BS English

FUNCTIONAL ENGLISH

For Undergraduate Students

Course Code: 9382/ENGL3001 **Unit: 1-9**

Department of English Language & Applied Linguistics
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD

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Department of English
Faculty of Social Sciences and Humanities
Allama Iqbal Open University
Islamabad

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INTRODUCTION TO THE COURSE

This course of Functional English is designed in view of the revised HEC undergraduate policy 2023. This course aims at equipping the learners with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading.

Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.

OBJECTIVES OF THE COURSE

Upon successful completion of the course, you will be able to:

- Perform various language functions like asking and answering questions, seeking confirmation, agreeing or disagreeing, expressing preference and intention, asking for permission and accepting or declining permission, expressing appreciation and gratitude, etc.
- Demonstrate knowledge of specific grammatical concepts.
- Read for specific purposes by skimming and scanning the texts, identifying main ideas and supporting details, making inferences, drawing accurate conclusions, and identifying author' s purpose.
- Write cohesive paragraphs and essays.
- Develop vocabulary skills through meaningful vocabulary development exercises.

ORGANIZATION OF THE COURSE

As already mentioned, FUNCTIONAL ENGLISH" course comprises nine (9) units carrying three credit hours. Each unit has five sections that are:

Section A Function

Section B Structure

Section C Reading

Section D Writing

Section E Listening

Section A: Function: What is meant by "function"? It is the language that you need to participate or interact in a variety of everyday social and work related situations. "Function" therefore, means using the language suitable in situations or circumstances that we all encounter in our routine life.

In this section, you are given ample opportunities to practise and perform functions such as asking questions, solicit permission, agree or disagree, express appreciation, and give advice and suggestions. All the above are the functions of a language and knowing and mastering these mean that you know how to express yourself correctly and carry out conversations in English in any kind of situation that you may face in everyday life.

Many of the short dialogues or conversations in Section A are recorded on an audio cassette which accompanies this course. These dialogues are used to teach you important functions of the language and they also offer you excellent opportunities to practise listening and speaking skills.

Section B: Structure This Section is basically a grammar section. In this section, you will learn to form and use important grammatical structures like:

- The Present Tense
- The Past Tense
- Reported Speech
- Active and Passive Voice
- Modals, etc.

The exercises are designed to give you a generous practice in forming and using these grammatical structures in meaningful contexts.

Section C: Reading The purpose of this section is to develop your

reading skills. You are introduced and guided to apply a variety of reading techniques or Strategies and skills needed for reading any kind of text in English and in doing so you will, hopefully, become a fast, competent and a better reader. Most of the reading passages chosen are authentic texts taken from newspapers and magazines. The following are some of the important reading techniques given in this section:

- Skimming or reading a text to get a general overview
- Scanning or reading a text to get specific information
- Making inferences or making logical and reasonable guesses
- Guessing meaning from the context
- Comprehending main ideas
- Recognizing supporting details
- Identifying facts and opinions

Section D: Writing Writing is one of the most important language skills to master. In this section, you are given sufficient practice to carry out practical writing tasks like:

- Writing informal or friendly letters
- Writing formal letters with specific focus on job application letters
- Writing effective paragraphs
- Writing descriptive and narrative essays
- Organising your essays, etc.

Section E: Listening In Section E of each unit you are given practice to listen to a variety of listening samples such as conversations, lectures, stories, and speeches that will help you improve your listening skills. You have to complete tasks and exercises that will test your general and specific listening competence. This section, therefore, gives you opportunities to:

- Listen and understand directions
- Listen to a lecture and take notes
- Listen to announcements
- Listen to descriptions
- Listen to a speech
- Listen to a story
- Symbols used in the course book

There are three symbols used in the course book. These symbols are:

Cassette

a pointing hand

a key

The picture of a cassette along with the number of the recorded text or dialogue will alert you to listen to that particular dialogue or text and then do the accompanying exercises. We strongly advise you to listen to these recorded texts and do. the exercises as without which you will not be able to understand the specific purpose or meaning of the unit. The instructions above each recorded text tell you to listen to the following dialogue (Recorded Text 12) on your cassette." You may listen to a recorded text as often as you wish. The more the better!

The symbol of the hand suggests that this is an explanation of an important point. If you still need help in understanding that point or concept, please ask your tutor for further explanation.

As you go about the course you will notice that certain exercises have the symbol of a key. This tells you that the answers for these exercises can be found in the key section at the end of the book.

If you want to seriously learn English language, we recommend that you should buy a good English language dictionary and a good grammar book. Also to practise communicating in English, you need to read English books and newspapers as much as possible. You should also try to listen to English language broadcasts on radio and on television.

Assignments and Examination

You are required to do two (2) assignments. Assignment 1 will be based on units 1–4 and assignment 2 will be based on units 5–9. At the end of the semester, you will be examined on the whole course. The assessment will be based partly on the assignments and partly on the final examination.

We wish you all the success in your studies.

Farzana Ursani

UNIT 1

Section A FUNCTION

Asking and Answering Questions

A young man Yaasir has been stopped for over speeding. A Policeman is asking him some questions. Listen to the conversation between them on your cassette recorder.

Recorded Text 1

Policeman: *May I know your name please, sir?*
Yaasir: *What?*

P: Your name, please?
Y: Oh, yes. Yaasir Malik.
P: And your address?
Y: Hmmm?
P: Your address, sir, where do you live?
Y: Uh…45 Margalla Road.
P: And your age? How old are you?
Y: 21.
P: Have you got your driving licence, sir?
Y: No, not at the moment. Can I bring it to the police station later? It's at home.
P: How long have you been driving?
Y: About five years.
P: Have you ever been stopped by the police before?
Y: No, never.

There are many ways of ***asking questions*** *in English but the most frequently used questions asked in English language begin with the letters* ***WH****, except the question-word How? To ask a* ***WH question*** *correctly in English, we must put the WH word in front. Read these examples of* ***WH questions:***

- ***WHEN …?*** *Time*
  When did they go to Peshawar? - Last year.

- ***WHERE …?*** *Place*
  Where did they stay in Peshawar? – In a guest house

- ***WHY …?*** *Reason*
  Why did they go to Peshawar? - Because they wanted to visit some old friends

  WHAT …? *Object*
- *What did they buy from Peshawar? – Some beautiful brass and copper items*

- ***WHICH …?*** *Choice of two*
  Which item did she like best? - The one that's made of copper

- ***WHOSE ...?*** *Possession.*
  Whose bag was the heaviest? – Jamal's

- ***WHOM ...?*** *Person /s*
  Whom did they meet? – The Durrani's

- ***WHO ...?*** *Person*
  Who took their order at the restaurant? - The waiter

- ***HOW ...?*** *Manner*

Exercise A1 *What* ***questions*** *will you ask to get the following answers?*

Question:
_____?
Answer: *In Peshawar.*

Question:
_____?
Answer: *20.*

Question:
_____?
Answer: *Yes, she has finished college.*

Question:
_____?
Answer: *Yes, she will come and live in Lahore.*

Question:
_____?
Answer: *She is tall and slender and has long, black hair.*

In this Unit we will look closely at ***eight different ways of asking questions in English.*** *Let us first learn the rules.*

Question type I

Statement: ***She is*** *pretty.*
Question: ***Is she*** *pretty?*

*Please note that in this type of question****, the subject 'she'*** *of the statement and* ***the verb to be 'am, is, are, was, were'*** *are inverted, changed round or reversed.*

Exercise 2 *Read the following answers and* ***write appropriate questions by reversing the sentence structure.*** *Follow the rule given above in question type 1.*

Question:

_____?

Answer: *They* ***are*** *English.*

Question:

_____?

Answer: *They* ***were*** *at home.*

Question:

_____?

Answer: *Salima* ***was*** *the best student.*

Be careful!

We can say:

- *He has a large house or*
- *He has got a large house*

But when we are talking about the past, ***we only use 'had' and not, 'had got'****. For example:*

- *We had a large house in Karachi, not*
- *We had got a large house in Karachi Therefore, the question form must be:*
- *Did you have a large house in Karachi? but not*
- *He is having a big house*

Question type 3

Statement*:* ***Jamal*** *told me about the film.*
Question: ***Who*** *told you about the film?*

Who is used to ask about the subject of the sentence when the subject is human.

Exercise 3 *Now follow the question type 5 rule and* ***form questions***

from the following statements:

Question:

_____?

Answer: *Zayed ate all the cake.*

Question:

_____?

Answer: *My husband repaired the car.*

Question type 4

- *I met Ali's* ***father.*** ***Who*** *did you meet?*
- *I met* ***Ali's*** *father.* ***Whose*** *father did you meet?*
- *I drove the* ***office car****.* ***Which*** *car did you drive?*
- *I spoke to* ***Ali's father****.* ***To whom*** *did you speak?*

Which, what, who, whose and whom can be used to ask about parts of the sentence other than the subject.

Exercise A2 *Follow the question type rule 8a carefully and then* ***form questions*** *for the following answers using the appropriate question form.*

Question:

_____?

Answer: ***He*** *stole my father's watch.*

Question:

_____?

Answer: *Pakistan beat* ***India*** *by 94 runs.*

Question:

_____?

Answer: ***He*** *broke the world record*

Section B STRUCTURE

The Simple Present and Present Continuous Tenses

☞ *1* ***The simple present is used to describe an action, an event, or condition that is occurring in the present, at the moment of speaking or writing****. The simple present is used when the precise beginning or ending of a present action, event, or condition is unknown or is unimportant to the meaning of the sentence.*

Each of the highlighted verbs in the following sentences is in the ***simple present tense*** *and each sentence describes an action taking place in the present:*

- *The wife* ***waits*** *patiently while the husband books the tickets*
- *The shelf* ***holds*** *three books and a vase of flowers*
- *The crowd* ***moves*** *across the auditorium in an attempt to see the film star*
- *Both sisters are very talented; Romana* ***writes*** *and Naumana* ***paints***

2 ***The simple present is used to express general truths such as scientific fact****, as in the following sentences:*

- *Rectangles* ***have*** *four sides*
- *Pakistan Day* ***takes*** *place on March 23*
- *The moon* ***circles*** *the earth once every 28 days*

3 ***The simple present is used to indicate a habitual action, event, or condition****, as in the following sentences:*

- *My father* ***goes*** *to play tennis every Saturday evening*
- *My grandmother* ***sends*** *me new clothes each spring*
- *The play* ***ends*** *with applause by the crowd*

4 ***progressive tense emphasises the continuing nature of an act, event, or condition.***

Each of the highlighted verbs in the following sentences is in the ***present continuous tense.***

- *Nauman* ***is looking*** *for the paperback editions of all of Harry Potter books*
- *Dolly* ***is dusting*** *all her book shelves*
- *The agitating factory workers* ***are gathering*** *in front of the factory*
- *FM 100* ***is broadcasting*** *the hits of the 60s & 70s this evening*

5 ***The simple present is used to express general truths such as scientific fact**, as in the following sentences:*

- *Rectangles **have** four sides*
- *Pakistan Day **takes** place on March 23*
- *The moon **circles** the earth once every 28 days*

6 ***The simple present is used to indicate a habitual action, event, or condition**, as in the following sentences:*

- *My father **goes** to play tennis every Saturday evening*
- *My grandmother **sends** me new clothes each spring*
- *The play **ends** with applause by the crowd*

7 *While the **simple present and the present continuous tenses** are sometimes used interchangeably, **the present continuous or progressive tense emphasises the continuing nature of an act, event, or condition.***

*Each of the highlighted verbs in the following sentences is in the **present continuous tense.***

- *Nauman **is looking** for the paperback editions of all of Harry Potter books*
- *Dolly **is dusting** all her book shelves*

*The **simple present tense** is one of the most common tenses in English. There are only two basic forms for the simple present tense; one ends with -s and the other doesn't. Here are the rules, using the example verb 'sing':*

Subject	*Verb Form*	*Example*
I	*simple form*	*I sing*
You	*simple form*	*You sing*
He	*Simple form + S*	*He sings*
She	*Simple form + S*	*She sings*
It	*Simple form + S*	*It sings*
We	*simple form*	*We sing*
They	*simple form*	*They sing*

In other words, only third person singular subjects (he, she and it) have to have a verb with -S.

-S or -ES?

Exercise B1 *Read a small passage about Ajmal and Shagufta who work in the same office. Choose the correct form of the* ***simple present tense verbs*** *that are given in the brackets.*

I and Shagufta _____ ***(work)*** *in the same office, but we are completely different.*

She _____ ***(like)*** *coffee, but I* _____ ***(love)*** *tea. I* _____ ***(wash)*** *my car every weekend, but she never* _____ ***(clean)*** *hers. She* _____ ***(smile)*** *all the time at work, but I* _____ ***(feel)*** *miserable. I* _____ ***(complain)*** *about the boss all the time, but she* _____ ***(think)*** *the boss is a nice person. When I* _____ ***(finish)*** *work, I like to go out with my friends, but Shagufta* _____ ***(go)*** *straight back home. The boss* ***(think)*** *Shagufta is a good worker.*

The Present Continuous Tense

[AM / IS / ARE] + [VERB + ing]

- *I* ***am watching*** *TV*
- *He* ***is learning*** *the French language*

The present continuous tense *is formed using two components: the verb BE in the present tense, and the -ING form of a verb. Here are the rules, using the example verb 'sing':*

Read the following rules carefully:

Use 1 Now

We use the present continuous tense to express an action that is happening now, at this very moment*. It can also be used to show that something is not happening now.*

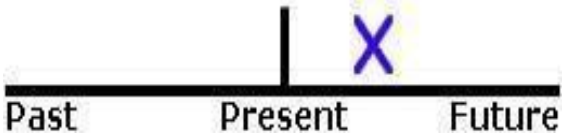
- *You* ***are learning*** *English now*
- *I* ***am sitting***

- *I **am** not **standing***
- *They **are reading** their books*
- *They **are** not **watching** television*
- *What **are** you **doing**?*
- *Why **aren't** you **doing** your homework?*

Use 2 Longer Actions in Progress Now *In English, 'now' can mean 'this second', 'today', 'this month', 'this year', 'this century' and so on. Sometimes **we use the present continuous to say that we are in the process of doing a longer action which is in progress**; however, we might not be doing it at this exact second.*

- *I **am studying** to become a doctor*
- *I **am reading** the book Gulliver's Travels*
- *I **am** not **reading** any books right now*
- ***Are** you **working** on any special projects at work?*
- ***Aren't** you **teaching** at the University now?*

Use 3 Near Future



*Sometimes, speakers use **the present continuous to indicate that something will or will not happen in the near future.***

- *I **am meeting** some friends after work*
- *I **am** not **going** to the party tonight*
- ***Is** he **visiting** his parents next weekend?*
- ***Isn't** he **coming** with us tonight?*

1 ***To describe an event, activity or situation that happened in the past for a period of time.***
   - *On Sunday, I **was walking** for three hours*

2 ***To describe an event, activity or situation happening in the past at the same time as another event happened.***
   - *Hamid **was speaking** to Masood when Javed arrived*

3 ***To describe a scene or situation in a story or report.***

*It **was snowing** and the trees **were looking** beautiful when the accident happened.*

4 ***To describe habitual or often repeated events.***

- *The tourists climbed K2 three times in three months*

5 ***Verbs of 'thinking' such as: to believe, doubt, forget, know, mean, to think, remember, understand do not have an 'ing' in the end and they remain the same.***

- *I believed what he said (NOT was believing)*
- *I remember the good old days often (NOT was remembering)*
- *I know that person very well. (NOT was knowing)*

6 ***Verbs of 'feeling' such as: to dislike, hate, like, love, want, wish also do not have an 'ing' in the end and remain the same.***

- *While I was speaking to Javed, I wanted to be watch my favourite TV programme (NOT was wanting)*
- *At the dinner party, I hate the noise sometimes people make (NOT was hating)*

7 ***Verbs of 'possession' such as: to belong, have, own, want also do not have an 'ing' in the end and remain the same.***

- *When he was in America, Bilal owned a big car (NOT was owning)*
- *All last year, sugar cost 45 Rs per kilo (NOT was costing)*
- *When I met my friend after ten years, I failed to recognize him (NOT was failing)*

Exercise B2 *Create a sentence in the **present continuous tense** by arranging the words in a proper order.*

1 *She / wear / earrings*

2 *It / rain / today.*

3 *I / have / good time.*

4 *They / wait / train.*

5 *I / study.*

6 *We / walk.*

7 *We / plan / our work.*

Exercise B3 *Which tense, **simple present or present continuous tense** will be suitable in the following sentences?*

1 *Right now Daniyal is*

_____.

sleep

- *sleeps*
- *sleeping*

2 *They _____to some music on the radio.*

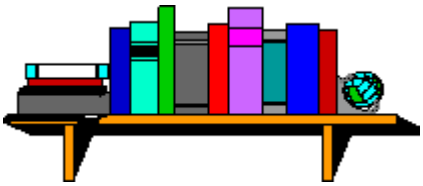
- *are listening*
- *listening*
- *listen*

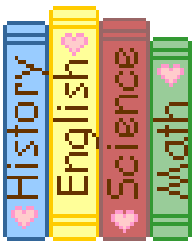
3 *_____in ghosts?*

- *Believe you*
- *Do you believe*
- *Are you believing*

Section C READING

Guessing the Meaning of Words





Many learners of English get worried or confused when they come across a difficult word. They want their teacher to translate or explain every word they do not know, or they look up for meaning of every unknown word in a dictionary.

Dictionary is a great tool! But if you rely too much on a dictionary then you would not be able to become an efficient and fast reader. You need to ***infer*** *or* ***guess the meanings of words through the context or situation*** *in which it is placed.*

The meaning of many unknown words can be inferred or guessed from the context or perspective of the passage*. It is very important to learn how to guess the meaning of unknown words when you read. If you do not, your reading will be slow and difficult and you may be so worried about the meaning of individual words that you may miss the general meaning of the paragraph or the passage*

that you are reading.

Let us do some exercises that will help you ***learn to guess word meanings through context.***

Exercise C1 *Here are some more sentences, in each sentence there is one word written in bold. These words or verbs are derived from very frequently used nouns.* ***Guess their meaning****.*

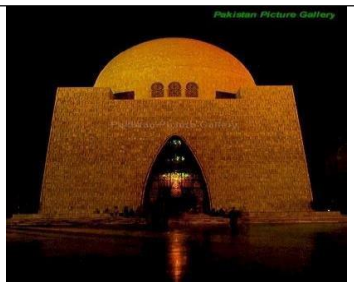
1 *The nurse* ***wheeled*** *the patient into the operating room.*
2 *It's very stuffy in here. I think we should* ***air*** *the room.*
3 *Thousands of people* ***lined*** *the streets.*
4 *It is not easy* ***to bone*** *a chicken before you actually cook it.*
5 *The president* ***chaired*** *the meeting.*

Exercise C2 *Think of names for different parts of the body which can be used as verbs as well as nouns? For each word that you can think of, write two sentences.*
Example:

Head

- *He has a big* ***head****. (Noun)*
- *He* ***heads*** *a large company. (Verb)*

Exercise C3 *Read an interesting personal account written by a young boy who had moved back to Pakistan after years of living in Dubai. As you read it for the first time, underline any word that you find difficult to understand. Then* ***try and guess the meanings yourself by finding clues from the context*** *and finally look up the meanings of these words in the dictionary.*



When my father told me that we would be shifting to Karachi, Pakistan, I didn't know how to react. As the day of departure loomed in front of me, my sentiments changed. Nostalgic memories of my past in Dubai started to linger in my mind. I was becoming homesick even though I was returning to my own country.

My first impressions of Pakistan were not the best. I was taken aback by the garbage everywhere, paan stains and insects all around. This was something I had never seen in Dubai.

Traffic jam, Karachi, Pakistan

For the first time, I felt like a stranger even though this was my home country. I was overcome by the loud buzzing of rickshaws, the hoards of people clinging on to the back bumper of a bus, and the bumpy roads that jerked and jostled me all the way home. There was a hustle and bustle in this huge city (Karachi) which I hadn't seen in Dubai.

I had always longed to stay with my relatives who were so loving and caring on our annual visits and now, since we had moved permanently, our home was swarmed by relatives. I couldn't remember being patted and kissed as much as I was that day but the reality of Pakistan hit me when I began to speak to them. While speaking to them I had to explain myself in English, which was greeted by a few raised eyebrows. There was no doubt that I was welcomed but there was the feeling that I was less a Pakistani but more a pardesi.

In many ways I lived a sheltered existence in Dubai. I had never seen drug addicts and beggars or even so many crippled people on the roads. In Pakistan I saw the reality of poverty for the first time. The pleas of people tapping windows and begging for a rupee were something that really bothered me. I felt an urge to do something to improve the situation. It was a significant experience as the sheltered idealist within me started to see the real world and the difficulties of everyday life.

Life in Dubai was easy. I never had to worry about the quality of water, the availability of electricity, cleanliness or inflation. But in Pakistan, these are daily concerns. I realized that you can't trust people to do their jobs, they have to be goaded, reminded and often bribed.

After living in Karachi for six months, I am used to the social merry go around of weddings, parties and get togethers that have to be attended to maintain a footing in social circles. I'm now accustomed to the daily water and surprisingly, I've learnt how to deal in my sheltered life in Dubai. In retrospect, living in Karachi has required an adjustment, a harsh reality check but what matters is that I've learned and become more in touch with the country I belong to.

Exercise C4 *Let us move on from* ***guessing the meanings of individual words to guess the meaning of longer sentences****. Here are three longer passages taken from the above account. Try and make sense as what the writer means when he expresses such sentiments. Then read the three more passages (a, b, & c) that follow and match each passage with its original one.*

1 *As the day of departure loomed in front of me, my sentiments changed. Nostalgic memories of my past in Dubai started to linger in my mind. I was becoming homesick even though I was returning to my own country.*

2 *For the first time, I felt like a stranger even though this was my home country. I was overcome by the loud buzzing of rickshaws, the hoards of people clinging on to the back bumper of a bus, and the bumpy roads that*

jerked and jostled me all the way home. There was a hustle and bustle in this huge city (Karachi) which I hadn't seen in Dubai.

3 *I felt the urge to do something to improve the situation. It was a significant experience as the sheltered idealist within me started to see the real world and the difficulties of everyday life.*

Now read these passages and match them with the above original ones:

a For me my native country appeared a bizarre place. I have never experienced such chaotic traffic, the crowds and the noise as I was driven home. This city is pulsating, full of life as compared top the quiet and peaceful Dubai.

b *I wanted to do something helpful to improve the situation but I was nervous because I have heard a lot of stories about how people cheat you. Nevertheless for me living here was different because back in Dubai I lived a much more comfortable and protected life and here the problems made me realize how people struggle to live.*

c *The day I was to leave Dubai and board a plane for Karachi, I started to feel sad.*

Section D WRITING

Writing Connected Sentences

We join sentences in many different ways. We use 'and', 'but', 'however', and many such connectors to join two shorter sentences and make them longer. In this section we are going to learn how to ***join sentences with linking words or conjunctions.*** *In this unit you will learn about 'conjunctions'.* ***A conjunction is a connecting word that connects parts of a sentence.*** *We will look at only two types of conjunctions:*

1 *Coordinating Conjunctions*
2 *Subordinating Conjunctions*

1 ***Coordinating Conjunctions:*** *Coordinating conjunctions join single words, or they may join groups of words, but remember that they always join similar elements, for example:*

- *subject +subject*
- *verb phrase +verb phrase*
- *sentence +sentence*

The following are some common ***coordinating conjunctions****:*

Coordinating Conjunctions						
and	*but*	*or*	*yet*	*for*	*nor*	*so*

Among the coordinating conjunctions, the most common are ***and, but,*** *and* ***or.*** *Let us explore the uses of these three conjunctions further. The examples below illustrate use of these* ***coordinating conjunctions****:*

A ND

- *Tahir sent in his applications* ***and*** *waited for a response*
- *Use your credit cards frequently* ***and*** *you'll soon find yourself deep in debt*
- *ilacs* ***and*** *violets are usually purple*
- *Nauman spent his summer vacations studying basic math* ***and*** *reading comprehension*

B U T

- *Jamil lost a fortune in the stock market,* ***but*** *he is able to live quite comfortably*
- *This is a useful rule,* ***but*** *difficult to remember*
- *I love to drink tea,* ***but*** *hate soft drinks*
- *This job provides a lot of training opportunities,* ***but*** *offers a poor salary package*

OR

- *You can study hard for this exam* ***or*** *you can fail*
- *We can eat chicken tonight,* ***or*** *we can just eat some Daal Chawal*
- *We can ask the locals to guide us,* ***or*** *we can buy a map of the area*
- *A lot of people believe in a motto: 'Live free* ***or*** *die'*

2 *Subordinating Conjunctions****: A subordinating conjunction is sometimes called a dependent word or subordinator, and it comes at the beginning of a subordinate or dependent clause.*** *Notice some of the* ***subordinating conjunctions*** *given in the table below:*

Common Subordinating Conjunctions			
After	*because*	*although*	*If*
Before	*since*	*though*	*Unless*
When	*now that*	*even though*	*only if*
While	*As*	*whereas*	*whether or not*
Since	*in order that*	*While*	*even if*
Until	*So*		*in case (that)*

Read some examples that illustrate the use of ***subordinate conjunctions:***

Conjunction	***Sample sentences***
After	***After*** *we finish taking the test, we are going out to eat.*
Since	***Since*** *we have lived in Lahore, we have gone to every historical sight*
While	***While*** *I was waiting in line for the museum to open, I ate my lunch*
Although	***Although*** *the line was long and the wait over two hours, the visit was worth it*
even if	***Even if*** *you have already bought your ticket, you will still need to wait in line*
Because	*I love Guljee's works* ***because*** *he uses colour so brilliantly*

Exercise D1 *Which* ***conjunction*** *fits best in the sentence?*

1 *I am hungry* _____ *I don't want to eat.*

- ☐ *but*
- ☐ *so*
- ☐ *after*
- ☐ *before*
- ☐ *or*

2 *Do you want pizza* _____ *a burger?*

- ☐ *than*
- ☐ *so*
- ☐ *while*
- ☐ *as*
- ☐ *or*

3 *would tell you* _____ *I knew.*

- ☐ *than*
- ☐ *and*
- ☐ *unless*
- ☐ *if*
- ☐ *or*

Exercise D2 *Here are ten sentences about Imran Khan. Join all these sentences to make a short paragraph. Use the linking word or* ***conjunction 'and'*** *wherever you think it is needed to join two sentences and making it one.*

1.	Mohammad Imran Khan Niazi, born November 25, 1952.
2.	He is considered as one of the best and most popular captain of the Pakistani cricket team.
3.	Khan is seen as Pakistan's finest ever all-rounder.
4.	Khan went to Aitchison College in Lahore.
5.	He attended the Royal Grammar School Worcester and keble College, Oxford, UK
6.	He made his t debut against England at Birmingham in 1971 at the age of 18.
7.	He retired from Pakistani Test Cricket in 1992.
8.	Khan is devoting most of his time to the Shaukat Khannum Memorial Hospital, a state-of-the-art charitable Cancer Hospital that he established in Lahore.
9.	In recent years he has started a socio-political movement in Pakistan known as 'Tehrik-i-Insaf' or 'Movement for Justice'.
10.	He became a Member of Parliament for Mianwali in the October 2002 elections.
11.	Amongst his many honours, he was awarded the Hilal-e-Imtaiz in 1993 by the Pakistani government.

