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# English

*Book Two*

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- › Textbook's Lessons with Translation
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- › Important Essays
- › Formal Letters / Applications / Emails
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- › Summary Writing
- › Poems with Translation
- › Paraphrasing of Poems
- › Model / S.S.C Examination Paper



By:  
**Prof. M.Y. Ejaz**

Edited:  
**Atif Ali Minhas**



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**BOARD OF SECONDARY EDUCATION KARACHI**  
**S.S.C (Annual) Examination**  
**English (Compulsory) Class X**

**Division of Marks**

S.No.	Topics	Marks
01	Multiple Choice Question (M.C.Qs)	
02	Short Answer Questions (Prose)	
03	Short Answer Questions (Poetry)	
04	Translation / Summary	
05	Essay	
06	Letter to the Editor	
Total Marks		100



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## Reading Comprehension

Unit  
1.1

## The Voice of God

خدا کی آواز

## Meanings of the words in English and Urdu

Words	Meaning in English / Urdu	Words	Meaning in English / Urdu
voice	sound آواز	hear	listen سننا
sought	looked for تلاش کیا	climbed	went up اُوپر چڑھا
topmost	highest سب سے اونچا	steeple	the tallest part of a religious building - the minaret مذہبی عمارت کا مینار
dwelt	live رہنا	among	amidst درمیان

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## Textbook Poem with Urdu Translation

I sought to hear the voice of God,  
And climbed the topmost steeple,  
But God declared: "Go down again,  
I dwell among the people."

Louis I. Newman

میں نے رب العزت کی آواز سننے کی جستجو کی،  
اور بلند ترین مینار پر چڑھ گیا،  
لیکن خدا نے اعلان کیا: "دوبارہ نیچے جاؤ،  
میں لوگوں کے درمیان رہتا ہوں۔"

## Multiple Choice Questions (M.C.Qs)

Choose the correct answer for each from the given options:

01. The poet of the poem "The Voice of God" is:

- (a) Louis I. Newman  
(c) Robert Louis Stevenson

- (b) Julia Carney  
(d) Ralph Waldo Emerson

02. Louis I. Newman has written the poem:

- (a) Speak Gently  
(c) The Voice of God

- (b) The Man Who Wins  
(d) The Blind men and the Elephant



- 03. Louis I. Newman was a:**  
 (a) writer (b) businessman (c) clerk (d) lecturer
- 04. The bent of mind of the poet was:**  
 (a) religious (b) philosophic (c) artistic (d) scholarly
- 05. Louis I. Newman was:**  
 (a) an English (b) an American (c) a Canadian (d) an Australian
- 06. Louis I. Newman lectured at:**  
 (a) Oxford (b) Columbia (c) Washington (d) Wyoming
- 07. The tallest part of a religious building is called:**  
 (a) tower (b) minaret (c) steeple (d) dome
- 08. The poet climbed a:**  
 (a) mountain (b) tree (c) tower (d) steeple
- 09. God declared:**  
 (a) 'Go down again'  
 (c) 'Jump at once'
- 10. God dwells among:**  
 (a) stars (b) the people
- 11. The poem "The Voice of God" is a:**  
 (a) philosophical poem  
 (a) religious poem
- 12. The poem "The Voice of God" teaches to:**  
 (a) isolate from the people  
 (c) tie with the people
- 13. The poet's message is:**  
 (b) 'Pray'  
 (d) 'Stay'  
 (c) none (d) angels  
 (b) historical poem  
 (d) romantic poem  
 (b) nothing  
 (d) look around

### Answer Key

1 (a)	2 (c)	3 (d)	4 (a)	5 (b)	6 (b)	7 (c)	8 (d)	9 (a)	10 (b)	11 (c)	12 (c)
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## Introduction to the Poet

Louis I. Newman is the poet of the poem, "The Voice of God". He was born in 1893 in Providence Rhode Island (USA). He studied at Brown University and after his doctorate lectured at Columbia. He is the author of many books on religious subjects. The poem "The Voice of God" reflects his religious thoughts. He died in 1972. In simple words and a simple way he expresses the deepest thoughts and feelings in his poems as in "The Voice of God".

## Summary

The poet was desirous to hear the voice of God, so one day he climbed the tallest part of a religious building. There he heard the voice of God, who said to him that He dwells among the people so he should go to them where he can find Him.

Message or theme of the poem is that God loves and lives among the people. This poem expresses the love and closeness of God to mankind.

## Central Idea

The message or central idea of the poem 'The Voice of God', written by Louis I. Newman, is that we should be very friendly and loving to other people. This is the best way we can follow to please God. God is happy with that person who takes care and serves mankind. If someone wants to be close to God, he should not aloof himself from the people. God lives among the people. Therefore love to the mankind is actually the love of God.

## Short Answer Questions

**Q 1** Why did God ask the poet to go down again in the poem "The Voice of God"?

**Ans.** God told the poet to go down again because he dwells among the people. He is not aloof from them. So He asked the poet to go to them and to mingle with. To love one's fellowmen is the best way to win God's love. God loves those people who are caring and loving to other people. If we want to be close to God, we should love people and help them.

**Q 2** Why did the poet climb the steeple?

**Ans.** The poet wanted to hear the voice of God from the place as close as possible so he climbed the steeple.

**Q 3** What does the poet mean to say "I dwell among the people"?

**Ans.** God loves all His creatures specially man most of all. Man is His most beloved creation. Therefore, we should not separate ourselves from people.

**Q 4** What do you learn about the poet after reading the poem?

**Ans.** The poet seems to be a good and religious person and he has a natural bent towards religion. He also seems to be very caring for people and wants others to do the same. He thinks that this is the best way to win God's love.

**Q 5** What is the message/main idea given through the poem, 'Voice of God'?

**Ans.** The message of the poem is that we should be very friendly and loving to other people. This is

one of the best things that a man can do. God is happy with that person who takes care of and serves mankind.

**Q 6) Write something about the poet of the poem "The Voice of God".**

**Ans.** The poet of the poem "The Voice of God" was Louis I. Newman. He was an American poet. After doing his Ph.D. from Brown University, he started teaching at Columbia. He wrote many books on religious subjects. The poem "The Voice of God" clearly shows his religious bent of mind.

**Q 7) Why did the poet climb the steeple and what happened when he reached there?**

**Ans.** See "summary" on previous page.

### Textbook Exercise B

**01. Why did the author climb the steeple?**

**Ans:** See "Short Answer Questions" – Q.2

**02. Why did God tell him to go down again?**

**Ans:** See "Short Answer Questions" – Q.1

**03. Say in your own words what you think is the message of this poem.**

**Ans:** See "Short Answer Questions" – Q.5



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Unit  
1.1

# The Wise Caliph

عقلمند خلیفہ

## Meanings of the words in English and Urdu

Words	Meaning In English / Urdu	Words	Meaning in English / Urdu
popular	liked or admired by many people ہرگز	welfare	well-being فلاح و بہبود
disguise	change appearance گھیس بدلنا	minge	mix گھلنا
justice	fairness انصاف	wisdom	being wise دانائی
well-to-do	rich امیر	respectable	worthy of respect قابل احترام
rags	old and torn clothes پٹے پرانے کپڑے	beggar	one that begs بھکاری
dispute	quarrel جھگڑا تنازعہ	resolve	find a solution to حل کرنا
claim	an assertion of a right دعویٰ کرنا	swear	declare under oath قسم کھانا
limping	walking with difficulty لنگھنا	hoofs	feet of an ungulate mammal کمر
reins	long, narrow straps attached at one end to a horse's bit لگام	lame	unable to walk لنگڑا اپاج
dismount	get off اترنا	puzzled	unable to understand پریشان
gently	in a gentle manner نرمی سے	grateful	Feeling or showing gratitude شکریہ دار
rob	Take something away by force لوٹنا ڈاکوئی کرنا	guardian	A person who cares سرپرست
pity	sympathy ترس کھانا رحم	cruelty	heartlessness ظلم - سلاکی
injustice	being unjust or unfair نا انصافی	afford	Have the financial means استطاعت رکھنا
get off	to come down نیچے اترنا	mighty	Having great strength طاقتور
honourable	deserving honour معزز	wince	Make a face indicating disgust or dislike چہرے سے ناگواری کا اظہار کرنا
snort	make a nasal sound نوس غوغا کرنا	neigh	horse's sound بولہٹا
pronounce	declare-announce اعلان کرنا	liar	a person who tells lies بھوٹا
wicked	evil or morally wrong بد-کوشہ	deserve	worthy of لائق ہونا
merciful	showing mercy رحم دل - مہربان	forgiveness	willingness to forgive معافی
caught	In the act of committing رگھے ہاتھوں پکڑا ہوا	generous	Willing to give دیانتدار
red-handed	a crime	handful	a small quantity or number چھوٹی مقدار
readily	without hesitation فوراً - ہلکی سے		



Caliph Haroon-ur-Rashid was very popular with his people. He was very concerned about their problems and their welfare. At night, he would disguise himself as a common man and go through the streets of Baghdad. He would mingle with the common people in order to gain first-hand knowledge of their difficulties and problems. He was also known and respected for his justice and wisdom.

خلیفہ ہارون رشید اپنے عوام میں بہت مقبول تھا۔ وہ ان کی مشکلات اور ان کی فلاح و بہبود کے لئے بہت گہر مند رہتا تھا۔ رات کو وہ ایک عام آدمی کا بھیس بدلتا اور بغداد کی سڑکوں پر نکل جاتا۔ وہ عام لوگوں کے ساتھ گھل مل جاتا تاکہ ان کی مشکلات اور مسائل کا براہ راست علم حاصل کر سکے۔ وہ اپنے انصاف اور دانشمندی کی وجہ سے جانا جاتا اور اس کا احترام کیا جاتا تھا۔

One day, when he was holding court, the Qazi brought two men before him. One of them was well-dressed and appeared to be a well-to-do, respectable citizen, while the other was in rags and seemed to be a beggar. Along with these two men, a beautiful white horse was also brought in. The Qazi approached the Caliph and said, "O Leader of the Faithfuls, I've brought before you a dispute which I have not been able to settle. It is a difficult case, but I am certain that with your knowledge and wisdom, you will be able to resolve it in a just and fair manner."

ایک دن جب اس کی عدالت گلی تھی تو قاضی نے دو آدمیوں کو اس کے روبرو پیش کیا۔ ان میں سے ایک نے اچھی پوشاک پہنی ہوئی تھی اور ایک تو خحال، معزز شہری دکھائی دے رہا تھا جبکہ دوسرا پٹھے پرانے کپڑوں میں تھا اور بھکاری لگ رہا تھا۔ ان دونوں افراد کے ساتھ ایک خوبصورت سفید گھوڑا بھی لایا گیا۔ قاضی خلیفہ کے پاس پہنچا اور کہا: "امیر المومنین، میں آپ کے سامنے ایک جھگڑا لایا ہوں جس کا فیصلہ میں نہیں کر سکا۔ یہ ایک مشکل مقدمہ ہے، لیکن مجھے یقین ہے کہ آپ کے علم اور دانشمندی سے آپ اسے منصفانہ اور عادلانہ طریقے سے حل کر سکیں گے۔"

"What is the dispute?" asked the Caliph.

"These two men here are fighting over this horse. Each one of them claims and swears that this horse is his."

"Step forward," the Caliph ordered the well-dressed man, "and let's hear what you have got to say."

"جھگڑا کیا ہے؟" خلیفہ نے پوچھا۔

"یہ دو آدمی اس گھوڑے پر جھگڑا کر رہے ہیں۔ ان میں ہر ایک دعویٰ کرتا ہے اور قسم کھاتا ہے کہ یہ گھوڑا اس کا ہے۔"

"آگے آؤ۔" خلیفہ نے اچھے لباس والے آدمی کو حکم دیا، "میں بتاؤ کہ تم کیا کہنا چاہتے ہو۔"

The man said to the Caliph: "O Leader of the Faithfuls, I beg you to believe me that whatever I say in your presence shall be the truth. This morning, when I was riding to the city, I saw this beggar limping along ahead of me. On hearing the sound of my horse's hoofs, he turned around and motioned to me to stop. I pulled the reins of my horse. He begged me to give him a ride up to the city gate. He was lame. I felt sorry for him. So, I pulled him up behind me on the horse. When we reached the city gate, I stopped and turned round to help him get down. He refused to dismount. I was puzzled and gently told him to get down because we had reached the city gate. He not only refused to get down but, instead, he claimed that the horse belonged to him. He said that he had given me a ride and instead of being grateful, I was robbing him of his horse."

اس شخص نے خلیفہ سے کہا، "امیر المومنین! میں درخواست کرتا ہوں کہ آپ میرا یقین کیجئے جو کہ میں آپ کی موجودگی میں کہوں گا وہ سچ ہوگا۔ آج صبح جب میں سوار ہو کر شہر آ رہا تھا، میں نے اس بھکاری کو اپنے آگے لنگڑا کر چلتے دیکھا۔ میرے گھوڑے کے سوں کی آواز سن کر وہ مڑا اور مجھے رکنے کا اشارہ کیا۔ میں نے اپنے گھوڑے کی بائیں کھینچ لیں۔ اس نے مجھ سے التجا کی کہ اسے شہر کے دروازے تک سواری میں بٹھایا جائے۔ وہ لنگڑا تھا۔ مجھے اس پر ترس آ گیا۔ اس لئے میں نے اسے اوپر کھینچ کر اپنے پیچھے گھوڑے پر بٹھالیا۔ جب ہم شہر کے دروازے پر پہنچے تو میں رکا اور اسے نیچے اترنے میں مدد دینے کے لئے پیچھے مڑا۔ اس نے اترنے سے انکار کر دیا۔ میں حیران تھا اور میں نے اسے نرمی سے نیچے اترنے کو کہا کیونکہ ہم شہر کے دروازے پر پہنچ چکے تھے۔ اس نے نہ صرف نیچے اترنے سے انکار کیا بلکہ اس

کے بھانے اس نے دعویٰ کیا کہ یہ گھوڑا اس کا ہے۔ اس نے کہا کہ اس نے مجھے گھوڑے پر سواری دی اور احسان مند ہونے کی بجائے میں اس کا گھوڑا لوٹا چاہتا ہوں۔"

The Caliph then turned to the man in rags and said, "What do you have to say?"

The beggar limped forward and said, "O Leader of the Faithfuls, you are the helper and guardian of the poor. You are a wise and just Caliph. Have pity on me and save me from the cruelty and injustice of this rich man. I swear that this horse belongs to me. You must be thinking, like everybody else in this court, how a beggar like me can afford to buy and keep such a fine horse. Let me tell you that it is because of this horse that I am in rags. Whatever money I had, I spent on this horse. This morning, as I was coming to the city on my horse, I noticed this man walking along the road. When I came close to him, he stopped me and requested me to lend him my horse, for he was in a great hurry to reach the city. Of course, I could not lend my horse to a complete stranger, could I? However, I decided to help him and let him ride my horse, while I sat behind him. As we reached the city gate, he asked me to get down and give the horse to him. He said that such a fine horse should not belong to a beggar. He ordered me to get off the horse or else he would force me to get off. He further said that even if I shouted for help, no one would believe that such a fine horse could belong to someone like me; they would only make fun of me. Now, mighty and honourable Caliph, I beg you to save me from this robber and give me back my horse."

خلیفہ بیٹھے پرانے کپڑوں میں لمبوں قمیص کی طرف مڑا اور کہا، "تمہیں کیا کہنا ہے؟" بھکاری ٹکڑاٹا ہوا آگے بڑھا اور کہا، "امیر المؤمنین! آپ فرمیں کہ وہ کاکا اور سر پرست ہیں۔ آپ ایک دانشمند اور عادل خلیفہ ہیں۔ مجھ پر رحم کیجئے اور اس امیر قمیص کے قلم اور نا انصافی سے مجھے بچائیے۔ میں قسم کھاتا ہوں کہ یہ گھوڑا میرا ہے۔ آپ بھی دربار میں موجود ہر ایک قمیص کی طرح یہ سوچ رہے ہوں گے کہ میرے جیسا بھکاری ایسا اچھا گھوڑا کیسے خرید اور پال سکتا ہے۔ میں آپ کو بتاتا ہوں کہ اسی گھوڑے کی وجہ سے میں قحطروں میں ہوں۔ میرے پاس جو رقم تھی، وہ میں نے اس گھوڑے پر خرچ کر دی۔ آج صبح جب میں اپنے گھوڑے پر شہر آ رہا تھا، میں نے سڑک پر اس قمیص کو چلتے دیکھا۔ جب میں اس کے قریب پہنچا تو میں نے مجھے روکا اور درخواست کی کہ میں اسے اپنا گھوڑا ادھار دے دوں، کیونکہ اسے شہر پہنچنے کی جلدی ہے۔ خلیفہ ایک بالکل اجنبی قمیص کو میں اپنا گھوڑا ادھار نہیں دے سکتا تھا، لہذا میں اس کا کھانا کھاتا ہوں۔ اس نے اس کی مدد کرنے کا فیصلہ کیا اور اپنے گھوڑے پر اسے سوار کر لیا جبکہ میں پیچھے بیٹھ گیا۔ جیسے ہی ہم شہر کے دروازے پر پہنچے، اس نے مجھے نیچے اتارنے اور گھوڑا اس کے حوالے کرنے کو کہا۔ اس نے کہا کہ ایسا اچھا گھوڑا ایک بھکاری کے پاس نہیں ہونا چاہیے۔ اس نے مجھے گھوڑے سے نیچے اتارنے کو کہا یا وہ مجھے زبردستی نیچے اتارے گا۔ اس نے حرید کہا کہ اگر میں کسی کو مدد کے لئے جاتا ہوں تو کوئی بھی یقین نہیں کرے گا کہ ایسا اچھا گھوڑا میرے جیسے کسی قمیص کی ملکیت ہو سکتا ہے، وہ سب صرف میز مذاق اڑائیں گے اب، اے عظیم اور محرز خلیفہ، میں آپ سے التجا کرتا ہوں کہ مجھے اس لاکو سے بچائیں اور میرا گھوڑا مجھے واپس کر دیں۔"

"I think this case is not very difficult to solve," said the Caliph to the Qazi. "It can be decided in a minute. Tell these men to place their hands on the horse, one by one. Let the beggar do it first."

When the beggar touched the horse, it winced as if it did not like the touch of his hand. Next, the rich man was asked to touch the horse. At the touch of the rich man's hand, the horse snorted and neighed with pleasure.

"میرے خیال میں اس مقدمہ کو حل کرنا کچھ زیادہ مشکل نہیں،" خلیفہ نے قاضی سے کہا۔ "اس کا فیصلہ ایک لمحے میں ہو سکتا ہے۔ ان اشخاص کو کہو کہ گھوڑے پر ایک ایک کر کے اپنے ہاتھ رکھیں۔ بھکاری کو پہلے ایسا کرنے دو۔"

بھکاری نے گھوڑے کو چھوا تو اس نے جھرجھری لی جیسے اس کو اس کے ہاتھ کا لمس پسند نہ آیا ہو۔ پھر امیر قمیص کو گھوڑے کو چھونے کو کہا گیا۔ امیر قمیص کے چھوتے ہی گھوڑے نے نتختے پھلائے اور خوشی سے ہنسیا۔

"This horse belongs to him," pronounced the Caliph. "Give the horse to its master." Then the Caliph turned to the beggar and said, "You are a liar and a wicked man. You tried to rob an honest and respectable citizen. You deserve severe punishment, but I shall be merciful and forgive you this time if you beg forgiveness from this gentleman here."

"یہ گھوڑا اس کی ملکیت ہے،" غلیظہ نے اعلان کیا۔ "گھوڑا اس کے مالک کے حوالے کر دو۔"

بہر غلیظہ بھکاری کی طرف مڑا اور کہا، "تم جھوٹے اور لچ انسان ہو۔ تم نے ایک ایماندار اور معزز شہری کو لوٹنے کی کوشش کی۔ تم سخت سزا کے مستحق ہو، لیکن میں رحم کرتا ہوں اور اس بار تمہیں معاف کرتا ہوں، اگر تم یہاں موجود اس شریف شخص سے معافی مانگو۔"

The beggar, realizing that he had been caught red-handed, immediately turned to the rich man and said, "Please forgive me. I have been ungrateful. Instead of thanking you for taking pity on me and giving me a lift, I lied and claimed that the horse belonged to me."

The rich man, being a kind-hearted and generous person, readily forgave the beggar. Not only that, he took out his purse and gave him a handful of gold coins. Everyone present was highly impressed by this noble action of the rich man.

