* who did their work for them.
- c Housewives take *care* of their children.



14 Now study the meaning of the word in *italics* in each set of three sentences. In two of the sentences, the meaning of the word is the same. Cross out the sentence in which the meaning of the word is different.

Example:

- a I can't *support* my family on the money I earn.
 - b I ~~*support*~~ all of your newest ideas.
 - c Parents often expect their children to *support* them in their old age.
-
- 1 a If you want to ask something, *raise* your hand.
 - b I was *raised* in Philadelphia.
 - c His parents died when he was young, so his grandmother *raised* him.
-
- 2 a I'm in *charge* of the music for the party.
 - b The mechanic *charged* me Rs 300 to fix the car.
 - c Please take *charge* of the office while I'm gone.
-
- 3 a I'm not very *domestic*, I hate cooking and cleaning.
 - b Saadia and Baber have had *domestic* troubles for years. But they're still married.
 - c When you arrive at the airport, go to Terminal A for *domestic* flights and Terminal B for international flights.



We hope that next time when you come across difficult words while reading you will not panic. Instead you will use some of the techniques that you have learnt in this as well as the previous unit to guess the meaning of those words and enjoy even difficult texts.

SECTION C: Punctuation–II

Correct Punctuation

You have already had practice in using some of the punctuation marks such as full stop and capitalization in unit three. In this section you will learn the use of commas, semi colons, colon, and exclamation marks.

But before we proceed further, we shall like you to test yourself how much you know about the use of punctuation signs.



A 15 Directions: Read the following story and choose the correct punctuation mark to complete the story.



Little Red Riding Hood

Once upon a time there lived a girl named Little Red Riding Hood. One day her mother said to her "Go, my dear and see how your grandmother is doing. Take her this basket of goodies." Little Red Riding Hood started on the long path to grandmother's house_ (, . ; !?)

As she was going through the woods she met a wolf "Where are you going" he asked "I am going to see my grandmother and give her this basket of goodies_ "



through the woods she met a wolf "Where are you going" he asked "I am going to see my grandmother and give her this basket of (, . ; !?)

The wolf asked "Does she live far away_ " (, . ; !?)



*“Just at the end of this path” said Little Red Riding Hood
 “Have a nice day” said the wolf “Say hello to your
 grandmother for me” (, . ; !?)*



*Before long there was a knock on the door. In his sweetest
 voice the wolf said “Who’s there__” (, . ; !?)*

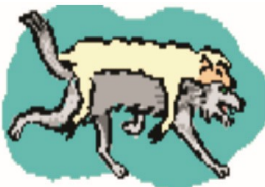
It’s Little Red Riding Hood and I have a basket of goodies
 for you “Come in my dear” said the wolf (, . ; !?)



Upon seeing her grandmother, Little Red Riding Hood
 shouted with surprise, “Grandmother what big ears you
 have!”

“All the better to hear you with”

“Grandmother, what big eyes you have__” (, . ; !?)



“All the better to see you with”

“Grandmother what big teeth you have__” (, . ; !?)

“All the better to eat you with”



The wolf jumped up and started to chase Little Red Riding
 Hood Just at that very moment the door flew open and
 two very brave woodcutters rushed into the room and
 scared away the wicked wolf The woodcutters rescued
 Grandmother from the closet and they all happily enjoyed the basket
 of goodies__ (, . ; !?)




Since you are not familiar with some of the punctuation marks in the choices given in the above activity, we are going to explain them one by one for you.



Commas are used to separate independent clauses (a sentence which gives a complete sense), items in a series, items in a date or address, two or more adjectives following a noun and contrasting or opposite elements

and words.

Symbol	Name	When used	examples
	comma	<p>i used to separate words in a list.</p> <p>ii used to separate numbers in dates and addresses.</p> <p>iii used to join the independent clauses if there is a conjunction (joining word) between them.</p> <p>iv used to separate two or more equally important adjectives.</p> <p>v used to separate opposite ideas.</p>	<p>Ali, Sara, Ahmed, Naila, and Waqas went for a walk.</p> <p>Saira was born on September 22, 1982. Street no.7, House No.613, Lalazar Colony, Rawalpindi.</p> <p>I went to bed early last night, so I felt rested this morning.</p> <p>Saad avoided the friendly, talkative, pleasant boy sitting next to him at school.</p> <p>The racers ran slowly at first, quickly at the end.</p>



16 Now choose the correctly punctuated sentences from the following sets. Keep in mind what you have learnt from the table given above.

- 1
 - a When we go on picnic, we need to remember our fishing equipment, cameras and food.
 - b When we go on picnic we need to remember our fishing equipment, cameras, and food.
 - c When we go on picnic, we need to remember our fishing equipment, cameras, and food.



- 2
 - a The correct address is Street no.7, House No.613, Lalazar Colony, Rawalpindi
 - b The correct address is, Street no.7, House No.613, Lalazar Colony, Rawalpindi.
 - c The correct address is Street no.7, House No.613 Lalazar Colony, Rawalpindi.




- 3
 - a The carpenter repaired the floor with aged, dark, oak, flooring.
 - b The carpenter repaired the floor with aged, dark, oak flooring.
 - c The carpenter repaired the floor with, aged, dark, oak flooring.

- 4
 - a We searched the entire house but found nothing.
 - b We searched the entire house, but found nothing.
 - c We searched the entire house but, found nothing.



Let us now learn the use of colon, semicolon and exclamation mark. You might have found yourself confused while using colon, semicolon, and exclamation mark. Let's see how they are used in writing.

Symbol	Name	When used	Examples
		i Used to join independent clauses (a sentence which gives a complete sense) without a conjunction (joining word).	The hour is over; its time to stop working
		ii Used to separate items in a series if the items contain commas.	Three doctors began the research project; only one completed it.

Symbol	Name	When used	Examples
	Colon	<p>i Used to introduce a list of items</p> <p>ii Used to introduce a formal quotation.</p> <p>iii Used between two sentences when the second explains the first.</p> <p>iv Between hours and minutes.</p> <p>v Used after the greeting of a business letter.</p>	<p>The dates we are considering for our party are Thursday, June 5; Saturday, June 7; or Monday, June 9.</p> <p>We packed these items for the trip: cameras, dress clothes, and food to eat.</p> <p>Alia ended the speech with these notable words from Chaucer: “if gold rusts, what shall iron do”.</p> <p>Ali ignored the phone: he knew it was a salesman for whom he had no time.</p> <p>11:23 A.M.</p> <p>Dear Mr. Ahsan:</p>
	Exclamation mark 	<p>i Used to show excitement or strong feeling.</p>	<p>What a fool I am!</p> <p>Hurrah! I have won the match</p>



Here is a letter written by a son to his mother. This letter has all the necessary punctuation marks. Read it carefully to know how they are placed.

Model Town,
18 East Road.
November 6, 2010.



Dearest Mother,

I was glad to receive your letter yesterday. Thank you so much! I read it just after morning school; it made me feel very homesick. It seems years since I left home though it is really only about a month. It seems ages to the Eid holidays, when I shall be able to come home. It was much nicer when I was at the day-school, and came home every afternoon.

I do hate being a boarder. I am in a big room with about twenty other boys. Some of them are all right, but the bigger boys are always playing nasty jokes on us smaller ones, and we daren't say anything. The master comes round to see all the lights out; he knows nothing about it. And I don't like masters. They simply make you work the whole day and cane you for every fault. Most of the boys are horrid, but I like two or three.

Please ask Dad to put me into a day-school again. I would be much happier there.

With Love,
Your loving son,
XYZ.



17 Let us see how much you have learnt about commas, colons, semicolons and exclamation marks. Add comma, colon, semicolon, and exclamatory mark where necessary, in the following letter.

Thank you for your letter but I am sorry that you are so unhappy at Model School I don't wonder you feel rather home-sick for it is the first time you have been away from home I too often want you home again my child But you know we can not always have what we want in life If I were selfish I would keep you always at home for I don't like any of my children away but then how would you ever get your education and grow up to a man able to manage your



own life Your father thinks that a few years at a boarding-school is necessary for all boys to make men of them and he knows best So my dear boy you must be brave and stick to your school I am sure you will soon get to like it as other boys do Don't mind the jokes boys play on you and if you do don't let them know you do When they see you don't mind they will soon get tired of teasing you So cheer up and be brave

With much love
Yours lovingly
Mummy



Unit 5

Expressing Happiness



Shagufta Siraj

Section A **Function:** Expressing Happiness

Section B **Reading:** Skimming-I

Section C **Writing:** Run – on Sentences



SECTION A: Expressing Happiness

When and why do we express happiness? We express happiness when we are pleased, and delighted about something.



Recorded Text 14

Farah: Hello Naila — do you recognize me?

Naila: Farah! What a pleasant surprise! How nice to see you after so long.

Farah: Yes, isn't it wonderful. I'm so happy that we've met. You look exactly the same — as beautiful as ever.

Naila: (Laughing) Really — well that's a compliment. You know what, we've come back to settle here.

Farah: That's great! So we should meet more often now.

Naila: Sure! That's wonderful! Let's sit over there, and have some coffee.

Farah: Good idea! Let's go.

Here is another situation, Aqsa, a final year MA TEFL student from Lahore writes that she wants to share the amazing feelings that she had on the special day when she passed her exams. According to her she and her classmates were happy that they have successfully finished their course, but at the same time they were sad because they knew that this golden time at college will never return. This beautiful time comes in every student's life but when they enter practical life, they have to face lots of challenges trying to get an opportunity to become a respectable member of society.

In this picture you can notice that both the friends are extremely happy and sharing sweets with one another. While expressing happiness they used certain expressions. Can you recall some of the expressions you might have used when you passed your matric examinations? Let us help you in recalling your feelings of those happy moments.



Here are some expressions which you can use while expressing happiness:

- I'm delighted!
- I'm so happy!
- Simply splendid!
- Terrific!
- Fantastic!
- It's beautiful!
- It's a pleasure!



1 Look at these pictures. As you can see different people are expressing their happiness for different reasons. Can you guess the reasons in each case and write one expression for each picture. Let us help you in the first picture. The man in the background seems to be a doctor who is probably feeling happy on his successful treatment of a patient. He says:



I'm extremely happy! Wonderful

Follow the above example and write a correct expression of happiness for each picture. You should also write a sentence stating the possible reason for expressing happiness, in each case.



As we have already mentioned in earlier units there are always formal and informal ways of expressing the same function, keeping in view the age, profession, relationship etc with the speakers. While expressing happiness one has to keep the same considerations in mind. To understand this point, let us listen to recorded text 15.



Recorded Text 15

i

Man: Congratulations, accept my best wishes.

Woman: Thank you for the kind words and it was very nice of you to send me the bouquet.

Man: Not at all, it's my pleasure. I wish you happiness in future. I hope he proves to be a nice man.

Woman: I hope so, but there's always a risk.

ii

Man: I'm thrilled! You've done it again!

Woman: Thanks. You won't believe it but I'm on cloud nine.

Man: You must be, after all it's another feather in your cap.

Woman: I'm so happy, it is a field day for me. Let's go and celebrate.



2 Tick (✓) the statement which is true:

i In the first conversation the speakers were:

- formal
- informal
- rude
- sarcastic

ii What do you think is the relationship between the speakers?

- father and daughter
- husband and wife
- boss and employee
- friends

iii What do you think is the occasion or event in the first chat/conversation?

- promotion
- engagement
- pay raise
- success in exams

iv In the second conversation the speakers were:

- formal with each other
- informal with each other



Tick (✓) the correct statement in the second conversation:

v The expression *I'm on cloud nine* means:

- I live on the cloud
- I'm so happy
- I'm floating in air
- I'm confused

vi The expression *a field day for me* means:

- an exciting day
- a hard working day
- a busy day
- a boring day
-



A3 The expressions *on cloud nine* and *a field day* are English idioms, and are used for expressing happiness. There is one more idiom in the dialogue and that is *a feather in a cap*. Can you guess what it means? Try and discuss in the tutorials.





4 Now complete the following short exchanges by providing correct and appropriate expressions of happiness from the given list.

Choose the expressions from the given list.

- i Friend 1: I've won a motor cycle in the raffle draw.
Friend 2: _____



- ii Mr. Kaye: You've been selected for a one year training course in London.
Candidate: _____
- iii Employee: Sir, this "mithai" is for you. My daughter has done her B.A with good grades.
Boss: _____
- iv Boy: Jehangir Khan has won the world cup again.
Boys: _____

That's very good. Accept my congratulations.
That's great! I deserve a treat.
I'm so happy. Thank you very much.
I'll try my best to come back successful.
Great! Lets celebrate.



SECTION B: Skimming-1

In our daily life we come across different things such as bills, newspapers, application forms, text books, novels, story books, poems, mail etc. When we pick up a book, a magazine, or a newspaper etc, we do not always start reading it from beginning to end, we often only read what interests us. Good readers use many different styles of reading for different purposes, for example, we might be reading for enjoyment, information, or to complete a task. If we are searching for information, we might use a technique that helps us identify that particular information. To get detailed information, we might use a different technique. We need to change our reading speed and technique depending on our purpose. Skimming, scanning, previewing, anticipation and prediction are different styles of reading and information gathering.

Skimming is a useful reading skill which enables us to:

- read faster
- form a general idea or opinion about the text
- save our time.



Skimming means going through a text or a chapter quickly in order to have an overview or general idea about the contents whereas, **scanning**

means looking at a text to find some particular information, for example, we skim through a report to have a rough idea of what it says but we scan a page of the telephone directory to find a particular name or number. When we read the newspaper, we are probably not reading it word-by-word, instead we are scanning the text. Skimming is done at a speed three to four times faster than normal reading. We often skim when we have lots of material to read in a limited amount of time or we use this technique when we want to see if an article or book is really worth reading. Why waste time if it is not.

There are many strategies that can be used when skimming a text. Some people read the first and last paragraphs using headings as they move down the page. Some might read the title, subtitles, subheading, pictures and illustrations.



Students find it very useful during the days when they are preparing for exams because it improves reading speed.



How to Skim:

- Read the title.
- Read the introduction or the first paragraph.
- Read the first sentence of every other paragraph.
- Read any headings and sub-headings.
- Notice any pictures, charts, or graphs.
- Notice any highlighted words or phrases.
- Read the summary or last paragraph.



Below is given a very interesting story about a donkey and a dog. Skim the story quickly and answer the questions given at the end.

The Donkey and The Dog

Once upon a time there lived a young man. He had a little dog and he was very fond of it. He would pat its head, and take it on his knee, and talk to it. Then he would give it little bit of food from his own plate.

Once a donkey looked in the window and saw the man and the dog. "Why does he not make a pet of me?" said the donkey. "It is not fair. I work hard, and the dog wags only its tail, and barks and jumps on its own master's knee. It is not fair.



Man's best friend

Then the donkey said to himself "if I do what the dog does, he may make a pet of me." So the donkey ran into the room. It brayed as loudly as it could. It wagged its tail so hard that it knocked over a jar on the table. Then it tried to jump on its master's knee. The master thought that the donkey was mad, and he shouted, "help, help". Men came running in with sticks, and they beat the donkey until it ran out of the house, and they drove it back to the field.

"I only did what the dog does", said the donkey "and yet they make a pet of the dog, and they beat me with sticks. It is not fair."

- 1 Suggest an interesting title of the story.
- 2 Briefly explain what the story is all about.

- 3 Why do you think the donkey got a good beat from his master?
- 4 Did you like the story? Give reasons why you liked it. If you did not like it even then give reasons.
- 5 Do you have pet animals in your home? How do you treat them?



6 Now here is another very famous story which some of you might have read earlier. This story has a very clear moral lesson. Read the story quickly and try to guess what that moral lesson is. We have also suggested our own at the end of the story. You can have a look at it if you like but only after you have written your's.

The Fox & The Crow

Let us read — In a small town in Thailand, a grand old lady was making sumptuous eatables under a tree for her livelihood. There was a crow sitting on the tree. The smell of the eatables was too tempting to the crow. When the old lady turned around, the crow took one eatable from the vessel and flew away to another tree. A fox passing that side saw the crow holding the tempting eatable in its beak. The fox can't climb the tree to catch the crow, and hence it hatched out a plan to get the eatable from the crow.

Fox addressed the crow and said, "Oh! Lovely crow, I heard about you a lot. Now only I am seeing you how beautiful you are. All my friends were praising you to be beautiful and today only I got this opportunity to see you. Moreover, I heard that you sing wonderful songs which will make us forget even our hunger and sleep. Therefore, why can't you sing a simple song for me now?"



The flattered crow fell to the fox's trap and started to sing forgetting its holding the eatable. When it opened its mouth to sing, the eatable fell down. The fox picked it immediately and ran away.

TRUST HIM NOT WHO PRAISES ON YOUR FACE

A7 Children are very naughty by nature. They enjoy every moment of their lives. The following is also a similar sort of an incidence reported by a child. Skim the following lines quickly.



The Silent Passer-by

When I was a child, I didn't have hair on my head, just some stubs. I liked to watch my friends play. I would join them now and then, but I preferred watching every day, we would see an old man walking by our playground, carrying an umbrella. He had big ears and a bald head. The moment my friends saw him pass by, they would shout, "Hey, deaf and dumb, what's the time?" It was early morning. I was standing at the gate of my house, when I saw the old man coming. I was alone. There were no friends around to shout the usual words of 'greeting'.

But how could I let this man walk by without saying anything? So for the first time, I asked in a soft voice, "Hey, deaf and dumb, what's the time?" The old man looked at me. Then he looked at his watch and replied, "It's five thirty." I ran inside the house and never shouted at the old man after that day.

- 1 What message did you receive through this incidence?
- 2 What was the man carrying in his hands.
- 3 Do you remember any such incidence from your childhood?
Report it in a few lines.



A8 Here is a prospectus of a local school in Islamabad. Skim the information and answer the questions given at the end.

PROSPECTUS



1. ABSENCE

Illness

If your child is absent from school you should telephone the school office on the first day. When he/she returns to school, a written explanation about the nature of the illness must be provided so that school records can be kept up-to-date.

All medical and dentist appointments should be made outside school hours unless unavoidable.

Holidays

The school administration states that annual holiday should not be taken during term time although, with the permission of the Principal, students may take up to two weeks off school. If possible, this should be avoided as it is important that children do not suffer due to their absence from the school.

2. SCHOOL UNIFORM

It is compulsory for children to wear school uniform so that the children feel part of the school community.

Boys: Boys should wear white shirts (long or short sleeved) with black trousers and black sweater. They may or may not wear the blue and grey striped school ties at all times.

Girls should wear white shirts and white dupattas with white shalwar and black sweater. They may wear studs which must be removed for physical education.

Footwear and accessories

All children should wear black school shoes. At no time must they wear trainers.

School Canteen

The school canteen operates a 'budget' once a term so that parents may purchase school uniforms at sale prices.

3. EXTRA-CURRICULAR ACTIVITIES

There is a wide range of clubs for children of all ages, such as Drama, Music, Science, Young doctors, Earth savers, Young writers, football, Sports etc. Participation in at least one club of student's own choice is strongly encouraged.

1 Is the prospectus aimed at the children or the parents?

- 2 Would you use the information in Section 2 to:
 - a find directions to the school?
 - b find out what time the school opens?
 - c find out about school uniform?
- 3 As well as illness, which issue does the 'Absence' section deal with?
- 4 Does the text give details of the curriculum?
- 5 Is there any information about school clubs in this text.
- 6 Does the text tell parents about the issues relating to discipline.
- 7 Does the prospectus give parents information about school examination?
- 8 Does the text tell parents how to purchase uniform at reduced prices?
- 9 Does this text tell you about school lunches?
- 10 True or false? This text gives you the telephone number to call if your child is ill.



SECTION C: Run-on Sentences



What is a run-on sentence?

Run on sentences are sentences that contain too many ideas without proper punctuation. When a person learns to write English sentences and compositions, one common problem is writing sentences that are too long. Not all long sentences are run on sentences. It is perfectly acceptable to join several related ideas in one compound sentence. However, if you don't follow punctuation rules, a sentence can become a run on.



When a sentence has too many ideas and runs on too long, it is called a **run-on sentence**. If you have this problem, don't worry. In this section we shall help you identify and correct run on sentences.

The first thing you need to do is identify when a sentence is a run-on. A run-on sentence is a sentence that really has **two** sentences or ideas incorrectly combined into one. It is okay to combine two sentences into one, but you must follow some rules.

First, let us learn to identify run-on sentences.

Here is an example:

- i I heard a lot of noise in the house no one answered the bell. (Run-on)
- ii I heard a lot of noise in the house, but no one answered the bell. (Correct)

Now look at another sentence.

I saw a teacher who cares.

The writer may have wanted to write

I saw a teacher. Who cares?