Section ELISTENING

Understanding Directions

When we are visiting a different city we normally face problems finding places where we want to go. So we usually ask people who live and know that city. And if we are visiting a foreign or an English speaking country, we have problems ***understanding or following directions in English.*** *In this section we will try to help you understand directions given in English language.*

There are many different ways of ***asking for directions*** *and these are:*

- *Can you tell me the way to..... ?*
- *Can you tell me how to get to.....?*
- *I wonder if you could help me? I'm looking for..... ?*

While ***giving directions****, we need to express in these ways:*

- *Go up, down*
- *Go across the street*
- *Turn right, left*
- *Go along the street*
- *It will take you about..... minutes to get there*
- *It's (only) a. ..... minute walk*

Exercise E1 *Saud is at loss! He wants to visit yet another place but does not know the way and Mustafa is once again helping him. In this exercise,* ***you will just follow Mustafa's directions and if you follow his instructions or directions correctly then you will reach the place Saud is looking for.*** *So now switch on your cassette recorder and listen to recorded text 5 and* ***listen to Mustafa's directions and trace the route and find the place.***

Recorded Text 4

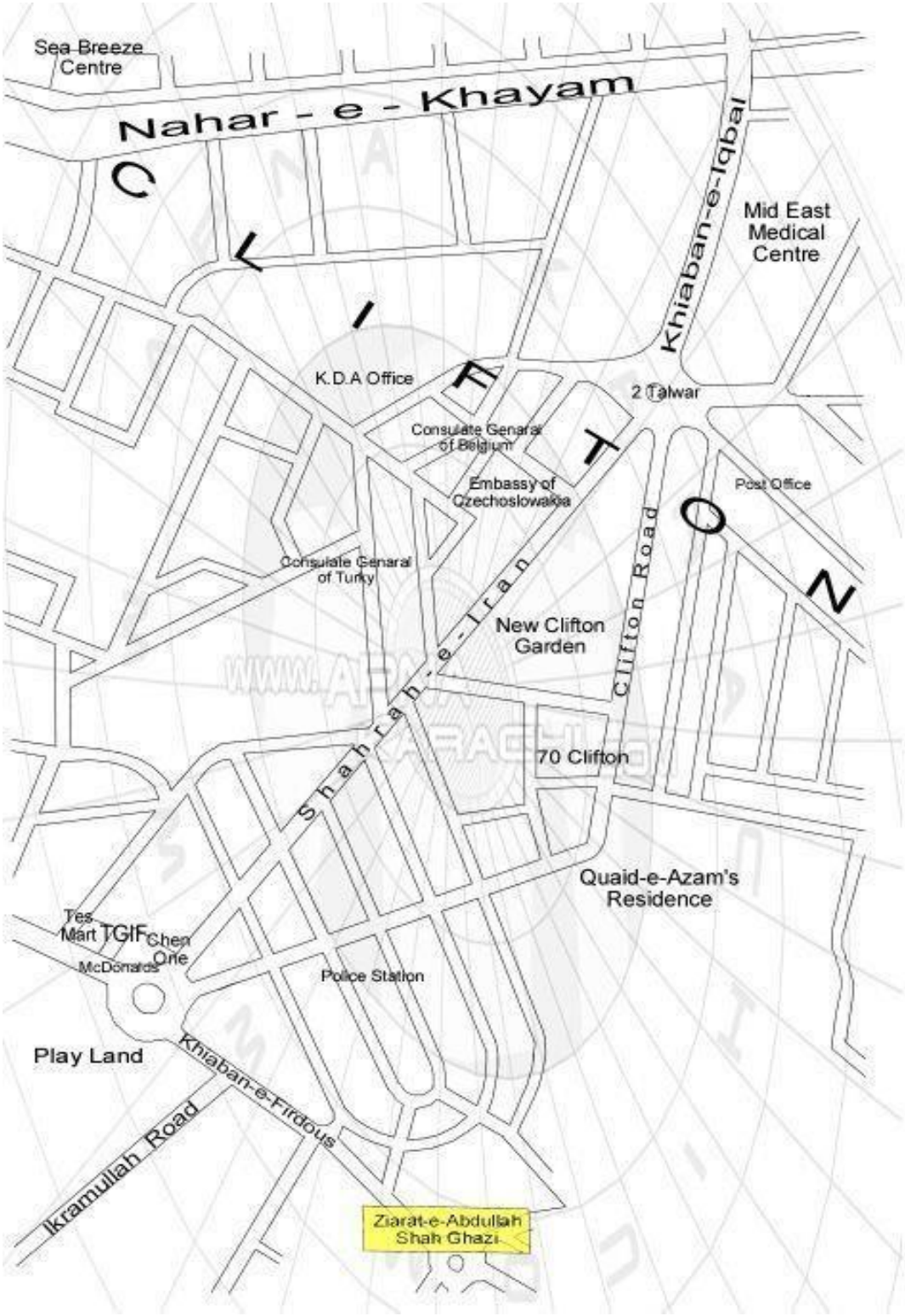
Saud: *Mustafa can you also help me find the way to ……..*
(Bleep sound)?

Mustafa: *Yes sure. You are now near 70 Clifton, are you? Saud: Yes.*

Mustafa: *Okay… Now come on the main road and go upwards on the Clifton roads….keep going straight for at least half a kilometer until you reach the round about of 2 Talwar. Are you with me?*

Saud: *Of course I am. Tell me which road I should take? Shall I go straight towards Khayaban-e – Iqbal?*

Mustafa: *No. From 2 Talwar go right a little and then take the first left turn…. A little more straight and you will see the Mid east Medical Centre.*


Sea Breeze Centre
Nahar - e - Khayam
CLIFTON
Khiaban-e-Iqbal
Mid East Medical Centre
K.D.A Office
2 Talwar
Consulate Genaral of Belgium
Embassy of Czechoslowakia
Post Office
Consulate Genaral of Turky
Shahrah-e-Iran
Clifton Road
New Clifton Garden
70 Clifton
Quaid-e-Azam's Residence
Tes Mart
TGIF
Chen Orie
McDonalds
Police Station
Play Land
Khiaban-e-Firdous
Ikramullah Road
Ziarat-e-Abdullah Shah Ghazi

UNIT 2

FUNCTION

Seeking Confirmation

Sometimes we want to know the truth behind what we hear or read. Sometimes we need to ***confirm or verify*** *the doubts and thoughts in our minds and so we* ***ask for confirmation****. We need to know exactly what happened, who said something and what is being planned and for all these matters we need to* ***seek confirmation****. In this unit you will learn some of the ways in which we can* ***ask for confirmation****.*

Here is a situation. A high ranking government officer has been shot dead outside his house in Islamabad. A Newspaper Reporter is asking the Superintendent Police some questions about the incident. Listen to their conversation and notice how ***the reporter is asking questions to seek confirmation.***

Newspaper Reporter: SP Sahib, when exactly was Mr Butt shot?

Superintendent Police: *At 8.30 this morning.*
NR: *Where did it happen?*
SP: *Outside his house. He was leaving for work. He turned round to say goodbye to his wife and at that moment he was fired upon.*
NR: *What weapon was used?*
SP: *An AK 47.*
Was there anyone else in the street at the time?
SP: *Yes, there were a few witnesses.*
NR *So you have a description?*
SP: *Yes, a fairly good description.*
NR: *SP Sahib, it's unbelievable! How can a man*

	shoot someone in broad day-light in the centre of Islamabad and get away with it?
SP:	*Well, these criminals can do anything. The man who was wearing a grey Shalwar Kameez and a black shawl, walked past the minister's house, took the gun from under his shawl, fired at the minister indiscriminately as soon as he came out of his house and simply walked away. He didn't run. Those who saw the incident ran to help the minister. Nobody followed the man because he had a gun.*
NR	*He just walked away?*
SP:	*Yes, I believe so.*
NR:	*Incredible!*
SP:	*Yes, it is, isn't it?*
NR:	*Do you suspect any one or the motive behind the murder?*
SP:	*At the moment we are unable to make any conclusions.*

☞ *Here are some expressions from the dialogue:*

- *So you have a description?* ***Confirmation***
- *He just walked away?* ***Surprise***

The reporter did ***not*** *say or used any question form*

- ***Do*** *you have a description?* *or*
- ***Have*** *you got a description?*

He did not use the question form. Instead he used a statement form, because he actually knew the answer. ***He did not ask a real question but rather checked or confirmed the information that he already knew or had guessed.*** *This brings us to study some more* ***question types****. We have finished 8 types of questions in unit 1, we will continue with type 9 questions.*

☞ ***Question type 9***

The reporter asked:

- *So you have a description? He's actually asking:*
- *So* ***do*** *you have a description?*

He was actually confirming what he has heard*. And when the SP told him that*

the murderer walked away, the reporter ***expressed surprise and reconfirmed the information*** *and said:*

- *He just walked away? He's actually saying:*
- ***Did*** *he just walk away?*

Listen to the dialogue again and compare the tone of voice, stress and intonation of the two questions to understand this point.

Exercise A1 *Here are two short dialogues. Notice the questions being asked. They are actually not real questions but rather* ***' confirmation seeking' questions****.* ***Rewrite these questions into real questions using the appropriate question form.***

Example:

Inspector: *And your identity card, please?*
Man: *I have lost it.*
Inspector: ***Can*** *I have your ID card, please? Or*
Can *you give me your ID card, please? Or*
Can *you show me your ID card, please?*

1 *A:* *Your name is Jameel Qureshi?*
B: *Yes.*
A: *You live near Netti Jetti Bridge? Yes, I do.*
B: *You are the Managing Director of Allied Fittings Ltd?*
A: *Yes, l 'm.*
B:

2 *A:* *You worked in Saudi Arabia for three years?*
B: *That's right. I worked in Jeddah.*
A: *You were working for the construction company, Al Jazeera?*
B: *Yes.*
A: *You were trained as an Accountant but I see here that you worked*
as a Personnel Manager in Saudi Arabia?

Read the following ***confirmation seeking*** *examples:*

A: *I was born in 1965.*
B: *So you are 42 years old? (It is 2007 now).*
A: *I was born in Loralai.*
B: *So you are from Balouchistan?*

Exercise A2 *Suppose someone gives you the following information and you are surprised. How will you* ***express your surprise and ask for confirmation****? It will be useful for you if you do this exercise with a friend.*

A: Last year I visited Britain, France, Italy, Germany, India, Malaysia and the United States.
You: You visited seven countries! (in a surprised voice)

1 *A: He has six fingers in his left hand and seven in right hand.*

You:
_____?

2 *A: I had walked all the way from Murree to Islamabad.*
You:
_____?

We are going to learn the last type of question.
Question type 10

Read these examples:

A: She's a beautiful girl, ***isn't she?***
B: Yes, she is.

A: It's such a pleasant weather, ***isn't it?***
B: Yes it is.

These questions are called ***tag questions****.* ***We often use tag questions to seek agreement or confirmation.*** *For example, I might say:*

- *It's a lovely day,* ***isn't it****?*

I expect the person I am talking to agree with me and say:

- *Yes it is*

Or, if I say:

- *It wasn't a good film,* ***was it?***

I expect the answer:

- *No it wasn't*

You must have noticed that sometimes, the tag question is in negative ***(isn't it)***

*and sometimes it is in positive (**was it).** Let us tell you the rules about how **tag questions** are formed:*

Positive Statement (+)	***Negative Tag (-)***
▪ *It is a lovely day,*	*isn't it?*
▪ *It's such an expensive gift,*	*isn't it?*

Negative Statement (-)	***Positive Tag (+)***
▪ *It wasn't a good film,*	*was it?*
▪ *He's not a good man,*	*is he?*

If the statement is positive (+), then the tag is negative (-)

You like ice-cream, don't you?

(+) (-)

If the statement is negative, (-) then the tag is positive (+)

You don't like ice-cream, do you?

(-) (+)

Exercise A3 *Complete the following statements adding an appropriate **tag question**. Notice carefully if the statement is in positive or in negative.*

1 *He didn't steal the money,*
_____?

2 *He failed the exam,*
_____?

3 *He won't come here to live,*
_____?

4 *You have started you new job,*
_____?

Section B

STRUCTURE

The Present Perfect Tense

*In this unit we are going to study the **Present Perfect Tense**. Before we learn the rules, let us listen to a dialogue between Mr and Mrs Illahi Buksh who are about to go on holiday. They are standing outside their front door and talking to each other. Read the dialogue:*

Mr Illahi Buksh: Have you switched off the gas?
Mrs Illahi Buksh: Yes, I've switched off the gas and I've switched off all the

lights. I've unplugged everything in the kitchen.

Mr IB: *What about the windows?*

Mrs IB: *I've shut and locked all the windows. I've left a spare key with Mrs Karim next door. She'll check the house every day. Such a nice woman! Her husband has lost his job, you know. Now, let's see. Have I forgotten anything? I hope not.*

Mr IB: *I've put the suitcases in the car. Come on, let's go.*

Mrs IB: *I hope I haven't forgotten anything.*

Mr IB: *Stop worrying now!*

Exercise 4 *Imagine you are Mrs Illahi Buksh. Mr Buksh asks you whether you have done the following things. Answer his questions.*

Mr IB: *Have you switched off the gas? Mrs IB: Yes, I've switched off the gas.*

Mr IB: *Have you switched off the lights? Mrs IB:*

_____.

Mr IB: *Have you unplugged everything in the kitchen? Mrs IB:*

_____.

Mr IB: *Have you closed the windows? Mrs IB:*

_____.

Mr IB: *Have you locked the back door? Mrs IB:*

_____.

Here is a brief overview of the ***form and function of the present perfect*** *tense:*

1 *The present perfect is used when the* ***time period has not finished.***
Example: *I have seen three movies this week (This week has not finished yet.)*

2 *The present perfect is often used when the* ***time is not mentioned****.*
Example: *Junaid has failed his exam again*

3 *The present perfect is often used when the* ***time is recent. Example:*** *Maria has just arrived in Pakistan*

4 *The present perfect is* ***often used with for and since****.*
Example: *They have lived here* ***for 20 years.*** *They have lived here* ***since 1985.***

The present perfect simple is formed with the ***auxiliary verb*** *followed by* ***the past participle***

Present Perfect Simple = Auxiliary Verb + Past Participle

has / have + the third part of a verb (went, gone)

Examples:

- *He* ***has gone***
- *They* ***have eaten*** *their dinner*
- *I ha**ve done** my homework*
- *I **haven't done** my homework* ***(****Negative)*
- ***Have*** *you* ***done*** *your homework? (Question)*

Exercise B1 *Naheed is a Personal Secretary working for Lakhani Group of industries in Karachi. Every morning before Mr Lakhani comes to the office, she checks her boss's diary to make sure what are the official appointments, meetings, etc, scheduled. The things that Mr Lakhani has done are marked with a tick ( ). Let us try and see how Ms Naheed is* ***confirming or making statements*** *about what her boss has done or not done. Follow the example and then construct similar statements using the* ***present perfect tense****.*

✓8.30	a.m.	Telephone the Peshawar office.
8.45	a.m.	Telephone Lahore about the new contract.
✓9.00	a.m.	See Mr Afzal from Afzal and Sons Limited.
9.30	a.m.	Check the accounts.
✓10.00	a.m.	Interview candidates for the new post in the accounts office.
✓11.30	a.m.	Visit the warehouse and check the warehouse inventory.
12.30	p.m.	Telex New York about the delivery date for the machine tools.
✓2.00	p.m.	Discuss the advertisements with the publicity department.
2.30	p.m.	Prepare a report for the Annual General Meeting.

Examples:

- *He has telephoned Peshawar*
- *He hasn't telephoned Lahore yet*

Exercise B2 *Read the information given in the diary page again. Construct at least five questions and five answers about what Naheed's boss has done and what he has not done yet. Follow the example given below.*

Example:

Question: Has he telephoned the Peshawar office? Answer: Yes. he has.

1 Q: _____ *?*
A: _____ *.*

2 Q: _____ *?*
A: _____ *.*

3 Q: _____ *?*
A: _____ *.*

Section C READING
Synonyms and Antonyms

What are Synonyms and Antonyms?

Synonyms are words with **similar or identical** meanings. **Antonyms** are words with **opposite** meanings.

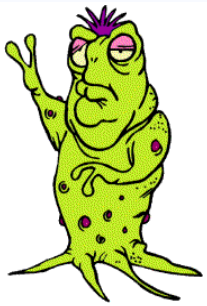
- baby and infant
- student and pupil
- pretty and attractive
- smart and intelligent
- funny and humorous

	The elephants are huge! The elephants are enormous.

Read some examples of ***antonyms:***

- dead and alive
- near and far
- tremendous and awful

Pretty



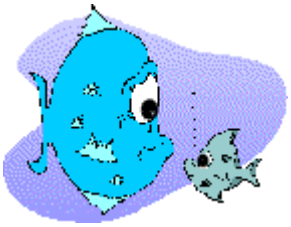
Ugly

Happy

Sad

Cold

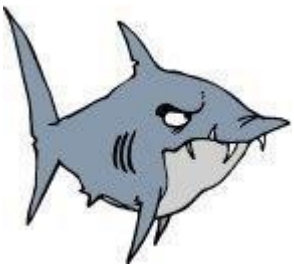
Hot



Big

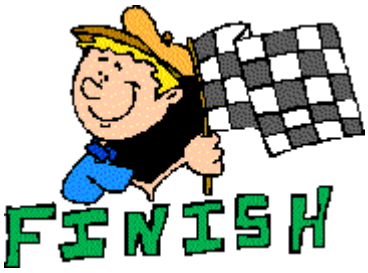
Little

Kind



Mean

Start



Finish

Lose

Find

Exercise C1 *Here is a* ***synonym*** *exercise. In each sentence there is word*

printed in bold followed by three choices (a-c). Choose the choice which is closest to the meaning of the bold word.

1 That is a giant ant!
- *a Monster*
- *b huge*
- *c pretty*

*2 I **hate** watching scary movies.*
- a *like*
- b *dislike*
- c *despise*

Exercise 7 *Choose the correct **antonym** of the word printed in bold in each sentence.*

1 *We are certain that he is a **dishonest** salesman.*
- a *great*
- b *successful*
- c *truthful*

2 *She **always** pays attention when others are speaking.*
- a *often*
- b *usually*
- c *never*

3 *Read this short biographical account of Bapsi Sidhwa a noted Pakistani writer who writes in English.*

4 ***Bapsi Sidhwa** is the author of four internationally **acclaimed** novels. Her works have been widely applauded and has gained her a much admired status in the galaxy of writers from the sub continent who write in English. She lives in Houston, Texas, but was born in Karachi, Pakistan, and raised in Lahore. She graduated from Kinnaird College for Women, Lahore, and began writing in her twenties after the birth of two children.*

In 1978, at a time when publishing in English was practically ***nonexistent*** *in Pakistan, Sidhwa self published her first novel 'The Crow Eaters'. Since then, 'The Crow Eaters' has been published and translated in* ***numerous*** *European and Asian countries and enjoys a plentiful readership who takes pride collecting her various novels. While 'The Bride' 'was the first novel Sidhwa wrote, it was the second to be published. 'Cracking India', Sidhwa's third novel, was declared a New York Times Notable Book for 1991, for which she* ***triumphed*** *to win the LiBerature Prize in Germany and was termed as a successful writer and was victorious to create a place for herself in a larger market.*

Sidhwa held a Bunting Fellowship at Radcliff, Harvard in 1986, and was a visiting scholar at the Rockefeller Foundation Center, Bellagio, Italy, in 1991. She was ***honoured*** *with Sitara-i-Imtiaz, Pakistan's highest national tribute awarded in 1991, and was also decorated with the Lila Wallace- Reader's Digest Writer's Award In 1994.*

Sidhwa has worked on the advisory committee of Prime Minister Benazir Bhutto on Women's Development, and has taught at Columbia University, University of Houston, and Mount Holyoke College, USA.

Reviewers have praised Bapsi Sidhwa's ***luminous*** *prose that adds brilliance and sparkle in her writings. Her style of writing is earthy but also both delicate and* ***precise*** *with specific and explicit words chosen as carefully as pieces of inlay accurately placed in a marble wall.*

Exercise C2 *You must have noticed quite a few words that are given in bold in the above extract. Read more carefully and you would notice that each bold word has at least two synonyms around it. Identify those similar words or* ***synonyms.***

Example:

- ***acclaimed***
  applauded
  admired

Section D

WRITING

Informal Letters

Read the letter from Ahmed to his friend Hamid.

House No. 51,
Naurus Colony,
Rawalpindi.
11 Feb, 1984.

Dear Hamid,

Many thanks for your letter. I was delighted to hear that you have bought a car. What have you done with your old bicycle? Unfortunately, I still have mine.

Life is very quiet here at the moment. Last week some friends and I went to a place called Rohtas Fort. We were due to leave at nine in the morning but only managed to get away at about eleven. First two of my friends were late. Then somebody realized that he had forgotten to bring a film for his camera, so he rushed off to Abpara market to buy one. Then somebody else realized that he had forgotten to bring a cassette for his cassette recorder, so he too hurried off to Abpara market. But finally we managed to get away at .....
.....
.....

Please give my regards to your family and drive carefully. Think of me on my bike.

Yours,
Ahmed.

The Address

Ahmed has written this letter so he is the sender, Note carefully the position of ***Ahmed's or the sender's address.***

- *The sender's address should be put in the top right-hand corner of the letter. Every letter must have the sender's address.*

Now look closely as how each item in the address is written:

- *The house number:* *House 51/4*
- *The street number or name (if any):* *Naurus Colony*
- *The town or city:* *Rawalpindi*

- *The name of the country:* *Only put the name of the country*

if you are sending the letter abroad. If it is sent within the country, there is no need to write the country's name.

- *The date follows after the full address is complete.*

Personal letters, *also known as* ***friendly*** *letters, normally have five parts:*

1. ***The Heading:*** *This includes the address, line by line, with the last line being the date. The heading is indented in the right side of the page. If using preaddressed stationery, just add the date.*

2. ***The Greeting or Salutation:*** *The greeting always ends with a comma. The greeting begins with the word "dear" and using the person's given name or relationship.*

- ***Formal:*** *Dear Uncle Shahid,*
- ***Informal****: Hi Ruby, Hello Vicky,*

3. ***The body:*** *Also known as the main text, it includes the message you want to write. Normally in a friendly letter, the beginning of paragraphs is indented. If you don't want to indent, make sure to skip a space between paragraphs. Also leave out a line after the greeting and before the close.*

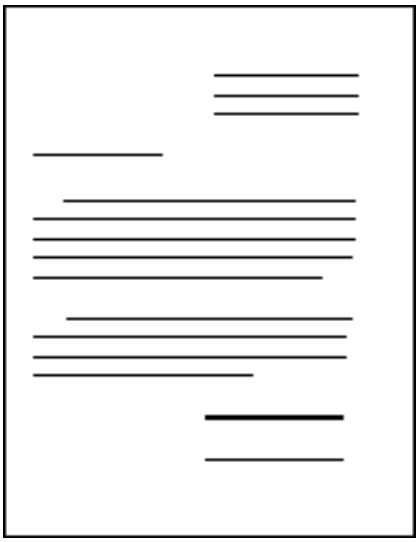
4. ***The complimentary close.*** *This short expression is always a few words on a single line. It ends in a comma. It should be indented to the same column as the heading. Skip one to three spaces (two is usual) for the signature line.*

5. ***The signature line.*** *Write or type your name. The handwritten signature goes above the typed name. If the letter is quite informal, you may omit the signature line as long as you sign the letter.*

Postscript. *If your letter contains a postscript, begin it with* ***P.S.*** *and end it with your initials. Skip a line after the signature line to begin the postscript.*

Format for a Friendly or Personal Letter

The following picture shows what a one-page friendly or personal letter should look like. The horizontal lines represent lines of type.



Punctuation in Informal or Personal letters

Notice the punctuation in the address of the above letter. Each line ends with a comma except the last line before the date which ends with a full stop.

Use commas after the greeting or salutation in a personal letter and after the complimentary closing in all letters.

- ***Greeting:*** *Dear Faraz,*
  My dearest Eman,

- ***Closing:*** *Sincerely,*
  Truly yours,

The Date

There are many ways of writing the date; the first two are probably the most common ways.

- *14 February, 2005*
- *14th February, 2005*
- *14 Feb. 2005*
- *February 14th 2005*
- *14/2/05*
- *14. 2. 05*

Greetings and Closings

In a personal letter we can start with:

- *Dear +first name (informal, to a friend) or*
- *Dear + Mr Shah (family name)*
- *Dear Mrs Shah*
- *Dear Miss Shah*
- *Dear Dr Shah*
- *Dear Professor Shah*

We can end a personal letter in a number of ways:

- *Love,* *(very informal, to a relative or very Saira close friend, especially from a girl or woman to another girl or woman who is a close friend)*
- *Yours,* *(informal, to a friend or close acqu- Saira aintance)*
- *Yours sincerely,* *(slightly more formal, to someone Saira you do not know very well)*

Opening Sentences

If someone has already written to you, this is a common way of starting a letter. We can say:

- *Many thanks for your letter*
- *Thanks for your letter*
- *Thank you for your letter.*
- *Thank you very much for your letter*
- *Thank you so much for your letter*

Exercise D1 *Choose one of the two subjects and write a letter to a friend or family member.*

1 *Write a letter to a friend you haven't seen or spoken to in a long time. Tell him / her about what you have been doing and ask them how they are and what they have been up to recently.*

2 *Write a letter to a cousin and invite them to your wedding. Give them some details about your future husband / wife.*

Section E LISTENING

Listening to a Lecture and Taking Notes

Listening is an active process that needs our concentration. ***Listening to a lecture and taking notes require you to actively listen and participate.*** *If you are good at taking notes then you will understand and remember the content of lectures fairly well. You have to listen to lectures especially at the college level. They can provide you with most of the material you'll need for the tests and exams. A lot of students think that lectures are often more valuable than the textbook since the lecturer is usually explaining in great detail. So listening to a lecture and taking notes will be really beneficial in the long run.*

What is note taking? *Note taking involves listening to the lecture and summarizing in your own words what is said during the lecture. In most lectures, you cannot write down everything that is said, nor should you strive to do so.* ***Remember, your task should be to note down the essential and key points*** *and not just to receive it passively without understanding it.*

Although you cannot write as quickly as the lecturer talks, you can think faster. ***Good notes depend on fast thinking and concentration****, not on fast writing. Your aim should be to select, summarize, classify, and organize.* ***Taking notes helps you focus!*** *Speakers tend to repeat and summarize their points often during the lecture. You can use such times to write down your ideas while keeping one ear open for any new point. If you miss a point, leave some space and consult with another student or the professor after class. Here are some useful tips that can help you become an effective listener and note taker:*

Before you listen to the lecture:

- *Develop a proper mind-set toward listening that is prepare yourself towards listening to the lecture*
- *Enhance your physical and mental alertness by sitting in the front and/or center of the room, and develop an eye contact with the speaker*
- *Choose a nice looking notebook that will encourage you to take notes*
- *Number the pages or important points*
- *Do some prior reading, if you can, about the topic being presented in the lecture.*

While you listen to the lecture:

- *Pay attention to the speaker for verbal, postural, and visual clues to what's important*
- *Resist distractions or boredom*

- *Label important points*
- *If your lecturer has an accent you find hard to understand or has mannerisms you find distracting, relax and attend even more carefully to the content of the lecture*
- *When possible, translate the lecture into your own words, but if you can't, don't let it worry you*
- *Be consistent in your use of abbreviation, etc.*
- *Add visual clues to identify parts of your notes - for example, using underlining, asterisks, arrows, boxes, bubbles, colour highlights etc.*
- *Ask questions if you don't understand*

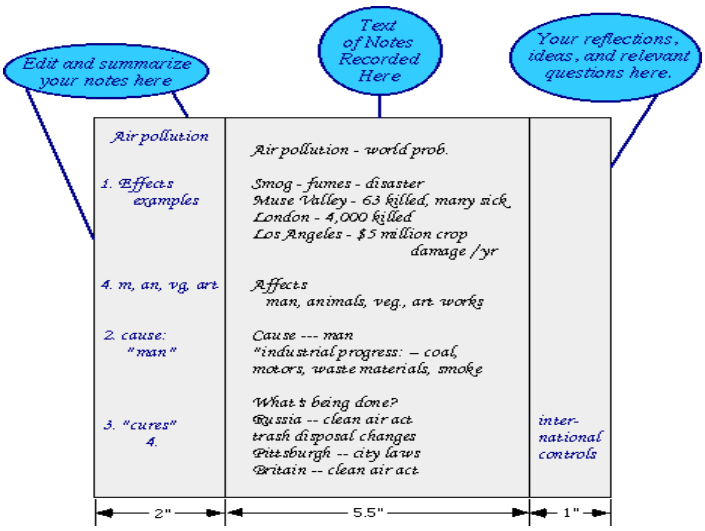
After you listen to the lecture:

- *Review your notes*
- *Fill in missing points or misunderstood terms from text or other class fellows*
- *Edit your notes, labeling main points, remember clues and questions that may need further answers*
- *Make up your own possible test questions*

Remember!

