

English-I

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Level: Matric

UNIT 1-9



Allama Iqbal Open University
Islamabad - Pakistan

ENGLISH - I

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**Department of English
Allama Iqbal Open University, Islamabad**

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INTRODUCTION TO THE COURSE

Welcome to the Matric Functional English course. The writers of this course have tried their best to make the contents simple, student friendly and culturally appropriate.

You must have studied English as a subject throughout your school education. Can you recall what was in those English textbooks that you had studied so far? Well, they primarily have texts, some comprehension questions based on those texts, letters etc. The Functional English course is different. How? Well, let us try to make you understand how different it is from regular English Language courses.

What is Functional English?

The word “Function” means use, perform, express, communicate. Functional English means the kind of English language you need which can help you communicate or express yourself in correct English in everyday real-life situations. Functional English will teach you about the right expressions you can use while performing various tasks in daily life. Let me repeat that Functional English is the kind of English which all of us need in order to make us express our ideas, thoughts and feelings in a best possible way.

How is the Course Organized?

Matric Functional English is divided into two 03 credit courses which will be offered in two semesters; Spring semester and Autumn Semester; each semester of 4-6 months’ duration. These courses are:

English – I ELGL-100

English – II ENGL-101

Once you get admission to the Matric program, you will start receiving textbooks of the courses you have taken. The English study packet will include the textbook,

assignments, tutorial schedule, and the addresses of the tutor and the tutorial place. Let us take each component separately. The Matric Functional English, courses has the following components:

1. Textbook

There is one textbook of Nine units: Read the “Introduction to the course” carefully and, try to first of all understand what this course all about and how it is organized. Read each unit thoroughly and carefully, practice the language skills and learn to enjoy the textbook. Remember that the objective of studying does not mean to get a certificate but it is more than that, it is about getting educated, learned and in the process wiser.

The main emphasis of the course is to teach you how to communicate in English Language. Each language has four basic skills that all of us need to learn and master. These are:

The Speaking Skill

The Listening Skill

The Reading Skill

The Writing Skill

You can be a proficient in the English language if you acquire all these skills and are able to express yourself in speaking and writing and perform well as a listener and reader by understanding the speaker’s and the writer’s message. The course, therefore, addresses all the four language skills of speaking, listening, reading and writing. The course is divided into nine units, each starts with a different function that is:

Unit-1: Talking About Yourself

Unit-2: Talking About Your House, Family and Life at Home

Unit-3: Talking About Your Education and Career Plans

Unit-4: Talking About Your Likes and Dislikes

Unit-5: Talking About Your Traveling Plans

Unit-6: Inviting People, Accepting and Declining Invitations

Unit-7: Taking about Entertainment

Unit-8: Talking about School Life

Unit-9: Talking about Natural Disaster

The Unit start with a dialogue which sets the stage and gives out the theme or main idea of the unit. The characters in the dialogue are using the kind of English which you can use in the given situation, i.e. if you want to talk about yourself then you need to use expressions like:

“Hello, I’m Kamal Baig” or “Let me introduce myself”

There are a lot of exercises which involve all sorts of people, places, situations and topics. You will learn how to say or express yourself in any given situation, the main purpose however, always remains practising English. You should do all the exercises and encourage your classmates to do the same. Ask your tutor to clarify difficult topics and concepts and start a lot of discussion in the class, of course in English! If you still have problems do not hesitate to write or visit the English Department, AIOU, H-8, Islamabad. Within each unit you will also practice grammar but in a very simple way. We recommend that you should buy yourself a simple English grammar book and an English to English dictionary.

You would find these symbols in the units:



Tells you that this is an important and useful explanation which you need to learn.



Tells you that there is an answer to this particular exercise at the end of the book in the “key section”.

1. Assignments

Assignments are a very important component of every AIOU course and are meant as a “take away home exam”. You have to complete two assignments, each carrying hundred (100) marks. Assignment 1 will be based on units. 1 to 4 and assignment 2 on units 05 to 09. There, will be an assignment schedule giving out due dates on which you have to finish your assignments and send them to the assigned tutor. Make sure that you complete the assignments in time, send them to the tutor by mail or personally. Keep all the records such as the post receipts etc. so that if your assignments are lost or misplaced you have a proof to show. We would advise you to solve the assignments yourself because it will help you perform better in exams. Ask your tutor’s help but not for answers to the questions.

2. Exams

Exams are conducted at the end of the semester. Exams are based on the units and assignments, therefore we would again like to remind you to study the units very carefully and do the assignments yourself. Matric exam paper is of hundred (100) marks and You have to get minimum Forty (40) out of hundred (100) marks to stand successful.

Dr. Munir Khan Khattak
Assistant Professor
Course Development Coordinator

GUIDELINES FOR THE TUTOR

We welcome you as a tutor of the Matric Functional English course. This is the revised edition of the earlier Matric Functional English course. While revising this course, the course team has taken into account all the comments and suggestions from students and tutors and have tried their best to improve the contents. We hope that the revised edition will be even more successful in achieving the teaching and learning objectives, yet, we still welcome any suggestions for its future improvements. We have tried to make this revised edition more student and culture friendly, for both students and teachers. The dialogues are more communicative, the characters are typically local, there are interesting exercises focusing on all the four language skills of Speaking, Listening, Reading and Writing. We, have specially emphasized the importance of the speaking skill yet giving emphasis on all the other language learning skills. You would find useful grammar tips and a variety of vocabulary-building exercises as well. The success of the course depends on how well you teach it and help your students throughout their study period with professional honesty and sincerity.

What Does the Teacher do in Functional English?

Functional English is basically about everyday English. It gives students a chance to learn the kind of English they can use in normal every day real-life situations. Therefore, we have put together functions such as “Talking about Yourself, Talking about your Education and Family Education and Future Plans, Talking about your Likes and Dislikes”, etc. Each unit involves around its main theme or function and the numerous exercises will give students opportunities to practice the function, grammar, reading and writing techniques and in the process are able to learn English.

As a tutor, appointed by AIOU, to teach the Matric Functional English course you need to follow certain general and specific rules. These are:

General Guidelines/Rules:

- Read the “Introduction to the Course” as it spells out the main objective and organization of the course
- Follow the tutorial schedule as reflected on your tutor’s portal.
- Be punctual and do not miss the tutorial sessions

- Encourage students to solve the assignments on their own
- Check assignments carefully and thoroughly and return them in time before the exams
- Write detailed comments or remarks on assignments which will be great help to a distance education student
- Make your tutorial sessions interesting by involving students to participate
- Remember a good, well prepared, efficient and friendly teacher get instant recognition when the attendance is full in the class. Therefore, exhibit the qualities of a good tutor in order to make this course a success.

Specific Guidelines/Rules:

- Start the unit by explaining them the function which is actually the main theme of the unit
- You may use Urdu or any other language to make concepts clear
- Help students understand the variety of expressions given in each unit and ask them to use these in order to gain fluency
- Be prepared well before time and have patience while you do the listening exercises on the tape recorder
- Play the dialogues once or twice and then discuss the relationship between the speakers, language points any other idea which need more explanation
- Practice role play and drama in the tutorial sessions by exploiting characters from the dialogue as it will add humour and variety in the sessions and increase the interest level of your students
- You can be innovative by creating your own exercise or situations which will give students more opportunities to speak
- Give students enough freedom to communicate with each other in English which will give them confidence
- Give additional explanations wherever needed, especially to clarify certain grammar points

- Help students to solve all the exercises during the tutorials
- Allow students reading passages in the class and then discuss them
- Give students difficult and longer exercises as home work
- Encourage students to ask questions

Please do not hesitate to contact the department on the following address if you need any help.

**Department of English,
Allama Iqbal Open University
H-8, Islamabad, Pakistan
Telephone # 051-9057762**

Unit-01

TALKING ABOUT YOURSELF

Written by: Farzana Ursani Akbar

PART A: TALKING ABOUT YOURSELF



We talk about ourselves as part of a social system. We talk about ourselves so that others may know about us. This is a social skill that people practice all over the world, in our society, people want to know about each other. For instance, when we travel in a bus, on a long distance, we, start to talk with the person sitting next to us. A man will perhaps talk to the man sitting next to him, and a woman to the woman sitting next to her. So we are constantly talking about ourselves. In this unit you will learn how to talk about yourself and the kind of information you need to give about yourself. You can talk about yourself verbally or in writing.

Now here is a situation where Kamal Baig has to talk about himself to a policeman. Kamal Baig (K) is driving his uncle's car in Peshawar. A policeman (P) stops him and asks him some questions. Listen to the conversation between the two.

Text # 1

- P: What's your name please?
- K: Kamal Baig.
- P: Where do you live?
- K: In Islamabad.
- P: What're you doing here, in Peshawar?
- K: I'm visiting my uncle.
- P: What's your address in Peshawar?
- K: 10, University Town.

P: Whom do you work with?
K: I don't work, I'm a student.
P: How old are you?
K: Sixteen.
P: Your driving licence please?
K: M m ... I don't have one.
P: Whose car is this?
K: My uncle's.
P: Let's go to the police station, and call your-uncle.

Exercise 1

Are the following statements true or false'? Read the dialogue again and write (T) after the true statements and (F) after the false statements.

Example:

Kamal Baigwas driving his own car. F

- 1 Kamal has had an accident.
- 2 Kamal comes from Islamabad.
- 3 Kamal is staying with a relative in Islamabad.
- 4 Kamal is too young to drive a car.
- 5 Kamal does not have a driving licence.
- 6 Kamal left his driving licence at home.
- 7 Kamal's uncle owns the car.

8 Kamal studies in Peshawar.

9 Kamal does not work.

10 The policeman allows Kamal to go.



Now let us read and repeat some of the expressions the policeman uses to find out who Kamal Baig is:

- What's your name?
- Where do you live?
- What're you doing?
- What's your address?
- Whom do you work with?
- Whose car is this?

When asking questions, we can use the following **question forms**:

- What
- Where
- Who
- Whose
- When
- Why
- Which

The above question forms are called **WH questions**. Let us read the following two statements and questions once again:

Question: **What's** your name?

Statement: My name is Kamal Baig.

Question: **Where** do you live?

Statement: I live in Islamabad.

Let us practice constructing questions using different **WH question** forms on one statement.

Statement: The policeman stopped Kamal Baig because he didn't have a driving licence.

Question 1 **Who** stopped Kamal Baig?

Answer 1 The **policeman** stopped Kamal Baig.

Question 2 **Who** was stopped by the police man?

Answer 2 **Kamal Baig** was stopped by the Policeman.

Question 3 **Why** did the policeman stop Kamal Baig?

Answer 3 **Because** he didn't have a driving licence.

Exercise 2

Here are two statements about Kamal Baig. Construct at least two questions about each statement and write their answers as well.



1 Statement: Kamal Baig is in Peshawar to visit his uncle.

Question 1 _____ ?

Answer _____ .

Question 2 _____ ?

Answer _____ .

2 Statement: Kamal Baig is sixteen years old and is a student.

Question 1 _____ ?

Answer _____ .

Question 2 _____ ?

Answer _____ .

Exercise 3

Kamal Baig is required to fill out the following form at the police station. Can you help him with it?

Name	
Gender	
Father's name	Mateen Baig
National Identity Card Number	
Nationality	
Date of Birth	February 1985
Place of Birth	Islamabad
Domicile	
Education	
Job	
Residential Address	
Parent's occupation	Business man

Exercise 4

On the basis of the information that Kamal Baig has filled out for himself in the form, write a paragraph about Kamal Baig. You can start like this:

Kamal Baig is sixteen years old. His father's name is _____

Exercise 5

Now here is another form. Write your personal information.

Surname	
First name in full	
Father's name	
Nationality	
Religion	
Permanent Address	
Present Address	

Education	
Occupation	
Place of work	
Mother tongue	
Any other languages spoken	
Personal interests	

Exercise 6

What do you think? Give your personal judgement on the following:

- 1 Is the policeman right to take Kamal Baig to the police station?
- 2 Should Kamal Baig be driving his uncle's car at his age?

Exercise 7

Here are some sentences about Gul Bibi from Saidu Sharif in Swat. The following statements are her answers to your questions. What questions will you ask her?

Write a question for each statement.



- 1 Question: Where are you from?
Gul Bibi: I am from Saidu Shanf.
- 2 Question: _____ ?
GB: I am a Pathan.
- 3 Question: _____ ?
GB: I speak Pushto.
- 4 Question: _____ ?
GB: I am a housewife.
- 5 Question: _____ ?
GB: My husband is a farmer.
- 6 Question: _____ ?

GB: These are my grandchildren.

Now read this paragraph about Gul Bibi as all her answers are organized in a paragraph.

Gul Bibi lives in Saidu Sharif in Swat. She is a Pathan and speaks Pushto. Gul Bibi is a housewife and her husband is a farmer. She has grandchildren too.

Exercise 8

Now here are some sentences about a newly wed bride. Read the sentences that are the answers to the questions. What questions will you ask her in order to get the following answers?

- 1 Question: _____ ?
 Answer: My name is Jehan Ara.
- 2 Question: _____ ?
 Answer: I live in Azad Kashmir at my husband's house.
- 3 Question: _____ ?
 Answer: I came to Lahore to visit my parents.
- 4 Question: _____ ?
 Answer: I wore a pink dress.
- 5 Question: _____ ?
 Answer: I stayed at my parent's house.
- 6 Question: _____ ?
 Answer: I went back yesterday.
- 7 Question: _____ ?
 Answer: My husband was with me.

Exercise 9

Now rewrite the information about Jehan Ara in a paragraph form similar to the one about Gul Bibi.



When we talk about ourselves we first give personal information, such as our name, parents' name, education etc. If we want to talk or write more about ourselves then we give additional information about our family, friends, employment, free time activities, likes, dislikes and much more information.

It is also appropriate and quite relevant to ask about someone's occupation. We can ask questions like:

- Where do you work?
- What's your job?
- What do you do?
- What do you do for a living?

Exercise 10

Now ask the following people about their occupation. Use the above expressions.

Example:

A: What do you do?

B: I'm a teacher. I teach children at a local school.

1 I fly aeroplanes.

2 I serve food in a hotel.

- 3 I work in a mango orchard.
- 4 I type letters in an office.
- 5 I plant saplings in a plant nursery.

Exercise 11

Can you guess the **profession** of these people? Write in the blank spaces.

Example:

I write for newspapers. I am a journalist.

- 1 I drive a taxi. I'm a _____.
- 2 I look after the cash in a bank I'm a _____.
- 3 I have my own private business. I'm a _____.
- 4 I design buildings. I'm a _____.
- 5 I stitch clothes. I'm a _____.
- 6 I look after the management of a hotel. I'm a _____.
- 7 I paint people's homes and offices. I'm a _____.



Some times when we meet a foreigner or a stranger we often want to know about his or her nationality. So we can ask:

- Where are you from?
- Which country are you from?
- Which country do you come from?
- What is your nationality?

Example:

A: Where are you from?

B: The United States, I am an American.

Exercise 12

Complete answers to the following questions.

- 1 A: Where are you from?
B: Pakistan, I am _____.
- 2 A: Which country are you from?
B: Malaysia, I am _____.
- 3 A: Which country do you come from?
B: Iran, I am _____.
- 4 A: What is your nationality?
B: Bangladesh, I am _____.
- 5 A: Where do you come from?
B: China, I am _____.
- 6 A: Which country are you from?
B: England, I am _____.
- 7 A: Where are you from?
B: Sri Lanka, I am _____.
- 8 A: Where are you from?
B: France, I am _____.



Read how Ahtesham talks about himself:

Hello, I am Ahtesham. I am in Class nine and would like to be an economist. Both my parents are professors of English and teach in a university. I have two younger sisters. I love to play cricket and have many friends. All is my best friend as we have a lot of things in common.

You must have noticed that Ahtesham is introducing himself. Why do we need to introduce ourselves? When people meet each other for the first time they introduce themselves. Let us read how Ahtesham introduces his friend Ali to his parents.

Text # 2

Ahtesham: Ali let me introduce you to my parents. Father, this is my friend Ali. He's my class fellow.

Father: I'm pleased to meet you young man. Please do sit down.

Ali: Thank you. I'm pleased to meet you too sir.

Mother: So Ali tell us about your parents.

Ali: My parents live in Multan and my father looks after his agricultural lands.

Father: It means you stay in a hostel.

Ali: Yes sir.

Mother: Why don't you come and stay with us.

Au: Thank you. I'll ask my parents.



When we introduce ourselves or other people we use some of the following expressions:

- I would like to introduce myself
- Let me introduce myself
- Let me introduce Ms Abbas
- Let me tell you about myself
- Hello, I am Ms Abbas
- How do you do? I am Ms Abbas

Exercise 13

- 1 How would you introduce yourself to your new colleague in school?
- 2 How would you introduce your cousin to your friends?



PART B: READING AND WRITING

Read this paragraph about Sadiqa.

My name is Sadiqa. I am twenty-five years old and was born in Dadu, Sindh. My father owns a small shop that deals in local handicrafts. He sells “ajraks”, Sindhi and Balouchi embroidered mirror work dresses. I am married and have a one year old son, Rahat. My husband is a small landowner, and grows mangoes in a small orchard. We live in Hyderabad city along with my husband’s family. I have taken



admission to the matric programme of the Allama Iqbal University My husband is extremely supportive of my education and he wants me to study for at least a bachelors degree, so that I may become a school teacher.

Exercise 14

Using Sadiqa's paragraph as an example, write a short profile about yourself or some one in your family or in the neighbourhood. At the initial stage do not worry too much about the correctness of grammar, concentrate on the content or subject matter. You may need to write two or three drafts on a rough piece of paper before you write the final version.

Exercise 15

Suppose you meet different people belonging to different places or regions of Pakistan. How would you write their brief introduction? You may need to talk to them and also read some books that will give some, information about the places and help you write profiles of the following people:

- 1 Allah Dad from Bahawalpur.
- 2 Zubaida from Turbat.
- 3 Aashique from Thatta.
- 4 Mir Hassan from Ghari Dupatta.
- 5 Younis from Mansehra.

Unit-02

**TALKING ABOUT YOUR HOUSE,
FAMILY AND LIFE AT HOME**

Written by: Farzana UrsanI

Part A TALKING ABOUT YOUR HOUSE, FAMILY AND LIFE AT HOME

Mr Inam-ul-Haq is a Major in the Pakistan Army. He has been transferred to Hyderabad Sindh. He has a wife, Irum Haq, who is a lecturer in a college. Major and Mrs Haq have two children, daughter Zara, who is ten and Zoheb, who is six years old. Mr and Mrs Inam-ul-Haq and family are in Hyderabad. They are living at a friend's house and are looking for a house of their own. They read an "accommodation available" advertisement in the local newspaper and call the owner. Listen to the conversation between Major Haq and the owner Mr Allah Buksh Soomro.



Looking For A House!

A beautiful three bedroom house, with a large courtyard and verandas is available for rent.

Has a garage, a servant quarter and a separate car porch. Only serious parties may call Allah Buksh Soomro at 790099.

Text # 3

Haq: Assalam-o-Alikum. Is this 790099?

Soomro: Yes, it is. What can I do for you?

Haq: Can I speak to Mr Allah Buksh Soomro Please?

Soomro: Yes. This is Soomro speaking.

Haq: Soomro Sahib, I've seen the advertisement of your house for rent in today's newspaper. I'm looking for a house and am interested to see it.

Soomro: Certainly. It's beautiful house in a safe locality.

Haq: Well. The advertisement says it's in the cantonment area As my office is near by I'd like to see it and then meet you.

Soomro: That would be fine. What time do you want to come saeen?

Haq: How about five in the evening?

Soomro: Today at five? Um. Okay. Let me tell you the address. It's 4, civil lines, second house on the right of the civil line road. You won't miss it, the fronts main gate is covered with pink and white bougainvillea.

Haq: Thank you Soomro Sahib, I'll see you at five then.

 Let us repeat some of the key sentences of the dialogue:

- I've seen the advertisement of your house
- I'm looking for a house
- It's a beautiful house
- I'm interested to see it

- People who want to hire or rent a house might like to ask these questions:
- How much rent are you demanding?
- How much advance are you asking for?
- What about the gas and electricity meters? Are they separate or joint?
- How many rooms are there
- Does the house have a big kitchen?
- Does the house have a lawn?

Contractions

I am I'm
 I have I've
 I would..... I'd

Exercise 1

You have read the dialogue between Major Haq and Soomro Sahib on the cassette, now let's see if you remember the details. Fill in the blank spaces with the correct information.

- 1 Name of the owner _____ .
- 2 Name of the interested tenant _____ .
- 3 Telephone number of the owner _____ .
- 4 Address of the house. _____ .

Exercise 2

Major and Mrs Haq have moved into their new house and are very pleased with it. They have their reasons for liking the house. Think about the **reasons**  for which the Haq family likes their new house. Read the example given below and then write similar sentences **expressing reasons**.

Example:

Major and Mrs. Haq like their new house because it is in a safe locality.

- 1 _____ .
- 2 _____ .
- 3 _____ .
- 4 _____ .
- 5 _____ .

 Whenever we want to express our reasons for doing something, we mostly use the word because. Read the following statements and notice how Major Haq expresses his reasons:

- I have joined the Army Because I want to serve my country.
- I take regular exercise because it keeps me physically and mentally fit.

Now let us see what other words we can use to express reasons.

Words to express reason:

- As
 - Because
 - Since
 - Therefore
 - Due to

We can also express our reasons without using words like because, as and since and yet put our message across correctly. Read the following sentences carefully and notice that the meaning is still clear even without using these words.

- I can not lift this table is too heavy.
- I can not afford these curtains they are very expensive.

Exercise 3

You have been living in a house for the last five years. Now you want to move out and find a new accommodation. You will obviously have your reasons for shifting to a new place. What reasons do you have? Write at least five reasons using words which we have already told you such as, because, as, due to, since, therefore.



Example:

I want to shift to a new house because the landlord has increased the rent.

- 1 _____ .
- 2 _____ .
- 3 _____ .
- 4 _____ .
- 5 _____ .

Exercise 4

Now that the Haq family has a place of their own, the next step is to buy some of the basic and most essential things they need. Major Haq is in the army therefore, the family is used to transfers. They always carry some important items with them. What essential items do you think they will carry along with them. Add some items to the list.

Essential Items:

- 1 Cooking Utensils _____ .

- 2 . _____
- 3 . _____
- 4 . _____
- 5 . _____

Exercise 5

The next step for the Haq family is to decorate the house and give a personal touch to it. Mrs. Haq has a very good taste and likes to choose local items that are both economical and durable. She goes to the market to shop for various things. What do you think Mrs. Haq needs for the house? Look at the pictures given at the opposite page and guess what she is going to buy from these shops?

Suppose Mrs. Haq wants to buy some nice fabric for curtains, she asks certain questions to the salesman. Let us read the dialogue between them.

Example:

Mrs. Haq: What is the price of this material?

Salesman: It is Rs. 120 per meter?

Mrs. Haq: Can you tell me its width please?