بھکاری نے یہ محسوس کرتے ہوئے کہ وہ رگتے ہاتھوں پکڑا گیا ہے، فوراً امیر شخص کی طرف مڑا اور کہا، "مہربانی کر کے مجھے معاف کر دو۔ میں نے احسان فراموشی کی۔ مجھ پر رحم کرنے اور مجھے سوار کرانے کے لئے آپ کا شکریہ ادا کرنے کے بجائے میں نے جھوٹ بولا اور دعویٰ کیا کہ گھوڑا میرا ہے۔"

ایک نرم دل اور نیک انسان ہونے کی وجہ سے امیر شخص نے بھکاری کو فوراً معاف کر دیا۔ صرف یہی نہیں اس نے اپنا ہنر نکالا اور مٹھی بھر کر اسے سونے کے سکے دیئے۔ ہر کوئی جو وہاں موجود تھا امیر شخص کے شاندار فعل سے بہت متاثر ہوا۔

### Multiple Choice Questions (M.C.Qs)

Choose the correct answer for each from the given options:

01. Caliph Haroon-ur-Rasheed was known for his:
  - (a) justice and wisdom
  - (b) foreign policy
  - (c) economic system
  - (d) education system
02. At night he disguised himself as a common man and go through the street of Baghdad.
  - (a) Babar
  - (b) Caliph Haroon-ur-Rasheed
  - (c) Akbar
  - (d) Jahangir
03. Caliph Haroon-ur-Rasheed mingled himself with the common people in order to gain information of their:
  - (a) progress
  - (b) conspiracy
  - (c) difficulties and problems
  - (d) economic condition
04. He could not decide the dispute so he brought the dispute before the Caliph.
  - (a) the minister
  - (b) Caliph's brother
  - (c) the Caliph himself
  - (d) the Qazi
05. The two men were fighting over a:
  - (a) horse
  - (b) camel
  - (c) farm
  - (d) treasury
06. The rich man gave a ride to:
  - (a) his friend
  - (b) beggar
  - (c) his brother
  - (d) none
07. The beggar was:
  - (a) blind
  - (b) deaf
  - (c) lame
  - (d) injured
08. He refused to get down the horse:
  - (a) a stranger
  - (b) a friend
  - (c) the rich man
  - (d) the beggar



09. He pronounced the case:  
 (a) the Caliph (b) the Qazi (c) the rich man (d) a minister
10. The real master of the horse was:  
 (a) the beggar (b) the rich man (c) a stranger (d) a farmer
11. The Caliph said, "you are a liar and wicked man" to:  
 (a) the rich man (b) the Qazi (c) the beggar (d) none
12. He was an honest and respectable citizen.  
 (a) A farmer (b) The rich man (c) The beggar (d) A merchant
13. The beggar tried to rob:  
 (a) the Qazi (b) the Caliph (c) the rich man (d) a trader
14. The caliph gave the verdict in favour of:  
 (a) a farmer (b) beggar (c) a stranger (d) the rich man
15. The caliph asked the beggar to beg forgiveness of:  
 (a) the rich man (b) the Qazi (c) none (d) his parents
16. The rich man gave a handful of gold coins to:  
 (a) the Qazi (b) the Caliph (c) the beggar (d) none
17. When the beggar touched the horse it expressed its:  
 (a) satisfaction (b) happiness (c) nothing (d) disliking
18. For the beggar Caliph and the rich man felt:  
 (a) sympathy (b) hatred (c) love (d) nothing
19. The action of the rich man:  
 (a) displeased everybody (b) pleased everybody  
 (c) made smile everybody (d) made sad everybody
20. When the rich man touched, the horse was:  
 (a) angry (b) unhappy (c) happy (d) normal
21. The rich man gave the beggar:  
 (a) a horse (b) a camel  
 (c) nothing (d) a handful of gold coins

### Answer Key

1 (a)	2 (b)	3 (c)	4 (d)	5 (a)	6 (b)	7 (c)	8 (d)	9 (a)	10 (b)	11 (c)	12 (b)
13 (c)	14 (d)	15 (a)	16 (c)	17 (d)	18 (a)	19 (b)	20 (c)	21 (d)			

### Summary

Caliph Haroon-ur-Rasheed was known and respected for his justice and wisdom. He would disguise himself as a common man, and go through the streets of Baghdad. He would mingle with the common people in order to gain first-hand knowledge of their difficulties and problems.



One day when he was holding the court, the Qazi brought before him a dispute which he could not settle.

The dispute was between two men over a beautiful horse. Each of them claimed that the horse belonged to him. One was a well-dressed man, he was a rich man while the other was a beggar.

The rich man had let him a ride his horse but the beggar was a dishonest man so when they reached the city gate he refused to get down the horse and claimed that the horse belonged to him.

The Caliph ordered the beggar to touch the horse. When he touched, it winced as if it did not like the touch of his hand. But at the touch of the rich man's hand, the horse snorted and neighed with pleasure. The Caliph discovered that who was the real master of the horse. He pronounced "Give the horse to its master". Then he turned to the beggar and said, "You are a liar and a wicked man. You tried to rob an honest and respectable citizen. You deserve punishment, but I shall be merciful and forgive you this time, if you beg forgiveness of this gentle man here".

The rich man readily forgave the beggar and feeling sorry for him, gave him a handful of gold coins. This noble action of the rich man pleased everybody in the court.

### Short Answer Questions

**Q 1** What was Caliph Haroon-ur-Rashid known and respected for? Why did he go through the streets of Baghdad at night?

**Ans.** Caliph Haroon-ur-Rashid was known and respected for his justice and wisdom. At night, he would disguise himself as a common man and go through the streets of Baghdad. He would mingle with the common people in order to gain first-hand knowledge of their difficulties and problems.

**Q 2** What did Caliph Haroon-ur-Rashid say to the beggar after the settlement of dispute?

**Ans.** Caliph Haroon-ur-Rashid said to the beggar after the settlement of dispute, "You are a liar and a wicked man. You tried to rob an honest and respectable citizen. You deserve severe punishment, but I shall be merciful and forgive you this time, if you, beg forgiveness of this gentleman here."

**Q 3** How did the Caliph prove that beggar was a liar? OR  
How did the Caliph discover/find out the real owner of the horse?

**Ans.** As per order of the Caliph the beggar placed his hand on the horse first. When the beggar touched the horse it winced as if it did not like the touch of his hand. But when the rich man touched, the horse snorted and neighed with pleasure. In this way the Caliph discovered the real owner of the horse and proved that the beggar was a liar.

**Q 4** What was the reaction of the horse when the rich man touched it?

**Ans.** When the rich man touched the horse, it snorted and neighed.

**Q 5** What did the rich man do in the court after the settlement of the case?

**Ans.** The rich man forgave him for his cheating. He also gave him a handful of gold coins thinking that he was very poor. He felt sorry for him. The rich man's noble action pleased everyone in the court.

**Q 6** Why did the beggar refused to get down the horse?

**Ans.** The beggar wanted to snatch the rich man of his horse so he refused to get down.

**Q 7** What did the horse do when the beggar touched it?

**Ans.** When the beggar touched the horse, it winced as if it did not like the touch of his hand.

**Q 8** What did the Qazi say to the Caliph?

**Ans.** The Qazi said to the Caliph, "O Leader of the Faithful! I have brought before you a dispute which I could not settle. It is a difficult case but I am certain that with your knowledge and wisdom, you will pronounce a just decision."

**Q 9** What was the dispute between the rich man and the beggar?

**Ans.** The dispute between the rich man and the beggar was over a horse, each of them claimed that it belonged to him.

**Q 10** What did the rich man tell the Caliph?

**Ans.** The rich man told the Caliph that he gave a ride to the other man. As he was limping along the road, he took pity on him and gave him the ride. However, he refused to dismount the horse on reaching the city gate by saying that he was the owner of the horse.

**Q 11** What the did the beggar tell the Caliph?

**Ans.** The beggar told the Caliph that he gave the ride to the other man because he was in a hurry to reach the city. On reaching the city gate, he refused to dismount the horse by saying that such a fine horse should not belong to a beggar. And he was in rags because of this horse, he had spent all his money on this horse.

**Q 12** How can we say that the Caliph was very wise in pronouncing the judgment?

**Ans.** The Caliph was very wise in pronouncing the judgment because he was gifted with wisdom. The Caliph knew that the horse is a very faithful animal and loves its master. He used this characteristics of horses to pronounce the judgment.

**Q 13** What did the Caliph say to the Qazi after hearing of the both?

**Ans.** After hearing of the both, the Caliph said to the Qazi, "I think this case is not very difficult to decide. I shall decide it in a minute. Tell these men to place their hands on the horse, one by one. Let the beggar do it first."

**Q 14** How many main characters are there in the story?

**Ans.** There are four main characters in the story.

**Q 15** Who are the main characters of the story "The Wise Caliph"?

**Ans.** The main characters of the story "The Wise Caliph" are:

- |                                 |                     |
|---------------------------------|---------------------|
| (i) the Caliph Haroon-ur-Rashid | (ii) the Qazi       |
| (iii) the rich man              | and (iv) the beggar |

**Q 16** Who got the horse?

**Ans.** The rich man got the horse because the horse belonged to him.

**Q 17** Was the person who wrongly claimed the horse punished?

**Ans.** No. He was not punished because he was pardoned by both the caliph and the rich man.

**Q18) How did the two men brought before the Caliph look like?**

**Ans.** One of them was well-dressed and appeared to be a well-to-do, respectable citizen, while the other was in rags and seemed to be a beggar.

**Q19) On what condition did the Caliph decide to forgive the beggar?**

**Ans.** The Caliph decided to forgive the beggar on the condition that if he begged forgiveness from the rich man.

**Q20) After getting the horse how did the rich man behave?**

**Ans.** After getting the horse, the rich man readily forgave the beggar. He also gave him a handful of gold coins.

## Textbook Exercise 1

*Read the story and answer the following questions in your notebook.*

**(a) How many main characters are there in the story?**

**Ans:** See "Short Answer Questions" – Q.14

**(b) Who are they?**

**Ans:** See "Short Answer Questions" – Q.15

**(c) Who got the horse?**

**Ans:** See "Short Answer Questions" – Q.16

**(d) Was the person who wrongly claimed the horse punished?**

**Ans:** See "Short Answer Questions" – Q.17

## Textbook Exercise 2

*Read the text again and underline the following words:*

disguise	concerned	welfare	mingle	rags
dispute	resolve	certain	claims	motioned
dismount	puzzled	wincing	neighed	pronounced

The meanings of all these words are given in a jumbled order in the exercise below. Fill in the blanks with the correct words. The first one has been done as an example. After you have completed it, compare your answers with your partner.

- disguise means to change appearance.
- \_\_\_\_\_ means states something as true.
- \_\_\_\_\_ means general well-being.
- \_\_\_\_\_ means mix with people.
- \_\_\_\_\_ means old, torn clothes.
- \_\_\_\_\_ means disagreement about something.
- \_\_\_\_\_ means find a solution.





08. \_\_\_\_\_ means *know for sure*.  
 09. \_\_\_\_\_ means *worried about*.  
 10. \_\_\_\_\_ means *signalled*.  
 11. \_\_\_\_\_ means *get off something*.  
 12. \_\_\_\_\_ means *unable to understand*.  
 13. \_\_\_\_\_ means *showed dislike*.  
 14. \_\_\_\_\_ means *sound made by a horse*.  
 15. \_\_\_\_\_ means *officially said*.

### Answer Key

02. claims	03. welfare	04. mingle	05. rags	06. dispute
07. resolve	08. certain	09. concerned	10. motioned	11. dismount
12. puzzled	13. winced	14. neighed	15. pronounced	

## Textbook Exercise 3

**The following statements are incorrect. Read the text and write the correct statements. First, discuss orally with your partner then write the correct answer.**

01. The case was first brought to the Caliph by the two men.  
*The case was first brought to the Caliph by the Qazi.*
02. The Qazi said that the case was easy so he could not solve it.  
*The Qazi said that the case was very difficult so he could not solve it.*
03. The Caliph asked the beggar to speak first.  
*The Caliph asked the rich man to speak first.*
04. The Caliph wanted the rich man to touch the horse first.  
*The Caliph wanted the beggar to touch the horse first.*
05. The horse belonged to the beggar.  
*The horse belonged to the rich man.*
06. The Caliph decided to be strict.  
*The Caliph decided to be merciful.*
07. The rich man hit the beggar.  
*The rich man forgave the beggar.*

## Textbook Exercise 4

When the Caliph asked the two men to state their cases, they made the following statements. However, their statements are mixed up. Read the text and find out which person made each statement and write 'rich man' or 'beggar' in the Speaker box, as shown. Work individually at first, and after completing compare your answers with your partner.



S.No.	Dialogues	Speaker
01.	He begged me to give him a ride.	rich man
02.	I swear the horse is mine.	beggar
03.	He said no one would believe me if I said that the horse is mine.	the beggar
04.	I will tell the truth.	the rich man
05.	I have spent all my money on this horse.	the beggar
06.	He told me I was an ungrateful person.	the rich man
07.	On reaching the city gate I asked him to get down.	the rich man
08.	He said that he wanted to reach the city quickly.	the beggar
09.	He said that if I did not get down, he would use force.	the beggar
10.	You are Just and wise.	the beggar
11.	He wanted to go up to the city gate.	the rich man
12.	Believe what I say.	the rich man
13.	On reaching the city gate he ordered me to get off the horse.	the beggar
14.	I was puzzled when he refused to get down.	the rich man
15.	He requested me to lend him my horse.	the beggar
16.	He was limping and asked me to stop.	the rich man

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### Textbook Exercise 5

Read the text and complete the following statements in your notebook.

01. With your knowledge and wisdom, you will be able to resolve the case in a just manner.
02. He not only refused to get down, but he claimed that the horse belonged to him.
03. Have pity on me and save me from the cruelty and injustice of this rich man.
04. Whatever money I had, I spent on this horse.
05. I beg you to save me from this robber and give me back my horse.
06. Tell these men to place their hands on the horse, one by one.
07. You are a liar and a wicked man.
08. Instead of thanking you for taking pity on me and giving me a lift, I lied and claimed that horse belonged to me.

### Textbook Exercise 6

Work in pairs and complete the following sentences by referring to the text. Write the complete statements in your notebook. The first one has been done as an example.

- (a) The Caliph used to walk through the streets of Baghdad at night because he wanted to gain first-hand knowledge of their difficulties and problems.

- (b) The Qazi went to the Caliph because he could not solve that case.
- (c) The rich man said that he gave the beggar a lift because he was lame and he felt sorry for him.
- (d) The beggar refused to get off the horse because he wanted to rob the rich man's horse.
- (e) The beggar said that he gave the rich man a lift because he was in a great hurry to reach the city.
- (f) The horse winced when the beggar touched it because it did not like the touch of his hand.
- (g) The horse snorted and neighed when the rich man touched it because the horse was pleased.
- (h) Everyone liked the rich man because he not only forgave the beggar but gave him a handful of gold coins.

## Textbook Exercise 7

*Work with your partner and discuss the following questions by referring to the text.  
After discussing, write the answers in your notebook.*

**01.** What was Caliph Haroon-ur-Rashid known and respected for?

**Ans:** See "Short Answer Questions" – Q.1

**02.** How did the two men brought before the Caliph look like?

**Ans:** See "Short Answer Questions" – Q.18

**03.** What was the dispute between the rich man and the beggar?

**Ans:** See "Short Answer Questions" – Q.9

**04.** How did the Caliph decide who was the owner of the horse?

**Ans:** See "Short Answer Questions" – Q.3

**05.** On what condition did the Caliph decide to forgive the beggar?

**Ans:** See "Short Answer Questions" – Q.19

**06.** After getting the horse how did the rich man behave?

**Ans:** See "Short Answer Questions" – Q.20



## Reading Comprehension

Unit  
2.1

## Dignity of Work

کام کی عظمت

## Meanings of the words in English and Urdu

Words	Meaning in English / Urdu	Words	Meaning in English / Urdu
dignity	prestige	discrimination	the unjust or prejudicial treatment
cross	angry	motto	slogan- catchword
untidy	dirty	sack	bag
favourite	popular	needy	poor
social	friendly	labour	hard work
service	work	wages	salary
sweep	broom	charity	generosity
ashamed	feeling shame	fetch	to go and bring
treat	behave	ground	make powder
forget	not remember	corn	cereal
noble	pious	transcribe	write
mud	clay	advanced	progressive
companion	friend	progress	advancement
trench	ditch	official	government officers
widow	a woman whose husband is dead	deliver	distribute
inspiring	having the effect of inspiring someone	customer	client
inferior	lower in rank, status, or quality.	neighbour	one who lives close
philosophy	a theory or attitude	superior	higher in rank, status, or quality
motivated	given incentive for action	celebrities	famous persons
		extremely	to a very great degree
		menial	lowly unskilled work
		ashamed	embarrassed or guilty



## Textbook Lesson with Urdu Translation

Akhtar came home late from school one day. He was feeling cross and looked untidy. When his mother asked him the reason, he did not answer. Everybody was surprised to find him so cross. As the family sat down to lunch, the children's favourite uncle, Mr. Inayat, came to visit them. The children were very happy to see him because he had been to many countries and always told them interesting stories.

ایک دن اختر اسکول سے گھر دیر سے آیا۔ وہ غصہ میں اور گندہ لگ رہا تھا۔ جب اس کی والدہ نے اس سے وجہ پوچھی تو اس نے کوئی جواب نہیں دیا۔ ہر کوئی اُسے اتنے غصے میں دیکھ کر حیران تھا۔ جیسے ہی ہمارے گھر والے دوپہر کے کھانے کو بیٹھے تو بچوں کے ہر لعلیز انکل، عنایت صاحب، آگئے۔ بچے انہیں دیکھ کر بہت خوش تھے کیونکہ وہ بہت سے ممالک میں جا چکے تھے اور انہیں ہمیشہ دلچسپ کہانیاں سناتے تھے۔

Akhtar's sister, Rukhsana, told Uncle Inayat that Akhtar had come home unhappy. Uncle Inayat looked at him and asked him what had happened.

اختر کی بہن، رخسانہ، نے انکل عنایت کو بتایا کہ اختر گھربنا خوش آیا ہے۔ انکل عنایت نے اسے دیکھا اور اس سے پوچھا کہ کیا ہوا ہے۔

**Akhtar:** Uncle, we are having a social service week at school, so we all have to do the work of servants and gardeners. Today, the teacher made me dust the cupboards and desks.

**Uncle:** Is it work that makes you cross?

**Akhtar:** Should I not be cross if I am made to work like a servant?

**Uncle:** Did your teacher do anything himself?

اختر: ہاں، ہم اسکول میں سماجی خدمت کا ہفتہ منارہے ہیں، اس لئے ہم سب کو نوکروں اور مالیوں والے کام کرنے پڑتے ہیں۔ آج، استاد نے مجھ سے الماریوں اور ڈیسکوں کی صفائی کروائی۔  
انکل: کیا کام نے تمہیں غصہ کیا ہے؟  
اختر: کیا مجھے ناراض نہیں ہونا چاہیے اگر مجھے ایک نوکر کی طرح کام کرنے پر مجبور کیا جائے؟  
انکل: کیا تمہارے استاد نے خود کچھ کام کیا؟

**Akhtar:** Yes, he did. After taking out the desks and chairs, the teacher swept the room and emptied the dustbin. Even the headmaster cleaned the bathroom, which made us all feel ashamed.

**Uncle:** Is it a matter of shame to clean what we make dirty?

**Akhtar:** But think of a gentleman cleaning the bathroom. Shouldn't the sweeper do it?

اختر: ہاں، انہوں نے کیا۔ ڈیسک اور کرسیوں کو باہر نکالنے کے بعد استاد نے کمرے میں جھاڑو دی اور کوڑے دان کو خالی کیا۔ حتیٰ کہ ہیڈ ماسٹر نے غسل خانہ صاف کیا جس نے ہمیں شرمندہ کر دیا۔  
انکل: کیا اس کو صاف کرنا شرم کی بات ہے جس کو ہم خود گندہ کرتے ہیں؟  
اختر: ذرا سوچئے ایک شریف شخص غسل خانے صاف کر رہا ہے۔ کیا یہ بھیگیوں کو نہیں کرنا چاہیے؟

**Uncle:** Is the sweeper not a human being?

**Akhtar:** (softly) Yes, he is.

**Uncle:** Aren't our servants human beings like us?

**Akhtar:** I should say they are.

**Uncle:** Then, we should treat them as we treat ourselves and should always be ready to do some of the chores that we ask them to do for us.

**Akhtar:** But it looks so odd.



اگل: کیا ایک بھٹی انسان نہیں ہوتا؟

اکثر: (دیر سے) ہاں، ہوتا ہے۔

اگل: کیا ہمارے نوکر ہماری طرح انسان نہیں ہوتے؟

اکثر: مجھے کہنا چاہیے کہ ہوتے ہیں۔

اگل: پھر ہمیں ان کے ساتھ ایسا سلوک کرنا چاہیے جیسا ہم اپنے ساتھ کرتے ہیں اور ان میں کچھ کام کرنے کے لئے ہمیشہ تیار رہنا چاہیے جو ہم ان سے کرنے کو کہتے ہیں۔

اکثر: لیکن یہ عجیب سا لگتا ہے۔

**Uncle:** Yes, perhaps it does. However, this is because we have forgotten the noble example of our last Prophet (ﷺ). He (ﷺ) would never ask anyone to do anything that he (ﷺ), himself, would not do. He (ﷺ) loved doing work for himself and for others. He (ﷺ) repaired his own shoes, mended and washed his clothes, and swept his room. When the mosque was being built in Medina, he (ﷺ) carried mud and building material, just like all others. During the battle of Khandaq, he (ﷺ) joined his companions in digging the trench outside Medina.