- *to identify as early as possible, the main purpose of the lecture*
- *to differentiate between main points and supporting details*
- *to review your notes*
- *to ask lots of questions during and after lecture*

to be selective in what you write, you don't have to write everything down!



Recognising lecture structure and taking notes

The list below show some of the most common signals used in lectures to

indicate lecture structure. But in this unit we will only give you practice in understanding only six signals. If you follow the guidelines and listen to the recorded texts carefully then you will be able to take notes efficiently.

1 ***Introducing***
2 ***Giving background information***
3 ***Defining***
4 ***Enumerating/Listing***
5 ***Giving examples***
6 ***Showing importance/Emphasising***
7 *Clarifying/Explaining/Putting it in other words*
8 *Moving on/Changing direction*
9 *Giving further information*
10 *Giving contrasting information*
11 *Classifying*
12 *Digressing*
13 *Referring to visuals*
14 *Concluding*

1. Introducing:

At the beginning of a lecture, the lecturer will give you some idea about the structure of the lecture. Listen for these ***introductory signals***
as it will help you understand what the lecturer is saying.

- *What I intend to say is……..*
- *What I'd like to discuss……*
- *What I intend to explain…….*
- *In my talk today…….*
- *My topic today is……..*
- *Today, I'm going to talk about….*
- *In this talk, I would like to concentrate on….*
- *The subject of this talk is……*
- *The purpose of this talk is to……*

2. Giving background Information

The lecturer will often either refer back to a previous lecture or gives you some background information. Normally the lecturer uses these expressions:

- *As we know……*
- *As we have already seen…….*
- *As we have all read……*
- *It's clear that……*
- *It goes without saying……..*

- *We all understand……..*
- *It is understood……..*

3. *Defining*

In a lecture, it is often necessary to define the terms that will be used. The lecturer may use some of these expressions to define terms:

- *Is called……..*
- *Is known as…….*
- *May be defined as……*
- *This term is used generally to mean…….*
- *The term refers to……..*

4. *Enumerating/Listing*

The lecturer will often be explicit about the order in which new points will be presented. ***To make the order clear they use various connectives****, such as:*

- *Firstly…..*
- *Secondly…….*
- *Next…….*
- *Thirdly……*
- *Lastly…….*
- *Finally…*

5. *Defining*

In a lectur0e, it is often necessary to define the terms that will be used. The lecturer may use some of these expressions to define terms:

- *Is called……..*
- *Is known as…….*
- *May be defined as……*
- *This term is used generally to mean…….*
- *The term refers to……..*

6. *Enumerating/Listing*

The lecturer will often be explicit about the order in which new points will be presented. ***To make the order clear they use various connectives****, such as:*

- *Firstly…..*
- *Secondly…….*
- *Next…….*
- *Thirdly……*
- *Lastly…….*
- *Finally…*

Exercise E1 *Listen carefully to the recorded text and write down* ***what words Speaker uses to list new ideas.***

Recorded Text

Mrs Waseem:

'That brings me to itemize the different social status and roles women play in

different provincial set ups. As we have already seen that Pakistani women live in the most diversified tribal, feudal or urban environments. She can be a highly qualified and self-confident professional or a bold peasant toiling along with her men-folk. Firstly in the areas like NWFP and Balochistan, life is governed and regulated by strict tribal beliefs. A woman has no say in any aspect of her life, including her marriage. Secondly, in the populated provinces of Sindh and Punjab, women's roles are dominated by the feudal system. But in all these set ups, women strongly claim that the society usually adopts a hostile attitude towards them'.

7. Giving Examples

In lectures, ***it is common to support generalisations with examples.*** *These signals can help you to understand the examples that are going to follow:*

- *For example…….*
- *For instance…….*
- *such as……*
- *Let me give you some examples…..*

Exercise E2 *Listen to the recorded text and* ***list the words that the speaker uses to indicate that an example will follow.***

Recorded Text

Speaker:

'However their development in society is hindered due to many factors. For example most of women in rural areas have to bear double burden of domestic and outside work. For instance, they are the first to rise and last to bed. Let me give you some more examples of rural working woman who contributes immensely to the society, such as……'

8. Showing importance/Emphasising

When you are taking notes, you cannot write down every word. You need to distinguish between important and less important information. The lecturer can use these signals to draw your attention to the important points.

- *I want to stress…….*
- *I want to highlight…….*
- *I'd like to emphasise…….*
- *It's important to remember……*
- *We should bear in mind ……*
- *The crucial point is……..*
- *The essential point is……*
- *The fundamental point is……*

UNIT 3

Section A FUNCTION

Agreeing and Disagreeing

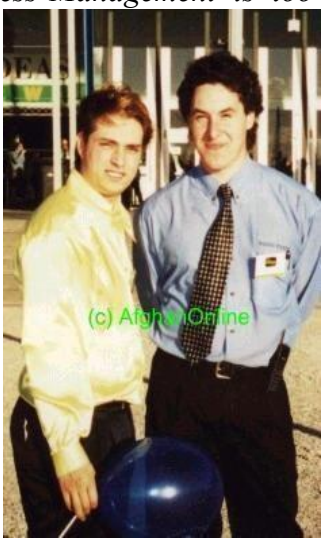
*Whenever we have a conversation or discussion, we spend a lot of time, **agreeing or disagreeing** with the ideas, opinions or arguments of the person or people we are talking to. In this section we will learn some of the ways of **agreeing and disagreeing in English**.*

*Two friends, Kashif and Basim are discussing about one of their courses at college. Listen to their conversation and notice how they **agree** with each other.*

Recorded Text 13

Kashif: *Our course on Business Management is too theoretical. It should be more practical. Don't you think so?*

Basim: *I couldn't agree with you more. I'm just doing the course to get my degree. I don't think that it's going to help me in practical life after I leave college.*



K: *Exactly. And I can't understand most of the theories that are discussed. I just learn my notes by heart.*

B: *So do I. We should complain to the head of the department.*

K: *I think you're right. I suggest that we see him as soon as possible and request him to add some practical aspect in it.*

B: *I agree, but don't you think that we should also talk to other class fellows and ask their opinion as what they think about the course?*

K: *Good idea. Let's ask them tomorrow.*

B: *Absolutely.*

You must have noticed as how Kashif and Basim agree with each other in the dialogue. There are many ways of ***expressing agreement*** *in English, such as:*

- *I agree with you*
- *yes I quite agree*
- *I absolutely agree*
- *I couldn't agree with you more*
- *You are right*
- *You are quite right*
- *You are absolutely correct*

Exercise A1 *Express your* ***agreement*** *about the following issues. Choose different expression each time from the ones given above.*

1 *Buy land to build a house in Islamabad.*
I think you are right. We need to build a house in Islamabad because most of our family members live here.

2 *Get a CNG kit fitted in the car.*
_____.

3 *Plant more trees in the residential area.*
_____.

4 *Administer polio drops to all children in the country.*
_____.

Here is another situation where Amir and Jehangir are talking about cricket. When you listen to their conversation, pay attention to how they are disagreeing with each other.

Recorded Text 15

Interviewer: *Sir, being the DG of the Pakistan Environment Protection Agency what would you like to say about the increasing environment degradation and desertification in the country.*

DG: *Increasing environment degradation in the country! This is an absolutely incorrect statement. But you are quite right that desertification is increasing. Desertification is like a cancer that's spreading around the world. And we in Pakistan are very conscious about this fact and are taking measures to ensure proper steps.*

Interviewer: *Sir it is believed that the Pakistan Environment Protection Agency is doing nothing to safeguard our environment. How would you like to comment on this?*

DG: *Rubbish! These are just rumours. We are doing everything in our power to safeguard our environment.*

Interviewer: *But sir we hardly see any improvement in the environment conditions.*

DG: *Oh come on! You see changes everywhere. You need to have a sharp eye to notice the difference in all these sectors. We have taken steps for environmental planning, measures to curb pollution, preserve ecology, physical planning and human settlements, urban water supply sewerage and drainage.*

Interviewer: *There's one common view about the agency that they have failed in their tree plantation targets? How would you like to comment on this?*

DG: *You must be joking! Who has given you these false ideas? Let me put the facts straight. Tree planting campaigns are launched at the national level during Spring and Monsoon seasons. During tree planting campaigns all the government departments, private organizations and NGOs are involved in planting activities. The achievements made since 1990 are tremendous. Yes there is some truth in the fact that at times the target of forestation is not what we predict.*

Interviewer: *One last question sir and I hope you will agree with me that drought still prevails in some parts of the country.*

DG: *Absolutely. Desertification has become the greatest threat to humanity. We have taken measures to reduce and reverse the effects of drought and other forms of land degradation.*

Exercise A2 *You must have noticed that the DG has used certain expressions that convey* ***strong agreement or disagreement****. Listen to their conversation again and then list all those statements which* ***express strong agreement and strong disagreement.***

Example:

- *This is an absolutely incorrect statement.*
- *You are quite right when you said that desertification is increasing.*

Exercise A3 *Listen to the conversation between two friends Sobia and Hina. Hina is* ***agreeing*** *with everything Sobia says. When you listen to the conversation notice the long pauses. Try and construct your own responses or* ***expressions of agreement****. Think how Hina would* ***agree*** *with Sobia's statements. Then continue listening to the conversation and notice how both friends are* ***agreeing*** *with each other.*

Recorded Text 16

Sobia: *Isn't it fun to watch TV these days……so many channels and such a variety of interesting programmes.*

Hina: *……(Pause)Yes you are absolutely right. I also like to watch TV these days……so many interesting programmes!*

Sobia: *You must have noticed the topics in discussion programmes and talk shows; they are now discussing all kinds of topics that we never ever imagined will be discussed so openly and publicly.*

Hina: *……(Pause)Yes I couldn't agree with you more.*
I think it is a good move because people should know the realities of life and how to handle them. These programmes are quite educative also.

Section B STRUCTURE

The Simple Past Tense

*We use **past tense** to tell about something that happened at a specific time in the past. The **simple past tense** is one of the most common tenses in English. When you talk about an event that happened in the past, it is very natural to tell your listeners or readers when it happened. Past tense is usually formed by adding -ED to the verb. Let us learn some basic rules about how to form the past tense.*

Simple Past
VERB+ed

Now let us learn where and when we can use the past tense:

USE 1 Completed Action in the Past

Use the simple past to express the idea that an action started and finished at a specific time in the past.

Examples:

- *I **saw** a movie yesterday*
- *Last year, I **traveled** to Japan*
- *He **washed** her car*

USE 2 A Series of Completed Actions

We use the simple past to list a series of completed actions in the past. These actions happen in a sequence, such as first, second, third, finally...
Examples:

- *First I **finished** work, then **walked** to the market, and **finally** reached home*
- *I **arrived** from the airport at 8:00, secondly **checked** into the hotel at 9:00, and **met** the other colleagues at 10:00*

USE 3 Single Duration

The simple past can be used with a duration which starts and stops in the past. A duration is a long action often used with expressions like 'for two years', 'for five minutes', 'all day' or 'all year'.
Examples:

- *I **lived** in Gilgit for two years*
- *Samina **studied** Arabic for five years*
- *They **sat** at the beach all day*
- *We **talked** on the phone for thirty minutes*
- *We **waited** for them for one hour*

USE 4 Habit in the Past

The simple past can also be used to describe a habit which stopped in the past. It can have the same meaning as 'used to'. To make it clear that we are talking about a habit we often use expressions such as 'always', 'often', 'usually', 'never'.
Examples:

- *I **studied** French when I was a child*
- *He usually **played** the violin*
- *He often **performed** as the theater artist after work*
- *They never **went** to school, they always **skipped***

Forming the simple past tense

With most verbs, the simple past is created simply by adding –ED and these are called 'regular verbs'. However, with some verbs, you need to add -ES or change the ending a little. Here are the rules:

Verb ending in...	*How to make the simple past*	*Examples*
E	*Add –D*	*live - lived date - dated*
Consonant + y	*Change y to i, then add – ED*	*try-tried cry - cried*
One vowel + one consonant (but NOT w or y)	*Double the consonant, then add –ED*	*tap - tapped commit - committed*
[anything else]	*Add –ED*	*boil - boiled fill - filled hand - handed*

Although many verbs in English form their past tense with -ED, some do not. These are called ***irregular verbs.*** *The three most important irregular verbs are BE, HAVE, and DO. BE is the most difficult, because its forms are different depending on the subject:*

Verb BE

Pronoun	***Verb BE***
I	*was*
You	*were*
He / she / it	*was*
We	*were*
They	*were*

HAVE and DO

Base form	***Past Tense***
have	*had*
do	*did*

Other irregular verbs fall into three main categories

Category	***Examples***
Verbs which don't change	*cut - cut* *hit - hit fit – fit*
Verbs which change their vowel	*get - got* *sit - sat drink - drank*
Verbs which change completely	*catch - caught* *bring - brought* *teach - taught*

Exercise B1 *Here is an easy exercise that will help you* ***choose the correct simple past tense verb*** *from the verbs given in the box.*

Saw work studied visited taught bought fought read invited worked

1 *I was _____to the birth day party of my niece.*
2 *My brother _____a new motorcycle last week.*
3 *Amina recently _____her old teacher after years.*
4 *Junaid and Laila _____the report.*
5 *I _____a beautiful ready to wear dress at the shop.*
6 *The friends are not talking these days because they have recently _____with each other.*
7 *Mahmood _____part time to make some money.*
8 *My elder sister for years at a college.*
9 *My children really _____hard for theior exams.*

10 *I _____my friend after ten years.*

Exercise B2 *Here is an exercise that will give you practice in forming* ***the simple past tense of regular verbs.***

*My grandfather had a very exciting life. When he was young, he _____**live)** on a farm in the country. His parents _____**(raise)** cattle, and he _____ **(look)** after the cows. When he was eighteen,he went to university, where he _____**(study)** **Philosophy. He also** __(play) the piano in a popular band. He_____ **(try)**to join the Air Force, but he_____ **(end)**up in the Navy. In the Arabian Ocean, during the war, a torpedo_____ **(rip)** a hole in the side of his ship, and the ship _____ **(destroy).** Only five men _____ **(escape).** They _____ **(sail)** in a lifeboat back to the shore.*

A young boy Bilal is asking his Grandfather a lot of questions. Read the conversation between them and notice that ***some expressions are in the present perfect tense and some are in the simple past tense****.*

Bilal: Grandfather, have you ever seen a lion?
Grandfather: Yes I have.
B: When did you see a lion?
GF: When I was in Africa.
B: Grandfather, have you ever been to England?
G: Yes I have.
B: When did you go to England?
G In 1960.

Exercise B3 *Now read another dialogue between Bilal and his Grandfather. Bilal is asking his Grandfather questions about his journey to Nanga Parbat. Read it carefully and then pick out all the* ***expressions that are in present perfect tense and in simple past tense*** *and write them down separately.*

Bilal: Now grandfather tell me about your journey to Nanga Parbat. When did you go there and what did you do there?
Grandfather: Well…I went on an expedition to Nanga Parbat in 1962. I have never been there before so I was very excited.
Bilal: Was it scary, were you frightened?

Grandfather: *Of course not! I wasn't frightened at all but yes I was too eager to be a part of the team of adventure seeking climbers. It has remained one of the most memorable journeys that I had ever taken.*

Bilal: *How many people were there in the group?*

Grandfather: *Six. But two left the group half way up and I was the only one who was given the medal by the government.*

Recorded Text 18

Salman: *I'm fed up. I want to leave college and get a job.*

Mother: *You know Salman, you really are unfair. Your father and I've done everything for you. We've brought you up well. We've spent as much time as we could with you. We've sent you to the best schools. We've given you everything you wanted.*

S: *I know that but.....*

M: *We haven't had a holiday for years. We haven't been able to buy a car. Everything has gone towards your education.*

S: *I know that and that's why I want to leave school and start earning some money.*

M: *What money? As a road sweeper or petrol pump attendant! When you've finished your education, you'll earn ten times more than you can now.*

S: *Look at Mr Malik. He hasn't read a book in his life and he's a millionaire.*

M: *He's also a big crook! He has earned these millions through cheating people.*

Salman did not listen to his mother's advice. He left college and started work. One year later, his mother complains to her husband. She says:

- *I don't understand that boy. We **did** everything for him. We **brought** him up well.....*

Notice that she now uses the simple past tense and not the present perfect. Why? Because she is now talking about a particular time in the past when Salman was living at home.

Exercise B4 *Read what Salman's Mother has said earlier. Now rewrite what she has said using the **simple Past tense**.*

'Your father and I have done everything for you. We've brought you up well. We've spent as much time as we could with you. We've sent you to the best schools. We've given you everything you wanted. We haven't had a holiday for years. Everything has gone towards your education'.

Section C READING

Predicting the Content of a Book

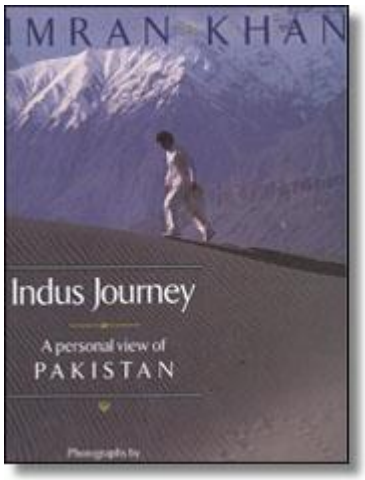
When we read, we usually read for a particular purpose. For instance, we read the front page of a newspaper to find out what the latest news is; we read a train time-table to find out when trains leave and arrive, we read a telephone directory to find out someone's telephone number.

What about books? We read books for different purposes. We read a novel for enjoyment; we read a travel book either for enjoyment or to find out about a country we want to visit; we read a textbook to learn the subject we are studying, and so on. When we go to a bookshop to buy a book and when we select one, how do we know that it will be interesting and serve our purpose? How do we know that it will satisfy or answer our requirements? We do not have to read the whole book to find out what it is about. We can get a good idea about the book when we read its:

- *Title*
- *The publisher's description about the book*
- *The foreword or preface*
- *The contents page*
- *The index*
- *The review (what critics have written about the book in newspapers or magazines or sometimes these reviews are printed on the jacket of the book*

Exercise C1 *Let us first of all look at the front and back cover of a book. The title, of course, is on the front cover and the publisher's description is on the back cover. What do these tell you about the book? Here are some statements about the book.* ***PREDICT*** *what do you think the boot is about? What does it contain?* ***At the end of the each statement, write R for the statement that you think may be right; W for wrong, P for perhaps****.*

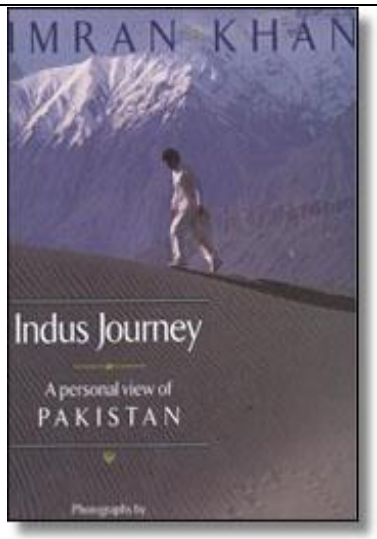
FRONT COVER
Indus Journey Author: Imran Khan
Publisher: Chatto and Windus



1 *The book is about travelling to Pakistan on foot.*
2 *The book is about Imran Khan's life style.*
3 *The book is about mountains.*
4 *The book is about tourists sights in Pakistan.*
5 *The book is about the author's trip in the whole country.*
6 *This book is Imran Khan's autobiography.*

Now read the ***back cover*** *of the book which has a brief description written by the publisher.*

BACK COVER



Indus Journey is a splendid personal view of Pakistan seen through the eyes of one of its most illustrious countrymen. Imran Khan in this book introduces foreign visitors, as well as fellow countrymen to the geographical, cultural and chronological changes that Pakistan undergoes while travelling from North to South. It gives readers an idea of the diversified cultures that Pakistan is made up of and an outline of the subtle changes in lifestyles as this journey progresses via the river Indus along the entire length of the country. Imran's keen observations vividly portrayed by the superb photography of Mike Goldwater are sure to captivate the minds of the readers. This handsomely bound volume has almost a 100 colour photographs.

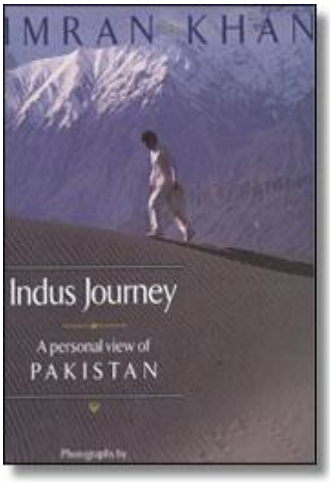
Exercise C2 *After reading the brief description given on the back cover, what do you think it tells us about the book? Here are some statements. Do you agree or disagree with them? At the need of each statement* ***write A if you agree and DA for disagree and MB for may be.***

1 *This book was written only for foreign visitors.*
2 *This book discusses the varied cultures of Pakistan.*
3 *This book is a travel information booklet.*
3 *This book is well illustrated.*
4 *This book is the result of a personal experience of the author.*

Exercise C3 *Now Read the* ***contents page*** *of the same book. Use the contents page to answer the following questions.* ***Put Yes or No against each question****.*

Contents

Introduction	1
PART 1 Sindh	27
PART 2 The Punjab	57
PART 3 The North-West Frontier	109
Acknowledgements	142
Index	143



1 *I want to learn how to travel to different provinces in Pakistan. Will this book help me?*
2 *I want to learn how to make my own travel plans for visiting Pakistan. Will this book help me?*
3 *I would like to learn how to paint village scenes. Will this book help me?*
4 *I want to learn the different languages spoken in Pakistan. Will this book help me?*
5 *I want to learn about Imran Khan's life. Will this book help me?*

Section D WRITING

Letter of Apology

Each of us has, at one time or another, said or done something that we wish we hadn't said or done. Rather than worry about the mistake we should take quick action to remedy the problem and then get on with life. An effective letter of apology is an important part of that process. In this section we shall look at how a ***letter of apology*** *is written.*

When do we need to apologise and for what reasons? When we feel bad about what we said or did, we say 'I'm sorry'. But when we write an apology letter we need to write it with elegance and grace. Writing an apology letter takes a lot of hard thinking about yours and other's feelings. When you want to apologize to someone you want to make sure that you say and write the right words to satisfy that person's emotions. When writing this type of letter, it is very important that you prove to another person that every word you say comes from your heart and is really meant to be accepted. In other words, you really mean what you say. The next thing that needs to be acknowledged is not only what the problem is but how to solve it. Let the reader know that you were wrong and that you are sorry.

Here are a few important suggestions to help you write a good letter of apology:

- ***TIMING.*** *Write the apology letter as soon as possible*
- ***ACTIONS.*** *Rather than focusing on the damage you have caused, write about things you will do to improve the situation*
- ***BRIEF.*** *Keep your apology letter short and to the point*
- ***SINCERITY.*** *No one wants to read overly dramatic language so choose your words carefully and express yourself clearly and simply*
- ***TONE.*** *Your apology letter should be considerate and respectful. Remember, you are trying to rebuild a damaged relationship*

Why an apology letter is so important:

- *Writing an* ***apology letter*** *shortly after the doing something wrong can usually help save a relationship before a wound becomes a scar and the damage becomes irreparable*
- *You can usually find forgiveness and understanding if you acknowledge what you did wrong and express sincere regret in your apology letter*
- *You can help to rebuild your credibility in your apology letter if you promise not to repeat the wrongdoing*
- *You can use your apology letter to assure the injured party that you truly value the friendship and do not want to lose it*
- *You may find that if you apologize and accept responsibility for what you did, the injured party may also accept some responsibility for the problem and apologize to you in return*

Tips for writing a personal apology letter:

- *Write handwritten apology letter if it is informal and personal*
- *Express your apology in the beginning of your letter: 'I am so sorry' or 'I want to apologize'*
- *State exactly what you did wrong early in the apology letter: 'I shouldn't have lost my temper when 'or 'I have looked all over, but I'm afraid I have lost your earrings'*
- *Accept responsibility for what you did and don't blame the other person: 'I accept full responsibility for what happened' or 'I know this was completely my fault'*
- *Promise in your apology letter not to repeat your unpleasant action and ask the injured party to give you an opportunity to prove this*
- *Suggest that the two of you should meet so that you can apologize in person and begin to rebuild your relationship*

We can apologize in a number of ways. For example:

- *Sorry*
- *I'm sorry*
- *I really am sorry*
- *I'm very sorry*
- *Really sorry*
- *Terribly sorry*
- *Awfully sorry*

Let us look at two types of apology letters:

1. *An informal letter of apology for hurt feelings*
2. *A formal letter of apology for missing an appointment*

1 ***Apologize for hurt feelings:***

Write letter of apology if you have hurt someone's feelings as soon as possible after the incident. Assume that your reader has good reasons for the hurt feelings. Often, it is best to apologize in person or with a handwritten note.

Example of an Apology Letter

Dear Raabia,
The past few days I've done a lot of hard thinking about what happened last week between us. I want you to know that I feel extremely sorry for what happened and I take full responsibility of the incident. Everything that I'm about to say is coming from the bottom of my heart. I know that it will be very difficult for you to accept my apology, but I want you to think about our friendship as well.

The main reason I decided to write you this letter is because our friendship is too valuable to lose over a silly argument. I feel that I could have handled the situation in a better way, but you never gave me a chance to speak. I hope this letter will give us both a chance to understand one another better. I admit that I was wrong for telling you that you were dumb, the reason for that is I did not agree with what you were saying, but I could have been less harsh in my criticism. I want you to know that I am very sorry and this is a special letter from me to you saying that I truly value our friendship and swear never to let such unpleasantness happen again. Please write me back and then we should plan to get together to clear the air.
Love,

Zoya

Exercise D1 *Pick out at least three expressions that Zoya has used to*

express her apology.

Example: *I feel extremely sorry.*

Exercise D2 *Read the letter again and then pick out those expressions that point at:*

1 *The incident which triggered the hurt feelings.*
2 *Sincerity in accepting her fault and responsibility for what she did.*
3 *Blaming herself than her friend.*
4 *Promised not to repeat the unpleasant action.*
5 *Suggesting her to make up and rebuild their friendship again.*

Exercise D3 *Now write an* ***informal letter of apology*** *to friend on any one of the following issues. Follow all the suggestions that we have given you above to compose a well worded letter of apology.*

1 *Losing the most precious diamond ring of your friend.*
2 *Refusing to help when your friend needed your help badly.*

2 Apologize for missing an appointment:

Whether you have missed an appointment, or will miss an appointment in the future, a note to the person concerned is a courtesy that will be appreciated. It shows that you do take the relationship seriously. This informal letter of apology can both be informal and formal. If it is formal letter than be concise and polite and choose words and writing style accordingly.

Apologize for a missed deadline as soon as possible after the incident. The tone of your letter should be considerate and respectful because you have probably caused some inconvenience. The letter should focus on actions you will take to make up for the missed deadline. A sincere, well-worded apology followed by positive action can do much to undo any damage to your reputation.

Read this letter that Nabeel has written to his Boss Mr Waqar Hussain. You will notice that it is neither too formal nor too informal.

Section E LISTENING

Listening to News

Why do we listen to news? Because we want to know what's happening in the country and around the world. Listening to news is a habit; a lot of people just cannot miss news broadcasts, whether it is on radio or on TV.

A lot of you people may find understanding news in English difficult. Do you also find it difficult to follow English news bulletins? Why do you find it difficult to understand the English news bulletins? Well may be because the news reader reads fast, may be you do not understand the accent or pronunciation of the news reader, or may be you find that there are many difficult words used that hamper your understanding. In this section we will give you some tips and practice that will help you understand the news in English.

Now listen to the news.