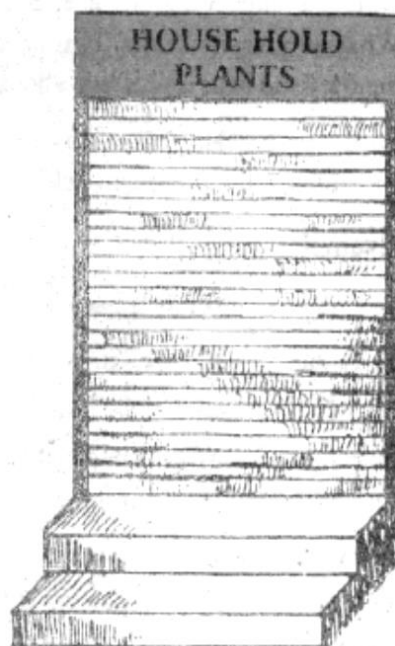
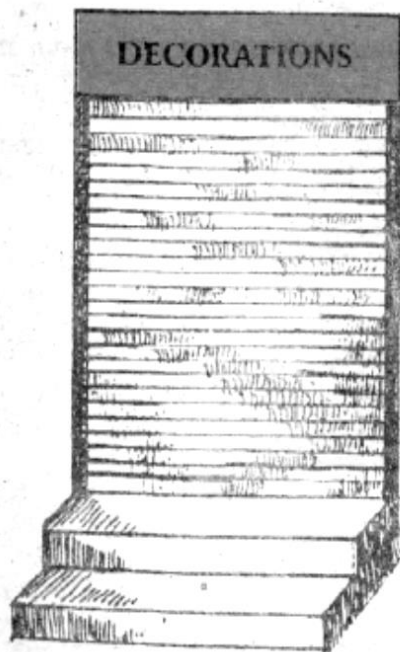
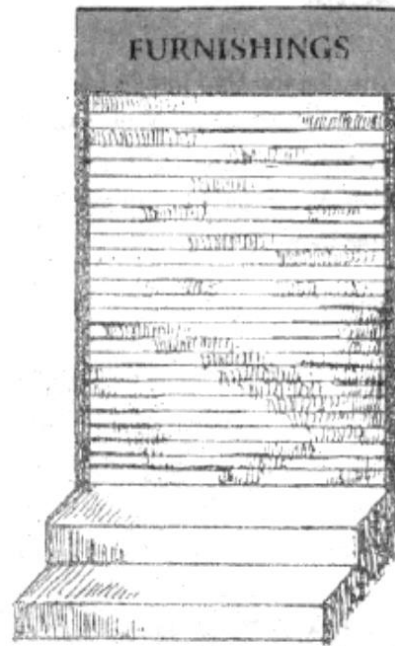
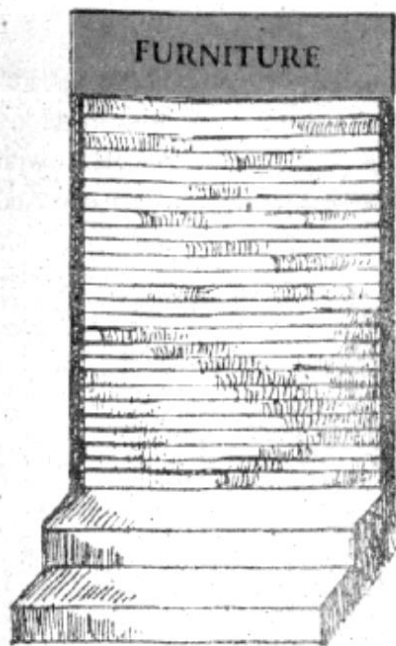
Salesman: Yes of course, it is one & a half meter wide.

Mrs. Haq: Will it shrink?

Salesman: Yes a little, as it is 100% cotton.

Mrs. Haq: Are the colours fast?

Salesman: Yes, we give you a guarantee for that.



Exercise 6

There are various ways of asking questions in English. You have come across a number of question forms in unit I and some more in this particular unit. Let us repeat these question forms once again and write short dialogues between Mrs. Haq and different salesmen. Mrs Haq is shopping for things and she is asking questions to the salesmen.

- What can I do for you?
- Can I speak to Mr. Allah Buksh Soomro?
- How about five in the evening?
- Does the house have a garage?
- Will it shrink?
- Are the colours fast?

Exercise 7

Suppose you want to buy things for your house and go to the market. What things do you want to buy from the following shops and what questions will you ask the salesmen of these shops? Read the example and then write appropriate **questions** using the question forms we have given you above.

Example:

- 1 At a meat shop.
Can you please give me two kilos of mincemeat?
- 2 At a hard ware shop.
_____?
- 3 At a general store.
_____?

4 At a grocery shop. _____?

5 At a plant nursery. _____?

🔍 Major and Mrs. Haq want to hire the services of the following people to do different jobs in the house. They need:

- A carpenter to fix a window
- A painter to paint the gate
- A tailor to stitch the curtains
- An electrician to fix the tube lights

Exercise 8

There are many other people who came to work in Major and Mrs Haq's house.

What do these people do in their house?

1 A sweeper who comes to _____.

2 A plumber who come to _____.

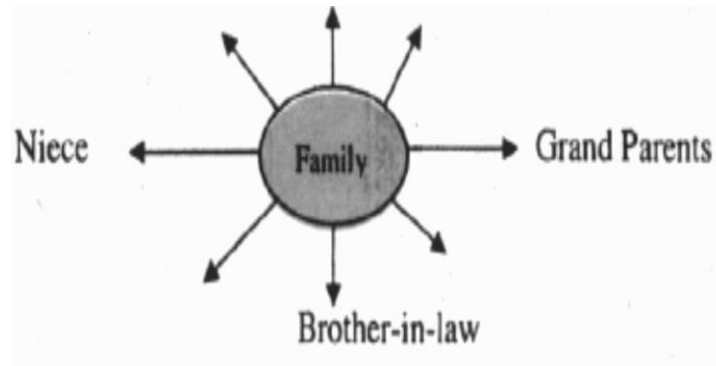
3 A washer man (*Dhobi*) who come to _____.

4 A main who come to _____.

5 A gardener (*Maali*) who come to _____.

6 A cook who come to _____.

🔍 In Pakistan we still have extended or joint family system, that is a lot of family, members live together under one roof. There are different relatives who join together to make one big family. Here is a diagram that gives out the names of various family members or relationships. Can you add some more names of relatives to the diagram?



Arifa and Riffat are talking about their family members. Read their conversation carefully, note down the important details and answer the given questions.

Text #4

Arifa: I'm extremely busy these days. I don't even have the time to watch my favourite play on TV.

Riffat: Why? Are there guests in the house?

Arifa: Not guests but we've planned Sara's wedding in December and being the eldest bhabhi I've so many responsibilities.

Riffat: What about other bhabhis Naila and Shagufta? Aren't they helping out?

Arifa: Yes they're. But then Amma ji needs full attention and you know how one has to be careful dealing with mothers in law.

Riffat: I know. I don't have a saas but my father in law is bed ridden and needs an attendant all the time. After all it's our responsibility to take care of our elders.

Arifa: Yes of course. I'm lucky to have very supportive in laws. My two nands who are the youngest in the family are most loveable and are great fun around the house.

Contractions

I do not I don't
We have We've
It is It's
They are They're

☞ There are two types of family relatives: **the maternal or mother's side** of family and **paternal or father's side** of relatives.

The maternal relatives:

- Grandmother/father(nani and nana)
- Aunt and uncle (khala and mamu)
- Niece and nephew (bhanji and bhanja)

The paternal relatives:

- Grandmother/father (Dadi and dada)
- Aunt and uncle 'phupi and chacha)
- Niece and nephew (bhatija and bhatiji)

Exercise 9

Now answer the questions based on the dialogue between Arifa and Riffat. Notice the use of different question forms.

- 1 How many in laws do Arifa have in her family?
- 2 Who is getting married?
- 3 When is the wedding ceremony scheduled to take place?
- 4 Who is very busy?
- 5 Who is bed ridden?
- 6 How many bhabhis or sisters in law does Arifa have?
- 7 Who are the most loveable in Arifa's family?

8 How' many brothers in law does Arifa have?

PART B READING AND WRITING

Read the paragraph about Arifa's Family:

Exercise 10

Arifa lives in an extended or a joint family. She has a mother in law whom every one calls "Amma ji", two brothers in law who are younger to her husband and are married and two sisters in law who are the youngest in the family. Arifa has a third sister in law Sarah who is getting married.

How many members are there in your family? Write a similar kind of paragraph about your family. If you want to add more details then write about the maternal and paternal relatives also.

Exercise 11

By now you are quite familiar with the Haq family. Fill in the blanks choosing the correct relationship from the list.

Husband, Wife, Brother, Sister, Son, Children, Father, Mother

- 1 inam ul- Haq is Irum's _____ .
- 2 Irum Haq is Major Haq's _____ .
- 3 Zoheb is their _____ .
- 4 Zara is their _____ .
- 5 Zara and Zoheb are their _____ .
- 6 Zoheb is Zara's _____ .
- 7 Zara is Zoheb's _____ .
- 8 Irum Haq is Zara and Zoheb's _____ .
- 9 Major Haq is Zara and Zoheb's _____ .



Major and Mrs. Haq have a busy life style. Both of them work major is in the army and Mr. Haq is a lecturer in a college, Read Mrs. Haq's typical daily schedule.

☞ The above paragraph gives you a step by step process or sequence of Mrs. Haq's daily routine. While reading the paragraph you must have noticed the words which are given in bold. These words are called sequence markers and they help us understand the steps or order of actions or events, that is what happened first, then,, later and so on so forth. When we watch a film or read a novel or a story, events take place one by one. A proper and step by step narrations helps the viewers or the readers to follow the story. If the incidents

Mrs. Irum Haq wakes up at six (6:00 a. m or 600 hours) in the morning and immediately takes a shower. She then wakes up her two children, and goes into the kitchen to prepare breakfast. The next thing she does is to set up the table and then rush to see that children are properly dressed and their school bags are ready. Later on she wakes up her husband, meanwhile she gets dressed and joins the family for breakfast. After wards Mrs. Haq drops the children at school and then drives down to her college. Mrs. Haq is free from the college at about half past one (1:30 p. m or 1330 hours). First she picks up her children, secondly, she stops at different places to do some errands such as buy vegetables, pay the bills or pick up clothes from the dhobi. Finally she reaches home at around two in the afternoon(2:00 p. m or 1400 hours). Later in the day when the major arrives home at about two thirty (2:30 p. m. or 1430 hours) the whole family cats the lunch together and after that Mrs. Haq rests for an hour.

Major and Mrs. Haq take the evening tea at around five (5:00 p. m or 1700 hours) and then all of them go for a short walk at the contonment park. Later in the evening Mrs. Haq helps her children with their homework. By eight (8:00 p. m. or 2000 hours) in the evening she is free and has time to herself.

or events in a film or a novel are not in a proper order or sequence then we become confused and are unable to follow the story: Therefore, it is very important that when we write something we should follow a certain order or sequence.

Read these words which you can use while writing a step. by step composition:

- First
- Firstly
- Second
- Secondly
- Later
- Next
- After that
- Meanwhile
- In the Meantime
- Finally

Exercise 12

Read the sentences given below. These are about Zara Haq. You would notice that these sentences are not in a proper sequence or order. First rearrange all these sentences in a correct sequence and secondly, join these sentences to construct a paragraph. Use sequence markers such as first, next, after that, later, then, finally to link the sentences.



Example:

Zara wakes up at six every morning and then takes a shower.

- 1 At around eight thirty Zara sits before the computer and tries to learn typing.
- 2 She comes back from school at around two in the afternoon.
- 3 She finishes her homework by seven in the evening.
- 4 Zara leaves for school at about seven thirty every morning.
- 5 She reads a book before going to sleep.

- 6 Zara joins her parents for a walk in the evening.
- 7 She takes a glass of milk and then switches off the lights.

Exercise 13

Read the passage about Mrs. Haq's daily routine once again. The passage ends with this line "By eight in the evening she is free and has time to herself". Now think about Mrs. Haq's other activities after eight. What other things does she do? To help you write, here is the opening line, you can continue writing.



By eight in the evening she is free and has time to herself. She goes through the morning newspapers in detail and then _____

Exercise 14

Now write about your daily routine. What do you do the whole day?

Start by writing the details about your morning activities, then your afternoon schedule and finally your evening activities. Use the sequence markers we have already given you.

Here is a short poem written by Maryam Munir taken from the "US" magazine of the daily NEWS.

My Little House

I am glad our house is a little house
Not too tall nor too wide
I am glad the hovering butterflies
Feel free to come inside
Our little house is a friendly house
It is not shy or vain
It gossips with the talking trees
And makes friends with the rain
And quick leaves cast a shimmering
light
Against the white walls
And in the phlox, the courteous bees
Are paying duty calls.



🔍 What is this young poetess trying to tell the readers? She is describing her little house and is telling us how happy and secure she feels in it.

When poets write poetry, one of the most important elements they consider is their choice of words. The words they use in their poems should attract the reader's interest and also add music to the poem. Their choice of words also help create images in readers' minds. In the poem "My Little House" the poetess uses certain words which add music to the poem and create interesting images in our minds. Let us read these words once again:

- hovering butterflies
- talking trees
- friendly house
- leaves cast a shimmering light
- courteous bees

Exercise 15

Here are some difficult words from the poem. First tick (✓) the correct meaning from the three choices and then look into the dictionary to confirm your answer.

- 1 **Hovering** means:
 - a fly
 - h shout
 - c whisper
- 2 **Gossip** means:
 - a chat with a friend
 - b talk about people
 - c talk constantly
- 3 **Shimmer** means:
 - a shine
 - h shiver
 - c move
- 4 **Phlox** means:
 - a group of trees
 - h photograph
 - c scenery
- 5 Courteous means:

- a helpful
- b good mannered
- c rude

Now here is a longer text. Read it carefully once or twice in order to understand it.

Return Of the Native

"Thank God, I'm home!" I said with a sigh of relief, as PIA plane made a rather bumpy landing at the Quaid I Azam International Airport, Karachi. Throughout the descent, I had been craning my neck to look out of the plane windows. In fact, looking at the pure ecstasy and enthusiasm on my face, the gentleman next to me asked, "You're a university student going home, aren't you?"

University for me had been all that it promised: lots of fun, a great opportunity to experience life in a foreign country and meet and work with people from all around the world. But that is only the tip of the iceberg. When I think about my first semester at college, the first word that comes to my mind is 'stress'. The second word is computers and a whole range of machines.

Life in the university passes at a roller coaster pace. The day begins early and ends late, as students visit each others rooms to party, make late night visits



and spend the wee hours of the night struggling to keep up with assignments, course work and tests.

This rigorous study usually followed by more enjoyable coffee breaks. Between the wonderful experience of getting to know the, textbooks, there are a whole list of chores to be done: keeping. A bank account in order, paying phone bills, doing dirty laundry and cleaning up the room. After living in Karachi all my life with a fleet of servants and a most doting and co-operative parents, I suddenly discovered that running ones own life is actually difficult than it originally appears. Food and sleep become less prominent, books and mother more dear than ever before.

Another thing that troubled me the most was adjusting to the manner in which machines especially computers rule the western world. I went to the university as a complete computer illiterate and came out of it a computer wizard, obviously out of compulsion. After hours of frustration, I finally mastered or at least learnt to tackle a host of machines.

The greatest change that occurs I believe is the manner in which living abroad makes students appreciate home. At first it was family and friends I missed most, then the food and all those favourite places back home and lastly the dress. The absence of the sights and sounds of home make the heart grow fonder, the traffic noises, the chaotic roads and bazaars and every one wearing the same Shaawar Kameez and speaking the same language is what I missed.

All in all, by December I was exhausted with the hectic fast paced life and all I wanted was to go home. So it wasn't surprising that when the plane touched the tarmac, I forgot all the exhaustion of travel and with a smile on my face, I breathed the thick air of Karachi greeting myself "Welcome Home".

Exercise 16

What is the text about? What is the writer trying to tell us? You would be able to answer these questions only if you are able to understand the main idea or theme of the text. To help you understand the theme of the text here are a list of possible main ideas of the text. Keep these in mind while reading the text for the second time. As you read the text make your judgement as which main idea best suits the text. You might find most of the following ideas suitable but there has to be only one that summarizes the entire text.



- 1 Writer's remembrance of her university days abroad.
- 2 Her joy at coming home.
- 3 Her hatred for computers and machines
- 4 The fast and disciplined life at the university.
- 5 Her love for Pakistani things.
- 6 Her homesickness.
- 7 Her preference for living in a foreign country.
- 8 Her comparison of life at a foreign university and back home.

Exercise 17

Now answer these questions based on the text. In order to answer these questions you need to read the text carefully and then give your personal **Opinion**.

- 1 Does the writer. Hate machines?
- 2 Did she enjoy her stay abroad?
- 3 Why is she so happy to return home?

4 Why did she smile when she reached the Karachi airport?

5 Does she like the traffic on Karachi roads?



Here is an interesting term which is taken from the text:

Craning my neck. What does it mean? To help you guess its meaning let's take one step at a time:

A You are sitting in a cinema theatre watching a film.

B You cannot see the screen clearly because there is tall fat man sitting in front of you.

C So what do You do?

D You move your head from one side to another in order to get a better view.

E You are actually stretching your neck to see the screen.

F In other words you are actually **craning (stretching) your neck**.

Now read the following two sentences using the same term.

1 The auditorium was full so I've to crane my neck to see the speaker on the stage.

2 As the train arrived at the platform, the passengers craned their necks from the windows to see their relatives.

Exercise 18

The text has other such terms. These terms and their meanings are written in two columns. Match each **term** in column 1 with its correct **explanation** in column 2.

Column 1	Column 2
1. Sigh of relief	A. Dawn or early hours of the morning
2. Tip of the ice berg	B. Feeling relieved or relaxed
3. Roller coaster pace	C. Excitement or expectation
4. Wee hours of the night	D. Beginning of some thing
5. Makes the heart grow fonder	E. Fast and racy

Unit-03

**TALKING ABOUT YOUR
EDUCATION AND
CAREER PLANS**

Written by: Abdul Hafeez

ART A TALKING ABOUT EDUCATION AND CAREER PLANS

Saeed has passed F.Sc exams. He wants to continue his education. In the following dialogue he is discussing his educational plans with his uncle Farhan. Listen to the dialogues carefully.

Text # 5

Farhan: What do you plan to do after your F.Sc?

Saeed: I want to go to medical college.

F: So, you intend to become a doctor.

S: Yes.

F: What subjects did you study for your F.Sc?

S: Besides compulsory subjects, I studied physics, chemistry, biology, and botany.

F: What percent of marks did you get?

S: I got sixty percent marks.

F: I'm afraid, it would be difficult for you to go to medical college.

S: Why?

F: Because the merit is very high. Last year, the last candidate on the merit list was with eighty percent marks.

S: Then, what should I do?

F: Why don't you study computer sciences?



S: Oh, no, I'm not interested in computer sciences.

F: You can then do a degree in business administration which is in a great demand these days.

S: Ycs. That seems to be a good idea.

Exercise 1

Now, listen to the dialogue once again and then tick (✓) the correct information about Saeed given below:



1. Saeed wants to go to:

- | | | | |
|---|-----------------|---|----------------------|
| a | medical college | b | engineering college |
| c | law college | d | agricultural college |

2. Saeed intends to become:

- | | | | |
|---|-------------|---|-----------|
| a | an engineer | b | a teacher |
| c | a doctor | d | a pilot |

3. In FSc, saeed got:

- | | | | |
|---|-----------|---|-----------|
| a | 60%marks | b | 68% marks |
| c | 65% marks | d | 63% marks |

4. Last year, the last candidate on the merit list was with:

- | | | | |
|---|-----------|---|-----------|
| a | 78% marks | b | 58% marks |
| c | 80% marks | d | 60% marks |

5. Saeed may study:

- | | | | |
|---|-----------------------|---|-------------------------|
| a | computer sciences | b | business administration |
| c | public administration | d | english literature |



Let us read the following sentences. These sentences express Saeed's future **planning**.

- Saeed wants to go to medical college
 - Saeed intends to become a doctor

- Saeed plans to study medicine
- Saeed would like to become a doctor
- Saeed is interested in studying medical subjects

Exercise 2

Read about the future plans of three friends Azhar, Ali and Aamir. Follow the example given below and develop the points given in the table into full sentences stating the **future plans** of these three friends.



Example: Azhar intends to go to engineering college.

Azhar	Ali	Amir
• Engineering college • Engineer • Join a construction company • Earn money	• Agricultural college • MSc in Agriculture • Work in the department of Agriculture • Start his own agricultural farm	• Fine arts college • Degree in fine arts • Work in an advertising firm • Open his own advertising firm

Read what Zahid says about his future plans:

After completing Matric, I will go to a technical college. I will do a diploma in civil engineering and will work in the country for at least three years. After acquiring some job experience, I will try to find a job abroad, perhaps in the middle east. I will have some more work experience and of course will earn considerable money and then will come back and start my own private engineering firm.

🔍 You must have noticed that Zahid uses the word "**will**" many times. Why does he do that? Well, he uses "will" to express his opinions, his hopes, his future ambitions and his intentions. At the same time Zahid is not too sure whether all his hopes and plans will materialize. So we normally **use will when we are not too sure about the results yet we are making plans.**

Exercise 3

Would you like to express your **future plans**? Try and express them orally first in the tutorial meeting or while talking to a friend, then write about your hopes and ambitions. Use **will** as much as you can.

Example:

You: I will try to finish my assignment this week.

Now read about Saeed:

Saeed has passed his F.Sc exams. He studied physics, chemistry, biology, and botany besides compulsory subjects. He secured sixty percent marks. He wants to become a doctor.

Exercise 4

Ask your friends to tell you the subjects they studied in their school or college and the percentage of marks they obtained. Also ask them about their future planning. Here is an example that you can follow:

Example:

You: What were your subjects in Matric?

Friend: English chemistry, physics and urdu.

You: What do you plan to study now?

Friend: Premedical, I plan to become a doctor.

Now write a paragraph about your friend similar to the one given above about Saeed.



You must have heard people saying that they have done FA. Do you know what these two letters 'F' and 'A' stand for ? These letters stand for Faculty of Arts.

Exercise 5

Match the shortened forms of **certificates** and **degrees** in column I with their full names given in column II.



Column I	Column II
1. ICom	A. Bachelor of Arts
2. F.Sc	B. Bachelor of Commerce
3. BA	C. Intermediate of Commerce
4. BCom	D. Faculty of Science
5. BBA	E. Bachelor of Computer Science
6. BSc	F. Bachelor of Business Administration
7. BCS	G. Bachelor of Technology
8. B Tech	H. Master of Science
9. BSc (Engg)	I. Bachelor of Science
10. MBBS	J. Bachelor of Science (Engineering.)
11. MA	K. Master of Philosophy
12. M.SC	

13	Mphil	L. Bachelor of Medicine and Bachelor of Surgery
14	PhD	M. Doctor of Philosophy
		N. Master of Arts

 Please note that FA, FSC, and I Com are Certificate programs, whereas all other are degree programmes. There are also diploma programmes in different fields such as Diploma in Engineering, Diploma in Education and so on. Diploma in some cases is done after Matric, Intermediate, while in other cases after graduation or even post graduation.

Kamran Shahid is an educational consultant. His job is to help, and advise young graduates regarding their career plans. Arshad Mahmood is one such person who has done his bachelor's and wants career advice. Read the conversation between Arshad and Kamran.

Text # 6

Arshad: Sir, I've an appointment with you. I want you to advise me regarding my career plans.

Kamran: Please sit down. Before I give you any advice, tell me about your age and education first.

A: I'm 27 years old. I passed my BA last year.

K: What subjects did you study for your BA?

A: I studied English, Islamic studies, Pakistan studies, Political science. and Sociology.

K: What grade did you get?

A: I got a grade B'.

K: What type of job are you looking for?

A: I'd like to join a bank as an officer.

K: I'm afraid, it wouldn't be possible for you.

A: Why?

K: As far as your education is concerned, it's alright but due to two reasons you're not eligible for the post of a bank officer.

A: What're those reasons Sir?

K: Firstly, age limit is 26 and your age is 27.

Secondly, You haven't studied the required subject which is mathematics or accounting.

A: What would you advise me to do then?

K: You can join civil services or you can become a lecturer after doing a master's degree in any of the subjects you studied for your BA.

A: Thank you very much for your advice sir.

Contractions

What are what're

You have not You haven't

Would not..... Wouldn't

Exercise 6

Did you read the dialogue carefully. Now fill in the blank spaces with the correct information about Arshad.

Age: .

Education: _____ .

Grade in BA: _____ .	
Subject: studied: 1 _____	2 _____
3 _____	4 _____
5 _____	

Exercise 7

Kamran tells Arshad that there are two reasons due to which he cannot become a bank officer. Can you remember these reasons? If not replay the dialogue again and then write these reasons below:

Reasons:

1 _____ .

2 _____ .

Exercise 8

As Arshad cannot become a bank-officer, Kamran has advised him to take up any of the two different jobs. What are these two jobs? Write them here on the given lines.

1 _____ .

2 _____ .



In the dialogue, Kamran says:

"You are not eligible for the post of a bank officer".