اگل: ہاں، شاید لگتا ہو۔ لیکن یہ اس لئے کہ ہم ہمارے آخری پیغمبر ﷺ کی اعلیٰ مثال کو بھول چکے ہیں۔ وہ کسی کسی کو ایسا کام کرنے کو نہیں کہتے تھے جو وہ خود نہ کر سکتے تھے۔ وہ اپنے جوتوں کی خود مرمت کرتے، اپنے کپڑے خود دھو کر تے اور دھو تے اور اپنے کمرے میں جھاڑو دیتے تھے۔ جب مدینہ میں مسجد تعمیر کی جارہی تھی تو آپ ﷺ دوسرے تمام لوگوں کی طرح گار اور عماراتی سامان اٹھا کر لاتے تھے۔ خندق کی جنگ کے دوران، مدینہ کے باہر خندق کی کھدائی کے لئے اپنے صحابہ کرام رضی اللہ تعالیٰ عنہم کے ساتھ شامل ہو گئے۔

**Rukhsana:** Were his companions also like him, uncle?

**Uncle:** Yes, Rukhsana. Hazrat Abu Bakar (رضی اللہ تعالیٰ عنہ) not only did his own work, but he also fetched water for widows and neighbours who were very old and had no one to do the work for them. Once, Hazrat Omar (رضی اللہ تعالیٰ عنہ) carried a large sack of flour for a needy family on his shoulders. Hazrat Ali (رضی اللہ تعالیٰ عنہ) laboured in the garden of a Jew and gave away his wages in charity.

رخسانہ: کیا آپ ﷺ کے صحابہ رضی اللہ تعالیٰ عنہم بھی آپ ﷺ کی طرح تھے، اگل؟

اگل: ہاں، رخسانہ! حضرت ابو بکر رضی اللہ تعالیٰ عنہ صرف اپنا کام کرتے تھے بلکہ یتیموں اور ان پڑوسیوں کے لئے پانی بھر کر لاتے تھے جو بہت زیادہ بوڑھے تھے یا کام کرنے کے لئے ان کے پاس کوئی نہ تھا۔ ایک بار حضرت عمر رضی اللہ تعالیٰ عنہ نے ایک ضرورت مند خاندان کے لئے پوری آنے کی پوری اپنے کندھوں پر اٹھا کر لائے۔ حضرت علی رضی اللہ تعالیٰ عنہ ایک یہودی کے باغ میں مزدوری کرتے تھے اور اپنی آخرت خیرات کر دیتے تھے۔

**Rukhsana:** I'm sure there must be many such other examples in our history.

**Uncle:** You are right, Rukhsana. Hazrat Fatima (رضی اللہ تعالیٰ عنہا) fetched water, ground corn, and swept the house. Caliph Omar bin Abdul Aziz refused to hire a servant to help his wife. At the table, Caliph Mamun-ur-Rashid served himself and his guests. Sultan Nasir-ud-din earned his living by making caps, and Emperor Aurangzeb by transcribing the Holy Quran.

رخسانہ: مجھے یقین ہے کہ ہماری تاریخ میں ایسی اور بھی مثالیں ضرور ہوں گی۔

اگل: تم صحیح ہو، رخسانہ۔ حضرت فاطمہ رضی اللہ تعالیٰ عنہا پانی بھر کر لاتیں، کچی دہستیں، اور گھر میں جھاڑو دیتی تھیں۔ خلیفہ عمر بن عبدالعزیز نے اپنی بیوی کی مدد کے لئے نوکر رکھنے سے انکار کر دیا تھا۔ خلیفہ مامون الرشید میز پر اپنے اور مہمانوں کے لئے خود کھانا لگاتا تھا، سلطان نصیر الدین ٹوپیاں بنا کر اور شہنشاہ اورنگ زیب قرآن مجید کی کتابت کر کے اپنی روزی کما تے تھے۔

**Akhtar:** But Uncle, all these are stories of the past.

**Rukhsana:** I guess, it's not a matter of past or present. Recently, I read in a newspaper the story of a business tycoon who does not have servants for doing his work. He does all the work himself.

**Uncle:** Precisely. It is normal practice in all developed countries, even today. They understand and appreciate the dignity of work, while we have forgotten it. In China, everyone has to spend some time each year working in the fields or in a factory. Even the Prime Minister and his wife do this work.

They believe that everyone ought to work, hence, no wonder, they are making such quick progress.

اختر: لیکن اکل، یہ سب ماضی کی کہانیاں ہیں۔

رخسانہ: میرا خیال ہے کہ یہ ماضی یا حال کا معاملہ نہیں ہے۔ حال ہی میں، میں نے ایک اخبار میں ایک کاروباری ٹائیکون کی کہانی پڑھی تھی جس کے پاس کام کرنے کے لئے لوگ نہیں ہیں۔ وہ اپنا سارا کام خود کرتا ہے۔

اکل: بالکل درست۔ تمام ترقی یافتہ ممالک میں یہ آج بھی ایک عام سی بات ہے۔ وہ کام کی عظمت کو سمجھتے ہیں اور اس کی حوصلہ افزائی کرتے ہیں، جبکہ ہم اسے بھلا چکے ہیں۔ چین میں ہر ایک شخص کو ہر سال کمیتوں میں یا کسی ٹیکسٹری میں کچھ وقت گزارنا پڑتا ہے۔ حتیٰ کہ وزیر اعظم اور اس کی بیوی کو بھی یہ کام کرنا پڑتا ہے۔ وہ یقین رکھتے ہیں کہ سب کو کام کرنا چاہیے، اسی لئے اس میں تعجب کی کوئی بات نہیں کہ وہ اتنی تیزی سے ترقی کر رہے ہیں۔

Akhtar: Well, China is a different type of country.

Uncle: Agreed. But what about the USA? There, I once stayed with a high government official, as a guest. His son, who was just as old as you are, went out early in the morning to deliver newspapers. I asked him why he did so. He said it was simply because he wished to be independent. One day, when he was ill, his father went out to deliver the papers so that his son would not lose his customers. Once, the President's son took the job of white washing rooms in a hotel.

اختر: ٹھیک ہے، چین ایک مختلف قسم کا ملک ہے۔

اکل: متفق ہوں۔ لیکن امریکہ کے بارے میں کیا خیال ہے؟ وہاں ایک ہمارے میں بحیثیت مہمان حکومت کے ایک اعلیٰ عہدیدار کے ساتھ ٹھہرا۔ اس کا بیٹا، اتنی عمر کا تھا جتنے تم اب ہو، صبح سویرے وہ اخبار بیچنے جاتا تھا۔ میں نے اس سے پوچھا کہ وہ ایسا کیوں کرتا ہے۔ اس نے کہا کہ صرف اس لئے کہ وہ خود مختار ہونے کا خواہشمند ہے۔ ایک دن جب وہ بیمار تھا تو اس کا باپ اخبار پہنچانے گئے تاکہ اس کا بیٹا اپنے گاہک نہ گنوا دے۔ ایک بار صدر کے بیٹے نے ایک ہوٹل میں رنگ کرنے کا کام کیا۔

Rukhsana: Well, this is, indeed, very inspiring.

Uncle: In fact, in many countries today, people doing all kinds of jobs are respected and treated equally, and no person is considered superior or inferior just because of their job. Many heads of states, successful business leaders, and celebrities follow this philosophy.

Akhtar: Thank you, uncle. You always teach us something useful. Indeed, these examples are extremely motivating. They have really made me think. I was wrong to be upset about cleaning my own classroom. Now, I have learnt that no work is menial or low as long as it is honest, and all workers should be respected without discrimination. I will now never feel ashamed of doing anything, even if it means doing cleaning work or sweeping the floor. Respect for all honest work will be the motto of my life.

رخسانہ: اچھا، یہ یقیناً بہت متاثر کن ہے۔








اکل: درحقیقت آج کل بہت سے ممالک میں تمام قسم کے کام کرنے والے لوگوں کا احترام کیا جاتا ہے اور ان سے ایک جیسے سائبرتاؤ کیا جاتا ہے، اور کسی شخص کو اس کے کام کی وجہ سے اعلیٰ اور ادنیٰ نہیں سمجھا جاتا۔ کئی ریاستوں کے حکمران، کامیاب کاروباری رہنما اور مشہور لوگ اس فلسفہ پر عمل پیرا ہیں۔

اختر: شکریہ اکل۔ آپ ہمیشہ ہمیں کچھ مفید چیز سیکھاتے ہیں۔ بے شک یہ مثالیں انتہائی متاثر خیز ہیں۔ انہوں نے مجھے سوچنے پر مجبور کر دیا ہے۔ اپنے کمرۂ جماعت کو صاف کرنے کے بارے میں میری غلط فہمی اب میں نے یہ سیکھ لیا ہے کہ کوئی کام معمولی نہیں ہوتا جب تک اسے ایمانداری سے کیا جائے اور تمام کام کرنے والوں کی بلا امتیاز عزت و احترام کیا جانا چاہیے۔ اب میں کبھی کوئی کام کرنے میں کسی شرمندگی محسوس نہیں کروں گا اگرچہ وہ صفائی کا کام ہو یا فرش پر جھاڑو لگانا۔ ایمانداری سے کئے گئے کام کی عزت و احترام میری زندگی کا نصب العین ہوگا۔



## Multiple Choice Questions (M.C.Qs)

*Choose the correct answer for each from the given options:*

01. The children and their uncle were discussing about:  
 (a) dignity of work      (b) education      (c) politics      (d) hunting
02. Akhtar was cross because the teacher made him:  
 (a) eat food      (b) dust the cupboard and desks  
 (c) read a book      (d) stand outside his class
03. They were having at school:  
 (a) some function      (b) a party  
 (c) social service work      (d) nothing
04. The children were happy to see:  
 (a) a beautiful scene      (b) their teacher      (c) neighbour      (d) their uncle
05. The headmaster:  
 (a) cleaned the bathroom  
 (c) was teaching      (b) sat in his office  
 (d) was not at school
06. We have forgotten our Prophet's   
 (a) way      (b) noble example      (c) instructions      (d) companions
07. During the battle of the Khandaq, the Holy Prophet  joined his companions in digging the trench:  
 (a) outside Makkah      (b) in Makkah      (c) outside Madina      (d) inside Madina
08. The companions of the Prophet  were:  
 (a) a head of him      (b) not like him      (c) weaker than him      (d) like him
09. Hazrat Abu Bakar  fetched water for:  
 (a) widows and neighbours      (b) poors  
 (c) orphans      (d) relatives
10. Hazrat Umar  once carried on his shoulder a large sack of flour for a:  
 (a) King      (b) needy family      (c) merchant      (d) student
11. Hazrat Ali  gave away his wages:  
 (a) the Jew      (b) a friend      (c) in charity      (d) his neighbour
12. Hazrat Fatima  fetched water, ground corn and:  
 (a) cooked meals      (b) swept the house      (c) sewed clothes      (d) helped her husband
13. Caliph Umar Bin Abdul Aziz refused to hire a:  
 (a) camel      (b) horse      (c) servant      (d) house
14. Sultan Nasir-ud-Din earned his living by:  
 (a) selling fruits      (b) teaching pupils      (c) labouring      (d) making caps



- 15. Emperor Aurangzeb earned living by:**  
 (a) transcribing the Quran (b) teaching pupils  
 (c) selling wood (d) making boats
- 16. They have learned the dignity of work.**  
 (a) The African countries (b) The advanced countries  
 (c) The Asian countries (d) The poor countries
- 17. They spend some time each year, working in the fields or in a factory:**  
 (a) The British (b) The Saudis (c) The Chinese (d) The Japanese
- 18. The Prime Minister and his wife do this work in:**  
 (a) Burma (b) Sri Lanka (c) USA (d) China
- 19. In the USA a high government official's son went out early in the morning to sell:**  
 (a) newspapers (b) fruits (c) vegetables (d) cloth
- 20. He took the job of white washing:**  
 (a) A high USA official (b) USA President's son  
 (c) The Canadian Prime Minister (d) The Chinese President
- 21. Our Prophet ﷺ loved doing work for himself and for:**  
 (a) people (b) widows (c) neighbours (d) others
- 22. During the construction of the mosque at Madina, the Holy Prophet ﷺ carried:**  
 (a) wood (b) mud (c) stone (d) bricks

### Answer Key

1 (a)	2 (b)	3 (c)	4 (d)	5 (a)	6 (b)	7 (c)	8 (d)	9 (a)	10 (b)	11 (c)	12 (b)
13 (c)	14 (d)	15 (a)	16 (b)	17 (c)	18 (d)	19 (a)	20 (b)	21 (d)	22 (b)		

## Summary

There is a physical attitude regarding manual works i.e. doing minor work is contrary to one's status or dignity. This feeling or attitude has deeply got rooted in our society. This attitude needs to be changed. Akhtar got angry because the teacher made him dust the cupboard and the desk, during the social service work at school. He thought that it was servant's work to clean the cupboard and the desk. This made him cross. However when his uncle, Mr. Inayat came to visit his family, he was not cross any more. Mr. Inayat told him about the of work. He told that the advanced countries have learnt the dignity of work. Everybody works there. They are not ashamed of doing work while we avoid doing work.

He said that our Prophet ﷺ and his companions did their work with their own hands. Akhtar understood the dignity of work and promised not to mind working with his hands in the future.



## Short Answer Questions

**Q 1** What does everyone do in China? OR What is the reason for the quick progress of the Chinese?

**Ans.** In China everyone has to spend some time each year, working in the fields or in a factory. Even the Prime Minister and his wife do this work. They believe that all ought to work and, no wonder, they are making such quick progress.

**Q 2** How did the famous Muslim rulers set the examples of dignity of work?

**Ans.** Hazrat Abu Bakar ؓ not only did his own work but also fetched water for widows and neighbours who were very old or no one to work for them. Hazrat Umar ؓ once carried on his shoulder a large sack of flour for a needy family. Hazrat Ali ؓ laboured in the garden of a Jew and gave away his wages in charity. Caliph Umar Bin Abdul Aziz refused to hire a servant to help his wife. Caliph Mamun-ur-Rashid served not only himself but also his guests. Sultan Nasir-ud-Din earned his living by making caps. Emperor Aurangzeb earned his living by transcribing the Holy Quran.

**Q 3** What lesson do we get from the life of the Holy Prophet ﷺ about the dignity of work? OR What do we learn from the life of the Holy Prophet ﷺ?

**Ans.** He ﷺ would never ask anyone to do anything, which he ﷺ himself would not do. He ﷺ loved doing work for himself and for others with his own hands. He ﷺ repaired his shoes, mended and washed his clothes and swept his room. When the Mosque at Madina was being built, he ﷺ carried mud and building material. During the battle of the Khandaq, he ﷺ joined his companions in digging the trench outside Madina.

**Q 4** How did our Holy Prophet ﷺ and his companions set the examples of dignity of work?

**Ans.** The Holy Prophet ﷺ would never ask anyone to do anything which he himself would not do. He ﷺ loved doing work for himself and for others with his own hands. He ﷺ repaired his shoes, mended and washed his clothes and swept his room. When the Mosque at Madina was being built, he ﷺ carried mud and building material. During the battle of the Khandaq, he ﷺ joined his companions in digging the trench outside the Madina. His ﷺ companions also followed his example.

**Q 5** Why did Hazrat Ali ؓ work in the garden of a Jew? What did he do with his wages?

**Ans.** Hazrat Ali ؓ laboured in the garden of a Jew. He would give away his wages in charity what he would get there.

**Q 6** How did Sultan Nasir-ud-Din earn his living?

**Ans.** Sultan Nasir-ud-Din earned his living by making caps.

**Q 7** What did Mr. Inayat tell the children? OR Why was uncle Inayat liked by the children?

**Ans.** Mr. Inayat had been to many parts of the world. He always told the children interesting things about them.

**Q 8** What reason did Akhtar give to his uncle for being cross? OR Why was Akhtar cross?

**Ans.** He told his uncle that they were having the social service work at school. He said that they had to do the work of servants and gardeners. He was cross because the teacher made him dust the

cupboard and the desks.

**Q 9) What did the teacher and headmaster do?**

**Ans.** The teacher swept the room and emptied the dustbin. The headmaster cleaned the bathroom.

**Q 10) What did the Prophet (peace be upon him) love? What work did he do? OR**

**Which chores did our Last Prophet (ﷺ) use to do?**

**Ans.** He ﷺ loved doing work for himself and for others with his own hands. He ﷺ repaired his shoes, mended and washed his clothes and swept his room.

**Q 11) Were the companions of the Prophet (peace be upon him) like him?**

**Ans.** Yes, the companions of the Prophet (peace be upon him) were like him. They always followed what the Prophet (peace be upon him) said or did, The Prophet (peace be upon him) would never ask anyone to do anything which he himself would not do.

**Q 12) What did Hazrat Abu Bakar (رضي الله عنه) do?**

**Ans.** He did his own work. He also fetched water for widows and neighbours who were very old or had no one to work for them.

**Q 13) What did Hazrat Fatima (رضي الله عنها) do?**

**Ans.** She did all her housework herself. She fetched water, ground corn and swept the house.

**Q 14) How did Sultan Nasir-ud-din and Emperor Aurangzeb earn their living?**

**Ans.** Sultan Nasir-ud-din earned his living by making caps. Emperor Aurangzeb made his living by transcribing the Quran. They preferred to earn their living with their hands.

**Q 15) How did Mr. Inayat convince Akhtar not to mind working with his own hands in future?**

**Ans.** Mr. Inayat convinced Akhtar not to mind working with his own hands in future by giving examples from Islamic history and developing countries.

**Q 16) Why did the US government official deliver newspaper when his son was ill?**

**Ans.** The US government official delivers newspapers when his son was ill so that his son would not lose his customers.

**Q 17) What did Akhtar think after hearing what his uncle said?**

**Ans.** After hearing what his uncle said, he realized that he was wrong to be upset about cleaning his classroom. He learnt that all workers should be respected without discrimination, never ashamed of doing anything. He made "Respect of all honest work" the motto of his life.

**Q 18) What lesson did you learn from the text?**

**Ans.** We have learned from this lesson that no work is menial or low as long as it is honest. Even a small work done honestly is worthy of respect. All workers should be respected without discrimination. People doing all kinds of jobs are respected and treated equally and no person are considered superior or inferior just because of their job. Never feel ashamed of doing any work. Islam teaches us to do our own work and not to take any work lightly. It is also essential for the development of our country.



## Textbook Exercise 1

What do you think is the central idea of the text? From the options given below, tick the correct answer.

- (a) one should be ashamed of doing work
- (b) one should be worried when asked to do work
- (c) one should have respect for all people who work

ANSWER: (c)

## Textbook Exercise 2

Match the column A words with their corresponding meaning in column B and write the answers in column C. The first one has been done as an example.

S.No.	Column A	Column B	Column C
1.	cross	a) a leading businessperson	c
2.	fetch	b) of low value	d
3.	transcribe	c) angry	f
4.	tycoon	d) bring something for someone	a
5.	precisely	e) provide reason for doing better	i
6.	inspiring	f) put in written form	h
7.	celebrities	g) not treating everyone equally	j
8.	motivating	h) affecting deeply / uplifting	e
9.	menial	i) exactly	b
10.	discrimination	j) famous persons	g

## Textbook Exercise 3

Read the text and find who did the following jobs. After completing, compare your answers with your partner.

S.No.	Task	Personality
1.	Fetches water for old people	Hazrat Abu Bakar
2.	Carried flour for someone	Hazrat Umar
3.	Swept the house	Hazrat Fatima
4.	Made caps for a living	Sultan Nasir-ud-Din
5.	Served food to his guests	Caliph Mumanur-Rashid
6.	Repaired his shoes	Hazrat Muhammad
7.	Transcribed the Holy Quran	Emperor Aurangzeb
8.	Worked in the garden of a Jew	Hazrat Ali
9.	Carried mud and building materials	Hazrat Muhammad
10.	Mended and washed his clothes	Hazrat Muhammad

## Textbook Exercise 4

Read the text and circle the right option to fill the blanks in the following sentences. After doing the exercise, compare your answers with your partner.

1. Akhtar was \_\_\_\_\_ because he was asked to clean cupboards and desks.  
(a) happy (b) upset (c) angry (d) none of these
2. The headmaster did menial work, which made Akhtar feel \_\_\_\_\_.  
(a) excited (b) sad (c) ashamed (d) worried
3. At the time of the battle of \_\_\_\_\_, our Last Prophet Hazrat Muhammad (ﷺ) took part in digging a trench.  
(a) Uhad (b) Badar (c) Khandaq (d) Tabooq
4. Sultan Nasir Udin earned his living by making \_\_\_\_\_.  
(a) caps (b) pots (c) armours (d) jewellery
5. A business tycoon did not have any \_\_\_\_\_ for work.  
(a) plumber (b) carpenter (c) servant (d) chef
6. Developed countries \_\_\_\_\_ the dignity of work.  
(a) plan (b) request (c) understand (d) explain
7. In China, it is mandatory for everyone to work in the field or in a \_\_\_\_\_.  
(a) school (b) factory (c) restaurant (d) government office
8. The son of a high US government official used to deliver newspapers to be \_\_\_\_\_.  
(a) useful (b) independent (c) dependent (d) punctual
9. Successful people believe that people who do all kinds of jobs should be treated \_\_\_\_\_.  
(a) neutrally (b) unequally (c) equally (d) none of these
10. Akhtar realized that all workers should be respected without \_\_\_\_\_.  
(a) discrimination (b) manipulation (c) supervision (d) administration

### Answer Key

1 (b) 2 (c) 3 (c) 4 (a) 5 (c) 6 (c) 7 (b) 8 (b) 9 (c) 10 (a)

## Textbook Exercise 5

Read the text and mark the statements as true or false. After completing, compare your answers with your partner and make corrections where needed.