You might be thinking: "What is a sentence?" A sentence consists of **3** things:

1	Subject	The person, place, or thing performing or doing the action
2	Verb	The action
3	complete idea	The reader isn't left waiting for another word

Have a look at this sentence:

He rang the bell.

Subject=He

Verb=rang

Is it a complete idea? Yes.

Therefore, this is a good sentence.

The bell is a direct object. Not all sentences require a direct object. For example

Children cry

Subject = birds

Verb = fly

Is it a complete idea? Yes.

There is no direct object here; however, it is still a complete idea and a good sentence.

Here's another example.

She takes.

Subject = she

Verb = takes

Is it a complete idea? No.

This sentence requires a direct object. (This sentence is called a [sentence fragment](#).) It is actually the verb which determines whether the sentence requires a direct object or not. If the sentence requires a direct object, it is called a [transitive verb](#). If the verb does not need a direct object, it is called an [intransitive verb](#).

Here's one more example.

Saadia takes the van to school Saad rides the bus.

Subject = Saadia and Saad

Verb = takes and rides

Is it a complete idea? **There are TWO complete ideas.**

This last example is a **run-on sentence**: Two complete sentences (ideas) incorrectly combined. This sentence lacks signal words which tell the reader when to stop or pause. A part of a sentence that can be a sentence by itself is called an **independent clause**. This last example has TWO independent clauses.



If you put two sentences (or independent clauses) together without commas, semicolons, or connecting words, you have created a run-on.

Let us here have a very quick look at the important kinds of sentences. This will help us in identifying run on sentences.

Kinds of Sentences

The *Simple* Sentence:

- A simple sentence has a single subject-verb combination. Thus, it has only one idea, or thought.

Examples:

1. Birds fly.
2. The meeting started early.
3. Water has been contaminated by the sewage system.

- A simple sentence may have more than one subject.

Examples:

1. Mariam and Sami went home.
2. Sand and dust covered my clothes.

- A simple sentence may have more than one verb.

Examples:

1. The boys played and won the game.
2. The man ate the cake and left

- A simple sentence may have several subjects and verbs, as in the following sentence, for example:
Hajra, Naseem and Sufia cleaned the carpet, washed the windows, and changed the curtains

Try this quiz:

Which of the following sentences has a single subject and a single verb? Tick the sentence:

1. The boys and girls went to a movie.
2. Taimoor has left the class.
3. The alarm sounded.
4. Teachers, students and parents met and voted for the president.

The *Compound* Sentence:

- A compound sentence combines two simple sentences:

Examples:

1. Birds fly, but fish swim.
2. The meeting started early, so we were late.
3. Water has been contaminated, for the sewage system broke down.

Clearly, such a sentence carries more than one idea. Note that each of these examples has two subjects, two verbs and two ideas.

- Two simple sentences should be combined correctly in order to write a compound sentence.

Example: Mariam wanted to go shopping, but Sami wanted to watch the game.

A compound sentence often has a possibility of run-on error.



9 Which of these sentences have 'Run-on' errors?

1.	Tahir and Seema went to the movie, but the tickets were sold out.	<input type="radio"/> Correct	<input type="radio"/> Run-on
2.	The alarm sounded Seema woke up.	<input type="radio"/> Correct	<input type="radio"/> Run-on
3.	The game stopped, for the rain came.	<input type="radio"/> Correct	<input type="radio"/> Run-on
4.	The meeting was over; therefore, we went home.	<input type="radio"/> Correct	<input type="radio"/> Run-on



10 Identify run on sentences in the following cases.



- 1 My academic advisor told me not to take 18 credit hours for the fall semester I'm regretting not having listened to her.
 a Run-on
 b Complete sentence

- 2 My cat was upset all day he didn't get canned food for breakfast.
 a Run-on
 b Complete sentence

- 3 The student fell asleep in class everyone thought this was rude behavior
 a Run-on
 b Complete sentence

- 4 Farooq was chopping the vegetables Khalid was boiling the rice.
 a Run-on
 b Complete sentence

- 5 I prefer walking riding the bike hurts my knees.
 a Run-on
 b Complete sentence

6 The midterm test was very hard Javeria got an A.

- a Run-on
- b Complete sentence



11 In the following activity we have suggested the correct forms of the above run-on sentences. Three options are given in each case. Let us see if you can choose the right option.

1 My academic advisor told me not to take 18 credit hours for the fall semester I regret I didn't listen to her

- a My academic advisor told me not to take 18 credit hours this semester, and now I regret not having listened to her.
 - b When my academic advisor told me not to take 18 credit hours this semester, and I now regret not having listened to her.
 - c My academic advisor told me not to take 18 credit hours this semester, now I regret that I did not listen to her.
-

2 My cat was upset all day he didn't get canned food for breakfast.

- a My cat was upset all day. Because he did not get canned food for breakfast.
 - b My cat was upset all day because he did not get canned food for breakfast.
 - c Because my cat was upset today and did not get canned food for breakfast.
-

3 The student fell asleep in class everyone thought this was rude behavior.

- a The student fell asleep in class, and everyone thought this was rude behavior.
 - b The student was falling asleep in class, and although everyone thought this was rude behavior.
 - c Even though the student fell asleep in class, and everyone thought this was rude behavior.
-

- 4 Farooq was chopping the vegetables Khalid was boiling the rice.
- a Farooq was chopping the vegetables, and Khalid was boiling the rice.
 - b When Farooq was chopping the vegetables and Khalid was boiling the rice.
 - c Farooq was chopping vegetables and while Khalid was boiling the rice.
-

- 5 I prefer walking riding the bike hurts my knees.
- a I prefer walking. So riding the bike hurts my knees.
 - b I prefer walking for riding the bike hurts my knees.
 - c Since riding the bike hurts my knees and I prefer walking.
-

- 6 The midterm test was very hard Javeria got an A.
- a Just as Javeria got an A in the very hard midterm test.
 - b Because the midterm test was hard and Javeria got an A.
 - c Although the midterm test was very hard, Javeria got an A.

Once you have correctly identified the run on sentences the next step is to correct those sentences.

Some common methods to correct a run-on:



● **Method 1:**

Full Stop and a Capital Letter

Break the two complete thoughts into two separate sentences by putting a full stop at the end of the first thought, to form a complete sentence, and then a capital letter to begin the second thought as a separate sentence.

Using full stops (and other forms of punctuation) and knowing when to end a sentence are very important. If you don't end a sentence appropriately, the intended meaning can be changed, or it can be misunderstood.

Take this word-group with a run-on, for example:

Last summer no one swam in the lake a little boy had dropped his pet into the water.

The full stops-and-capital-letter method corrects it as following:

Last summer no one swam in the lake. A little boy had dropped his pet into the water.

Note the full stop after "... in the lake" and the capital letter "A" to begin the second sentence

Method 2:

Comma and a Joining Word

Use a comma and a joining word to connect the two complete thoughts.

Common joining words:

1 First try these seven:

for , and , nor , but , or , yet , so

2 Then try these nine coordinating conjunctions.

consequently,	indeed,	nevertheless,
furthermore,	in fact,	then,
however,	moreover,	therefore,

Method 3:

Semicolon

Use a semicolon to mark the break between two thoughts.

Example: The restaurant was beautiful the food was overpriced.

This sentence is a run-on, because the two ideas, '*restaurant was beautiful*, and *food was overpriced*, are two separate thoughts. We need to use a semicolon to mark the break between these two thoughts. Therefore, the corrected form of this sentence will be

The restaurant was beautiful; the food was overpriced.

The above example uses semicolon alone. However, we can also use a semicolon with a transitional word and a comma. In this case, we use the second set of coordinating conjunctions listed in the table above.

Example: I did not understand her point therefore I asked her to repeat it.

The correct sentence would be as follows:

I did not understand her point; therefore, I asked her to repeat it.



12 Let us here practise using semi colons. Insert only a semicolon where you think the break or pause is needed between the two sentences:

- 1 Munki read the funny birthday cards she laughed aloud sitting in her room.
- 2 I could not finish the book it was giving me nightmares.
- 3 My parents plan to go on a trip I will join them within a week.



If you find that your sentences are long and each contains more than one idea, you will need to find a way of separating the ideas. You could simply use a full stop. A semi-colon might make the connection between the ideas clearer. You could connect the two clauses with a conjunction of some kind.

Example:

I rushed out to the shop. I had no milk left.
I rushed out to the shop; I had no milk left.
I rushed out to the shop because I had no milk left.
I rushed out to the shop, as I had no milk left.



13 The following sentences are all run-ons. Correct them using any of the above methods. There may be more than one correct answer.

- 1 I had the city map I still could not find the building I was looking for.
- 2 The exam was postponed the classes were cancelled as well.
- 3 He decided to quit smoking he didn't want to die of cancer.
- 4 My new car is a pleasure to drive it does not have any noise and rattle.
- 5 It rained a lot this summer we did not have any load shedding.
- 6 The girls played basketball the boys played tennis.
- 7 Einstein is famous for $E=mc^2$ Edison is famous for the invention of the light bulb.
- 8 Titanic is my favorite movie I love eating popcorn.
- 9 Mother's Day is always on a Sunday Thanksgiving is always on a Thursday.
- 10 At one time few people had enough money to buy books few people could read books.



14 Here are some incomplete sentences. Use appropriate coordinating conjunctions and add meaningful and related sentences.

Example:

I was sick with flu.....

I was sick with flu, but I had to study for the test.

1 We tried to follow the directions.....

2 Last year I was so tired of working.....

3 The Khan's have decided to move.....

4 I heard a noise downstairs.....



15 Read the following paragraph. You will notice that it does not have any breaks between the sentences or punctuations and also do not have proper joining words. As a result the paragraph has no clarity and is difficult to follow. In other words there are a lot of run-on sentences which need to be corrected. Rewrite the paragraph breaking down the sentences by adding commas, full stops and conjunctions wherever, you think they are necessary. Choose the joining words or conjunctions from the list given below:

however, indeed, furthermore, because, therefore.

Razia has a busy schedule she works at an office and takes care of the house she never lets her office work suffer sometimes she takes time off from work to finish the most important domestic duties she is popular both at the office at home and in social circles the boss is satisfied with her performance she got promoted last month her whole family depends on her efficiency and her helpful attitude towards all.



In this section you have learnt how to identify and correct run-on sentences. We are sure this will help you a lot in correcting long sentences which are difficult to understand. In the next unit we shall take into account cohesive linkers. Cohesive linkers help in correcting run-on sentences.

Unit 6

Apologizing



Shagufta Siraj

Section A **Function:** Apologizing

Section B **Reading:** Skimming-II

Section C **Writing:** Cohesive Linkers



SECTION A: Apologizing

We apologize when we make a mistake or have done something wrong, knowingly or unknowingly. There are some other reasons as well for which we sometimes use expressions of apology. In this unit we will look at some of the reasons and expressions for making an apology. The following is a dialogue between a student Bibi Gul and a teacher. Bibi Gul is always late for class so the teacher is not very happy with her.



I am so sorry

Listen to the dialogue and see how Bibi Gul apologizes to the teacher for being late.



Recorded Text 16

Teacher: Bibi Gul, please make sure you are not late for class every day.

Bibi Gul: I am indeed sorry teacher, but my tongawalla came late.

Teacher: Is it everyday that your tongawalla is late?

Bibi Gul: Yes ma'am it is almost everyday that my tongawalla is late. I do feel bad.

Teacher: You can join the class as I don't see any reason why you should miss a lesson. But, please do make sure that you come to class in time.

Bibi Gul: Yes, teacher. I will try, I know I am guilty and perhaps I will ask my father to make other arrangements for me to get to school in time.

Teacher: It's good you realize that it's your fault.

Bibi Gul: Yes, it really is my fault. I'm so sorry please forgive me this time.

While listening to this conversation you might have noticed a few expressions used by Bibi Gul to apologize for coming late.

Let us repeat the expressions once again.

- I am indeed sorry
- I do feel bad
- I know I am guilty
- It really is my fault.



These expressions are always used to apologize. Additional words (adjectives) such as indeed, so, very, extremely, really, very are used to make apologies stronger. The addition of these *emphasizing* words before the word "sorry" makes the apologies more real.

Let us listen to another very brief dialogue and notice the expressions used by the lawyer:



Recorded Text 17



Magistrate: Mr. Nadeem, we are waiting for you to defend your client.

Lawyer: I am very sorry Sir I apologize for being late by fifteen minutes as I was attending another client's case in the Sessions Court. My Munshi ought to have represented the case.

Magistrate: In that case your Munshi ought to have come and informed my staff to change the order of cases.

Lawyer: I am extremely sorry Sir for the inconvenience. It was an oversight on my part. I shall be careful in the future.

Magistrate: Kindly be careful next time, as other cases suffer when timings are not observed.

Lawyer: Yes Sir, it is my fault I am really very sorry I will make better arrangements next time.

The following are a few more expressions for apologizing:

- Oh, excuse me!
- Pardon me!
- Oh, dear
- What a pity!



Apology is effective only when we take the following steps.

- 1 Apologize quickly otherwise it will be too late.
- 2 Admit / accept what we did.
- 3 Express our sorrow / grief

- 4 Be sincere by speaking from the heart and feeling the other's pain.
- 5 Give others the opportunity to express their feelings.
- 6 Make up for the harm by doing something good and offering compensation.
- 7 Learn from the experience.

Justice and fairness demand that we apologize any time we hurt others.



There is a famous English saying "Sorry is the hardest word". This is not because it is hard to pronounce or spell, but because we have to admit that we have done something wrong.

In this unit, we will see when and how to say sorry; and what to say when someone says sorry to us. English people often apologise but sometimes they say sorry when they are not apologising, and sometimes when they apologise they do not say sorry. They may apologise without saying so. We shall consider all these situations in detail step by step.



Apologies.

In **apologies**, the speaker admits responsibility. He says **sorry** because he knows he has done the wrong thing.

For example:

"I am sorry that I was late".

"I am sorry that I was so rude".

This is an apology because the speaker is saying that he did something he should not have done, and now he feels unhappy about it. There are other ways of saying this.

For example:

"I shouldn't have done what I did yesterday." (**admitting a fault**)

"I'm really angry with myself for what I did." (**showing regret**)



Apologies can be informal:

For example:

I'm really sorry about this.

Look, I know I was wrong. It's my fault.



Apologies can be formal:

For example:

"We regret to announce the late departure of the flight to Multan".

"Miss Faiza regrets that she is unable to lunch today."



The **noun** "apology" or the **verb** "apologise/apologize" is often used in formal apologies. **Adjectives** are sometimes used to stress the apology and make it strong.

For example:

Mr Rana sends his **deepest** apologies for not attending the meeting. (**deepest is adjective**)

We apologise for the delay in answering your call. (**no adjective**)

Please accept our **most sincere** apologies for this error. (**most sincere is adjective**)



Giving Reasons/excuses for Apologizing

- **Apologies** are often followed by **excuses**. An **excuse** is something we offer to show that what we have done wrong was not really our fault - or at least, that we did not mean to upset someone.

For example:

"I was so hungry I ate the rest of the cake. I'm sorry."

"Sorry I am late - I couldn't find a taxi."

"I'm sorry, I did not know this was your seat."

- With apologies we can say directly that we did not intend to upset someone.

For example:

"I didn't mean to threaten you. I'm sorry. (**Informal.**)"

"We deeply regret any inconvenience, as this was not our intention. (**Formal**)"

- An exclamation can be used for the same purpose.

For example:

"Oh dear! I'm so sorry. Did I hurt you?"

"Oh no! I do apologise. Let me help you pick it up."

- Apologies are also used with refusals or to give bad news.

For example:

"I'm afraid your team lost."

"I'm sorry, there was nothing we could do."

"Your car needs expensive repairs. I'm sorry."

"I'm sorry. I can't lend you ten thousand."



Here are some more examples of reasons for apologies:

- 1 I could not come to your party because my car broke down.
- 2 As it was raining, I am late for work.
- 3 My father was in hospital, therefore, I was late for the meeting.
- 4 I am not well, and apologize that I will not be able to come tonight.



1 Look at the sentences on the left, and match them with the answers on the right by putting the number of each sentence in the box next to the apology it goes with.

- | | | |
|-----------------------------------------------|--------------------------|----------------------------------------------|
| 1 You have not finished your lunch. | <input type="checkbox"/> | A I am so sorry, but I missed my bus. |
| 2 Are you coming for the party tonight? | <input type="checkbox"/> | B No, sorry. I don't think I can make it. |
| 3 You are late and now we will miss the film. | <input type="checkbox"/> | C I am very sorry, I couldn't find him |
| 4 Did you get the groceries? | <input type="checkbox"/> | D I am sorry. I am really full. |
| 5 Did you take the dog for a walk? | <input type="checkbox"/> | E I am really sorry, but the shop was closed |



2 Complete the sentences and fill in the blanks giving a reason for apology.

- 1 I cannot come to Lahore _____
- 2 I cannot come to the lecture _____
- 3 Feroze apologized to his friend for not showing up because he was _____
- 4 Raheela told Naheed that she stepped over her, because _____



Receiving an apology

As you have read there are reasons for an apology, similarly there are responses to apologies. Responses mean how the person reacts to the apology. The **responses** to apologies depend on the situation, and the personality of the person who is responding.

Here are some apologies and their responses.

Apologies	Responses
I'm sorry	It's alright
Excuse me	That's alright
Pardon me	That's ok
I apologize	It doesn't matter
	That's no problem

Some people accept apologies pleasantly and quickly whereas some do not.

- **Polite acceptances** mean that the fault was either very small, or already forgotten, or both.

For example:

"That's ok" "No problem" "Don't mention it" "It happens" (For small matters)

"It's quite all right" "It's not important."

"Don't worry about it" (For more serious matters)

"We'll say no more about it"
(For very serious **matters**)

- **Impolite acceptances** indicate that someone is still angry.

For example:

"You should be." "Well, that's not good enough"

"Don't do it again" "Oh, all right then."

"I'm sorry I'm late." "Well, let's get started, shall we?"



Or they can tell you (sometimes very rudely) to go away, which means that they do not accept your apology.



3 Now go back to the dialogue between Bibi Gul and the teacher and write down the apologies and their responses:

Apologies	Responses
_____	_____
_____	_____
_____	_____
_____	_____



4 Click on the response you think is correct.

- 1 **You are late again.**
 I am very sorry So should I be sorry? Well, never mind

- 2 **I was waiting for you in the coffee shop but you didn't come.**
 Sorry, what was that? Please excuse me. I forgot. Was the coffee good?

- 3 **Did you remember to feed the cat?**
 Oh I am sorry, I will do it now What, that sorry animal? Can you do it?

- 4 **Did you apologise to Javeria?**
 She will get over it I'm sorry, but I won't I am sorry. I haven't seen her today

- 5 **Did you cut the grass in the garden?**
 No, I am sorry. I will do it tomorrow No You do it, or you'll be sorry



5 Look at these situations demanding apologies and try to choose the right answers from the statements below.

- 1 Someone has stepped in front of you in the line.

You say:

- a Get out of my way, sorry.
- b Excuse me, I think I was first.
- c Pardon, but this is my queue

- 2 You have been thinking of something else while your friend was talking.
Friend: Hey, are you listening to me?

You say:

- a Sorry - I was miles away
- b I really am most extremely sorry.
- c I regret not listening to you

- 3 Your friend apologises for damaging your car.

You are still angry so you say:

- a Hey, no problem!
- b Try to drive more carefully, please.
- c I'm sorry about it too.

- 4 Your sister wants to borrow your car for the evening.

You say:

- a Oh, excuse me, I'm using it.
- b No you can't, sorry.
- c I'm so very sorry that you can't.

- 5 You are invited to a party but you can't go.

You say:

- a I'm sorry, I can't come.
- b I pity your party.
- c Excuse me, I'm not coming.





As we mentioned earlier, to be **sorry** does not always mean to **apologise**. Sometimes it expresses **regret**, that is, when something has happened, and we would be happier if it had not happened, we can say **I'm sorry**.

For example:

"It's really cold. I'm sorry that I forgot my jacket".

"I'm sorry I slept so late last night. I'm really tired now."

"I'm sorry you didn't pass your exam. Good luck next time."



Notice that in these sentences the speakers are not apologising for anything, just wishing that it would not have happened.



Cohesive Linkers

While making an apology reasons/excuses are given using words such as, **since, because, due to** etc. These words are known as **cohesive linkers**. We shall discuss these in detail in **Section C** of this unit.

SECTION B: Skimming-II

Skimming, as we have read in the previous unit, helps a reader to form a general impression about the text or gives a reader an insight into the text. In this unit we shall continue with skimming, a very useful strategy to read and comprehend long reading texts in a limited time. Here are some more practice activities



6 Read the following article on the negative influence of Noise Pollution.

Noise in Pakistan: not pollution but "life"

1 Recently an overseas visitor to Pakistan stayed as my guest for a few days. His overwhelming impression was that there was far too much noise in the country. Before elaborating on which aspects of our noise production are most noticeable, I must relate some actual incidents.