Let us read what other expressions are used in similar situations:

- You can /cannot apply for this post
- You are qualified /not qualified for this post
- You fulfill/ do not fulfill the conditions for this post
- You fulfill/ do not fulfill the requirements for this post

Exercise 9

Read the given advertisement carefully. Then read the particulars of the candidates given below. Decide about each of the candidates whether he is eligible for the post or not. Use the expressions which we have given above.

Example:

Kamal is not eligible for the post because his educational qualifications are not Suitable

SITUATION VACANT			
Applications are invited to fill the following post at the Allama Iqbal Open University, Islamabad.			
The applications must reach the undersigned by 23 rd April 2000. Two attested passport size photographs and attested photocopies of the testimonials must be attached to the application.			
<u>Post</u>	<u>Age</u>	<u>Education</u>	<u>Experience</u>
Superintendent	26-30	MA/MSC	At least five Years in the relevant field
Dr M.Asam Asghar Registrar Allama Iqbal Open University. H-S, Islamabad, Pakistan.			

Particulars of candidates:

Name	Age	Education	Experience
Kamal	31	FA	4 years
Shakir	25	BA	6 years
Nacem	27	MA	5 years
Aslam	29	BSc	9 years
Azhaar	29	MSc	6 years
zakir	28	MA	7 years

PART B READING AND WRITING



When we read, we come across many new or difficult words. So what do we do? The easy way out is to ask someone its meaning, look into a dictionary or guess it ourselves. But we do not always consult a dictionary because it gets very tiring and time consuming. Most of us try and guess the meaning of difficult words ourselves. In order to guess the meaning we take help from the **hints** or **clues** or **situations** given within the sentence. These hints help us guess the meaning of a difficult word. But if we are still confused then we should look into a dictionary.

Let us understand how we can guess the meaning of a difficult word. Read the example given below:

Example:

The test papers of four students were **identical**, each one exactly the same.

Some of you might find the meaning of the word **Identical** difficult. Yet some of You might have guessed its meaning as:

Identical means:

- Same-
- Similar
- Exact
- Alike

Some of you have guessed the correct meaning. How did you guess its meaning? What helped you? Maybe you don't know but you have been able to guess the meaning of the word "Identical" by understanding the clue given in the sentence. And that hint or clue is the word "exactly the same". Words which have almost similar meanings are also called synonyms.

Exercise 10

Read the following sentences carefully. Each sentence has a difficult word which is written in bold. First of all guess the meaning of that word by finding a clue or hint within the sentence. Then write the meaning you have guessed and finally look into the dictionary to find similar words or synonyms and write them down in the given chart. The first one is done for you.

- 1 Students learn the social skill of **cooperation** of working together in school.
- 2 Students **memorize** information; they learn and remember basic rules and facts.
- 3 Each educational system is a mirror that reflects and shows the values of the society.
- 4 The visiting foreign English Language teacher was startled by the old methods of teaching in local school, and was surprised.

Difficult word	Clue in the sentence	Your guess	Synonyms
1. Cooperation	Working together	Joining together	Act together, share, support each other
2. _____		_____	
3. _____	_____	_____	
4. _____	_____	_____	

Exercise 11



You have learned that we can guess the meaning of a word by searching for a clue within the Sentence. Here is a passage with missing words. Read the entire passage first and try to guess which suitable word can be added to each blank. After completing this exercise, go to the key section to check your answer

Good readers make use of what they already know to figure out what they don't know about the _____. It is a game between the _____ and the text. Readers bring their knowledge of the world, their experience with other books and their knowledge of the subject of the text. Readers use this _____ to predict the contents of the text. They make _____ about what will follow, continue. reading and sometimes change their guesses. This is the game we are constantly _____ with the text.

Read the text:

Aziz's success story

Aziz belongs to a poor family. He always dreamt of studying and improving his standard of living. Aziz loved to see young students carrying school bags to school and wanted to be one of them. Following his dream, he worked hard and did his Matric from a local school. He could not go to college because his parents couldn't afford his further studies. Aziz who was determined to continue his education, got admission in college



as a private student and although he studied without anybody's help he cleared his FA in first division. Since this encouraged him, he continued studying and once again secured first division in BA. As Aziz believed in hard work and God's help he thought that if he has come this far, he could also do MA and he did it! he got a second division in MA in English literature. If he had a first division in MA, he could have got a job, in a university, consequently, he joined a local college as a lecturer. Aziz still wants to further his education and does not want to stop here.

You have read the passage about Aziz. You must have found certain words difficult to understand. Try and understand the use and meaning of the following words: **because, although, since, as, if, consequently** by doing the next two exercises.

Exercise 12

Read how these words are used in the given sentences. Guess the meaning of the words in bold. Tick (✓) the correct choice.

- 1 **Because** his parents were poor, he could not go to college.
 - a For the reason that
 - h Unfortunately
 - c Unwillingly
- 2 Although, he studied without anybody's help, he got first division.
 - a As a result
 - b In spite of the fact that
 - C Luckily
- 3 **Since**, this encouraged him, he continued studying.
 - a Keeping in view
 - b Quickly
 - C Suddenly
- 4 **As**, Aziz believed in hard work, he continued studying and working.
 - a Happily
 - b Slowly
 - c Due to the reason
- 5 **If** he had a first division in MA, he could have got a job in a university.
 - a On the condition that
 - b By chance
 - c By force
- 6 **Consequently**, he joined a college as a lecturer.
 - a Carefully
 - b Therefore
 - c Unhappily

Exercise 13

We hope that you have guessed the meanings of the above words correctly and by guessing their meanings you have also understood the use of these words. Let us once again do this exercise which will further help you understand the use of because, although, since, as, if and consequently. Try and match the first half of each sentence in column 1 with its correct second half in column 2.

Column 1	Column 2
1. Although the candidate was highly qualified	A. he went to medical college
2. Since he is not eligible for this post	B. he could not impress the selection board in the Interview
3. Since he got first division in F.Sc.	C. we cannot call him for an interview
4. As he can type	D. he can hardly write correct English
5. If he has applied for the Post	E. consequently, he went abroad
6. He could not find a job in the country	F. we can appoint him as a typist
7. Although he has degree in English	G. we will call him for an interview

Exercise 14

Here are some more different terms taken from "Aziz's Success Story" Guess the meaning of each word. Then construct your own sentences in order to prove that you have understood the meaning of these words.

- 1 Standard of living
- 2 Following his dream
- 3 Further his education

Unit-04

**TALKING ABOUT YOUR LIKES AND
DISLIKES**

Written by: Shagufta Siraj

Part A TALKING ABOUT YOUR LIKES AND DISLIKES



Every one of us has likes and dislikes. For example we like certain kind of people and dislike certain others. Similarly we all have our own individual choices in food, colours, dresses, films, songs, so on and so forth. In this unit we are going to talk about how to express our likes and dislikes about people, things, hobbies, dresses, colours, food and other things. It is generally noticed that we all are interested in knowing about the lives of famous people. These famous people can be film stars, singers, painters, politicians, writers and people belonging to various fields. We want to know more and more about their likes and dislikes, hobbies, interest etc. The following is an interview with famous TV star Roohi Khan. Let us read the interview carefully to find out what she is saying.

Text # 7

Interviewer-1

Roohi Khan-RK

I: Your date of birth and zodiac sign?

RK: June 28 and so my star is cancer.

I: What're your favorite colours?

RK: I like white, green and blue.

I: What do you do in your spare time?

RK: I enjoy reading, painting, sleeping and being with friends.

I: Your dislikes?

RK: I hate proud, dishonest and corrupt people.

I: Which was your favorite subject in school?

RK: I love English.

I: You said you enjoyed reading. Who is your favorite author?

RK: I am very fond of Razia Butt's novels.

I: If you could be another person, whom would you choose to be?

RK: I'd love to be my self again.

I: The best thing you like about yourself?

RK: I admire my nose.

I: What's your reaction when people recognise you?

RK: Very positive, I feel really good.

Contractions

What are.....What're

What is.....What's

I would.....I'd



Let us repeat some of the expressions Roohi Khan uses to express her **likes**:

- I like
- I love
- I am fond of
- I enjoy
- I admire
- I feel good

While reading the interview of Roohi Khan you might have noticed one expression she uses to express her dislike and that is "I hate & proud, dishonest and corrupt people". There are many other expressions which we can use to express our

dislikes:

- I don't like
- I hate
- I don't feel like.
- I detest
- I dislike

Exercise 1

Here are two columns. Column A with a set of questions and column B with a list of answers. After reading the interview of Roohi Khan carefully can you match a **question in A** with an **answer in B**.

A	Questions	B	Answers
1	What are her likes?	A	She loves English
2	What are her favourite colours?	B	She is fond of reading Razia Butt
3	Which writer does she enjoy reading?	C	She loves to paint, sleep, read and enjoy friends' company
4	What does she admire in herself?	D	She likes white and green
5	Which was her favourite subject in school?	E	She admires her nose

Exercise 2

Now suppose a friend asks you questions about your likes and dislikes about the following, how would you express them?



- 1 Colours
- 2 Personalities
- 3 Writers
- 4 Past time activities
- 5 Films

6 Singers

7 Dresses

Example:

- I love to go for walks in the evening.
- I don't like summers at all.

The following is an interesting passage stating likes and dislikes of Scorpions born between October 24 and November 23. Some of you may be scorpions yourself and must be interested to know more about your Zodiac sign (star).

Let us read the paragraph carefully:

Works and Hobbies of a Scorpion.

Many scorpions prefer to work in the field of medicine either as surgeons or psychiatrists. Police work also interests people of this sign. They also admire engineering and military work.

A scorpion's typical interests would be wrestling, boxing, and football as well as sailing. Many scorpions love to listen to good music. Scorpions love to eat their favourite foods. They are attached to their homes, businesses, professions and possessions. They like books and music and also like to own a large and comfortable car.

Exercise 3

After reading the above passage, list all those sentences which express **likes of scorpion people**.

Example:

Scorpions prefer to work in the field of medicine.

Exercise 4

The following sentences are based on the passage about Scorpion people. Tick

(✓) sentences which are true and cross out (x) sentences which are false.

- ☐ Scorpions are not interested in wrestling
- ☐ Scorpions are fond of high standards of living
- ☐ Scorpions love to eat any kind of food
- ☐ Scorpions are very possessive about their things
- ☐ Scorpions are not fond of books
- ☐ Scorpions enjoy good music
- ☐ Scorpions like people



All of us have our personal likes and dislikes. Suppose the following people do not like certain things and you are trying to change their mind or opinions. How would you convince them and change their disliking into liking. You would naturally want to support your argument by giving reasons or advantages. Read the example carefully and notice how Azhar is trying to convince Ali.

Example:

Ali: I don't want to watch the film Titanic. I've heard it's very lengthy and too tiring.

Azhar: I don't think it's tiring. It's a very exciting film full of beautiful scenes and based on a true story. I think you shouldn't miss it.

Exercise 5

Complete the short dialogues. You are trying to convince your friend. How would

you do that?

1 Friend: I don't like travelling by train. It's very tiring.

You: _____

2 Friend: I hate reading science fiction books. They're so dry.

You: _____

3 Friend: I detest staying in this hostel. It's too noisy.

You: _____

4 Friend: I am least interested in meeting your friend. She's a big show-off.

You: _____

5 Friend: I don't want to discuss maths at this moment. I'm totally confused.

You: _____



Let us introduce you to two different kinds of personalities. We will call them

Extroverts and Introverts.

Extroverts are those people who are social by nature, like to make friends, love to socialize and arrange parties and other fun activities. They are "doers" and like to keep themselves busy. **Introverts**, on the other hand are quieter, less social, keep their feelings, thoughts and ideas to themselves and take very little interest in social gatherings and functions. In fact, most of them are "**thinkers**".

To know more about these two kinds of people and also to find out your own kind, let's read the following lists given in column A and column B.

Extroverts	Introverts
• Like to have a lot of friends • Fond of partying • Love sharing things and personal details • Love crowds • Interested about people and social news • Good conversationalists • Love outdoor activities as sports, picnics, trips etc. • Prefer jobs that involve public dealing	• Like to be on their own, enjoy ones own company • Dislike socializing and partying • Hate disclosing personal details • Avoid large gatherings and crowds • Prefer to be reserved and observant • Love to sit at home and enjoy doing personal things such as listening to classical music and reading • Enjoy a working environment that is quieter and private • Don't like to be noticed



Exercise 6

The following are ten statements. Tick (✓) only those which suit you. If you tick five likes you are an Extrovert. If you tick five dislikes than you are an Introvert.

- ☐ I am not interested in parties and party goers
- ☐ When I have some problem I love to share it with my friends
- ☐ I am not very fond of spoils and politics
- ☐ I do not like inviting people at home
- ☐ I do not want to be disturbed by the outside world
- ☐ I love to participate in different kinds of social activities
- ☐ I prefer to share my feeling with others
- ☐ I do not like to have too many friends
- ☐ I like those jobs in which I have opportunities meet new people
- ☐ I hate noise and like to be on my own

Now let us tell you an interesting grammar point. The word **like can be used as a verb as it tells us about an action**. Read the following sentences carefully.

- **Do you like to** have sugar in your tea?
- **Fouzia likes to** wear colourful dresses
- **Aman likes to** eat simple food
- **They like to** have friends

In the above sentences **like serves as a verb, because it means an action. The verb Like is also supported by a person or the subject (you, Fouzia, Aman, they).**

The word **like** can also be used as a **preposition**. Read the sentences given below:

- She is like you.
- She speaks English like natives.
- She looks like a film star.
- Don't behave like a child.

In these sentences **like serves as a preposition, because it has an object (you, native, film star, child) after it.**

Exercise 7

Read the following sentences. Differentiate between the uses of the word like. Is it used as verb or preposition? Write the correct answer in the spaces given.

- 1 **Do you like** to travel by air or by road?



The word like is used as a _____

- 2 He definitely looks **like my cousin**.

The word like is used as a _____

- 3 She said that she is **like her father**.

The word like is used as a _____

- 4 What would you **like to do tonight**?

The word like is used as a _____

- 5 If you like we can see a **movie next weekend**.

The word like is used as a _____

- 6 Always cook **rice like this**.

The word like is used as a _____

- 7 That sounds **like a phone bell**.

The word like is used as a _____

- 8 Would you **like to speak on this topic**?

The word like is used as a _____

Exercise 8

Here are two sets of questions given in the two boxes, box A and box B. Match a question in Box A with a relevant question in Box B.

A	B
1 What's he like?	A Tell me about his interests and hobbies?
2 What would he like to do?	B Tell me about his physical appearance?
3 What does he like doing?	C Tell me about his personality?
4 What does he look like?	D Tell me about his health?
5 How is he?	E Tell me what he wants to do?



Here is another interesting grammar rule. Let us take the word light. Read the following sentences and notice how this word is used differently in each sentence.

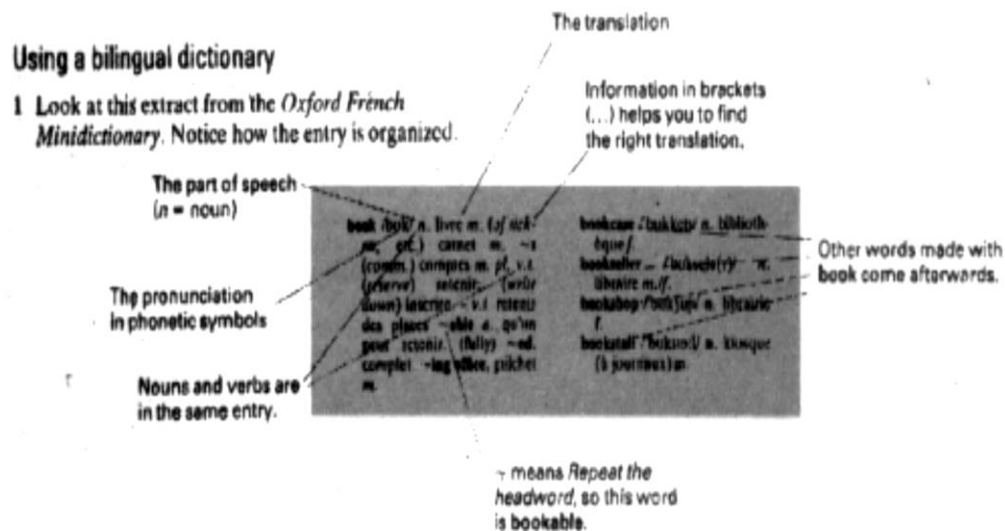
Light

- **Light** is very important for life Light is used as a **noun**
- **Light** colours suit her best Light is used as an **adjective**
- Let's **light** a fire in our room Light is used as a **verb**

Similarly, the word past can also be used as a noun, adjective and preposition. Read the following sentences carefully to notice the use of past as a noun, adjective and preposition.

PAST

- I have been there many times in the **past**. Past is used as a **noun**
- The **past** month has been difficult one for me. Past is used as an **adjective**
- There is a bus at twenty minutes **Past** eleven Past is used as a **preposition**



Nouns, verbs, adjectives, prepositions are all **parts of speech**. You will read more about different parts of speech in unit 5. Read the following dictionary pages notice the several uses of the word fine. It is used as four are of speech, i.e. as a noun, a verb, an adjective and adverb.

subject. ○ Can you find me a hotel? find a hotel for me? 3 [Tn, Dn-n, Dn-pr] ~ sth/sb (for sb) obtain or get back (esp sth/sb that was lost): Did you find the pen you lost? ○ The missing child has not been found yet. ○ I'll help you find your shoes/find your shoes for you. 4 [Tn] succeed in obtaining (sth); provide or supply: I keep meaning to write, but never seem to find (the) time. ○ Who will find the money to pay for this trip? 5 [Ti, Cn-a] discover (sth/sb) by experience (to be or do sth); become aware of: I find (that) it pays to be honest. ○ How do you find your new job? ○ She found it difficult to understand him/find him difficult to understand. ○ We found the beds very comfortable. ○ We found him (to be) dishonest. 6 [Tn] arrive at (sth) naturally; reach: Water will always find its own level. ○ The arrow found its mark. 7 [Tn] (used in a statement of fact, indicating that sth exists): You'll find (ie There is) a teapot in the cupboard. ○ These flowers are found (ie exist, grow) only in Africa. 8 [Cn-a] (have) decide and declare as a verdict: How do you find the accused? ○ The jury found him guilty (of manslaughter). 9 (idm) all 'found' (of wages) with free food and lodging included; be found wanting; be shown to be not sufficiently reliable or capable of undertaking a task, etc. find fault (with sb/sth) look for and discover mistakes (in sb/sth); complain (about sb/sth): I have no fault to find with your work. ○ She's always finding fault (with me). find/lose favour with sb/in sb's eyes ⇨ FAVOUR. find one's feet (a) become able to stand, walk, etc steadily: After a six-week illness it took me some time to find my feet again. (b) become able to act independently and confidently: I only recently joined the firm so I'm still finding my feet. (not) find it in one's heart; oneself to do sth (usu with can/could) (not) be able to do sth because of kindness or consideration: I cannot find it in myself to condemn a mother who steals for a hungry child. ○ Can you find it in your heart to apologize? find oneself discover one's true abilities, character and desires: At twenty-two, he's just beginning to find himself. find/meet one's match ⇨ MATCH. find one's own level find and associate with the people with whom one is morally, socially or intellectually equal. find/lose one's voice; tongue be able/unable to speak or express one's opinion: Tell me what you think or have you lost your tongue? find its way to... reach a destination naturally: Rivers find their way to the sea. find one's way (to...) discover the right route (to a place): I hope you can find your way home. ○ She couldn't find her way out of the building. take sb as one finds him accept sb as he is without expecting him to behave in a special way: We're only just returned from holiday so you must take us as you find us. 10 (phr v) find (sth) out learn (sth) by study or inquiry: Can you find out what time the train leaves? find sb out discover sb who has done wrong, lied, etc: He had been cheating the taxman but it was years before he was found out. find for/against sb (law) give a verdict in favour of/against sb: The jury found for the defendant.

finder *n* 1 person who finds sth: Lost one diamond ring. Finder will be rewarded. 2 small telescope attached to a larger one used for locating an object for observation. 3 (idm) finders-keepers (saying) whoever finds sth has the right to keep it.

find-ling *n* (usu pl) 1 thing that is discovered as the

result of an (official) inquiry: the findings of the Commission ○ The report's main finding is that pensions are inadequate. 2 (law) decision or verdict of a court or jury.

find² /faɪnd/ *n* 1 thing or person that is found, esp sth/sb valuable or pleasing: Our new gardener was a marvellous find. 2 act of finding sth/sb: an important archaeological find ○ I made a great find in that second-hand bookshop yesterday.

fine¹ /faɪn/ *n* a sum of money that must be paid as a punishment for breaking a law or rule: Offenders may be liable to a heavy fine.

1 - fine *v* [Tn, Tn-pr, Dn-n] ~ sb (for sth/doing sth) punish sb by a fine: fined for dangerous driving ○ The court fined him £500.

fin-able /faɪnəbəl/ *adj* (of an action) that can be punished by a fine: a finable offence.

fine² /faɪn/ *adj* (-r, -st) 1 (a) of high quality: a fine painting ○ a very fine performance ○ fine food, clothes, material. (b) carefully and skilfully made; easily damaged; delicate: fine workmanship ○ fine silk. (c) good; beautiful; pleasing; enjoyable: a fine view ○ We had a fine holiday in Switzerland. ○ (ironic) This is a fine mess we're in! 2 (of weather) bright; clear; not raining: It poured all morning, but turned fine later. 3 made of very small grains or particles: fine powder, flour, dust, etc ○ Sand is finer than gravel. 4 slender; thin: fine thread ○ a pencil with a fine point. 5 (of metals) refined; pure: fine gold. 6 (a) difficult to perceive; subtle: You are making very fine distinctions. (b) that can make delicate and careful distinctions: a fine sense of humour ○ a fine taste in art. 7 (of speech or writing) ornate; rhetorical; complimentary, esp in an insincere way: His speech was full of fine words which meant nothing. 8 in good health; well; comfortable: 'How are you?' 'Fine, thanks.' 9 (informal) satisfactory: I'm not very hungry - a small snack is fine for me. 10 (idm) chance would be a fine thing ⇨ CHANCE. the finer points (of sth) the details or aspects of sth which can be recognized and appreciated only by those who understand or know it well: I don't understand the finer points of snooker but I enjoy watching it on TV. get sth down to a fine art (informal) learn to do sth perfectly: She's got the business of buying birthday presents down to a fine art. not to put too fine a point on it to speak plainly: I don't much like modern music - in fact, not to put too fine a point on it, I hate it. one fine day (in story-telling) on a certain day, in the past or in the future.

1 - finely *adv* 1 well; splendidly: finely dressed. 2 into small particles or pieces: finely chopped herbs. 3 with precision; in a subtle way: a finely tuned engine ○ The match was finely balanced.

fine-ness *n* [U].

1 fine art (also the fine arts, art) art or forms of art that appeal to the sense of beauty, eg painting, sculpture, etc: [attrib] a fine-arts course.

fine-tooth comb (idm) (go over, through, etc sth) with a fine-tooth comb (examine sth) closely and thoroughly: Police experts are sifting all the evidence with a fine-tooth comb.

the fine print - THE SMALL PRINT (SMALL).

fine³ /faɪn/ *adv* 1 (informal) very well: That suits me fine. 2 (in compounds) in a fine(ly), a) way: fine-drawn (ie subtle) distinctions ○ fine-span, ie delicate. 3 (idm) cut it/things fine leave oneself only the minimum amount, esp of time: If we only allow five minutes for catching our train, we'll be cutting it too fine.

finery /faɪnəri/ *n* [U] gay and elegant clothes or

PART B READING AND WRITING

Read about the following three famous sportsmen, a cricketer, a hockey player, and kabbadi player. As you read about them notice their likes and dislikes.