S.No.	Statements	True	False
1.	Akhtar returned home from school a little late.	✓	
2.	The headmaster of the school cleaned the bathroom.	✓	
3.	The teacher did not do any work.		✓



4.	There was a social gathering of servants and gardeners in the school.		✓
5.	People in developed countries normally do their own work.	✓	
6.	The president's son used to paint the walls in a hostel.		✓
7.	The Chinese believe that everyone should do all kinds of work.	✓	
8.	Uncle Inayat read the story of a famous businessman in a newspaper.		✓
9.	Respect for all honest work is the slogan of Rukhsana.		✓
10.	In the present time, it is accepted that people doing all kinds of jobs are equal.	✓	

### Textbook Exercise 6

Work in pairs and find answers for the following questions. After you have discussed, write the answers in your notebook.

**01.** Why was Uncle Inayat liked by the children?

**Ans:** See "Short Answer Questions" – Q.7

**02.** Why was Akhtar cross?

**Ans:** See "Short Answer Questions" – Q.8

**03.** Which chores did our last Prophet (ﷺ) use to do?

**Ans:** See "Short Answer Questions" – Q.10

**04.** What is the reason for the quick progress of the Chinese?

**Ans:** See "Short Answer Questions" – Q.1

**05.** Why did the US government official deliver newspapers when his son was ill?

**Ans:** See "Short Answer Questions" – Q.16

**06.** What did Akhtar think after hearing what his uncle said?

**Ans:** See "Short Answer Questions" – Q.17

**07.** What lesson did you learn from the text?

**Ans:** See "Short Answer Questions" – Q.18



## Reading Comprehension

Unit  
3.1

## King Bruce and The Spider

بادشاہ بروس اور مکڑی

## Meanings of the words in English and Urdu

Words	Meaning in English / Urdu	Words	Meaning in English / Urdu
entirely	completely	calling	lower roof
verses	poems	dome	rounded roof
fling oneself down	fall down	divine	of God
lonely	alone	inter	between
monarch	king	head gear	carries to carry
deed	action	steadily	ascend
sink	go into water	strive	try hard
crown	king's headwear	toil	labour
glad	happy	tumble	fall
despair	hopelessness	bravo	well done
ponder	think	braced his mind	decided
cobweb	spider's home	wretched	sad

## Textbook Poem with Urdu Translation

King Bruce of Scotland flung himself down  
In a lonely mood to think;  
'Tis true he was monarch and wore a crown,  
But his heart was beginning to sink.

بادشاہ بروس نے اپنے آپ کو جھکا لیا  
ایک تنہا حال میں غور و فکر کرنے کے لئے  
یہ سچ ہے کہ وہ ایک بادشاہ تھا اور تاج پہنتا تھا،  
لیکن اس کا دل ڈوبنا چاہ رہا تھا۔

For he had been trying to do a great deed,  
To make his people glad;  
He had tried and tried, but couldn't succeed,  
So became quite sad.

He flung himself down in a low despair,  
As grieved as man could be,  
And after a while, as he pondered there,  
"I'll give it all up" said he

Now just at the moment a spider dropped,  
With its silken cobweb clue,  
And the King in the midst of his thinking stopped  
To see what the spider would do.

'T was a long way up to the ceiling dome,  
And it hung by a rope so fine,  
That how it would get to its cobweb home!  
King Bruce could not divine.

It soon began to cling and crawl  
Straight-up with strong endeavour;  
But down it came with a slippery sprawl,  
As near to the ground as ever.

Up, up it ran, not a second, could stay,  
To utter the least complaint,  
Till it fell still lower, and there it lay,  
A little dizzy and faint.

It's head grew steady again it went,  
And travelled a half-yard higher;  
'T was a delicate thread it had to tread,  
And a road where its feet would tire.

اس لئے کہ وہ ایک بہت بڑا کارنامہ سرانجام دینے کی کوشش کر رہا تھا  
اپنی قوم کو خوش کرنے کے لئے;  
اس نے بار بار کوشش کی لیکن کامیاب نہ ہوا،  
اس لئے وہ بالکل غمگین تھا۔

اس نے مایوسی کی حالت میں اپنے آپ کو جھکا لیا،  
وہ اتنا افسردہ تھا جتنا کہ کوئی ہو سکتا ہے،  
تھوڑی دیر کے بعد جیسا کہ اس نے سوچ و بچاری  
"میں سب کچھ چھوڑ دوں گا" اس نے کہا

اُسی ہی لمحے ایک مکڑی گری  
اپنے ریشمی جالے کے ساتھ  
اور بادشاہ اپنی سوچ و بچار کے دوران رُک گیا  
یہ دیکھنے کے لئے کہ مکڑی اب کیا کرتی ہے۔

گنبد نما چھت تک پہنچنے کے لئے کافی فاصلہ تھا  
اور وہ ایک پتلے دھاگے سے لٹک رہی تھی  
یہ اپنے جالے کے گہر میں کس طرح پہنچے گی!  
شہنشاہ بروں کچھ نہ سمجھ سکا

اس نے جلد ہی چٹنا اور رینگنا شروع کر دیا  
سیدھا اُپر بڑی جانفشانی کے ساتھ  
لیکن وہ پھسل کر نیچے گری،  
زمین سے اتنی ہی قریب جتنی پہلے تھی۔

وہ اُوپر کی جانب دوڑی، ایک لمحہ کے لئے بھی نہ رکی،  
شکایت کرنے کے لئے  
پھر پہلے سے بھی زیادہ نیچے آگری اور وہ پڑی تھی  
تھوڑی بدحواس اور بے ہوش

جب وہ ہوش میں آئی تو دوبارہ چل پڑی،  
اور آدھا گز اُوپر چلی گئی،  
یہ ایک نازک دھاگہ تھا جس پر اسے چلنا تھا،  
اور ایسا راستہ تھا جس پر اس کے پاؤں تھک سکتے تھے





Again it fell and swung below,  
But again it quickly mounted,  
Till up and down, now fast, now slow  
Nine brave attempts were counted.

وہ دوبارہ گری اور دھاکہ سے جھولتی رہی،  
لیکن جلد ہی وہ دوبارہ اُپر چڑھنے لگی،  
اس طرح اُپر نیچے کبھی تیز کبھی آہستہ،  
اس کی نو بہادرانہ کوششیں شمار کی گئیں۔

"Sure," cried the King, "that foolish thing  
Will strive no more to climb,  
When it toils so hard to reach and cling,  
And tumbles every time."

"یقیناً"، بادشاہ چیخا، "یہ بیوقوف شے  
اُپر چڑھنے کی مزید کوشش نہیں کرے گی،  
جبکہ اس نے اُپر چنچنے اور چنچنے کی بھرپور کوشش کی ہے،  
اور ہر بار ڈگمگا کر گری ہے۔"

But up the insect went once more  
Ah me! 'tis an anxious minute,  
He's only a foot from his cobweb door!  
Oh, say, will he lose or win it?

لیکن یہ کیڑا (مکڑی) اٹھا اور ایک دفعہ پھر چل پڑا  
آہ! میرے لئے یہ ایک لمحہ فکر یہ ہے  
اب وہ اپنے جالے کے گھر کے دروازے سے ایک فٹ پر تھی  
اب بتائیے کہ وہ ہار جائے گی، یا جیت جائے گی؟

Steadily, steadily, inch by inch,  
Higher and higher he got,  
And a bold little run at the very last pinch  
Put him into his native cot.



مستقل مزاجی سے انچ انچ کر کے،  
وہ اُپر سے اُپر ہوتی گئی،  
آخری لمحہ میں اس نے بہادرانہ دوڑ لگائی  
اور اپنے گھر یعنی جالے میں چلی گئی

"Bravo! bravo!" the King cried out,  
"All honour to those who try!  
The spider up there defied despair;  
He conquered, and why should not I?"

"شباباش! شاباش!" بادشاہ چلایا،  
"وہ قابلِ عزت ہیں، جو کوشش کرتے ہیں!  
اوپر جو مکڑی ہے اُس نے مایوسی کا مقابلہ کیا:  
وہ فاتح بن گئی اور میں کیوں (فاتح) نہ بن سکوں گا؟"

And Bruce of Scotland braced his mind,  
And gossips tell he tale,  
That he tried once more as he tried before,  
And that time did not fail.

سکاٹ لینڈ کے بروس نے پکا ارادہ کر لیا،  
اور لوگ داستان بیان کرتے ہیں،  
اس نے ویسی ہی کوشش کی جیسی وہ پہلے کرتا تھا،  
اور اس دفعہ وہ ناکام نہیں ہوا۔

Eliza Cook (1818 - 1889)





## Multiple Choice Questions (M.C.Qs)

*Choose the correct answer for each from the given options:*

**01.** The poem "King Bruce and the Spider" is written by:

- (a) Eliza Cook (b) Louis I. Newman  
(c) David Bates (d) J.G. Saxe

**02.** Eliza Cook has written the poem:

- (a) Speak Gently (b) King Bruce and the Spider  
(c) The Voice of God (d) The Man who Wins

**03.** King Bruce was a:

- (a) poet (b) general (c) king (d) poor man

**04.** King Bruce was the King of:

- (a) Denmark (b) France (c) Netherland (d) Scotland

**05.** King Bruce wanted to make his people:

- (a) fighter (b) educated (c) glad (d) active

**06.** To succeed, King Bruce:

- (a) did not try (b) read some books  
(c) contacted people (d) tried and tried

**07.** King Bruce saw:

- (a) a spider (b) a dream (c) a ghost (d) a man

**08.** The spider hung by a:

- (a) rope (b) cobweb (c) twig (d) piece of cloth

**09.** The number of the attempts made by the spider was:

- (a) two (b) ten (c) nine (d) fifteen

**10.** King Bruce considered the spider:

- (a) a wise insect (b) a foolish thing  
(c) a beautiful insect (d) nothing

**11.** All honour to those who:

- (a) read (b) think (c) try (d) play

**12.** Seeing the success of the spider the King decided:

- (a) to postpone his programme (b) to go home  
(c) to sleep (d) to keep his struggle up

### Answer Key

1 (a)	2 (b)	3 (c)	4 (d)	5 (c)	6 (d)	7 (a)	8 (b)	9 (c)	10 (b)	11 (c)	12 (d)
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## Summary

King Bruce learnt from a spider the lesson of success. He wanted to do a great deed for his people. However he failed each time. He had given up all hope. He happened to see a spider that made nine attempts to reach its home. It was not successful in its nine attempts. King Bruce thought that it would give up its attempts. The spider made one further attempt and this time it succeeded. King Bruce also decided to try again and succeeded in his mission.

## Central Idea

If a man fails in his struggle he should not lose his hope. He should try again and again. Till he succeeds.

## Short Answer Questions

**Q 1** Who was King Bruce? What lesson did he learn from the spider?

**Ans.** King Bruce was the king of Scotland. He learnt a lesson from the spider that hope should never be dashed. Constant efforts should be kept up.

**Q 2** Who has composed the poem "King Bruce and the Spider"? What does the poetess teach the reader through this poem?

**Ans.** Eliza Cook has composed/written the poem "King Bruce and the Spider". The lesson what the poetess teaches to the reader is that we should never lose our hope we should keep up our struggle till we succeed.

**Q 3** Why did King Bruce decide not to give up his effort?

**Ans.** When the King saw a spider struggling constantly to reach its destination and at last succeeding it, he was impressed. So he got a lesson from it and decided not to give up his effort.

**Q 4** Why did the spider keep trying? What did the King learn from it? OR  
What lesson did he learn from what he saw?

**Ans.** The spider wanted to reach its destination so it kept trying. The King learnt from it that hope should never be dashed and a man should keep up his struggle till he succeeds.

**Q 5** What did King Bruce want?

**Ans.** King Bruce ruled over Scotland. He wanted to do a great deed for his people.

**Q 6** What is the message of the poem King Bruce and the Spider?

**Ans.** The message of the poem is that one should never lose hope in the facing of difficulties. One should go on trying to get one's aim. Those who defy despair are always successful.

**Q 7** What do you know about Eliza Cook?

**Ans.** Eliza Cook was born in London in 1818 and died in 1889. She was self-educated. She started writing verses at 14, and her first work appeared at 17. Her work is simple and highly moral.

**Q 8) How did the spider reach its cobweb?**

**Ans.** The spider had fallen down from its cobweb in the ceiling. It was hanging from a fine silken thread. It tried nine times and failed. However, it did not lose hope and in the tenth attempt it succeeded in reaching its cobweb.

**Q 9) How did King Bruce appreciate the spider?**

**Ans.** King Bruce cried bravo, bravo at the spider's success. He said that all honours are to those who try. The spider defied despair and conquered. King Bruce also learnt the lesson of success from the spider.

**Q 10) Why did King Bruce of Scotland hide himself in a cave? OR**

**Why was King Bruce so sad?**

**Ans.** Robert Bruce was the king of Scotland under the rule of English king. He wanted to make Scotland a free country. He fought many battles but he failed each time. He fled from the battlefield and hid himself in a cave to save his life. He had no more courage to fight another battle. He had given up all hopes.

**Q 11) Was the king happy or unhappy?**

**Ans.** The king was unhappy because after the English repeatedly defeated his armies, the famed King of Scots was forced into hiding.

**Q 12) What attracted his attention as he was thinking?**

**Ans.** As he was thinking, a spider attracted his attention that attempting to reach its web. The spider tried and failed over and over.

**Q 13) Before he saw the spider, what did he decide to do?**

**Ans.** Before he saw the spider, he decided to give up his efforts.

**Q 14) Why did King Bruce think that the spider would not be able to reach its home?**

**Ans.** King Bruce thought that the spider would not be able to reach its home because the spider tried to go home many times but failed. The spider would fall down again and again. Bruce thought the spider was tired and could no longer get home.

**Q 15) Did the spider climb at the same speed all the time or at a different speed?**

**Ans.** No. The spider's speed was not the same all the time. Each time she made a new attempt, her speed changed.

**Q 16) How did the spider finally reach its home?**

**Ans.** The spider kept rising, inch by inch. At the last moment, she ran bravely and went home.

**Q 17) Why did the king decide to try again?**

**Ans.** While lying in the cave, the king saw a spider on the wall climbing to its home. The spider climbed a little but fell down. The spider made nine attempts, but it could not succeed. As he was thinking, he again saw the spider making another attempt. This time the spider was successful in reaching its home. This successful attempt of the spider gave a ray of hope to the king. Therefore, he decided to try again.



## Textbook Exercise 1

Read the poem silently and answer the following questions.

01. Was the king happy or unhappy?

Ans: See "Short Answer Questions" – Q.11

02. What attracted his attention as he was thinking?

Ans: See "Short Answer Questions" – Q.12

03. What lesson did he learn from what he saw?

Ans: See "Short Answer Questions" – Q.4

## Textbook Exercise 2

Column A has words from the poem, underline these words in the poem. Column B has the meanings of these words, but they are jumbled up. Work in pairs and try and find the correct meaning of each word and write the answer in the Answer column. The first one has been done as an example.

S.No.	Column A	Answer	Column B
1.	flung	c	a) fall with arms and legs spread out
2.	monarch	m	b) challenged
3.	deed	n	c) threw
4.	despair	k	d) climbed
5.	pondered	n	e) fall suddenly
6.	divine	i	f) walk carefully
7.	endeavour	l	g) work hard continuously
8.	sprawl	a	h) an action
9.	tread	f	i) work out an answer
10.	mounted	d	j) prepared to do something difficult
11.	toil	g	k) hopelessness
12.	tumble	e	l) attempt
13.	defied	b	m) king
14.	braced	j	n) thought

## Textbook Exercise 3

Read the poem and find out which of the following statements are correct and which are not. For correct statements put a tick (✓) and for incorrect ones put a cross (×). After completing compare your answers with your partner.

a) The poem is about a war.

×

b) King Bruce cared for his people.

\_\_\_\_\_



- c) He was in a happy mood. \_\_\_\_\_
- d) When he saw the spider, he decided to kill it. \_\_\_\_\_
- e) The spider stayed on the ground when it slipped down. \_\_\_\_\_
- f) After trying for some time, the spider felt weak. \_\_\_\_\_
- g) As soon as it felt better it went up again. \_\_\_\_\_
- h) It made more than twenty attempts. \_\_\_\_\_
- i) It moved up very slowly when it was near its home. \_\_\_\_\_
- j) It did not succeed in reaching its home. \_\_\_\_\_
- k) The king decided to follow the spider's example and try again. \_\_\_\_\_

### Answer Key

a (✓)	b (✓)	c (x)	d (x)	e (x)	f (x)	g (✓)	h (x)	i (x)	j (x)	k (✓)
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JOIN

### Textbook Exercise 4

The following statements give a one-line summary of each verse. Work in pairs and try to find out which statement is the summary of which verse. Write the number of the verse in the blank.

After completing the exercise, compare your answers with another pair and make corrections where necessary.

- But the spider went up again and this time it was just one foot away from its home. 11
- Once it felt better it travelled higher although the journey was tiring. \_\_\_\_\_
- King Bruce, though a king, was beginning to lose hope. \_\_\_\_\_
- Inch by inch it kept moving up and finally succeeded in reaching its home. \_\_\_\_\_
- The king thought that, falling again and again, the spider would now give up. \_\_\_\_\_
- The story goes that king Bruce tried again and succeeded. \_\_\_\_\_
- He had tried to do everything to make his people happy, but he had failed. \_\_\_\_\_
- It began to go up but soon slipped down again. \_\_\_\_\_
- The king realized that those who try, succeed; like the spider, he also could succeed. \_\_\_\_\_
- It was very far from its home, and the king could not work out how it would reach it. \_\_\_\_\_
- In a state of hopelessness, he decided that he would give up. \_\_\_\_\_
- Again and again, it tried; it went up and slipped down nine times. \_\_\_\_\_
- Just then, a spider dropped down, and the king looked at it to see what it would do. \_\_\_\_\_
- Without complaint, it ran up again, but due to weakness it fell still lower. \_\_\_\_\_

### Answer Key

1. (11)	2. (8)	3. (1)	4. (12)	5. (10)	6. (14)	7. (2)	8. (6)	9. (13)	10. (5)	11. (3)
12. (9)	13. (4)	14. (7)								

## Textbook Exercise 5

Answer the following Questions.

01. **Why was King Bruce so sad?**

Ans: See "Short Answer Questions" – Q.10

02. **Before he saw the spider, what did he decide to do?**

Ans: See "Short Answer Questions" – Q.13

03. **Why did King Bruce think that the spider would not be able to reach its home?**

Ans: See "Short Answer Questions" – Q.14

04. **Did the spider climb at the same speed all the time or at a different speed?**

Ans: See "Short Answer Questions" – Q.15

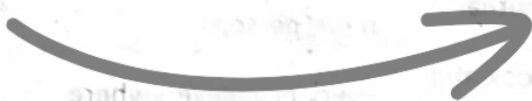
05. **How did the spider finally reach its home?**

Ans: See "Short Answer Questions" – Q.16

06. **Why did the king decide to try again?**

Ans: See "Short Answer Questions" – Q.17

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## Reading Comprehension

## Social Media

Unit  
4.1

## سوشل میڈیا

## Meanings of the words in English and Urdu

Words	Meaning in English / Urdu	Words	Meaning in English / Urdu
advent	arrival	interactive	of or relating to a program that responds to user activity
revolutionize	change radically	communication	means of sending or receiving information
stupendous	extremely impressive	avenue	a way of approaching a problem
virtual	not physically existing	vista	a pleasing view
counterpart	having similar work and position	mutual	Concerning each of two or more persons
educators	persons who provide education	nook and corner	every place everywhere
query	a question expressing doubt or requesting information	comment	a verbal or written remark
promotion	progress or growth	talent	natural aptitude or skill
innumerable	too many to be counted	capability	ability to do something
recognition	identification; acknowledgement	respective	separate; individual
vacant	not occupied; empty	contribution	The part played
connectivity	the state of being connected	distant	far away
affordability	ability to be afforded; inexpensiveness	accessibility	the quality of being able to be reached
strengthened	make or become stronger	aspect	A distinct feature
injudicious	showing very poor judgement; unwise	persistent	continuing firmly
tardy	late; delayed	resort	Act of turning to for assistance
detrimental	tending to cause harm	facilitate	make something easy or easier.
fraudulent	Intended to deceive	materialize	become fact; happen

aspiring	Desiring for recognition	حسرت بھرا۔ آرزو مندانہ	compromise	settle a dispute by mutual concession	سمجھوتہ۔ ملاہمت
deterioration	the process of becoming worse	زوال۔ بگاڑ	shallow	of little depth	سطحی۔ کم گہرا
consequences	result or effect	نتیجہ	Impact	effect or influence	اثر۔ متاثر کرنا
disproportionately	Out of proportion	غیر متناسب	deskbound	restricted to work at a desk	میز بند۔ محدود ہونا
addictive	Causing or characterized by addiction	نشہ آور۔ عادی بنانے والی	obesity	the state of being grossly fat	موٹاپا
devastating	highly destructive or damaging	تباہ کن	rumour	doubtful story	افواہ
anxiety	a feeling of worry, nervousness	تشویش۔ پریشانی	depression	feeling very unhappy and without hope	لاشی تکاندار ہوا
psychological	Mental or emotional	نفسیاتی	self-praise	The action of praising oneself	اپنی تعریف کرنا
self-absorption	preoccupation with one's feelings, interests, or situation	اپنی ذات میں گمن رہنا	pros and cons	advantages and disadvantages	فوائد و نقصان
mitigate	make less severe, serious	تحفیف کرنا	discreet	careful; prudent	معاذ۔ ہوش مند
indulge	involve	لمٹ ہونا	self-portrayal	non-written account of one's own life	اپنی تصویر کشی
authentic	genuine	مستند	inconvenience	the state or fact of being troublesome	ایذا رسانی
prudent	acting with or showing care	احتاط	considerable	Large or relatively large in number or amount	قابل ذکر۔ قابل غور

## Textbook Lesson with Urdu Translation

1. With the advent of the internet, the world has become a global village. The interactive websites and applications enable users to create and share information, videos, and original thoughts and ideas. But, more than anything else, social media has revolutionized the concept of communication and community. Hence, the speed with which social media users are rising is stupendous. However, while social media has numerous advantages, like any other invention, it has its share of disadvantages.