2 We Pakistanis love noise. When it is calm and peaceful we do not like. We feel lost, lonely and inconsolable. This came to me as a startling revelation when my sister-in-law came to stay with us.

3 We live in a quiet part of Murree, away from any main road, which has about half a dozen houses. The only traffic that passes our front gate consists of mostly private vehicles going to or from these houses. As a consequence it is extremely quiet within the house.



4 My sister-in-law from Karachi lives in a flat on Tariq Road, a bustling street of shops and malls. The windows

of her flat open out on to the main road from there, the noise of passing traffic, car horns, hawkers' cries, and the generally loud level of conversation from the street below — really a night mare.



5 After staying with us for a couple of days, she said that she was most unhappy with the quiet that prevailed in our house, and was disconsolate because there was no 'raunaq' (life). Till then I had always wondered at the meaning of the word raunaq. It was only then that I understood what it meant: hustle bustle and noise of all kinds.

6 The other incident that made me understand the word (raunaq) happened in



London. I lived there for 20 years during which time my sister came from Lahore to stay with me. This was her first trip out of Pakistan and she sat silent during the one-hour drive back to Central London from Heathrow at Midday. When we reached my flat, she broke her silence and said with some concern, "Where are the people?" At first I

did not understand the question. There was a striking contrast between the streets of Lahore and those of London. In Lahore, if one goes, to Anarkali or even the Mall, the number of persons roaming around is immeasurable. Their speaking volume is almost a shout for they are, by nature, a noisy lot.

7 In contrast, the streets of London appeared to be empty. A few people went about their business quietly. Even on congested Oxford Street, where hundreds of thousands were moving about on foot paths, there was little noise of conversation. Buses moved quietly, and no horns were ever sounded or heard. To a visitor from Pakistan there was no raunaq.

8 It is these two incidents that made me realize how noisy our people are, and how they love noise and cannot exist without it. Today, when a mosque is being built even before the road is erected, four loudspeakers are placed and the most raucous voices start to lecture, shout poems and generally sing non stop.

9 An unnoticed factor of noise pollution is the loudness of people's conversation. Even if there are just two people talking, these two will be speaking at almost the top of their voices. In a railway compartment or at a bus stand the noise of conversation among the passengers is deafening. In contrast, a journey by bus or train in England is quiet and peaceful. If passengers talk amongst themselves, it is in undertones.



10 In Pakistan, car horns blare incessantly. Even if a driver can see the obstruction in front of him, he will keep his finger on the horn and go on blowing it needlessly. Motor car horns, according to the Highway Code are to be sounded only in an emergency.

11 To reduce the menace of honking, the use of horns should be prohibited for a period of six months so that drivers get used to not using them. In addition to the noise of horns, there are many vehicles, in particular motorcycles and

rickshaws, that are not equipped with silencers. The traffic police should enforce this law of prosecuting those who create traffic noise pollution.

- 12 Every effort must be made to make our people aware of noise pollution and its harmful effects on human health: deafness, high blood pressure, and other ailments. But the campaign against noise pollution must not end once this awareness has been brought about. People must be reminded at all times that noise is not only physically harmful but also extremely unpleasant.

Answer the questions given as under.

- 1 Where will you find such a text, that is, where is it taken from?
- 2 What is the purpose of this text, that is, the message?
- 3 Who has written this text? a journalist, an environment activist, a scientist, a tourist, a concerned citizen...?
- 4 Who will be interested to read this text?
- 5 Do you think the title is an appropriate one or can you suggest another title?
- 6 Has the writer missed any other important information which you think he should have added?
- 7 Which special area or subject this text belongs to?
- 8 What is the tone of the writer or what is his attitude?
- 9 If you are asked to give a different title to this text, what title will you give?

As you were finding answers to the questions, did you realize that you were actually reading the text quickly and giving your general impressions about the text.



Every text usually has a main idea which we also call the text topic or the theme of the text. Within a text there can be more than one paragraphs and each paragraph has its own paragraph topic. This paragraph topic is written in a sentence which we call the topic sentence. Let us understand this point with the help of an example:

"Noise in Pakistan: not pollution but life" is the theme or the text topic?

"There is too much noise in Pakistan: is the topic of paragraph 1.

"There is too much noise in the country" is the topic sentence of para 1.

The above text has got 12 paragraphs. Skim the text quickly and write the topic sentence of paragraphs 5, 8, 10 and 12.



7 Now we are describing a beautiful evening in Islamabad where a concert is going on. This description might be a little difficult for you because there are some words which you might not have come across earlier. Never mind. Remember when you are skimming a passage you do not have to understand each and every word. You just have to have an overall idea about the passage. Let us have a practice.

A Concert in Islamabad

1 We were very excited as we went to the concert in Islamabad to listen to the female singer of Sufi songs. The organizers of the concert had promised an extraordinary performance with a pleasant setting outdoors, and tea for the interval. But, the weather did not help them. The woman had barely started to sing, when there were loud noises of thunder. We looked at the organizer's face which was apologetic. She looked at the skies, then looked toward the beautiful setting on the grass where she had carpets and cushions laid out.

This was for the audience to enjoy themselves. She looked at the corner of the courtyard where she had tea and snacks set up for the participants. She looked pitifully at the stage which was decorated, with lovely carpets and copper vessels. The female singer who sat there wore a



lovely deep pink "kurta", and a beautiful "dupatta" that covered her body. The organizer looked woefully at the musicians as they fought the noise of the thunder, and played the instruments as loud as they could.

2 I felt the cool moisture of a tiny drop of rain behind my ear while I sat listening to the singer. I saw the anxiety on the organizers faces. I looked at my friend; she smiled at me as she touched her forehead to feel that naughty drop of rain that threatened weeks of work, and the pleasure of the evening. Drop, drop, drop, suddenly, the shower poured down. The organizer grabbed the microphone. The performer stopped to sing. The musicians wrapped up their "tablas", harmonium and "sarangi".

- 3 The organizer apologized for nature's sudden interruption. She tried to pacify the audience as she begged them to stay for tea which she promised to have laid out in the verandahs. Workers ran back and forth to pick up the tables and the China Pottery from the courtyard. We grumbled a little for the money that we lost for the tickets. But my friend and I agreed that, there was not much that we could do about the situation. The organizers tried to make up by running around offering us snacks and cups of hot, red Kashmiri tea. We decided we would go home and get into our cozy beds as the weather seemed quite unfriendly, that evening.



- 1 Now, as you have read the passage, can you quickly mark the most appropriate answer that suits the passage, for a title.
- The Significance of Entertainment
 - Music and Song
 - Bad Weather
- 2 Why would someone read this text? Will it be for their:
- General knowledge: life in a big city, the reporting of a particular incident.
 - Specific interest: culture, music and entertainment.
 - Women studies: as an event where both the performers and organizers are women.
- 3 What is the author's purpose in writing this passage?
- To entertain us.
 - To convey modes of apology.
 - To criticize.

- A** 8 What do you think is the **main idea** of this passage, in other words what is the **theme** here. Read the passage again and choose the most appropriate option:
- An Evening of Significance
 - The Organizer's Apology
 - Bad Weather's Disruption





9 Having chosen the Text Topic, choose the paragraph topics of each of the above paragraphs. To give you a hint the first paragraph is a description of the music concert, we may call it expectations of a great evening with musicians.



In this unit we have discussed skimming, one of the most useful techniques of reading, especially when there is a lot to read in a little time. We are sure you must have a good idea about it after doing a few practice activities. In the next unit we shall discuss scanning, an equally important reading technique to locate particular information.



10 Skim the following text and tick the right choice. Again, this description might be a little difficult for you because of the words which you might not have come across earlier. Never mind. Try to understand the gist only.

A visit to Kaghan valley

The mist clouded the area as Hameed woke up early that morning. Looking out of his window, he was expecting a view of bright and beautiful hills and animals grazing in the meadow below. Because of the mist he couldn't see for more than 20 metres.

Hameed had looked forward to his annual holiday. Working hard in the city centre, he was tired and bored of the daily routine. He had had little time for pleasures such as relaxation. The holiday had been booked for weeks. He had looked forward to a trip to the Northern areas, far away from the hustle and bustle of work. This apartment belonged to his friend. It had a beautiful interior decor and was located at a very central place from where he could easily move around.

This Sunday morning though, many activities were cancelled due to the

Questions

- 1 This piece of text can be described as:
 - informative
 - instructive
 - descriptive
- 2 The weather in this story can best be described as:
 - sunny
 - misty
 - humid
 - cold
- 3 Why was Hameed in the apartment?
 - It was his own apartment.
 - It was his parents' apartment.

low-lying mist. Anxious not to let the day slip away, Hameed decided that a walk through the nearby forest would enable him to relax. So he set off just after breakfast.

He headed towards the forest with a small packed lunch in case the mist prevented him from returning to the apartment before lunchtime. As he walked along the path, the twigs snapped under his feet and the dew from the trees dripped on to his shoulder. Hameed heard the birds sitting in the trees above him, letting him know that he wasn't alone.

He had been told about a clear weather in the middle of the forest. Hameed thought he was heading in the right direction but, over an hour later, he still hadn't reached it. By now he was getting worried. Another hour passed...then another hour...he was still walking amongst the tall oak trees. He decided to rest and sat on a fallen tree to enjoy his lunch.

Feeling better after a rest and some food, Hameed continued to try to find his way back to the comfort of his holiday accommodation. Surely, he would be back there soon?

It was his friend's apartment.

He was on holiday.

4 What kind of story is this?

a romance

a horror story

a mystery

a comedy

5 How many people are featured in this story?

one

three

two

four people and a dog

6 Which of these has the right events in the right order?

Hameed eats his lunch, then decides to go for a walk.

However, he gets lost and has to stay overnight at a hotel.

Hameed goes on holiday, decides to go for a walk, looks for a clearing but doesn't find it, stops for lunch.

7 Apart from the birds, there were lots of animals in the forest.



SECTION C: Cohesive Linkers

In the following narrative, we will look at **cohesive links** or **connectors**. Cohesive links or connectors are words that connect sentences or paragraphs and link the ideas together.

Read the following text carefully. It is a beautiful description of a Sindhi wedding. While you are reading the text try to find out some cohesive linkers, if you can. Do not be worried about each and every word since you might find some of them difficult to understand. Some cohesive linkers have been highlighted.

BACHAYO'S WEDDING

Today, Miran and Bachayo are getting married. Miran's house is crowded with men, women and children. The guests wait anxiously for Bachayo to come with his family and friends. **At last**, we hear the sound of drums and flutes, and to our pleasant surprise we see Bachayo walk toward the house, in his white "shalwar kameez" suit. He looks shy as he walks with the crowd of people who come dancing the "jamalo" to the beat of the drums and the bewitching "shehnai" music. The



mirrors in his embroidered cap, glitter as the golden rays of the sun fall on them. Four women hold up a lovely, deep red-coloured veil called a "chundri" and make a canopy for Bachayo as he passes underneath it. His sister-in-law Zebu **then** steps forward and gives him an "ajrak" which is a deep red-coloured shawl covered in intricate floral designs. Zebu puts a lovely, hand-embroidered Sindhi cap, decorated with mirrors on Bachayo's crown. He is **still** shy as his mother-in-law performs the ritual to honour her son-in-law.

Miran's sisters wait anxiously as they watch their mother greet Bachayo, and **as soon as** she is done with honouring her son-in-law, they push their way through the crowd that surrounds Bachayo. The sisters have a thread in their hand and they measure Bachayo, to see how tall he is, and **while** they do this they jest with him, and tease him. In response, Bachayo stretches himself high to show the sisters-in-

law that he is tall, and that they cannot reach him. The family watches the playfulness between Bachayo and his sisters-in-law, and everyone is amused. Every **once in a while** someone throws in a joke and the laughter fills the courtyard. **Thus**, Bachayo's "dawan" ceremony is performed.

The women push Bachayo and bring him into a room in the inner portion of the house. The room is freshly white-washed and is beautifully decorated with a rich, deep red-coloured velvet mattress. Large, bolster cushions with red covers create a rich look and the grandeur of the velvet mattress gives the impression of an imperial palace. A woman helps Bachayo to sit on the mattress. **Finally**, the women bring in Miran. Her fragile body is draped in a large, red veil, and her face is covered with the same veil. We could see glimpses of her delicate face through the finely woven cloth. The gold necklace that she wore and the tiara on her forehead peeped through her veil. Her eyes were closed, and as the women brought her in, we could hear her anklets jingle in harmony with the glass bangles that covered her delicate arms.



Miran sat next to Bachayo. Her veil produced sounds as it moved against his arm. The women laughed and joked, the children were curious to see the bridegroom and the bride. Some even peeped at Miran's face, by lying on the mattress and by trying to get inside the veil. Now, come the seven elders of the family. Each gently knocks Miran and Bachayo's head together. Sometimes, for fun's sake an elder will bang the couple's heads together, real hard. This is to symbolize that the two will be steadfast

in happiness, and in sorrow. This ritual at a Sindhi wedding is called "laon".

After the "laon" ceremony a woman sprinkles Sindhi cotton or "kapas" on Miran's hair and Bachayo has to pick it from her hair. The women tease him, and joke with

him as he patiently picks the cotton from his bride's hair. The ritual symbolizes the fact that, the bride will usher in prosperity and plenty into the household. **Next**, Miran and Bachayo hold rice and wheat grains mixed together in their hands and gently let them fall through their fingers, to symbolize fertility. **And**, as she **finally** leaves her parents house to go to her new abode with Bachayo, Miran throws hands full of rice behind her to ritualize her creating a new world with her husband.



In this wedding narrative did you notice words like:

And, namely, therefore, thus, even, so, however, next, because, yet, in fact, despite, furthermore, namely, at last, even, finally.

These are examples of cohesive links or connectors.



11 Write one or two paragraphs on a wedding ceremony you have recently attended. Use some of the cohesive linkers given below:

so, therefore, despite, even, at least, finally, first.



12 Write the topics of each of the paragraphs from Bachayo's wedding:

1

2

3

4

5



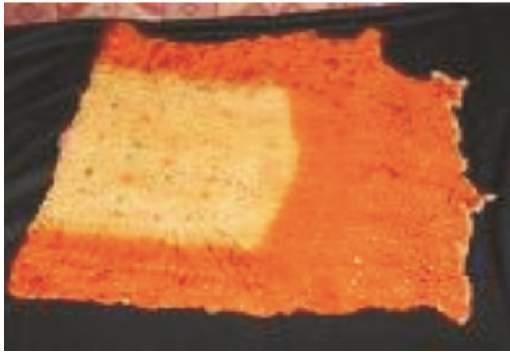
13



a How do the women receive Bachayo when he enters the house?

b What are the two things that Zebu does to welcome Bachayo?

c What is an "ajrak"?



d What is "chundri"?

e What is the importance of "chundri" and "ajrak" in a Sindhi wedding:





A14 Look at the second paragraph and highlight the vocabulary/words that create the atmosphere of fun at the "dawan" ceremony of a Sindhi wedding:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



A15 What happens in the ceremony that is called "laon". Write a description of the event.

A16 What is the last ceremony that Miran performs on her way to her new home with Bachayo?

To sum up

In the "Scenes from a Sindhi Wedding" a variety of techniques have been used in creating cohesiveness and unity.

The wedding ceremonies start with a description of the guests who wait for Bachayo. Then different events are given in a sequence. The sequencing of events and appropriate use of words/vocabulary produces a cohesive piece of writing.

Now let us do some activities to practise cohesive linkers.



17 Match the numbers with the letters to make correct statements

- | | | | |
|---|---------------------------------------|---|-------------------------------------------------|
| 1 | Ali has usually had breakfast at home | a | because my house is not far from school. |
| 2 | Saleha can't ride a horse | b | since he was at the primary school. |
| 3 | I don't go to school by bike | c | while her mother is preparing her meal. |
| 4 | I like citrus fruits | d | but she can drive a bus. |
| 5 | The little girl is watching tv. | e | such as oranges and limes. |



18 Fill in the blanks using the appropriate linkers from the list:

- 1 Ali has usually had breakfast at home _____ he was at the primary school.
- 2 Saleha can't ride a horse _____ she can drive a bus.
- 3 I don't go to school by bike _____ my house is not far from school.
- 4 I like citrus fruits _____ oranges and limes.
- 5 The little girl is watching TV _____ her mother is preparing her meal.

because but since such as while



19 Complete the following sentences using your own words:

- 1 Ali has usually had breakfast at home since _____
- 2 Saleha can't ride a horse, but _____
- 3 I don't go to school by bike because _____

4 Last summer I visited many cities such as _____

5 The little girl is watching TV while _____



20 What would you like to be in the future and why? Give reasons.

Some good examples:

- I'd like to be a doctor **because** the doctor helps the sick and earns a lot of money.
- I'd like to be a teacher **because** this is the most respectful job of all.
- I'd like to be anything **however** my preference is to become an engineer.
- My father is a mechanic and he is successful in his job **so** I'd like to be a mechanic, too.
- I'd like to be an engineer **as** I am good at Mathematics and Physics.



21 What cohesive linkers have you noticed in the above sentences?

In this unit we have learnt about cohesive linkers. Cohesive linkers are often used to correct run-on sentences. You will learn more about cohesive linkers in the units to come.

Unit 7

Giving Reasons



Farzana Ursani

Section A **Function:** Giving Reasons

Section B **Reading:** Scanning

Section C **Writing:** Writing a Paragraph



SECTION A: Giving Reasons

In this unit you will learn how to give reasons in English language. Let us begin with an audio recording, switch on your cassette player, put your course audio cassette in it and turn to recorded text..... Read and listen to what Saadia is saying:



Recorded Text 18

Saadia: I've chosen to study through Allama Iqbal Open University **because** it suits me professionally and financially. **Since** I work in the day time; studying through distance learning system allows me to study in my free time. I chose AIOU **as** its tuition fee is less than in other educational institutions. Studying at AIOU has given me a lot of independence, **due to which**, I can now study at my own free will and time and yet work and support my education. I like AIOU courses **as** they are very simple and interactive and **for this reason** I want to continue studying at AIOU till I finish my Masters.



So did you hear what reasons Saadia gave for studying at AIOU? Do you remember the reasons she gave? Well, **let's repeat the reasons Saadia has given for studying at AIOU:**

- I have chosen to study through Allama Iqbal Open University **because** it suits me professionally and financially.
- **Since** I work in the day time; studying through distance learning system allows me to study in my free time.
- I chose AIOU **as** its tuition fee is less than in other educational institutions.
- Studying at AIOU has given me a lot of independence, **due to which**, I can now study at my own free will and time and yet work and support my education.
- I like AIOU courses **as** they are very simple and interactive and **for this reason** I want to continue studying at AIOU till I finish my Masters.



You must have also noticed that there are certain words or phrases that Saadia has used to express reasons.

- Because
- Therefore
- Since

- Due to
- As
- For this reason

Did these words/phrases remind you of something? Yes these are cohesive linkers. You have read in detail about cohesive linkers in unit 6.

Cohesive linkers are often used to express reasons. In addition to the above there are many other such words, phrases, and expressions that we use to express reason. Read the examples given below and pay attention to the word given in bold:

- I am going to sleep early tonight **so that** I can wake up early tomorrow.
- I had to face embarrassment in the class **on account of** not submitting my homework.
- My neighbours are very unpopular **for the reason that** they throw a lot of garbage in the street.

Why do we need to give reasons? **Well, we give reasons to:**

- explain or to support our arguments
- give explanation for our actions and our decisions
- convince or persuade people to agree with our point of view.



Recorded Text 19

Listen and read the following dialogue carefully and try to understand how Naveed is trying to convince his father about his decision to study Fine arts. **As you listen to this dialogue, we would advise you to please pay attention to the reasons that Naveed is giving.** Answer the questions that follow:

Baba: I really don't understand why you're not interested to study Computer Science. Do you have one good reason to convince me?

Naveed: Well Baba, I really am not interested in Computer Science because it's too technical and I'm actually more attracted to Fine Arts..... that's what interests me Baba!

Baba: But do you realize that Fine Arts has no scope and you'll not be able to even find a good and well paid job in that field.

Naveed: I'm sorry Baba but I don't agree with you. Fine Arts has tremendous scope. It's the age of media and therefore there are lots and lots of job opportunities. I can get a good job anywhere and yet follow my dreams!



Baba: What kind of jobs would you get with a degree in Fine Arts? And where?

Naveed: Well Baba, jobs in advertising, newspapers, art galleries.... there are many job opportunities for fine artists.

Baba: I'm still not sure....I don't know really!