Exercise E1 *Now listen to the* ***sports news. Read*** *the following questions and try and write answers to them as you listen to the sports bulletin.*

1 *Where is the cricket match being played?*
2 *Which two teams are playing?*
3 *Who is leading the match?*
3 *Who took Pakistan to safety?*
4 *How many total runs did the player make to make Pakistan team safe?*
5 *How many fours and how many sixes did the player score?*
6 *Who scored 51 runs?*

Recorded Text 20

News caster:

And now Cricket. At Hamilton, New Zealand were in lead by 104 runs with 10 wickets remaining in the 1st test against Pakistan. Pakistan is already all out for 463 runs. Moin Khan steered Pakistan to safety after scoring 137 runs by hitting 20 fours and 2 sixes. He was L.B.W by Oram. Skipper Inzimam Ul haq scored 51 runs and Abdul Razzaq 48.

Exercise E2 *Weather reports normally come in the end of the news. Listen to this weather update and then fill in the missing word in column 2 that describes the weather of the city.*

Recorded Text 21

News caster:

It's the weather report now. Dry weather is likely to prevail in most part of the country during the next 24 hours. Islamabad will be partly cloudy, Karachi will remain dry but windy, and Lahore is going to be mixed; cloudy with some sunshine. Murree is going to experience a chilly weather, Peshawar will have fog. For Quetta the forecast is that it is going to be freezing, Muzaffarabad frosty, both Multan, and Hyderabad will be dry and Gilgit frosty.

City	***Weather***
Islamabad	
Karachi	
Lahore	
Peshawar	
Quetta	
Muzafarabad	

UNIT 4

Section A FUNCTION

Expressing Possibility and Impossibility

*Something is **possible** and **certain** if it is meaningful. Something that makes no sense and is meaningless is **impossibility or uncertainty.** Read these examples:*

- *I think it is **possible** to have a pay raise in this year's budget*
- *I don't think it is **impossible** to have a pay raise in this year's budget*

Suppose you are sure and certain that you will go straight home from work today and have lunch with your family. But this certainty or possibility can have many impossibilities or uncertainties. Read these examples:

Possibility/ Certainty	***Impossibility/ Uncertainty***
It is possible that I reach home in time for lunch.	*It may not be possible as I may get late due to some office emergency.*
It is quite possible that I face no traffic rush on road and reach home on time.	*It is really not possible to join my family for lunch because there is so much traffic mess on the roads during that time.*

So we can say that sometimes possibilities are coupled with impossibilities too.

You are going to listen to a Pakistani Politician Mr Hussain talking about possible peace plans between India and Pakistan. Listen to what he has to say.

Recorded Text 22 Mr Hussain:

There are many possibilities under consideration that can help solve the long

standing disputes between India and Pakistan. But these options seem impossible to be accepted by various players involved in the peace process.

There are many possible and workable solutions and it is quite possible that we may reach to a consensus on many issues. However, there are some uncertainties too, because it is not possible to convince everybody on each and every issue, because there might be some disagreements. Let me discuss some possibilities and impossibilities involved in this dispute:

Possibility 1: International border

One option or possibility is to turn the line of control between Indian and Pakistani Kashmir into an international border. However, such a plan would be impossible and unacceptable both to Pakistan and to many Kashmiris living on either side of the line of control.

Possibility 2: Let Kashmiris choose

Another possibility would be a plebiscite which would give Kashmiris the choice of either Indian or Pakistani rule. But again this is not possible as some circles would oppose it.

Possibility 3: Independence

A five-phase formula for independence, to be overseen by a UN committee may be quite possible. It can be possible only if representatives from a wide variety of countries may over see a phased withdrawal of troops by both countries. But again within Kashmir, this might not be a possible solution as plebiscite leading to independence would not be welcomed by all.

Possibility 4: Religious segregation

A lot of people have suggested another possibility and that is to redraw the boundaries of Kashmir on religious lines. This would mean that most of the Muslim-dominated areas of Indian Kashmir could go to Pakistan, and the Hindu

dominated areas would remain with India. But even this possibility has serious flaws. I think this is not a possible solution as thousands of people will be uprooted as a result of such a partition. Moreover, it is quite possible that the international community would not support a plan of this sort.

*We can express **possibility and impossibility** in various different ways. For example, we can be very sure and certain, we cannot be really sure and it's like fifty/fifty and at times we are very little sure and we know that it is not possible. So how can we express possibility and impossibility in its various degrees? Read the explanation given below and try to learn the different **degrees of expressing possibility or certainty.***

Degree of certainty: High. Very certain. Use of 'will.

- *Pakistani pop music industry **will** flourish in the coming years.*

Degree of certainty: Somewhat certain. Use of 'might, may, could'.

- *Piracy **might** destroy the music recording industry.*
- *Piracy **could** reduce artists' royalties.*
- *The entertainment industry **may** negotiate a way to safeguard profits and royalties.*

Degree of certainty: Very low. Use of 'might not, 'doubtful, unlikely, uncertain'.

- *Music pirates **might not** pay any heed to warnings.*
- ***It is doubtful** that music piracy will decrease.*
- ***It is unlikely** that the music companies take any action against the music pirates.*

*Students want to know when they should use **maybe** and when they should use **perhaps**. In English both of these words are still very commonly used and have the same meaning. They can be used interchangeably but of the two, **maybe** is very appropriate for more informal contexts and **perhaps** is used in more formal situations. Compare the following:*

- *I can't find it anywhere. **Perhaps / Maybe** you threw it away*
- *How old is Junaid? I don't really know. In his twenties, certainly. Twenty-five, **maybe***

- *There were **perhaps** as many as fifty badly wounded people in the hospital*
- ***Perhaps** I should explain to you how you can write this report*
- *Badshahi Mosque is **perhaps** one of Pakistan's most prominent landmarks*
- *Why don't you join us for the Eid celebrations? Yes, **perhaps/ maybe** I will*
- ***Maybe** you are right! **Perhaps** it would be best if you didn't take leave in this very busy month*

You will be doing a few exercises later in this unit which will help you learn the use of 'will, may, might, could, etc.

What is Utopia? Dream or Reality? Is Utopia Possible?

Utopia is generally defined as a place of perfection. Utopia means: Everlasting life
All good and no evil
All real and unreal needs and desires are fulfilled without any effort A perfect balance between the individual and society
Complete knowledge
To sum it up .....A Utopia is a perfect place where nothing bad happens.

***Exercise A1** Do you think it is possible to have all the above five wishes come true in our lives? Don't you think it is not really possible! Write about your wishes and dreams. **Write two possible wishes** that you think will perhaps come true and two that you think*
***might not be possible** to happen. Follow the examples.*

- *I may get married this year*
- *I might not get promotion this year*

Sana and her friend Sofia are very sensitive girls. They feel very strongly about issues that concern us and our country. Listen to how they are expressing their views about measures that our government can take to improve the living standard of the people.

Section B STRUCTURE Modal Verbs

*In this section you will learn about **Modal Verbs**. What are modal verbs? Modal verbs are special verbs which behave very differently from normal verbs. **Modal verbs are also used to express certainty, probability, possibility or impossibility.***

CAN	***COULD***	***MAY***	***MIGHT***	***WILL***	***WOULD***
SHALL	***SHOULD***	***OUGHT TO***	***MUST***		

When do we use modals?

a. *To talk about someone's ability or inability to do something Examples:*

- *We can find your house without any problem*
- *He can't have a new job without a proper degree*

b. *To talk about an action that is necessary Examples:*

- *You must always have your driver's licence when you are driving your car*
- *You needn't carry a lot of money with you in the bazar*

c. *To talk about a situation that is possible or impossible Examples:*

- *Be careful with that glass, you might cut your finger*
- *Don't change your travel plans, you might not get the tickets again*

PRESENT FORM	***PAST FORM***
Can	*could*
May	*might*
Will	*Would*
Shall	*Should*
Must	-
ought to	-
Need	-

The ***most definite degree of possibility*** *can be expressed with:*

- ***will*** *and* ***would***
- ***can*** *and* ***could***

- ***shall*** *and* ***should***
- ***may*** *and* ***might***

Read these examples that will make you understand how to use modal verbs:

Will and would are used to express willingness and possibility:

- *I will wash the dishes*
- *I will do my exercises later if I'm not tired*
- *The meeting will be over soon*
- *The river will overflow after the rain*
- *I hear a whistle. That would be the five o'clock train*
- *My baby would gain enough weight if she eats properly*
- *After work, he would walk to his home*

Can and could are used to express ability, willingness and possibility:

- *He can speak Arabic*
- *I know you can drive so why don't you*
- *We could contact our customer and ask them if we can delay the delivery*
- *I could have been the Champion if I practiced seriously*

May and might are used to seek permission and expressing possibility:

- *May I leave class early?*
- *The pilot may have been injured in the crash*
- *We may go to the party - we haven't quite decided yet*
- *She may be my teacher next semester*
- *She might take biology*
- *He might be at home, but he usually goes jogging on Sunday morning*
- *They may drop by in the evening*

Shall and should are used to express recommendation, obligation, expectation, intention, and possibility:

- *I shall go tomorrow if the weather improves*
- *Rehan shall take a few days off from work to visit his parents in Hyderabad*
- *We should save some money to buy a small house*
- *You really should start eating better*
- *They should be in Peshawar by now*

Exercise B 1 Practice using modal verbs. *Use one of the modal verbs given in*

brackets to fill each gap.

1	*They (can/might)____be away for the weekend but I'm not sure.*
2	*You (may/might)____leave now if you wish.*
3	*(Could/May)_____you open the window a bit, please?*
4	*He (can/could)_____be from Kohat, judging by his accent.*
5	*(May/Can)_____you swim?*

Exercise B2 *Use must, might, may, could or can't plus the correct form of the verb.*

1 *Where is Daniyal? He _____(be) at school. Classes begin at 8.*
2 *She_____(think) that it is a good idea.*
3 *I'm absolutely sure! They _____(arrive) yesterday, I saw their ticket.*
4 *Computer course _____(begin) the fifth of September.*
5 *Are you joking! He _____(go) to London. He doesn't have enough money.*

We have said that modal verbs express a range of meanings that can broadly be defined as expressions of ability, willingness, permission, obligation, necessity, ability, probability and possibility.

Exercise 3 *In each of these three sentences the meaning of the modal auxiliary 'can' is different.* ***Write what meaning the modal verb 'can' is conveying in the following sentences.***

1	*Can* I go now?
	In this question the word 'can' is used to express_____.
2	The seminar *can* be moved to Tuesday.
	In this sentence 'can' is used to express_____.

3 I can speak French.
In this sentence 'can' is used to express_____.

Section C READING

Skimming and Scanning

We read differently in different situations. The technique we choose depends on the purpose for reading. For example, you might be reading for enjoyment, to get information, or to complete a course related task. You need to adjust your reading speed and technique depending on your purpose.

Novels, textbooks, manuals, magazines, newspapers, letters, and web pages are just a few of the things that people read every day. Effective and efficient readers learn to use many styles of reading for different purposes. In this section we will try and give you practice in ***skimming and scanning****.*

Skimming is a fast reading technique that helps us to quickly identify the main ideas of a text. *People often skim when they have lots of material to read in a limited time. When you read the newspaper, you're probably not reading it word-by-word, you are actually skimming and if you like something to read then you read it in detail.* ***Skimming*** *is used to obtain the gist or the overall sense of a piece of text. For example, we skim to get the gist of a page of a textbook to decide whether it is useful and should therefore be read more slowly and in more detail. In the forthcoming exercises we will see that skimming involves running our eye over a passage to find out roughly what the passage is about to get the general gist of the passage.* ***Skimming*** *is a reading technique that can help you to:*

- *read more quickly to obtain the gist of a text i.e. to quickly identify the* ***main ideas*** *in the text*

- *decide if the text is interesting and whether you should read it in more detail*
  There are many strategies that can be used when skimming:
  - *read the first and last paragraphs*
  - *read the headings subheadings, titles, subtitles, and illustrations*
  - *read the dates, names, and places*
  - *look at the illustrations*

Scanning *is a technique you often use when looking up a word in a dictionary. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer.* ***Scanning involves moving your eyes quickly down the page seeking specific words and phrases which you actually need****. When scanning, look for words that are bold faced, italics, or in a different font size, style, or colour.* ***Scanning means looking for a specific piece of information in a text.***

In our daily life we often use the skill of scanning to find, for example, a particular word in a dictionary, a particular number in a telephone directory, the time of arrival or departure of a particular train or an airplane from a time-table, a particular date in a history book. To do this we don't have to read carefully the whole dictionary, telephone directory, time-table and history book each time. We scan the page or pages until our eye discovers the piece of information we are looking for.

Both these techniques skimming and scanning are fast reading skills which can be used on their own or in combination with each other and they help you in:

Gaining an overview of the material (Skimming)

- *Separate relevant from irrelevant material (both skimming and scanning)*
- *Locate specific information (Scanning)*
- *Identify the central theme or idea (Skimming)*

Exercise C1 Skimming for gist. *Read the first sentence of each paragraph in the following text and notice how reading the first sentences of each paragraph gives you a good idea about the meaning of the text. As you read it concentrate on these three questions and see if you find their answers.*

1 *How many qualities of a teacher are discussed?*
2 *What is each quality?*
3 *How the writer does contrast a good teacher with the bad one in the end?*

About 30 per cent of respondents claimed to have made significant use of extensive materials to supplement their understanding of the subject i.e English for academic purposes, especially when writing extensive research assignments or thesis. Only 16 per cent had used video/audio; 2 per cent had experienced field trips and less than 1 per cent had engaged in role-play.

Dr Siddiqui found students and teachers were frequently restricted by the assessment style which remains dominated by exams. These put obstacles in the way of more adventurous teaching and active learning, he said. Just 13 per cent students felt their A-level or FA/FSC course had prepared them very well for work at university. Three-quarters felt it had prepared them fairly well.

One typical comment sums up the research: "At school and college level we were spoon-fed with dictated notes and if we were told to do any background reading (which was rare) we were told exactly which pages to read out of the book".

The research also reveals that the students felt most confident at taking notes from lectures. They were least able to give an oral presentation and there was no great confidence in contributing to seminars, knowing how much to read, using primary sources and searching for texts. Even reading and taking notes from a book were often problematic. Just 6 per cent of the sample said they felt competent at writing essays.

The personal influence of the teacher was paramount. In fact individual teachers were the centre of students' learning. 86 per cent of respondents reported that their teachers had been more influential in their development than the students' own reading and thinking.

No matter how poor the students judged their preparedness for degree- level study, however, there was a fairly widespread optimism that the experience would change them significantly, particularly in terms of their open mindedness and ability to cope with people.

Before arriving at the university, students are so influenced by their school's approach to teaching and learning that they find it difficult to adjust to the University's way of teaching and learning. A new research carried out at by Dr Shahid Siddiqui explains why so many students experience problems making the transition from school to college to university.According to the research, many university teachers claim that the school system is failing to prepare students for university education. School education is seen to be teacher-dominated, which creates a passive dependence and so when students arrive at the universities they cannot shrug off their earlier dependency on teachers. University teachers also claim that inexperienced teachers have a general lack of concern for

students and they are not bothered if students performance is below average.

Dr Siddiqui has devised a questionnaire to test the views of more than 200 first year university students. The students were asked about their experience of how English is taught at the school and college levels. It quickly became clear that teaching methods in both were pretty dull and old fashioned.

Exercise C2 Survey the text in detail. *Read closely the different pages and extracts given below and identify them as which is which. Which of the following are given? Write 'yes' or 'no'.*

Abstract	
Acknowledgments	
Appendices	
About the author	
Blurb	
Date of publication	
Details about author	
Edition	

Foreword	
Index	
List of contents	
List of references	
Place of publication	
Preface	
Publisher	

Section D WRITING

Letters Giving Advice

In units 2 & 3 you have learnt how to write informal letters and letters of apology. In the listening section of unit 3 you have learned how to give advice. In this unit you will learn to ***write letters giving advice****. Advice letters are difficult to write. But you will learn to write them if you follow the guidelines given in this section.*

A letter of advice *can have a powerful effect. An advice written in a letter form becomes a valuable piece because the written word has a motivational power than casual comments or even serious verbal suggestions.* ***Letters of advice*** *can build goodwill and trust. They can be very useful to motivate the reader to achieve a goal, give up a harmful habit, try something new, strive for even greater accomplishments or success, and so forth. While writing letters of advice, use professional words, phrases and sentences. Wording is everything. Tactful, warm, and genuinely written letters of advice help build strong relationships.*

Tips for Writing Advice Letters:

- ***Respond quickly to the request for advice****. Give yourself time to think your answer through carefully, but let the person know that you care about him/her and the situation by sending your reply within a few days of receiving the request*
- *No matter how you may feel personally about the subject you are asked to give advice on or the person who asked for it, keep the tone respectful.* ***In all cases, the tone of this letter should be helpful and congenial***
- ***Be careful of appearing judgmental****. Avoid direct or implied criticism. Avoid comments or expressions of personal opinion*
- ***If you cannot give advice, express your regret.*** *Suggest that someone else would be in a better position to do so. If the topic is a sensitive*

one, consider your approach carefully

- ***Avoid strong language*** *that might discourage your reader*
- *Give advice only on the subject you have been asked about.*

Keep your advice simple and to the point

- *If someone takes your advice,* ***maintain a tone of appreciation without any hint or feelings of superiority***
- *If you are the one seeking advice,* ***look to people you know you can rely on****. They should be worthy of your trust and be willing to keep your request confidential*
- *When someone responds to your request for advice, it is always a good idea to* ***write a thank-you letter or letter of appreciation***

Read this ***letter of advice****. BA Functional English students have received this letter from their tutor who advises them about how tostudy and be successful in this course.*

ALLAMA IQBAL OPEN UNIVERSITY

Department of English Language & Applied Linguistics

Dear Students,

Hello and welcome to the spring semester of Functional English. As your tutor, I believe that I have a wealth of information to share with you and I hope that you may benefit from my knowledge and experience. Although being an AIOU student allows you a great deal of freedom, but with this freedom comes a great deal of responsibility. If you are a self- motivated person, then this class is for you, and success will follow.

The most important aspect of this class is communication with your classmates and with the instructor or tutor in the tutorial meetings and via e-mail. I strongly suggest that you should attend the tutorials because if you have questions about an assignment, or a unit, you can ask your classmates and the tutor to help you. Keep in mind that being an AIOU student, may be a new experience for you but I recommend that keep the communication open with every one in the tutorial sessions as it will help you to build a working relationship with everyone in the class.

In order to be successful in the Functional English course, you'll need to complete all your assignments to the best of your ability by the completion date. It is advisable to either personally hand in or mail each assignment to your tutor in order to get feedback on your work. The comments and suggestions from the tutor will help you perfect your work before.

One of thing that you should know is that I like the assignments turned in on time, and I don't like getting excuses for late work. So, if your assignment is going to be late, I instruct you to please be honest about the reason. Better still; I counsel you to turn your assignments in on time! This goal can be accomplished if you organize your study schedule effectively.

It is equally important to write your assignments yourself. I urge you to do each question yourself, refer to your book and the audio cassette often, and don't be afraid to collect interesting material from several different sources, just be careful that the information you choose is correct and relevant.

Make sure that your question numbers are correct, proper margins on the left and right are given, and have good paragraphing, etc. In my opinion, the use of

correct spelling, grammar, and punctuation are equally important to your success in this course. I suggest that you should combine fun with your studies as it will make your learning experience rewarding.

The following are a few suggestions on how to succeed in this course:

Be prepared *to devote a minimum of 10 hours each week*

Do not *get behind on assignments; keep current*

Don't be afraid *to ask for help*

Use the audio cassette *It's fun and very helpful. The activities on the audio are a nice break from the textbook*

Consider *purchasing a nice dictionary and a grammar book*

Type your assignment on the computer*, because not only are you studying English rules, you are also acquiring computer skills*

Keep in mind this Chinese proverb: 'It's not what you know when you start

but what you learn and put to good use'

Good Luck,

Umar Farooq

Exercise D1 *Mr Umar Farooq gives valuable advice to his students. Write down the* ***advises*** *that Mr Farooq writes to his students.*
Example:

- *I strongly suggest that you should attend the tutorials*

Exercise D2 *Now read the letter once again and identify* ***specific words that indicate the function of advice.***

Example:

- *strongly suggest*

Exercise D3 *Read paragraph 1 of the letter again. You might have noticed that sometimes Mr Umar Farooq is giving advice yet he is not using specific words or terms that indicate that he actually is giving advice.* ***Read the following sentences taken from paragraph 1 and write what is that hidden advice in the sentences. Example:***

1 *I believe that I have a wealth of information to share with you and I hope that you may benefit from my knowledge and experience.*

Mr Farooq is actually advising his students to pay attention to his advice and get maximum benefit from the wealth of knowledge and experience he has.

2 *Although being an AIOU student allows you a great deal of freedom, but with this freedom comes a great deal of responsibility.*

_____

_____

_____.

3 *If you are a self-motivated person, then this course is for you, and success will follow.*

_____

_____

_____.

Section E LISTENING

Giving advice

All of us need advice at some point in our lives. When we are young and growing, our parents always advise us about certain important issues such as how to respect elders, how to behave, eat, talk and dress in public. When we are in school or college, our teachers and our seniors advise us about what subjects to choose, how to prepare for exams, and be academically disciplined etc. When we enter the professional world, we learn and take advice from experienced persons who tell us about rules of professional decorum. All of us need advice and all of us need to learn how to advice people that can help them.

Here is a situation. Dr Hassan has a patient Saeed who is a chronic smoker. Let us listen to the conversation between the two and notice how Dr Hassan advises Saeed to quit smoking.

Recorded Text 25

Dr Hassan: *Now Saeed, I see that you smoke rather heavily. Saeed: Yes, I'm afraid I do smoke too much.*

Dr H: *Well, my advice is stop smoking at once or you will damage your lungs and might end up with a heart disease. Have you ever tried giving up?*

S: *Yes, several times but I just find it too difficult.*

Dr H:	*In that case let me suggest a few things you can do. Firstly, if you smoke strong cigarettes, you should change to milder ones.*
S:	*Okay.*
Dr H:	*You should also consciously try and reduce the number of cigarettes you smoke each day. Don't smoke the whole cigarette. Put out the cigarette after you have smoked half of it. Right?*
S:	*I'll try doctor, although it may be difficult.*
Dr H:	*Also get a nicotine gum from a medical store and whenever you feel an urge to smoke, just start chewing a gum.*

What did the doctor say? Here are the doctor's advices to Saeed. Each sentence is in ***indirect speech.***

- *The doctor* ***advised*** *Saeed to give up smoking*
- *He* ***directed*** *Saeed to change to milder cigarettes*
- *He* ***recommended*** *reducing the number of cigarettes*
- *He* ***counseled*** *him not to smoke the whole cigarette*

Exercise 1 *Now rewrite the following short advices into complete sentences. Use different words of advice as given in bold in the above sentences.*

1 *Stop eating too many sweets.*
2 *Don't drive fast.*
3 *Concentrate on your studies.*
4 *Don't skip your breakfast.*
5 *Take long walks.*

Recorded Text 27

Dr Abdul Hafeez:

In any educational system we cannot avoid examinations. All students must face them. Here are some of the techniques that good students should use in order to succeed.

First, good students should never accept anything in class that they do not understand. They must not be afraid to ask questions. Second, good students ought to know how take good notes. Their notes are brief and to the point. Third, good students need to work steadily throughout the year. They must not leave the work to the last weeks before the exam. They should prepare calmly and thoroughly for each weekly or monthly test.Fourth, good students need to know what exams are and need to gradually work towards achieving high results in their exams. They must get hold of previous exam papers and work through them. Finally, good students must organize their time well. Before examinations they should prepare a realistic revision programme and stick to it.

Exercise E1 *What advice did Dr Hafeez give to students who are getting ready for exams? Follow the example and then write all what Dr Hafeez said in* ***indirect speech.***

Example:

- *He advised his students to ask questions in the class if they did not understand anything.*

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

UNIT 5

Section A FUNCTION

Expressing Certainty and Uncertainty Expressing Obligation

*In this unit you are going to learn how to express **Certainty** and **Uncertainty**. Both these functions are very similar to the functions you have learned in unit 4 about expressing 'Possibility and Impossibility'. This unit will give you further practice.*
*You are going to listen to an interview of the finance minister who is answering questions about the current year's budget. As you listen to his interview notice how he is **expressing certainty** about the success of the government's economic policies.*

Recorded Text 29

Interviewer: *Mr Minister, How would you comment on this year's budget?*

Minister: *Well, of course, I have all the positive comments to make. I will say this with certainty that overall this budget is positive, export oriented and business friendly. I am absolutely sure that this budget has been welcomed by all communities, especially the business community who has termed it as an investor friendly budget. Above all, the most satisfying point is that whatever recommendations we had given have been approved 100%.*

Interviewer: *Can you highlight some of the prominent features of the budget?*

Minister: *It's definitely a people friendly budget that will surely give a boost to the national economy. It's certainly very good from the agriculture point of view, and it is especially good for textile Industry. This year's budget clearly indicates a cut in taxes, an unquestionable record increase in development so I say this with confidence that we will for sure achieve a targeted GDP growth of six to eight percent.*

In the dialogue you must have noticed the following statements that

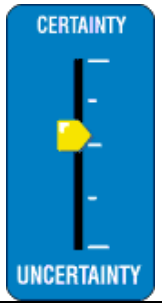
express certainty. *Let us repeat them once again:*

- *Well, of course*
- *I will say this with certainty*
- *I am absolutely sure*
- *It as an absolute success*
- *Have been 100% approved*
- *It's definitely a people friendly budget*
- *Will surely give a boost to the national economy*
- *It 's certainly very good from the agriculture point of view*
- *It is especially good for textile Industry*
- *This year's budget clearly indicates a cut in taxes*
- *An unquestionable record increase in development*
- *I say this with confidence that we will for sure achieve a targeted GDP growth of six to eight percent*

We can ***express certainty in different ways***.

- *It is* ***definitely*** *going to rain. We are saying this with utmost surety and without doubt.*
  But if we say:
- *It* ***might*** *rain. We are mixing both certainty and uncertainty or doubt.*

Let us review the ***different degrees of certainty.*** *Read this table carefully and notice how we can* ***express certainty*** *with different shades.*

Certainty 100%	▪ *It's definitely going to rain*
	▪ *Look! It's going to rain!*
	▪ *It'll surely rain this afternoon*
	▪ *I think it'll rain*
	▪ *I don't think it'll rain*
	▪ *It 'll probably / may / might rain*
	▪ *It probably won't / may / might rain*
Doubt 0%	▪ *It definitely won't rain*

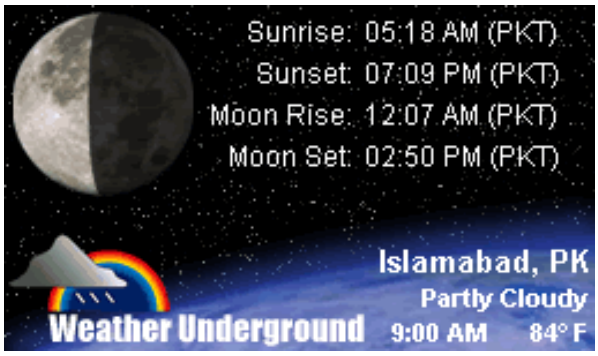
Exercise A1 *Read the sentences below and then decide* ***what degree of certainty is expressed***. *Consult the above chart.*

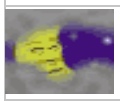
Example:

1 *It will **probably** never be known, when he began writing poetry.* ***(Strong certainty)***
2 *The answer **almost certainly** lay in your written statement.*
3 *He has **presumably** written this book when he was in jail as a prisoner of war.*
4 *There is **perhaps** a need to reelect the members of the board.*
5 *It is **possible** that my grandfather will come to stay with us.*
6 *She is **definitely** going abroad to study.*
7 *They **certainly** don't need to migrate to America.*
8 *The arrival of the flight is **likely** to be delayed.*
9 *They are **undoubtedly** going to get married this summer.*
10 *There is a **possible** increase in the salary.*

A lot of people are interested to know the weather forecast and they read the daily weather updates in the news papers and listen to weather announcements on radio and TV.

What is the weather in Islamabad?