Cricketer

- Date of birth, November 20, which makes me a Scorpio
- I love reading both Urdu and English books
- I like to play cricket
- I like to follow the cricket board's policies
- I detest my inability to change things around me
- I love all kinds of music which relaxes me

Hockey Player

- Born on February 2, therefore, I'm an Aquarius
- I like to listen to classical music
- I enjoy reading, cycling, taking photographs.
- I don't like traitors and proud people
- I like hardworking, organized and honest people.
- I am least interested in films

Kabbadi player

- Born November 13, 1942, am a Scorpio
- I enjoy reading Bano Qudsia
- I enjoy listening to raag Darbari
- I'm fond of sleeping late and reading
- I admire courageous people
- I hate life without activities

Exercise 9

You have read personal likes and dislikes of the above people. What kind of people do you think they are? Which one do you like the most? And why do you like that person? Give your reasons by writing:

Example:

I like the hockey player because he admires honesty in people.

Read the extract from an essay written by a young school boy in which he is expressing his likes and dislikes.

Me - Myself

My name is Ruhail. I am thirteen years old and study in class 8 at the Roots School Islamabad.

I enjoy playing cricket and Imran Khan is my favourite cricketer. I don't like anybody me when I am watching cricket match on TV. Besides, I love playing computer games and am very fond of collecting computer CDs. Another game I enjoy is watching wrestling. These days I am having a good time learning to play cricket in a cricket club. During summers I enjoy swimming. I don't like basketball and baseball.



In food, I just love to eat french fries and bananas. Almost every day I enjoy eating these two things, I hate eating vegetables and my mother scolds me for that. I also love to eat chicken biryani. I am crazy about pepsi and drink it everyday. However, I hate to drink tea.

Exercise 10

After reading Ruhail's likes and dislikes, write them down separately in the given columns

Ruhail likes	Rahail dislikes

Exercise 11

Now you should express your likes and dislikes. Write a short paragraph about your personal likes-and dislikes about the following:

- 1 Food
- 2 Colours
- 3 Films
- 4 People
- 5 Music
- 6 Dresses
- 7 Books
- 8 Places
- 9 Seasons
- 10 Friends

Exercise 12

There is a welcome party for new comers in your class. Many new students have joined you. You are interested to know more and more about them. Find your partner and practise asking and answering the following questions.

- 1 How was your previous school?
- 2 What kind of activities did you like doing?

- 3 Which teacher do you like most in your class?
- 4 What did your teachers look like?
- 5 What kind of people do you like?
- 6 What do you like to do in your recess time?



Exercise 13

As you ask different questions from your partner, keep on writing about his/her likes and dislikes in a note form. Use these notes to write a short but connected paragraph. Let us help you write a paragraph. Here is the beginning you can continue writing:

Example:

Fatima has come from Wahid Public School. In that school she liked to participate in debates. Her favourite subject was General Science and her favorite teacher was

Exercise 14

We share our lives with many people, for example, parents, brothers, sisters, friends, teachers, relatives etc. We like certain things about them and dislike others.

Now think about someone in your family who is close to you. Write brief paragraphs on their likes and dislikes. You can write about:

- Why do you like that person?
- What does that person look like?
- What does that person like doing?
- What would that person love to do in future?
- What dress or colour that person likes to wear?

Let us introduce you to two twin brothers, Ali Akbar and Khan Akbar. As you will be introduced to them you will realize that they have a few things in common and yet many differences. Read about them.

All Akbar is full of fun. He spends a lot of money on clothes and has a small car. He loves to take his wife and small son for drives and likes to buy them things. He also enjoys meeting new people and making friends, but he doesn't like to have insincere people as friends. He hates sitting idle and likes to keep himself busy.

Khan Akbar resembles his brother All Akbar in looks but different in likes and dislikes. He is quieter than his brother and prefers to spend his time reading. He hates to drive a car and likes to travel by public transport. He loves to cook by himself and do gardening. He spends evenings at home with his family.

Exercise 15

After reading about the two brothers, write:

- 1 What is common between the two?

- 2 Which brother is an introvert and why?
- 3 Which of the two brothers do you like the most and why?

Here is a picture of my kitchen. It is my favorite room in the house.

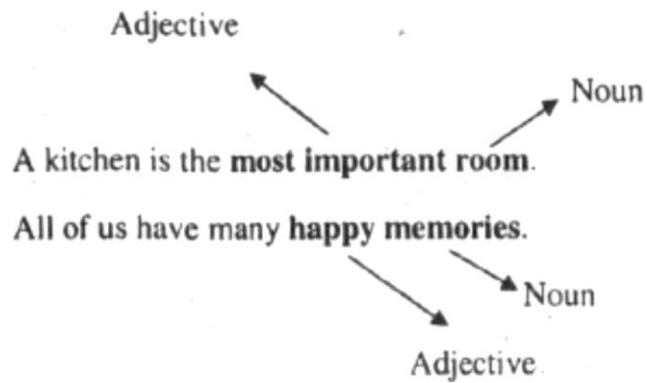


Read its description.

My favourite room is our kitchen. Kitchen is the most important room in many houses. It's not only where we cook and eat but it's also the main meeting place for the family members. All of us have many happy memories of times spent there, such as cooking delicious dishes for special occasions as Eld, birthdays and weddings. During troubled times when endless and comforting cups of tea in the middle of the night gave me company, ordinary daily events such as making breakfast or (dark, cold winter mornings for sleepy children before sending them off to school and then sitting down to enjoy reading the morning paper with a steaming hot cup of cofee. The whole day my kitchen seems to be the busiest room in the house.

The above description has a lot of **adjectives**. Before going any further let us tell you about what adjectives are. **Adjectives are the words or a part of speech that adds quality to a noun.** You would practice more about adjectives in the next unit.

following sentences taken from the passage and notice how **an adjective adds a quality to the noun**:



Exercise 16

Do you have a favourite room in the house? Think of your favourite room and write why you like it. Describe the room using appropriate adjectives.

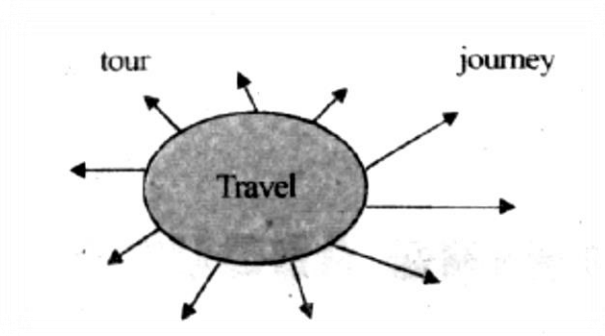
It would be interesting if you draw the picture of the room similar to the one given.

TALKING ABOUT YOUR TRAVELLING PLANS

Written by: *Farzana Ursani*

Part A TALKING ABOUT YOUR TRAVELLING PLANS

In this unit you will practise to talk and read about visiting places and travelling. Before we give you the necessary information about travelling, try to answer this simple question: What is travelling? Just close your eyes and concentrate on the word "travel" and think about all the related words and ideas which come to your mind.



What is travelling? It means going from one place to: another on a journey. A person who goes on a journey or likes to travel is called a traveller or tourist. A tourist likes to visit new places, meet people, and experience the cultural and social customs and traditions of different people. Tourists need people who can book tickets and make necessary travel arrangements for them and so they consult a travel agent. There are tour operators who take care of additional needs of tourists such as arrange for transport and accommodation, suggest interesting places to visit, safety precautions to take and many other such travel-related details. Another important person in the tourist industry is a tourist guide who takes tourists to see interesting places. A tourist guide has a lot of information and knowledge about the places and knows the history, geography and cultural and traditional heritage of these places.

Kadeem Khan is very popular tourist guide. He is a native of Hunza valley in the northern area of Pakistan. He is thirty-five years old. In his teens he was extremely fond of travelling and has travelled a lot across the country. Kadeem Khan takes tourists, both local as well as foreign tourists, around the northern areas and tells them about its rich and colourful heritage. Kadeem Khan also advises tourists

about interesting tourist attractions, such as where to shop for good and cheap things, which local people to meet and talk to and where to taste the regional food. Kadeem Khan is with a group of tourist on a visit to Shangrila, a very popular tourist spot in the northern area. Let us read how he is introducing Shangrila to them.



Text # 8

"Shangrila is located at the height of 2,440 metres and is surrounded by some of the highest and majestic mountain peaks in the world. Shangrila is also known as "the roof of the world". There is this clear and beautiful Kachura lake encircling Shangrila, you should also notice the lovely, colourful and fragrant fruit trees around. Some people also call this place "heaven on earth".

Exercise 1

You just read Kadeem Khan Shangrila. Now let us check how much information do you remember. Here are a few sentences. Some of these sentences give correct information about Shangrila and some of them give incorrect information. Read

all these sentences and tick (✓) only the correct sentences.

- ☐ Huge mountains surround Shangrila
- ☐ Lake Saiful muluk flows besides Shingrila
- ☐ It is 4,420 high
- ☐ There are beautiful fruit trees around it
- ☐ It is called the wonder of the world
- ☐ Kachura lake flows around it
- ☐ It It is called the roof of the world

How do we travel? We travel by:

- Road
- Car
- Wagon
- Coach
- Train
- Airplane
- Ship

We choose our mode of travelling according to its:

- Cost, that is can we afford the fare
- Time, that is, how long does it take, Is it too fast or slow
- Safety, that is, is it safe from accidents or thefts
- Facilities, that is, what additional benefits are offered in terms of food, stopovers
- Comfort, that is, how relaxing, comfortable and pleasant it is



Different journeys need different arrangements. There are some important and basic things everyone has to carry while travelling and these are:

- Tickets
- Suitcase
- Toilet kit
- Identity card
- Money

- Suitable clothes
- Proper shoes
- Medicine Kit

If one is travelling outside the country then there are other essential things one needs to carry, such as:

- Passport
- Visa of the country you are visiting
- Foreign exchange
- No objection certificate (NOC) if you are a government employee
- Medical clearance certificate

The choice of things depends a lot on the place we are travelling to. For example if we are visiting a place which has a warm or hot climate then we choose our clothes and other items accordingly, similarly if we are on a visit to a hill station or mountainous area then we choose clothes, 'shoes and other' items accordingly.

Exercise 2

Suppose you want to travel to another city, write:

1. **Why** are you going to that particular place? (**Purpose**)

2. **How** are you going there? (**Mode of Travelling**)
3. **Why** have you chosen that particular mode of travelling? (**Reason**)
4. **What** are your preparations? (**Travel arrangements**)

Follow this example:

I am going to Karachi, because my uncle is getting married and secondly, I've heard so much about this exciting city that I asked my parents not to miss this chance. (**Purpose**)

First we thought we'd go by air as it saves time although expensive at the same time, but we finally decided to go by train as it is cheaper and my parents wanted me to experience journeying through Punjab and Sindh, stopping over various towns and cities. (**Mode of travelling**)

We started packing our bags and it was fun putting all kinds of basic things, such as clothes, shoes, towels, soaps, toothbrushes and pastes, and a lot of gifts for friends and relatives. My mother also took a heavy tiffin full of delicious dishes to eat during the travel. (**Travel arrangements**)

Farhan and Raashid are friends who are going on trip to Kalama. Let us read about these teen-aged friends discussing their travel arrangements.

Text # 9

Farhan: **Let's** get ready now. After all we've to leave early tomorrow.

Raashid: **I've already** packed most of things, but need to put in a few more.

Farhan: Such as?

Raashid: **Well, let me** check. Urn. Here's my toilet kit, my tooth brush is **there**, so is the tooth paste, where's the hair brush? Oh here it is, **my** shaving cream, razor, shampoo, soap, a packet of aspirin, **cough** syrup, lodex balm... Now where's the map?

Farhan: Which map? Is this the one?

Raashid: **Yes thanks**, I thought a map of swat and Kalam is necessary, don't **you think** so?

Farhan: Absolutely, this's our first visit there, we might need it. I'd suggest we should carry a pair of binoculars.

Raashid: Yes. Farhan, are you taking the electric kettle? I know you will because you can't live without tea.

Farhan: I've everything here. Look, a box of tea bags, a packet of dried milk, a jar of cofee, a whole big carton of biscuits and chips and a packet of chocolates and a lot of dry fruit.

Raashid: And what about the camera?

Farhan: I've taken it along with a few reels and some batteries. You had to lend me your jacket?

Raashid: Oh yes. Where is it? Oh there you're ! Take it.

Farhan: You've another one for yourself, don't you?

Raashid: Of course, don't worry. I'm fully loaded with woolies. I've taken two raincoats, a pair of woolen gloves and socks, a few caps and mufflers.

Contractions

Let us..... Let's

Here isHere's

Where is..... Where's
I have.....I've

Exercise 3

You just read to Raashid and Farhan discussing their travel arrangements. Can you remember what things they are taking along with them? Try to recall the items and then fill in the information in the vacant chart given below. Some of you might not remember all the items, so you may replay the recorded text and listen to their conversation again.

FOOD	CLOTHES	MISCELLANEOUS

Exercise 4

Whenever we think about something a number of images cross our mind. If we are thinking about a school friend we immediately remember the classroom, teacher, games, free classes, canteen, surroundings and many other such things. Human mind is such ! Close your eyes and think of your school, neighbourhood or city. What images do you see? Write down the words or ideas that come to your mind. These ideas can be about the sights, sounds, smell, tastes and feelings of your city.

SOUNDS	SMELLS
SIGHTS	TASTES

In exercise 4 you have noted the images of your school, neighborhood or city. Now how about organizing these ideas into a paragraph form. Try and construct a

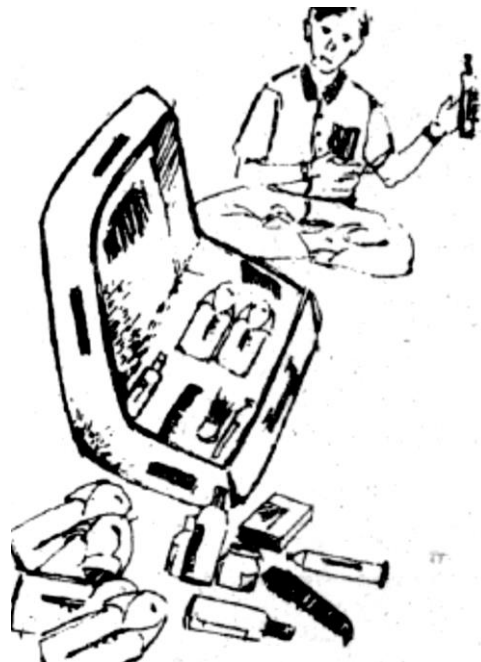
paragraph by writing a detailed description of the place, whether it is your school neighborhood or city. Here is an example of a paragraph which might give you some help.

I used to live in the old part of Hyderabad. It was a different life altogether. Narrow lanes, big houses, long stairs, airy rooms and a lot of children to play around with. I remember in the long hot afternoons, we used to wait for the tinkling bell of the Kulfi wala and run down the street to buy Kulfi of all sizes.

In the cool breezy evenings, our grand parents used to sit outside in the big courtyard, freshly sprinkled with water to settle the dust and cool the air. The evening tea used to be an every day ritual where fresh Pakoras and palm-sized meethi rotis were served. Oh how I still long for those happy, simple and easy going days.

If you are writing about your village or city, you might like to collect some basic and useful information about that place. Talk to an elder who can give you interesting information or read books which can give you all the information you need. The information can be about:

- Geographical location
- Historical background
- Folk traditions
- Social customs
- Languages
- Literature
- People
- Education system
- Famous buildings
- Personalities
- Bazaars
- Food
- Any other information you want to Add



You may follow the writing pattern given below:

My home town

I was born in Lahore, the city of gardens and historical sights. Lahore is popularly known as the "Mughal showcase" as it has some beautiful Mughal buildings such as, the Royal Fort, Badshahi Mosque, Shalimar Garden and tombs of emperor Jahangir and empress Noorjehan. Lahore is also one of the country's important art, cultural and literary centre. It has country's most well known educational institutions such as the Government College, Kinnaird College F.C. College, Lahore College for Women and the National College of Arts, Lahore is also famous for its shopping centres such as Icchra, Anarkali and Liberty and has many interesting eating places.

Exercise 6

Think of different places that you have visited. For example: market, cinema hall, bus station, forest, sea, railway station or airport and so on. Write details of:

What did you see?

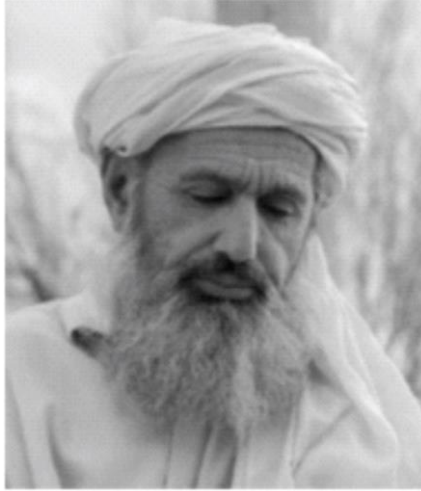


- What did you see?
- What did you hear?
- What were the smells?
- What did you taste?
- What were you doing?
- What are your overall feelings?

Usman, Saadia and Roohi belong to different cities. They are with a group of foreign students and are introducing their respective cities to them. Let us first read what Usman has to say about his city.

Text No #10

"The word "Peshawar" is derived from an ancient word "Parshapur" which according to some means a place where all the professionals people used -to live and work, while others say it means the "Frontier town". It was a capital of king "Kanishka" who was a Buddhist. The Province (NWFP) is Gandhara famous for its civilization. It is close to Afghanistan and has something of an Arabian nights as it is a mixture of narrow buildings, tall remarkable number of bazaars. An aroma of spiced meat, fresh tandoori naans, pista, badmas akhrot, kishmish and Ingeers will instantly hit a traveler.



A typical Pathan

Rich cloth, Afghan rugs, hookah, stalls, elaborate brass and copper ware, silver jewelry add a stunning impact to the place. But it's the people, Pathnas, who give special character. The best place to exercise Peshawar's bustling atmosphere is the Qissa Khwani Bazaar. The Bazaar with place for travelers who could break their journeys here, rest and refresh themselves and listen to the romantic and folk tales. Therefore, the Qissa Khawani Bazaar is also popularly known as "the street of the story tellers". Nearby this bazaar there is another fascinating old street the bazaar of the Copper Smiths. A visit to this bazaar is a must as how could one miss out huge brass trays, intricately worked somovars, coffee and tea pots on display and not tempted to buy a souvenir.



A typical tea shop at Qissa Khawani Bazaar

Exercise 7

Do you remember what Usman said about his city. Let us see if you could complete the following sentences with the correct information.

- 1 Name of the city _____
- 2 Its old name and meaning _____
- 3 The name of the King who ruled it _____
- 4 The religion of the King _____
- 5 The name of the ancient and famous civilization _____
- 6 The name of the local people _____
- 7 The Street of story, tellers is another name for _____
- 8 People came to this bazaar to _____
- 9 People visit the bazaar of copper smiths to buy _____



When you read Kadeem Khan's description of Shangnla in the text 8 as well as the description of Peshawar in the recorded text 10, you must have noticed that these two people are describing the places by using certain words. For example, Kadeem Khan describes the mountains as majestic mountain peaks. The word majestic is an adjective that gives a quality to the mountains: it describes the mountain peaks in a way that it creates a picture or an image in our minds.

Kadeem Khan also uses other adjectives to describe the beauty of Shangrila, Let us once again repeat these words/adjectives:

Adjectives

- highest and majestic mountain peak
- clear and beautiful Kachura lake
- lovely, colourful and fragrant fruit trees.

An adjective is one of the most important part of speech and is used to describe something. In unit 4 you have been briefly told about adjectives and have done an exercise about my favourite room. Here let us explain this part of speech (adjective) a little more. But first let us tell you briefly about all the **eight parts of speech**.

Words are divided into different kinds of classes called **parts of speech**. These parts of "speech are divided according to their use or the work they do in a sentence. There are eight parts of speech:

Parts of speech and their uses	Examples
1 Noun or the naming word	Name of Person (Fareeha) Place (Shikarpur) Animal (Leopard) Thing (Computer)
2 Pronoun or the word used instead of noun	He, she, it, they, their, we. us, our
3 Verb or doing word to describe an action	The girl writes, plays, draws
4 Adjective or describing word used to add quality to a noun	Beautiful dress, delicious dish, kind person
5 Adverb an added word to a verb or an adjective	The dress is extremely beautiful, He worked on his assignment quickly.
6 Conjunction a word to join sentences	They are cousins and study in the same school but in different classes
7 Interjection a word to express a sudden feeling	Hurrah! Wow! Really!, Alas!
8 Preposition a word to show position	There are guests in the room She is fond of reading novels

Example:

Here is a word "Weather". What adjectives would you add to this word in order to give it different qualities? You might have written the following adjectives:

beautiful weather

rainy weather

cold weather

hot weather

Exercise 8

Add suitable adjectives to these words.

1 Dress

2 Dish

3 Game

4 Book

5 Child

Exercise 9

Now read text 10 again where Usman is describing Peshawar. Also read that passage and then write down all the adjectives he uses.

Example:

- **ancient** word
- **professional** people
- **famous** for its Ghandhara civilization

There are Comparative adjectives and Superlative adjectives. These are formed in three ways:

- 1 By adding.....**er** and.....**est** as in brighter, brightest, smarter, smartest
- 2 By adding..... **ier** and.....**iest** as in funnier, funniest, happier, happiest.
- 3 By adding **more** and **most** as in more exciting, most exciting

Exercise 10



Write the **comparative** and **superlative** forms of the following adjectives. You may like to consult a dictionary or ask your tutor,

Word	Comparative	Superlative
Beautiful		
Ugly		
Big		
Small		
Busy		
Cheap		
Expensive		
Clear		
Cold		
Hot		
Crowded		
Exciting		

PART B READING AND WRITING

Read what Kadeem Khan says about his job.

I have always been very fond of travelling. When I was in school. I joined the scouts and travelled to a lot, met interesting people and visited lovely places. When I did my BA, my parents wanted me to study English Literature but I requested them to let me join an institute where I can get training as a tourist guide. In Pakistan tourism needs a lot of attention, we are blessed with diverse geographical, cultural and linguistic heritage and we should try to promote tourism to local and foreign tourists.

Exercise 11

The above paragraph has a lot of different parts of speech. Can you differentiate between nouns, pronouns, verbs, adjectives, conjunctions, interjections, adverbs and prepositions and write them in their respective columns:

Noun	Verb	Adjective	Adverb	Pronoun	Preposition	Conjunction	Interpunction

Read the following post card. It is to Mohsin from Farhan and Rasheed.



August 2, 1999

Dear Mohsin,

We're having a great time in
Kaghan. The weather is not
very friendly but that's the best
part of the trip as it offers
surprises & challenges. Luckily
we're staying in a nice hotel.
So a good night sleep helps
us take long walks & hikes.
We've explored the valley and
yesterday pitched a tent in
middle of a vast green patch
surrounded by beautiful
mountains. Will write again
so he

To

Mohsin

I - B

Bazaar Road

Islamabad.

Produced by FOTO BANK
15-A, 3rd Floor, Bait Centre 9, Nicholson Road, Lahore - Pakistan
T: +91 (042) 6396273 6374252

Tarany
Rasid

A Beautiful Lush Green Plateau 'Paya' 8 kms from
Shogran and 18 kms from Kalam (Kaghan valley)

LC 156

STAMP

Exercise 12

In the above post card, Farhan and Raashid have used a lot of adjectives. The following sentences are taken from the post card. Choose a suitable adjective from the box and substitute the actual adjective in each of the sentences given below.

Welcoming, lengthy
lovely, peaceful,
open, interesting,
attractive

- 1 We are having a **great** time.
- 2 The weather- is not very friendly, but that is the **best part** of the trip.
- 3 Luckily we're staying in a **nice hotel**.
- 4 A good night sleep helps us take **long walks**
- 5 In middle of a vast green area surrounded by **beautiful** mountains.

Now read what Saadia says about her city:

Quetta is the capital of the Baluchistan province and according to different sources its name is derived from the Pushto word 'Kwatta'" whereas other historical sources claim that Quatta got its name from royal coat or "Khillat" that was given to the Baluchi Chiefs. Situated on a 5,550-foot plateau, the city enjoys clear skies, beautiful climate, and rich fruit orchards, Grapes, red apples, oranges, peaches and apricots are found in abundance in this valley.) Quetta is surrounded with Chiltan hills, Koh- winters are severe with snow in the months



sajji-Leg of lamb- A Delicacy of Quetta

bustling town three major ethnic groups, the Pathans, Balochis and Brahvis, each following their own distinct ethnic culture. No visitor in Quetta should leave without trying the regional speciality "Sajji", which is a whole lamb cooked on coals.