Naveed: Baba please try to understand. We have so many world class artists in Pakistan..... Shakir Ali, Gulgee, Sadequain, Anna Molka Ahmed, Salima Hashmi, Zahoorul Ikhlaq, Iqbal Hussain, Bashir Mirza, Jamil Naqsh, Zubaida Agha....such famous painters who have earned respect and fame in the world.

Baba: I agree, but what do these people have except fame?

Naveed: Do you mean they were or are not rich enough! Well Baba, wealth in terms of money is not everything in this world and in this life....they've a wealth of talent, riches of imagination and creativity, treasures of thought and inspiration....these people are our national assets and I want to follow their footsteps....I want to be like them....I want to be an artist like them....that's what I'm interested in.

Baba: Well then, if that's what you wish.....go ahead and my prayers are with you.



- 1 What reasons did Naveed give to Baba for not studying Computer Science?
- 2 Where can Naveed find jobs as a fine artist?
- 3 What does Naveed think about artists? What different characteristics or qualities does Naveed highlight in the dialogue?



Recorded Text 20

Let us now listen to another conversation between four friends. . Mona had given a party last evening and four of her friends Sameena, Tahira, Atiya and Shahnaz could not attend it. Let us listen to what reasons they are giving to Mona. So, switch on your cassette recorder and listen carefully.

(Sound of phone ringing)

- 1 **Samina:** Hellois that you Mona?
Mona: Yes, Is that you Samina?
Samina: Yes. Mona I've called to say sorry for not coming to your party last night. Actually my sister along with her three children came from Faisalabad unexpectedly, so I had to stay back.
Mona: Well — that's alright but I did wait for you.



(Sound of phone ringing)

- 2 **Atiya:** HelloMona, don't say anythingjust listenI had such a bad fall in the bathroom, and I've fractured my ankle..... It was due to this that I could'nt come to your party.
Mona: Ohreally! I'm so sorry for you. How do you feel now?

(Sound of phone ringing)

- 3 **Shahnaz:** I know you're mad at me Mona but I really could'nt make it. I was so busy at the university, the last lecture ended at 6 in the evening. By the time I reached home, it was already late to come over to your party.
Mona: Whatever.....I'm really angry with you.....just wait till I see you....

(Sound of phone ringing)

- 4 **Tahira:** Hello Mona — How was the party?
Mona: It was good. We missed you though — why didn't you come?
Tahira: I'm sorry Mona. My mother had an appointment with the eye specialist, and I had to accompany her, therefore, I couldn't come.



2 Let us see if you remember what reasons each of the friends gave. Complete the following table:

Names	Reasons
Samina:	_____ _____
Atiya:	_____ _____
Tahira:	_____ _____
Shahnaz:	_____ _____



Everybody is permitted to express his or her opinion on an issue. Read the following examples and notice how an opinion is followed by a reason.

Opinion	Reason
 In my opinion, fashion is a complete waste of time and money	because fashion changes too frequently and spending money on latest trends is just a waste
 I think, government shouldn't use public funds to support the unnecessary projects	since these projects do not prove useful for the people
 I believe that Pakistan should be self-sufficient in food and basic necessities	so that the common man is mentally relieved and happy



3 Read the following issues, **express your opinion and give a good reason to support your opinion.** Use words given in the box to show that you are going to give a reason. Follow the example:

Because, therefore, since, due to, as, for this reason, so that

Example:

- Why do you think more and more people are overweight?
- In my opinion more and more people are overweight due to over eating and inactive lifestyles.

What do you think?
 What's your opinion?
 What are your ideas?
 How do you feel about that?

- 1 Why is there an urgent need to save electricity?
- 2 Why should we preserve our water resources?
- 3 Why the police should not show cruelty towards people?
- 4 Why should we have computers for all schools?
- 5 Why should each and every child in Pakistan go to school?
- 6 Why should you learn English language?



4 Now read a longer text which Faisal has written expressing his reasons to learn English language. Read it carefully and do the exercises that follow:

Why should I learn English language?

Learning English language takes time and dedication. The following reasons have encouraged me and may encourage you too to learn the language:

- 1 When you move to a country where English is spoken, such as England, America, Australia, etc, learning it will help you to communicate and mix around with the local community. English will also give you a better understanding of the culture and way of thinking of people who live in these countries.

- 2 If you work and have to interact with your co workers who are speakers of English language, you need to know English to be able to talk to them in their own language with ease and confidence.
- 3 Knowledge of English language may also increase your chances of finding better jobs, getting a promotion or a transfer overseas, or of going on foreign business trips.
- 4 You may find that information about subjects you're interested in are published mainly in English language. Also learning that language will help you understand the textbooks and enable you to communicate with fellow students and researchers in the field.
- 5 If you are travelling to a place where everything is in English such as road signs, instructions, menus, etc, knowing the language is necessary. The basic ability in English language will help you do simple tasks such as order food, find your way around, buy tickets, etc. If you have a more advanced knowledge of the language, you can have real conversations with the people you meet, which can be very interesting and will add a new dimension to your personality.
- 6 If you plan to study at a foreign university, college or school, you'll need a good knowledge of English language. Your institution will probably provide preparatory courses to improve your language skills and continuing support throughout your main course.
- 7 Maybe you're interested in the literature, films, TV programs, music or some other aspect of the culture of people who speak English language and want to learn their language in order to gain a better understanding of their culture.



5 In the above text Faisal gives a lot of reasons for learning English, but these reasons do not have the words like, because, so, due to, as, etc to show that these are reasons. We are giving you an example taken from paragraph 1. **Read the sentence and then see how it has been rewritten using the word showing reason. Follow the example and then rewrite all sentences expressing reason by using words that show reason.**

Example:

- Learning English language will help you to communicate and mix around with the local community.
- You should learn English language **because** it will help you communicate and mix around with the local community.



6 Listen to recorded text 21 carefully in which different people are giving reasons about their choice of career. Match the pictures with the correct expression and profession.



Recorded Text 21

1 Irum: I've chosen to join the Pakistan International Airlines- PIA as a member of the cabin crew as I had always wanted to travel, see different countries, meet new people and learn about different cultures.



a

2 Saad: I want to be an army officer because I like jobs that are demanding and



b

officer because I like jobs that challenging.

3 Moiz: I want to join a theatre for the reason that I'm good at acting and love show business.

c



4 **Rehan:** I want to join a music band so that I can prove my skills in playing guitar and composing music.



5 **Kiran:** I want to be a nurse due to the fact that I love to help the ailing humanity.



Join **Pakistan Army**
 & get commission through
PMA Long Course



A 7 What do you want to be? A doctor, a pilot, an engineer, a chef, a dress designer, a hairstylist....? Whatever is your choice of career, write one sentence for each of the profession expressing your reason for choosing that particular career.

- 1 A Doctor: _____ .
- 2 A Pilot: _____ .
- 3 A Television Anchor Person: _____ .
- 4 A Chef: _____ .
- 5 A Dress Designer: _____ .
- 6 A Hairstylist: _____ .



Have you ever been to a debate or a speech contest? In a debate, speakers give reasons to support their opinion or view point. Ali and Ahmad are two debaters of the same school. They have taken part in a debate about: “**English should or should not be the medium of instruction**”.

Ali is arguing in favour of the topic whereas Ahmed is against it. Both of them are giving reasons to support their point of view. Let us listen to what Ali and Ahmed are saying.



Recorded Text 22

Ali: My name is Ali and I'm a student of class 8. I'll speak in favour of the topic **English should be the medium of instruction**. "English should be the medium of instruction because it is the language of education, science and technology, business and trade, politics and diplomacy and media. The world is gradually becoming closer and people of all races, religions and languages are getting closer, hence English will be the common language for communication. It is very important to have a certain level of ability in English as without it we cannot get higher education, good jobs and move on with the changing world trends".



Ahmed: Assalam-o-Alaikum. My name is Ahmad and I'm a student of class 8. I'll speak against the topic **English should not be the medium of instruction**. "English should not be the medium of instruction as it means that all other languages are inferior and English is the only superior language. If we adopt English as the medium of instruction, we will also adopt a foreign culture. It is essential to keep our identity and national culture rather than choose a foreign language and its culture".



8 Write down the reasons that Ali gave to support his point of view:



Write down the reasons that Ahmed gave to support his point of view:

A9 Read the following paragraph. Jagga a hardened criminal, is giving reasons for leading a life of crime. Read the paragraph and then write reasons that he gives. Use words that show reason wherever needed.

"I committed my first robbery by stealing zamindar's cattle. I stole it because he had beaten my old father who was a farmer in his land. He locked me in his personal jail for two years, where I came into contact with other notorious criminals. I learned different tricks about how to do different crimes such as kidnapping, shooting, bombing etc... In the beginning, I used to loot, kill and kidnap rich and powerful people who did injustices to poor and weak, and then I became a member of a drug mafia too. I sell and supply drugs to support my gang financially and to destroy the society. I was not born as a criminal, I am just a victim of circumstances".



Read a longer text "Why should you conserve water"? As you will read it, you will notice that the writer is giving a number of reasons for saving water. After reading it do the activities that follow:



Water conservation means using our water wisely and caring for it properly. Since each of us depends on water for life, it is our responsibility to learn more about water conservation and how we can help keep our water pure and safe for generations to come.

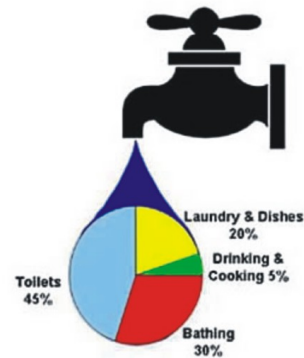
We must all make changes in our lifestyles, our habits, our mindsets and our attitudes. Until we make these changes, we will not be successful in conserving water. Water conservation needs to be a way of life, not just something we think about

once in a while. If we all do our part in conserving water, we can make a huge difference for our world and for the environment.

We must all recognize that water [conservation](#) really is our personal responsibility and not just leave it up to other people. We all enjoy the many ways that we use water, so why not do our part in caring for our water?

Water is the foundation of food and life. Next to air, water is our most precious resource. We cannot live without water. Saving water helps to preserve our [environment](#). It reduces the energy required to process and deliver water, which helps in reducing pollution. Conserving the water we will be able to minimize water shortages and avoid future drought years. If we save water now, we are helping to ensure a water supply adequate for future generations.

Our water supply is [finite](#), which means that we do not have an endless supply. We only have the water that we have now. 97 percent of all the water on the earth is salt water which is not suitable for drinking. Only 3 percent of all the water is fresh water, and only 1 percent is available for drinking water. The other 2 percent is locked in ice caps and [glaciers](#). With all the people on Earth relying on such a small percentage of all the water on Earth, it only makes sense that we must preserve and conserve our water. We must not pollute our water because it is the only water we will ever have. Some people do not realize the importance of water, and they are continually polluting it.



We must learn to save water now for the future. We have the same amount of water now as there was when the earth was created. This is the water we have, and we must preserve its quality. We must save water today so that it will be available to us in the future. We need to think of future generations, people who will not have a sufficient supply of water unless we become more concerned with how we use our water today. There are many things that we can do to help preserve. These are not things that are hard. All it takes is a little bit of extra effort, and soon it will be a part of our nature, our personality and our character. Save the water, its all we've got!

- We must conserve our water so that it will be available to people for years to come.
- We must save water because it is essential to sustain life.
- We need to conserve water so that our trees and plants can have life.



- 10 Connect the following sentences using the cues given in the bracket.
- 1 We should conserve water. Our life depends on it. **(because and since)**
 - 2 We realize the importance of water. We still waste it all the time. **(although)**
 - 3 We all must make changes in our lifestyles. It is our individual duty to conserve water. **(as)**
 - 4 Water is our most precious resource. We continue to waste it. **(while)**
 - 5 There is an urgent need to conserve water. Conserving it helps in reducing pollution. **(because)**
 - 6 Conserving water is important. The world is faced with drought like conditions. **(as)**

SECTION B: Scanning

In this unit we will teach you and give you practice in Scanning.



What is scanning?

Scanning is a fast reading technique. It is a reading strategy that involves focused and attentive reading of a text, in order to locate specific or precise information, for example, looking for particular details such as dates, names, or certain types of words.

Scanning can be used to look up a phone number in a phone directory, read through the small advertisements in a newspaper to find the exact information you need, or browsing TV schedules to find out the time or schedule of a TV programme you want to watch, reading train, flight or your classroom timetables, lists, catalogues, etc... For all these tasks you don't need to read or understand every word, you just need to check or search the information that you need.



So we can say that:

- **Scanning is a reading technique which enables us to look for particular information.**
- **Scanning needs reading with attention and concentration.**

To understand this point clearly, let us give you an example.



You have a newspaper in hand. You want to read about the weather only.

Which particular page will you turn to? You will obviously open up that page which gives the weather report and you will only read that bit. In other words you are



scanning or searching for the relevant or specific information.

The types of material we scan or read with the intention to find out the information we need are:

- Lists, dictionaries, directories, signs, classified ads., tables of contents...etc.
- Scanning is also useful for finding specific information from a book or article quickly as there is not always time to read every word.



Hints and tips for better scanning

Read the "Academic Calendar":

Academic Calendar Spring Semester 2011

- Don't try to read every word. Instead let your eyes move quickly across the page until you find what you are looking for.
- Use clues or signs on the page, such as headings and titles, to help you.

January 18	Advertisement in the newspapers
January 25	Admissions open, forms available
February 25	Application Deadline
March 20	Late Application Deadline
March 23	Pakistan day holiday
April 8	Mailing of books and other material start
April 15	Spring Semester Begins
May 20	First assignment due date
June 6	Eid Milad un Nabi holiday
June 15	Second assignment due date
July 17-22	Final Exams
August 1	Spring semester ends

- If you are reading for study purposes, start by writing down the questions that you want to answer. Doing this can help you find the information that you need more easily.



study purposes, the questions that you want to answer. Doing this can help you find the information that you need more easily.

You are going to do a few activities that will help you understand what is scanning all about and how to do scanning to find out exactly the information that you need. So get ready!



11 Now find out:

- 1 There will be holidays on _____
- 2 The application deadline is _____
- 3 The mailing starts on _____
- 4 Due dates of first and second assignments _____
- 5 Final exams are on _____

Dates



12 Use the hospital directory given below to get information about where to go.



HOSPITAL FLOOR DIRECTORY

Ground Floor

- Room 1 Reception
- Room 2 Pharmacy
- Room 3 Emergency
- Room 4 Ultra Sound
- Room 5 Laboratory

First Floor

- Room 1 Gift Shop
- Room 2 Outpatient Clinic
- Room 3 Cashier
- Room 4 Cafeteria
- Room 5 X-Ray

Second Floor

- Room 1 Heart Unit
- Room 2 Nurses' Station
- Room 3 Children's Ward
- Room 4 Physiotherapy
- Room 5 Maternity Ward

- 1 Where is the Cashier's room? _____.
- 2 Where is the Maternity ward? _____.
- 3 Where can I get the Ultra Sound done? _____.
- 4 Where is the Children's ward? _____.
- 5 Where is the cafeteria? _____.

A13 You want to shop at Chen One, a popular lifestyle store in Pakistan. You also want to be a member of its “Prestige Club”. Scan the brochure which has information to help you become a member of its Prestige Club.

Prestige Club

Prestige Club, established & acknowledged for its friendly environment, offers you a number of privileges & benefits for personal refinement & excellence. Chen One assures that members are welcomed at our stores in a way that goes well with their image, prestige & style. ChenOne prestige club members are privileged to enjoy the following:

Exclusive Discount

10% discount on your shopping at any store.

Seasonal Packages

You will be automatically informed of every upcoming sale & promotion ChenOne carries out through out the year.

ChenOne Newsletter

Be the first to receive the ChenOne’s newsletter mailed to you free of cost.

Free Home Delivery

Enjoy the privilege of having your shopping delivered to your home free of cost with every purchase of Rs.5000 or more.

Free gift delivery service

Surprise your friends & loved ones by having a gift purchased from any ChenOne stores delivered for free within 24 hours to their homes in all ChenOne cities. If needed, we can arrange for delivery to all the other cities as well on payment of courier charges.



How to get membership....?

You can get membership through giving the membership fee Rs. 1,000 (One-time & non refundable) Or get free membership against one-time shopping worth Rs.10,000.

Notice

Annual renewal fee of card is Rs 500 or card will be automatically renewed on annual purchase of Rs. 25000. In case of theft or lost re-issuing fee of card is Rs.100.

- 1 **This brochure is about:**
 - sales promotion
 - new Spring Collection
 - heavy discounts
 - highlights of the Prestige Club

- 2 **Does the catalogue company offer a home delivery service?**
 - yes
 - no

- 3 **People can get membership if they shop for**
 - Rs. 1,000
 - Rs. 1,000
 - Rs. 10,000

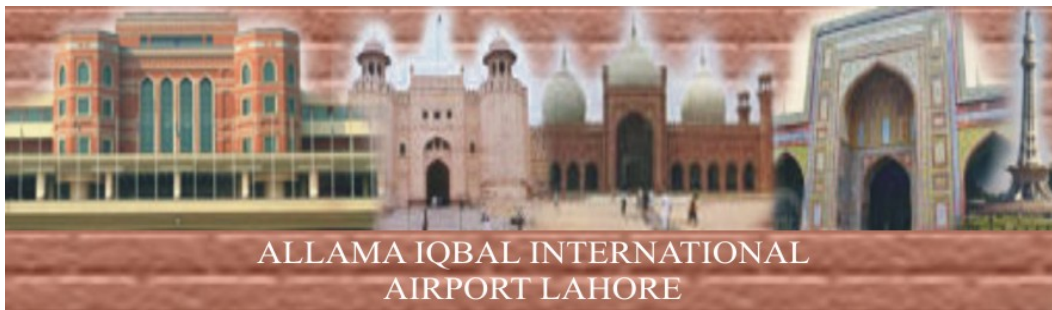
- 4 **The seasonal package offers**
 - information about upcoming sale & promotion through out the year
 - seasonal trends
 - sales and promotions
 - latest arrivals

- 5 **Gifts purchased from any ChenOne stores can be delivered**
 - within a week
 - within 24 hours
 - within a fortnight
 - within a month



14 Imagine that you want to travel by PIA to different cities in Pakistan. Here is PIA's domestic flight schedule from Lahore to the following cities. **Scan the flight schedule and then answer the following questions using the flight information chart:**

LHR	Lahore	ISB	Islamabad
KHI	Karachi	QTA	Quetta
RYK	Rahim Yar Khan	SKR	Sukkur
MUL	Multan		



Domestic Departures

Flight	Route	Destination	Scheduled Day & Date	Scheduled Time
PIA-305	LHE-KHI	Karachi	Sunday, March 4	18:00
PIA-618	LHE-ISB	Islamabad	Sunday, March 4	18:30
PIA-622	LHE-ISB	Islamabad	Monday, March 5	20:30
PIA-307	LHE-RYK	R.Yar Khan	Tuesday, March 6	22:00
PIA-315	LHE-KHI	Karachi	Tuesday, March 7	08:00
PIA-356	LHE-ISB	Islamabad	Wednesday, March 8	08:30
PIA-323	LHE-QTA	Quetta	Monday, March 13	10:00
PIA-303	LHE-KHI	Karachi	Monday, March 13	11:00
PIA-575	LHE-MUL	Multan	Tuesday, March 14	15:00
PIA-391	LHE-SKR	Sukkur	Wednesday, March 15	15:30
PIA-305	LHE-KHI	Karachi	Thursday, March 16	18:00
PIA-618	LHE-QTA	Quetta	Sunday, March 19	18:30
PIA-682	LHE-ISB	Islamabad	Sunday, March 19	21:30

- 1 What time will the plane take off from Lahore to Islamabad on March 8?
- 2 How many flights are there for Karachi from Lahore?

- 3 Which flight leaves Lahore for Sukkur?
- 4 What is the scheduled time of flight PIA- 323 to Quetta?
- 5 How many flights are there from Lahore to Islamabad?
- 6 How many different destinations are mentioned in the flight schedule?
- 7 What is the day and date scheduled for flight to Rahim Yar Khan?
- 8 Where is the destination of flight PIA- 682?
- 9 Which flight will land at 20:30 and where?
- 10 What is flight number and scheduled time of flight from Lahore to Multan?

SECTION C: Writing A Paragraph

In this section we will briefly take into account:

- What is a paragraph
- What is a paragraph made of?
- What is a topic sentence?
- What are supporting details?

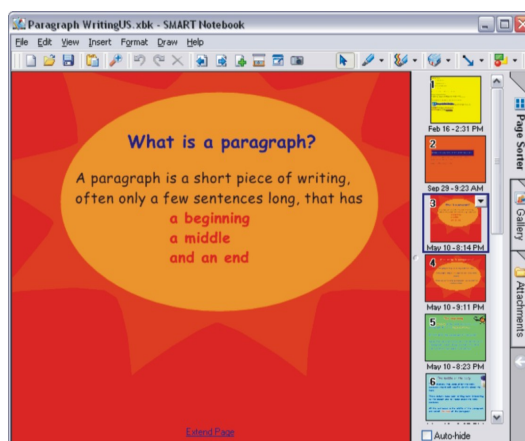


We would advise you to read the explanations very carefully and do all the activities. Also ask your tutor to help you whenever you do not understand a point.