Updated: 5:00 AM PKT on July 29, 2006	
	Saturday. *Thunderstorm.*
	***Saturday.*** *Scattered Clouds.*
	Sunday. *Thunderstorm.*
	Monday. *Thunderstorm.*
	Tuesday. *Scattered Clouds.*
	Wednesday. *Partially Cloudy.*

*Now let's try and understand what we mean by the term '**Obligation'** and how we can **express obligation**.*

Ob- li- ga- ·tion – NOUN means:

- *The act of binding oneself by a social, legal, or moral tie.*
- *A social, legal, or moral requirement, such as a duty, contract, or promise that compels one to follow or avoid a particular course of action.*
- *A course of action imposed by society, law, or conscience by which one is bound or restricted.*
- *An act or course of action that is demanded of one, as by position, custom, law, or religion.*

Some similar words that mean the same as the word 'obligation' are:
commitment, duty, need, responsibility, liability.
*You are going to listen to Dr Hafeez's lecture in which he is telling us about the **'responsibilities or obligations of a good citizen'**. Since it is a longer lecture you have to listen to it carefully and perhaps more than once. Listen to what he has to say.*

Exercise A2 *After reading the above paragraph can you write what are **the two main responsibilities of education?***

1 _____.
2 _____.

We all share the responsibility for building and constantly improving our education system no matter what our differences are, no matter what unexpected turns our society may take. If we are going to make education work for everyone, then we need to work together and working together involves defining clear roles and setting out responsibilities. Education profoundly touches the life of every child and helps shape every citizen. What we teach should reflect what we value and what we believe in. The school is the heart of the community, children learn there. It's only natural that, we need to strengthen our school education.

Exercise A3 *After reading paragraph given above, what do you think are* ***our own responsibilities to promote education?***

Section B STRUCTURE

Active and Passive Voice

Active Voice: *In active voice sentences:*

- *The subject performs the action or the subject is the main actor.*
- *Active voice has a verb with a direct object.*
- *The pattern is subject-verb-object.*

Read these sentences and notice ***who the actor is in each:***

- ***The dog*** *bit the boy.*
- ***Ayesha*** *will give a presentation on her research project at the seminar.*
- ***Scientists*** *have carried out experiments.*

Passive Voice: *In passive voice sentences:*

- *The subject or the actor becomes secondary and the emphasis is on the action. Therefore, the focus of the sentence is on the object rather than the subject.*
- *A passive voice verb consists of a form of the verb 'be' plus a past participle.*
- *Often passive voice sentences will contain a* ***'by' phrase*** *indicting who or what performed the action.*

Read the same sentences and notice how ***the focus changes from the actor to the action:***

- *The boy* ***was bitten by the dog.***
- *Research presentation will* ***be given by Ayesha at the seminar****.*
- ***Experiments*** *have been carried out by scientists.*

Read these sentences to make you understand ***the construction of both the active and passive voice:***

Active	***Passive***
The presiding officer *vetoed* the committee's recommendation.	The committee's recommendation *was vetoed* by the presiding officer.
The leaders *are seeking* a fair resolution to the crisis.	A fair resolution to the crisis *is being sought*. (by the leaders)
Scientists *have discovered* traces of ice on the surface of Mars.	Traces of ice *have been discovered* on the surface of Mars. (by scientists)
Action on the bill *is being considered* by the committee.	The committee *is considering* action on the bill.
Most of the class *is reading* the book.	The book *is being read* by most of the class.
The researchers *will publish* their results in the next issue of the journal.	by ? Results *will be published* in the next issue of the journal.

While ***active voice*** *helps to create clear and direct sentences, sometimes writers find that using an indirect expression is effective in some situations, so they choose passive voice. The* ***passive voice*** *is effective in those circumstances when the writer wants to highlight the action rather than the agent performing the action. So there are sometimes good reasons to use the passive voice.*

Use passive voice . . .	*Example*
To emphasize the action rather than the actor	*After long debate, the proposal was endorsed by the planning committee.*
To be tactful by not naming the actor	*The procedures were somehow misinterpreted.*
To describe a condition in which the actor is unknown or unimportant	*Every year, thousands of people are diagnosed as having cancer.*
To create an authoritative tone	*Visitors are not allowed after 9:00 p.m.*

Which voice to use?

Active voice is best suitable in informal, personal, and non-scientific writing situations. *Sentences in active voice are generally clearer, shorter and more direct than those in passive voice. Sentences in active voice are also more concise than those in passive voice because fewer words are required to express action in active voice than in passive.* ***The passive voice robs your work of energy and aliveness, and blurs your reader's sense of who is doing what.*** *Avoid it. Writing in the active voice rather than the passive voice gives your writing more life and more clarity. Try and use the active voice in most situations and you will notice that your writing will stand out, appear more energetic than if you had used passive voice.* ***Good writers prefer active voice because they want information to flow in a clear and direct manner for the readers.*** *Readers prefer reading materials written in active voice rather than in passive voice. Sometimes the overuse of passive voice can make your essay or prose seem flat and uninteresting. However, in scientific writing, passive voice is more readily accepted.* ***Thus at times using passive voice helps create an objective, fact- based discourse****. Even in scientific writing, overuse of passive voice means long and complicated sentences that can cause readers to lose interest or become confused.*

Exercise B1 *Read all the rules and explanation that we have given you above carefully and then change the sentences given below to* ***passive voice****.*

1 *Children cannot open these bottles easily.*
2 *The government built a road right outside their front door.*
3 *Mr. Butt broke the antique vase as he walked through the store.*
4 *The construction workers are making street repairs all month long.*

5 *The party will celebrate his retirement.*
6 *His professors were discussing his oral exam right in front of him.*
7 *My son ate all the homemade biscuits.*

Section C READING

Functions in the Text

Every text that we read has a main aim, purpose or a particular function or use. Writers use special kind of words and writing styles to convey their message and once we as readers recognise these signals or words writers use we are able to understand the text better. Diferent texts serve different purposes, for example:

- *An **advertisement** serves the purpose of introducing a product and selling it.*
- *A **travel brochure** gives information about travel destinations and wants to attract people to visit these sights.*
- *A **dictionary** too has its own use and helps readers know word meaning, pronunciation and grammatical use of words.*

*So we can say the there are various kinds of **reading texts and we read different texts with different purposes**. You might have noticed that some reading texts give us information, some give readers advice, and instructions; some reading texts convey complaint and suggestions.*
*In this section we will try and understand one particular function that we find in texts and this function is 'i**nstruction'**.*

*Let us talk about **instructive texts**. Where can you find instructive texts? Normally we read instructions in recipes or 'Do It Yourself' manuals they are usually written using the **imperative**. **The imperative is formed by using the verb without 'to' or any noun or pronoun in front of it.** For example:*

- *You need to turn left*
- *Turn left (imperative)*

*Here are some examples of **instructions that have the imperative**:*

Sentence		***Imperative***
You should not smoke here	=	*Don't smoke here*
You must fix this with glue	=	*Fix this with glue*
You must not run	=	*Don't run*
You will need 300g of flour	=	*Take 300g of flour*

Recipes are kind of ***instructive*** *texts. Here is a recipe. Read it and notice how instructions are given in '****imperative****' and then a paragraph written in a normal style.*

CHICKEN TIKKA

Ingredients

1 kg chicken breast
pieces and drumsticks
2 tbsps fresh lime juice
1 clove garlic, crushed
1 tsp ginger, chopped
1 tsp red Kashmiri chilli powder
1 tsp chilli powder
1 tsp black pepper powder
2 tbsps vegetable oil
1 1/2 tsp salt

Method

Put all the ingredients in a bowl, mix well, make small cuts in the chicken pieces, add chicken to the marinade, mix well so that the chicken gets properly coated with it, cover and leave in a cool place or refrigerator for six hours, thread the chicken pieces onto skewers and cook over heated charcoal for 10 to 15 minutes.

Now read the recipe written in a paragraph form:

First of all put all the ingredients in a bowl and mix well. The next thing you do is to make small cuts in the chicken pieces and once you've done that, add chicken to the marinade mix well so that the chicken gets properly coated with it. When you finish doing that, cover and leave the chicken in a cool place or refrigerator for six hours. Finally thread the chicken pieces onto skewers and cook over heated charcoal for 10 to 15 minutes

Exercise C1 *Now read another* ***instructive text****. After reading it, write the instructions in* ***'imperative' form.***

A Word of Advice

For those of you about to take Advanced English Essay Writing, I will give you a word of advice: No matter how tedious or boring it may seem, just sit down and start writing your rough drafts. Try to write about something that you like, or the 500-word requirement will cause you nightmares. If you are writing your essays on computer, save them in a special folder.

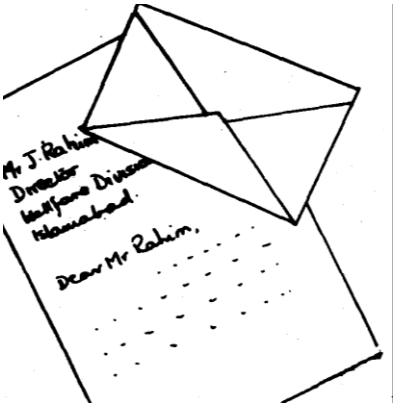
Whenever Mr. Umar hands back your essay, be sure to follow and incorporate his suggestions and revise. Last but not least, don't fall behind the schedule, try and hand everything in time.

If you are smart, you will take into account my advice. If by any chance you have forgotten it, I will repeat it once more. First, just do the essays. Second, save the essays in a special folder. Third, don't fall behind on the schedule. Follow them and you will do just fine. If you follow this advice I can guarantee you a good grade.

Section D WRITING

Writing Formal Letters: Job Applications

*You have learnt about how to write 'informal letters' in the previous units. In this unit you will learn about '**formal letters'**. **Formal letters** have a variety of purposes, such as applying for a job, confirming business deals, complaining about inadequate goods or services, or soliciting new customers for your business, etc. However, all of these letters have a common goal—to get the results you want from someone you may or may not know personally. Probably the most important formal letters you will be writing will be a **job application**, and this section will provide you with details for **writing formal letters, with a focus on writing job applications.***



Your job application letter should be properly composed and styled so that you can make a good impression. No employer wants to hire people who can't communicate effectively. With that in mind, we will give you some valuable guidelines and tips on making your letter look and sound professional.

Exercises D1 *Read the following statements and check your understanding. Decide if they are true or false:*

How much do you know about writing formal letters?

1 *When the letter starts with 'Dear sir' we end it with 'Yours sincerely'.*
2 *You can end a letter to someone you know with 'Best wishes'.*
3 *The first paragraph of the letter should explain your reason for writing.*
4 *You should leave a space between each paragraph.*
5 *If you are writing a formal letter, it is not a good idea to use contractions.*
6 *When you are writing an application for a job, it is a good idea to say what a wonderful person you are. For example, 'I am intelligent, honest and hardworking'.*

Here are some tips for ***formal letter writing****:*

- *Be polite, even if you are writing a complaint*
- *Be brief and to the point*
- *Use formal and accurate language and check your letter for errors*
- *Tell what your letter is about in the first paragraph*
- *Be honest*
- *Be clear and specific*
- *Be positive*

Writing an effective job application letter:

At some point in your life, you're going to need a job. To get the kind of job your education is preparing you for, you'll need to apply. You therefore need to write a proper ***job application*** *and a* ***résumé****. The better your write your job application letter and resume, the better your chances of getting a call for* ***job interview****. The interview is where you actually get the job. So in Section E listening you will get some guidelines about how to prepare for a job interview.*

Writing an effective job application letter is an important skill. *In this brief overview we will examine the five main steps in creating an effective formal letter. Before you can start putting together your job application, you need to analyze the job description and understand your own skills and needs. Only then can you create documents, your job application letter and your resume.*
The following elements will constitute the ***layout of a formal letter****:*

1 *Letterhead*
2 *Name and address*
3 *Date*
4 *Reference*
5 *Salutation*
6 *Subject*

7 *Main message*
8 *Signature*
9 *Enclosures*

1 ***Letterhead:*** *This will include your company's name, address, telephone number, fax number and email address.*
2 ***Name and address:*** *Always include the recipient's name and address and a job title if appropriate. Double check that you have the correct spellings.*
3 ***Date:*** *Always date your letters. Never abbreviate January to Jan.*
4 ***Reference:*** *This is optional. Adding a 'REF' is a good idea if you have a large volume of correspondence and you want to refer to the earlier ones but these days modern word processors made this an easy task to keep records.*
5 ***Salutations:*** *The type of salutation depends on your relationship with the recipient. Common salutations are 'Dear sir/madam'.*
6 ***Subject:*** *Again this is optional, but its inclusion can help the recipient understand the aim or theme of your letter. It should be placed one line below the greeting.*
7 ***Main message or body:*** *This will contain either one or more paragraphs, each paragraph dealing with one point only.*
8 ***Signature:*** *Your signature should follow above the typed version of your name and your job title.*
9 ***Enclosures:*** *If you include other material in the letter, put 'Enclosure', 'Enc', or ' Encs ', as appropriate, and is written two lines below the last entry.*

Here is a sample formal job application letter:

Your address, notice no commas. You can include your name if you wish	*15 Askari Apartments Lahore PAKISTAN*
2 spaces the date	*13 November 2005*
3 spaces The person you are writing to and their title. Make every effort to find out the person's name and position. If you phone the company, check the spelling with the receptionist. Company name and address	*Mr Hasnain Zaidi Eastern Community Services 104 Ghalib Road Gulberg Lahore PAKISTAN*
Salutation, notice the punctuation	*Dear Mr Zaidi:*

Paragraph 1 - state the position and make it stand out. State where you saw the advertisement.	*I wish to apply for the position of **Software Assistant** as advertised in The Dawn, Saturday 10th November 2005.*
Paragraph 2 – schooling. Try and link it what the position calls for.	*I have almost completed my B TECh studies, and expect good results in each of the subjects. These subjects are English, Information Technology, General Maths, and Legal Studies. My favourite subject has been information Technology, and I am keen to work with organizations that provide further training in this area.*
Paragraph 3 – why you are applying for this job	*I have done internships with Mobilink and Askari Bank (see attached Resume for full details. My supervisors (see attached references) have confirmed my suitability for this type of work.*
Paragraph 4 – why you choose this employer. Do some research so you can refer to specific things.	• *I am pleased to say that your institution has been upgraded and expanded recently, and offer an excellent working environment. I feel satisfied that my skills and commitment will match the high quality information technology services you provide.*
Paragraph 5 – closing statement, mention that your resume is enclosed and you are available for an interview.	*My resume is attached, and I am available for interview at any time. My contact details are:*
Provide all contact details, and let them decide which one they will use.	*Telephone: 042- 5595124* *Mobile: 0300- 438 9513* *Email: sabaraza@hotmail.com. Or by post at the above address.*
3 spaces *Only use 'yours faithfully' when you have not used the person's name in the salutation. Give* *5 spaces, notice the punctuation*	*Yours sincerely,*
Sign your name here	*Saba Raza*

Style of a formal letter. *There are two main formats: block, and indented. The block format has all entries at the left -hand margin. The indented format*

indents each paragraph by five or six spaces.

Exercise D2 *Read the following advertisements and* ***apply for the job****. Follow all the tips and guidelines that we have given you and write an effective job application letter.*

JACK & JILL HIGH SCHOOL

9 FEDERAL B AREA

KARACHI

A well reputed school requires English, Computer and Science Teacher Preferably Masters with at least 5 years of teaching experience for classes up to Matric. Interviews from 27 July from 9am to 12. Contact 4976075 for 'walk in interviews' OR APPLY IN WRITING TO THE 'PRINCIPAL' at the above address.

WE are looking for a Project Manager, who understands and has experience in the communication/IT industry, dealing with product development (packaging and website development). One year experience of business work in telecommunications industry required. Must have excellent communication skills in English), strong competitive drive to succeed, and must be a good team player. Experience in telecommunication terminology, protocols, and network equipment is desirable. Send your application and CVs to Asfandyar Khan, Sarhad Rural Development Agency, Abdara Road, PESAHAWAR, Ph: 091-842226 latest by july 10 2005.

Section E LISTENING

Listening to Job Interview

Congratulations! You have been invited to a ***job interview****. Based on your job application and resume, your qualifications match those the employer is seeking in a candidate. The next step is the interview, where you will have the opportunity to convey to an employer the skills you could bring to the job. Remember that an interview is a two-way street. It is a chance for you to get to know each other and to assess if this position and firm is a good one. The interview allows you to gain insight into the job and the organization, and it enables the employer to determine if you have the skills and abilities needed to be an effective member of his or her organization. So in this section you are going to learn how to give* ***job interviews****.*

Exercise E1 *How much do you know about job interviews? Check your*

understanding!

1 ***You should arrive at a job interview:***

○ *On time*

○ *5-10 minutes early*

○ *20 minutes early*

2 ***At the interview:***

○ *You should know the company's history* ○ *Ask about the company's history*

○ *Ask about the products the company makes*

3 ***The secretary who greets you before an interview:***

○ *Should only ask your name*

○ *Will be asked by the interviewer to give an opinion of you later* ○ *Will get you coffee if you ask*

4 ***Thank you notes:***

○ *Are an old-fashioned device no longer necessary* ○ *Should be sent to the interviewer within 2 days*

○ *Should be sent to the interviewer only after the job is obtained*

5 ***You should ask questions when the interviewer asks if you have any***

◉ *True* ○ *False*

Dr Shahbaz is a career counselor who is giving important directions to a group of potential candidates getting ready to appear in a ***job interview*** *at multi national organisation. Listen to the guidelines he's giving them.*

Recorded Text 33 Dr Shahbaz*:*

You need to prepare for the job interview appropriately in order to convey a positive and polished image. This is your first job interview and you need to consider these three steps in order to prepare yourself for the interview.

Step 1 is to know yourself. *Think about your skills and interests, consider your strengths and weaknesses, and identify accomplishments you are proud of so that you are able to communicate all these in the job interview.*

Step 2 is to know the employer. *You should do some basic research about the working of the firm or organization and the position it is offering, as well as know the salary range.*

Step 3 is to practice for the interview. *Participate in a mock interview with a friend or colleague and prepare interview questions.*

There are a few more things that you need to keep in mind and these are:

- *Improve your verbal or spoken and nonverbal or body language skills.*
- *Only provide factual, correct and relevant information.*
- *Keep to the point. Don't bring up unrelated matters.*
- *Be as specific as possible.*
- *Don't try to dominate the interview. Let the interviewer guide the questions.*
- *Don't expect an offer on the spot*

Also you must consider interview etiquette and these are:

- *Arrive on time.*
- *Introduce yourself.*
- *Don't call the interviewer by his/her first name.*
- *Don't ask about salary and benefits until the employer brings up the subject.*
- *Send a thank you note promptly*

UNIT 6

Section A Function

Expressing Preference and Intention

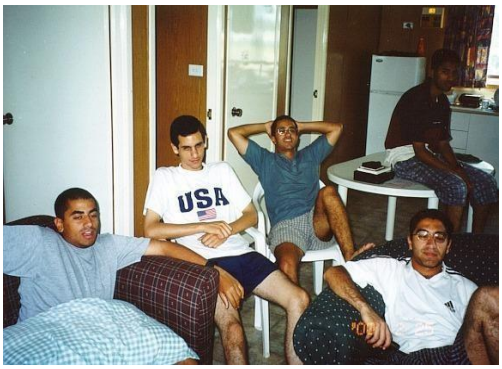
We all have our **preferences** or **choices** in food, clothes, colours, music, books, films, and people. What do we mean when we say **'I prefer'**? Well it means to make a choice, to favour something rather than the other. We express our preferences in a number of ways. For example:

- I prefer a glass of fresh juice
- I rather have fruit for lunch than a full meal
- I prefer pure cotton clothes in summers

Hammad is a 15 year old young adult. He has certain **preferences** of his own. Let us listen to what he has to say about things he prefer:

Recorded Text 36

Hammad: What do I like? Hmmm…Good question... I wish I knew too. Well, I prefer reading books than watching films which a lot of teenagers prefer these days. I prefer spending time with a couple of good friends rather than hanging out in



markets, I love to eat good food, preferably Italian and Chinese. I'd rather not go for shopping as I prefer my mom to buy things for me…I trust her choice! Oh yes I prefer sleeping late and waking up late too…ha ha ha…. I'm rather a sporting person I prefer watching wrestling on TV than cricket and also go for Taekwondo that I prefer over other gymnastics.

Exercise A1 So what do you think about Hammad? What are his **preferences**? Listen to the recorded text 36 again and list all the **choices or preferences** he talks about.

Example:

- I prefer reading books than watching films.

RABIA GARIB is Editor-in-chief of an IT magazine 'Net Express' and an Information Technology (IT) expert. She expresses her views about opportunities for Pakistani women in IT sector. Let us listen to what she is saying.

Recorded Text 37

Rabia Garib:

The importance of Information Technology (IT) and the flexibility it provides has made it a popular career choice for most Pakistani women. A large number of educated women prefer taking up IT as profession. Why this preference for IT?

Well, a recent survey has proved that women have shown a great preference to IT and are inclined towards choosing different fields of IT where they have chances of proving their creativity. Women select IT profession because they think it also widens their horizons and suits the demands of a dynamic and fast changing world. Women believe that it is the best alternative to office jobs that block their creative growth. Women of Pakistan have made a choice in favour of IT and appreciate that this can be the best profession that can allow them opportunities for personal and professional development. The government also favours and supports women who want to choose IT as a profession and has approved it as an excellent medium of growth for women.

Let us repeat some of the expressions of **Preference** taken from Ms Garib's talk:

- A large number of educated women prefer taking up IT as profession
- A recent survey has proved that women have shown a great preference to IT
- Are inclined towards choosing different fields of IT where they have chances of proving their creativity
- Women select IT profession because they think it also widens their horizons and suits the demands of a dynamic fast changing world
- Women believe that it is the best alternative to office jobs
- Women of Pakistan have made a choice in favour of IT

Exercise 2A Ms Rehana is out for shopping. She goes into a big shopping mall where there are a lot of sections and a variety of things. A sales representative is trying to help her select things. Here is a short dialogue between them. Complete the dialogue with appropriate **expressions of preference**. Go back to the expressions that we have given you earlier and choose a different expression each time.

Sales representative: Which carpet would you prefer Maam, the Iranian or the Pakistani made?
Ms Rehana: I think I would prefer the Pakistani made

SR: How about this. Would you like the pink bag or the brown one?

Ms R: _____.

SR: Let me show you this. This is Chinese silk and this one is Indian. Which one would you like to buy?

Ms R:

_____.

SR: Okay let me take you to another section. This is the cosmetics section. Do you like to buy foreign perfumes or the local ones?

Ms R: _____.

Recorded Text 38 Travel Agent:

I suggest Mr Leghari that you may like to fly by PIA. I also advise you to choose the Avari Towers. It's preferable because it's just 20 minutes from the Airport. Moreover, a lot of visitors prefer it because Avari Towers is situated in the centre of Karachi city, near major cultural attractions

and within walking distance of shopping and commercial areas. You might prefer it for security reasons too because it has a lot of security. I think another reason you might favour it for is that it offers reasonable rates as compared to other hotels in Karachi.

Exercise 3A What do you think? Will Mr Allahyar Leghari **prefer** staying at Avari Towers hotel or not? Suppose he favours to stay there, why do you think he will prefer it? **Write the reasons he might give**

for his preference:

He will prefer it because:

1 It is just 20 minutes from the Airport.
2 _____.
3 _____.
4 _____.

Section B

STRUCTURE Simple Future Tense

Whenever we talk about **preference and intentions we normally use the future tense.** Here is an exercise, first try and do it yourself and then we will give you some detailed explanation about the future tense.

Roohi and Beena are friends. They are making plans to meet each other. Let us listen to what they are talking about. As you listen, focus your attention on the words **'will'** and **'going to'** they are using to express the **future tense.**

Recorded Text 39

Roohi: Let's meet. We haven't met for weeks. What will you do tomorrow?
Beena: I'll help my mom with the housework. Roohi: When will you finish?
Beena: In the afternoon.
Roohi: So we will meet in the evening. Is it ok with you? Beena: Sure, we are going to meet then.

Simple future has two different forms in English, 'will' and 'be going to'. Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice the differences will become clear. Both 'will' and 'going to' refer to a specific time in the future.

In English the **future tense** is expressed in a number of ways. The most common are:

- will
- going to

The same idea can be expressed using two different future tense words. Read these examples:

- I **will finish** my homework in an hour.
- I'm **going to finish** my homework in an hour.

- I'm so hungry, I'**ll eat** the whole watermelon.
- I'm so hungry, I'm **going to eat** the whole watermelon.

Will is used to express a voluntary action. ‘Will’ often suggests that a speaker will do something willingly.
Examples:

A: I'm really hungry.
B: I'**ll make** some sandwiches.

A: I'm so tired. I'm about to fall asleep.
B: I'l**l get** you some coffee.

A: The phone is ringing.
B: I'**ll get** it.

1 **‘Will is used to express a promise.**

Examples:

- I **will call** you when I arrive.
- If I am elected President of Pakistan, I **will make** sure everyone has access to free education.
- I promise I **will** not **tell** him about the surprise.

2 ‘**Going to’ is used to express a plan.** It expresses the idea that a person intends to do something in the future. **Examples:**

- He is **going to spend** his vacation in Quetta.
- We are **going to meet** each other tonight at 6:00 p.m.

3 **Both ‘will’ and ‘going to’ express a prediction about the future**. Predictions are guesses about what might happen in the future. **Examples:**

- The year 2008 **will** be a very interesting year.
- The year 2008 is **going to** be a very interesting year.

Exercise B1 Here is a list of weekend or leisure activities. **What are you going to do this weekend?** Follow the examples and write similar sentences **expressing your future plans or intentions.**

Example:

- I'm going to go on a drive with my family.
- I will take all of you out for dinner at a fancy restaurant.

- watch a movie
- see a concert
- surf the Internet
- visit friends
- stay home
- Play snooker
- play computer games
- go out to eat
- have a party
- go on a picnic

Section C READING

Main Ideas and Supporting Details

Understanding the **framework or structure** of a text is a complicated task. But you need to learn it if you want to be a good reader and to have an overall comprehension of a text. If we know what is **the main idea or the focal point** of the text and the supporting details that a writer **uses,** then we will be able to understand the reading text in a more efficient way. In this section we will help you understand the frame work or structure of a text. First of all let us begin with the framework or the organization of a paragraph.

What is a paragraph? A paragraph is a group of sentences that are related to one another. Each paragraph has:

1 The main idea or a theme or a subject
2 The topic sentence
3 The supporting details
4 The concluding sentence

Let us understand each point separately.

1 **The main idea:** To identify and know the main idea, the theme or the subject of a paragraph, ask yourself these questions:

- What is this paragraph about?
- What does it tell us or convey to us?
- What is the message of the paragraph?
- What is the basic theme of the paragraph?

As said earlier, a paragraph is a group of sentences. These sentences express a particular topic and have a central theme. Every paragraph has a **central theme, a key concept or a main idea.** A writer will state the main idea somewhere in the paragraph and it can be in the beginning of the paragraph, in the middle, or at the end.

2 **The topic sentence:** As said earlier, every paragraph has a main idea or theme and this main idea or theme is expressed in a sentence and that sentence is called a **topic sentence**. Please remember that the sentence that expresses the main idea is called the **topic sentence** of that paragraph. Think of the paragraph as a wheel with the topic being in the centre - the central wheel around which a paragraph revolve. So let's repeat, within a paragraph, there is **one sentence that expresses the main idea and this sentence is called the topic sentence.** The topic sentence can be located anywhere in the paragraph, it is usually the first. You can identify the topic sentence at several positions, such as:

- Most often the topic sentence is placed first in the paragraph
- The second most likely place is the last sentence in the paragraph
- Sometimes it is placed in the middle
- Sometimes the topic sentence is stated in the beginning of a paragraph and again at the end. This may be used to emphasize an important idea or to explain an idea that needs clarification

1 **The supporting details**: When writers write they have an idea in mind that they are trying to get across to the readers. A writer first gets his main idea clear through the topic sentence and then adds **supporting details that support the topic or central theme, or the main idea. What are supporting details of the text?** Supporting details support the main idea by telling how, what, when, where, why, how much, or how many. Locating the main idea, the topic sentence, and supporting details help you understand the point the writer is trying to express.

2 **The concluding sentence**: It is the last sentence that brings a paragraph to an end and also it very often summarizes all the main points of the paragraph or the essay.