Here is what Faiz says about his city Hyderabad:

Hyderabad's old name is "Nirunkot". Its old rulers "Kalhoras" made it their capital in 1760's and built a massive fortress "Qilla" which is still its relic of Hyderabad's glorious past.

Hyderabad is a big, hot and dusty city but enjoys breezy evenings. A traveller to Hyderabad will find its Streets and bazaars empty in the afternoons as the locals retire for 'their afternoon rest.



A Bangali Shop

The best buys are the beautifully embroidered Sindhi suits and chaddars, and men's caps, and a large variety of colourful and intricately stitched "rillie", and Sindhi "Ajraks", a traditional cotton shawl equally worn by both women and men and is famous for its natural dyes and block prints. Hyderabad is also famous for its glass bangles.

Exercise 13

Saadia and Faiz describe their cities using various adjectives. Which adjectives did they use? Write these in the given columns.

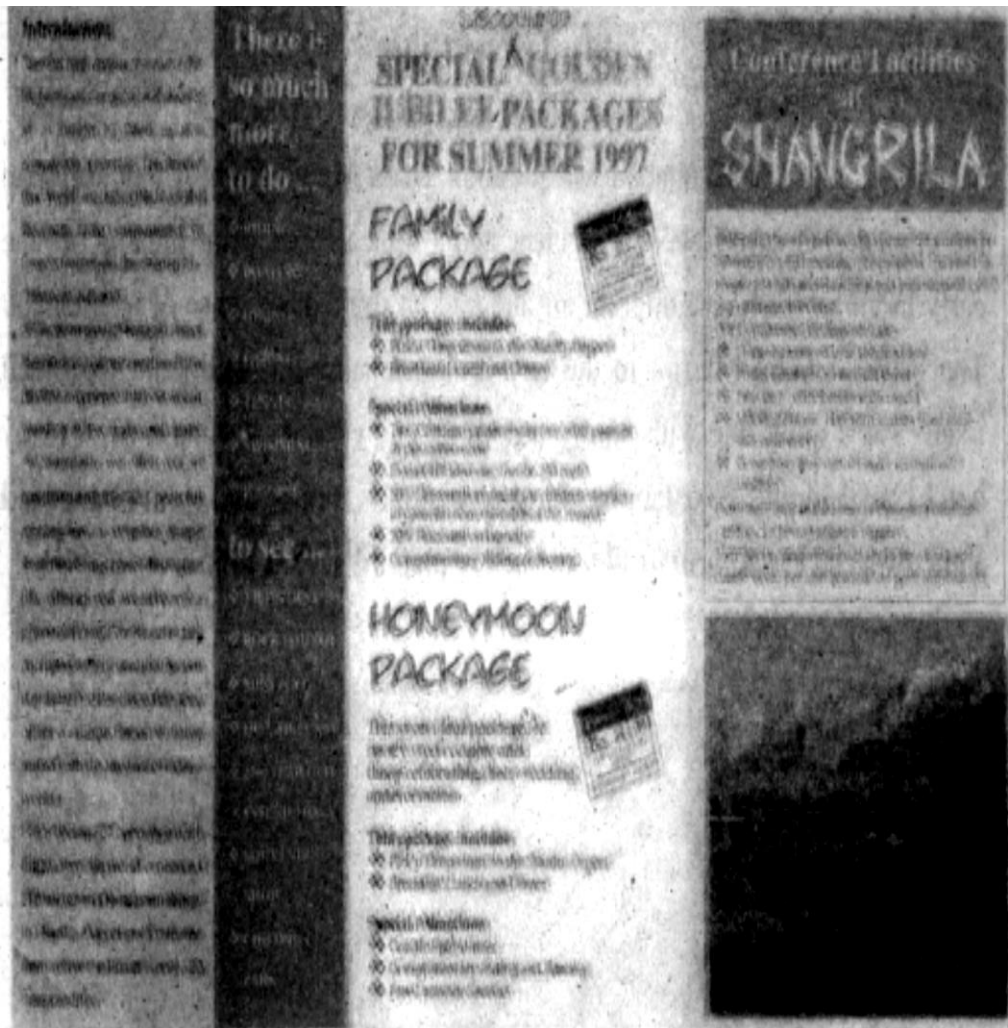
Quetta	Hyderabad
Vast	Glorious
Clear	Big

Pakistan is blessed with good tourist sights. Thousands of tourists from many parts of the world come to experience the five thousand year old Indus valley civilization's customs and traditions and the Pakistani way of life. Different people come to Pakistan to see the centuries old Moen-Jo-Daro ruins in Larkana, the city of wind catchers Hyderabad, the bustling metropolis Karachi, the relics of Gandhara civilization scattered around the Frontier province, the historical Lahore, city of saints Multan, Bahawalpur, Uch Sharif and the scenic northern areas, the wonderful mountain ranges, the Karakorum highway, the Khyber pass and many many more tourist attractions. We need to tell people about these places so that they should visit them and help the country earn money through tourism. The tourism department designs and distributes information booklets or travel brochures in order to advertise these tourist spots. Before going any further, try and answer these questions:

Exercise 14



- 1 What is a travel brochure?
- 2 Why do people need a travel brochure?
- 3 What kind of information do you expect to find in a travel brochure?



Exercise 15

- I Which air line goes to Skardu?
- 2 How much time does it take to reach Skardu airport?
- 3 How many flights are there in a week?
- 4 What special packages are offered in the brochure?
- 5 What are the other facilities offered at the Shangrila resort?

The following are some extracts from a travel book "The Beauty of Pakistan", written by a foreign tourist. Read how he describes his travel experiences to Islamabad, Murree and Bhurban.

Day I

My Travel Diary

My first glimpse of Islamabad was the high green Marghalla hills that surround the capital. The atmosphere was clear and I took several deep breaths of the early morning fresh and fragrant air and had an immediate sense of excitement. The drive to hotel Maniot in the city center through the well-kept, tree-lined roads was a quiet one with hardly a hon or two except chirping birds. At my hotel I ate delicious Pakistani breakfast of an onion, tomato and chilli omelet and a ghee-soaked crisp paratha and sat back to plan my next action.



Day 2

I went around the beautiful city of Islamabad and visited the Shakarparian hills which had a variety of beautiful trees. Daman-I-koh which offered an interesting and breath taking view of Islamabad, Rose and Jasmine garden full with bright and colourful rose bushes, the Institute of Folk heritage which had an impressive collection of country's art and craft. Rawal lake where I had a boat trip and ate crisp, fried fish, the white marbled Faisal mosque which had it serene and graceful atmosphere. The Constitution avenue where all the major administrative buildings are located was it pleasant view soher sight in contrast to the noisy and upcoming commercial' center known its the Blue area. I even visited the Jinnah super market to catch a glimpse of the fashionable elite and buy my self a delicious kabali lunch of tikka-kebabs and kabuli pulao.

Day 3

From Islamabad I moved on to visit the famous hill station Murree. The one and half hour comfortable drive to this hill station was the beginning of a delightful three day journey to the nearby travel resorts known as the Galliat, Bhurban, Nathiagali and Abbotabad. Murree has an old world charm, the crowded mall road lined with interesting shops selling woolen shawls, fur coats and walking sticks are must tourist buys. I could not resist the aromatic karahi Chicken and tandoori rotis and sat to eat at a cramped hotel without thinking twice what it will do to my stomach which is not used to spicy food. I stayed in one of the federal lodges, which was not a very clean and efficient place to stay. The weather turned chilly during the night and I left my cozy room once again to have a hot Cappuccino at the Mall

Day 4

The next day I went to Bhurban, yes on foot, I actually walked to Bhurban with a group of local students studying at one of the missionary schools of Murre. The two-hour walk was the most thrilling and enjoyable episode of my travel to this part of Pakistan. It was an opportunity for physical exercise with a bunch of robust teenagers, who knew everyone on the road, stopped to chat with the locals, drink sweet, milky tea at the road side shanty cafes popularly called khokhas, eat endless roasted corns, locally known as challies. Bhurban used to be a small, sleepy hill resort, but after the opening of a posh and expensive Pearl Continental hotel, this small resort is transformed into a bustling place for local and foreign visitors, newly-weds, touring students and professionals who hold their meetings, conferences and seminars here.

Exercise 16



The extracts from the travel diary contain words that appeal to our four senses, the senses of sound, smell, taste and touch. Can you list all those words that appeal to you four senses? Fill in the given columns with suitable words.

Sights	Smells	Tastes	Sounds
High green hills	Fragrant air	Omelet	Chirping

**INVITING PEOPLE
ACCEPTING AND DECLINING
INVITATIONS**

Written by: *SHAGUFTA SIRAJ*

PART A: INVITING PEOPLE, ACCEPTING AND DECLINING INVITATIONS



Inviting people to do different things and to participate in function and activities is a matter of every day life. Sometimes we invite others and at times others invite us. We may invite our friends, relatives, colleagues, officials, business partners etc for various occasions For inviting different people we may use different expressions. And when we are invited we either accept or decline the invitation. We shall talk about all this in detail in this unit.

You are going to listen to a dialogue between Riaz and Tahir who are close friend Ria wants to invite Tahir at his house. Let's read what they are talking about.

Text # 11

Riaz: Hello Tahir how are you?

Tahir: I'm fine. How about you?

Riaz: I'm okay. What're you doing in the evening today.

Tahir: Well tonight I've planned to watch the movie that I've been interested in for quite sometime.

Riaz: What about tomorrow evening? I was thinking if you could come over to my place and spend the evening with me? Can you?

Tahir I'd love to. But tomorrow I'm expecting a guest from Lahore.

Riaz: How about Sunday evening?

Tahir: That's fine. Is there something special?



Riaz: Nothing really. Just getting together, chat and listen to music over a cup of tea or coffee.

Tahir: Oh that's a nice idea! But you know I can't just sit and chat, so let's do something more.

Riaz: We can play some interesting games on the computer or if you like we can go for a walk. You liked long walks, didn't you.

Tahir: That sounds nice. I'd love to go for a walk. I think I need some fresh air.

Riaz: Then how about going out for dinner afterwards?

Tahir: Of course I'd love to.

Riaz: then, I shall be waiting for you on Sunday evening.

Contractions

I cannot I can't

Let us Let's

That is That's

Did not Didn't



You must have noticed the following expressions in the dialogue:

- I was thinking if you can spend the evening with me
- How about Sunday evening
- Let's do something more then that
- If you like we can go for a walk
- We can play some interesting games
- We can go for a walk
- How about going out for dinner

Exercise 1

Read text 11 again and identify which of the following statements are true (T) or false (F).

- ☐ Riaz is inviting Tahir to watch a movie
- ☐ Tahir is not interested in sitting and chatting
- ☐ Riaz has no special programme in mind
- ☐ Tahir accepts Riaz's invitation for the same evening
- ☐ Riaz does not know how to operate a computer
- ☐ Tahir and Riaz both agree to eat dinner out

Exercise 2

Answer the following questions based on the conversation between Riaz and Tahir.

- 1 Why does Riaz invite Tahir to his place?
- 2 What does Riaz say to Tahir?
- 3 Does Tahir accept his invitation?
- 4 What do they finally decide to do?
- 5 What day do they decide to meet?

Let us read a few more dialogues to practice the function of inviting. Khalid has qualified his matric exams in first division. He wants to share his happiness with his friends and celebrate his success. Now find how Khalid is inviting Ayaz, Sagheer, Saeed and Nasir to his party. Read these short conversations carefully and notice various ways of inviting.

Text # 12

Dialogue 1

Khalid: Hello Ayaz. I'd be pleased if you could join me over a cup of tea on Monday at 5 at Blue Lagoon.

Ayaz: Yes I'd love to.

Dialogue 2

Khalid: Hello Sagheer. I'd be delighted if you could come to a party on Monday at 5 at the Blue Lagoon.

Sagheer: Thank you very much. That's very kind of you.

Dialogue 3

Khalid: Hi Saeed. How about joining me at a small get together of friends at the Blue Lagoon on Monday at 5 PM.

Saeed: I'd very much like to.

Dialogue 4

Khalid: Hello Nasir, you'd like to my party at the Blue Lagoon at 5 on Monday, won't you?

Nasir: Thanks, I'll be there.

Contractions

I would I'd
Would you not Won't you
I will I'll
That is That's

Exercise 3

Listen to the dialogues between Khalid and his friends once again and list all the expression Khalid uses to invite his friends.

- 1
- 2
- 3
- 4

🔍 We invite different people using different expressions. We need to be **formal** with our elders and seniors and **informal** with close friends. For example, inviting your sister to go for a walk you may say:
"Let's go for a walk". But it would be awkward to say "I'd be delighted if you could please join me for a walk". Let us read some more expressions for inviting people. We categorize these as **formal** and **informal invitations**.

Formal Invitations

- I would be pleased if you could come to the dinner
- I would be delighted if you are able to attend my wedding
- We would be very pleased if you could come to our daughter's birthday
- We would be delighted if you were able to attend our wedding anniversary
- It will be a pleasure if you can attend my graduation ceremony

Informal Invitations

- How about joining me for lunch
- What about dinner tonight
- Come and let's go out for a walk
- Why don't you come along with, me for a drive
- Would you care to join me for a cup of tea

Exercise. 4

Here are a few people who are very close to you. How would you invite them?
Write appropriate informal invitations in the given lines.

Example:

Invite your brother to accompany you to watch a theatre performance.

You: Nouman do you like to come along to see a play at the Alhamra?



1 Invite your grandmother to come and sit outside in the sun.

You:

2 Invite your aunt and uncle at your wedding anniversary.

You:

3 Invite a group of friends to spend a few hours in a park.

You:

4 Invite your niece and nephew for an ice cream.

You:

Exercise 5

You want to invite your teacher along with a few class fellows to your home for dinner at the end of the semester. Being formal with your teacher you need to use appropriate formal expressions of invitation. Which of the following expressions would you choose to invite your teacher? Tick (✓) the ones you think are suitable.

- ☐ I should be very pleased if you could come and have dinner at my house
- ☐ Would you like to attend my dinner at the end of the session
- ☐ How about attending a dinner at the end of the session
- ☐ Let's have dinner at my house
- ☐ I would like to invite you for dinner at my house

Exercise 6

You are working in a business firm as a personal secretary to Mr. Salman Malik the MD of Malik International. You are required to invite the chairman of the board of governors for lunch on behalf of your managing director. What would you say? Write at least three different formal expressions of invitations.



Example:

Sir, I am directed by our MD Mr. Salman Malik, to invite you for lunch on Sunday at 12:00 noon at Usmania.

Exercise 7

Mr. Salman Malik is a businessman. He leads a busy life. His office and his family commitments keep him occupied. He notes down his important engagements in a diary. Read the diary page in which Mr. Malik has written down his engagements for Saturday, November 14 and then decide how he would invite each person.

Saturday November 14

- Take an old college friend for lunch at the club
- Take his brother in law and his wife for tea at the hotel
- All office staff for dinner at the Chinese restaurant to celebrate the birth of a baby

Accepting and declining invitation



Whenever we are invited by some one we either accept the invitation or refuse (decline). If we do not accept then we politely need to give the reason. The general expressions used for accepting an invitation offer are:

- Thank you for the offer/invitation
- Yes, I would love to
- Yes, that's very kind of you
- I would very much like to
- I would be delighted to
- I won't say no
- Thanks a lot
- I'd love to
- That's great
- Sure why not

If we cannot accept the invitation we do not say a plain "no" because it, is considered rude and the person who has invited us may not like it. We may therefore, use the following expressions for declining or refusing an invitation by giving a reason:

- Thank you for the offer but I can't accept it because I've another better offer
- I am afraid I can't come as I've another engagement
- I am sorry I can't make it at that time as I will be at office
- Thanks a lot for inviting but I'll not be able to come as I've flu
- I would love to but I've to pick my children from school
- That's very kind of you but I can't come as I won't be here on that day

Exercise 8

Go back to exercise 4 in which you have invited your grandmother, uncle and aunt, friends, niece and nephew for different things. How did they accept your invitation? Write their responses in lines given below.

Example:



- 1 Grandmother: Why not dear it is a lovely day today.
- 2 Aunt and Uncle: _____
- 3 Friends: _____
- 4 Niece and Nephew: _____

Exercise 9

Now the same people refused or declined your invitation. How did they do it? Write their responses.

Example:



- 1 Grandmother: Sorry dear, It's time for Maghrib prayers.
- 2 Aunt and Uncle: _____
- 3 Friends: _____
- 4 Niece and Nephew: _____

Exercise 10

Here are a few more invitations. You may accept or refuse them. If you are declining then give a reason.

- 1 Why don't you come to the market with me?
- 2 You will come to see my art exhibition on Sunday, won't you?

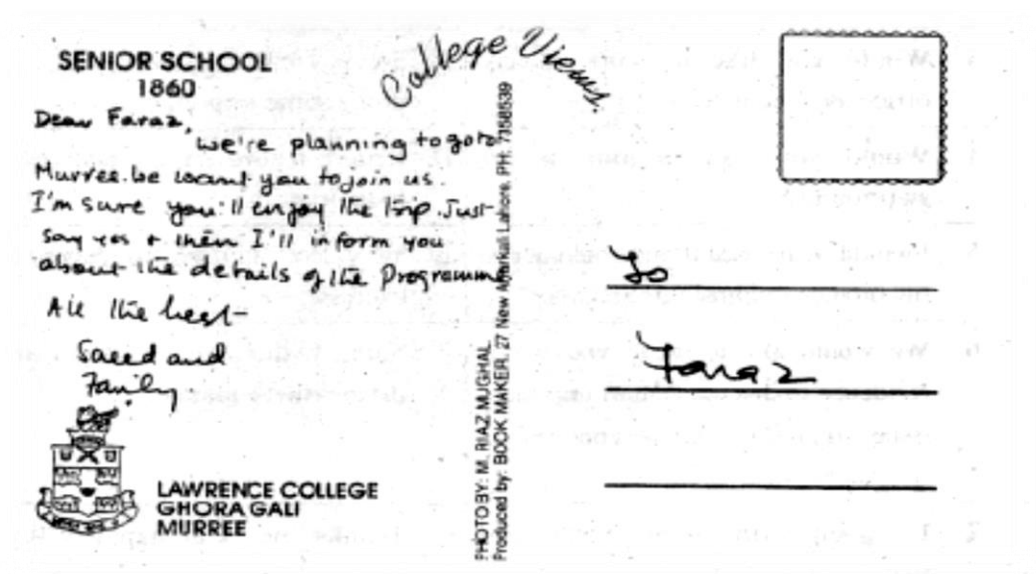
- 3 It would be nice if you could come and spend sometime with me as I get very lonely in my house.
- 4 I would like you to come and attend my sister's wedding tomorrow.
- 5 Would you like to accompany me to see the principal of our college today after the college closes?

Exercise 11

Read the invitations given in column A. **Responses** to these invitations are in column B. Match each invitation with its appropriate response.

Invitations	Responses
1. Would You like to go out with me at the Vital Signs music concert at the national auditorium this evening'!	A I'd love to, but I've my English test.
2 How about visiting Rabia our old school friend this weekend?	B Oh, what a shame, I won't be here on Saturday.
3 Would you like to, work in my office as a receptionist?	C Sorry, I can't go with you as I'm doing some important work.
4 Would you like to join us for swimming?	D I can't, I have some guests coming in the evening.
5 I would be pleased if you could attend my brother's valima this Saturday?	E Why not I love to have some exercise.
6 We would like to invite you at our residence to discuss certain important issues regarding the neighbourhood on October 10.	F Sure, I think it is important to discuss these matters.
7 I'm going to the bazaar, would you like to come along?	G Thanks, but I'm happy with my present job.

We are sure that by now you have already understood how to invite people, accept and decline invitations. Here is a short note Saeed and family who are inviting Faraz to join them on a trip. Read the invitation note:



Exercise 12

Suppose you are Faraz. What do you want to do? Do you want to accept your friend's invitation or decline it? What is your decision? Write a note to your friend either accepting or refusing the invitation. Remember to give a reason if you are refusing it.

Exercise 13

Here is an incomplete letter from you to a friend. Invite her or him to spend a weekend with you at your house.

Hello

It has been days I haven't seen you.
How about coming and

[illegible]

Yours



Exercise 14

Here are a few situations where some people are inviting you. How would you respond to these invitations? Use different expressions- each time.

- 1 You like climbing mountains. A colleague you have hardly ever spoken to invites you to go in his car, spend the weekend and join him for mountain climbing the next day. You decide to decline the invitation. What would you say?
- 2 Your close friends invite you for boating. You love boating. How would you **accept the invitation**?



In this unit you might: have noticed the following expressions.

- I would like you to come to my party, won't you?
- We can

- play some interesting games on the computers, can't we?
- You always liked to have a long walks, didn't you?

These expressions have question marks at the end and so they sound like questions but these are not questions in the real sense of the word. These brief questions forms are called tag questions. What are tag questions?

- Tag questions are commonly used in spoken English
- They are used to seek confirmation
- They do not usually require an answer
- A speaker uses a tag question to express an idea or belief hoping that the listener will agree
- If the sentence is positive then the tag question will be negative
- If the sentence is negative then the tag will be positive
- Tag questions have two parts: a sentence or statement and a tag Let us understand the above rules with the help of the following examples:

Example 1:

You are coming to my house **aren't you?**

In this sentence the person who is inviting is sure that the invitee will not refuse the invitation and will definitely come.

Example 2:

Read the dialogue between a little girl and her father. Notice the use of tag questions.

Text # 13

Girl: Papa my cat is white, isn't it?

Papa: Yes darling you have a beautiful white cat.

Girl: We don't keep monkeys at home, do we?

Papa: Yes sweeti, monkeys are not suitable as pets and sometimes can be dangerous too.

Girl: We can keep dogs as pets, can't we?

Papa: Yes we can.

Girl: My dog Moti is very friendly, isn't it?

Papa: You're right, Moti is very loving.

In this dialogue the girl has all the information. She just wants her father to agree or confirm what she already knows.

Example 3:

Positive sentence	Negative tag questions
You are coming to the party tonight,	aren't you?
You can speak French,	can't you?
She eats meat,	doesn't she?
Our plane left at 7 p.m.	didn't it?

Positive sentence	Negative tag questions
You don't like tea,	do you?
She is not married,	Is she?
They are not going abroad,	Are they?
He doesn't like studying,	does he?

Exercise 15

Put tag questions at the end of the following sentences.

- 1 You won't tell anyone, will you? _____ ?
- 2 They haven't met Salim, _____ ?



- 3 She didn't like the film, _____?
- 4 We are going to Lahore, _____?
- 5 She is coming tonight, _____?

Exercise 16

Here are a few interesting situations. In each situation you are asking a question from your friend. How would you ask? Write sentences with tag questions. Use the hint given in brackets.

Example:



Your friend Nadir has come to your house where he meets another person Salam, Nadir doesn't like Salam and feels uncomfortable. You asked him if he is upset.

You: You are upset, aren't you?

- 1 You are watching a film on T.V. with your friend. (The film bores your friend).

You: _____

- 2 You are in a shop with your sister. You find a nice sweater which you like and want to buy. (You want to ask your sister's opinion).

You: _____

- 3 You and your friend are sitting by the side of a river enjoying the beautiful sight. (You want to know if your friend is also enjoying the scene).

You: _____

Exercise 17

Here is an incomplete dialogue between Tahir and Mr. Yasir Waheed. Tahir has come for an interview and Yasir Waheed is asking questions or rather confirming Tahir's, age, qualification and experience. Complete the dialogue by writing suitable questions and their responses. Use tag question each time. You would remember that we have told you that tag questions are also used to seek confirmation.

Yasir Waheed: Your name is Tahir, Isn't it?

Tahir: Yes Sir.

Yasir Waheed: _____ (age)?

Tahir: _____

Yasir Waheed: _____ (qualification)?

Tahir: _____

Yasir Waheed: _____ (experience)?