What is a paragraph?

- A paragraph is a group of sentences that are all related to a particular topic, or central theme.
- Every paragraph has a key concept or main idea.
- A paragraph is defined as a group of sentences that develops one main idea.
- The main idea is the most important piece of information the writer wants you to know in order to understand the theme of that paragraph.
- A paragraph is a series of sentences that are organized and consistent, and these sentences are all related to one single topic.









Some teachers might tell you that a paragraph must be at least five sentences long; however there is no minimum number of sentences required for a paragraph to be a paragraph.



If you are reading a well written essay, you will notice that it is divided into paragraphs. Why? Because **paragraphs show a reader where the essay begins and ends, and thus help the reader see the organization of the essay.**

Paragraphs can contain many different kinds of information. A paragraph might:

-  contain examples
-  describe a place, character, or process
-  narrate a series of events
-  compare or contrast two or more things
-  classify items into categories
-  describe causes and effects

What is a Paragraph made of?

A paragraph has the following three essential elements:

- a **The Main idea**
- b The main idea is given in the form of a statement that we call the “**Topic Sentence**”.
- c Explanation of the main idea through “**Supporting Details**”.



Let us try and make you understand each element. We will give you examples followed by activities so that you can understand each element.

a The Main Idea

Every paragraph has a central idea or a theme that is called “**The Main Idea**”. A writer states the main idea clearly somewhere in the paragraph, may be at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea or the theme of the paragraph is stated or given is called the **topic sentence** of that paragraph.

b The Topic Sentence

Each paragraph has a topic or a main idea or we can say a central idea, in other words, what the paragraph is about. The main idea or topic of a paragraph is written or given in the “**Topic Sentence**”. You might think of it as a **headline of the paragraph**. Most paragraphs should have a topic sentence. The topic sentence is just like an umbrella under which the writer adds more details.



What is a Topic Sentence?

Topic sentences are in a paragraph to let the reader know what the paragraph is about.

Supporting sentences are also in a paragraph to support, or provide more information about what the topic sentence says

A topic sentence has several important functions:

- It states the theme, the main or central idea that the writer wants to convey to the readers.
- It sets the stage for the paragraph and tells us from the very beginning what the paragraph is about.

c The Supporting Details

The bulk of a paragraph is made up of supporting sentences which can be major and minor details, that help explain, support, strengthen and expand the main idea. These sentences present facts, reasons, examples, definitions, comparison, contrasts, and other relevant details. These details are most important because without them there is no paragraph and the main idea is weak, support less and empty.

To repeat, **every paragraph should have enough relevant supporting details to support and expand the main idea. They come after the topic sentence, making up the body of a paragraph. They give details to develop and support the main idea of the paragraph.**

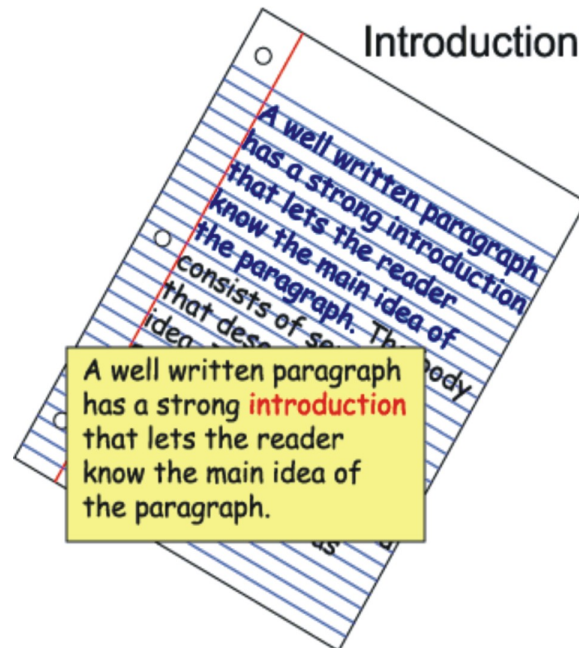
Please note:

- Think of the paragraph as a wheel with the topic being the center - the central core around which the whole wheel (or paragraph) turns or rotates. Simply ask yourself the question, "What is this paragraph about?" "What is its main idea or central theme?" Keep asking yourself these questions as you read a paragraph, until the answer to your question becomes clear.
- Understand the main idea or the subject of the text or a paragraph. How is this main idea stated or conveyed to the readers...what is the topic sentence...where is the topic sentence placed?
- Recognize the supporting details and how they help, expand, support and strengthen the topic sentence. What kind of supporting details is the writer giving? Are these in form of facts, examples, definitions, reasons, etc?

RECAP

So far you have learnt about a paragraph and topic sentence. Do you remember what we have been telling you so far? Well here is the summary:

- A paragraph is defined as a group of sentences that develops one main idea.
- An essay is divided into paragraphs because paragraphs show a reader where the essay begins and ends.
- Most paragraphs have a topic sentence.
- The main idea or topic of a paragraph is written or given in a sentence or statement that is normally called the topic Sentence.
- A topic sentence is often placed at the beginning and has several important functions.
- The Topic sentence is supported by major and minor details that help explain, support, strengthen and expand the main idea.
- These details are most important because without them there is no paragraph and the main idea is weak, support less and empty.



A15 So far we have given you a simple and brief definition of a paragraph and the information that a paragraph conveys. We hope that you have understood the explanation. Now we want you to **write in your own words the definition of a paragraph, the different kinds of information paragraphs convey, and what is a Paragraph made of?**

It is important that you write the definition because it will prove that you have understood what we have been telling you. If you still can not understand it, ask your tutor to explain to you.

A Paragraph is



A16 Let us help you in identifying the “Topic Sentence” Read two short paragraphs and see if you can recognize and underline the topic sentence in each paragraph. Ask yourself the question, “What is this paragraph about?”

Paragraph 1

For greater health benefits, experts recommend that we should do 20 to 30 minutes of physical exercise three or more times a week. Regular exercise can help protect us from heart disease and stroke, high blood pressure, diabetes, obesity, back pain, osteoporosis, and can improve our mood and help us manage stress and tension better. If we have been inactive for a while, we may want to start with less tiring activities such as walking or swimming at a comfortable pace. Beginning at a slow pace will allow us to become physically fit without straining our body. Once you are in better shape, you can gradually do more demanding activity.



Paragraph 2

The rules of conduct during an examination are clear. No books, calculators or mobile phones are allowed in the examination hall. Invigilators will not allow anyone with such items to take into the hall. Anyone caught cheating will be asked to leave the room. His or her test sheet will be taken. The incident will be reported to the proper authority. At the end of the exam time, all materials will be returned to the Invigilators. Failure to abide by these rules will result in a failing grade for the exam.



A17 This activity will give you further practice in **choosing the correct topic sentence for each paragraph**. The paragraphs given below contain a series of sentences but what they lack is a topic sentence. Your job is to **choose the most suitable “Topic Sentence” from the three choices that follow after each paragraph**.

Paragraph I

I am too busy to take care of other things except my studies. Books are stacked up on tables, on top of cupboards, and even on the floor. Also, the dinning table generally has copies, paper, pens, clips, etc spread across it. I do not let my mother clean my room as I know where I have kept important notes and I don't want her to mix them up...so until my exams finish, my room and the whole house looks messy and cluttered.

Choose the most suitable topic sentence:

- a I feel exhausted and tense during my exams.
- b My busy schedule during exams.
- c Whenever my exams are near, my room becomes cluttered and messy.

Paragraph I

True friends are perhaps the only ones who support you through the trials and troubles of time and their friendship remains unconditional. A unique blend of affection, loyalty, love, respect, trust and loads of fun is perhaps what describes a true friend. Similar interests, mutual respect and strong attachment with each other are what friends share. Friendship is a feeling of comfort and emotional safety with a person. It is when someone knows you better than yourself and assures to be your side in every crisis. These are just the general traits of a friendship. To experience what is friendship, one must have true friends, who are indeed rare treasure.



Choose the most suitable topic sentence:

- a Friends are the most important part of your life.
- b Friendship is eternal.
- c Making new friends.



Now we will move further on and discuss another important element of a paragraph that is **“The Supporting Details”**. As we have already said that:

- the main idea stated in the topic sentence is the most important sentence in a paragraph.
- the topic sentence needs support and therefore this support is given by the supporting details.

What are supporting sentences?

They come after the topic sentence, making up the body of a paragraph.

- **What do they do?**
They give details to develop and support the main idea of the paragraph.
- **What is the closing sentence?**
The closing sentence is the last sentence in a paragraph.

What does it do?

It restates the main idea of your paragraph.

Read this short paragraph:

The sun is the only important source of energy for the Earth and its atmosphere. Millions of other stars give out energy, but they are too far away to affect the Earth. Energy is also released within the Earth, primarily from the decay of radioactive minerals. This heat flows upward towards the atmosphere; some heat also escapes through volcanoes, but its quantity is unimportant. Tidal energy, resulting from the combination of terrestrial, lunar, and solar gravity, is also of minor importance. **Thus the sun supplies essentially all the energy that supports life on Earth, and it energizes most of the atmospheric processes.**



Let us explain:

The paragraph is about solar energy. The main idea is stated or written in a topic sentence “The sun is the primary source of energy to support life on Earth and its atmosphere”.

The rest of the underlined sentences are the supporting details that further explain, strengthen and support this main idea.

Also notice the last bold sentence which is a concluding sentence that basically sums up or repeats the main idea.



18 Now here is another simple activity that will give you **practice in recognizing the main idea, the supporting details and the concluding sentence.** **Underline the topic sentence with red pen, the supporting details with blue pen and the concluding sentence with green pen .** Read the two paragraphs.

Paragraph 1

Many people wishing to be successful either don't work hard enough to achieve their goals or are just nervous about their success. A lot of people worry that friends will envy them if they become successful. Others are afraid that success will make them stand out in a crowd. Then there are those who simply fear the hard work necessary to maintain a high level of achievement. Whatever the reason, every one has a right to be successful and achieve one's goals in life.

Paragraph 2

Human brain is a complicated phenomenon to understand. Different sides of the brain control different activities. About 95 percent of all adults use the left side of the brain for speaking and writing. The left side of the brain is also superior at doing math. The right side, however, has talents of its own: It excels at recognizing patterns, faces, and melodies. Thus a brain is a tricky and complicated human organ on which a lot of research has been done and still continues.



19 For each of the topic sentences given below, add at least three supporting details to complete the paragraph.



1. **The Library contains several different sections.**

What section do I need?
● **Non-Fiction**
holds
books with information or facts - not stories

What section do I need?
● **Picture Books**
are
books with stories and pictures

What section do I need?
● **Junior Fiction**
holds
stories for younger children written in chapters

What section do I need?
● **Fiction**
holds
stories for older children written in chapters

2. Pakistan is gifted with a rich and diverse history and culture.

3. Mobile phone has become a necessity rather than a luxury in today's fast changing world.

Unit 8

Expressing Agreement/ Disagreement



Shagufta Siraj

Section A **Function:** Expressing Agreement/Disagreement

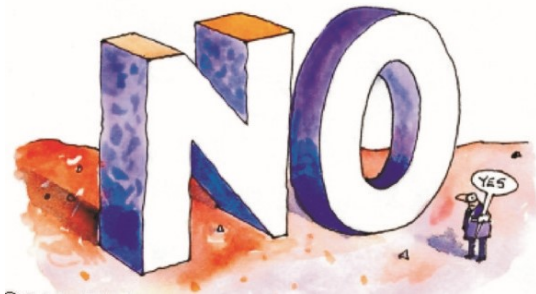
Section B **Reading:** Anticipation

Section C **Writing:** Writing a Descriptive Paragraph



SECTION A: Expressing Agreement/Disagreement

When we talk to someone or discuss something we either agree or disagree with the opinions, ideas, suggestions, like and dislikes of the person we are talking to. In this unit we shall look at some expressions for agreeing/disagreeing.



Here is a dialogue between two friends Shahid and Aslam. They are discussing a cricket match recently played between Pakistan and Srilanka. Now switch on your cassette player and listen carefully.



Recorded Text 22

Shahid: Aslam, did you see the match between Pakistan and Srilanka last week?

Aslam: Oh yes, it was marvellous. Specially, the game of Afridi was superb.

Shahid: Very true, Afridi played very well. Umer Gul also showed his best performance.

Aslam: That's what I was thinking. It was only due to his century that we won the match.

Shahid: Exactly! The last four batsmen disappointed everyone. Don't you think so.

Aslam: That's right, none of them played well. Fawad couldn't even make a single.

Shahid: I strongly believe that the players should be given proper training and maximum practice before every match.

Aslam: You are right but Pakistani team cannot play under pressure.

Shahid: Very true that's what I also think.



In the dialogue you listened to just now, did you notice the expressions like:

- Oh yes,
- very true
- that's what I was thinking
- exactly
- that's right, indeed etc

These expressions are used by Shahid and Aslam to express agreement.



1 Complete the following exercise using a different expression for agreeing in each case.

Example: Travel by car

A: We must travel by car today

B: Oh yes, we must

1. Shift to some other house
2. Study hard
3. Take rain coats with us
4. Do not drive fast
5. Write with red ink



2 Read the following conversation between two friends, discussing video games.

1st Friend: I am not particularly keen on video games. But I don't think they do any great harm. If adults want to go into video game centres, why not? I believe people should be free to choose whether they want to do certain things or not. It's not for government to decide for them.

2nd Friend: I must say, I find them very enjoyable, we've got a few video games at home, and for us it's an interesting way of spending our free time. My children love playing these games as well, and I'm sure it doesn't do them any harm. In fact I think it's a good way for people to let off steam.

After going through the conversation carefully try to find out the expressions the two friends use to agree with one another in the dialogue, for example, I believe people should be free to choose whether they want to do certain things or not



Now, here is another dialogue between two friends Faheem and Nasir.

Faheem: We believe homes are more important than roads.

Nasir: I don't think they are.

Faheem: Yes, they are. And the government should build more houses.

Nasir: I don't think so. The government shouldn't.

Faheem: Yes, it should. We also think that all public transport should be free.

Nasir: I don't think it should be.

Faheem: But we do. Also, we think car drivers should pay more tax.

Nasir: Non sense. They shouldn't.

Faheem: They should.

In the dialogue, the expression **I don't think.....** has been used a number of times. This is used to disagree. It is not a very polite expression. In addition to this, the following expressions can also be used:

- I'm afraid, I don't.....
- I see what you mean but
- Of course not
- Do you really think so.....

These are all polite expressions of disagreeing. Some strong expressions used for this purpose are:

- Quite wrong
- Absolutely wrong
- You are talking nonsense
- I don't agree



3 Think of five such situations where one has to use polite expressions for disagreeing and then write those expressions.

Example: Son talking to his father.

Son: Foot ball is a very popular sport played throughout the world.

Father: It is not played a lot in Pakistan.

Son: Do you really think so.....



4 Read the following statements.

The responses to the statements are also given. You have to choose the most suitable response in each case.

1 Manager to the worker:
You are responsible for all the mishap in the factory.

- Not at all
- Non-sense
- I disagree
- I do not agree with you

- | | | |
|---|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Teacher to the student:
You have failed in the exams
because you did not work hard | <input type="checkbox"/> Not at all
<input type="checkbox"/> Absolutely wrong
<input type="checkbox"/> Do you really think so
<input type="checkbox"/> I don't agree |
| 3 | Friend to friend:
You have taken my book without my
permission | <input type="checkbox"/> I see what you mean but
<input type="checkbox"/> I am afraid, I haven't
<input type="checkbox"/> Of course not |
| 4 | Father to son:
You have never kept your promises | <input type="checkbox"/> Absolutely wrong
<input type="checkbox"/> I am afraid, you are wrong
<input type="checkbox"/> I don't agree |



Answer the following questions. Either agree or disagree.



- 1 This year exam papers were very easy, don't you think so?
- 2 Don't you think the houses are very expensive these days?
- 3 Why don't we have lunch together?
- 4 How about playing a game at home?
- 5 Why don't we discuss our problems?

Read the following dialogue carefully. This dialogue is a telephonic conversation between a doctor and a patient (Farooq)

Farooq: Good Morning, Doctor! Farooq speaking

Doctor: Good Morning, Mr. Farooq.
Now what can I do for you?

Farooq: Well, I'm not sure exactly. But I don't feel very well. I get severe headaches frequently and I feel tired all the time.

Doctor: I see. Now, these headaches.....
Do you smoke?

Farooq: Yes. I smoke rather a lot about 30 cigarettes a day. That's because I worry about my work, you see.

Doctor: Hm. And what about exercise?



Farooq: Well, I don't get time. I'm always busy.

Doctor: Hum you don't look very fit, do you? What is your weight.

Farooq: I'm not sure. about a hundred kilos, I think. Perhaps I eat too much, but I'm always hungry!

Doctor: Well now Mr. Farooq, there's nothing wrong with you. If I were you I'd take more exercise, eat less and smoke fewer cigarettes. Better still, stop, smoking completely. That's my advice to you.

Farooq: But aren't you going to give me any medicine, doctor?

Doctor: Medicine? You don't need medicine. Just less food, more exercise. That's all you need.

Farooq: Thank you doctor and Goodbye.

Doctor: Good bye and good luck.



6 Read the same dialogue once again and mark the following statements as True or False.

- 1 Doctor advises Farooq to take medicine regularly.
- 2 Farooq smokes 10 or 15 cigarettes daily.
- 3 Farooq is very fond of taking exercise daily.
- 4 Farooq always feels hungry.
- 5 Farooq is physically fit.



7 Now suppose that you are Farooq. How would you agree or disagree to the doctor's suggestions? Pick all suggestions from the dialogue.

Example:

Doctor: You don't need medicine. Just less food, more exercise.

Farooq: **Agree:** I absolutely agree with you.....

Disagree: I see what you mean but..... I don't get time. I'm always busy.

SECTION B: Anticipation

There are several reasons for reading, which influence the way we read e.g. we read a text book in order to pass exams. We consult a train timetable, a telephone directory, a dictionary, a newspaper or a magazine in order to extract specific information. Sometimes we read a book to pass time. Now, do we read the textbook in the same way as the newspaper or do we scan the railway time table like the letter we receive from our home? Certainly not. The strategy of reading is also influenced accordingly by the purpose of reading. Some of these strategies/techniques have been discussed in the earlier units, such as skimming and scanning. Some skills will be covered in the later units.



In this and the following two units we shall practise three different techniques of guessing, namely, anticipation, prediction and previewing. All these three skills play a very important role in reading since reading is a constant guessing game. While reading the reader's sense and experience helps him to guess what the writer is likely to say next. He, therefore, finds the text relatively easy.

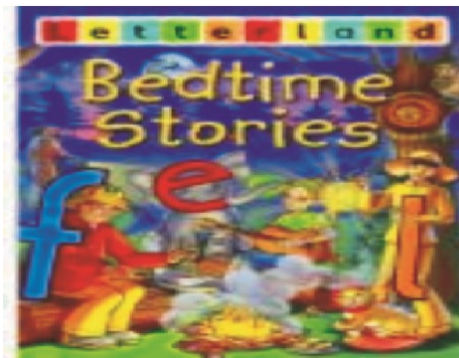


Anticipation and prediction are closely related to one another. They help the reader to choose the right reading material for the specific purpose, maintain interest in the reading process and help tackle difficult text.

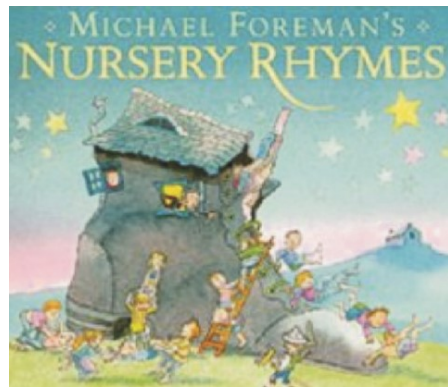
Following are a few activities to practise anticipation and prediction.

Knowing a book often requires a careful look at:

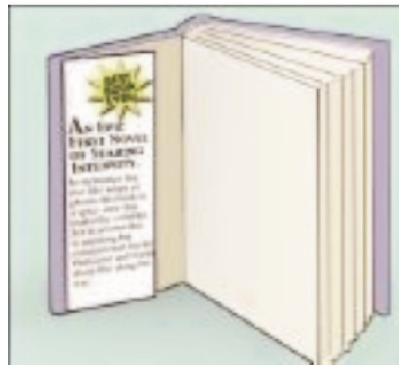
- 1 The title (front cover)



2 The blurb (back cover)



3 The publishers comments



4 Headings, titles, opening paragraphs of articles, stories, essays etc.



8 Suppose you want to study the subjects/topics given below. You have the following books to consult. Can you guess from the titles of the books where these topics can be found. Match the titles with the topics.