Let us summarise what we have been telling you so far:

- A reading text has a theme or a main idea. **The main idea is the most important element of a reading passage or paragraph.** It is the focus of the text.
- We recognize the main idea if we can recognize the **topic sentence**. The **topic sentence** announces the theme and provides the focus to the paragraph.

- **Supporting details** are sentences are small pieces of information which provide further details about what the writer is trying to covey to us.
- **Concluding sentence** is the last sentence that summarizes the paragraph.

Here is an example of a well written and well organized paragraph. Read it and notice which is **the main idea that is expressed in a topic sentence, the details and the concluding sentence.**

A lot of people from all over the world are eager to get Canadian immigration. All of a sudden to get a Canadian citizenship has become most desirable. There are three reasons why Canada is one of the most sought after and one of the best countries in the world to live in. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. As a result, Canada is a preferred place to live.

Exercise C1 Read the following text. Which one of the following titles do you think is most suitable for the reading text?

- A hungry world
- Population and land use
- How has population grown
- Natural checks on population
- Factors influencing the birth rate

War, famine and disease are all natural checks which reduce the population by increasing the death rate.

When a growing population finds that it is becoming difficult to live off its own area of land, people will begin to fight to keep their 'rightful share'. This may result in internal tension and civil strife, or a large-scale war between nations. Hitler was convinced that it was necessary to fight the Second World War to provide more room for the expanding German race. By the end of the war, 50 million people had been killed.

Famine usually means the sudden starvation of a mass of people whose food supply has failed, either through bad weather, war or other reasons. But all the time people are gradually dying from starvation or from diseases they have caught because they weak with hunger.

Disease is often related to famine. When a population is densely packed together or suffering from lack of sufficient food, it is easy for diseases to spread quickly

and kill large numbers of people. Even among normally healthy people, their numbers used to be kept in check by disease. Modern medical techniques have eliminated some of these 'natural' checks.

War, famine and disease are hardly the most desirable solutions to our population problem. Increasing the number of deaths i not the best way to keep the population in check. We are trying to find a more acceptable and pleasant way of balancing our numbers. Man-made solutions or artificial checks are more humane. Instead of bringing the death rate up to meet the birth rate, the number of births could be reduced.

Exercise C2 This is a topic sentence identification exercise. Read each paragraph and **select the topic sentence** which you think best expresses the main idea from the choices given below.

1

Birds eat with their beaks. Different kinds of birds eat different foods. Some birds open their beaks and eat food from the air. Some birds have long beaks to cut holes in trees and dig out food. Some birds have strong hooks on their beaks so that they can tear their food. Birds have different kinds of beaks because they eat different foods.

The topic sentence of this paragraph is:

a Birds eat with their beaks.
b Birds have different kinds of beaks because they eat different foods.
c Some birds open their beaks and eat food from the air.
d Some birds have strong beaks to cut holes in trees and dig out food.

2

For many years people have wished they could fly through the air like birds. Skydivers have found a way to fly without a machine. They jump from an airplane and fall at the rate of 120 miles an hour. The fall is so smooth that they don't feel like they're moving at all. When they pull the ripcord on their parachute they float the rest of the way to the ground.

The topic sentence of this paragraph is:

a Skydivers have found a way to fly without a machine.
b The fall is so smooth that they don't feel like they're moving at all.
c For many years people have wished they could fly through the air like birds.
d They jump from an airplane and fall at the rate of 120 miles an hour.

3

Waseema was very sick when she was four. She could not move her left leg. Her mother rubbed her leg every night. When Waseema was six she would hop a little. Waseema worked hard to walk and run. When she went to high school she ran on the girls' race team and won. Then she ran race in college. Waseema was so good that she went to the Olympics and won two gold medals. The little girl who could not walk grew up to be a winner through hard work.

The topic sentence of this paragraph is:

a She could not move her left leg.
b Waseema was very sick when she was four.
c she went to high school she ran on the girls' race team and won.
d The little girl who could not walk grew up to be a winner through hard work.

When we think of communication, we often think of radio or television. Communication may also be simple sounds and movements made by animals and humans. You communicate by writing, drawing, speaking, smiling, laughing, or frowning. You communicate by waving your hand or by a look on your face. Communication is simply telling or showing someone your ideas and feelings.

The topic sentence of this paragraph is:

a When we think of communication, we often think of radio and television.
b Communication is simply telling or showing someone your ideas and feelings.
c Communication may also be simple sounds and movements.
d You communicate by waving your hands or by the look on our face

5

Astronauts who travel to the moon have to wear special space suits to protect them from extreme heat and cold. Days and nights last for two weeks on the moon. The two-week-long days have temperatures of 212 degrees. The two-week-long nights have temperatures of 270 degrees below zero.

The topic sentence of this paragraph is:

a Temperatures on the moon reach 212 degrees during the days.
b Astronauts must wear special space suits to the moon to protect them from extreme heat and cold.
c Days and nights last for two weeks on the moon.
d Temperatures on the moon are as low as 270 degrees below zero during the nights.

Exercise C3 First read each main idea and then **choose the correct supporting detail** from the two choices that fits suitably with the main idea.

1 **Main Idea**: Kangaroos usually live in family groups called mobs.
   a Kangaroos are mammals.
   b These mobs can be as large as 100 kangaroos

2 **Main Idea**: Kangaroos usually have only one baby at a time.
   a Kangaroo babies are called joeys.
   b Kangaroos eat grass and leaves.

3 **Main Idea**: Kangaroos eat grasses, leaves and roots.
   a The baby kangaroo or joey lives in the mother's pouch for 9 months.
   b They only like grass that is green and close to the ground.

3 **Main Idea**: Kangaroos are mostly night time creatures.
   a Kangaroos have a long powerful tail.
   b They sleep during the day under a shady tree or bush.

4 **Main Idea:** Kangaroos usually live in family groups called mobs.
   a Kangaroos are mammals.
   b These mobs can be as large as 100 kangaroos.

5 **Main Idea**: Kangaroos usually have only one baby at a time.
   a Kangaroo babies are called joeys.
   b Kangaroos eat grass and leaves.

6 **Main Idea:** Kangaroos are strange looking animals.
   a Some kangaroos act as guards to protect the mob.
   b They have small front legs and huge hind legs with great big feet.

7 **Main Idea**: Kangaroos protect themselves in many ways.
   a If a kangaroo senses danger, they will bang their tail on the ground to warn the others.
   b A new born joey is only the size of your thumb.

Section D WRITING

Paragraph Development

A paragraph is a series of sentences that are written in an organized and logical way. That is all sentences are all related to each other, has one main idea and discuss a single topic. Why do writers break their longer essays into paragraphs? Because paragraphs show a reader where an essay begins and ends, and thus help the reader see the organization of the essay clearly.

All paragraphs share certain characteristics or have certain elements that are common. A typical paragraph starts with a main idea expressed in a topic sentence, then explains, develops, or supports that main idea with supporting details. Paragraphs can contain many different kinds of information. A paragraph might:

- describe a place, character, or process
- narrate a series of events
- compare or contrast two or more things
- classify items into categories
- describe causes and effects Every paragraph should be:

- **Unified:** The sentences should all refer to the main idea. Put only one main idea per paragraph. Strong paragraphs contain a sentence or sentences unified around one central idea.
- **Coherent**: The sentences should be arranged in a logical manner and should follow a definite plan or pattern. A reasonably good paragraph normally has three to five sentences.
- **Well-organized:** Every idea that is discussed in the paragraph should be adequately explained and supported through evidence. Write short paragraphs for short papers and longer paragraphs for longer papers. If you have a few very short paragraphs, think about whether they can be combined or whether you can add details to support each point and thus make each into a more fully developed paragraph.

Paragraph Structure

Most paragraphs have three parts:

1 Introduction
2 Body
3 Conclusion

You can see this structure in almost all paragraphs whether they are descriptive paragraphs, narrative paragraphs, comparing and contrasting paragraphs, etc. Each part of the paragraph plays an important role in communicating your meaning to your reader. Now let us try and understand the three parts of a paragraph:

1 **Introduction**: It is the first part of a paragraph that should include the **topic sentence**. Remember we have told you so many times that the first paragraph normally sets the theme or gives out the main idea.

2 **Body**: It is also called the 'middle' piece. It is here in this part that you should add details, discuss, give facts, arguments, examples, and whatever information that suits and strengthens the main idea. Remember there is no room for unnecessary or unrelated details, but just the ones that actually relates to the main idea.

3 **Conclusion**: It is the end or the final part of a paragraph. It summarizes the information discussed in the body of the paragraph.

The following is an example of a well written, cohesive, coherent and well organized paragraph that illustrates its structure or the organization pattern. **In this paragraph the topic sentence, the supporting details and the concluding sentence is printed in bold.**

Internet had literally taken over our lives. We should not let this new wave take over all other important communication and interpersonal values in our lives. We need to rethink where the over dependence on technology should begin and where it should end. **We come across a number of people, irrespective of which ever age group they belong to, glued to their computers, surfing different channels, joining numerous chat rooms, and last but not the least searching for life partners through the net. Internet is robbing us from the human interaction that is so vital in our lives; it is making us introvert, aloof and isolated and what strike a balance between machine interaction and human interaction……..IF we do not recognize this danger, we are likely to turn into machines ourselves one day and too much of surfing the net and dependence on computers will turn us as computer junkies.**

As said earlier, a coherent and logical paragraph should have sentences related clearly to the topic sentence. If sentences are logically related, a paragraph is **coherent and consistent.** Each sentence flows smoothly into the next without obvious shifts or jumps. A coherent paragraph ties old information with new information to make the structure of ideas or arguments clear to the reader.

Exercise D1 Here is an interesting text. Read it very carefully. You will notice that there are a two blank lines given. These blank lines are for the **missing supporting details.** Read the sentences before and after and then write two supporting details that you think fits in perfectly with the text's main idea.

Don't waste time

'I know everyone is excited to hear the results of the monthly test', the teacher said in the class room while the students were filled with excitement to know who stood first, second and third in the class. After that she handed over the report cards to all the students. The students were shocked when they came to know that Sadia had failed again! Once Sadia used to be a good student and she never got bad results but something had gone wrong.

Add details_____

_____.

The teacher was astonished to see that her grades were falling day by day. The teacher asked Sadia what was wrong with her but she did not say anything. She asked Sadia's parents to come to school so that they can disscuss the reason for her bad performance. The next day, Sadia's parents came. They told the teacher that Sadia is not at all taking her studies seriously because of her spending too much time on the computer.

Add details_____

_____.

'She is totally hooked to the net. We have tried our best to make her understand the importance of education but she doesn't listen', her parents moaned. The teacher decided to give the class a lecture on the misuse of computers. She told the class that although the internet is a great blessing, it has some disadvantages as well, such as:

Add details_____

_____.

Therefore, it should only be used for gaining information and should not be abused.

Section E LISTENING

Listening to Announcements

Most students have trouble listening and understanding English. Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as the specific details. They may need to understand the speaker's message and meaning, emotions and opinions. They may have to infer relationships between speakers, or identify the context in which the speakers are speaking. Students have to learn and practice several listening skills in order to master the art of listening in a foreign language well. Some the important listening skills are

Most students find it very difficult to **understand announcements**. It is of course a difficult task for those whose English language listening skills are still not developed. Why is it difficult to understand announcements? Well the reasons can be many; such as: words or special terminology that the speakers use, different accents or pronunciations, the speed with which the speakers talk, etc. Besides there are other logistic factors which also get in the way of your understanding announcements; such as the noise around, poor sound system, etc.

Suppose you are visiting an English speaking country, listening to and understanding train and flight information announcements at the railway station and airport can be a challenge. In this unit we will give you some practice in **understanding announcements.**

Mr and Mrs Sabir Shah are in America for a visit. They are at a place where a man is explaining details about the flight. Listen to what important details or **announcements** he is making.

Recorded Text 40

Man:

Hello and Good evening. Passengers of flight American Airlines AA 417 bound for New York will have brief stops in Atlanta and Miami. The departure gate has been changed to 30B. Also, there will be a slight departure delay due to **inclement** weather outside. The ground **crew** is in the process of **deicing** the wings in preparation for departure. It also looks like the flight is slightly **overbooked,** so we are offering **complimentary** round-trip tickets to a few passengers willing to take a later flight. We should be **boarding** at about 8: 45 p.m. Thank you for your patience.

Exercise E1 Choose the correct option.

1 Who is probably making the announcement?

a pilot
b a flight attendant
c a ticket agent
d a ground crew member

2 What is the ultimate destination of the flight?
a Atlanta
b Miami
c New York
d Lima

3 What change has been announced?
a the flight number
b the gate number
c the arrival time
d the boarding time

4 What are the current weather conditions outside?
a It's raining
b It's cloudy
c It's hailing
d It's windy

Difficult words:

- **inclement** *(adjective)*: severe
- The game was canceled due to inclement weather.
- **crew** *(noun)*: an organized group of workers
  The ship's crew were very helpful during the cruise.
- **deice** *(verb)*: make or become free of frost or ice, defrost
- You need to deice the windshield this morning. It dropped below freezing last night.
- **overbook** *(verb))*: too many seats, for example, have been reserved in advance
- Airlines tend to overbook seats on their flights which can be an inconvenience to some passengers.
- **complimentary** *(adjective)*: free, gratuitous
  This hotel provides a complimentary breakfast for all its guests.
- **board** *(noun)*: to get on an aircraft, ship, train, bus, etc.
- We should board the train at least ten minutes before departure.

Exercise E2 Listen to the same announcements (recorded text 41) again and fill in the given text with the correct words.

Captain:

" Hello everyone, this is the captain (1)_____, and I want to welcome to Flight 18 (2)_____ for Seattle. Our flight time today is 2 hours and 14 minutes, and we will be flying at an (3)_____ altitude of 29,000 feet. The (4)_____ time in Seattle is a quarter to twelve, and the weather is sunny, but there is a chance of rain later in the day. We will be (5)_____ at Gate 13, and we will be announcing connecting flights on our (6)_____ to the Seattle airport. On behalf of Sky Airlines and the crew, I want to wish you an enjoyable (7)_____ in Seattle.. Sit back and enjoy the flight."

UNIT 7

SECTION A FUNCTION

ASKING PERMISSION, GIVING AND REFUSING PERMISSION

Permission is one such common function that we use every single day. Every day we ask 'Can I do this'? Or 'May I do that'? These two questions are used by billions around the globe! We ask **permission** in many ways, and the way we ask depends on who the person we are addressing. Read some of the common **expressions for asking permission.**

Expressions for asking permission:

- Can I ask you a question?
- May I have a piece of paper?
- Could I go out and make a phone call?
- Do you mind if I smoke?
- Would you mind if I asked you something?
- Is it okay if I sit here?
- Would it be all right if I borrowed your pen?

Expressions for giving permission:

- Sure
- Go ahead
- Certainly
- No problem
- All right
- No, of course not
- Of course

Asking and giving permission:

A: Do you mind if I use your computer?
B: Yes, of course, please help yourself.

A: May I use your computer for an hour?
B: By all means, take your time.

"...and 847 e-mails asking me to support anti-spam legislation!"

Asking and refusing permission:

A: Do you mind if I use your computer?
B: I do mind. It's a very expensive equipment

A: Can I use your computer?
B: No, you can't. I'm working.

Refusing permission can be very tricky. If it is refused in a very rough, abrupt manner, the other person will probably feel very hurt and insulted. **A friendlier way to refuse permission** is to use the phrase:

- **I'd rather you didn't,** because I'm doing an important work at the moment.

Read these short dialogues and notice a **friendlier way to refuse permission:**

A: It's a bit hot. Do you mind if I open the window?
B: Well, I'd rather you didn't. You see, its summer and you might get a lot of insects coming in. But I'll switch on the air conditioner if you like.

A: Is it ok if I smoke?
B: Well, I'd rather you didn't smoke in the house. Do you think you could go outside and smoke?

A: Do you mind if I play some music?
B: Well, I'd rather you didn't just now. I need to do some work on the computer. I'll be finished in an hour, though, if you don't mind waiting.

Exercise A1 Imagine that you have a guest from overseas staying in your house. How would you **refuse permission** if he asked you the following things? In your answers, please use:

a a hesitation phrase
b I'd rather you didn't and
c give a reason
1 Do you mind if I invite some friends here tonight?
_____.
2 Do you mind if I take your car tonight?
_____.

Let us listen to a conversation between Ahmad and someone he meets in a waiting room in a hospital**.** As you listen to the short dialogue, notice how Ahmad **asks for permission and how the stranger first gives him the permission and then refuses him the permission.**

Recorded Text 42

Ahmad: Excuse me, do you mind if I sit here? Stranger: Yes, sure. Go ahead.
Ahmad: Thanks. Do you mind if I smoke?
Stranger: Well, actually, I'd rather you didn't, it's a hospital and a non smoking area.
Ahmad: Oh…that's right.

Now let us analyze this short dialogue:

Ahmad wants to sit down and then he wants to smoke a cigarette. So **he asks for permission** and says:

Ahmad: Excuse me, do you mind if I sit here?

'Do you mind if'...? is a polite way to ask if it's okay to do something.

How does the man answer Ahmad's question? He **gives him permission** and responds:
Stranger: Sure. Go ahead.

The man says **'go ahead' meaning 'yes, you can do that'.**

But when Ahmad asks him the second question:
Ahmad: Do you mind if I smoke?

The stranger **refuses** and says:

Stranger: Well, actually, I'd rather you didn't. It's a hospital and a non-smoking area.

The man isn't comfortable with the idea of smoking and so he **refuses to give permission as well as give a reason for his refusal.**

Let us listen to a conversation between Mr. Waseem and the owner of the house Mr. Akram:

Mrs. Durrani has a cat. She is going abroad for one month and is in a dilemma…. 'Where should she leave her cat'! She is asking her friends if they can allow the cat to staywith them.

Exercise A2 Here is incomplete dialogues between Mrs Durrani and her two friends. **Can you complete it by writing the appropriate expression either giving permission or refusing it?** We would recommend that you to do this exercise in your tutorial session with your course mates to gain fluency in expressing permission in English.

Mrs Durrani: Can I ask you a favour? Would you mind if I leave my cat at your house for a month while I'm abroad?

Friend 1:_____.

(Refuse permission)

Mrs Durrani: Would you mind if I leave my cat with you for a month?
Friend 2:_____.

(Give permission)

In unit 4 you have learned about **Modals**, such as:

- May/might
- ought to
- will/would
- can /could

Modal verbs are used when we express possibility or impossibility. **We can also use these modals to ask, grant and refuse permission. We can use the modal auxiliary 'can' in asking and giving permission informally and in making requests.** Read these examples to understand this point:

- **Can** I leave early? In other words, you can say: 'Do I have your permission to leave early'? (informal)
- Yes, you **can** leave any time after 3:00. In other words it means 'Yes, you have permission to leave any time after 3:00'.
  (informal)
- **Can** you tell me the time? In other words it means 'Please tell me the time'.
  (Informal request)
- **Can** you help me? In other words it means 'Please help me'.
  (informal request)

Please remember!

- Informal is not the same as impolite.
- Informal speech is used in relaxed and friendly situations.
- Formal speech is used to show respect.
- Impolite speech is angry, rude, and probably insulting.

WOULD & MAY

	Expressing preferences	I would like to go with you. I would rather have pizza than a burger.
WOULD	Asking permission	Would you mind if I smoked?
	Polite requests	Would you like to have dinner at our house?
MAY	Giving permission	You may leave if your work is finished.
	Asking permission	May I leave early today?
	Polite requests	May I borrow some money please?
	Expressing possibility	The newscaster said it may rain tomorrow.

Section B STRUCTURE

Future Continuous

In unit 6 you have learned about simple future tense. In this unit you will learn about **Future Continuous Tense**.

Future Continuous is used in English to show that you are in the middle of doing something at the given moment – the action will have been started and it will not have finished at that instant. It is formed with the auxiliary **will** followed by **be** and another verb in its **ing** form. **Going to** can also be used instead of **will.**

Examples:

- I **will** be visiting my friend this weekend.
- I'm **going to** visit my friend.
- They **will** be cooking at 6:00.
- They are **going to** be cooking at 6:00.

How can we form future continuous tense? Read the rules given below:

- **WILL BE + VERB + ing**

When your plane arrives tonight, **I will be waiting** for you.

- **AM / IS / ARE + GOING TO + VERB +ing**

When your plane arrives tonight, I **am going to be waiting** for you.

We can use either 'will' or 'going to' to create the future continuous with little or no difference in meaning.

Use 1: Interrupted Action in the Future

Use the **future continuous** to indicate that a longer action in the future will be interrupted.

Examples:

- I **will be watching** TV when she **arrives** tonight.
- I **will be waiting** for you when your bus **arrives.**
- I **am going to be staying** at the Best Western Hotel, if you **need** to contact me.

Use 2: Specific Time as an Interruption

As we had said in use 1, that the **future continuous** is interrupted by an action. However, you can also use a specific time as an interruption. **Examples:**

- Tonight at 8 p.m., **I am going to be eating** dinner.
- At midnight tonight, **we will still be driving** through Multan.

Use 3: Parallel Actions

When you use the **future continuous** with two actions in the same sentence, it means that both actions will be happening at the same time and so these are parallel actions.

Examples:

- I **am going to be studying** while she **is making dinner.**
- **While** Sabeen is reading, Talal **will be watching television**.
- Tonight, they **will be eating dinner**, **discussing** their plans, and

having a good time.

Use 4: Atmosphere

In English we often use a series of parallel actions to describe atmosphere in the future.

Examples:

- When I arrive at the party everybody **is going to be celebrating**. Some **will be dancing**. Others **are going to be singing**. A few people **will be eating tikkas** and several people **are going to be talking**.

Exercise B1 All of the following sentences should be completed using the **simple future or the future continuous.** You must use the words in the brackets to fill in the blanks.

1 Right now I am watching T.V. Tomorrow at this time, **(watch)** **<u>will be watching</u>** T.V. as well.

2 Tomorrow after school, I **(go)**_____to the gym.

3 We **(hide)** _____when Tony (arrive)_____at his surprise party. As soon as he opens the door, we**(jump)**_____out and **(scream)** _____, 'Surprise'!

4 When you **(got)** _____off the plane, I **(wait)** _____for you.

5 I am sick of rain and bad weather! Hopefully, when we **(wake)** _____ up tomorrow morning, the sun **(shine)**_____.

Exercise B2 Salman likes to write 'things to do' for the week. This is what he has written, but his grammar is not good. Can you make the necessary corrections and improve his use of incorrect **future continuous tense.**

	Sentences to be Corrected
Monday	I will watching the movie tomorrow. I don't will reading Harry Potter book.
Tuesday	Will playing at the park
	at 9:00? I will no wearing a jacket. I will going swim at the pool.
Wednesday	Me will exercising with Abid at the gym. I no be going for my tuition classes.
Thursday	I will not be watch my favorite T. V. show. I watch Cricket match on Thursday at 8:00.

Section C READING

General Reading Exercises

In our daily life we read a great deal unaware of the skills required to achieve full comprehension. While reading we understand the text, analyse it and make our inferences or logical conclusions on the basis of our predictions, our experiences and the evidences found in the text. Thus efficient readers can answer different questions, even those whose answers they which are not answered explicitly within the text.

There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. For example, you might be reading for enjoyment, information, or to complete a task. If you are reviewing a document, you might skim it. If you're searching for information, you might scan for a particular word or number.

Reading a foreign language at the intermediate or upper intermediate stage is difficult. Only some students have the necessary skills to understand and comprehend fully the process of reading. Others can understand the text and answer simple questions, the answers to which can be found in the text. But if the texts are too complicated and require deeper understanding students face problems. So while reading in class, students should be encouraged to do a variety of reading exercises that should help them understand and enjoy the reading text.

In the last six units you have done a variety of reading exercises such as:

- guessing the meaning of words
- predicting the content of the book by looking at its cover, its back page, content list etc.
- skimming and scanning
- functions of instruction, information and condolence within a text
- locating main idea and supporting details

In this unit let us once again practice some of these reading skills, so that you can have a little more practice and check your reading comprehension skills as well. So get ready for some interesting reading exercises.

Exercise C1 How would you read the following? Match the different types of

reading with the categories below. Decide which one requires you to **skim or to scan the text.** Which one needs **detailed and intensive** reading? What type of text do you read for **extensively or for pleasure**?

1 **The 'What's On' section of the local paper:**
Skimming Scanning Extensive Intensive

2 **A novel:**
Skimming Scanning Extensive Intensive

3 **A newspaper:**

Skimming Scanning Extensive Intensive

4 **A text in class:**
Skimming Scanning Extensive Intensive

5 **A collection of poems:**
Skimming Scanning Extensive Intensive

6 **The telephone directory:**
Skimming Scanning Extensive Intensive

7 **A postcard:**
Skimming Scanning Extensive Intensive

8 **A train timetable*:***
Skimming Scanning Extensive Intensive

9 **A recipe:**
Skimming Scanning Extensive Intensive

10A travel brochure:
Skimming
Scanning Extensive
Intensive

Skimming is used to quickly identify the main ideas of a text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if a chapter or an article may be of interest in your study.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. When you read the newspaper, you're probably not reading it word-by-word; instead you're scanning the text.

When scanning, look for the use of numbers, alphabetical letters, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

Section D WRITING

Writing an Essay

In Unit 6 you have learned about 'paragraph development'. You have learned about the essential parts or components of a paragraph such as, the main idea, the topic sentence and the supporting details. You have done some exercises that we are sure have helped you write good paragraphs. In this unit we are going to give you some **basic guidelines about how to write an essay.**

Almost all students will at some time be expected to write an essay. **What is an essay?** An essay is a piece of writing with several paragraphs written about one topic. An essay is a piece of writing that generally shows the writer's view on a particular subject. An essay therefore is a collection of your ideas, and these ideas are written in a very logical and coherent way so that they make sense and do not look disjointed or haphazard. In other words, whatever thoughts, ideas, and views you write in an essay must be well structured, clear and presented in a way that the reader finds easy to follow. Your essay writing skills must be neat, tidy, and readable so that a reader can follow it easily.

An essay can have many purposes, such as to describe, to narrate, to analyse, to compare, to contrast, to argue etc., but the basic structure is the same no matter what essay type or purpose is. So remember that you may be writing an essay to argue for a particular point of view or to explain the steps necessary to complete a task. Either way, your essay will have the same basic format.

There are many different kinds of essays, including:

- Narrative Essay
- Descriptive Essay
- Persuasive Essays
- Comparison Contrast Essay
- Cause and Effect Essay

You will learn more about these types of writings in the coming units; however, the following steps can be used to write any kind of essay. If you follow these simple steps, you will find that the essay almost writes itself.

1 **Establish and narrow the topic:** Normally the teacher assigns you a topic or asks you to choose from among a few topics and write an essay. But as

you go in higher classes the essay topics become more academic and serious in nature and need good writing skills. For example, your teacher may ask you to write the
following kinds of essays:

- Write an essay of 250 words **arguing why girls should have equal opportunities to education**.
- Write an essay of 300 words **comparing and contrasting Private schools and Government schools**.
- Write an essay **describing the recent trend of increasing use of mobile phones** Write a **narrative essay about your recent trip to a mountainous area.**

So whenever your teacher asks you to write an essay always try and search for the word that the teacher uses; such as 'argue, describe, narrate, compare, contrast, analyse' etc. Once you recognize that word, you will then be able to shape or style your essay in that particular way or style.

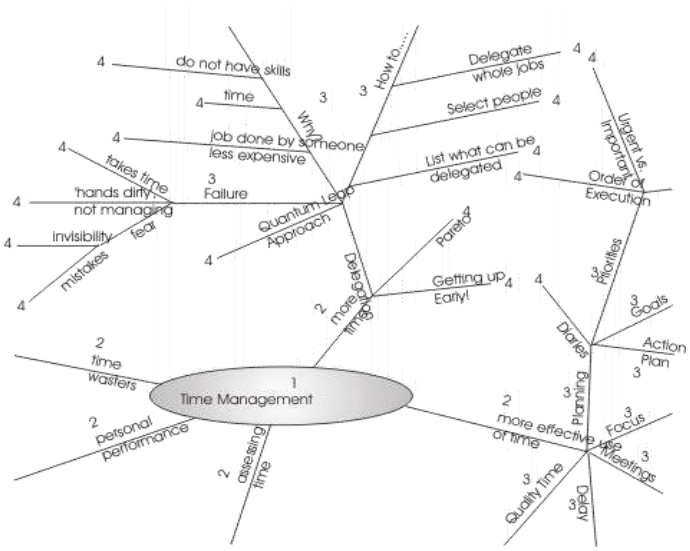
If you do not understand what you are being asked to do, ask your teacher to help you and explain further.