1- انٹرنیٹ کے ظہور سے دنیا ایک عالمی گاؤں بن چکی ہے۔ متعلقہ ویب سائٹس اور ایپلیکیشنز نے صارف کو معلومات، ویڈیوز اور اصل سوچیں اور خیالات تخلیق کرنے اور شراکت کرنے کے قابل بنادیا ہے۔ لیکن سب سے بڑھ کر یہ کہ سوشل میڈیا نے مواصلات اور معاشرے کے تصور میں انقلاب برپا کر دیا ہے۔ لہذا جس رفتار سے سوشل میڈیا کے صارف بڑھ رہے ہیں متاثر کن ہے۔ مگر کسی دوسری ایجاد کی طرح جہاں سوشل میڈیا کے کئی فوائد ہیں، وہاں اس کے نقصانات بھی ہیں۔

2. To begin with, social media has changed the concept of community by opening up countless avenues for users to connect with the larger community. Through this virtual medium, the community is no longer the immediate community in which we live; it has now expanded to include the entire world. Today, one has become a part of a global community. People in one part of the globe can actively engage with others across the globe. Also, it has opened new vistas for students and professionals, who can easily interact with their counterparts in any part of the world and exchange views on matters of mutual interest. Students can also easily interact with educators and researchers in any part of the world and gain from their knowledge and wisdom.

2- شروع کرنے کے لئے یہ کہ سوشل میڈیا نے ایک وسیع معاشرے کے ساتھ صارف کے رابطے کے لئے شاہراہیں کھول کر معاشرے کے تصور کو تبدیل کر دیا ہے۔ ہر چوتھل (مجازی) واسطے کے ذریعے معاشرہ

جس میں ہم رہتے ہیں ایسے کھل چکا ہے جس میں پوری دنیا شامل ہے۔ آج ایک فرد عالمی معاشرے کا حصہ بن چکا ہے۔ اس کے علاوہ اس نے طلباء اور پیشہ ور ماہرین کے لئے نئے مقامات کھول دیئے ہیں جہاں وہ اپنے کسی اپنے ام مرتبہ افراد سے آسانی سے رابطہ کر سکتے ہیں اور ہاں ہی ویڈیو کے معاملات کا تبادلہ کر سکتے ہیں۔ طلباء بھی ہا آسانی دنیا کے کسی حصے میں اساتذہ سے رابطہ کر سکتے ہیں اور ان سے علم و دانش حاصل کر سکتے ہیں۔

3. Social media has also become the fastest growing platform for online businesses. Till beginning of the twenty-first century, online business was a fantasy. Today, businesspersons initiate a business with the click of a button, rather than with the touch of a finger. They can post products and invite buyers from every nook and corner of the world. They can interact with customers on a case-by-case basis and readily respond to their queries, comments, and needs.

سوشل میڈیا آج آن لائن کاروبار کے لئے بھی تیزی سے بڑھتا ہوا پلیٹ فارم بن چکا ہے۔ ایک سوئس صدی کے شروعات تک آن لائن کاروبار ایک پینا تھا۔ آج کاروباری حضرات انٹرنیٹ کے بس کے بجائے کاروبار شروع کر سکتے ہیں۔ وہ اپنی مصنوعات کو پوسٹ کر سکتے ہیں اور دنیا کے ہر کونے سے خریداروں کو دعوت دے سکتے ہیں۔ وہ اپنے صارفین کے ساتھ معاملے کی بنیاد پر بات چیت کر سکتے ہیں اور ان کے تبصروں اور ضروریات کا آسانی سے جواب دے سکتے ہیں۔

4. Additionally, social media has made the promotion of skills and talents very easy, leading to opening up of innumerable avenues for many people. Skilled and talented people do not need to go or seek contacts to promote their capabilities anymore. They can display their talents and promote their skills and products through the virtual medium and achieve great heights and recognition in their respective fields. They can advertise their skills and capabilities through social media, making it easy for employers to hunt for the right people for any vacant position that they might have. Moreover, employers looking for people with specific qualifications and capabilities can also freely use their social media groups to advertise their vacant positions.

مزید برآں سوشل میڈیا نے مہارتوں اور صلاحیتوں کے فروغ کو بہت آسان بنا دیا ہے جس کی وجہ سے بہت سے لوگوں کے لئے بے شمار مواقع کھل گئے ہیں۔ ہنرمند اور صلاحیت لوگوں کو اب اپنی مہارتوں کو فروغ دینے کے لئے باہر جانے یا رابطے تلاش کرنے کی ضرورت نہیں ہے۔ وہ اپنی صلاحیتوں کا مظاہرہ کر سکتے ہیں اور رچرچل (مجازی) واسطے کے ذریعے اپنی مہارتوں اور مصنوعات کو فروغ دے سکتے ہیں۔ غصہ شعبوں میں بڑی بلے باں اور پیمانے حاصل کر سکتے ہیں۔ وہ سوشل میڈیا کے ذریعے اپنی مہارتوں اور صلاحیتوں کا اشتہار دے سکتے ہیں جس سے مہجروں کے لئے ان کے پاس موجود کسی بھی خالی عہدے کے لئے کھج ن کو تلاش کرنا آسان ہو جاتا ہے۔ مزید برآں، مخصوص اہلیت اور صلاحیتوں کے حامل افراد کی تلاش میں آج اپنے سوشل میڈیا گروپوں کو آزادانہ طور پر اپنے خالی عہدوں کی تشہیر کے لئے بھی استعمال کر سکتے ہیں۔

5. One of the biggest contributions of social media is the ease of connectivity that it has provided. Gone are the days when the going of a friend or relative to another country meant a loss of touch and lack of communication with them. Social media has not only made a constant connection with distant relatives possible, but it has also helped establish contact with long lost friends and relatives. Due to its affordability and easy accessibility, it has aided and strengthened the bond of love and care between family members living in distant parts of the world. Today, all family members can virtually participate in any family event in which physical participation is not possible for any reason.

سوشل میڈیا کا سب سے بڑا حصہ رابطے میں آسانی ہے جو وہ فراہم کرتا ہے۔ وہ دن گئے جب کسی دوست یا رشتہ دار کے کسی دوسرے ملک جانے کا مطلب ان سے تعلقات کا منقطع ہو جانا اور رابطے کی ہوتا۔ سوشل میڈیا نے نہ صرف دور دراز کے رشتہ داروں کے ساتھ مسلسل تعلق قائم کیا ہے بلکہ اس نے طویل عرصے سے کھوئے ہوئے دوستوں اور رشتہ داروں کے ساتھ رابطہ قائم کرنے میں بھی مدد دی ہے۔ اپنی سستی اور سے اس نے دنیا کے دور دراز علاقوں میں رہنے والے خاندان کے افراد کے درمیان محبت اور دیکھ بھال کے بندھن میں مدد دی ہے اور انہیں مضبوط کیا ہے۔ آج خاندان کے تمام افراد کسی بھی خاندانی میں مل کر سکتے ہیں جس میں ذاتی طور پر شرکت کسی بھی وجہ سے ممکن نہ ہو۔

6. However, while on the one hand, one can think of innumerable benefits of social media, one is often reminded of how it has negatively influenced many aspects of people's lives. While social media can support students in a number of ways, its injudicious use often results in persistent incomplete school assignments, tardy work, and poor academic performance. Moreover, when a lot of pending work gets piled up, students often resort to online websites and cut and paste options. On the one hand, this is detrimental to their learning and growth as students. On the other hand, those who do not



have access to such services remain behind, as they are unable to do their work.

6۔ تمام ایک طرف تو کوئی سوشل میڈیا کے بے شمار فوائد کے بارے میں سوچ سکتا ہے لیکن اگر یہ یاد دلایا جائے کہ کس طرح اس (سوشل میڈیا) نے لوگوں کی زندگی کے بہت سے پہلوؤں کو ختمی طور پر متاثر کیا ہے۔ اگرچہ سوشل میڈیا متعدد طریقوں سے طلباء کی مدد کر سکتا ہے لیکن اس کے کوئی ناممکن استعمال کے نتیجے میں اکثر مشعل طور پر اسکول کے جملہ سائنس، سہ کلام اور انسانی تعلیم کا کارآمد بن جاتی ہے۔ حرج برائن، جب بہت سے زیراتفاق کام کا امیر لگ جاتا ہے تو طلباء اکثر ان لائن ویب سائٹس کا سہارا لیتے ہیں اور کث (کانے) اور ویسٹ (چمپاں) کرنے کا انتخاب کرتے ہیں۔ ایک طرف بلور طلباء سائنس کے ٹیچنگ اور ترقی کے لئے نقصان دہ ہوتا ہے۔ دوسری طرف جن لوگوں کو ایسی سہولیات تک رسائی حاصل نہیں ہے وہ بھی بدرو جاتے ہیں کیونکہ وہ اپنا کام کرنے سے قاصر ہوتے ہیں۔

7. With regard to business, while social media has facilitated online business and the promotion of skills and talents, one may get cheated by fake virtual companies and organizations. Hence, despite the innumerable benefits of online business, it may be misused by fraudulent companies. People may suffer financial loss by paying for goods that may be of poor quality and services that never materialize. Also, those aspiring for good jobs and better opportunities may face physical harm by going for fake interviews.

7۔ جہاں تک کاروبار کا تعلق ہے، جبکہ سوشل میڈیا نے آن لائن کاروبار اور مہارتوں اور صلاحیتوں کے فروغ میں سہولت فراہم کی ہے، وہاں کوئی جملہ درجہ اول کی کمپنیوں اور تنظیموں کے ذریعہ حکومت کی کاغذی بھی ہو سکتا ہے۔ لہذا آن لائن کاروبار کے بے شمار فوائد کے باوجود، حکومت کی کرنے والی کمپنیوں کے ذریعہ اس کا نفع استعمال کیا جا سکتا ہے۔ لوگوں کو ان اشیا کی ادائیگی سے مالی نقصان اٹھانا پڑ سکتا ہے جو ناقص معیار کی ہو سکتی ہیں اور سروسز (خدمتات) جو کبھی مکمل فیصلہ اتھارٹی نہیں کرتیں اس کے علاوہ، اچھی ملازمتوں اور بہتر مواقع کے خواہشمند افراد کو اچھی ملازمتوں کے لئے جانے پڑ سکتی ہیں ان نقصان کا سامنا بھی کرنا پڑ سکتا ہے۔

8. Humans are social animals, and for strengthening social bonds, the physical sharing of moments of joy and grief is important. Increased time on social media has limited face-to-face communication and compromised relationships. People are spending more and more time on social media, which has caused a significant deterioration in the frequency and quality of close, one-to-one communication between both immediate and extended family members, who occupy an important place in the Pakistani family structure. While social networks enable interaction with a large number of people, in a short span of time, these interactions are shallow and cannot adequately replace everyday face-to-face communication. This lack of quality communication can weaken relationships that may, in turn, have damaging consequences.

8۔ انسان سماجی جانور ہے اور سماجی رشتوں کو مضبوط بنانے کے لئے غشی اور غم کے لحاظ ذاتی طور پر بائٹا ضروری ہے۔ سوشل میڈیا پر بڑے سے ہوئے وقت نے ردِ بدِ حقیقت کو کھدو دوار رشتوں کو سمجھوتے پر مجبور کر دیا ہے۔ لوگ سوشل میڈیا پر زیادہ سے زیادہ وقت گزار رہے ہیں جس کی وجہ سے قریبی اور دور کے خاندان کے افراد کے مابین، جو پاکستانی خاندانی ڈھانچے میں ایک اہم مقام رکھتے ہیں قریبی اور دور کے خاندانوں میں کمی اور غلوں میں فرق آیا ہے۔ اگرچہ سوشل نیٹ ورکس مختصر عرصے میں لوگوں کی ایک چری تعداد کے ساتھ رابطوں کو ممکن بناتے ہیں لیکن یہ رابطے انتہائی سطحی ہوتے ہیں اور مناسب طریقے سے روزمرہ کے نئے سامنے کے رابطوں کی جگہ نہیں لے سکتے۔ بے لوث رابطوں کی یہ کمی ان حقیقتات کو کمزور کر سکتی ہے جن کے نتیجے میں نقصان دہ علاج برآمد ہو سکتے ہیں۔

**9. Impact on the physical health of people is another major area of concern. When social media is used disproportionately, the users constantly remain deskbound or are limited to the comfort of a couch or a bed. This excessive and addictive use of social media has replaced all kinds of physical activities and has become a major cause of obesity in children, teenagers, and adults. And obesity causes major health problems, including high blood pressure, diabetes, and heart diseases.**

لوگوں کی جسمانی صحت پر اثر قوت پیش کی ایک اور بڑی وجہ ہے۔ جب سوشل میڈیا کو غیر متناسب طور پر استعمال کیا جاتا ہے تو صارفین مسلسل میز پر بیٹھے رہ جاتے ہیں یا کسی صفحے یا ہسٹر کے آرام تک محدود رہ جاتے ہیں۔ سوشل میڈیا کے اس حد سے زیادہ اور عادی بنانے والے استعمال کی ہر قسم کی طبی سرگرمیوں کی جگہ لی جے اور بچوں، جو موروں اور بیڑوں میں مروجہ پکنی ایک بڑی جیت بن گئی ہے۔ اور مروجہ پا صحت کے بے سائل کا سبب بنتا ہے جن میں ہائی بلڈ پریشر، ذیابیطس اور دل کی بیماریاں شامل ہیں۔

**10.** Besides impacting physical health, the damages to mental health caused by social media are also alarming. For one, constant viewing of other people's successes and achievements, and their problems and failures, can have devastating effects on how people begin to view their own life. For another, rumours travel very fast via social media, causing unnecessary worry. All of these can lead to anxiety

and depression, with severe consequences for the individual and the family.

[illegible]

12. In short, using social media has both pros and cons. One can reap many benefits from it. But it is important to see how one can minimize its harmful effects. The ills of social media can be mitigated if we follow certain basic rules. These include, among others, fixing a time limit for using social media and following the limit strictly. Also, one should be discreet when selecting online products or responding to online offers of jobs and other opportunities. Moreover, creating a balance between study time and physical activities can help in addressing academic and health related concerns. Further, sparing time for family and friends, and not indulging too much in self-portrayal can have a positive impact on one's life. Also, it is important to share only authentic and verified news and content so that no inconvenience is caused to you or your friends.

13. In today's times, giving up social media may not be a realistic option. A prudent user can benefit a lot from the positive aspects of social media while its negative aspects, and not staying away from them, can make one a victim of its adverse effects. Used appropriately, social media can be a good resource, used inappropriately, it can cause considerable harm.

### Multiple Choice Questions (M.C.Qs)

***Choose the correct answer for each from the given options:***

- 01.** *With the advent of the internet, the world has become a:*  
 (a) universe                      (b) global world                      (c) global city                      (d) global village
- 02.** *It has revolutionized the concept of communication and community.*  
 (a) internet                      (b) the social media                      (c) computer                      (d) websites

- 03.** *It enable users to create and share information, videos, and original thoughts and ideas.*  
 (a) The interactive websites (b) The interactive applications  
 (c) Both 'a' & 'b' (d) None of them
- 04.** *It has also become the fastest growing platform for online businesses.*  
 (a) the social media (b) Whatsapp (c) Facebook (d) Google
- 05.** *One of the biggest contributions of the social media is the:*  
 (a) affordability (b) easy accessibility  
 (c) ease of connectivity (d) None of these
- 06.** *Humans are social:*  
 (a) men (b) women (c) angels (d) animals
- 07.** *It has limited face-to-face communication and compromised relationships.*  
 (a) Increased time on the social media (b) Decreased time on the social media  
 (c) Increased time on a computer (d) Decreased time on a computer
- 08.** *According to the text, social media is a:*  
 (a) good thing (b) bad thing (c) neither (d) both
- 09.** *The social media is something that is used by:*  
 (a) old people (b) young people  
 (c) people of all ages (d) children
- 10.** *In conclusion, the writer says that the social media should be:*  
 (a) ignored (b) used with care  
 (c) given up (d) used everyday

#### Answer Key

1 (d) 2 (b) 3 (c) 4 (a) 5 (c) 6 (d) 7 (a) 8 (d) 9 (c) 10 (b)

### Summary

With the advent of the internet, the world has become a global village. Social media has revolutionized the concept of communication and community. While social media has numerous advantages, it also has its disadvantages. Also, it has opened new vistas for students and professionals, who can easily interact with their counterparts in any part of the world.

Today, businesspersons can initiate a business with the click of a button. They can interact with their customers and readily respond to their queries, comments, and needs.

people can display their talents and promote their skills and products through the virtual medium and achieve great heights and recognition in their respective fields. Moreover, employers looking for people with specific qualifications and capabilities can also freely use their social media groups to advertise their vacant positions.





Social media has not only made a constant connection with distant relatives possible, but it has also helped establish contact with long lost friends and relatives.

While social media can support students in a number of ways, its injudicious use often results in persistent incomplete school assignments, tardy work, and poor academic performance.

With regard to business, one may get cheated by fake virtual companies and organizations. People may suffer financial loss by paying for goods that may be of poor quality and services that never materialize.

People are spending more and more time on social media, which has caused a significant deterioration in the frequency and quality of close, one-to-one communication between both immediate and extended family members. This lack of quality communication can weaken relationships that may, in turn, have damaging consequences.

The excessive and addictive use of the social media has replaced all kinds of physical activities and has become a major cause of obesity in children, teenagers, and adults.

Besides impacting physical health, the damages to mental health caused by social media are also alarming. Rumours travel very fast via social media, causing unnecessary worry.

Social media can also lead to psychological disorders, one of which is related to the posting of selfies. The ills of social media can be mitigated if we follow certain basic rules. These include, among others, fixing a time limit for using social media and following the limit strictly. In today's times, giving up social media may not be a realistic option.

### Short Answer Questions

**Q 1** How has the advent of the Internet made the world a global village?

**Ans.** The internet has changed the world. It has greatly impacted communication virtually reducing the world to a global village by enabling individuals to communicate easily and quickly. The internet has also changed the conventional ways of buying and selling and has transformed commercial activities.

**Q 2** How has the user benefited from the website?

**Ans.** The interactive websites and applications enable users to create and share information, videos, and original thoughts and ideas.

**Q 3** How has social media revolutionized the concept of communication?

**Ans.** Social media has changed the way we communicate, and also whom we communicate with. It has given people the ability to communicate across geography, cultures, and languages creating an interconnected community. Social media has not only made it possible to connect with our friends and relatives living in different countries and remote areas, but also made it cheaper. Today, all family members can virtually participate in any family event in which physical participation is not possible for any reason.

**Q 4** How has social media changed the concept of community?

**Ans.** Social media has changed the concept of community by opening up countless avenues for users to connect with the larger community. It has expanded the concept of community to include many more people and has changed how people communicate; it has now expanded to include the entire world. It has opened new vistas for students and professionals, who can easily interact with their counterparts in any part of the world and exchange views on matters of mutual interest. Students can also easily interact with educators and researchers in any part of the world and gain from their knowledge and wisdom. This presents businesses with more opportunities to reach more people, but also comes with risks.

**Q 5** How is social media assisting students and professionals in their respective fields?

**Ans.** Social media has opened new vistas for students and professionals, who can easily interact with their counterparts in any part of the world and exchange views on matters of mutual interest. Students can also easily interact with educators and researchers in any part of the world and gain from their knowledge and wisdom.