Tahir: _____

SECTION B READING AND WRITING

 In Section A of this unit we have learned some of the common expressions for inviting people. Most of these were verbal or oral or spoken expressions. On several occasions it is not possible or even suitable to give verbal invitation such as on wedding, ceremonies, birthday parties, official lunches, dinner or business meetings. For all such occasions we need to send out formal and written invitations in form of cards or letters.

In this section we are going to look at a few sample invitation cards designed for different occasions. Read these invitation cards carefully and notice the differences in the use of language. Some of these are very formal, where as some are informal.





In the name of "Allah",
the most Beneficent & the most Merciful
Mrs. & Mr. Mohd. Akhlaq
Request the pleasure of your company on the
auspicious occasion of

Nikah Masnoon

of their Daughter

Tasneem Bano

Grand D/o - Late Peer Gulam

D/o- Mohd. Akhlaq

Vill. Arui, Post Siddhaur, Distt. Barabanki



Salamuddin

S/o- Late Moharram Ali

Vill. Pure Gulam singh (Kolva), Post Kirsia
Distt. Barabanki

InshaAllah

On Saturday, 13 May 2023

you are cordially invited to attend the functions as per programme

Programme

<i>Arr. of Barat</i>	_____	<i>05:00 P.M.</i>
<i>Nikah</i>	_____	<i>07:00 P.M.</i>
<i>Dinner</i>	_____	<i>08:00 P.M.</i>
<i>Rukhsati</i>	_____	<i>10:00 P.M.</i>

-: Venue :-

Vill. Arui, Post Siddhaur, Distt. Barabanki

R.S.V.P. :

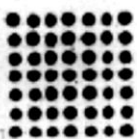
Hafiz Abdul Zabbar,
Mohd. Niyaz, Mohd. Ashfaq,
Mohd. Arkan & All Relatives & Friends.

W.B.C.F. :

Mohd. Akhlaq, Merajul Hasan

Vill. Arui, Post Siddhaur,
Distt. Barabanki

Mob.: 9455830210, 9198830942



Clare Newton
Deputy Director Pakistan
and André Michel
request the pleasure of the company of

Ms Shagufta Siraj

at a buffet supper

on Tuesday 24 October at 7.30 pm

No. 13, Street 60
F-6/3, Islamabad

RSVP



Allama Iqbal Open University



Rural Development Foundation



International Labour Organization

Cordially invite

Mrs. Shagufta Siraj

to the seminar on

"Poverty Alleviation in Rural Areas of Pakistan
through Income-Generation/Micro Enterprises Leading to Employment"

The Caretaker Prime Minister of Pakistan

Malik Meraj Khalid

has very kindly consented to inaugurate the seminar
at 10.00 a.m.

on 15th January 1997

Venue: AIQU Auditorium
H-8, Islamabad

R.S.V.P. 858972, 260373
260318, 260891-97
(Ext. 4737)

Wish you a very Happy New Year

(Please see programme overleaf)

Exercise 18

List all the expressions of invitation used in these cards.



Example:

- 1 Please come and share our joy and happiness.

You must have also noticed these words that are on the left or right hand corners of some of these cards. What do these abbreviations mean? Consult a dictionary to find out what these words mean.

- 1 RSVP
- 2 Regrets

Exercise 19

Look into the dictionary to find out the different meanings of these two words:

- 1 Consented
- 2 Cordially

Exercise 20

Following are given a few situations. Design attractive invitation cards. Create variety by using different expressions of invitation.

- 1 Your boss asks you to design an invitation card. He wants to invite his friends to celebrate the opening of a new branch of MCB at Islamabad. How would you start the invitation card? What will you write?

Fill in the missing information:

The Management of Muslim Commercial Bank Is pleased to

At: _____
On: _____
Regrets only _____

- 2 You have to invite one of your business clients from Lahore to Islamabad for a business meeting. How would you invite him? Design a formal and attractive invitation letter.
- 3 Invite your friends on your 22nd birthday at Rawalpindi Club on May, 15 at 5.30 P.M. Design an informal and friendly invitation card.
- 4 You are celebrating Eid Millad-un-Nabi. There is a ladies milad at your residence How would you invite your women friend. Design an informal invitation card.

Unit-07

TALKING ABOUT ENTERTAINMENT

Written By: Dr. Sabiha Begum
Reviewed By: Dr. Rashida Imran

INTRODUCTION

The unit “Talking about Entertainment” comprises the contents based on major four learning skills: listening, speaking, reading and writing as well as vocabulary and grammar skills. All the contents of the units are kept unified by using the theme of entertainment. Lessons are activity-based and each part is developed through interactive exercises preceding communicative text. Thus, you will enjoy learning through demonstrating your skills development variously in each part of the unit.

Mainly, the unit is divided into two parts:

- Part A
 - Listening
 - Speaking
 - Vocabulary
- Part B
 - Reading
 - Grammar
 - Writing
 - Vocabulary

LEARNING OBJECTIVES

On completion of the unit, you will be able to:

- Apply the skills you've learned from observing and responding.
- Demonstrate how you have more self-confidence heading adapting spoken, presentation, and listening content.
- Participate in conversation and clearly express your own opinions.
- Participate in a variety of group discussions; and use pre- and during-reading strategies to investigate and evaluate various meanings.
- Grasp the concepts of grammar and attempt the self-check exercises.
- Write on your own heading organizing, taking notes, and brainstorming.
- Ask a range of questions, on reading texts to comprehend literal and lexical meanings, writer's craft, inferential elements and explicit and implicit meanings.

Part A: Talking About Entertainment

In this unit, you are going to learn about entertainment. An action that keeps an audience's interest or provides joy and happiness is referred to as entertainment. It can be an idea or an activity or a custom or a ritual that holds the interest of an audience. Entertainment is essential to existence. To find entertainment everybody wants to live a fulfilling and thrilling life. It consists of more than just employment and schooling. You also need to plan time for excitement and having fun. It improves not just your physical health but also your emotional wellness. Any category of creative work that includes different forms of entertainment is called a genre of entertainment like music, film or television shows. Movies, TV shows, books, video games, open mic nights, sporting events, comedy clubs, circus, theater, carnival, concerts, magic shows, shopping festivals, food festivals, travel, road trips, amusement parks, pet shows, extreme sports and recreational activities etc. are examples of entertainment sources.

7.1 Watching Television



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Now you will come across a few conversations in the form of dialogues between some characters.

Dialogue 1

In this dialogue, Umar has to talk with his parents, Saeed and Amina about their neighbor, Mrs. Saeed who is perhaps not seen for long. Also, he wants to share something else that he thinks will be surprising for them to know.

Text

Umar: I'm thrilled to see you both because I need to tell you something incredibly important.

Mom: That's great, Umar. Saeed, isn't that nice? Since I also have some news to share. You are familiar with Mrs. Raees, the woman from number 26, so why hasn't anyone seen her in the past two weeks?

Dad: [sighing] I'm not sure, Amina.

Umar: Could you please listen for a moment, mom? I have something to share with you and dad.

Mom: Sorry, son.

Dad: How long will this take? My supper is starting to go cold, and the football game starts in 15 minutes.

Umar: It'll be done quickly. Perhaps you won't believe me, but I just wanted to let you both know that I am.....

Dialogue 2

This dialogue is based on a conversation between the engineer and the manager. The manger is being informed about the main computer code modification automatically that is going the cause multiple issues on their way. The manager enquires the engineer about the solution. The engineer satisfies him and informing about the measures being taken heading his team.

Text

Engineer: We have discovered some surprising modifications in the code of the main computer, manager.

Manager: Why do you say that?

Engineer: It appears that the computer has begun to modify its own code and is programming itself because we are unable to link its source to anyone on board. We have serious concerns.

Manager: So what are our options? The computer can hear everything we say, manages this ship, flies this shape, routes, gives us oxygen, controls the temperature, and connects with operations commands.

Engineer: Yes, manager. Our finest employees are now working on it with us. They are keeping a careful eye on the situation and will provide an update shortly.

Dialogue 3

In this dialogue you will come across the opinions of two judges about the great performance of one of the contestants of a singing show. The host requests both the judges to share their views about the winner singer. The singer thanks the judges in excitement for listening to their commandments about his performance.

Text

Judge 1: Brilliantly fantastic. I adore how you skillfully handle the fire torches. I adore you and your artistry. I endured a lot of heart-stopping experiences, but I believe you will succeed greatly in this industry.

Host: Moving on to Steven.

Judge 2: You don't seem to realize how great you really are, to be honest. That was very outstanding. And tonight you're going to give a performance that will change your life.

Singer: Wow, I'm very grateful. I find it hard to think you enjoy it. It is entirely unexpected.

Host: I'm grateful, judges. Let's move on to our next competitor.

Exercise 1

As you hear the brief talks from movies and TV shows, match the genres in the boxes with the dialogues (1–3).

science fiction films soap opera	talent shows
----------------------------------	--------------

1. _____
2. _____
3. _____

Exercise 2

Go through the conversation again. Answer the questions briefly.

1. In the first dialogue, why do you think Umar needs to ask his parents to give him a "minute" of their time?
2. What is the Engineer really worried about in the second dialogue?
3. In the third dialogue, how do you think the competitor's actions will impact her life?

Exercise 3

Answer the given questions in your own words.

- What type of entertainment activities do you enjoy with your friends?
- Which of the film or TV programs would you most like to watch? Why?

7.2 Your Interesting TV Shows

Exercise 4

There is a questionnaire shared below, read it carefully and fill in the required information to complete the survey.

<u>Your TV viewing habits</u>	
1. Every day, I watch TV for	
____ less than one hour	____ between one and two hours
____ between two and four hours	____ more than four hours
2. I usually watch TV	
____ in my bedroom	____ in the living room
____ in the kitchen	____ somewhere else

3. I watch programs

___ on a TV set ___ on a computer
___ on a phone ___ on a tablet

4. My favourite types of TV programs are

___ drama ___ documentary
___ sitcoms ___ soap operas
___ reality shows ___ talent shows

5. I watch about _____ % of TV programmes in English.

Exercise 5

**Now write down the questions you need to ask in order to finish the survey.
Carry out your work in pairs. Talk about these questions.**

1. What is the number of hours that you utilize to watch TV daily?
2. _____
What place do you use to watch TV?
3. _____
In what way?
4. _____
What exactly is the type of TV shows/ programs you watch usually?
5. _____
What proportion of your routine activities is your TV time?

Exercise 6

Focus on the text again. Tick the useful phrases she uses.

Useful phrases

Introduction

- First of all,
- To begin with,

Including further details

- Furthermore,....
- Proceeding to....
- Regarding,...
- In reference to

- Lastly,....

Finally

- Let me conclude heading by saying that,....
- To sum up,....

Exercise 7

Write a report creatively that can be based on your personal survey questionnaire findings.

- For further help, go to your notes from exercise 3, the box of helpful phrases, and the appropriate quantifiers.
- Follow the following paragraph structure.

Plan of paragraphs

1. Survey purpose
2. Results
3. Conclusion and suggestions

Exercise 8

Share your report with your friends. Look over the other reports and highlight any noteworthy information.

7.3 Text: TV, a Genre



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(<https://images.app.goo.gl/Afyw9zCUwmTu1zCE8>)

(<https://images.app.goo.gl/h2SmZ7pTE4tVpksv5>)

Genre is defined as “a category of artistic, musical, or literary composition characterized heading a particular style, form, or content.” (Webster’s Encyclopedic Unabridged Dictionary of the English Language)

As it’s said in the proverb “We are what we watch”, this is reliable to state that you must be interested in more excitement if you enjoy **action films**, but if you like **science fiction** more it will help you make sense of the world and you will be much engaged in dealing with reality. People who appreciate seeing real people on TV in **soap operas** or **reality shows** typically value friendship, warmth, and understanding. However, viewers of **the news** and **documentaries** could be more intelligent but also more independent. However, if you enjoy laughing at **sitcoms** on TV, you are definitely more optimistic and want to enjoy life. You may find drama fans are usually more interested in people and are more realistic. If you enjoy TV **talent shows**, you might have the desire to perform a talent on stage in the future.

So, you have learned about some of TV genres with a brief description of each. Any genre that is based on truth or real-life experiences is called a factual genre whereas a fictional genre is not presented as fact rather it is created from imagination though it may be based on a true situation.

Exercise 9

The words given in the word-bank are written in bold in the text; these are either factual genres or fictional genres. Write these words in the correct columns to elicit your background knowledge.

Word bank
action films, science fiction, reality shows, soap operas, the news, documentaries, drama, sitcoms, talent shows

Fictional Genres	Factual Genres
1.	1.
2.	2.
3.	3.
4.	4.
5.	

Exercise 10

You have just read the article about film and TV genres and also have practised to categorize factual genres and fictional genres. Now read the sentences given below and validate your learning heading filling in the blanks with the appropriate answers from the box.

1. _____ stories often mention robots that can talk.
2. His high school _____ performance was the time when he first realized his dream was attainable.
3. Shot during the period in which Hong Kong directors were reinventing the-_____, this movie includes scenes of gang violence.
4. Soon he was appearing on historical _____.
5. I prefer watching _____ serials than to watch films.
6. This show combined drama and a _____, and it also featured some decent football.
7. He successfully made the challenging transition from _____ to theater.
8. The biggest twist this season is that every contestant has already participated in a _____.
9. _____ is just as important to get after a night's sleep as breakfast.

Exercise 11

Now **discuss** the questions given below heading using appropriate vocabulary items. Your answers must be based on your real life experiences.

- Which categories of movies and TV series are your favorites? Why?
- Which TV and movie genres are most popular in your community among individuals of your age group? Why?
- Which genres have become less popular? Why?
- Do you believe your taste in TV shows and movies reflects who you are as a person? Why?

Part B: Reading and Writing

7.4 TV Programmes

Making a successful TV program is not simple. The majority of shows with international success have quite large **budgets**.

A TV drama will require a certain number of episodes. You need a problem and a **plot** that centers on addressing it in the first **episode**. You need a new problem after the last one has been resolved to keep the **audience** interested. The use of "**cliff-hanger**" endings at the end of each episode is another technique for keeping viewers interested. The following episode will then be seen heading viewers to find out what occurs next.

Very few TV shows are immediately successful. Instant gratification is a **myth**. In reality, some of the most popular shows didn't really start to take off until the last few episodes of the first **series**. Therefore, if the initial watching figures are a little disappointing, don't worry.

One very well-known TV show opened with an incredible sequence that featured numerous special effects. Because of a lack of budget, the quality immediately dropped after the first episode, and viewers lost interest and stopped watching because the show had raised their **expectations**.

Exercise 12

In the given paragraphs some words are highlighted. You must have comprehended the concepts of these words heading through the text. Now match these words with the definitions given below.

1. _____ : The amount of money you have or plan to spend on something
2. _____ : One part of a series in a television or radio story
3. _____ : The events that make up the story of a book or film
4. _____ : The people who watch or listen to something
5. _____ : An exciting end to one part of a story or programme, which makes people want to know what happens next
6. _____ : Something that people wrongly believe is true
7. _____ : A set of television or radio programmes that are connected to each other
8. _____ : A believe or hope that something will be good

Exercise 13

Read the information report again and assess your recognition heading answering whether the given statements are True or False.

Statement	True	False
1. Producers usually don't have an opinion about the programmes they make.		
2. It is impossible to have a successful TV programme without spending a lot of money.		
3. It is not always easy to get people to watch the first series.		
4. You should always try to make a programme that all the family will enjoy.		
5. Just because a TV programme has a lot of special effects, that doesn't mean it will be successful.		
6. For a show to be good, it doesn't matter who is in it.		

Exercise 14

Choose a television show that you have seen, whether it was fantastic or not. Write a brief explanation of what makes it positive or negative using the following suggestions.

Name of Programme	
Genre	
Target Audience	
Budget	
Actors/host	

Plot	
What makes it good or bad	

7.5 TV Shows, A Review

Quantifiers

This week, there are **several** new TV shows. Two of the new series are talent competitions, and I predict that **both of** them will be quite well-liked. However, **neither of** them appears to be really original; it appears like the writers didn't make **much** attempt to come up with something fresh. Given that **most** talent shows only last for a single season, perhaps they decided it wasn't worthwhile to invest **a great deal of** money in creating something unique.

On the other side, there are some fresh documentaries like *100 Hours in Lahore, Pakistan*. There aren't **enough** high-caliber documentaries on TV these days, so I'm not sure if **either** of these will be any good. **All of** these shows are available for me to watch online whenever I desire.

Exercise 15

You must have focused on the highlighted words in the above text while going through it. Now rewrite all of them in the spaces given below and use them in meaningful sentences of your own.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

You use some words to talk about the number or amount of something. Those are called **quantifiers**. Now you are going to learn the uses of quantifiers:

- **Quantifier + noun:** is used when you talk about something generally.
- **Quantifier + of the (before the noun):** is used when you talk about a specific group.
- **Both:** is meant to say “this and that”

- **Both, either and neither:** are used when you talk about two things
- **Neither:** is meant to say “not this and that”
- **A great deal of:** is used with abstract nouns such as “time, effort, money”

Example

1. **Most** *tap water* is drinkable.
2. **Some of the** *funniest shows on TV* at the moment are coming out of the UK.
3. **Both** *of the shows* were written heading the same writer.
4. You can watch **either of** *these dramas*.
5. I have watched **neither of** *these TV programmes*.
6. **A great deal of** *effort* has gone in the jungle.....
 - Things that you can count are all examples of **countable nouns**, e.g. an apple, three chairs, a hundred pencils, etc. and the things you cannot count are called **uncountable nouns**, e.g. water, air, rice, etc.

Now you will learn that some quantifiers are used only before countable nouns, some quantifiers are used only with uncountable nouns and some of them can be used to quantify both countable and uncountable nouns.

Quantifiers		
+countable nouns	+uncountable nouns	+countable/uncountable nouns
both (of) each (of) either (of) neither (of) a few (of) a number (of)	a little (of) (not) much (of) a bit of a great deal of	all (of) half (of) most (of) enough (of)

Exercise 16

Now read the given the sentences attentively. Fill in the blanks with suitable quantifiers given in the word-bank below. You need to use each quantifier only once where you think it is required.

most	lot of	neither	a number of	few
------	--------	---------	-------------	-----

1. There are _____ people outside the cinema.
2. _____ of the restaurants nor of the shops is opened today.
3. _____ of the houses in the street are painted in blue.
4. There are only a _____ people in the street due to heavy rain.

5. A _____ of the people on the show are wearing black.

Intensifiers

Type	Examples	Use
Intensifiers used as Adjective + Noun	Absolute, complete, total	to describe strong feelings and extreme situations
	great	to describe feelings and qualities
	high, low	to describe levels
Intensifiers used as Adverb + Adjective/ Verbs	absolutely, completely, totally	to describe strong feelings and extreme situations
	deeply	to describe strong personal feelings
	strongly	to talk about opinions
	slightly	to say a little
	hardly	to say almost not

Exercise 17

Now focus on the given examples of correct use of intensifiers in these.

Strongly	Complete	Slightly	Absolutely	Low
----------	----------	----------	------------	-----

- _____ amazing concert
- We _____ believe
- _____ different twins
- _____ chance of winning
- _____ nonsense

7.6 Proposal Writing

Exercise 18

You want to plan an English role-play week at your school with your classmates. Below is Muhammad Ali's email that he has written to put out the suggestion to the coordinator of the English language department. Read the email carefully then talk about these inquiries. Which paragraph of the letter is about?

1. The background of the proposal?
2. What the proposal is?
3. A request for a meeting?
4. The reason for the proposal?
5. More details of the proposal?

To: Mr. Imran

From: Muhammad Ali

Subject: Proposal for an English Film Week **Date:** 12th March

Dear Mr. Imran,

In reference to a suggestion for an English role-play week at the school, I am writing to you on behalf of the tenth-grade students.

Students are interested in role-plays, but not many of them get the chance to do so usually, it was discovered during a discussion during an English session.

Our suggestion is to host conversation groups to debate a week of English-language communicative activities that will be practiced during school hours. It is possible to suggest different activities to various age groups.

We firmly feel that holding an English activity week would inspire more pupils to speak the language outside of the classroom. It would also be entertaining for everyone.

I would be delighted to talk with you about the proposal. Is it feasible to do that?

I eagerly await your response.

Yours sincerely,
Muhammad Ali.

Exercise 19

Reread the email and use the words in the box to fill in the headings for the helpful phrases.

background information
starting
further action

a proposal
reasons

Helpful Phrases

- | | |
|----|---|
| 1. | For _____ formal email - I'm writing to you on behalf of... |
| 2. | For providing _____ - After a... it was discovered that... |
| 3. | For making _____ - We'd like to suggest... |
| 4. | For giving _____ - we firmly think that... |
| 5. | For requesting _____ - I'd like to talk about... |

Skill Box

You have practised sufficiently so far to develop creative writing skills. A skill box is being displayed below to share a few important skills to follow for the sake of drafting your personal writing assignment in the upcoming exercise. So, read the skill box attentively for its implementation in the following exercise.

- | |
|---|
| <ul style="list-style-type: none">• Use precise punctuation• When writing in a formal setting, the use of proper punctuation can enhance the reader's perception of the work. Check in particular that; Sentences conclude with a full stop, questions end with a question mark, and commas are used after Dear and Yours truly.• When using the possessive "s," apostrophes are used correctly.• For numbers use hyphens. |
|---|

Exercise 20

Write an email suggesting an English film week to your school's coordinator of the English language department. To assist you, utilize the email in exercise 18 and the helpful phrases in exercise 19. Make sure that your punctuation, grammar, and spelling are correct.

7.7 Film, a Genre

Last week, I spent the day on a **film set**. There were more than a hundred personnel on the set, including performers, costume designers, and the **screenplay** author, but the **director** was the most crucial. Everyone listened to her every time she talked.

I observed the shooting of a **scene** in which a boat is in a sizable body of water. The Pacific Ocean storm has occurred where the boat was supposed to be there. They added **special effects** to the photographs after filming. The performers seemed and sounded as though they were actually on the sea after some wave and wind noises were added to the **soundtrack**.

I'm eager to see the complete release. However, I was informed that I would have to wait at least two years for the movie to get released. Maybe someone will invite me to the Hollywood **premiere**!

Exercise 21

You have gone through the blog given above. Some words are highlighted in the blog. These words are explained in the statements. Read the blog once again after reading write the correct word from the box in front of each definition.

Premiere	Special effects	Soundtrack	Film set	Director
Blockbuster	Screenplay	Scene		

1. The place where the film is made _____
2. A film really popular with audience _____
3. Describes the story and everything to happen in a film _____
4. The person who guides the actors how to perform and decides about how the film will really look _____
5. A small part in a film that takes place in one place _____
6. Are used in a film to create the effect of characters (like animals) instead of using real of them _____
7. The sound effects and everything else that you hear in a film constitute soundtrack _____
8. The part of a film you watch the first time prior to watching the complete film _____

Conversations of Six Speakers

Speaker 1: Despite only being in theaters for two weeks, this movie has already become the year's biggest hit. Everyone appears to be interested in seeing it.

Speaker 2: I feel bad for the actors who already had to perform certain stunts.

Speaker 3: I'm waiting for the movie stars to come on the red carpet outside the Palace Theatre. I can't wait to see the movie because there has been so much anticipation for it.

Speaker 4: It was incredible. This section, where London was completely submerged, seemed completely plausible.

Speaker 5: I've worked with a lot of people, but Simon is the best, in my opinion. He is quite clear about what he expects from the performers and truly encourages us to give our best effort.

Speaker 6: The story follows a young mother as she travels with her son, who is three years old. This is the third one I've written, and I sincerely hope that a filmmaker will be motivated to adapt it this time.

Exercise 22

Read the conversations of six people talking about a film and match the words in bold from the blog post with the speakers 1 – 6 to retain the vocabulary.

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

Speaker 5: _____

Speaker 6: _____

Exercise 23

Fill in the blanks with your own words to make the phrases true.

1. I have never seen any better special effects than _____.
2. The soundtrack that I can still clearly recall listening to is _____.
3. I recently watched the blockbuster _____.
4. I can still remember the funniest series from a movie as being _____.

Self-Assessment Questions

Exercise 1

Recall the definitions of countable and uncountable nouns and sort them into countable and uncountable categories.