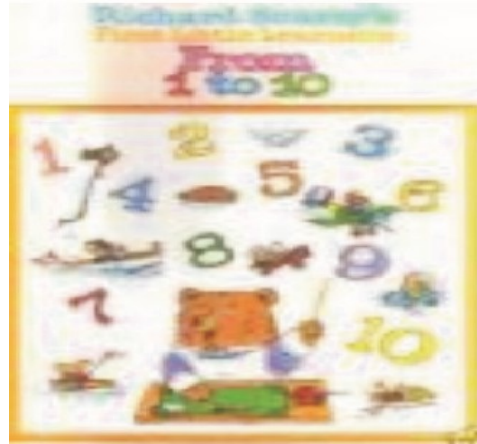
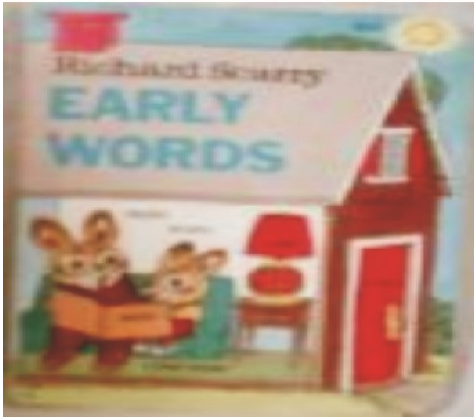


Topics	Titles of books
1 Adverbs and Adjectives	a Pronunciation Skills
2 Varieties of pronunciation	b Writing English language tests
3 Objective tests	c Error analysis
4 Sources of Errors	d Developing Reading Skills
5 Improving reading speed	e Grammar and Composition



A9

Here are pictures of some books. Can you guess what kind of books are these?



A10

Here are some titles of books.

- 1 Gulliver's travels
- 2 Interesting details of travels
- 3 Romantic verses of 18th century
- 4 The count of Monte Cristo
- 5 The Pearl
- 6 Lucy Grey

Can you guess:

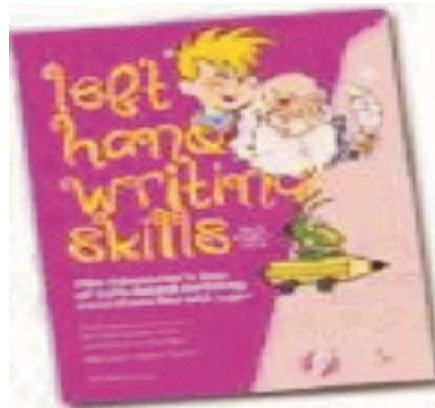
- a The nature of each of these books (poetry, drama, novels, autobiography)
- b The purpose of the books (information, pleasure, education)



A11

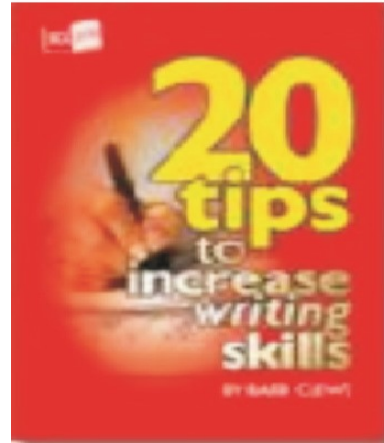
Below are given titles of a few books. Can you anticipate which book would be suitable for:

- a a primary school boy
- b a college student
- c a house wife
- d An artist
- e A politician



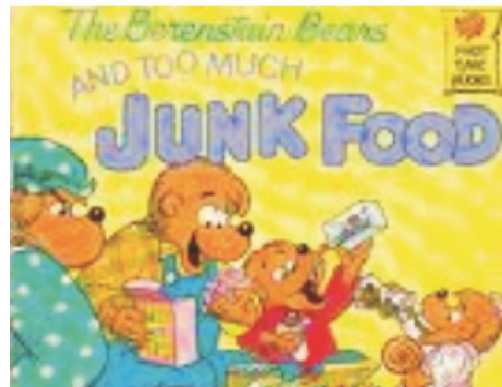
Titles

- 1 20 tips to increase writing skills
- 2 History of English literature
- 3 Patterns of embroidery
- 4 Calligraphy skills
- 5 Politics



A11 You are given a book with the title 'JUNK FOOD'. From its appearance can you guess whether:

- a It is a story book, a news article, a drama or an essay.
- b It is a book on medicine.
- c It is about one or more characters.



Rs. 500 Reward

Police have decided to offer the above reward to any person who shall give information leading to the arrest of the man, Shakir, who is wanted by the police in connection with the murder of the late Tahir Baig at Gujarkhan, in January 2009.

Description of the wanted man

The following is the official description of Shakir, Age 38, height 5 ft. 8 inch. Complexion dark, hair dark black, black moustaches, no beard, may now have a beard, eyes light brown, pointed nose, dirty yellow teeth, speaks in a rather shrill voice.

A12 Here we have selected some paragraphs from a story of little red riding hood. Let us see if you can guess each paragraph as:

- the opening paragraph
- the middle paragraph
- the concluding paragraph



- 1 Are you carrying that basket to your grandmother? Asked the wolf. The little girl said, yes, she was. The wolf asked her where her grandmother lived. The little girl told him the address of her grandmother and he disappeared into the woods.
- 2 Finally, the wolf was killed by the hunter and little red riding hood was rescued.
- 3 One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally a little girl did come along. She was carrying a basket of food.

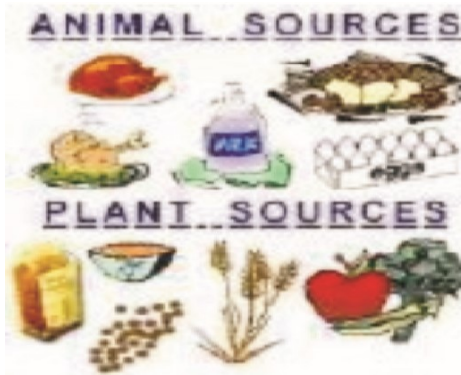




13 Quickly read only the first sentence of each paragraph in the following article. Then guess which paragraphs are about each of the topics listed below:

THE NUTRIENTS IN FOOD

1 Nutrients are the parts are important for life. Nutrients are important reasons. First, some provide fuel for energy. nutrients build and tissues. Third, some help control different the body like the minerals and the



of food that and health. for three nutrients. Second, some repair body nutrients processes of absorption of clotting of

blood. Scientists think there are 40 to 50 nutrients. These nutrients are divided into five general groups: carbohydrates, fats, proteins, minerals, and vitamins.

2 The first group of nutrients is carbohydrates. There are two kinds of carbohydrates: starches and sugars. Bread, potatoes, and rice are starches. They have many carbohydrates. Candy, soft drinks, jelly, and other foods with sugar also have carbohydrates. Carbohydrates are important because they provide the body with heat and energy. Sugar, for instance, is 100 percent energy. It has no other food value. Sugar does not build body tissues or control body processes. If there are too many carbohydrates in the body, they are stored as body fat. The body stores fuel as fat.

3 There are two types of fats: animal and vegetable. Butter, cream, and the fat in sheep are animal fats. Olive oil, corn oil, and peanut oil are vegetable fats. The body has fat under the skin and around some of the organs inside. The average adult has 10 to 11 kilograms (20 to 25 pounds) of body fat. If adults eat too many carbohydrates and fats, they can add another 45 kilograms (100 pounds) to their bodies. Fat is extra fuel. When the body needs energy, it changes the fat into carbohydrates. The carbohydrates are used for energy. Fat also keeps the body warm.

4 The third group of nutrients is proteins. The word "protein" comes from a Greek word that means "of first importance." Proteins are of first importance because they are necessary for life. Proteins are made of amino acids, which build and repair body tissue. They are an important part of all the muscles, organs, skin, and hair. The body has 22 different amino acids. Nutritionists call eight of these amino acids essential because the body does not manufacture them.



5 There are two kinds of proteins: Complete proteins and incomplete proteins. Complete proteins, which the body needs for growth, have all the essential amino acids. Meat, fish, poultry, eggs, milk, and cheese have complete proteins. The body needs complete proteins everyday.

6 Extra protein changed to can also be and used for enough the energy uses proteins does not have build and diet includes energy, and



in the body can be fat and stored as body fat. It changed to carbohydrates energy. If people do not eat carbohydrates and fats for that they need, their body for energy. Then the body the proteins that it needs to repair tissues. A nutritious carbohydrates and fats for proteins for growth.

7 Nutritionists think there are that humans need. Vitamins because they prevent diseases body processes. Vitamin-A is healthy skin and eyes. People enough vitamin-A may have Some automobile accidents evening because people who do not see the road well after bright headlights of a car. diet comes from deep yellow fruits and vegetables, dark green leafy vegetables, and whole milk.



thirteen vitamins are important and help control important for who do not have night blindness. happen in the lack Vitamin-A they look at the Vitamin A in the

8 There is no one food that is essential, but there are nutrients that are necessary for good health. If people want to be healthy and active, they need to get all the essential nutrients. A healthy body needs carbohydrates, fats, proteins, minerals, and vitamins.

Topics	Paragraphs
Introduction	12345678
Carbohydrates	12345678
Fats	12345678
Proteins	12345678
Vitamins	12345678
Conclusion	12345678

Knowing the organization of a chapter helps you find information quickly. Indicate which paragraphs probably have the answer to the questions below. In this exercise, do not answer the questions. Look only at your list of topics above. You will have a chance to answer these questions after you have read the selection.



14 The answer to the first question is in paragraph 2. Answer the rest of the questions.

- a Why are carbohydrates important?
- b What are the best sources of calcium and phosphorus?
- c Why do people need protein?
- d In general, why are nutrients important?
- e What are two examples of foods that have complete proteins?

SECTION C: Writing a Descriptive Paragraph

We have been reading lots of paragraphs while doing activities on anticipation. Here we shall recap very briefly what we have learnt about a paragraph in unit 7. Paragraph is the basic unit of composition. It is a group of sentences based on one idea. Although a paragraph may include several ideas about a topic, still one idea will be more important than the others, this is called the main idea. This main idea is usually stated in the topic sentence. Besides the topic sentence a paragraph includes several other sentences which in some way add to or support the idea in the topic sentence. Last, there is a concluding sentence which concludes whatever has been written/said earlier, but does not have the same wording.

Writing a Paragraph may be the most difficult task for some but it is not impossible. With proper guidance and useful tips, anyone can write a paragraph that has a perfect introduction, interesting details in the middle and a wonderful closing sentence that would leave a good impression on the reader, for instance, consider the following paragraph.



Example of a paragraph

Zoos are popular with all children. They are able to see examples of wild life from all continents. In wildlife preserves in Africa, the animals roam about freely without fear of being captured. Perhaps the favourite spot in a zoo is the elephant cage. There the elephants entertain the children by spraying themselves with their trunks and doing various tricks. The children are especially delighted when an elephant takes peanuts from them with his trunk.

In this paragraph first sentence is the topic sentence as it contains the central idea that:

Zoos are popular with all children.

The rest of the sentences are supporting sentences. e.g.

- 1 **They are able to see examples of wildlife.**
- 2 **The elephants entertain the children by..... etc.**

We shall learn more about the main ideas and supporting details in unit 13. Here we shall discuss how to write a paragraph. For writing a paragraph following points are essential.

- 1 Who is going to read what you are writing? (reader)
- 2 What is the purpose of writing? (aim or objective)
- 3 What will be the discourse type (format) e.g., description, narration, instruction or argument, etc.

The next useful point is to think and decide what ideas to include. Then the writer can organize those ideas and write the first draft. Later on, this draft can be revised and rewritten to give the final touch.



There are different kinds of paragraph, for example, descriptive, narrative, expository, etc.

This unit takes into account descriptive paragraphs.

Descriptive Paragraphs

The purpose of descriptive writing is to describe something as exactly as possible in order to give someone some information. Description can be dynamic as well as stative. Stative description is that of people places and objects. Dynamic description includes events, activities and processes. Stative description is often written in the present simple active tense e.g. "it consists of". On the other hand when we describe a process or a procedure we often use the present passive tense e.g., 'it is removed', 'is made', etc. Following are the examples of these two kinds of paragraphs.

Example: Dynamic description

How to Make Green Tea



First of all boil a cup of water. Place a green tea bag in a mug or if you have the green tea leaves add 2 teaspoons of the leaves to the cup. If you have a kettle, pour boiling water onto tea bag or tea leaves in the kettle. Always pour hot water on the tea bag/leaves and not tea into water. Then, cover the mug/lid of the kettle and let it steep for 2-3 minutes. Want it stronger — steep for 5 minutes. Next, add some sugar. Finally, strain if using leaves. Your green tea is ready. After steeping the tea you can also add lemon juice and honey or just honey. You could chill this green tea and add to it a cup each of orange juice, pineapple juice, lemon juice, and sweeten it with honey. Add to it a few mint leaves as well.

This paragraph tells us the art of making a cup or pot of green tea using leaves, not bags, by following traditional Chinese methods. Buy some tea, a teapot and some cups. You really don't need to bother with anything else.



Things You'll Need

- *Teapot
- *cups
- *kettle
- *water *tea

Steps

- 1 Put a hand full of tea leaves in the pot.
- 2 Add warm water. Leave for a minute - Boiling water releases a chemical that make the tea sour.
- 3 Add some sugar to it (optional, real Chinese tea rarely has sugar)
- 4 Wait a few minutes, then serve. You will get a few cups of tea.



15 Write the above steps in the form of a paragraph.

Example: Stative description

A wristwatch is a mechanical used for telling time. Its main other types of time telling small enough to be worn on the can easily know the time by



device which is advantage over devices is that it is wrist, so that one looking down.



16 Read the above two paragraphs Dynamic and Stative Description and:

- a write down very briefly what the paragraphs are about.
- b find the topic sentence for each paragraph.

Did you notice while describing a process, sequence markers e.g. first, then, next, finally are used. They help to link the sentences.

A17 Below are given some steps in the hair setting process. Let's see if you can arrange these points in the form of a paragraph. You can add sequence markers wherever necessary to link the sentences.

- Take out rollers
- Wash hair
- Use hair set lotion
- Dry hair
- Use hair spray
- Put hair in rollers
- Comb hair



A18 Write a paragraph on vitamins, describing them and explaining their function. Use the following notes to help you.

- 1 Organic substances
- 2 Not made by the body
- 3 Obtained from various foods
- 4 Essential for growth and maintenance of the body.
- 5 Absence or shortage leads to various deficiency diseases.

A19 Now try to compose 1-2 paragraphs on each of the following topic sentences:

- 1 I think that this is a book that everyone should read.
- 2 Sonia is very nice friend of mine.
- 3 Tea can be prepared in ten minutes.

A20 Write a paragraph to your friend describing how you spent your summer vacations.

A21 Look at these pictures carefully and write a paragraph on:

- a What do these people look like?
- b How are they dressed up?
- c What are they thinking/feeling?





RECAP

In this unit we have discussed how to agree or disagree with someone keeping in view the age, position or relationship of the person with us. We also gave you an idea about how to read a book and how to find out the relevance and utility of a book without going through the book in detail. This can save a lot of our time especially during the days of exams when time is too limited. This art is called anticipation. Paragraph writing has also been taken into account in this unit. We specially considered descriptive paragraphs and gave you a few practical examples. In the next unit you will learn about narrative paragraphs.

Unit 9

Talking About Past



Farzana Ursani

Section A **Function:** Talking about Past

Section B **Reading:** Prediction

Section C **Writing:** Developing a Narrative



SECTION A: Talking about Past

All of us have memories, good or bad, pleasant or unpleasant, happy or sad memories. When we think about past, we feel nostalgic, which means remembering beautiful and happy past incidents or events of life.

You are going to listen to two friends Danish and Asad talking about a beautiful and memorable past experience.



Recorded Text 23

Danish: Asad, yaar you remember that thrilling experience we had ten years back in Swat?

Asad: Ha! Of course I remember quite clearly, that was one of my best memories and the most nostalgic one! We were so bold, so adventurous, ready to experiment with new things, ready to take risks!



Danish: Yes — Imagine surviving on Rs.500/- for a week. The tent we erected in the middle of a thick forest, we hunted and cooked ourselves, painted the beautiful surroundings, swam in the chilly stream, composed tunes on the flute... Oh Asad that was a wonderful experience!

Asad: Wasn't it — I'll never forget that experience. It taught me a lesson which I'll never forget.

Danish: And what's that?

Asad: To love and preserve nature, to nurture the wildlife, to protect the beauty of nature and value it. God has gifted Pakistan with such beauty.

Danish: True — yaar. But why can't we do these things again, why have we become so involved with the routine of our jobs...

Asad: That's another reality of life.



1 What did Asad and Danish do on their trip? Read the following list of activities and tick (✓) only those which Asad and Danish did.

- They traveled
- They hunted
- They swam
- They cooked food
- They slept a lot
- They fished a lot
- They went to meet people
- They picked a lot of flowers
- They played music
- They painted



Recorded Text 24

Now you are going to listen to Begum Mahmooda Sultana talking about her past. She has lived a very useful and active life. Let us listen to what she's saying about her family background, her education, her work, and the city she loves.

Begum Mahmooda Sultana

I was born in a poor Hari's family in a small town Hala, near Hyderabad, Sindh. My parents treated me equally as they treated my brother. They gave me the same education and allowed me to study in Hyderabad.

Oh! That takes me back to Hyderabad. In those days Hyderabad was a small, clean and beautiful city. Everybody knew everyone else, there were parks, clean and wide roads, libraries full with keen readers, fewer traffic, fewer shops, beautiful old houses with famous windcheaters on their roof tops. Now the city has changed, it is no more as clean and quiet as it was, the roads are bumpy, there's traffic on roads, shopping plazas have replaced parks, old houses have been pulled down.... the city has lost its character.

So, I was telling you about myself! Yes I did my Masters in Architecture... I started my career by being just a junior draughts person, sketching maps for a small time architect... but then I got my big break when I joined a group of activists who wanted to preserve Hyderabad's old buildings. We were a group



preservation of historical buildings.

of five, we worked day and night, making plans, drawing, suggesting changes and then we took our plans to the Sindh government who was impressed with our work. The government helped us by giving us the funds. We have since then preserved three major buildings, and our group has got the national attention. I received a price from the government of Pakistan for my work in



2 You have just heard Begum Sultana's long description of her life. Let's see if you can fill in the following chart with the information about her.

Place of birth _____
 Name of the city where she studied _____
 Academic qualifications _____
 First job _____
 Nature of job _____
 Later job _____
 Nature of the later job _____



3 In Mrs. Mahmooda Sultana's monologue, she talked about Hyderabad city, how it used to be then and how it is now. After listening to what she said, can you write separately about Hyderabad then and now.



Hyderabad then

Hyderabad now



When we talk about the past, we often use these phrases:

- As far as I remember
- I remember quite clearly
- That reminds me of
- That takes me back
- I'll never forget the time

You should also try and talk about your past experiences in your tutorials. You can talk about:

- Your first day at school
- The first beating you got from either your father or your mother
- The first pocket money or a present you received
- Any such incident which makes you happy or sad

Many times when we are talking to someone, or listening to the news, announcements, etc... It is possible that we either do not understand what the speaker is saying or miss out certain information. There are reasons for not understanding all the information or missing out some information. These reasons can be:

- The distance between the listener and the speaker
- The accent of the speaker
- Unfamiliar vocabulary
- Unknown topic
- Distracting noises or sounds
- Lack of attention

All or some of these factors might restrict a listener's understanding. A good listener will, have to try hard and use some imagination to understand the speaker's message.



Recorded Text 25

Let us now listen to a conversation between an American and a Pakistani. You will notice that the American utters certain words which the Pakistani does not understand properly. Listen to their conversation and then answer the questions in the following activities.