**Q 6** How can a business be initiated on a virtual platform?

**Ans.** Social media has also become the fastest growing platform for online businesses. Businesspersons can initiate a business with the click of a button, rather than with the touch of a finger. They can post their products and invite buyers from every nook and corner of the world. They can interact with their customers on a case-by-case basis and readily respond to their queries, comments, and needs.

**Q 7** How has social media been instrumental in promoting skills and talents?

**Ans.** Social media has made the promotion of skills and talents very easy, leading to the opening up of innumerable avenues for many people. Skilled and talented people do not need to go out or seek contacts to promote their capabilities anymore. They can display their talents and promote their skills and products through the virtual medium and achieve great heights and recognition in their respective fields. They can advertise their skills and capabilities through social media, making it easy for employers to hunt for the right people for any vacant position that they might have.

**Q 8** How can employers hunt for the right candidate for their job positions?

**Ans.** Skilled and talented people can advertise their skills and capabilities through social media, making it easy for employers to hunt for the right people for any vacant position that they might have. Moreover, employers looking for people with specific qualifications and capabilities can also freely use their social media groups to advertise their vacant positions.



**Q 9) What is the biggest contribution of social media?**

**Ans.** One of the biggest contributions of social media is the ease of connectivity that it has provided. Gone are the days when the going of a friend or relative to another country meant a loss of touch and lack of communication with them.

**Q 10) Why and how can people easily have a constant connection with relatives in distant parts of the world?**

**Ans.** Social media has not only made a constant connection with distant relatives possible, but it has also helped establish contact with long lost friends and relatives. Due to its affordability and easy accessibility, it has aided and strengthened the bond of love and care between family members living in distant parts of the world. Today, all family members can virtually participate in any family event in which physical participation is not possible for any reason.

**Q 11) What are the negative effects of social media on students?**

**Ans.** While social media can support students in a number of ways, its injudicious use often results in persistent incomplete school assignments, tardy work, and poor academic performance. Moreover, when a lot of pending work gets piled up, students often resort to online websites and cut and paste options. On the one hand, this is detrimental to their learning and growth as students. On the other hand, those who do not have access to such services remain behind, as they are unable to do their work.

**Q 12) What are the negative aspects of social media regarding business?**

**Ans.** With regard to business, while social media has facilitated online business and the promotion of skills and talents, one may get cheated by fake virtual companies and organizations. Hence, despite the innumerable benefits of online business, it may be misused by fraudulent companies. People may suffer financial loss by paying for goods that may be of poor quality and services that never materialize. Also, those aspiring for good jobs and better opportunities may face physical harm by going for fake interviews.

**Q 13) How is social media affecting the relationships of people?**

**Ans.** Humans are social animals, and for strengthening social bonds, the physical sharing of moments of joy and grief is important. Increased time on social media has limited face-to-face communication and compromised relationships. People are spending more and more time on social media, which has caused a significant deterioration in the frequency and quality of close, one-to-one communication between both immediate and extended family members, who occupy an important place in the Pakistani family structure. While social networks enable interaction with a large number of people, in a short span of time, these interactions are shallow and cannot adequately replace everyday face-to-face communication. This lack of quality communication can weaken relationships that may, in turn, have damaging consequences.

**Q 14) What are the effects of using social media on physical health?**

**Ans.** Impact on the physical health of people is another major area of concern. When social media is used disproportionately, the users constantly remain deskbound or are limited to the comfort of a couch or a bed. This excessive and addictive use of social media has replaced all kinds of



physical activities and has become a major cause of obesity in children, teenagers, and adults. And obesity causes major health problems, including high blood pressure, diabetes, and heart diseases.

**Q15) What are the effects of social media use on mental health?**

**Ans.** Besides impacting physical health, the damages to mental health caused by social media are also alarming. For one, constant viewing of other people's successes and achievements, and their problems and failures, can have devastating effects on how people begin to view their own life. For another, rumours travel very fast via social media, causing unnecessary worry. All of these can lead to anxiety and depression, with severe consequences for the individual and the family.

**Q16) What psychological disorders can social media cause?**

**Ans.** Social media can also lead to psychological disorders, one of which is related to the posting of selfies. Several recent research studies indicate that if clicking selfies develops into a habit, such individuals may become victims of self-praise and self-absorption. This can lead to the inability of a person to understand that other people may have opinions different from their own.

**Q17) How can we reduce the problems caused by social media?**

**Ans.** Using social media has both pros and cons. One can reap many benefits from it. But it is important to see how one can minimize its harmful effects. The ills of social media can be mitigated if we follow certain basic rules. These include, among others, fixing a time limit for using social media and following the limit strictly. Also, one should be discreet when selecting online products or responding to online offers of jobs and other opportunities. Moreover, creating a balance between study time and physical activities can help in addressing academic and health related concerns. Further, sparing time for family and friends, and not indulging too much in self-portrayal can have a positive impact on one's life. Also, it is important to share only authentic and verified news and content so that no inconvenience is caused to us or our friends.

**Can give up social media be a realistic option these days?**

**Q18)** In today's times, giving up social media may not be a realistic option. A prudent user can benefit a lot from the positive aspects of social media while its negative aspects, and not staying away from them, can make one a victim of its adverse effects. Used appropriately, social media can be a good resource, used inappropriately, it can cause considerable harm.

**Textbook Exercise 1**

**Work individually and circle one of the options to fill in the blanks. After completing the exercise, compare your answers with your partner.**

See "Multiple Choice Questions (MCQs)" – 8, 9 & 10

## Textbook Exercise 2

Work in pairs. Read the text and underline the following words. The meanings of all these words are given in the exercise below. Find out the word which has the given meaning and fill in the blanks.

revolutionized	stupendous	vistas	fantasy	accessibility
injudicious	tardy	detrimental	fraudulent	materialize
deterioration	consequences	disproportionately	addictive	obesity
devastating	mitigated	self-portrayal	Inconvenience	prudent

01. The meaning of \_\_\_\_\_ is harmful.
02. The meaning of \_\_\_\_\_ is slowly becoming worse.
03. The meaning of \_\_\_\_\_ is extremely great.
04. The meaning of \_\_\_\_\_ is trouble.
05. The meaning of \_\_\_\_\_ is being overweight.
06. The meaning of \_\_\_\_\_ is happen or take shape.
07. The meaning of \_\_\_\_\_ is caring for the future.
08. The meaning of \_\_\_\_\_ is late submitted.
09. The meaning of \_\_\_\_\_ is changed completely.
10. The meaning of \_\_\_\_\_ is not in the right amount.
11. The meaning of \_\_\_\_\_ is showing off oneself.
12. The meaning of \_\_\_\_\_ is habit-forming.
13. The meaning of \_\_\_\_\_ is easy to reach.
14. The meaning of \_\_\_\_\_ is dishonest, cheating.
15. The meaning of \_\_\_\_\_ is prospects.
16. The meaning of \_\_\_\_\_ is negative results.
17. The meaning of \_\_\_\_\_ is highly damaging.
18. The meaning of \_\_\_\_\_ is unwise.
19. The meaning of \_\_\_\_\_ is imagining of impossible things.
20. The meaning of \_\_\_\_\_ is made less severe.

### Answer Key

01. detrimental	02. deterioration	03. stupendous	04. inconvenience
05. obesity	06. materialize	07. prudent	08. tardy
09. revolutionize	10. disproportionately	11. self-portrayal	12. addictive
13. accessibility	14. fraudulent	15. vistas	16. consequences
17. devastating	18. injudicious	19. fantasy	20. mitigated

## Textbook Exercise 3

Work individually. Skim through the text and identify the paragraphs that give the following information. Write the paragraph number in the given blanks. After completing, compare your answers with your partner and make corrections where necessary.

- (a) Lack of quality communication \_\_\_\_\_
- (b) Promotion and identification of skills and talents \_\_\_\_\_
- (c) Basic rules for minimizing the harmful effects \_\_\_\_\_
- (d) Becoming a part of the global community \_\_\_\_\_
- (e) Impact on mental health \_\_\_\_\_
- (f) Using the social media prudently \_\_\_\_\_
- (g) Advent of the internet and the social media \_\_\_\_\_
- (h) Psychological disorders \_\_\_\_\_
- (i) Negative impact on the studies \_\_\_\_\_
- (j) Effects on physical health \_\_\_\_\_
- (k) Use of the social media for business purposes \_\_\_\_\_
- (l) Fraudulent companies cheating people \_\_\_\_\_
- (m) Connecting friends and families \_\_\_\_\_

### Answer Key

(a) 8 (b) 4 (c) 12 (d) 2 (e) 10 (f) 13 (g) 1 (h) 11 (i) 6  
(j) 9 (k) 3 (l) 7 (m) 5

## Textbook Exercise 4

Read the text and mark the statements as true or false. After completing, compare your answers with your partner.

S.No.	Statements	True	False
1.	The social media has not affected the world in any major way.		✓
2.	Some vendors on the social media cheat their customers.	✓	
3.	Use of the social media does not have any disadvantages.		✓
4.	Professionals do not use the social media.		✓
5.	Increase in the use of the social media has affected relationships adversely.	✓	
6.	Students can contact teachers from any part of the world and learn from them.	✓	
7.	People use the social media to showcase and promote their talents and skills.	✓	



8.	Employers do not use the social media to look for people whom they want to hire.		✓
9.	Disproportionate use of the social media has devastating effects on physical health.	✓	
10.	A careless user can get the benefits from the positive aspects of the social media.		✓

### Textbook Exercise 5

The following sentences have the wrong information. Work in pairs. Read the text and write the corrected sentences in the space provided.

- (1) With social media, one has become a part of the regional community.  
With social media, one has become a part of a global community.
- (2) The speed with which social media users are increasing is slow.  
The speed with which social media users are rising is stupendous.
- (3) The extended family members are not important in the Pakistani family structure.  
The extended family members occupy an important place in the Pakistani family structure.
- (4) Social media is a major cause of weakness in children and teenagers.  
Social media is a major cause of obesity in children and teenagers.
- (5) Rumours travel very slowly on social media.  
Rumours travel very fast on social media.
- (6) Posting selfies can lead to physical disorders.  
Posting selfies can lead to psychological disorders.
- (7) Using social media has neither pros nor cons.  
Using social media has both pros and cons.
- (8) One needs to see how one can maximize the harmless effects of social media.  
One needs to see how one can minimize the harmless effects of social media.
- (9) The ills of social media can be reduced by following all the rules.  
The ills of social media can be mitigated if we follow certain basic rules.
- (10) Giving up social media may be the only option we have today.  
Giving up social media may not be a realistic option.

### Textbook Exercise 6

Work in pairs, read the text and write down the positive aspects and negative aspects of social media with respect to the following. Also, write down what needs to be done to reduce the negative impact, as stated in the text:

#### Business

**Positive Aspects:** Businesspersons can initiate a business with the click of a button, rather than with the touch of a finger. They can post their products and invite buyers from every nook and corner of the

world. They can interact with their customers on a case-by-case basis and readily respond to their queries, comments, and needs. Social media has facilitated online business and the promotion of skills and talents.

**Negative Aspects:** One may get cheated by fake virtual companies and organizations. Hence, despite the innumerable benefits of online business, it may be misused by fraudulent companies. People may suffer financial loss by paying for goods that may be of poor quality and services that never materialize. Also, those aspiring for good jobs and better opportunities may face physical harm by going for fake interviews.

**Reducing Negative Impact:** One should be discreet when selecting online products or responding to online offers of jobs and other opportunities.

### Students

**Positive Aspects:** It has opened new vistas for students and professionals, who can easily interact with their counterparts in any part of the world and exchange views on matters of mutual interest. Students can also easily interact with educators and researchers in any part of the world and gain from their knowledge and wisdom.

**Negative Aspects:** Its injudicious use often results in persistent incomplete school assignments, tardy work, and poor academic performance. Moreover, when a lot of pending work gets piled up, students often resort to online websites and cut and paste options. On the one hand, this is detrimental to their learning and growth as students. On the other hand, those who do not have access to such services remain behind, as they are unable to do their work.

**Reducing Negative Impact:** Creating a balance between study time and physical activities can help in addressing academic and health related concerns.

### Communication with Friends and Family

**Positive Aspects:** Social media has not only made a constant connection with distant relatives possible, but it has also helped establish contact with long lost friends and relatives. Due to its affordability and easy accessibility, it has aided and strengthened the bond of love and care between family members living in distant parts of the world. Today, all family members can virtually participate in any family event in which physical participation is not possible for any reason.

**Negative Aspects:** Increased time on social media has limited face-to-face communication and compromised relationships. People are spending more and more time on social media, which has caused a significant deterioration in the frequency and quality of close, one-to-one communication between both immediate and extended family members, who occupy an important place in the Pakistani family structure. While social networks enable interaction with a large number of people, in a short span of time, these interactions are shallow and cannot adequately replace everyday face-to-face communication. This lack of quality communication can weaken relationships that may, in turn, have damaging consequences.

**Reducing Negative Impact:** We should limit our time on social media and give more time to our family and friends so that our face-to-face relationships become stronger. We must share each other's joys and sorrows.

## Promotion of Skills and Talents

**Positive Aspects:** Social media has made the promotion of skills and talents very easy, leading to the opening up of innumerable avenues for many people. Skilled and talented people do not need to go out or seek contacts to promote their capabilities anymore. They can display their talents and promote their skills and products through the virtual medium and achieve great heights and recognition in their respective fields. They can advertise their skills and capabilities through social media, making it easy for employers to hunt for the right people for any vacant position that they might have.

**Negative Aspects:** Those aspiring for good jobs and better opportunities may face physical harm by going for fake interviews.

**Reducing Negative Impact:** One should be discreet when selecting online offers of jobs and other opportunities.

## Textbook Exercise 7

Answer the following questions:

01. How has social media revolutionized the concept of communication?  
Ans: See "Short Answer Questions" – Q.3
02. How is social media assisting students and professionals in their respective fields?  
Ans: See "Short Answer Questions" – Q.5
03. How can a business be initiated on a virtual platform?  
Ans: See "Short Answer Questions" – Q.6
04. How can employers hunt for the right candidates for their job positions?  
Ans: See "Short Answer Questions" – Q.8
05. Why can people easily have a constant connection with relatives in distant parts of the world?  
Ans: See "Short Answer Questions" – Q.10
06. How is social media affecting the relationships of people?  
Ans: See "Short Answer Questions" – Q.13





## Reading Comprehension

Unit  
5.1

## A Bad Dream

## ایک بُرا خواب

## Meanings of the words in English and Urdu

Words	Meaning in English / Urdu	Words	Meaning in English / Urdu
long-awaited	expected for a long time جس کا طویل مدت سے انتظار ہو	astonishingly	extremely surprisingly حیران کن طور پر
compartment	a separate section الگ حصہ	teasing	make fun of someone in a playful way لُک کرنا۔ چھیڑنا
appreciate	Recognize with gratitude. قدّر کرنا	comfortably	without stress آسانی سے آرام سے
dusty	covered with dust گرد آلود	porter	a person employed to carry luggage قفل
strange	unusual; surprising عجیب	frightened	afraid خوفزد
bother	worry, disturb, or upset پریشان کرنا	haunted	frequented by a ghost آسیب زدہ
airy	well ventilated ہوادار	shocked	surprised and upset حیرت زدہ
ghost	the spirit of a dead person بحوت	shrug	raise (one's shoulders) slightly کندھے اٹکانا
relaxed	free from tension پُر سکون	convince	cause to believe قائل کرنا
cucumber	a long, green-skinned fruit کھیرا	incident	an event or occurrence واقفہ ماجرہ
scared	fearful; frightened ڈرا ہوا	lean	move into a sloping position جھکا ہوا
chat	talk in a friendly and informal way گپ شپ لگانا	narrate	give a spoken or written account of بیان کرنا
gossip	casual or unconstrained conversation گپ شپ کرنا	dominate	influence over غالب ہونا
imagining	suppose or assume تصور کرنا	hair-raising	extremely frightening بہت خوفناک
occurrence	an incident or event واقفہ	stunned	shocked شکستہ
indication	a sign اشارہ	stare	look fixedly گھورتا
utter	complete; absolute مکمل	scream	give a long, loud, piercing cry چی مارنا
		horror	an intense feeling of fear خوف

1. Chuck, chuck, chuck, chuck! The train was slowly moving out of the station. Everyone was very excited! Mr Aziz and his family were finally on their way for a long-awaited trip. They had planned and waited for this holiday for nearly three months. They were very happy as Mr Aziz's brother, Mr Karim, and his family had also decided to accompany them. The two families got along very well together. They often went on picnics together, but this was the first time that they had decided to spend ten days together.

1- چمک، چمک، چمک، چمک! ٹرین آہستہ آہستہ اسٹیشن سے باہر جا رہی تھی۔ ہر کوئی بہت پر جوش تھا! عزیز صاحب اور ان کا خاندان بالآخر ایک طویل عرصے سے خنجریر کے لئے جا رہے تھے۔ انہوں نے تقریباً تین ماہ تک اس چھٹی کا منصوبہ بنایا تھا اور انتظار کیا تھا۔ وہ بہت خوش تھے کیونکہ عزیز صاحب کے بھائی کریم صاحب اور ان کے اہل خانہ نے بھی ان کے ساتھ جانے کا فیصلہ کیا تھا۔ دونوں خاندان ایک دوسرے کے ساتھ بہت اچھے تھے۔ وہ اکثر ایک ساتھ پکنک پر جاتے تھے، لیکن یہ پہلا موقع تھا جب انہوں نے دس دن ایک ساتھ گزارنے کا فیصلہ کیا تھا۔

2. Everyone was in a good mood. They had booked a whole compartment in the train, which had an attached bathroom. The elders were talking about the village that they had planned to visit. The children were playing cards and joking and teasing each other. Mr Karim asked his brother what kind of house he had booked and whether it was near the station. Mr Aziz said that the house was far from the station and was situated near the fields, to enable them to truly appreciate and enjoy village life. They would have to hire a van to get to the house.

2- ہر کوئی اچھے موڈ میں تھا۔ انہوں نے ٹرین میں ایک پورا ڈبہ مختص کر دیا تھا، جس کے ساتھ منسلک غسل خانہ تھا۔ بڑے اس گاؤں کے بارے میں بات کر رہے تھے جس کی سیر انہوں نے منصوبہ بنایا تھا۔ بچے ناش کھیل رہے تھے اور مذاق کر رہے تھے اور ایک دوسرے کو چھیڑ رہے تھے۔ کریم صاحب نے اپنے بھائی سے پوچھا کہ انہوں نے کس طرح کا گھر مختص کرایا ہے اور کیا یہ اسٹیشن کے قریب ہے۔ عزیز صاحب نے کہا کہ گھر اسٹیشن سے بہت دور ہے اور کھیتوں کے قریب واقع ہے تاکہ وہ گاؤں کی زندگی کا صحیح معنوں میں فائدہ اٹھا سکیں اور اس سے لطف اندوز ہو سکیں۔ انہیں گھر پہنچنے کے لئے ایک دین کرایہ پر لینا پڑے گی۔

3. The journey passed very comfortably. In the morning, they reached Patni. Everyone was very excited as they got off the train. The station was small and dusty. There was only one porter at the station who helped them unload their luggage. He asked them where they wanted to go. When Mr Aziz told him, he looked at him in a strange manner. "Are you sure, sir?" he asked. "Yes," said Mr Aziz.

3- سفر بہت آرام سے گزرا گیا۔ صبح وہ ٹرین پہنچ گئے۔ ٹرین سے اترتے ہی ہر کوئی بہت پر جوش تھا۔ اسٹیشن چھوٹا اور گرد آلود تھا۔ اسٹیشن پر صرف ایک قلی تھا جس نے ان کا سامان اتارنے میں ان کی مدد کی۔ اس نے ان سے پوچھا کہ وہ کہاں جانا چاہتے ہیں۔ عزیز صاحب نے جب اسے بتایا تو اس نے عجیب انداز میں ان کی طرف دیکھا۔ "کیا آپ کو یقین ہے، صاحب؟" اس نے پوچھا۔ "ہاں" عزیز صاحب نے کہا۔

4. The porter took them outside. He looked around and found a van driver. He told him where these people wanted to go. The van driver had a strange, frightened look on his face. "Are you sure, sir?" he asked. Mr Aziz could not understand why everyone was asking this as the porter had also asked the same question. He failed to work out what was bothering these people. Anyway, they put their luggage in the van, and they also got in.

4- قلی انہیں باہر لے گیا۔ اس نے ارد گرد دیکھا اور ایک وین ڈرائیور کو تلاش کیا۔ اس نے اسے بتایا کہ یہ لوگ کہاں جانا چاہتے ہیں۔ وین ڈرائیور کا چہرہ عجیب، خوفزدہ لگ رہا تھا۔ "کیا آپ کو یقین ہے، صاحب؟" اس نے پوچھا۔ عزیز صاحب سمجھ نہیں پا رہے تھے کہ ہر کوئی یہ کیوں پوچھ رہا ہے کیونکہ قلی نے بھی یہی سوال پوچھا تھا۔ وہ یہ سمجھنے میں ناکام رہے کہ ان لوگوں کو کیا چیز پریشان کر رہی ہے۔ بہر حال، انہوں نے اپنا سامان وین میں ڈال دیا، اور خود بھی سوار ہو گئے۔

5. On the way, Mr Aziz told the driver that they had rented the house for ten days. The driver told him that the people of that area believed that the house was haunted. Mr Aziz laughed and said that he

did not believe in such stories. When they reached the house, they quickly unloaded their baggage, paid the driver, and went in. They did not find anything strange about the house; in fact, they liked it as it was big and airy, with a nice view of the fields and the village. There were three bedrooms in it. Mr and Mrs Aziz took one room, Mr and Mrs Karim took the other, and the children took the third room, which was the biggest room of all. They unpacked their belongings and after a light lunch, they went out and looked around the garden. In the evening, they had an early dinner, and everyone went to bed, as they were all very tired.