Exercise D1 Here are two **general** topics. **Narrow** them down and give them a clear focus. Suggest at least two narrow topics that you can develop from these general topics.

1 Education for Girls
2 Private Television Channels

2 Brainstorm: Brainstorming is a process for generating new ideas. Brainstorming is the name given to a situation when a group of people or an individual sit to generate new ideas around a specific area of interest. Using brainstorming techniques, you are able to think more freely and move into new areas of thought and so create numerous new ideas and solutions.

You have to write an essay on 'Time Management'. Again you think it's a very very general topic and you are trying to narrow it down and find a focus. Its here that a brainstorming technique will help you get ideas and then choose one or two particular ideas to write about. Brainstorming is all about jotting down or listing the first thought that come to your mind. Does your mind map or brainstorm map looks like this?



Section E LISTENING

Listening to a Speech

Listening is basic to language learning. Without good listening, the student will have great difficulty speaking well or writing well, for listening is the primary, the first skill to be developed when a language is learnt. **Listening helps in gaining fluency.** Of course, in order to listen effectively, besides being able to hear the language, you have to be interested in what people are trying to tell you. The student with wide interests is far more likely to learn the language quickly than the student whose interest level is low. Listen as much as possible, in the beginning don't worry about meaning. Meaning always comes second, first, the sound then the meaning. Patience is the keyword. You need to immerse yourself in the sounds of the language. Listen to pop music, to children's nursery songs, to match commentaries, to lectures on whatever subject interests you. Of course, you won't understand most of it, perhaps any of it. It doesn't matter. Be patient, meaning will come in time.

In this section you will listen to a speech by **Ms. Shirin Ebadi**, who has won the Nobel Prize in 2003. **Shirin Ebadi** was born in the city of Hamedan, Iran in 1947. She comes from a family of academics. She has spent her childhood in a family filled with kindness and affection. She has two sisters and a brother all of whom are highly educated. She has a law degree and began to serve officially as a judge in March 1969. While serving as a judge, she continued her education and obtained a

doctorate with honours in private
law from Tehran University in 1971. She also teaches at a university in Iran and each year, a number of students from outside Iran join her human rights training courses. She is married and her husband is an electrical engineer. They have two daughters.

Listen to the speech which she delivered in Oslo Norway when receiving the Nobel Prize.

Recorded Text 44

Shirin Ebadi – Nobel Prize Winner

Oslo, December 10, 2003

Shirin Ebadi delivers her Nobel Lecture after receiving the 2003 Nobel Peace Prize in the Oslo City Hall, Oslo, Norway.

Shirin Ebadi:

In the name of the God of Creation and Wisdom
Your Majesty, Your Royal Highnesses, Honourable Members of the Norwegian Nobel Committee, Excellencies, Ladies and Gentlemen,

I feel extremely honoured that today my voice is reaching the people of the world from this distinguished venue. This great honour has been bestowed upon me by the Norwegian Nobel Committee and I salute the spirit of Alfred Nobel.

This year, the Nobel Peace Prize has been awarded to a woman from Iran, a Muslim country in the Middle East. Undoubtedly, my selection will be an inspiration to the masses of women who are striving to realize their rights, not only in Iran but throughout the region. My selection as a nobel prize winner will make women in Iran and women from all over the world believe in themselves.

Honourable members of the Norwegian Nobel Committee!

Women constitute half of the population of every country. To disregard women and bar them from active participation in political, social, economic and cultural life would in fact be equivalent to depriving half the population of every society of its capability and participation. The patriarchal culture and the discrimination against women cannot continue forever.

Ladies and Gentlemen,

Allow me to say a little about my country, my region, my culture and my faith. I am an Iranian. I am a Muslim. In the Koran the Prophet of Islam has been cited as saying: 'Thou shalt believe in thine faith and I in my religion'. That same divine book sees the mission of all prophets as that of inviting all human beings to uphold justice.

Since the advent of Islam, Iran's civilization and culture has become imbued and infused with humanitarianism, respect for the life, belief and faith of others, propagation of tolerance and avoidance of violence, bloodshed and war. The luminaries of Iranian literature, in particular our Hafiz, Rumi and Saadi, Naser Khosrow, are all emissaries of this humanitarian culture. Their message manifests itself in this poem by Saadi:

'The sons of Adam are limbs of one another having been created of one essence. When the calamity of time afflicts one limb the other limbs cannot remain at rest'.

Islam is a religion whose first sermon to the Prophet begins with the word "Recite!" The Koran's sermon and message cannot be in conflict with awareness, knowledge, wisdom, freedom of opinion and expression and cultural pluralism.

The discriminatory civil, social, political and cultural plight of women in Islamic states has its roots in the patriarchal and male-dominated cultural traditions prevailing in these societies, and not in Islam. These cultural traditions do not tolerate freedom and democracy, and does not believe in the equal rights of men and women, and the liberation of women from male domination (fathers, husbands, brothers ...), because it would threaten the historical and traditional position of the rulers and guardians of that culture.

The decision by the Nobel Peace Committee to award the 2003 prize to me, as the first Iranian and the first woman from a Muslim country, inspires me and millions of Iranians and nationals of Islamic states with the hope that our efforts, endeavours and struggles toward the realization of human rights and the establishment of democracy in our respective countries enjoy the support, backing and solidarity of international civil society. This prize belongs to the people of Iran. It belongs to the people of the Islamic states for establishing human rights and democracy.

Ladies and Gentlemen,

Human rights are a guarantor of freedom, justice and peace. If human rights fail to be manifested a human being will be stripped of all the dignity, a human

being will be gripped by starvation, a human being will be beaten by famine, war and illness, and a humiliated human being and a plundered human being will not be in any position or state to recover the rights he or she has lost. If the 21st century wishes to free itself from the cycle of violence, acts of terror and war, there is no other way except by understanding and putting into practice human rights for all mankind, irrespective of race, gender, faith, nationality or social status.

With much gratitude, thank you ladies and Gentlemen.

Exercise E1 You must have enjoyed listening to Ms. Ebadi's speech. If you haven't understood it in the first attempt listen to it again and then answer all the questions that follow:

1 What do you think about the speech? What are your comments or observations about the speech?
2 What was the main theme of Ms. Ebadi's speech? What is she telling her audience?
3 Which prize has Ms. Ebadi won?
4 Which committee has given her the prize?
5 How does she begin her speech? What were her 'introductory remarks'?
6 Ms Ebadi says: 'my selection will be an inspiration to the masses of women who are striving to realize their rights, not only in Iran but throughout the region. My selection as a noble prize winner will make women in Iran and women from all over the world believe in themselves'. **What does she mean by this comment?** What do you understand when she makes these comments?
7 She says that women have been barred from equal participation. What areas or fields does she specifically mention in which women do not have a fair deal? Listen to that particular extract again and fill in the missing information:

Women constitute half of the population of every country. To disregard women and bar them from active participation in _____, _____, _____, and _____life would in fact be equivalent to depriving half the population of every society of its capability and participation.

8 Ms Ebadi praises the Iranian civilization and culture in her speech. She describes some qualities of Iranian civilization and culture. What words or adjectives does she use to describe her country's great civilization and culture? Listen to that particular extract again and then write:

'Since the advent of Islam, Iran's civilization and culture has become imbued and infused with:

humanitarianism,

_____, belief and faith of others,

propagation of _____and avoidance of _____, bloodshed and _____.

9 Ms Shirin Ebadi mentions the great names of Iranian literature in her speech. Do you remember what great literary masters does she mention? Listen to that particular extract again and write the names:

_____,
_____,
_____, and
_____,

10 Ms Ebadi uses a word 'patriarchal' in her speech. But she uses one more word alongside this word which means the same. Can you write which word she uses which means the same as the word 'patriarchal'?

11 At the end of her speech Ms Shirin Ebadi talks about 'Human rights'. She says that if there are no rights given to a human being then that human being will suffer from great humiliation. How does she describe that humiliation and shame of a human being who does not have any civil rights? Listen to that particular once again and then write the missing information:

If human rights fail to be manifested, a human being will be stripped of all the dignity, a human being will be gripped by _____, a human being will be beaten by _____, war and _____, and a humiliated human being and a _____human being will not be in any position or state to recover the rights he or she has lost.

UNIT 8

Section A FUNCTION

Expressing Appreciation, Admiration, Pleasure and Gratitude

☞**Expressing appreciation** is probably the most powerful and rewarding human need. Expressing thanks, appreciation and gratitude is key to building satisfying relationships with people around you. Express **appreciation, admiration, pleasure and gratitude** whenever you think it is due and you would realize that it will strengthen your relationship with people around you.

We need to appreciate and be grateful for the small comforts that we have in life, about work well done, to be grateful for food well cooked, etc. Appreciation and gratitude make a relationship strong so remember healthy relationships need mutual appreciation!

In this unit you will be learning how to **express appreciation, admiration, pleasure and gratitude** and you will realize that there are countless opportunities each day that allow us to appreciate, to feel pleasure and gratitude.

Expressing appreciation, pleasure, admiration and gratitude are positive interactions that are at the heart of good relationships between parents, couples, siblings, coworkers and successful businesses. Research has proved that children who are the most intelligent, self-confident and flexible had experienced more appreciation and encouragement and positive attitudes at home and school than negative attitudes from their parents and teachers. Appreciation generates self-esteem in both children and adults and it is never too late to begin appreciating and expressing gratitude.

Exercise A1 Write down the five happiest events in your life, times that you really appreciate and admire, events that you are grateful for.

1 _____.
2 _____.

3 _____.
4 _____.
5 _____.

Now here is a situation where a mother is expressing her **appreciation** to her son Saad. Listen to their conversation.

Recorded Text 45

Mother: Really Saad, you've made me so happy today. You have cleaned your room and also switched off all the lights before leaving for school.
Saad: Well Ami it's my pleasure. I suddenly realized you do so much work and I should help you a little. And of course switching off unnecessary lights will save energy and reduce our electricity bills.
Mother: Well thank you I really appreciate your help.

Section B STRUCTURE

Indirect or Reported Speech

Indirect Speech is also referred to as **Reported Speech.** It refers to a sentence reporting what someone has said. Many times in English we want to tell someone what someone has said. For example:

- The teacher said, 'There will be a test tomorrow'.

This is an example of **direct or quoted speech**. You must have also noticed that this statement is given in inverted commas (").

But when we want to tell someone or report to someone what the teacher has said, the same sentence will then be **reported or indirect** statement and will be written like this:

- The teacher **told** us that there **would** be a test tomorrow.

This section will show you how to change **direct sentences** to **indirect** *or reported sentences.*

When changing from direct to indirect or reported speech, several changes occur. Here are some basic rules which will help you learn and use the i**ndirect** or **reported speech:**

- Quotation marks and the comma are removed

- The word 'that' is usually included after the reporting verb (say, ask, told, etc.)
- The subject pronoun is changed
- The tense of the verb is changed

Examples:

Direct: Rosy said, 'I am happy'.
Indirect: Rosy said that she was happy.

Reported or indirect questions

So far we have practiced changing **direct statements into indirect statements.** What happens when **questions**, instead of statements, have to be reported? Actually the basic points about pronoun and tense usage given above apply equally well to reported questions. However, in reported questions:

- '**That**' is absent
- Various question words, such as **what, why, who, when**, etc. are used
- The typical question or interrogative word order changes to the normal word order, that is, **the question becomes a statement**
- Words like **'did'** and the **'question mark'** disappear
- Some questions do not have question words. While reporting these, '**whether'** or '**if'** are used in place of a question word

Read some examples:

Direct questions	**Indirect /reported questions**
'What do you like doing in your free time'?	He asked me **what I liked** doing in my free time.
'Are you going to the film tomorrow'?	She asked **if/ whether we were** going to the film the **next day.**
She asked, 'Do you want to come with me'?	She asked me **if I wanted** to come with her.

Exercise B1 Rewrite these sentences as **reported questions.**

Reported Questions
What did the teacher say?

1. Mr. Salman: 'Are you a student'?
   What did Mr. Salman say?
   _____.

2. Mr. Salman: 'What is your name'?
   What did Mr. Salman say?
   _____.

3. Mr. Salman: 'Stand up, please, Marium'.
   What did the Mr. Salman say?
   _____.

4 Mr. Salman: 'Don't speak now, Marium'.
   What did Mr. Salman say?
   _____.

5 Mr. Salman: "One month ago, I asked you to study for the test'.
   What did Mr. Salman say?
   _____.

Section C READING

Making Inferences

Making Inferences means reading in between the lines and making intelligent guesses as what is being said or written. Sometimes the information is not clearly stated. Writers sometimes tell us indirectly than directly. They give us hints or clues that help us '**read between the lines'.** We need to use these clues to understand the deeper meaning the writer is trying to give and when we use these clues we are actually **inferring**.

When we **infer**, we go beyond the surface details to see other meanings that are **suggested** or **implied** (not stated clearly). Remember in the previous units you have learned to guess meanings from the contexts - it is basically all about how to make inferences. **Inference** is just a big word that means a **conclusion** or **judgment**. We make inferences everyday without thinking about it.

Suppose you are sitting in your car stopped at a red signal. You hear screeching tyres, then a loud crash and breaking glass. You see nothing, but you **infer** that

there has been a car accident. We all know the sounds of screeching tyres and a crash. We know that these sounds almost always mean a car accident. Making **inferences** means choosing the most likely explanation from the facts at hand.

There are several ways to help you make inferences. We are giving you some practice that will help you make inferences at the word level. Read this sentence:

- Murderers are usually **incarcerated** for longer periods of time than robbers.

You may infer the meaning of **incarcerated** by answering the question 'What usually happens to those found guilty of murder or robbery'? So what do you infer? What is the correct meaning of the word incarcerated? Choose the correct meaning of the word **incarcerated**.

☐ locked up in jail, prison
☐ apprehended
☐ interrogated

If your guess is 'locked up in jail, prison', then your answer is correct.

Exercise C1 Continue to **infer the meanings of difficult words** in the following sentences.

1 Those who enjoy going to parties, and inviting friends often to their homes for dinner are **gregarious.**

Gregarious means:

☐ hostile
☐ aloof
☐ sociable

2 Bunny is fearless, but his brother is **timorous.**

☐ courageous
☐ confident
☐ fearful

3 Abu gave **credence** to my story, but Ami's reaction was one of total disbelief.

☐ Belief
☐ Distrust
☐ Ignore

4 We always invite the Afridis for dinner, but they never **reciprocate.**

- ☐ to do something in return
- ☐ respond
- ☐ request

Exercise C2 Here are a few sentences. Each sentence has one common word **'table'**. But each time the word 'table' means different. **Infer what 'table' means in each sentence.**

1 Daniyal sat at the **table.**
2 Javeria washed the **table** cover.
3 The committee will **table** the motion.
4 There's a round **table** conference scheduled.
5 We need to teach our children proper **table** manners.
6 It's merely a **table** talk, nothing more.

Section D WRITING

Descriptive Writing

In Unit 6 you have learned about **'paragraph development'**. You have learned about the essential parts of a paragraph such as, the main idea, the topic sentence and the supporting details. In Unit 7 you have been given some basic guidelines about **'essay writing'.** In this unit we are going to teach you about **descriptive writing.** Before you learn more about descriptive writing, look at this diagram which will make it clear as what is involved in writing any typical essay:

ESSAYS

Parts of an Essay

Introduction
Body or Supporting Paragraphs Concluding Paragraph

How to Write an Essay

Brainstorm
Write the first draft Edit and Proof read Write the final draft

Kinds of Essays

Definition Classification
Description Sequence
Compare and Contrast
Cause and Effect

What do you do and what kind of a person are you? For example: Are you a student? A teacher? A sports person? A business men? A house wife? Are you friendly, outgoing, serious, happy person? Describe your occupation and list at least five qualities and write it in the box given below.

Paragraph 2 Write here
What do you do and what kind of a person are you?

Observe and describe your surrounding, the setting. Create a sketch adding details about where you live, with whom, what do you do? Who else is around you? Add some details about your home or work environment, your reality. Give the readers a picture of your atmosphere, the back drop, the ambience so that the readers can feel the real situation of your life. Describe the characters around you.

Paragraph 3 Write here!
Observe and describe your surrounding, the setting, add some details about your home or work environment, your reality.

Exercise D1 Do you like to describe someone you know? **Write a Description.** Think of someone you really admire? Write a description of the person focusing on the traits that make you think so highly of this person. When you write the description, try and write whether the person you are describing is:

- Bright and intelligent
- Talented and gifted
- Helpful and cooperative
- Kind and generous

My father, who has never held a firearm, returns one afternoon with a long box. He opens it to display an enormous double-barreled gun nestling in a bed of red satin. Mother is skeptical, nervous. Can he handle this wayward-looking thing that is meant to protect us?

But children are more intuitive: I seldom feel at risk--partly because we live in a safe neighborhood, far from the savaged heart of the inner Lahore city. To the left of our house on Warris Road is the whitewashed bungalow inhabited by Mr. Singh's extended Sikh family and their three water buffalos, which provide our daily quota of milk. The Singhs' children, Rosy and Peter, are our constant companions. When it becomes clear that Lahore will go to Pakistan, Mr. Singh--and our parents' other Hindu and Sikh friends--pile their belongings into trucks and cars, and store with us the things they hope to retrieve when they return to their bungalows. (No one ever came back, and years later, tired of waiting, my mother sold the whole lot to a kabari, or junk dealer.)

Gradually the rioting subsides. By autumn 1948, with Pakistan just over a year old, the flood of refugees has shrunk to a nervous trickle. Two refugee camps have been set up on the outskirts of Lahore. Bedraggled, carrying tin trunks, string-cots and cloth bundles on their heads, Muslim refugees from India swamp the city, looking for work, setting up house on sidewalks, in parks, or wherever they happen to be at sunset.

For me, the British Raj was imposed by the massive statue of Victoria that overlooked Queen's Park. Resplendent in gun-metal, she held a large iron ball in one hand and an iron club in the other. Still massive but less majestic, Victoria is now ensconced in the Lahore museum; her place under the canopy in Queen's Park has been taken by a splendidly calligraphed edition of the Holy Koran.

Exercise D2 Now answer these questions:

1 How does she describe the scene in Lahore at the time of partition? Write the descriptive details.
2 What does she tell us about her father and mother?
3 How does she describe Mr Singh's house hold?
4 What does she tell us about the refugees who came from across the border – India?
5 How does she describes the statue of Empress Victoria?

Section D LISTENING

Listening to Descriptions

How did you learn your own language? In fact, you never really 'learned' it at all - you just started speaking it. When you were about two or three years old, you started speaking your language, a few words at first, not full sentences. But you spoke. And very soon you made progress without even thinking about it. It was the result of hearing. For two to three years before you spoke, you heard people speaking your language day and night. **You heard people speaking your language.** Then, as if by magic, you started to speak. All that hearing was necessary for you to start speaking. For two to three years words went in to your head. Then words came out of your head! So if you want to learn English and specially be good at speaking and listening English, you need to read it, listen to it and find opportunities to speak it as much as possible, the more you are exposed to English language, the more you'll learn it.

Radio
You can receive English language radio broadcasts. Two of the best international networks are the BBC World Service and Voice of America. Both of them have special programmes for learners of English. You can find information about times and frequencies for your country on their web sites.

Television
TV is an excellent resource for hearing and listening to English. The pictures help you understand what is being said.

Internet
It is now a lot easier to learn English through Internet. There are hundreds of sights which will train you to be good listeners, speakers, readers and writers of English.

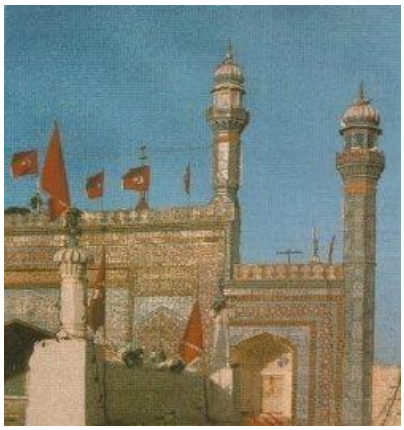
Music/songs
Songs in English are everywhere. Listen to them often. Buy some cassettes or CDs, and try to write the words for an entire song. But choose one that is not too

difficult. That means it should be reasonably slow, and with real words sung clearly. Some pop songs are very unclear and are difficult even for native English-speakers to understand fully!

Recorded Text 48

Mr. Amanullah Memon: Sehwan Sharif is probably the oldest town in Sindh. Sehwan was the capital of a Buddhist ruler who was brother of Chandragupta II. The town is also famous for its glazed pottery. Sehwan is best known for the shrine of Hazrat Lal Shahbaz Qalandar.

The saint was born in Marvind now Afghanistan in 1177 in a noble Makhdum family. Lal Shahbaz Qalandar's real name was Syed Muhammad Usman. He showed signs of a deep spiritual nature even when he was still an infant, at age seven he knew Quran by heart, and at twenty he was initiated into the Qalandaria order of dervishes. Lal Shahabaz Qalandar is a Sufi, a missionary, a scholar, a poet and the writer of several books in Persian and Arabic.



His elegant tomb in Sehwan is said to have initially been constructed in 1356 and completed in 1693. Its architecture is in the style of the 13th and 14th centuries, with assimilated influences from lower Punjab and Multan. The shrine dazzles the eye with its Sindh kashi tiles, mirror work and two gold-plated doors - one donated by the late Shah of Iran, the other by the late Prime Minister Zulfikar Ali Bhutto. The inner chamber is about 100 yards square with the silver canopied grave in the middle.

The annual Urs or festival of Hazrat lal Shabaz Qalander begins on the 18th of Shaaban and devotees from all over the country come to attend this event. On each morning of the three day feast, the narrow lanes of Sewhan are packed to capacity as thousands of pilgrims, fakirs and devotees make their way to the shrine to offer their tributes and make a wish. Most of the people present garlands and a green chadar with Quranic inscriptions in silver or gold threads. Humming of verses, singing and dancing in praise of the saint continues till late at night. A devotional dance known as 'dhamal'is a special ritual that is performed at the rhythmic beat of the dhol. The dervishes, clad in long robes, beads, bracelets and colored head-bands whirl faster and faster in a hypnotic trance.

Exercise D1 Now listen to the recorded text again and write answers to the following questions:

1 When did the construction of the shrine begin and when did it complete?
2 What is its architectural style?
3 What are the two architectural influences on the shrine?
4 What kind of decorations can one find in the shrine?
5 How many doors are there in the shrine?
6 Who donated the doors?
7 Where can one find the grave of the saint?

Exercise D2 Listen to the last paragraph of the recorded text once again carefully and note down the **descriptive details** Mr. Amanullah Memon gives about the event of Lal Shahbaz Qalandar's Urs? Can you write how he describes:

- the narrow lanes of Sewhan
- the devotees or pilgrims
- the rituals of devotees
- the dervishes

UNIT 9

Section A *FUNCTION*

Advice and Suggestions

What do we mean when we say 'I need some **advice or suggestion'**? Well it means that we need some ideas, some remedies, some proposals, some recommendations, and of course some guidance. All of us need **advice and suggestions** for something or other. There are ways of giving advice and suggestions and the following words and expressions are all used to **make suggestions and give advice to people.**

- **Should** — You should try to practise English. You shouldn't translate too much.
- **Why don't you** — Why don't you join an English club?
- **Ought to** — You ought to read more.
- **If I were you, I'd** — If I were you, I'd watch more television.
- **Advise** — I advise you to buy a good dictionary. Let me give you some advice.
  She gave me a very useful advice to buy a good dictionary.

- **I suggest/propose/think**
  I suggest we meet tomorrow at 6 p.m.
  I propose to the get the house painted before rains start
  I think you should take a break from work
- **Let's** — Let's meet for lunch
- **Shall we** — Shall we watch a film?
- **How about** — How about making nice pakoras for tea?

Giving suggestions and giving advice has lot in common. There are a number of formulas used when **giving advice in English**. Here are some of the most common:

Advice	Formula: Verb Form
I don't think you should work so hard.	Use 'I don't think you should' + the base form of the verb in a statement.
You ought to work less.	Use 'You ought to' + the base form of the verb in a statement.
You ought not to work so hard.	Use 'You ought not to' + the base form of the verb in a statement.

If I were you, If I were in your position, If I were in your shoes, I wouldn't work so hard.	Use 'If I were' + 'you' OR 'in your position' OR 'your shoes' + 'I wouldn't' OR 'I would' + base form of the verb in a statement (A form of the conditional 2).
You had better work less.	Use 'You had better' (you'd better) + the base form of the verb in a statement.
You shouldn't OR You should work less.	Use 'You should' OR 'You shouldn't' + the base form of the verb in a statement.
Whatever you do, don't work so hard.	Use 'Whatever you do' + the imperative.

Recorded Text 49

Giving advice:

Man 1: I have to begin a long journey tomorrow and I haven't yet finished packing.
Man 2 You ought to hurry up and let me help you, you need to get some sleep.

Giving suggestion:

Boy 1: How about going to the cricket match together?
Boy 2: Sure, that sounds great. What time?
Boy 1: About 10:00. I'll pick you up.

Rahat is a class tenth student. She is a bright student but her English language skills are not good. She writes this letter to a magazine **asking for advice and suggestions** about how to improve her English language skills. Read her letter.

Hi, my native language is Pashto, so could you get me some advice on how to express myself properly in English speaking. Any books, suggestions? Looking forward to your reply! Thanks Rahat

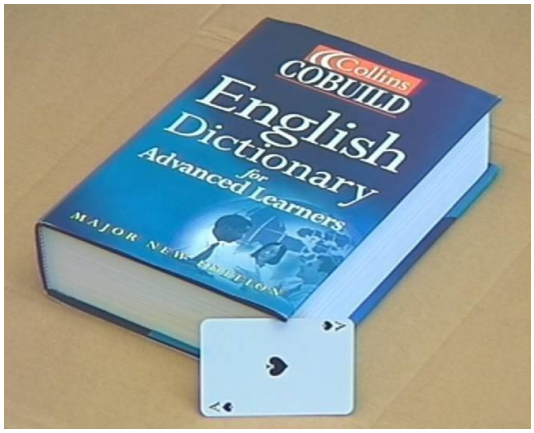
Exercise A1 Now read all the **advices and suggestions** she gets from different people. Read each expression carefully and decide whether they are **suggestions or advices.**

- Hello Rahat, I think you should join some language classes.
- If I were in your position, I should hire a private tutor.
- How about buying some language learning books?
- You ought to ask your teacher to help you.

- I suggest you should start watching English films and read English novels.

Read this text:

Buying a good English dictionary: Some Suggestions



An English dictionary is the most important thing you will need when learning English. A good dictionary will help you learn hundreds of new words, improve your pronunciation and grammar.

When you think of a dictionary, you usually think of a **bilingual** dictionary. For example, an English - Urdu dictionary or an English - Sindhi dictionary. Its okay to buy a bilingual dictionary but we strongly recommend that you must have an **English-English** dictionary too. Such a dictionary is written only in English. English words are not translated, but they are defined or explained in English. For example, if you look up the word *criticize* in an English-English dictionary, you will read something like this:

to criticize = to say negative things about; to talk about the mistakes of

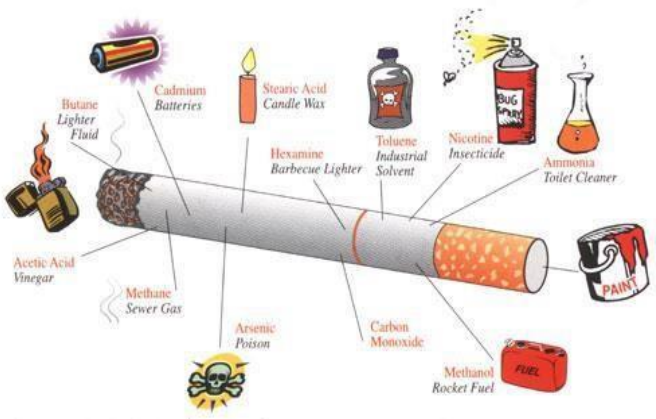
Exercise A2 We hope that you have read and understood the above text. Sana is a student and she wants to buy a good dictionary that would help improve her English language skills. She asks her teacher to give her some **advice and suggestion**s. Here is an incomplete dialogue between the two. Complete the dialogue by using some of the ideas from the above text about 'Buying a good English dictionary'. Follow the example:

Example:

Sana: Maam, I need to buy a dictionary, can you please tell me what to do?
Teacher: Well, why don't you spend some money and buy a good learner's dictionary**.**
Sana: Which dictionary would you recommend?
Teacher: _____.
Sana: How can I use a dictionary in a useful manner?
Teacher: _____.
Sana: How can I improve my English phonetics?
Teacher: _____.