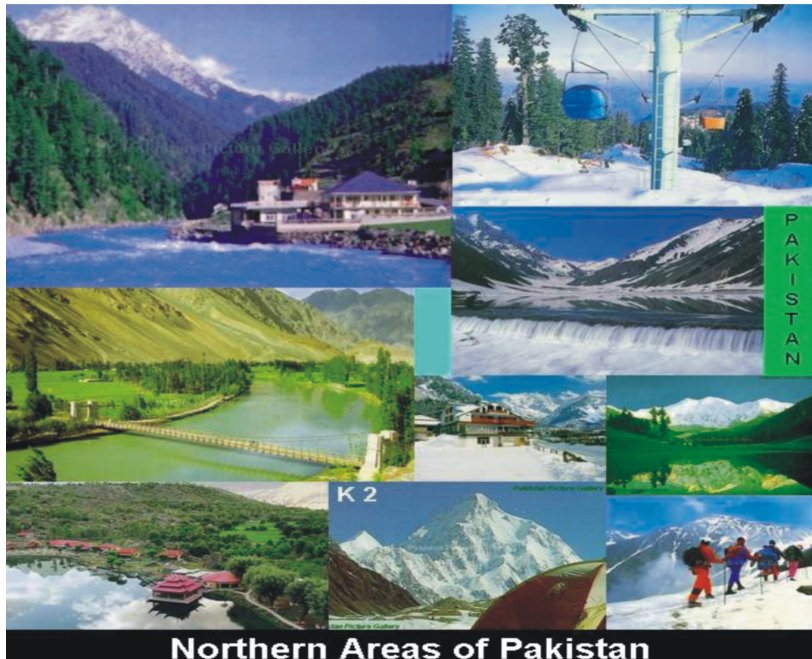
American: Oh boy! You sure have a lovely country. Look at the beautiful scenery, but your tourism is bad. The tourist industry needs a face lift.

Pakistani: Sorry, did you say a..... a..... lift?

American: A face-lift.... a new look.... some improvements!

Pakistani: Of course. Especially the hotels!

American: Yeh.... not only the hotels, but other proper travel arrangements, travel guides, comfortable buses. No wonder with such poor facilities there is little tourism.



Pakistani: I agree... but things are changing. People realize the importance of travelling. More people are going on trips. Now one can see local tourists too.

American: That's nice. Soon your tourism will have a boost it deserves.

Pakistani: A hoot! What does that mean?

American: I said a boost, an encouragement.

Pakistani: Oh yes, you are right. Is it your first visit to Pakistan?

American: Yes. I am a travel junky. I travel for the heck of it, travel runs in my blood.



4 Here are a few general comprehension questions. Let us see if you are able to answer them.

- 1 What are the speakers talking about?
- 2 What does the American think about Pakistan?
- 3 What suggestions does the American give for improving Pakistani tourism?

You must have noticed that the American uttered certain words which are typically American English words. There were two such words which the Pakistani did not understand and which the American explained to him. Do you remember what explanations did he give for the following words:

- face lift
- a boost



5 Here are a few more words/phrases from the same dialogue. Try and guess their meaning:

- oh boy!
- for the heck of it!
- no wonder!
- a travel junky
- runs in my blood



6 You are going to listen to another interesting extract. This extract is about Thatta, a historically famous town in Sindh. Certain words are being wiped out by a buzzing sound, try and guess what these missing words are. We are giving

you three choices for each missing word, choose the appropriate word and then listen to the extract once again to check your answers.



Recorded Text 26

Once upon a time Thatta a small town in Sindh was famous for its arched windows, carved doors and elegant floor tiles. Its architecture could be compared to any other grand buildings in the world. The

city which was a major port was famous for its gardens, its grape and mango orchards and its cypress trees. It was the seat of (Buzz-1) and at one time had four hundred educational institutions. In seventeenth century travellers refer to it as



one of the greatest cities in the (Buzz-2). Among the salient features of Thattas' houses are the "windcatchers" which were introduced by the Arab (Buzz-3). These windcatchers are not only a source of light but also bring the breeze from a height. The architecture of Thatta is unique in its construction technique and suits the (Buzz-4) conditions. Emperor Shah Jehan stayed in Thatta and later built the Shah Jehan



mosque as a gift to the people of Thatta for their (Buzz-5).

- 1 a trade
 b learning
 c culture

- 2 a east
 b sub continent
 c Indus valley

- 3 a conquerors
 b invaders
 c armies

- 4 a social
b religious
c climatic

- 5 a good behaviour
b hospitality
c kindness



EXPLOSION IN KARACHI

Today at around 12 noon a bomb exploded at the busy Empress market. Dilawar is one of the shopkeepers who was luckily unhurt and is an eye witness to this blast. A news reporter asks him questions and he answers these questions.



7 How do you think Dilawar would answer the following questions. Write the answers using the expressions to talk about past which we have given earlier.

i What were you doing at that time?

Ans: Well, as far as I remember.....

ii Then what did you do?

Ans: _____

iii How did the explosion actually occur?

Ans: _____

iv Were many people injured and killed?

Ans: _____

Begum Raana Liaquat Ali Khan, one of the pioneers of Pakistan movement died on June 13, 1990. Here is an extract from her interview given in 1987. Let us share her past experiences.

Q: What role did women play in the creation of Pakistan?

A: Women responded to Quaid-e-Azam's call for an independent Pakistan. They came out of their homes and worked alongside men.

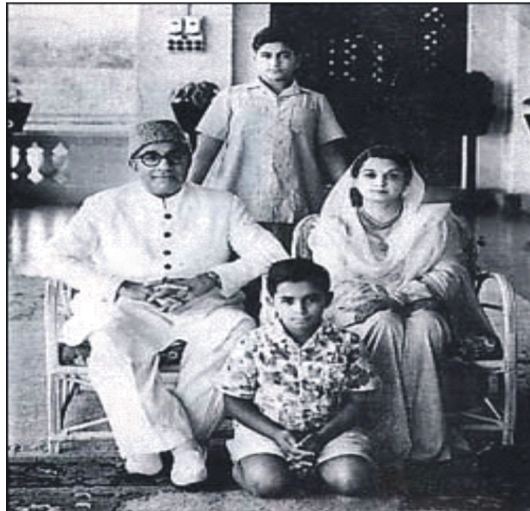


Q: What made you decide to form APWA?

A: Well, it was a very difficult time. Needy people especially destitute women who had migrated from India came to us for help and our only aim at that time was to give them shelter and food. This was a very big responsibility so, we appealed to the well-to-do women of the new Pakistan to come forward and join hands with us. The response was most encouraging and hence we started a welfare organization called the All Pakistan Women Association (APWA).

Q: When did you first meet Nawabzada Liaquat Ali Khan?

A: I was a student at the Lucknow University. We as students went out collecting funds for Bihar flood victims and went to the assembly to sell raffle tickets and there I met him for the first time.



In the interview Begum Sahiba remembers the time when women responded to the call of an independent Pakistan. Even today Pakistani women have contributed a lot in the national development and have gained an individual place for themselves.



8 Think for a while and then write about the profile of Pakistani women in the past and at present.

If you find it difficult to answer this question, discuss with your class fellows in the tutorials, seek your tutors help and try to read literature about Pakistani women.

Pakistan has come a long way in the nineties. In the forties it had fewer resources, fewer people, and fewer educational institutions. Think about what Pakistan was then and what Pakistan is now. That is, how much progress we have made during all these years and what have we achieved? This activity needs discussion in your tutorials.



9 Some days are really fun or exciting. A great day can happen anywhere, anytime. Think about a great day you have experienced or one that you wish you could have experienced. Think and write about what happened that made it a great day.

SECTION B: Prediction

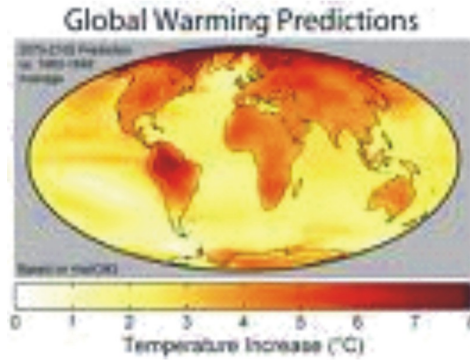
Good readers try to find out what is going to happen next when they are reading something. This is called prediction. In this unit we will learn about prediction. Prediction is a technique which helps a reader guess what is going to come next or what is going to follow. If we take the example of weather forecasters on television, they look at clouds on the



radar and try to predict what the weather will be like today, tomorrow, and a few days ahead. They don't just guess, they find clues that tell them what the weather

will be like. They also combine those clues with what they already know to make those predictions.


Just like those weather forecasters, we are going to learn how to predict from the passages that we hear or read. We are going to look at some of them with what we already know to guess what will happen next. Predicting can help us become better readers and writers. As we read, we can see if our predictions come true.



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Have you ever read a book and guessed the ending?	
Have you ever watched a movie and known what would happen next?	
If you did, you were making a prediction.	
How did you do it?	

Story clues + Your experiences = Prediction	
<p>You can make a prediction when you use clues or hints from the story, together with what you know from your own experiences, to guess what will happen next.</p> <p style="background-color: yellow; display: inline-block;">Look at some examples.</p>	
<p>Faisal loved biking. He had biked in all kinds of weather. He had been planning this bike trip for weeks. Today was going to be great. He woke up early and looked out of the window. It was raining!</p>	

Prediction	Clues/Hints	Experience
Faisal will go on the trip anyway.	He had biked in all kinds of weather.	When you really love to do something, you won't let a little rain stop you!
<p>Mariam loved animals. She had 2 cats, a dog, a parrot, and a goldfish. She'd been bringing home ill or wounded animals since she was 4 years old. She would nurse an animal back to health and then find it a good home. Today she was walking home and saw a puppy with a hurt paw.</p>		
Prediction	Clues	Experiences
Mariam will take the puppy home.	She loves animals. She brought wounded animals home.	When something is hurt, people usually try to help.
<p>Babar always had trouble getting up in the morning. His mother usually had to call him at least twice. He'd already been late for school three times this month. His mother had already called him once and knocked at the door. When he didn't respond she walked in and found him fast asleep!</p>		
Prediction	Clues	Experience
Babar will be late for school.	He had trouble waking up. He'd been late for school 3 times.	If you don't wake up in time, you'll be late for school.



10 Read each of the following paragraphs and make a prediction. Look for clues.

Tick the <u>answer</u> you think is correct.	
<p>Maira was a very good student and always studied hard for tests. She had a big Math test coming up and she was worried about it. She'd reviewed all of her notes and had spent hours going over sample problems.</p> <p style="text-align: center;">How will Maira do on the test?</p> <div style="border: 1px solid #ffff00; padding: 5px; width: fit-content; margin: 0 auto;"> She always studied hard. ▼ </div>	<div style="text-align: center;">  <p style="color: #000080; text-decoration: underline;">She will do well.</p> <p style="color: #000080; text-decoration: underline;">She will do poorly.</p> </div>
<p>Taha has always been pretty independent. He has always been willing to do things for himself. His mother has gone to visit his sister for the weekend, and Taha and his father are home alone. Taha has a baseball game tomorrow, but his only uniform is dirty.</p> <p style="text-align: center;">What will he do?</p> <div style="border: 1px solid #ffff00; padding: 5px; width: fit-content; margin: 0 auto;"> He has been willing to do things for himself. ▼ </div>	<div style="text-align: center;">  <p style="color: #000080; text-decoration: underline;">He will miss the game.</p> <p style="color: #000080; text-decoration: underline;">He will wash his uniform.</p> </div>
<p>Saad didn't know how to swim. He just never learned how, and He was embarrassed about it. None of her friends knew, and he avoided situations where anyone might find out. Today he's really bored, and he was wishing he had something to do, when the phone rang. It was his friend Saeed asking him if he wanted to go for swimming.</p> <p style="text-align: center;">What do you think Saad will do?</p> <div style="border: 1px solid #ffff00; padding: 5px; width: fit-content; margin: 0 auto;"> He avoided situations where anyone might find out. ▼ </div>	<div style="text-align: center;">  <p style="color: #000080; text-decoration: underline;">He will go with Saeed.</p> <p style="color: #000080; text-decoration: underline;">He will tell Saeed he's too busy.</p> </div>

Kamla was pretty forgetful. Her mother usually had to remind her to do everything 2 or 3 times. When Kamla's mother left for work this morning she reminded Kamla to close the windows if she went out, because there was a forecast for rain. When Kamla's friend called and asked her to come over to watch a video, Kamla was really excited.

Did Kamla remember to close the windows?

Kate was forgetful.



She forgot to close the windows.

She closed the windows.



Now let us ask you a question!

Whenever you go to a bookstore to buy a book — what is the first thing you do? Well probably you would first go to the relevant shelf or corner which has the kind of book you are looking for. For example, if you are looking for Iqbal's poetry you would go towards the Urdu poetry corner, or if you are looking for a cooking book you would look for that particular section. Now after locating the place and the book, what do you do to help you decide whether to buy the book or not?

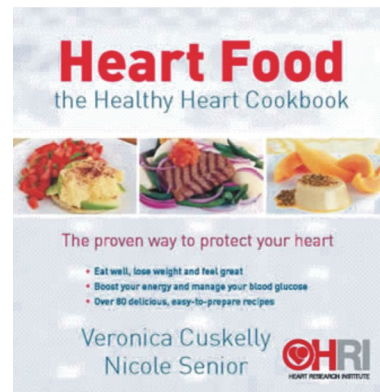


11 Here is the front cover of a book. Look closely at it and predict what the book might be about?

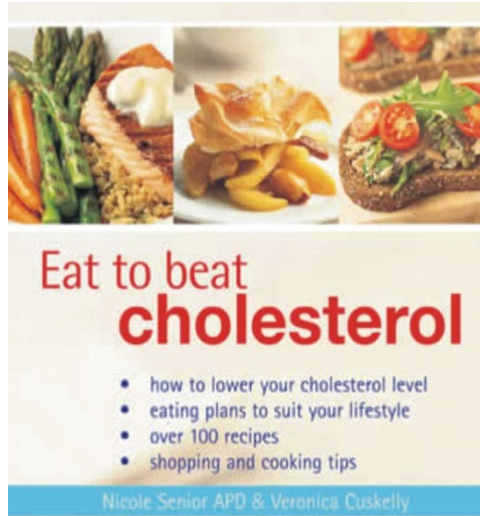
So what did you predict? Were your predictions similar to any of the following:

The book might be about:

- Family relationships
- Preparing and eating balanced diet
- Psychology of human beings
- Any other.....



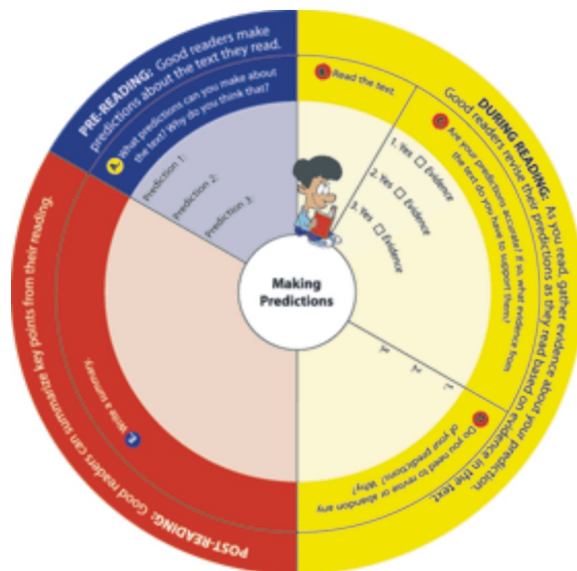
A12 Before making any more predictions, read the back cover of the same book and judge whether your guesses were correct or not.



A13 Now here are a few questions from the abstract of an article. Read the questions very carefully and predict what issues are expected to be discussed in the article.

RELATIONSHIPS

- 🍷 Why communication is important in relationships?
- 🍷 What do people say about themselves through postures and gestures?
- 🍷 Why do we know some people better than others?
- 🍷 What are the first impressions we make on others?
- 🍷 How do we evaluate our behaviour and attitude towards others?
- 🍷 How can we overcome shyness?
- 🍷 How can we develop our skills in maintaining relationships?



By now some of your guesses might have been rejected or confirmed, that is, whatever you have thought about the article was either proved correct or incorrect. Let us now read the *Introduction* of the same article so that our predictions regarding what it is about are further clear.

INTRODUCTION

This article introduces you to a new way of looking at yourself and your skills in creating new relationships and maintaining the old ones. Whenever you meet and communicate with somebody you form a relationship. Understanding how relationships are set up, maintained and ended, is an interesting exercise. If you are interested in people, this article will help you to gain even more enjoyment from observing peoples behaviour. Relationships affect everything you do. Developing greater insight into actions of others will help you have a deeper knowledge of your own personality and your reactions on others actions.



A14 Can you answer the following questions:

- i What is the article about?
- ii Who is going to read this kind of an article?
- iii Who do you think has written this article?
- iv Which subject does this article cover?

A15 Here are a few paragraphs. Read the first sentence of each paragraph and predict what is going to follow next? Write other details, which you think can fit into this paragraph.

Paragraph 1:

Man is a social animal who cannot live alone all by himself and so he has responsibilities towards others who live around him

Paragraph 2:

On many occasions, all of us face situations where our personal interests and interests of others clash. This is the testing time. It all depends who are those

other people? Are they very close to us, people we can never think of hurting. Different people will handle the test situations differently. Some of us will safeguard our own interests and some will be more self-sacrificing, where as some might end up no where.

Paragraph 3:

One thing is certain and that is we all have our own obligations and responsibilities. All through our lives we need to maintain and promote relationships and that is possible if we realize the responsibilities.....

Add more details

To Recap: How do we use the Prediction Strategy:

- We think about the title of the story, illustrations/pictures, cover, and whatever we have read so far.
- Try to find any clues the author might have or not given directly. Many authors will leave clues/hints telling us what may happen next. We read carefully to try to spot them.



16 If you want to be good at prediction, ask yourself questions such as:

- 1 What will the story be all about?
- 2 What is going to happen next?
- 3 What makes you think that?
- 4 What clues helped you make that choice?
- 5 Why do you think that is going to happen?
- 6 How did you know that?
- 7 Look at the cover and pictures then make predictions.
- 8 Does it remind you of anything?

SECTION C: Developing a Narrative

In unit 8 you have practised writing descriptive paragraphs. In this unit you will learn to write or develop a narrative. Like description, a narrative creates a word picture, that is creating a picture with the help of words. A description describes people, scenes, things and feelings, where as, a narrative describes happenings, incidents and events. However, narration depends on the descriptive details to add life to it. Narration is a very important and useful writing technique for writing stories, novels, newspaper reports or articles.

Narration in its basic form is about story telling. There is a beginning and an end and in between there are details or events in a particular sequence. One thing which is very important to remember is that a story is not only a sequence of events but it has to have descriptive details to add life and colour.

To explain this point in detail here we consider two examples. Narrative paragraph 1 deals with events without descriptive details and narrative paragraph 2 deals with events with a lot of descriptive details.

Narrative Paragraph 1

The alarm went off, I got off the bed, washed my face, got dressed, had breakfast, left home, arrived at school and attended the class.

Narrative Paragraph 2

The alarm went off and I got off the bed reluctantly. It was so cold out there, I dragged myself to the washroom and washed my face. To decide what to wear is another hassle, deciding on my favourite blue jeans and the maroon polo neck, I quickly buttered the slice of bread, gulped a hot cup of tea and left home for the college. I attended the poetry class where the teacher gave us a lecture on Faiz's beautiful poetry which made me realize that life is beautiful and every moment is precious.

The main function of the narrative is to tell readers:

- What happened?
- How it happened?
- Where it happened?
- When did it happen?
- Who did it?



17 Write a similar paragraph. Be careful to include the following points:

- subject or a theme or the topic
- what, where and when of the event
- a proper beginning
- a proper ending.

You are going to read an interesting story in a little while. First of all here is the title of the story. **Predict** what will the story be about?

THE TALE OF AN OAK TREE

Are your predictions similar to these:

- The story of a tree in a forest
- The process of a tree's growth
- The advantages of growing trees
- The effects of deforestation

Now read the full story.

THE TALE OF AN OAK TREE



Once there was a little tree. It had a special place all to itself in a beautiful forest, and with the warm winds and gentle rains, the seedling began to grow. Soon, a few small leaves appeared, and the little tree spent the long summer days opening itself to the sun.

For some reason, however, growing straight and tall in this wonderful sunny spot wasn't enough, something was missing; the little seedling was lonely and needed friends. Before long, other little trees gathered round, and the little tree was finally happy.

The other trees began to grow tall and strong, but the poor seedling, now covered by their shade, could hardly grow at all. This didn't matter, however, because the little tree's only concern was the [happiness](#) of its friends.

Winters came, followed by springs, and time stood still — yet somehow moved — as the little tree, just a few feet tall, found itself surrounded by giant trees. They were so tall that the little tree could barely see their tops, and, sadly, it lost touch with them. But the little tree was happy, nonetheless, that its friends had grown so big and strong.

One day, years later, one of the large trees, now old and diseased, fell over and crushed the little tree. The little tree's heart was broken, not because it now lay under a huge, dead log, but because its old friend had died and could no longer feel the wind through its branches and the sun on its leaves — things the little tree could remember from long ago. And in thinking about its friend, the little tree forgot all about itself.