5۔ راستے میں عزیز صاحب نے ڈرائیور کو بتایا کہ انہوں نے دس دن کے لئے مکان کرائے پر لیا ہے۔ ڈرائیور نے انہیں بتایا کہ اس علاقے کے لوگوں کا خیال ہے کہ گھر آسپ زدہ ہے۔ عزیز صاحب نے ہنسنے پر کہا کہ وہ ایسی کہانیاں پر یقین نہیں رکھتے۔ جب وہ گھر پہنچے تو انہوں نے جلدی سے اپنا سامان اتارا، ڈرائیور کو ادائیگی کی اور اندر چلے گئے۔ انہیں گھر میں کوئی عجیب بات نظر نہ آئی، اور حقیقت یہ ہو انہیں پسند آیا تھا کیونکہ وہ بڑا اور ہوادار تھا، کھیتوں اور گاؤں کا ایک اچھا نظارہ نظر آتا تھا۔ اس میں تین سوئے کے کمرے تھے۔ مسٹر اور مسز عزیز نے ایک کمرہ لیا، مسٹر اور مسز کریم نے دوسرا کمرہ لیا اور بچوں نے تیسرا کمرہ لیا جو سب سے بڑا کمرہ تھا۔ انہوں نے اپنا سامان کھولا اور دو پہر کے چکے پھلکے کھانے کے بعد وہ باہر چلے گئے اور باغ کے ارد گرد دیکھا۔ شام کو انہوں نے جلدی رات کا کھانا کھایا اور کوئی ستر پر چلا گیا کیونکہ وہ سب بہت تھکے ہوئے تھے۔

6. The next morning, everyone got up early. After breakfast, they went out into the fields, where they met some people from the village. When they told these people where they were living, the villagers were shocked. Some of them even told them to leave before the ghosts harmed them in some way. They just laughed and told the people that there was no such thing as ghosts. The villagers shrugged and said, "May Allah protect you." And so, the days passed; they enjoyed the clean air of the village and fresh vegetables from the fields. They all felt relaxed and did not want to go back. A week passed, and then strange things started to happen.

6۔ اگلی صبح سب جلدی اٹھ گئے۔ ناشتے کے بعد وہ کھیتوں میں چلے گئے جہاں ان کی ملاقات گاؤں کے کچھ لوگوں سے ہوئی۔ انہوں نے ان کو بتایا کہ وہ کہاں رہ رہے ہیں تو گاؤں کے لوگ حیران رہ گئے۔ ان میں سے کچھ نے انہیں یہاں تک کہا کہ یہاں سے چلے جائیں اس سے پہلے کہ بھوت آپ کو کسی طرح کا نقصان پہنچائیں۔ انہوں نے صرف ہنسنے پر انہیں کو بتایا کہ بھوتوں جیسی کوئی چیز نہیں ہوتی۔ گاؤں کے لوگوں نے کندھے پر ہاتھ دھکے اور کہا کہ "اللہ آپ کی حفاظت کرے۔" اور اسی طرح دن گزر گئے، وہ گاؤں کی صاف ہوا اور کھیتوں کی تازہ سبزئیوں سے لطف اندوز ہوتے رہے۔ دو سب راتوں میں گھر پر تھے اور وہ اس نہیں جانتے تھے۔ ایک ہفتہ گزرا گیا اور پھر عجیب و غریب چیزیں ہونا شروع ہو گئیں۔

7. On the seventh night, Mr Karim was sleeping very peacefully. Suddenly, he felt that someone was pulling his blanket. He thought it was a cat, so he pulled his blanket up and started to sleep. Again, the same thing happened. This time he pulled the blanket up and held it tightly under his head and feet. When he did this, someone started pulling his bed. Now, he began to be afraid and could not understand what was happening. After a while, everything was normal, but he could not sleep the whole night.

7۔ ساتویں رات کریم صاحب بہت پرسکون نیند سو رہے تھے۔ اچانک، انہیں لگا کہ کوئی ان کا کپڑا کھینچ رہا ہے۔ انہوں نے سوچا کہ یہ بلی ہے، لہذا انہوں نے اپنا کپڑا اوپر کھینچا اور سوئے گئے۔ پھر وہی ہوا۔ اس بار انہوں نے کپڑا کو اوپر کھینچا اور اسے اپنے سر اور پیروں کے نیچے مضبوطی سے پکڑ لیا۔ جب انہوں نے ایسا کیا تو کسی نے اس کا بستر کھینچنا شروع کر دیا۔ اب وہ خوفزدہ ہونے لگے اور کچھ نہیں سکے کہ کیا ہو رہا ہے۔ کچھ دیر بعد، سب کچھ ٹھیک تھا، لیکن وہ پوری رات سو نہیں سکے۔

8. The next morning, he told the whole story to his brother and his wife. But nobody believed him. They said it was nothing. He was just trying to fool them. He tried to convince them, but they laughed it off.

8۔ اگلی صبح اس نے ساری کہانی اپنے بھائی اور اپنی بیوی کو بتائی۔ لیکن کسی نے بھی اس پر یقین نہیں کیا۔ انہوں نے کہا کہ یہ کچھ بھی نہیں ہے۔ وہ صرف انہیں ہتھوڑے کی کوشش کر رہے ہیں۔ انہوں نے انہیں قائل کرنے کی کوشش کی، لیکن وہ اس پر ہنس دیے۔

9. In the evening, they all decided to go for a walk in the fields where people were working. The



children enjoyed the cool breeze of the evening. They all had fresh cucumbers, washed in cold water. On their return to the house, Mr Karim said that he did not want to go back yet. He wanted to go for a long walk. So, everyone went back, while Mr Karim went for a walk.

10. While he was walking, Mr Karim was thinking about the incident of the previous night. He was deep in thought when he felt someone walking behind him. He looked back but did not see anyone. It was getting dark. Mr Karim had a strange feeling. He quickly moved to the other side and started walking back towards the house. But then, a strange thing happened; the head jumped and blocked his way. He quickly changed his route again and went to the other side. But, the head jumped on the other side! Mr Karim just did not know what to do. He was too scared to think! As he was alone, and no one was there to see him, he just closed his eyes and started running towards the house. After a while, breathing heavily, he stopped and opened his eyes. He looked back along the path. There was nothing. He began to walk as fast as his legs could carry him and reached the house.

11. Once inside, he quickly shut the door. He leaned against the closed door for a while to catch his breath and then slowly went inside where the rest of the family were relaxing and chatting, having tea and biscuits. When they saw Mr. Karim with a frightened look on his face, they asked him if everything was alright. He sat down and then narrated the whole story to them. Once again, they all made fun of him, and did not believe him. They said that he was allowing the village gossip to dominate his thoughts and was imagining that there were ghosts.

12. On the last night of their visit, after all the children had gone to bed, Mr and Mrs Aziz, and Mr and Mrs Karim were sitting at the dining table, talking about their visit to the village, when a hair-raising occurrence stunned them. An empty chair, opposite Mr Karim's chair and besides Mr Aziz's chair, was pulled out and it went in a bit as if someone had sat on the chair and pulled the chair inward. Karim could not see anyone. Except for the movement of the chair, there was no other indication of anyone's presence. All of them just stared at each other; they could not utter a single word and they all started screaming.

12. On the last night of their visit, after all the children had gone to bed, Mr and Mrs Aziz, and Mr and Mrs Karim were sitting at the dining table, talking about their visit to the village, when a hair-raising occurrence stunned them. An empty chair, opposite Mr Karim's chair and besides Mr Aziz's chair, was pulled out and it went in a bit as if someone had sat on the chair and pulled the chair inward. Karim could not see anyone. Except for the movement of the chair, there was no other indication of anyone's presence. All of them just stared at each other; they could not utter a single word and they all started screaming.

13. Actually, Mr Karim woke up the next moment screaming from his sleep. He saw Mrs Karim beside his bed. "Wake up, Mr Karim. You better hurry. We are supposed to be leaving now for our long awaited trip." Mr Karim was taken aback. He astonishingly said, "Are we not there already the place of horror and horror." Mr Karim has been sleeping all night and they are waiting for him to wake up and accompany them on the trip. It became clear now that all those horrific experiences were part of his all dream only; Mr Karim thanked Mrs Karim to wake him from his bad dream.

13۔ اصل میں، کریم صاحب اگلے لمحے بیدار ہوئے اور اپنے بستر پر جاگتے ہوئے اس کے پاس دیکھا۔ "ہاں، کریم صاحب، بھڑکے کہ آپ جلدی کریں۔ ہمیں اب اپنے طویل انتظار کے لئے روانہ ہونا ہے۔" کریم صاحب حیران رہ گئے۔ انہوں نے حیرت سے کہا، "کیا ہم پہلے ہی خوف کی اس جگہ سے سو کر نہیں آئے۔" کریم صاحب ساری رات سوئے رہے تھے اور وہ اس ہلچل کا انتظار کر رہے تھے کہ وہ جاگیں اور سفر میں ان کا ساتھ دیں۔ اب یہ واضح ہو گیا تھا کہ وہ تمام ہولناک تجربات صرف ان کے خواب کا حصہ تھے، کریم صاحب نے سزا کریم کا شکریہ ادا کیا کہ انہوں نے انہیں ان کے بے خواب سے جگا دیا۔

## Multiple Choice Questions (M.C.Qs)

Choose the correct answer for each from the given options:

01. Mr Aziz and his family had planned and waited for this holiday for nearly:  
 (a) two months (b) three months (c) four months (d) five months
02. The name of Mr Aziz's brother was:  
 (a) Mr. Karim (b) Mr. Rahim (c) Mr. Saleem (d) Mr. Shamim
03. Mr Aziz's and Mr Karim's families often went on picnics together, but this was the first time that they had decided to spend:  
 (a) 5 days together (b) 7 days together (c) 10 days together (d) 15 days together
04. The house that Mr Aziz had booked was:  
 (a) near the station and the fields (b) far from the station and near the fields (c) near the station and far from the fields (d) far from the station and fields
05. In the morning, they reached:  
 (a) Datni (b) Satni (c) Watni (d) Patni
06. The Patni station was:  
 (a) small and dusty (b) small and cleaned (c) big and dusty (d) big and cleaned
07. At Patni station, there was/were:  
 (a) one porter (b) two porters (c) three porters (d) No porter at all
08. When Mr Aziz told the porter where to go, the porter:  
 (a) looked happy (b) looked sad (c) looked at him in a strange manner (d) had a strange, frightened look on his face



9. When Mr Aziz told the van driver where to go, the van driver:
- (a) looked happy (b) looked sad  
(c) looked at him in a strange manner  
(d) had a strange, frightened look on his face
10. The house that Mr Aziz rented was:
- (a) small and narrow (b) small but airy  
(c) big and airy (d) big but strange
11. The house Mr Aziz rented had:
- (a) 2 bedrooms (b) 3 bedrooms (c) 4 bedrooms (d) 5 bedrooms
12. Who was dreaming in the story 'A Bad Dream'?
- (a) Mr. Karim (b) Mrs. Karim (c) Mr. Aziz (d) Mrs. Aziz

### Answer Key

1 (b)	2 (a)	3 (c)	4 (b)	5 (d)	6 (a)	7 (a)	8 (c)	9 (d)	10 (c)	11 (b)	12 (a)
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### Summary

Mr Aziz and his brother's families decided to take a ten-day holiday in the village. They travelled by train. They rented a house for ten days which was far from the station but close to the fields so that they could enjoy the life of the village.

They reached Patni. At the station, when they told the porter where to go, he was astonished and said, "Are you sure?" Outside the station, when they told the van driver where to go, he was also surprised and said, "Are you sure?"

The van driver told him that the house they had rented was haunted, but Mr Aziz said they did not believe such stories. The house was big and airy. They liked the house.

The next morning they went to the fields and the villagers told them to go back before the ghost could harm them. They just laughed and told the people that there was no such thing as ghosts. They kept having fun. A week later, weird things started to happen.

On the seventh night, Mr Karim felt that someone was pulling his blanket. This time he pulled the blanket up and held it tightly under his head and feet. Then someone pulled his bed. He was scared. Nothing happened after that but he could not sleep. No one believed him.

After a walk in the fields, everyone except Mr Karim returned. He felt that someone was following him, but no one was there. Suddenly the head blocked his way. He changed his route, but the head also came to this side. Mr Karim was alone. He was terrified. He started running towards the house. He told everyone about the incident but no one believed him. They said that he had taken the words of the villagers seriously.

On the last night of their stay, Mr and Mrs Aziz, and Mr and Mrs Karim were sitting and talking. An empty chair sprang forward and it felt as if someone was sitting on it. Seeing this, they started screaming.

The next moment Mr Karim woke up. He was having a bad dream. They just had to go on their trip.



## Short Answer Questions

**Q 1** How many families were going on the trip?

**Ans.** Two families were going on the trip. Mr Aziz's family and his brother Mr Karim's family were going on the trip.

**Q 2** How did Mr Aziz and Mr Karim's family reach their destination?

**Ans.** They reached their destination by train.

**Q 3** Where was the house that Mr Aziz rented?

**Ans.** The house was far from the station and near the fields.

**Q 4** What was the name of the station where they got off?

**Ans.** They got off at Patni station.

**Q 5** Who was the first person to be surprised to hear the address of the house?

**Ans.** The porter was the first to be surprised when he heard the address of the house.

**Q 6** Who was the second person who was surprised after hearing the home address?

**Ans.** The van driver was the second person to be surprised when he heard the address of the house.

**Q 7** How many days did Mr Aziz and Mr Karim plan the trip?

**Ans.** He had planned a trip for ten days.

**Q 8** How was the house that Mr Aziz rented?

**Ans.** The house was big and airy, with a nice view of the fields and the village.

**Q 9** How many bedrooms were there in the house?

**Ans.** There were three bedrooms in the house.

**Q 10** What advice did the villagers give to Mr Aziz and his family?

**Ans.** When they told these people where they were living, the villagers were shocked. Some of them even told them to leave before the ghosts harmed them in some way.

**Q 11** How many days later did strange things start to happen?

**Ans.** A week passed, and then strange things started to happen.

**Q 12** Who had the first strange experience?

**Ans.** Mr Karim had the first strange experience.

**Q 13** What was Mr Karim's first strange experience?

**Ans.** On the seventh night, Mr Karim was sleeping very peacefully. Suddenly, he felt that someone was pulling his blanket. He thought it was a cat, so he pulled his blanket up and started to sleep. Again, the same thing happened. This time he pulled the blanket up and held it tightly under his head and feet. When he did this, someone started pulling his bed.

**Q 14** Why didn't everyone believe Mr Karim?

**Ans.** Nobody believed in Mr Karim because they thought that Mr Karim was making fun of them and he was just trying to fool them.

**Q 15** Who had the second strange experience?

**Ans.** Mr Karim had the second strange experience.



**Q 16) What was Mr Karim's second strange experience?**

**Ans.** Mr Karim was walking. He was deep in thought when he felt someone walking behind him. He looked back but did not see anyone. It was getting dark. Mr Karim had a strange feeling. He quickly moved to the other side and started walking back towards the house. But then, a strange thing happened; the head jumped and blocked his way. He quickly changed his route again and went to the other side. But, the head jumped on the other side.

**Q 17) How many ghost stories are mentioned in the text?**

**Ans.** There are three ghost stories mentioned in the text.

**Q 18) Did any of the children experience something strange?**

**Ans.** No, not at all. No children experience something strange.

**Q 19) What happened at the end of the story?**

**Ans.** Mr Karim was dreaming. At the end of the story, he was awakened and told to go on a trip. He thanked his wife for waking him up from a nightmare.

### Textbook Exercise 1

Work individually and answer the following questions in your notebook. After completing the exercise, compare your answers with your partner.

1. How many families were going on the trip?

**Ans:** See "Short Answer Questions" – Q.1

2. How many ghost stories are mentioned in the text?

**Ans:** See "Short Answer Questions" – Q.17

3. Did any of the children experience something strange?

**Ans:** See "Short Answer Questions" – Q.18

### Textbook Exercise 2

Work in pairs. Read the text and find the words in the given paragraphs that have the meanings given below. Write your answers in the answer column. The first one has been done as an example.

Paragraph	Meaning	Ans.
1	something for which one has waited for a long time.	long-awaited
2	an enclosed section in a railway carriage	compartment
5	take something for a limited time, by paying for it	rented / hire
5	having presence of ghosts	haunted
10	killed for food	no word is found in paragraph 10
10	frightened	
11	conversation that may not be true	scared gossip

11	have power or influence over something	dominate
11	form a mental picture	imagining

### Textbook Exercise 3

Work individually. Read the text and provide one-word answers in the given blanks.

- |    |   |                       |
|----|---|-----------------------|
| a) | What was the name of the station where they got off?          | <u>Patni</u>          |
| b) | Upon hearing the address, the first person who was surprised? | <u>the porter</u>     |
| c) | Who was the second person who was surprised?                  | <u>the van driver</u> |
| d) | For how many days was the trip planned?                       | <u>ten days</u>       |
| e) | How many bedrooms were there in the house?                    | <u>Three</u>          |
| f) | Who had the first strange experience?                         | <u>Mr. Karim</u>      |
| g) | Who had the second strange experience?                        | <u>Mr. Karim</u>      |
| h) | What happened in the end of the story?                        | <u>dreaming</u>       |

### Textbook Exercise 4

Work individually. Read the text and complete the following sentences by matching items in columns A and B. Write your answers in the Ans. column.

No.	Column A	Ans.	Column B
1.	On hearing where they were staying	e	a) and fresh vegetables from the fields.
2.	When the driver told Mr Aziz that the house was haunted	h	b) and had a nice view of the village and the fields.
3.	The house was big and airy	b	c) and quickly left for the station.
4.	When the people in the village asked them to leave the house	f	d) and did not want to go back.
5.	They enjoyed the clean air of the village	a	e) two people asked whether they were sure
6.	They all felt happy and relaxed	d	f) they laughed and said that there was no such things as ghosts.
7.	Nothing happened for a few days	g	g) then strange things started happening.
8.	On the last morning they got out of bed very early	c	h) Mr. Aziz said that he did not believe such stories.

### Textbook Exercise 5

The following sentences give wrong information. Work in pairs, read the story and write the correct sentences in the space provided below each statement.

01. Mr and Mrs Karim and their children planned the holiday.  
Mr and Mrs Aziz and their children planned the holiday.





02. Mr and Mrs Aziz and their children decided to join them.  
Mr and Mrs Karim and their children decided to join them.
03. They planned a 3-month trip.  
They planned a 10-day trip.
04. They travelled by bus and reached a village called Patni.  
They travelled by train and reached a village called Patni.
05. They hired a taxi to reach the house.  
They hired a van to reach the house.
06. Mr Aziz told the driver that they had bought the house.  
Mr Aziz told the driver that they had rented the house.
07. He told him that the house was old but Mr Aziz did not believe him.  
He told him that the house was haunted but Mr Aziz did not believe him.
08. When they reached the house, nobody liked it.  
When they reached the house, everybody liked it.
09. The children got the cleanest room.  
The children got the biggest room.
10. After dinner they went to bed quite late, as they were tired.  
After dinner, they went to bed quite early, as they were tired.
11. After two days they went into the fields.  
The next morning, they went into the fields.
12. They met some people and they told them to sell the house before they were harmed.  
They met some people and they told them to leave the house before they were harmed.
13. Strange things started to happen on the fifth day.  
Strange things started to happen on the seventh day.
14. First Mr Karim, then Mrs Karim, and finally they all had strange experiences.  
First Mr Karim, then Mr and Mrs Aziz, and Mr and Mrs Karim had strange experiences.

### Textbook Exercise 6

**Work individually. Combine the points from Exercise 5 and write a summary of the story in your notebook. You can add other points. Also, write an alternative ending of the story.**

**Ans:** See "Summary" on previous pages.



## Reading Comprehension

Unit  
6.1

## Speak Gently

نرمی سے بات کریں

## Meanings of the words in English and Urdu

Words	Meaning in English / Urdu	Words	Meaning in English / Urdu
gently	softly سکون سے	mild	soft نرم
rule	rein حکمرانی	aged	elderly عمر رسیدہ
fear	threat خوف	grieve	be sad دکھینا ہونا
harsh	stern سخت	careworn	worried پریشان
mar	spoil خراب کرنا	eternity	perpetual life دائمی حیات
accent	way of talking لہجہ	depart	leave چانا۔ رخصت ہونا

## Textbook Poem with Urdu Translation

Speak gently; it is better far

To rule by love than fear.

Speak gently; let no harsh word mar

The good we may do here.