Exercise A3 A lot many people in all age groups smoke. There is so much said and written about the harmful affects of smoking yet people continue to smoke. Doctor Saqib is giving some valuable **advice and suggestions** to people who smoke heavily and want to quit it. Listen to what Doctor's Saqib's is telling us and while you listen, note down the **advices and suggestions** that he gives.

WHY GIVE UP SMOKING?



Recorded Text 50

Doctor Saqib:

If you have tried to quit smoking and failed before, don't worry because most smokers fail several times before quitting successfully. The first thing you should do is that you must set a quit smoking deadline and I suggest that you should stick to that deadline.

Why don't you tell your family, friends, and co-workers that you are going to quit and that you want their support. How about asking them not to smoke around you.

Another thing I would strongly recommend is that you better change your environment that is you ought to get rid of all cigarettes and ashtrays in your home, car, and place of work.

How about distracting yourself from the urges to smoke by changing your routine, and may I propose that you must do different things that will occupy your mind and divert your attention from smoking.

I know that since you are addicted to smoking, you might feel stressed out and my suggestion would be to do some physical exercise, drink a lot of water and other fluids. How about reading books, adopting a hobby? If I were in your position I would plan something enjoyable to do every day. Talk to someone, go for a walk, or get busy with a task.
Remember that once you quit, don't smoke—NOT EVEN A PUFF! My mission here is to restore your faith in yourself. You can quit. Even if you've failed several times in the past, understand that this is normal. You're not alone.

Advices	Suggestions
You must set a quit smoking deadline.	I suggest that you should stick to that deadline.

Exercise 4 Here are some points that are actually 'General Advices and Suggestions to Students'. Read each point carefully and then rewrite each of these in form of either a **suggestion or advice**. Follow the example:

Example:
Attend classes regularly.

- You should attend classes regularly. **(Advice)**
- Why don't you attend classes regularly? **(Suggestion)**

1 Come to class with your texts. Do not come to class if you do not have them with you.
2 Be an active listener and listen to and understand what the teacher is teaching.
3 Take notes in class, and take notes with a sense of purpose.
4 Participate in class discussion as often as you can.
5 Come to class with a set of questions, related to the theme of the particular course.
6 Feel free to raise questions in class, even if the teacher is in the middle of a lecture.
7 Do not turn assignments in late, unless you are facing an emergency situation.
8 Do not hand in rough drafts. Proofread all work for grammar, punctuation, spelling, etc.

9 Study adequately for exams.
10 Try your very best to get good grades.

Section B STRUCTURE

Clauses: Main or Independent Clause
Dependent or Subordinating Clause

What is a clause is and how to recognize a clause when you see one? There are different elements of a clause and these are:

- Subject (S)
- Predicate (P)
- Object (O)
- Complement (C)
- Adjunct (A)

A complete sentence expresses a complete thought. The elements **'subject'** and **'predicate'** are easily identifiable as there is an agreement between them.

Example:

SUBJECT	PREDICATE
Ali	smokes

The elements which are necessary to complete the clause may be either an **'object' or a 'complement'**. Although objects and complements are not always obligatory elements in the clause, yet they are important because they complement what is being described, and provide information which is essential to the message of the clause. Read some examples that illustrate the structure of a clause:

SUBJECT	PREDICATE	OBJECT
Ali	Smokes	a cigarette
She	Likes	Oranges

SUBJECT	PREDICATE	COMPLEMENT
Marium	Is	a teacher
Junaid	Seems	tired
Your house	Looks	beautiful

Adjunct may supply information which is additional to the message, An adjunct supplies the 'why', 'where', 'when', and 'how' type of information. Read some examples where the 'adjunct' is being used.

SUBJECT	PREDICATE	OBJECT	ADJUNCT
He	was turning	The handle	furiously
They	had	a holiday	last year

We can say that the adjunct tends to be most mobile and may be used in different positions in a clause structure.

Examples:

- **Furiously**, he turned the handle
- He **furiously** turned the handle
- He turned the handle **furiously**.

Exercise 9 Read the following examples which have been analysed in terms of their clause structure, that is whether the sentence has a subject (S) or a predicate (P) or a complement (C) etc. After understanding the examples write what elements the sentences that follow have?

Examples:

It / was / a terrible shock.	**SPC**
They / sang / the hymn / beautifully.	**SPOA**
He / jokes / all the time.	**SPA**
The sheets / we /'ll wash / tomorrow.	**OSPA**
I / found / the book / a great help.	**SPOC**
At last / morning / came.	**ASP**

1	She is his secretary.	_____	SPC
2	I haven't had a thing all day.	_____	SPOA
3	He seems rather stupid.	_____	SPC
4	His books are terribly dull.	_____	SPC
5	Certainly it sounds interesting.	_____	ASPC
6	A great party we had last year.	_____	OSPA
7	The people elected him President.	_____	SPOC
8	The children are sleeping.	_____	SP
9	He became an expert.	_____	SPC

10 The days are growing colder. _____ SPC

There are **four types of clauses**. These are:

1 **Main or Independent Clause**
2 **Subordinate or Dependent Clause**
3 **Relative or Adjective Clause**
4 **Noun Clause**

In this section we will only concentrate on the first two types of clauses: *Main or Independent Clause and Subordinate or Dependent Clause.*

1 **Main or Independent Clauses** are normally referred to as sentences, not clauses. Main or Independent clauses can stand by themselves as separate sentences. Therefore a main clause is a clause that is not introduced by a subordinating term. It does not modify anything, and it can stand alone as a complete sentence. The ability to recognize a clause and to know when a clause is capable of acting as an independent unit is essential to correct writing and is especially helpful in avoiding sentence fragments and run-on sentences. Every **main or independent clause** will follow this pattern:

Subject + *Verb* = *Complete Thought*

Read some more examples:

- *Lazy students complain.*
  students = subject | complain = verb

- *Pepsi spilled over the glass and splashed onto the counter.*
  Pepsi = subject | spilled, splashed = verbs

- *My dog loves bones.*
  dog = subject | loves = verb

2 **Subordinate or dependent clause:** The clause that cannot stand alone and is dependent or in need of a support or it depends on an independent clause to express a complete thought is called a Subordinate or Dependent Clause.

The important point to remember is that every sentence must have at least one main clause expressing one complete thought otherwise you have a fragment which is a major error in writing. The subordinate clause is created by using a '**subordinating conjunction or dependent word or a connector**'. These connectors join independent clauses thus creating nicely balanced sentences. Here is a list of some of the frequently used **subordinate conjunctions**:

after	**once**	**until**
although	**provided that**	**when**
as	**rather than**	**whenever**
because	**since**	**where**
before	**so that**	**whereas**
even if	**than**	**wherever**
even though	**that**	**whether**
if	**though**	**while**
in order that	**Unless**	**why**

Now let us read these examples:

- **Once Ali smashed the cup……**
  Once = subordinate conjunction | Ali = subject | smashed = verb

- **Until Mr. Soomro has his first cup of coffee…….**
  Until = subordinate conjunction | Mr. Soomro=subject|has=verb

Don't you think there is something wrong with the above examples? Yes they are incomplete because they do not have an 'independent clause'.

Remember this important point: A subordinate clause cannot stand alone as a sentence because it does not provide a complete thought. The reader is left wondering, 'So what happened'?

- **Once Ali smashed the cup.** So what happened? Did he get scolding? Did he run off? It's a fragment.
- **Until Mr. Soomro has his first cup of coffee.** So what happens? Is he too sleepy to work, or is he irritable? It's a fragment.

So you need to attach a subordinate clause to a main clause to express a full meaning. Subordinate clauses follow this pattern:

Subordinate conjunction + *subject* + *verb* = *incomplete thought*

Here are some more examples that will make you understand the rule:

- **Whenever lazy students yawn……**
- Whenever = subordinate conjunction | students = subject | yawn = verb

- ***As Pepsi spilled over the glass and splashed onto the counter…..***
- As = subordinate conjunction | Pepsi = subject | spilled,

splashed = verb

- **Because my dog loves bones ……..**
- Because = subordinate conjunction | dog = subject | loves = verb

Exercise B1 Try and complete the above incomplete sentences by **adding a suitable main clause**. The first one is done as an example.

1 Whenever lazy students yawn……
Whenever lazy students complain, Mrs. Rustam throws chalk at their heads.

2 As Pepsi spilled over the glass and splashed onto the counter,
_____.

3 Because my dog loves bones,
_____.

The important point to remember about subordinate clauses is that they can never stand alone as complete sentences. To complete the thought, you must attach each subordinate clause to a main clause. Generally, the punctuation looks like this:

- **main clause + (no punctuation) + subordinate clause.**
- **subordinate clause + , + main clause.**

Ask your tutor to help you understand the punctuation rules and you may also like to consult a good grammar book in order to understand how to punctuate clauses.

Exercise B2 Here are five **dependent or subordinate clauses**. Read them and you will notice that they appear incomplete, so they need an independent clause. Complete them by providing appropriate **main or independent clause.**
cubordinate clause + , + *main clause*.

1 Even though the chicken was covered in oil,
_____.

2 Unless Hina finishes her maths homework,
_____.

3 Because the dress was too expensive,
_____.

4 Until the teacher was in the class,
_____.

5 Once my brother passes his exams,
_____.

Section C READING

Facts and Opinions

Exercise C1 Are the following sentences **facts or opinions?**

		Fact	Opinion
1	We are in Pakistan.	Fact	Opinion
2	Inzammam Ul Haq is a good cricketer.	Fact	Opinion
3	Being at college is fun.	Fact	Opinion
4	My English teacher is Sir Umar.	Fact	Opinion
5	I am wearing a pair of black shoes.	Fact	Opinion

Exercise C2 Read the following sentences carefully and then determine whether they are **facts or opinions**. Write **fact** if the sentence is a fact**.** Write **opinion** if the sentence is an opinion.

1._____ That cake was too sweet
2. _____ Computers are not as useful as everyone says they are.
3._____ The scorpion is a relative to the spider.
4._____ The Empire State Building in New York is 1,250 feet tall.
5._____ I bet that tree is over one hundred years old. 6._____ American astronauts landed on the Moon. 7._____ Some people think that Apollo missions did not really go to the Moon.

Whenever we read something some of the statements can be **fact**s and others are the writer's **opinions.** A good reader should be able to distinguish facts from opinions. Read some examples of facts:

- The moon is about 238,900 miles from Earth.
- Your heart beats more than 100,000 times a day.

All these sentences are **facts.** These facts may be right or wrong but the reader could check up on them. A fact is a statement that can be proven true. **Opinions**, on the other hand, are value judgments. They express the writer's point of view

or his or her way of looking at things. For example:

- Men are more intelligent than women.
- Pakistanis are friendlier than other people.

These sentences are **opinions** and whether we accept or agree with a writer's opinions will usually depend on how well the writer supports them with convincing reasons or arguments. A good and credible writer will often support his opinions with facts. When you listen or

read, can you tell the difference between facts and opinions? **Facts are statements that can be verified or proved. Opinions express how someone feels about a fact or a belief**. When you are listening to or reading information, it is important to be aware of the difference between facts and opinions so that you can properly evaluate the meaning of the message.

Exercise C1 Look at the picture given below. Do you recognise this famous Karachi landmark? Then read the statements that are given in boxes and **decide which of the following statements are facts and which are opinions.** Then write each statement in its respective column.

Mohatta Palace

Mohatta Palace was built in the 1920s in the "Rajistan Moghul" style.

It was a private residence for a prominent merchant before the partition.

The Museum opens at 11:00 am so we excitedly got there at 11:05 am.

Anyone who hasn't yet visited the Jewel in the Crown exhibition at the palace, then you're missing out on an amazing

It was the formal residence of M.A. Jinnah.

I don't think there could've been a better setting for the exhibition than Mohatta Palace.

The exhibition 'Jewel in the Crown - Karachi Under the Raj' is at the Mohatta Palace.

This is one amazing exhibition! it is DEFINITELY a place worth spending an afternoon for!

Exercise C3 Read the following passage:

I have got a new car. It is Mehran 800 cc. Mehran is Pakistan's largest selling car. It has It has smart features like head turning lamp, matching front grill and a two spoke steering wheel gives it the tidy look. Mehran has a functional economy, peak performance or unmatched fuel efficiency. It is blue. I think it is fantastic! It goes very fast and makes me feel special. Performance is good for 0.8 litres.

Write down **three facts** about the car.

1 _____.
2 _____.
3 _____.

Write down **three of the owner's opinions** about the car.

1 _____.
2 _____.
3 _____.

Exercise C4 Can you write **facts and opinions** about the following? Write down two **facts** about a Pakistani pop group.

1 _____.
2 _____.

Write down two **opinions** about a Pakistani pop group.

1 _____.
2 _____.

Write down two **facts** about your neighbourhood.

1 _____.
2 _____.

Section D WRITING

Narrative Writing

Narrative writing is about telling a story. Narrative writing has a plot, which means it has 'the main story' with a setting (where and when the story happens), the characters who have motives (reasons) for what they do so a story has events and actions. It has a central focus, a problem to be solved or a challenge to be overcome.

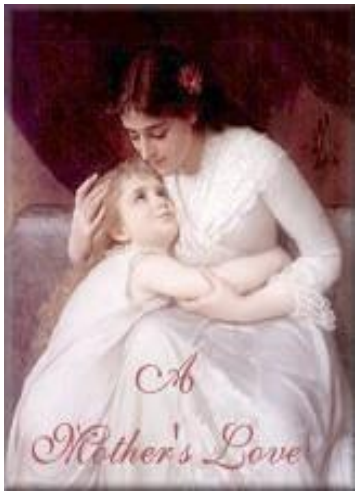
Narrative writing is often about narrating or describing a person's life story, important historical events, or news stories because its purpose is to tell a story

and to provide important facts and details.

Narrative writing is about recreating an experience. A narrative should be based on personal experience. The important thing to remember about a narrative essay is that it tells a story which focuses on an event or on a series of events. Since a narrative tells a story, the most important thing to remember is to give as much details as possible and to make sure you put things in the order in which they occurred, usually, a narrative gives events in the order or in chronological order in which they occurred. The author gives sufficient details about the people, place, and events so that the reader gets a clear idea of how the author feels about them. You must have read or heard stories, like fairy tales, short stories, novels, etc. all of these are narratives, because they tell a story about something that happened.

The narrative essay should be lively and interesting. Narrative writers try to engage the reader's interest by adding details or personal observations. Sharing personal thoughts and details invites the reader into author's world and makes the story more personal and more interesting. All of the important events and details in a narrative essay must be organized, clear, and descriptive. A fully developed narrative story involves a main idea, which is introduced in the beginning, more detailed and eventful in the middle, and wraps up in the end.

Example of a personal narrative paragraph:



My Mother
By Ali Ehtesham

'God could not be everywhere and therefore He made mothers'.

She is understanding and always there for me. She listens and is full of positive support. I am lucky to have someone who is both a close friend and a mother. Not everyone has this kind of a relationship.

I could find endless words in the thesaurus to describe my mother, but the one word that stands out above the rest is "incredible." She has cared for all of us throughout her whole life. When I was growing up, she always cooked for the family, cleaned the house, did all the out side chores, took us to school and to the doctor, sewed our clothes, and was happily married. I don't know how she managed to do all of these things so well and still have time for herself.

My mother is my sole support system. Whenever something exciting happens or there is a crisis in my life, she is the first person I turn to. I have seen many friends come and go in my life, but my mother is different. For eighteen years of my life, she has always been there for me, we always are close. She understands me and knows me better than anyone else I know. She doesn't make demands nor does she pressure me with school and my future. She has complete faith and trust in me that I am doing the right thing with my life. I make her happy by letting her know that I love her from the bottom of my heart.

Everyday I count my blessings and think about how grateful I am to have a mother who loves me. Not once do I take this for granted. I cannot imagine my life without her.

Ali Ehtesham's short **personal narrative essay** is focused on describing and narrating his relationship with his mother that has left a profound impression on his personality. He adds sufficient details describing his mother that gives us a clear picture of his mother.

Each of us has memories of times that have been meaningful, of times that have taught us lessons about ourselves or others. Through the narrative essay, we have the chance to record those experiences as the supporting evidence to substantiate our new understanding.

Two crucial first steps in planning a narrative essay are selecting an incident worthy of writing about and finding the central, relevant, salient point in that incident. Secondly, incorporate details which will make the incident real for readers.

Exercise D1 Its time you **write a narrative essay**. We are giving you a number of different topics. Write a narrative essay on some of them so that you can gain enough practice in writing a narrative essay. You should also follow the guidelines, rules or conventions of writing a narrative essay that follows.

1 **(Your Best Friend)** Think about a friend who has been an important part of your life. How did you become friends with this person? Think about when you met, what you did, and how your friendship grew. Write a story about this friendship. Give enough details to tell the reader about this friendship.

2 **(A Rainy Day)** You woke up one morning and learned that it was raining heavily. School was closed for the day! It was a dream come true. Suddenly you had time to take a break from the usual routine and do what you wanted to do. Write a story about a rainy day off from school that you remember. Give enough details in your story to show what you did and how wonderful the day was.

3 **(Favorite place)** All of us have a favorite place where we get to do what we want. It could be an indoor place, an outdoor place, or even an imaginary place. What is your favorite place? Write a story about what you get to do in your favorite place. Give enough details in your story to show your favorite place and what you get to do there.

4 **(Special adventure)** All of us have had a special time or adventure in our lives. It could be anything such as a visit with a friend or relative, a party you went to, or a game you watched or played. Or it could be something completely different. Write a story about a special time or adventure that you have had. Give enough details in your story to show what it was like and what made it so special.

5 **(Childhood memory)** Choose a vivid time from your childhood. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.

Follow these rules and conventions of writing a narrative essay: List the Events

- Think about the story you want to tell.
- For example, if you have to write a paper describing your summer vacation, you may want to focus on only one part of your summer: one day, one trip, one event, etc.
- Make a list of all the things that happened.

Put the Events in order

- At this point you should have some idea of the focus of your essay. A narrative tells a story for some purpose. For example, if you wanted to tell someone about the *funniest* thing you did over the summer, you'll want to focus on those things on the list which describe the fun you had.
- Go through your list and cross out any events which don't deal with your topic.
- Now, put numbers next to all the events in the order they occurred.

Add details and specific information

- One easy way to organize your essay is to write one paragraph for each of those events you have listed.
- Give details for each of the items on your list.
- Be sure to include what things looked like and what people said.

Section E LISTENING

Listening to a Story

In this unit you have been told what narrative writing is all about.
Narrative writing is about telling a story. Narrative writing has a plot, a setting, and characters. Narrative writing is often about narrating or describing a person's life story, important historical events, or news stories because its purpose is to tell a story and to provide important facts and details. In this section you will practice listening to a story. So get ready for an interesting story telling session. Switch on your cassette recorder and listen and enjoy listening to the story **'The Gifts of Wali Dad'.**

Recorded Text 51
The Gifts of Wali Dad

In a mud hut far from town lived an old grass-cutter named Wali Dad. Every morning, Wali Dad would cut and bundled tall, wild grass and sold it as fodder in the marketplace and earned thirty paisa. He spent ten paisas for food, ten for clothes and saved ten in a clay pot under his bed. In this manner Wali Dad lived happily for many years.

One evening, Wali Dad dragged out the pot to see how much money it had. He was amazed to find that his pot had filled to the brim. 'What am I to do with all this money', he said to himself. 'I need nothing more than I have'. Wali Dad thought and thought. At last he had an idea.

The next day, Wali Dad loaded the money into a sack and carried it to a jeweller in the marketplace. He exchanged all his coins for a lovely gold bracelet. Then Wali Dad went to the home of a merchant. 'Tell me' in all the world, who is the noblest lady', asked Wali Dad, 'Without doubt', said the merchant, 'it is the young queen of Khaistan and I often visit her palace'. 'Do me a kindness', said Wali Dad. 'The next time you pass that way, give her this little bracelet, with my compliments'. **The merchant was astonished**, but he agreed to do what the grass-cutter asked. Soon after, the merchant found himself at the palace of the queen of Khaistan. He presented the bracelet to her as a gift from Wali Dad. 'How lovely'! she said, admiring the bracelet. 'Your friend must accept a gift in return. My servants will load a camel with the finest silks'.

When the merchant arrived back home, he brought the silks to the hut of Wali Dad. 'Oh, no'! said the grass-cutter. 'This is worse than before! What am I to do with such finery'? 'Perhaps', said the merchant, 'you could give it to someone else'. Wali Dad thought for a moment. 'Tell me', he said, 'in all the world, who is the noblest man'? 'That is simple', said the merchant. 'It is the young king of Nekabad'. 'Then do me another kindness', begged Wali Dad. 'On your next trip there, give him these silks, with my compliments'. **The merchant was amused,**
but he agreed.

On his next journey, he presented the silks to the king of Nekabad. 'A splendid gift'! said the king, admiring the silks. 'In return, your friend must have twelve of my finest horses'. So **the smiling merchant** brought the king's horses to Wali Dad. 'This grows worse and worse'! declared the old man. 'What could I do with twelve horses'? But after a moment Wali Dad said, 'I know who should have such a gift. I beg you, keep two horses for yourself, and take the rest to the queen of Khaistan'. **The merchant thought this was very hilarious**, but he consented.

On his next visit to the queen's palace, he gave her the horses. Now the queen was a bit confused**.** She whispered to her prime minister, 'Why does this Wali Dad persist in sending gifts? I have never even heard of him'! The prime

minister said, ‘Why don’t you discourage him? Send him a gift so rich, he can never hope to match it’. So in return for the ten horses from Wali Dad, the queen sent back twenty mules loaded with silver.

The merchant was very perplexed and he arrived back at the hut, Wali Dad groaned. ‘What have I done to deserve this? Friend, spare an old man! Keep two mules and their silver for yourself, and take the rest to the king of Nekabad’! **The merchant was getting uneasy**, but he could not refuse such a generous offer. So after a few days, the merchant presented the silver-laden mules to the king of Nekabad.

The king, too, was puzzled and asked his prime minister for advice. ‘Perhaps this Wali Dad wants to prove himself better than you’, said the prime minister. ‘Why not send him a gift he can never beat’? So the king sent back twenty camels with golden anklets, twenty horses with golden bridles and stirrups, twenty elephants with golden seats mounted on their backs, and twenty servants to care for all of them.

The merchant was getting more and more amazed. He brought the servants and animals to Wali Dad’s hut, the grass- cutter was beside himself. ‘Will bad fortune never end? Please, keep for yourself two of each animal, and take the rest to the queen of Khaistan’! ‘How can I go to her again’, protested **the bewildered merchant.** But Wali Dad pleaded so hard, the merchant consented to go just once more.

This time, the queen was stunned by the magnificence of Wali Dad’s gift. She turned again to her prime minister. ‘Clearly’, said the prime minister, ‘the man wishes to marry you. Since his gifts are so fine, perhaps you should meet him’! So the queen ordered a great caravan made ready, with countless horses, camels, and elephants. With **the trembling merchant** as guide, she and her court set out to visit the great Wali Dad.

On the third day, the caravan made camp, and the queen sent the merchant ahead to tell Wali Dad of her coming. When Wali Dad heard the merchant’s news, his head sank to his hands. ‘Oh, no’! He moaned. ‘Now I will be paid for all my foolishness. I have brought shame on myself, on you, and on the queen. What are we to do’? ‘I fear we can do nothing’! said **the already stunned merchant**, and he headed back to the caravan.

The next morning, Wali Dad rose before dawn. ‘Good-bye, old hut’, he said. ‘I will never see you again’. The old grass-cutter started down the road. But he had not gone far when he heard a voice. ‘Where are you going, Wali Dad’? He turned and saw two radiant ladies. He knew at once they were paris from Paradise. Wali Dad sank to his knees and cried, ‘I am a

stupid old man. Let me go my way. I cannot face my shame'! 'No shame can come to a man like you', said one of the pari. 'Though your clothes are poor, in your heart you are a king'. The pari touched him on the shoulder. To his amazement, he saw his rags turn to fine clothes. A jewelled turban sat on his head. The rusty sickle at his waist was now a gleaming sword. 'Return, Wali Dad', said the pari. 'you look as good as any king'.

Wali Dad looked behind him. Where his hut had stood, a splendid palace sparkled in the rising sun. In shock, he turned to the paris, but they had vanished. Wali Dad hurried back along the road. As he entered the palace, the guards gave a salute, servants bowed to him, then rushed here and there, preparing for the visitors. Wali Dad wandered through countless rooms, gaping at riches beyond his imagining.

Suddenly, three servants ran up, 'a caravan from the east'! announced the first. 'No', said the second, 'a caravan from the west'! 'No', said the third, 'caravans from both east and west'!

The bewildered Wali Dad rushed outside to see two caravans halt before the palace. Coming from the east was a queen in a jeweled palenquin. Coming from the west was a king on a fine horse. Wali Dad hurried to the queen. 'My dear Wali Dad, we meet at last', said the queen of Khaistan. 'But who is that magnificent king'? 'I believe it is the king of Nekabad, Your Majesty', said Wali Dad. 'Please excuse me for a moment'. He rushed over to the king. 'My dear Wali Dad, I had to meet the giver of such fine gifts', said the king of Nekabad. 'But who is that splendid queen'? 'The queen of Khaistan, Your Majesty', said Wali Dad with a smile. lease come and meet her'.

And so the king of Nekabad met the queen of Khaistan, and the two fell instantly in love. A few days later their marriage took place in the palace of Wali Dad. And the celebration went on for many days. At last Wali Dad had said good-bye to all his guests. The very next morning, he rose before dawn, crept quietly from the palace, and started down the road. But he had not gone far when he heard a voice. 'Where are you going, Wali Dad'? He turned and saw the two paris. Again he sank to his knees. 'Did I not tell you I am a stupid old man? I should be glad for what I have received, but . . . .' 'Say no more', said the pari. 'You shall have your heart's desire'. And she touched him again. So Wali Dad became once more a grass-cutter, living happily in his hut for the rest of his days. And though he often thought warmly of his friends the king and queen, he was careful never to send them gifts. So what do you think about the story? Isn't it nice and absorbing and skillfully narrated? The story teller uses beautiful words to create images in our minds. He uses a lot of words that you might have

found difficult to understand. Here is a list of all those words and phrases. Consult a dictionary to find the simple meanings of these words and listen to the story again. We are sure that when you hear it for the second time, you will understand it better.

Fodder, compliments, splendid, consented, groaned, hilarious, perplexed anklets, bridles, stirrups, bewildered, stunned, magnificence, moaned, radiant, rusty, sickle, gleaming halt.

Exercise 23 Now let us try and understand **the plot of the story**. After listening to this story **what do you think is the main story about**? Actions or events in the story take place in a sequence or in an order. What happened before and what happened after? Let us **write the scenes or events in their proper order**. We are giving you a few events, listen and read the story again and **list all the important events in a proper**

sequence in your own words.

1 Every day, Wali Dad cut and bundled all the fodder and sold it in the market.
2 One evening, Wali Dad saw that his clay pot was full of coins.
3 So he went to a jeweller and bought a gold bracelet
4 Then Wali Dad went to the home of a merchant and asked him to present this bracelet to the queen.
5 The merchant presented the bracelet to the queen who also sent a camel loaded with the finest silks for Wali Dad.

What happens next….and next….and finally!

Exercise 24 How did the merchant feel when each time Wali Dad asked him to take the gifts to the Queen and the King?

Example:

- The merchant was astonished.