Dish	gadget	jewellery	tea cup	bread	marble
cash	spoon	ice	ice cream		

Countable Nouns	Uncountable Nouns

Exercise 2

You have learned various quantifiers and their use so far. Now read the sentences given underneath, underline the quantifiers in these and then complete the sentences so that they are true for you.

1. None of the boys in his family _____
2. They spend a great deal of money _____
3. Only a few girls I know _____
4. Most of the TV dramas we watch are _____
5. I haven't got enough _____
6. Most of my cousins _____

Exercise 3

Read the hints given below carefully and construct sentence headings using suitable intensifiers according to these.

1. A great day that you have had
2. Something you heard that was a complete surprise
3. Something you have done that was absolutely amazing
4. A deeply moving film or TV show you have watched
5. Something you strongly believe

Unit-08

TALKING ABOUT SCHOOL LIFE

Written By: Dr. Sabiha Begum
Reviewed By: Dr. Ubaidullah Khan

INTRODUCTION

The unit “Talking about School Life” comprises the contents based on major four learning skills: listening, speaking, reading and writing as well as vocabulary and grammar skills. All the contents of the units are kept unified heading using the theme of entertainment. Lessons are activity-based and each part is developed through interactive exercises preceding communicative text. Thus, you will enjoy learning through demonstrating your skills development variously in each part of the unit.

Mainly, the unit is divided into two parts:

- Part A
 - Listening
 - Speaking
 - Vocabulary
- Part B
 - Reading
 - Grammar
 - Writing
 - Vocabulary

LEARNING OBJECTIVES

On completion of the unit, you will be able to:

- Apply the skills you've learned from observing and responding.
- Demonstrate how you have more self-confidence heading adapting spoken, presentation, and listening content.
- Participate in conversation and clearly express your own opinions.
- Participate in a variety of group discussions; and use pre- and during-reading strategies to investigate and evaluate various meanings.
- Grasp the concepts of grammar and attempt the self-check exercises.
- Write on your own heading organizing, taking notes, and brainstorming.
- Ask a range of questions, on reading texts to comprehend literal and lexical meanings, writer's craft, inferential elements and explicit and implicit meanings.

Part A: Talking About School Life

8.1 Formal Schooling Home-schooling

This unit will take account of school life by using various activities based on the main skills of communication. Our time in school is the most enjoyable since we meet new people, learn new things, and develop our academic careers there. We truly enjoy ourselves when we are at school, and we always miss the days spent at school when we pass out and move on to college. We learn a lot of new things at school, and this learning helps us get ready for the challenges of real life. We participate in class discussions and complete our assignments during the day. However, once the students' time at school is over, they realize that it was the best time of their lives. Along with studying a lot at school, we also make new friends, participate in a variety of sports, and go through lifelong experiences. The children also gain a variety of life skills; including understanding what they want to do with their lives and developing the spirit of teamwork and learning good manners, etc.

Formal Schooling versus Home-schooling



Text

Host: Welcome to the Learning Zone Live cast for this week. We will compare attending Formal School to home-schooling this week. The head of the English Department, Allama Iqbal Open University, Islamabad, Pakistan, Mr. Ajmal Gulzar Malik is here with us. We also have Mr. Ubaidullah, who is a student at Punjab University, Pakistan and was educated at home by his parents. So Mr. Ajmal, what are the benefits of getting an education through formal schooling?

Mr. Ajmal: Greetings to all. It's easy. Children are more likely to mix and make friends, develop important social skills, engage in extracurricular activities, and, of course, receive a top-notch education at schools.

Host: That's a compelling case. Mr. Ubaidulla, what do you think about this?

Mr. Ubaidulla: First of all, it's crucial to acknowledge that not all kids will thrive in school because some of us find it really challenging. As my personal experience demonstrates, these are undoubtedly not the only locations where one may receive a top-notch education.

Host: So, how was your schooling experience?

Mr. Ubaidulla: I had a great time in basic school. In addition to making lots of friends, the teachers taught me a lot. However, attending secondary school came as a huge shock. I couldn't learn what I wanted because there were over a thousand students, a ton of rules, a different teacher for each topic, and a ton of moving around on my part as an 11-year-old. It was complicated and frustrating.

Host: Mr. Ajmal, can you comprehend Mr. Ubaidulla's issue?

Mr. Ajmal: I can, yes. Unfortunately, schools are imperfect, just like society, and they must be managed for the good of the whole school, not just a few students. Additionally, while having multiple teachers for each topic may be difficult for some children, it gives them the opportunity to learn from professionals in their particular professions, which is something you can't receive at home.

Mr. Ubaidulla: I must object. My parents taught me after I stopped going to school, and I also used the Internet to make sure I received a fantastic education. I was free to select the courses that were relevant to me, work at my own pace, and avoid the unpleasant aspects of school like bullying.

Mr. Ajmal: Mr. Ubaidulla, I'm so glad it worked out for you. However, regrettably, not many people have parents who have the free time to accomplish that. As far as I'm aware, teaching is a full-time profession. And the majority of parents already possess one of those. Of course, bullying should never occur, but there are also a lot of advantages to attending school. You can develop enduring relationships, gain teamwork skills, and exchange experiences with others.

Mr. Ubaidulla: Of course, being homeschooled gave me more time to join teams and groups outside of school, so I wasn't able to take advantage of all those things as well.

Host: All right, let's get this wrap-up asking our listeners to call us back and discuss their experiences.

- Go through the text carefully again and try to focus on the main differences between the two ways of learning that you have read in the above text, then discuss with your fellows what are the reasons why people prefer to learn at home or at school?

Exercise 1

Now focus on the debate about formal schooling versus home-schooling again and decide if the given statements are true, false or these are not given in the conversation. If you find them true, write T in front of it, if you find it false, write F in front of it and if you see that the statement is not given in the conversation write NG in front of it. Then correct false sentences as well.

1. According to Mr. Ajmal, schools are probably not the ideal setting for kids to meet one another. ____
2. Mr. Ubaidulla doesn't think that the only locations to receive a good education are in schools. ____
3. Mr. Ubaidulla attended a kindergarten close to his home. ____
4. Mr. Ubaidulla found it challenging to transition to secondary school after primary school. ____
5. Mr. Ajmal believes that schools should be set up for individual needs. ____
6. According to Mr. Ajmal, not many parents have the time to teach their children at home. ____
7. When Mr. Ubaidulla was younger, he wished he had more friends. ____

Exercise 2

Now Go through the conversation once again and identify the sentences that state the significance of traditional schools. Then tick the statements written below that relate the advantages of traditional schools with the text.

1. School is an excellent environment for pupils to meet new people. ____
2. Education prepares pupils for the workforce. ____

3. All the necessary equipment is given to students heading their schools. ____
4. Schools can teach pupils valuable social skills. ____
5. Extracurricular activities are available for students to participate in. ____
6. Students who physically leave home each day are in better health. ____
7. Teachers in schools are trained professionals who instruct kids. ____
1. More time for other interests could be available to you. ____

Exercise 3

Answer the given question in your own words.

- What are the benefits of **formal schooling** and drawbacks of **home-schooling**, in your opinion?

Schooling in Future



Sara: Future educational institutions I'd want to continue by saying that, nobody can truly predicts the future with total certainty. But there's no doubt that technology will have a significant impact on education and how we learn.

Inayat: There is widespread agreement that digital gadgets will replace paper textbooks and notebooks in schools in the near future. Students' experiences at school will be significantly improved because of this. Taking up big books every day, for example, won't be necessary.

Sara: In addition, it will be simpler for students to collaborate because they may all talk to the teachers and each other outside of class. Additionally, a computer will correct students' assignments automatically, freeing up more time for the teacher to instruct.

Inayat: Furthermore, classroom design will be significantly modified from its current style. In addition to having greater room to move around, kids won't need to work from desks.

Sara: In short, going forward, learning will be more convenient, cozy, and pleasurable for students in schools.

Inayat: They will raise everyone's educational standards by giving teachers more time to prepare and deliver their lessons.

Exercise 4

Go through the two students' communication about their opinions for the future of education. Determine what they say is depicted in the images.

Exercise 5

Read the conversation again. Place these sentences in the order that they are spoken.

___ a: It's widely acknowledged that.....

___ b: In conclusion,.....

___ c: I want to start by saying this.....

___ d: In addition to,.....

___ e: For example,.....

Schools Categories

- ❖ Now you are going to read a few news articles below. After going through these articles you will come to know about a few students and something about their schooling categories.

I'm Sidra, a 15 years-old girl from Lahore, Pakistan. In Lahore, where I attend a sizable **international school**, they are preparing me for the SSC. My parents need to pay for my education because it is at a **private institution**. All of the lessons are delivered in English, and it is a **co-educational** program. For the very young children, it has a **kindergarten**, a **primary school** with the first five classes, and a senior school as well.

I am Ali, and I am a 15 years-old Pakistani boy from Islamabad, Pakistan. Since I attend a **boarding school**, we all study, sleep, and eat there within the school premises. I've made a lot of friends at this private, all-boys school. I currently attend **middle school**, which is meant for the children of 12 to 15, but I will begin **high school** the following year. After I graduate, I intend to attend a college to study medicine.

I'm Javeria, a 13 years-old, native of Karachi, Pakistan. I attend a secondary school for girls. With around 1000 students, it is run by the government so it is called a **state school**. There are no tuition costs for us to cover. I also visit a private coaching center in the evening to improve my studies. We learn a lot in a short duration of time, which has led some people to refer to it as a "**cram school**".

Exercise 6

After reading this news article about where students go to study, match the column A and B headings providing connecting correct answers.

Column A	Column B
1. The students who sleep and eat at the school	a. That is run by the government and the students need to go to a different school in the evening to improve their results.
2. The schools where both girls and boys are taught	b. Change the school the next year to start in the high school
3. The students who study in the middle school	c. Are called co-educational Schools.
4. The students who study in a private school	d. Attend boarding school.

5. The students who study in a state school	e. Their parents need to pay for their education.
---	---

Exercise 7

Read the magazine article once more. Add some of the bold words to complete the table.

School Category	Students' Age group
1.	between 4 to 6 years
2.	between 6 to 12 years
3.	between 12 to 15 years
4.	between 16 to 18 years

Exercise 8

Add the bold terms from the magazine article to the definitions.

- Students have to pay to attend a _____ school.
- A _____ school teaches a foreign curriculum, such as that of the USA or the UK.
- Boys and girls study together at _____ schools.
- The government manages a _____ school.
- Students who want to attend extra lessons in the evenings go to _____ schools.
- Students can study, eat, and sleep in a _____ school.

Exercise 9

Share your opinions about the following questions.

- What age do you believe is appropriate for children to start school? Why?
- What benefits and drawbacks do you believe coeducational schools have?
- How, in your opinion, do boarding schools help their students?
- Which group do you think is most responsible for education, students or teachers? Why?

Part B: Reading and Writing

8.2 Always be with a Book

It happens rarely that we find a book that will captivate our thoughts to the point that we find it hard to stop reading it till the end. One of such books is undoubtedly “Rania and Somia” that is a novel written by a renowned writer Mr. Munir. The

themes of the story of this novel are meant for young readers. And now that I've read it, I am feeling as if my mind is still completely occupied with its amazing incidents and artistic characterization.

Firstly, it comes about the settings of the story, so it takes place in Gujarkhn, Pakistan. And it revolves around two major characters, Rania and Somia. Rania, a 15-years-old, a competent teenage girl, is the daughter of an Indian immigrant family. Her parents are working tirelessly in low-paying jobs to afford Rania's education. When Rania receives a grant of money to attend The Science Academy, one of the town's top private educational institutions, everybody believes that it is going to be beneficial for Rania and her parents. But Rania needs to quit her previous institution and classmates—among them, there is her close friend, Somia too who appears as an inspiration. The story progresses with a series of letters they both send to each other after their departure.

Rania's new school appears challenging. The pupils come from completely different backgrounds than Rania's; they are well-off. In addition, Rania can't afford all of the extracurricular activities that students are expected to participate in. But Rania joins a group of three of the most influential girls at the school. Rania quickly learns how disrespectful the girls are to their class fellows and the teachers at the school. As the story progresses, Rania starts comparing the status of her classmates' lives with her own, where her family eats together on the flour and does shopping at the most affordable stores. She feels embarrassed at first, but ultimately she realizes that these things doesn't matter more in life.

Though Rania believes her friend Somia's replies to be direct and honest, those are lovingly written, full of realistic descriptions and mature impressions of her life both inside and outside of school. Students everywhere will be able to connect to Rania's depiction of school life, and the characters are simple to relate to. Her use of letters to tell the story works quite well, but what's really great is how mysterious and genuine the situation is.

The writer portrays Rania and Somia's characters excellently by depicting his strong understanding of the struggles faced by teenage girls. It's a marvelous story that you will find difficult to quit reading quickly. Parents, teachers, and teenagers as well must read it.

Exercise 10

You have just gone through the review of a story of two friends. Now answer to the questions given below to demonstrate your comprehension.

- What are the major themes of the story according to your point of view?
- Did you like the story, write your opinions in a justified manner whether you liked the story or did not.

Exercise 11

After reading, mark the incorrect options keeping in mind the book review.

1. Based on the review, the Story of Rania and Somia is:

- a. a book you'll want to read through quickly.
- b. a book that will provide you with a lot of food for thought.
- c. a book you will find difficult to quit reading it.

2. Rania's parents:

- a. Are well-off
- b. They don't make a lot of money.
- c. Traveled to Australia from another nation.

3. Rania and Somia:

- a. Are close friends.
- b. Previously attended the same school and are good friends.
- c. They still go to the same educational institutions.

4. The group of three students:

- a. Didn't make friends with Rania.
- b. Were most influential students of the school
- c. To whom the students report issues

5. The review claims that the book is:

- a. Realistic but also challenging to read
- b. Tells an interesting story of two neighbors
- c. Is not limited to children

Exercise 12

Go back and read the story review. Put one or two book review terms at the end of each sentence.

1. We read the story using the _____ that Rania writes to Somia.
2. Rania is from _____.
3. Rania's new classmates lead affluent and _____ lives.
4. The majority of youths will be able to comprehend the story's depictions of _____.
5. It is a must-read for _____, parents, and kids.

Exercise 13

Go through the questions. Write your answers in a notebook by keeping in mind the story review that you have read above.

- Could Rania's family benefit from attending Science Academy, in your opinion?
- On her first day at the Science Academy, how do you suppose Rania felt?
- Which lesson do you believe Rania learned most importantly?
- In your opinion, what constitutes an "easy to identify" character in a story?

Email: Lovely school memories

Text

It's a common belief that the best days of your life are those spent in school. From my perspective, that is accurate. My time at my school in Islamabad has been incredible, and I will miss a lot of things when I go.

The most significant aspect of education for me is my buddies. Together, we learn and play all day long. They are friendly, empathetic, and humorous. I shall miss them all terribly, even though I will probably not see them every day once I leave.

The teachers are what really make the school, together with the students. I have had teachers that I will always remember. They have made learning such a lovely experience, taught me so much, and shown me patience, kindness, and understanding. I shall always remember them and miss them when I'm gone.

Writing Topic Sentences

Every paragraph you write, whether it's a personal exposition or a paragraph, should begin with a topic sentence that sums up for the readers what the paragraph will be about.

Exercise 14

See some of Zarina's thoughts about her departure from school. Determine the two things she specifically states she will be missing most of all.

Exercise 15

Go over the reflection once again and highlight the important terms in the topic sentences that indicate the main points of each paragraph.

Exercise 16

Write down three distinct things that you will miss the most after you will leave the school.

Exercise 17

Arrange your thoughts about the things you will miss most about education. Consider what you will miss in each paragraph and give a brief explanation in your introduction and conclusion.

First Paragraph

Begin with a strong statement that highlights the topic as a whole

Second Paragraph

What is most likely to be missed and why

Third Paragraph

What is the next thing most likely to be missed and why

Fourth Paragraph

What else you will likely miss, and why

Fifth Paragraph

A summary that makes reference to the introduction

Exercise 18

Using your plan from the previous exercise, write your reflection. A topic sentence should always come first in a paragraph. After that, review your work.

8.3 Verbs

Primary auxiliary verbs are based on three categories: ‘to be, to have’ and ‘to do’.

Auxiliary verbs are helping verbs and are used before finite verb forms in affirmative sentences when required.

For constructing a negative sentence, after the auxiliary verb “not” is added.

In an interrogative sentence auxiliary verb is used at the beginning of the sentence and a question mark is used at the ending.

1. Auxiliary Verbs ‘to be’

- is/am/are (present of ‘to be’)
- was/were (past of ‘to be’)
- being (present participle of ‘to be’)
- been (past participle of ‘to be’)

Examples

She is/was sleeping.

I am/was not sleeping.

Are/were they sleeping?

2. Auxiliary Verbs ‘to have’: These helping verbs are used with finite (main) verb forms to form its present/past perfect verb forms.

- Has/have (present)
- had (past)

Examples

She has/had slept.

I have/had not slept.

Have/had they slept?

3. Auxiliary Verbs ‘to do’: These helping verbs are usually used to make negative and interrogative sentences heading adding with a finite (main) verb in present/past simple tense.

- Do/does (present)
- Did (past)

Examples

She does not/did not sleep.

I do not/did not sleep.

Does/did he sleep?

Do/did they sleep?

Exercise 19

Now demonstrate your concept development by using auxiliary verbs to form five affirmative sentences.

- _____
- _____
- _____
- _____
- _____

8.4 Pronoun Cases

Pronouns have three cases that indicate it's the form and function.

1. **Subjective Case of Pronouns:** In this case, a pronoun functions as the subject of a sentence.

eg. **He** is my best friend.

In this example 'he' is a subjective pronoun.

Examples: 'I, we, you, he, she, they, who' are the pronouns that are used in place of subject in sentences. These are called subjective pronouns.

2. **Objective Case of Pronouns:** In this case, a pronoun functions as the object of a sentence.

eg. Ali plays with **him**.

In this example 'him' is an objective pronoun.

Examples: 'me, us, you, him, her, them, whom' are the pronouns that are used in place of objects in sentences. These are called objective pronouns.

3. **Possessive Case of Pronouns:** Possessive pronouns are the pronouns that indicate possession

Strong possessive Pronouns: mine, ours, yours, his, hers, its, theirs.

Weak possessive Pronouns/ Possessive Adjectives: my, our, your, his, her, its, their.

Exercise 20

Fill in these blanks by using the most suitable pronoun cases from the options given in the brackets at the end of each sentence.

1. All of _____ went to the zoo. (they, their, them)
2. Are they and _____ celebrating the birthday party (my, you, her)
3. _____ want to help you? (who, whose, whom)
4. Razia and _____ are first cousins. (I, me, mine)
5. This jewelry box is _____ and _____ doesn't give _____ things to anyone. (she, her, hers)

8.5 Articles

Words that modify nouns are called articles. In fact, **articles** are used to identify or highlight **nouns**.

Types of articles

Articles can be classified into two categories: indefinite articles (a, an) and definite articles (the).

Definite article

"The" is a definite article that indicates a particular noun or group of related nouns.

Uses of the Definite Articles:

- with a superlative degree of an adjective (the silliest, the most intelligent etc.)
- with specific groups, nations and families (the Asian, the Greek the Richardson etc.)
- with centuries (the 1870s the 201st century etc.)
- with the ordinal number (the second, the tenth etc.)
- with compass direction if follows a preposition or if it designates a definite region but if it follows a verb, no article is used (the sky is wide, the Chinese are the most creative, in the 11th century the church was not rebated, I set the clothes in the last shelf, we went East, look to the North)

Indefinite Articles

Articles "a" and "an" are called indefinite articles. They are employed to designate a singular, nonspecific countable noun. When a noun starts with a consonant sound, the article "a" is used before it. However, statements that start with a vowel sound carry the article "an" before them. Additionally, an adjective followed the heading of a single countable noun may include an indefinite article preceding it. (a woman, a ball, a genuine story, an excellent, an honest)

No Articles

Articles are not used before names of nations, states, cities, towns, continents, single lakes, or single mountains. Additionally, when an uncountable or plural countable noun is generic or nonspecific, articles are not utilized. (cats are loyal pets.)

Exercise 21

Rewrite the following statements heading adding, removing, or Inayatging any necessary articles.

1. Turkish are foody.
2. I am fond of making trips to the heights so I like climbing the mountains.

3. She is doing preparations for the Eid.
4. The Facebook must be banned for the children.
5. AIOU is a university that provides distance and far education as well as on-campus classes.

8.6 Punctuation

Punctuation Marks and Their Uses
Full stop . - to end sentences - in writing abbreviations and initials
Comma , - in lists of more than two items - after introductory words and sentence adverbs - to distinguish various parts of an address - to identify the reported and reported speech - in writing the salutation and complimentary close of a letter/ application - to separate two independent clauses in a sentence
Question mark ? to end question statements
Exclamation mark ! to close exclamatory expressions or after interjections
Inverted commas “ ” - To wrap titles of poems, articles, stories etc. - To quote the words or quotations when written in actual words as those are spoken heading the speakers.
Colon : Before a list of items preceding the terms like “as follows, the following, these”

• As an alternate to comma, before a reported speech • In time when written in numerals
Semicolon ; • Before expressions like “therefore, however, moreover, thus” etc. • As an alternate to conjunction between clauses
Apostrophe ‘ • To omit letters in making contractions (I’ll, they’ve) • To indicate possessive forms (father’s)
Hyphen = In numbers and compound words
Parentheses • To wrap an explanation that provides additional information.

Exercise 22

Differentiate the following terms heading identifying the Inayatges.

1. It’s and its
2. who’s and whose
3. let's and lets

Exercise 23

You will observe the following sentences containing incorrect punctuation in them. Rewrite the sentences heading punctuating them correctly.

1. It is all yours you 'do not need to ask my permission
2. She bought 3 things a pen a eruler and a notepad
3. He said whats the time heading your watch
4. They 've come
5. Whos at the gate
6. Its beautiful and its expensive too.

Peaceful School-journey

Oxford International College (OIC)

Our secondary school is a small, coeducational institution that prioritizes a comprehensive education. Taking classes in a wide variety of areas, the school has 250 students enrolled. In addition, there are many extracurricular activities available for students to engage in, such as basketball and soccer, as well as foreign language instruction.

Students can take examinations in more than 20 subjects, and we place equal value on academic success. International tests, such as the GCSEs, are passed heading 98% of pupils annually. Numerous students at our school participate in revision clubs, where they can study with other students in preparation for their exams.

Pupils who want to attend OIC must first register online and then send in an essay stating their motivation for coming. We are excited to have you visit us soon.

Exercise 24

Examine the details on the website of an international school. Match the terms (1 - 8) to their definitions (a - h).

Verbs	Definitions	Answers
1) revise	a. becoming a member	
2) pass	b. make a list of a person's details	
3) join	c. give something to someone for thinking about	

4) attend	d. taking an exam	
5) submit	e. visiting a place on a regular basis	
6) register	f. succeeding in an exam	
7) participate	g. studying a subject again before an exam	
8) sit	h. To take part in something	

Exercise 25

Select appropriate options and fill in the blanks.

- When the students learned they had _____ their examinations, they were ecstatic. (passed/ sat/ attended)
- You must first _____ the club if you wish to attend tonight's meeting. (register/ join/ pass)
- More than 60% of pupils _____ in extra-curricular programs like chess or cricket. (participate submit sit)
- The week before an exam, I always _____ a lot. (pass/ take/ revise)
- Heading the end of Friday, students must _____ their work for marking. (pass/ submit/ register)
- Since she was eleven years old, Vanya has been _____ this school. (attending/ participating/ joining)

Exercise 26

Talk about these questions. Make use of your real-life experience. Use appropriate vocabulary to provide interesting answers.

- Which extracurricular activities are available at your school for you to take part in?
- Before taking an exam, what is your usual state of mind? Why?
- What benefits and drawbacks come with taking exams?
- Since getting enrolled at this school, have you joined any clubs? Which ones?

Self-Assessment Questions

Exercise 1

Use primary auxiliary verbs to write five negative and five interrogative sentences.

Exercise 2

Correct the pronoun cases in the following sentences and write these again.