Only one of its tiny leaves could be seen peeking out from under the huge log that had fallen on it, but as the old tree fell, it also opened a small window in the mid of the forest, and for the first time since it was a small seedling, the little tree felt the warmth of the sun, as the sun touched its solitary leaf.

The years continued to pass, as they do, and another tree fell, then another, and soon the little tree again. In time, grow out from fallen friend, it was now deformed it blamed at peace with forest.



was alone it was able to under its and although twisted and from its efforts, nobody. It was itself and the

The little tree see beyond its home in the somehow it wise. It knew

could never small, special forest, but became very the feeling of

joy — of the sun and of the wind, and it learned to accept darkness as well. It knew that things can happen beyond our control, and, more importantly, that love can only happen beyond our control.

It understood that small trees are, at times, criticized for not becoming large trees, and how, sadly, they might then try to become something they can never be, not seeing the beauty of what they already are.

The little tree never grew very big, living out its life reaching toward the light. And then, unexpectedly, one beautiful, spring morning the little tree died, so quietly and peacefully, that the forest never even noticed...



18 Answer the questions.

- 1 What is the subject or theme of the story The Tale of an Oak Tree?
- 2 What is the writer's purpose of writing this story?
- 3 What is the important message for the readers of this story?



There is a sequence in the story or there is a proper order of events in the story for example, how a sapling was planted, its growth into a tree and then its death.



19 Read the story carefully, trace the happenings or events and write it down in a correct sequence.

The story has some interesting descriptive details which add a flavour to the story. Here is one such example:

The little tree could never see beyond its small, special home in the forest, but somehow it became very wise. It knew the feeling of joy — of the sun and of the wind, and it learned to accept darkness as well. It knew that things can happen beyond our control, and, more importantly, that love can only happen beyond our control.



Did you notice how the writer describes the feelings of the little tree.

Why do you think the writer has used such words? The writer has used such words to create images and pictures in readers mind and by using such beautiful words, create a beautiful narrative.



20 Read the story again and try to dig out all such beautiful descriptive images.



The narrative approach, more than any other, offers writers a chance to think and write about themselves. We all have experiences preserved in our memories which are worthy of sharing with readers. When we are

planning to write a narrative, we first need to select an incident worthy of writing about and, then, find links in that incident. Finally, provide details which will make the incident real for readers.

The purpose of this type of writing, as mentioned earlier, is to describe a personal or fictional experience or to tell a story based on a real or imagined event. In well-written narration, a writer uses creativity, suspense, humor, or fantasy to create a central theme.



21 Everyone has done something that he or she will always remember. Think about something you have done that you will remember in the days to come. Now tell the story or experience that you will always remember. Keep the following principles in mind.

- Remember to involve readers in the story.
- Remember that although the main component of a narrative is the story, details must be carefully selected to support, explain, and enhance the story.
- Narratives are generally written in the first person that is, using "I." However, third person ("he," "she," or "it") can also be used.
- Narratives, as stories, should include these story conventions: a plot, including setting and characters; a climax; and an ending.

This unit is the last unit of Compulsory English-I. We shall discuss some more language points along with new reading and writing techniques in the next course, i.e., Compulsory English-II (387). Till then we say good bye to you and hope that you perform well in your assignments and exams.

Good Luck

KEY SECTION

UNIT – 2



- 1 A person you don't know. How do you do? (Formal Greeting)
- 2 A Friend. Hi. How's life? (Informal Greeting)
- 3 A family member. Hello. How are you? (Informal Greeting)
- 4 Someone older. Good afternoon. How are you today? (Formal Greeting)
- 5 Someone younger. Hi. What's up? (Informal Greeting)
- 6 Some one for whom you have respect.
Assalam-o-Alaikum. How are you? It's nice to see you. (Formal Greeting)
- 7 Your principal. How do you do, sir? (Formal Greeting)



If you look closely at the picture, you would notice that there are five people who might be foreigners. They are all dressed formally in suits and each one is extending a hand which means they are ready for a handshake. Two of the men have briefcases, which shows that **it is a formal situation or these people are going to have a formal meeting.**

Sample dialogue:

Lady: How do you, gentlemen? Let me introduce myself, I'm Linda Smith.

Man 1: How are you, Ms Smith. My name is Robert, Robert Aston.

Man 2: Well, pleased to meet you all. May I introduce myself and my colleague. I'm Michael Bishop and this is Jerry, Jerry Abbott.



- 1 **Are** Jamila and Amina sisters?
- 2 **Is** this your car?
- 3 **Is** Jamila Junaid's sister?

- 4 **Are** you twenty-five years old?
- 5 **Are** they going to the same school?
- 6 **Is** this your new bicycle?

11

- **Sample I is a “Forex Update”.** It shows the exchange rates for foreign currency notes, such as the Dollar, Pound, Dinar, Riyal, Yen, etc. We would find such text in newspapers, at hotel reception desks, sometimes at airport ticket counters as well. The purpose of such a text is that it gives us a quick look at what is the latest buying and selling rates of the foreign currency.
- **Sample II is an information leaflet about flu.** It gives readers information about how to avoid catching flu and how to protect themselves. It can interest anybody, however, the purpose is to “inform” and “educate” people.

UNIT – 3

3

- 1 Aslam please close the window.
- 2 Sara can you answer the phone?
- 3 Pass me the book Jahanzeb.
- 4 Naeem open the door.

4

- | | |
|------------------|------------------|
| 1 Yes, of course | 2 No, not at all |
| 3 Of course | 4 With pleasure |
| 5 No problem | 6 By all means |



- | | | | |
|---|---|---|---|
| 1 | h | 2 | d |
| 3 | f | 4 | b |
| 5 | e | 6 | i |
| 7 | a | 8 | g |
| 9 | c | | |




- | | | | |
|---|-------------|---|-------------|
| 1 | rosy | 2 | pierced |
| 3 | choked | 4 | tremor |
| 5 | proper | 6 | elaborating |
| 7 | pertinent | 8 | mishap |
| 9 | frustration | | |




- | | | |
|---|---|-----------|
| 3 | d | plentiful |
| 4 | b | talking |
| 5 | c | satisfy |




- | | | |
|---|----------------|-------------------|
| 1 | helter-skelter | in all directions |
| 2 | blaze | fire |
| 3 | dwindle | decrease, reduce |
| 4 | left out | ignored |

13 These symbols are used in the poem to express destruction. In Autumn season there is very little greenery. The trees and their leaves get dry and brown color is seen everywhere. Even the grass dies down and the birds stop singing. There is dullness in the air which is reflected in human nature and their activities. The Autumn season can be compared to the old age when all charms and beauty of youth are over.

15 “No smoking in this compartment”, said the ticket inspector to the passenger. “I am not smoking”, was the passengers reply. “But you have got your pipe in your mouth”, answered the inspector. “Yes”, was the sharp reply. “I have got my feet in my boots but I am not walking”.

16 We have to clean our desks on Friday.

17

- 1 Why are you so worried?
- 2 Saira I wanted to know your father's name.
- 3 Get up and close the door.
- 4 My uncle is coming next month.
- 5 You must come to visit me in winter.
- 6 Would you please listen to what I am saying.
- 7 He was thinking if he could ask for a camera.
- 8 They are reading bible.
- 9 Please tell me the truth.
- 10 I like your Paintings.

UNIT – 4



PHYSICAL DESCRIPTION OF MARIA	
Age	Fifteen
Height	five feet, four inches
Hair	Black and very long
Eyes	dark brown
Dress	Shalwar gamaz and dupatta



- i Oval face
- ii Attractive/beautiful looks
- iii Golden jewelry
- iv Fancy dress
- v Delicate/smart built



- 2 She is a cheerful girl.
- 3 Ali is a confident player.
- 4 He has an average height.
- 5 She seems to be a sensible girl.



- 1 **Where is it?**
It is in Islamabad, Pakistan

2. **How big is it?**
It covers an area of 5,000 square meters with a capacity of 300,000 worshippers.
3. **What is it like?**
It is a state National Mosque.
4. **What is it famous for?**
It is famous for both its size and its architecture.



- 1 In an election, people vote.
- 2 A campaign takes place before people vote.
- 3 A candidate is a person who wants to win an election.
- 4 If you oppose an idea, you do not agree with it.
- 5 A party is a group of people with the same political ideas.
- 6 If you are eligible to vote, you are allowed to vote.



- 1 A vehicle is something used on:
 - a roads to carry people or things
- 2 When you steer a car, you:
 - b control the direction of the car
- 3 To signal means:
 - b to let someone know what you are going to do.
- 4 To slow down means:
 - b to go more slowly.
- 5 Driving while talking on mobile can be fatal. In a fatal accident, someone:
 - a dies

- 6 To maintain means:
a to continue to do as before.
- 7 To speed up means:
a to go faster.
- 8 In a crash, a vehicle:
b hits, for example, another vehicle or a tree.

13

- 1 The antonym of 'pass' is:
• Fail
- 2 The antonym of 'accept' is:
• Reject
- 3 The antonym of 'steep' is:
• Flat
- 4 The antonym of 'enter' is:
• Exit
- 5 The antonym of 'private' is:
• Public

14

- 1 a ~~If you want to ask something, raise your hand.~~
- 2 b ~~The mechanic charged me Rs 300 to fix the car.~~
- 3 c ~~When you arrive at the airport, go to Terminal A for domestic flights and Terminal B for international flights.~~

15

Little Red Riding Hood started on the long path to grandmother's house.

"I am going to see my grandmother and give her this basket of goodies."

The wolf asked, "Does she live far away?"

Before long there was a knock on the door. In his sweetest voice the wolf said, "Who's there?"

"Grandmother, what big eyes you have!"

"Grandmother, what big teeth you have!"

The woodcutters rescued Grandmother from the closet and they all happily enjoyed the basket of goodies

16

- 1 b When we go on picnic we need to remember our fishing equipment, cameras and food.
- 2 a The correct address is Street No. 7, House No. 613, Lalazar Colony, Rawalpindi.
- 3 b The carpenter repaired the floor with aged, dark, oak flooring.
- 4 b We searched the entire house, but found nothing.

17

Let us see how much you have learnt about commas, colons, semicolons and exclamation marks. Add commas, colon, semicolon, and exclamatory mark where necessary, in the following letter.

Thank you for your letter but I am sorry that you are so unhappy at Model School. I don't wonder you feel rather home-sick for it is the first time you have been away from home. I too often want you home again, my child. But you know we cannot always have what we want in life. If I were selfish, I would keep you always at home for I don't like any of my children away but, then how would you ever get your education and grow up to a man able to manage your own life? Your father thinks that a few years at a boarding-school is necessary for all boys to make men

of them and he knows best. So my dear boy, you must be brave and stick to your school. I am sure you will soon get to like it as other boys do. Don't mind the jokes boys play on you and if you do don't let them know you do. When they see you don't mind they will soon get tired of teasing you. So cheer up and be brave.

With much love,
Yours lovingly,
Mummy

UNIT – 5



- i formal
- ii boss and employee
- iii engagement
- iv informal with each other
- v I'm so happy
- vi an exciting day



- i That's great! I deserve a treat.
- ii I'll try my best to come back successful.
- iii I'm so happy. Thank you very much.
- iv Great! Lets celebrate.



- 1 One should not form an opinion about someone so quickly. Moreover, show due respect to everyone and do not take anybody for granted.
- 2 He was carrying an umbrella.



- 1 Parents
- 2 (c) find out about school uniform
- 3 Holidays, medical and dentist appointments
- 4 No
- 5 Yes, in section 3
- 6 No
- 7 No
- 8 Yes, under the heading, "School Canteen"
- 9 No
- 10 No



- 2 The alarm sounded Seema woke up.



- | | |
|-----|-----|
| 1 a | 2 b |
| 3 a | 4 a |
| 5 b | 6 c |



1. Munni read the funny birthday cards; she laughed aloud sitting in her room.
2. I could not finish the book; it was giving me nightmares.
3. My parents plan to go on a trip; I will join them within a week.

A15 Razia has a busy schedule; she works at an office and takes care of the house. She never lets her office work suffer, however, sometimes she takes time off from work to finish the most important domestic duties. She is popular both at the office, at home and in social circles. The boss is satisfied with her performance, therefore, she got promoted last month. Indeed, her whole family depends on her efficiency and her helpful attitude towards all.

UNIT – 6

A1

- 1 D I am sorry. I am really full.
- 2 B No, sorry. I don't think I can make it.
- 3 A I am so sorry, but I missed my bus.
- 4 E I am really sorry, but the shop was closed.
- 5 C I am very sorry, I couldn't find him

A4

- 1 **You are late again**
I am very sorry.
- 2 **I was waiting for you in the coffee shop but you didn't come**
Please excuse me. I forgot.
- 3 **Did you remember to feed the cat?**
Oh I am sorry, I will do it now.
- 4 **Did you apologise to Javeria?**
I am sorry. I haven't seen her today.
- 5 **Did you cut the grass in the garden?**
No, I am sorry. I will do it tomorrow.



- 1 b Excuse me, I think I was first.
- 2 a Sorry — I was miles away.
- 3 b Try to drive more carefully, please.
- 4 b No you can't, sorry.
- 5 a I'm sorry, I can't come.



Bad Weather's Disruption



- 1 This piece of text can be described as:
descriptive
- 2 The weather in this story can best be described as:
misty
- 3 Why was Hameed in the apartment?
He was on holiday
- 4 What kind of story is this? **a mystery**
- 5 How many people are featured in this story?
One
- 6 Which of these has the right events in the right order?
Hameed goes on holiday, decides to go for a walk, looks for a clearing but doesn't find it, stops for lunch.

A12

Write the topics of each of the paragraphs from Bachayo's wedding:

1. Bachayo's warm welcome in bride's home
2. Bachayo's "dawan" ceremony
3. Beautiful description of the bride, Miran
4. Description of "laon" ceremony
5. The concluding ceremonies before Miran leaves for the new home

A13

c. What is an "ajrak"?

Ajrak is a name given to a unique form of blockprinted [shawls](#) found in [Sindh, Pakistan](#). Ajraks are also worn by the [Seraiki](#) people of Southern [Punjab](#) and [Kutch](#). These shawls display special designs and patterns using block printing. It is traditional in Pakistan to present it to the respected guests, a symbol of honour and prestige. This can be worn as the traditional head wear or as a shawl.

d. What is "chundri"?

The [chunri](#) is a garment popularly used as a veil or a drape for the bride's [sari](#), though some wear it with a ghaghra choli. The chunri comes in different colors and styles. It is appreciated for its simplicity and beauty that catches the eye.

e. What is the importance of "chundri" and "ajrak" in a Sindhi wedding:

The wedding chunri isn't any different from other chunris that are worn on regular days. Although the chunris used for weddings are more lavishly decorated, there isn't a big difference. The only difference between a wedding chunri and a regular one is the way you wear it. Some people wear the chunri to cover the bridal bed that the groom sits on after the ceremony. When he is done using it, the bride can then use it as a veil.

A14

Miran's sisters **wait expectantly** as they watch their mother greet Bachayo, and as soon as she is done with honoring her son-in-law, they **push their way** through the crowd that surrounds Bachayo. The sisters have a thread in their

hand and they **measure** Bachayo, to see how tall he is, and while they do this they **jest** with him, and **tease** him. In response, Bachayo **stretches** himself high to show the sisters-in-law that he is tall, and that they cannot **reach him**. The family watches the **playfulness** between Bachayo and his sisters-in-law, and everyone is **amused**. Every once in a while someone **throws in a joke** and the **laughter fills** the courtyard. Thus, Bachayo's "dawan" ceremony is performed.

UNIT – 7



- 1 We should save electricity because if we don't we will have more energy problems in the country.
- 2 Everybody must preserve and conserve water as it is God's most precious gift.
- 3 Police must treat people with humanity since every person has self respect and dignity.
- 4 Computer Education is the most important in this modern world, therefore, all schools need to have computers in their institutions.
- 5 Pakistan has a serious illiteracy problem, due to which our progress is very slow.
- 6 You should learn English language for the reason to get good jobs.



Paragraph 1

For greater health benefits, expert recommend that we should do 20 to 30 minutes of physical exercise three or four times a week.

Paragraph 2

The rules of conduct during an examination are clear.



- 1 c Whenever my exams are near, my room becomes cluttered and messy.
- 2 a Friends are the most important part of your life.

A18

Paragraph 1

Many people wishing to be successful either don't work hard enough to achieve their goals or are just nervous about their success. A lot of people worry that friends will envy them if they become successful. Others are afraid that success will make them stand out in a crowd. Then there are those who simply fear the hard work necessary to maintain a high level of achievement. Whatever the reason, everyone has a right to be successful and achieve one's goals in life.

Paragraph 2

Human brain is a complicated phenomenon to understand. Different sides of the brain control different activities. About 95 percent of all adults use the left side of the brain for speaking and writing. The left side of the brain is also superior at doing math. The right side, however, has talents of its own: It excels at recognizing patterns, faces, and melodies. Thus a brain is a tricky and complicated human organ on which a lot of research has been done and still continues.

UNIT – 8

A4

1. **You are responsible for all the mishap.**
I do not agree with you.
2. **You have failed in the exams because you did not work hard.**
Do you really think so.
3. **You have taken my book without my permission.**
Of course not.
4. **You have never kept your promises.**
I am afraid, you are wrong.

7

Topics

- 1 Adverbs and Adjectives
- 2 Varieties of pronunciation
- 3 Objective tests
- 4 Sources of Errors
5. Improving reading speed

Titles of books

- e Grammar and Composition
- a Pronunciation Skills
- b Writing English language tests
- c Error analysis
- d Developing Reading Skills

9

- | | | | |
|---|---------------------------------|-----------------|----------------------------|
| 1 | Gulliver's travels | (novel) | for pleasure |
| 2 | Interesting details of travels | (autobiography) | for pleasure |
| 3 | Romantic verses of 18th century | (poetry) | for education and pleasure |
| 4 | The count of Monte Cristo | (drama) | for pleasure |
| 5 | The Pearl | (novel) | for pleasure |
| 6 | Lucy Grey | (poetry) | for pleasure |

10

- | | | | |
|---|----------------------|---|------------------------------------|
| a | a primary school boy | 1 | 20 tips to increase writing skills |
| b | a college student | 2 | History of English literature |
| c | a house wife | 3 | Patterns of embroidery |
| d | An artist | 4 | Calligraphy skills |
| e | A politician | 5 | Politics |

11

- b It is a book on medicine describing the effects of junk food on our health

A12

- 3 One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally a little girl did come along. She was carrying a basket of food.
- 1 Are you carrying that basket to your grandmother? Asked the wolf. The little girl said, yes, she was. The wolf asked her where her grandmother lived. The little girl told him the address of her grandmother and he disappeared into the woods.
- 2 Finally, the wolf was killed by the hunter and little red riding hood was rescued.

UNIT – 9

A3

Hyderabad then

- In those days Hyderabad was a small, clean, and beautiful city.
- Everybody knew everyone else.
- There were parks.
- There were clean and wide roads.
- Libraries were full with readers.
- There was fewer traffic fewer shops.
- There were old houses.

Hyderabad now

- The city has changed.
- It is no more clean and quiet.
- The roads are bumpy.

- There is traffic on roads.
- Shopping plazas have replaced parks.
- Old houses have been pulled down.



Face lift — to bring improvement in the appearance
 A boost — help or encouragement



- **Oh boy!** It is used to express surprise. It means the same as “oh God!”
- **For the heck of it!** It means “for the sake of it” or for the reason.
- **No wonder!** It means “I am surprised”, or “I wonder”.
- **Travel Junky!** It means “travel addict” or a person who is fond of travelling
- **Runs in my blood!** It means “in my genes”, or inherited from the family.



- | | | | |
|---|---|---|---|
| 1 | b | 2 | c |
| 3 | a | 4 | c |
| 5 | b | | |



- 1 **Theme of the story**
 Wisdom comes through experience
- 2 **Purpose of the story**
 There is an element of entertainment as well as a message in between the lines.

3 Message (moral lesson)

We should always try to be happy and satisfied with whatever we have or whatever we are, instead of feeling sad for what we do not have. If we let go our little shares of happiness today we will regret tomorrow. Live and enjoy the present.

This passage is related to section C of Unit 8 (page 194)

Making green tea:

First of all boil a cup of water. Place a green tea bag in a mug or if you have the green tea leaves add 2 teaspoons of the leaves to the cup. If you have a kettle, pour boiling water onto tea bag or tea leaves in the kettle. Always pour hot water on the tea bag/leaves and not tea into water. Then, cover the mug/lid of the kettle and let it steep for 2-3 minutes. Want it stronger – steep for 5 minutes. Next, add some sugar. Finally, strain if using leaves. Your green tea is ready. After steeping the tea you can also add lemon juice and honey or just honey. You could chill this green tea and add to it a cup each of orange juice, pineapple juice, lemon juice, and sweeten it with honey. Add to it a few mint leaves as well.