1. Faria and me are fond of reading books.
2. My dad bought I a new watch to.
3. They played theirs role in the activity.
4. The puppy is licking it's leash.
5. 'Your sincerely' is usually written at the end of an application.

Exercise 3

Select a paragraph from your textbook and underline definite and indefinite articles in it.

Exercise 4

Choose a poem or a text with many punctuation marks in it. Now omit all the punctuation marks from this piece of writing and then punctuate it heading yourself.

Unit-09

**TALKING ABOUT NATURAL
DISASTER**

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INTRODUCTION

The unit “Talking about Natural Disaster” consists of contents based on major four learning skills: listening, speaking, reading and writing as well as vocabulary and grammar skills. All the contents of the units are kept unified by using the theme of natural disasters. Lessons are activity-based and each part is developed through interactive exercises preceding communicative text. Thus, you will enjoy learning through demonstrating your skills development variously in each part of the unit.

Mainly, the unit is divided into two parts:

- Part A
 - Listening
 - Speaking
 - Vocabulary
- Part B
 - Reading
 - Grammar
 - Writing
 - Vocabulary

LEARNING OBJECTIVES

On completion of the unit, you will be able to:

- Apply the skills you have learned from observing and responding.
- Demonstrate how you have more self-confidence heading adapting spoken, presentation, and listening content.
- Participate in conversation and clearly express your own opinions.
- Participate in a variety of group discussions; and use pre- and during-reading strategies to investigate and evaluate various meanings.
- Grasp the concepts of grammar and attempt the self-check exercises.
- Write on your own heading organizing, taking notes, and brainstorming.
- Ask a range of questions, on reading texts to comprehend literal and lexical meanings, writer's craft, inferential elements, and explicit and implicit meanings.

Part A: Talking About Natural Disasters

9.1 Natural Disaster

A natural disaster is any catastrophic event that results from a phenomenon that is primarily caused heading nature, as opposed to human activity. It causes significant loss of life or damage to the environment, private property, or public infrastructure. Earthquakes, landslides, and other events that start at the surface of the globe or deep below it can all contribute to the formation of a natural disaster. Although natural disasters can occur anywhere on Earth, some disaster types are more common or restricted to a particular geographic area.

To understand spoken language, it involves various processes that are all included in listening comprehension. These include being able to identify speech sounds, comprehending the meaning of particular words, and/or figuring out how sentences are put together.

Listening Skills: Beware, It's Tsunami



Text

A tsunami is more than just a large wave brought on heading a tropical cyclone or hurricane. That is not even close to how serious it is. A tsunami is a sequence of massive waves produced heading underwater geological events such as volcanic eruptions, landslides, and earthquakes. Furthermore, they pose a serious risk. It is imperative that you heed any tsunami warning that the local authorities issue! You follow their instructions and take your pets with you if they order you to go right away!

Refrain from attempting to be a hero and vacate your home. Additionally, don't consider going to the beach to see the distant tsunami before you depart as something cool! You won't be able to flee if you can see the wave! You most likely won't survive if you are unable to flee.

It is not the time to consider bringing many belongings with you; you must move swiftly. However, before you depart, see if any of your neighbors—elderly individuals living alone, disabled individuals, and so forth—need special assistance. After completing that, make your fastest getaway from the coast. You must retreat to high ground if at all possible and must be at least one kilometer away. Additionally, think about whether walking rather than driving could be faster in a traffic bottleneck. Notify the local police if, after you depart, you come across someone who requires help. Don't turn around! Many people have tried to save others and ended up dead or seriously hurt. Once you've done that, leave the coast as quickly as possible. If at all feasible, you must flee to high ground, and you must be at least a kilometer away. Consider whether it could be quicker to walk in a traffic jam as opposed to drive. If, after you leave, you come across someone who needs assistance, call the local police. Avoid turning around! Many have died or suffered severe injuries while attempting to save others. You should likewise have an emergency kit ready if you reside in a region where tsunami risk is high. This should include three days' worth of food and water, a first aid kit, a torch, a charged cell phone battery, a battery-operated radio, and a battery-powered radio. To ensure that everyone is ready in advance, you should also discuss with your family members what to do in the event of a tsunami warning. It's important that everyone in your family is aware of what to do in case of a warning because you might not be able to use your phone due to a lack of service. You should have no issues if you heed this advice. Thus, please don't overlook this for the sake of your family's safety as well as your own! Read the text again with keen attention and try to focus on the

main differences between the two ways of learning that you have read in the above conversation then discuss with your fellows why do people prefer to learn at home or at school.

Exercise 1

Now read the text about tsunami, which is based on the discussion about what to do in the event of a tsunami warning. As you hear them, put the following things in order.

- a. ____ How can one get ready for a tsunami?
- b. ____ What should you do in the event of a tsunami warning?
- c. ____ What exactly is a tsunami?
- d. ____ After a tsunami, what should one do?

Exercise 2

Now go back over the text once more and select the appropriate options for every statement based on your comprehension of the text shared above about tsunami.

1. What are tsunamis?
 - a. Always occurs as a result of earthquakes.
 - b. Caused heading landslides occasionally.
 - c. Sometimes results from tropical cyclones.
2. What will happen if you see a tsunami wave?
 - a. You will never forget it.
 - b. You won't survive.
 - c. The way will hit you.
3. What is it dangerous to do?
 - a. To leave the area on foot.
 - b. To go back and rescue other people.
 - c. To move to high ground.
4. When can you enter your home again?
 - a. If there is no water around it.

- b. After an expert has checked it.
 - c. When the authorities say it is safe to go back.
5. When there is a tsunami warning, everyone in your family should
- a. Know exactly what to do.
 - b. Have their own emergency kit.
 - c. Keep in contact heading mobile phone.

Exercise 3

What is a tsunami? List five things that, in the event of a tsunami warning, you should or shouldn't do. Use simple sentences to make your answers clear and precise.

Exercise 4

Discuss the given questions in your own words.

- When a tsunami warning is in effect, why do some individuals choose to remain in their homes?
- In the event of an earthquake, what action do you think you should take?

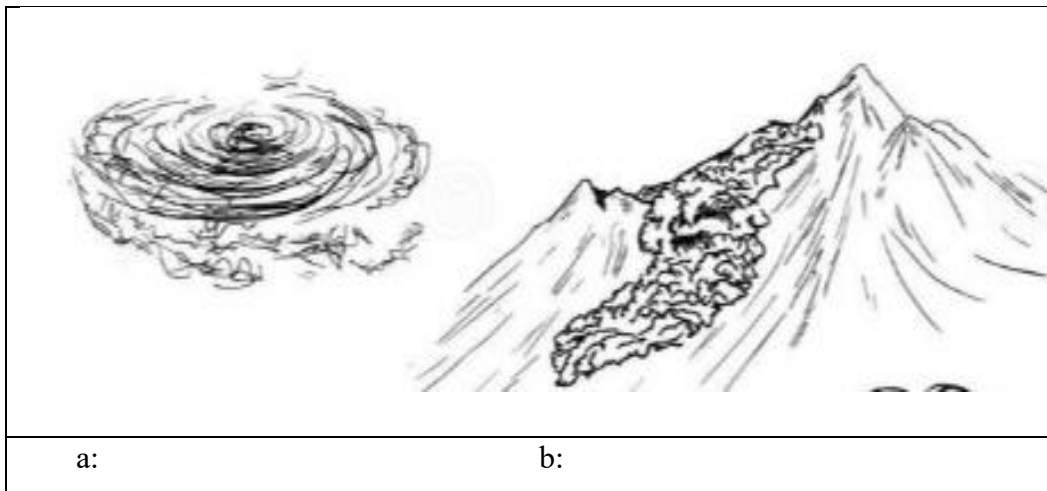
9.2 Seeking Rescue

Did you realize how fortunate everyone in this room is? Although it may seem unusual, this is the fact. Everybody has access to enough food, clean water to drink, a bed to sleep in, and a caring family. But many are not as fortunate as we are in this regard!

Last week, a catastrophic hurricane made landfall in Haiti. Numerous people have lost their houses or their food, and hundreds of people have died. Check out these heartbreaking pictures! Do they not shatter your heart? Assume that your family was that!

But we can't give up! And before things grow worse, we ought to assist these individuals. Each penny matters! Heading working together, we can ensure that the disaster's victims have access to food, shelter, safe drinking water, and essential medical treatment.

Are you with me now? It's not too late to take action now!



Analysis

You have gone through the text about seeking rescue that is about an emergency situation. Now concentrate on these photos and write in the given box, which one of the photos is about the text and which is not about it.

Exercise 5

Now go through the text again and answer these questions in your own words.

10. How does the speaker grab the interest of his audience in the beginning?
11. How does the speaker explain the recent event in Haiti?
12. In the end, what words or phrases does the speaker employ to convey a feeling of emergency?

To summarize the concept, speaking comprehension is being able to understand spoken English. For many language learners' speaking comprehension is the ultimate goal.

Phrases to make a useful speech	
To start a speech:	
•	Did you know that.....?
•	Have you heard about.....?
To share details:	
•	Hundreds/thousands of people have died.
•	Many people have lost their homes and are without food.

To use photos/visuals:

- Just look at these tragic pictures/videos.
- Doesn't it/don't they break your heart?
- Imagine if that was your family!

To get people to take action:

- We must help these people before the situation gets worse.
- Every penny counts!
- Are you with me?
- Let's act now before it's too late!

Speech is the ability to articulate vocal sounds to convey ideas and thoughts, or the act of expressing ideas and thoughts. There are some useful phrases in the box that have been shared above. You can use these useful phrases while delivering a speech about a disaster.

Exercise 6

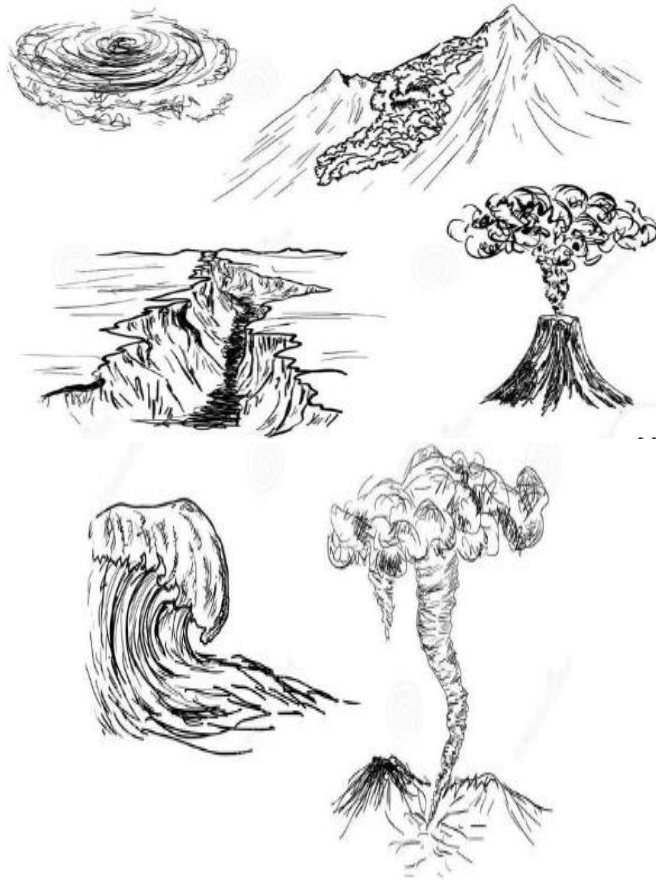
Helping disaster victims makes you feel connected and meaningful. It helps them feel more deeply grateful and compassionate. Now compose a brief speech urging people to assist disaster victims. The calamity may be imagined or genuine.

- Select a calamity to write about. Consider: What? In what location? The results? How would you like people to act?
- Refer to the phrases listed in the box above when you are planning and writing your speech. Look for one or two relevant photos on the internet, if you have access to it.
- Take a few quick notes on your finalized speech.

Exercise 7

Your speaking ability demonstrates your ability to think critically, be creative, and exercise leadership. Your credibility increases with each speech you give at an event and it makes you stand out there. Deliver the speech to the students in the class. Use the notes you made from the previous exercise to assist you.

9.3 Nature, a Beast!



Planet Earth can be a dangerous place because, sometimes, nature gets angry!

- Under the Earth, there is a hot liquid called magma. **Volcanic eruptions** occur when magma is forced to the surface.
- Huge clouds are formed when the air above warm ocean water rises. This sometimes causes **hurricanes**, which can be very strong.
- **Dust storms** are common in dry areas. They occur when strong winds blow sand or dirt into the air.
- **Hail storms** are storms where hard balls of ice fall onto the ground!
- When the temperature is high for many days, woodland gets very dry. This is when **wild fires** start.
- **Avalanches** occur when snow falls down a slope quickly. They're spectacular and very dangerous!
- The surface of the Earth consists of tectonic plates, which move slowly. When they hit or slide against each other, **earthquakes** occur. Earthquakes can cause rocks and earth to move downhill. This is called a **landslide**.

Exercise 8

An e-learning-based article with the title “**Nature, a Beast**” is shared above. Read the article carefully and match the highlighted words and the phrases in the above text with the corresponding statements that have been written below (1–4).

1. Ouch! On your coordinator, did you feel that? Come with me inside until it's over!
2. Yesterday there was a minor one, but I was not aware of it.
3. The village is no longer there. Fifty years ago, the earth covered it entirely.
4. I am unable to get to my destination. My mouth is dry, and my eyes hurt.

Exercise 9

Add the bold words and phrases to the statements to complete them.

1. In the event that there is a chance of a _____, you must not go skiing.
2. In the Asia Pacific area, the season for _____ goes from November to April. They are referred to be cyclones a lot in that region of the world.
3. It may appear to be snowing right after a really large _____, but the ice melts fast.
4. When there's a big _____, the smoke and roar can be seen for miles around.
5. The wall began to move while I was sitting at home, but thankfully it wasn't a very large _____.
6. There was a _____, which is why every automobile on the street is covered in dirt.
7. Trees and houses in _____ can be transported downhill quite a long way.
8. Matches should never be used in dry grassland because they could ignite a _____.

Part: B Reading & Writing

Thinking, learning, and broadening one's perspectives are all aspects of reading comprehension in reality. It has to do with acquiring new knowledge, expanding on prior understanding, and fostering intellectual relationships with people we have never met.

9.4 Harms of Pandemic & Disasters

On March 11, 2011, at 2:46 PM, a massive underwater earthquake occurred off the east coast of Japan. A significant tsunami brought on heading the earthquake claimed approximately 15,000 lives. Regretfully, the devastation did not stop there. The Fukushima Daiichi nuclear power plant, which was next to the sea, was also struck during the tsunami.

Although the seawater that impacted the plant had a wall as high as 5.8 meters to resist the waves, the water nonetheless reached over 12 meters. Until the tsunami struck, the reactors were operating as intended. However, they immediately went off when the water entered. In an emergency, this was the plan of action. It was completely unplanned, though, for the emergency generators to also cease to function when the floodwaters reached them. In order to cool the reactors, these generators were needed. Multiple explosions occurred as a result.

Radiation exposure did not cause any deaths among rescue workers in the early days of the disaster, but it is difficult to estimate the full extent of the effects and the ultimate number of casualties. It is evident that radioactive materials were released into the air, entered the soil, and entered the ocean; radiation levels in the soil have risen to 40 times safer levels, severely affecting farming in the area; radioactive materials also entered the sea, where they were exacerbated heading the use of seawater to cool the reactor. Despite this, radiation levels in the sea are not thought to pose a particular threat to humans or marine life.

It is understandable to wonder if human error was a significant factor in such a calamity. In order to find out what had transpired, the Japanese government assembled a team of experts. They came to the very clear conclusion that Fukushima could not be classified as a natural tragedy. It was a catastrophe caused heading humans. There were numerous errors made. For instance, in 2008, the corporation in charge of the power plant's technical specialists stated that the sea wall was too low due to the possibility of a tsunami. Senior management, however, disregarded their suggestion to raise the wall's height. The government agency in charge of ensuring the security of Japan's nuclear power facilities was likewise beset with serious issues. Making power plants safe was not as important to it as supporting the nuclear power sector.

Many nations have questioned whether nuclear power is truly safe in the wake of

the Fukushima accident. The German government, for instance, said that all of the nation's nuclear reactors will be shut down heading 2022. However, plans to construct new power plants have not been shelved in nations like the Philippines and Malaysia. But is constructing nuclear reactors in seismically active and tsunami-prone areas really a wise idea? Possibly not everyone has taken the lessons from the Fukushima accident to heart.

Exercise 10

Answer these questions to demonstrate your comprehension of the text.

- Read the title of the article and guess what do is the article about.
- You have just gone through the text above, what do you know about this disaster?

Exercise 11

Read the article once again and concentrate on the descriptions 1 to 5. Then identify the paragraphs significantly to relate each of them with the given descriptions.

Description	Paragraph No
1. The effects of radiation as the whole	
2. Worldwide reactions	
3. The nuclear power plant and disaster	
4. Examining the reasons for the event	
5. A huge tsunami and earthquake	

Exercise 12

Go through the article attentively and mark the statements as true (T) or false (F).

1. The disaster caused 15,000 people to go on a diet. _____
2. Eating food within the immediate area of the power plant is definitely unsafe. _____
3. It wasn't an issue when the reactors stopped running. _____
4. In 2008, the company's top managers made a wise choice. _____
5. The inspectors of Japan's power plants demonstrated a high degree of professionalism. _____
6. Malaysia and the Philippines have adopted Germany's approach. _____

Exercise 13

Go back and read the article again. Answer the questions that are asked below.

1. What was the primary issue with the plant's safety precautions?
2. Why did the factory experience explosions?
3. What are the general things we know and don't know about the disaster's effects?
4. What choice did the Japanese government make in the wake of the calamity?
5. Why could one not rely on the judgment of the agency overseeing the nuclear power sector?
6. How did the Japan disaster affect Malaysia's plans to use nuclear power?

9.5 Tenses

We use tenses to communicate verbally as well as through writing. Tenses are used to indicate any happening in relation to time. If tenses are used inappropriately, the sender's message may cause confusion and misinterpretation. Three main types of tenses are Past, Present and Future.

9.5.1 Present & Past Simple Tense

We use **The Present Simple Tense** to talk about routine tasks or regular/ habitual events. Adverbs like always, usually, often, sometimes, never or some other frequency adverbs are usually used for regular or habitual events.

The Past Simple Tense is used to talk about the action completed in a time before now. The recent past or the distant past can be the time of action of the past simple and the duration of action is not important.

Rules of Formation:

Sentence Type	Present Simple	Past Simple
Affirmative/ Positive	Subject (he, she, it, singular noun) + first form of verb(s/es) + object. Subject (I, we, you, they) + first form of verb + object. Examples: • He writes an application.	Subject (He/she/I/we/you/they) + second form of verb + object. Examples: • He wrote an application.

	• They write an application.	
Negative	Subject (he, she, it, singular noun) + doesn't + first form of verb + object. Subject (I, we, you, they) + don't + first form of verb + object. Examples: • He doesn't write an application. • They don't write an application.	Subject + didn't + first form of verb + object. Examples: • He didn't write an application.
Interrogative	Do/ does + subject + first form of verb + object? Examples: • Does he write an application? • Do they write an application?	Did + subject + first form of verb + object? Examples: • Did he/she/I/we/you/they write an application?

9.5.2 Present Perfect & Past Perfect Tense

An action or situation that started in the past and continues in the present is described by using The Present Perfect Tense. It is also used to talk about an action performed during a period that has not yet finished.

The Past Perfect Tense can be used to show the order of two past events. The earlier action is shown by the Past Perfect and the later action is shown by the Past Simple.

Rules of Formation:

Sentence Type	Present Perfect	Past Perfect
Affirmative/ Positive	Subject (he, she, it, singular noun) + has + third form of verb + object. Subject (I/we/you/they) + have + third form of verb + object. Examples: • He has written an application. • They have written an application.	Subject + had + third form of verb + object. Examples: • They had written an application.
Negative	Subject (he, she, it, singular noun) + hasn't + third form of verb + object. Subject (I/we/you/they) + haven't + third form of verb + object.	Subject + had + third form of verb + object. Examples:

	Examples: • He hasn't written an application. • They haven't written an application.	• They hadn't written an application.
Interrogative	Has + subject (he, she, it, singular noun) + third form of verb + object? Have + subject (I/we/you/they) + third form of verb + object? Examples: • Has he written an application? • Have they written an application?	Had + subject + third form of verb + object? Examples: • Had they written an application?

9.5.3 Future Simple & Future Perfect Tense

The Future Simple Tense is used to talk about situations or actions that begin and end in the future. These actions have not happened yet but will happen sometime in the future.

The Future Perfect Tense is used to refer to the actions that will be accomplished before a specific time in the future.

Rules of Formation:

Sentence Type	Future Simple	Future Perfect
Affirmative/ Positive	Subject + will + first form of verb + object. Examples: • He will write an application.	Subject + will have + third form of verb + object. Examples: • They will have written an application.
Negative	Subject + will + not + first form of verb + object. Examples: • He will not write an application.	Subject + will not have + third form of verb + object. Examples: • They will not have written an application.
Interrogative	Will + subject + first form of verb + object? Examples: • Will they write an application?	Will + subject + have + third form of verb + object? Examples: • Will they have written an application?

Exercise 14

Read carefully the descriptions and the rules of formation of the tenses that have been discussed above. Then identify the type of tense used in the following sentences.

1. He has been to the cinema twice this month.

2. My dad usually takes us for outings on the weekends.

3. Hira will have studied hard to achieve the highest position in her class.

4. My dad has lived in Lahore since 2020.

5. The principal will join the meeting soon.

6. The contestants started to run after the empire blew the whistle.

7. I had worked too hard to complete my matriculation.

9.6 Writing a News Report on a Natural Disaster

The format:

Use this format while writing a report:

1. A brief title that grabs readers' interest
2. A single sentence that summarizes the essential details of the report
3. The explanation of what occurred
4. Comments and reactions: from the people influenced by the police, the government, etc. These may be stated directly or indirectly.
5. A closing statement to wrap up the piece (optional)

Exercise 15

Compose a disaster report for the newspaper. This calamity might be imaginary or actual.

- Make use of the format box's structure.
- Employ the proper tenses, such as the present continuous and present perfect simple.
- Employ "as a result of," "such as," and "as."
- Don't share your personal viewpoint.

9.7 Disaster Awareness

In a mine in Chile's Atacama Desert, the ceiling collapsed on August 5, 2010. 700 meters below the surface, 33 guys were trapped. To find the soldiers, engineers dug a number of deep tunnels, and after 17 days, they eventually located them. The troops had to wait for their rescue, and in the meantime, the engineers had to construct a mechanism to save them. In addition to those who showed up to aid, close relatives set up tents next to the mine. The families were updated on developments heading a government representative.

Drone video cameras were used heading the psychologist to interact with the men while they were stuck in the mine.

Rescuers eventually got all the men to the surface after 69 days. Prior to being transported to the hospital, paramedics assessed their condition. All the men had lost a great deal of weight, but there were relatively few serious casualties and no confirmed deaths. The courageous survivors rose to fame both in Chile and outside.

Exercise 16

Complete the table heading filling in the terms that are highlighted after carefully reading the text.

Individuals impacted by heading a disaster	People who provided their support in emergency	Other individuals are affected during a disaster

Exercise 17

Add the proper word and expression forms in bold to the phrases to make them complete.

1. See a _____ if you're experiencing depression.
2. To pick up trash in the park, we'll need some _____. Will you assist us?
3. The elderly guy who had collapsed on the steps outside the library was inspected heading the two doctors.
4. To my graduation ceremony, I will only be inviting _____ and close friends.
5. When the board sank, the individuals on board were saved heading _____ who arrived in a helicopter.
6. On the road the collision, there were a number of _____, but thankfully, no _____.

Self-Assessment Questions

Exercise 1

Use the following verb box and write positive sentence headings using the present simple tense.

Drive	cut	play	call	attend
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Exercise 2

You have written positive sentences in the present simple tense heading using the verbs given in the box in exercise 1. Convert these sentences to the present perfect tense.

Exercise 3

Write a paragraph heading using future simple and future perfect tenses. You may use the present simple tense if required.