Speak gently to the little child;

Its love be sure to gain;

Teach it in accents soft and mild,

It may not long remain.

Speak gently to the aged one;

Grieve not the careworn heart;

Whose sands of life are nearly run;

Let such in peace depart.

"نرمی سے بات کیجئے" یہ بہت بہتر ہے

خوف کے بجائے حکومت پیار سے کرنا

نرمی سے بولو؛ سخت الفاظ کو برباد نہ کرنے دو

جو اچھائی ہم یہاں کر سکتے ہیں۔

چھوٹے بچے سے نرمی سے بات کریں؛

اُس کا پیار یقیناً حاصل کرنا ہے؛

نرم اور دھیمے لہجے میں سکھائیں،

یہ (اُس کا بچپن) زیادہ عرصہ نہیں رہے گا۔

بزرگوں سے نرمی سے بات کرو؛

غم زدہ دل کو دکھ نہ دو؛

جن کی زندگی کی ریت (دن) ختم ہونے کے قریب ہیں؛

انہیں سکون سے رخصت ہونے دو۔

Speak gently; 'tis a little thing  
Dropped in a heart's deep well;  
The good, the joy that it may bring  
Eternity shall tell.

زی سے بات کیجئے یہ معمولی سی بات ہے  
جودل کے گہرے کنوئیں (گہرائیوں) تک جاتی ہے  
اچائی، خوشی جو یہ لاتی ہے  
ابدیت (آخرت کی زندگی) ہمیں یہ بتائے گی۔

David Bates (1809 – 1870)

## Multiple Choice Questions (M.C.Qs)

Choose the correct answer for each from the given options:

01. The poem "Speak Gently" is written by:  
(a) David Bates (b) Louis I. Newman (c) Eliza Cook (d) Anonymous
02. It is good to rule by:  
(a) power (b) love (c) fear (d) tactic
03. Harsh word:  
(a) pleases (b) causes enjoyment (c) harshly (d) gently  
(c) mars (d) makes people happy
04. We should speak:  
(a) roughly (b) speedy (c) harshly (d) gently
05. To gain love of a little child we should:  
(a) speak gently (b) speak speedy (c) give in toys (d) sing
06. The good we may do while talking is:  
(a) exchanging gifts (b) speaking gently (c) giving money (d) singing
07. We should teach or tell something to a child in:  
(a) local accent (b) British accent  
(c) soft and mild accent (d) American accent
08. To the aged people, we should not:  
(a) show films (b) give fat orienting foods (c) give money (d) grieve them
09. "Sands of life are nearly run" means:  
(a) the big part of life is spent (b) sands of desert  
(c) a big desert (d) a hot desert
10. He should be let depart in peace.  
(a) A sick man (b) The aged one (c) A quarrelsome (d) A nasty man
11. A "little thing" is:  
(a) a needle (b) a particle  
(c) speaking gently (d) a mobile phone



12. This drops in the hearts deep well,  
 (a) Water (b) Blood  
 (c) Medicine (d) Gently speaking
13. This may bring the good, the joy.  
 (a) A friend (b) A relative (c) Gently speaking (d) A season
14. 'Eternity' means:  
 (a) retirement (b) entire  
 (c) entrance (d) the life after death
15. The poem tells about:  
 (a) moral (b) fluently speaking (c) world (d) discussion
16. The main idea of the poem is to speak gently with:  
 (a) children (b) young people (c) all people (d) old people
17. By speaking gently, we attract people's:  
 (a) attention (b) love (c) care (d) help
18. Speaking gently is something:  
 (a) big (b) difficult (c) small (d) impossible
19. We shall have good results of speaking kindly in the:  
 (a) shortly (b) world (c) deeply (d) kindly
20. We should speak kindly to the old people because they will leave the world:  
 (a) after a long time (b) shortly (c) deeply (d) none of these

#### Answer Key

1 (a)	2 (b)	3 (c)	4 (d)	5 (a)	6 (b)	7 (c)	8 (d)	9 (a)	10 (b)	11 (c)	12 (d)
13 (c)	14 (d)	15 (a)	16 (d)	17 (b)	18 (c)	19 (b)	20 (b)				

### Summary

In the world we do some good deeds and some bad deeds. Talking is not bad but sometime our way of talking and the words we use are bad and harsh. Pointing out the same, the poet of the beautiful poem "Speak Gently" says that we should speak gently while we talk and that we should avoid using harsh words as they hurt the feelings of our fellowmen. Speaking gently and using soft words we please the others and can win their hearts.

While we talk to a little child, our accent should be soft and mild. Teaching or telling something to him, we should not forget that he is just a child so our attitude should be so polite, slow and friendly. This attitude will win his heart and he will feel love for the speaker.

If we talk to an aged person we should think of his old age. As he is weak, broken hearted and near to death so we should have love for him and speak gently. Our good attitude and good way of

talking will reduce his grief and he will feel good and happy.

Speaking gently is a little thing but its impact is great. Our bad and rough way of talking and harsh word can hurt the feeling of anyone and can make him sad and unhappy. Our good way of talking can make anyone smile and happy. What and how we speak and behave, its result we will see in life hereafter.

### Central Idea

The central idea or the message of the beautiful and heart touching poem "Speak Gently" is that speaking harshly hurts the feeling of our fellowmen and make them unhappy. While speaking gently and using soft word make them happy. Speaking gently is a great virtue. We will be rewarded for speaking gently in the life hereafter.

### Short Answer Questions

**Q 1** Why should we speak gently to others? What lesson we learn from the poem "Speak Gently"?

OR What does the poet/poetess in the poem 'Speak Gently' tell you?

**Ans.** The central idea or the message of the beautiful and heart touching poem "Speak Gently" is that speaking harshly hurts the feeling of our fellowmen and make them unhappy. While speaking gently and using soft word make them happy. We should speak sweetly and gently. This is the lesson what we learn from the poem "Speak Gently".

**Q 2** How can we win the hearts of people?

**Ans.** Speaking gently and using soft words please the others so we can win their hearts.

**Q 3** What are the advantages/benefits of speaking gently?

**Ans.** We can win people's hearts by speaking gently. Speaking gently is a little thing, but it has so many good effects. God likes it too, we will be rewarded for it in the life hereafter.

**Q 4** Why does the poet tell us to speak gently to children?

**Ans.** We should speak gently to children so that they can also learn to speak gently. Childhood does not remain for a long period, so we should teach them softly and mildly. We can get their love only by speaking gently.

**Q 5** Why does the poet tell us to speak gently to old people?

**Ans.** We should speak gently to old people because they are going to die soon. We should not make them sad by speaking harshly. If we speak gently to them, they will be happy and die in peace.

**Q 6** What are the disadvantages of speaking harshly?

**Ans.** Speaking harshly to people will deprive us of all the good we do here. It is far better to rule by love than fear. If we speak harshly, we will have more enemies than friends. Besides nobody will like us.

**Q 7** What is the message of the poem "Speak Gently"? OR Why should we speak gently to all?

**Ans.** The message of the poem is that we should always speak gently to others. It is a great virtue. We will be rewarded for speaking gently to people in the eternity. Everybody loves and respects a person who speaks gently.

**Q 8** Why do you think that speaking gently is a heavenly quality?

**Ans.** In my opinion speaking gently is a heavenly quality because it pleases the others so we can win their hearts. It has so many good effects. God likes it too. We will be rewarded for it in the life hereafter.

## Textbook Exercise 1

Answer the following questions and then share your answers with your partner.

**Ans:** See "Multiple Choice Questions (MCQ's)" – Q.16 to 20

## Textbook Exercise 2

Work in pairs and underline the following words in the poem. Next, choose the suitable meaning from the box below and write it against the words.

S.No	Word	Meaning
1.	gently	soft and kindly
2.	harsh	rude and rough
3.	mar	spoil
4.	accents	tone of voice
5.	aged	old
6.	grieve	cause unhappiness
7.	careworn	tired
8.	eternity	unending time / forever

## Textbook Exercise 3

Read the text and match sentences in column A with column B. Write the answers in column C.

Compare your answers with your partner.

S.No	A	B	C
1.	Speak gently to everyone	so as not cause them unhappiness	1A - 5B
2.	Speak gently so as not to	its impact on people's lives	2A - 4B



3.	Speak gently to little children and	small but important	3A - 6B
4.	Speak gently to old people	wipe out all the good work done	4A - 1B
5.	Speak gently as it is something	to win people's love	5A - 3B
6.	Speak gently as only time will show	teach them in a soft manner	6A - 2B

### Textbook Exercise 4

Work in pairs and find out the reasons why the poet asks us to speak gently. First, discuss the reasons orally and then write the answers in your notebook.

- We should speak gently to everyone because soft and kind words leave a deep and lasting impression.
- We should not speak in a harsh manner because it will deprive us of all the good we do here and we will have more enemies than friends.
- We should teach children in a soft manner because they can also learn to speak gently. We can get their love by speaking gently with them.
- We should not cause unhappiness to older people because they are going to die soon and let them die in peace. We should not make them sad by speaking harshly.
- Speaking gently is a small but important thing because it touches the depths of the heart. The good and the joy it brings Eternity shall tell.

### Textbook Exercise 5

Work in pairs and list down two things for each verse that the poet mentions people should do and what would be the result of doing each things.

- Verse 1: (a) Speak gently to everyone (b) rule by love  
Results: By speaking softly we win people's hearts. We rule the hearts.
- Verse 2: (a) Speak gently to children (b) teach them soft and mild accents  
Results: Children's childhood will soon be over. They will learn to speak softly and we will get the love of children.
- Verse 3: (a) Speak gently to old persons (b) Let them die in peace  
Results: Older people don't know what they have endured in their lives. Do not grieve their broken hearts. Make it easy for them to leave the world.
- Verse 4: (a) Speak gently to everyone (b) Speak gently is a small thing but do it  
Results: It touches the depths of the heart. The good and the joy it brings Eternity shall tell.

### Textbook Exercise 6

Based on answers in Exercises 3, 4, and 5, write the summary of the poem. Look at the summary writing tips in Unit 3.1 and 3.4.

Ans: See "Summary" on previous pages.

## Reading Comprehension

Unit  
7.1My Travel Diary:  
Journey to the Gorakh Hills Station

میرا سفری روزنامہ: گورکھ ہل اسٹیشن کا سفر

## Meanings of the words in English and Urdu

Words	Meaning in English / Urdu	Words	Meaning in English / Urdu
reconnect	connect back together دوبارہ جوڑنا	celebration	an important day or event جشن - خوشی کا موقع
elevation	something being raised upward اونچائی - بلندی	summit	the highest point of a hill or mountain چوٹی
resort	tourist spot تفریح مقام	awesome	extremely impressive حیران کن
glance	take a brief or hurried look جھلک - سرسری نگاہ	teenager	a person aged between 13 and 19 years نوجوان
flyer	a small handbill قشیری اشتہار	destination	the place where someone is going منزل
chimney	a vertical channel or pipe which conducts smoke چمنی	glimpse	a momentary or partial view جھلک - سرسری نظر
detour	go a different or less direct route to a place متبادل راستہ	colossal	extremely large or great بھاری بھرکم
leg	a section or stage of a journey سفر کا حصہ	bullock	a young male cow تیل
rumble	A loud low dull continuous noise گونج - گرج	shrine	any place devoted to some saint درگاہ - مزار
homage	special respect shown publicly آداب - احترام	spiritual	relating to or affecting the human spirit or soul روحانی - دینی
aromatic	having a pleasant and distinctive smell. خوشبودار	fragrance	a pleasant, sweet smell خوشبو
incense	substance producing a sweet odor when burned لوبان - مہکانا	spicy	containing or abounding in spices مصالحہ دار
disposable	intended to be thrown away after use قابل ضیاع	steep	slope ڈھلوان
uphill	towards the top of a hill بلندی کی طرف	zigzag	crisscross بڑی بڑی
peak	the pointed top of a mountain چوٹی	rugged	having a broken, rocky, and uneven surface پتھریلا
vantage	more favorable position نظارے کا بہترین مقام	canopy	cover-shade چتر - سائبان
bonfire	a large open-air fire آلاؤ	indulge	involve in ملوث ہونا - مزے اڑانا
whisper	speak very softly سرگوشی	sparkling	shining brightly جھللاتا - چمکتا

hue	a colour or shade	رنگ	crackling	The sharp sound	چٹختی آواز
standstill	a complete cessation of movement; stop	خواب گزشتہ	descending	moving or sloping downwards	نزول کی طرف
spellbinding	holding your attention completely	مہربوت کرنا	herb	any plant parts used for food, medicine, or perfume	ہری پوتلی
tranquillize	have a calming or sedative effect on	شکون اور آرام بخشنے کا اثر	bleating	criing of a sheep, goat, or calf	میانہ
meticulous	showing great attention to detail	تاریف بخشنے	landscape	visible features of an area of land	ارضی منظر
souvenir	something kept as a reminder	تذکرہ	glimpse	a brief look	نکچ
abundant	plentiful	دار	speechless	unable to speak	اجواب۔ بے زبان

## Textbook Lesson with Urdu Translation

1. Travelling is a way of reconnecting with nature and, most importantly, with ourselves. My trip to the Gorakh Hills Station was one such experience. Knowing my love for travel, my parents broke the news two days before my birthday that the celebration would be held at the Gorakh Hills Station. It is situated at an elevation of 5,690 ft. from the sea level and is the highest summit and a holiday resort in Sindh. I'm sure you will enjoy reading my travel accounts of Gorakh Hills and appreciate how awesome they are.

1۔ سفر فطرت سے اور سب سے اہم یہ ہے کہ آپ کو اپنے آپ سے دوبارہ ملنے کا ایک طریقہ ہے۔ گوراکھ ہل اسٹیشن کا میرا سلاہیہ ایک تجربہ تھا۔ ستر سے میری بہت کو ہاتھ آئے میرے والدین نے میری سالگرہ کے دو دن پہلے میری کہیں سالگرہ گوراکھ ہل اسٹیشن پر منائی جائے گی۔ یہ سٹیج سٹیڈ ہے 5690 فٹ سے سطح سمندر کی بلندی پر واقع ہے اور سندھ میں سب سے اونچی چوٹی اور پہاڑوں کا تفریحی مقام ہے۔ مجھے یقین ہے کہ آپ گوراکھ ہل اسٹیشن پر سفر کرنے کے بعد اس علاقہ کے انظراف کریں گے کہ کشاف اور اسرار تھا۔

2. We started the journey at break of dawn, in an air-conditioned bus. A group of 14 tourists welcomed us, and a glance made me realize that there were about four teenagers, which meant that the trip was likely to be fun. I took a seat near the window, and our long-awaited trip started from Karachi. The guide explained the journey and the route we would be taking. He also distributed flyers that had details about the resort. After crossing the Toll Plaza on the Motorway, I turned on my Wi-Fi (Wireless Fidelity) to search for the route to our final destination. I checked the route on my mobile, and the GPS (Geographic Positioning System) showed that the area that we were crossing was Nooriabad, and that we had travelled 83 kms. Looking out of the window, I could see newly constructed housing schemes and smoke coming out from the factory chimneys.

2۔ ہم نے صبح صادق کے آغاز پر، ایئر کنڈیشنڈ بس میں سفر شروع کیا۔ 14 سیاحوں کے ایک گروپ نے ہمیں خوش آمدید کہا اور ایک لکڑے مجھے احساس دلایا کہ تقریباً چار نو عمر بچے تھے جس کا تھا کہ یہ سفر مزے دار گذرنا تھا۔ میں نے کھڑکی کے قریب ایک نشست لی اور ہمارا طویل عرصے سے منتظر سفر کراچی سے شروع ہوا۔ گاڑی نے سڑک اور راستے کی وضاحت کی جس پر ہم گذر رہے تھے۔ میں نے اشتہار بھی تقسیم کیا جس میں تفریحی مقام کے بارے میں تفصیلات تھیں۔ موٹروے پر ٹول پلازہ مہر کر کے بعد، میں نے اپنی منزل کے راستے کی تلاش کے لئے اپنا دوائی کمائی (وائز لیس فیڈ بک) آن کیا۔ میں نے اپنے موبائل پر راستہ چیک کیا اور جی پی ایس (جیو گرافک پوزیشننگ سسٹم) سے پتہ چلا کہ ہم جس علاقے کو عبور کر رہے تھے وہ نواری آباد تھا اور ہم 83 کلومیٹر کا سفر طے کر چکے ہیں۔ کھڑکی سے باہر مجھے نئی تعمیر شدہ ہاؤسنگ اسکیموں اور فیکٹری کی چابیوں سے دھواں نکلتا نظر آ رہا تھا۔

3. After travelling a little more, we crossed Jamshoro. On my right, I could see some glimpses of the mighty Indus; some fishermen were laying nets to catch fish for the day. On the mobile application, I could see that the city of Hyderabad was right across the river. The guide announced on the public



address system that we would take a small detour and go to the Almanzar Hotel on Kotri Barrage for a quick cup of steaming hot tea and parathas. The barrage was a colossal bridge-like structure, constructed over the mighty river. I quickly made friends during the break and was sure that the rest of my trip would be exciting.

3۔ تھوڑا سا اور سفر کرنے کے بعد ہم نے جامشور و مہر کیا۔ میں اپنے دائیں طرف عظیم الشان دریائے سندھ کے کچھ مناظر دیکھ سکتا تھا، کچھ ماسی گیروں کے لئے مچھلیاں پکڑنے کے لئے جہاں بچھا رہے تھے۔ موہاں ایپلی کیشن پر میں دیکھ سکتا تھا کہ حیدر آباد شہر دریا کے بالکل پار ہے۔ گائیڈ نے عوامی خطاب کے نظام پر اعلان کیا کہ ہم ایک چھوٹا سا چکر لیں گے اور کوٹری بیراج پر اماند رہیں گے۔ مگر اگر چاہئے کہ ایک فوری کپ اور پراٹھے کے لئے جائیں گے۔ بیراج ایک بہت بڑا پل نما ڈھانچہ تھا جو عظیم دریا پر تعمیر کیا گیا تھا۔ میں نے وقفے کے دوران جلدی دوست بنائے اور مجھے یقین تھا کہ میرا باقی سفر دلچسپ ہوگا۔

4. On our next leg of the trip, we took the Indus Highway, which runs along the right bank of the river Indus. Cash crops are grown in this region. I could spot bullocks as well as tractors being used for farming. The bus rumbled on and soon the guide announced that we would be reaching Sehwan in a while, where we would be breaking our journey for a quick visit to the shrine of Lal Shahbaz Qalandar, a highly revered Sufi saint. This visit was an incredible experience, as people from all walks of life come to the saint's shrine to pay homage. It is commonly believed that a visit to this shrine can provide healing for all types of illnesses. The spiritual atmosphere, the aromatic fragrance of incense and red roses, and the colourful spreads took me to another world.

4۔ سفر کے اگلے مرحلے میں ہم نے انڈس ہائی وے لے لی جو دریائے سندھ کے دائیں کنارے کنارے چلتی ہے۔ اس خطے میں غنہ فطرتیں لگائی جاتی ہیں۔ میں بیلوں کے ساتھ ساتھ ٹریکٹروں کو کاشت کاری کے لئے استعمال ہوتے ہوئے دیکھ سکتا تھا۔ بس چل رہی اور جلد ہی گائیڈ نے اعلان کیا کہ ہم کچھ دیر میں سیہون پہنچ جائیں گے جہاں ہم ایک انتہائی قابل احترام صوفی لال شہباز قلندر کے مزار کی مختصر زیارت کے لئے اپنے سفر میں توقف کریں گے۔ یہ زیارت ایک ناقابل یقین تجربہ تھی، کیونکہ زندگی کے ہر شعبے سے تعلق رکھنے والے لوگ صوفی بزرگ کے حزار پر خراج عقیدت پیش کرتے آتے ہیں۔ عام طور پر یہ خیال کیا جاتا ہے کہ اس مزار کی زیارت ہر قسم کی بیماریوں کے لئے تھوڑا سا بہتر کرتی ہے۔ روحانی ماحول، لوبان اور سرخ گلاب کی خوشبو اور گھن گھن جادو اس جگہ ایک اور دنیا میں لے گئے۔

5. Our final destination was, of course, the Gorakh Hills, which was a good four hours from Sehwan. On leaving Sehwan, we were served lunch, in nicely packed lunch boxes, on the bus. The lunch comprised spicy fish caught from the Manchar Lake, which was situated close to Sehwan. We washed it down with fresh, refreshing sugar cane juice, supplied in disposable glasses. The tour operator had arranged the lunch from Sehwan.

5۔ ہماری آخری منزل حیدر گورکھ کی پہاڑیاں تھیں جو سیہون سے چار گھنٹے دور تھیں۔ سیہون سے نکلنے ہی بس میں اچھی طرح پک کھانوں کے ڈبوں میں ہمیں دوپہر کا کھانا پیش کیا گیا۔ دوپہر کا کھانا سیہون کے قریب واقع منچر جیل سے پکڑی گئی مصالحہ دار مچھلی پر مشتمل تھا۔ ہم نے اسے تازہ، فرحت بخش ڈسپوزیبل گلاسوں میں فراہم کئے گئے گئے کے رس سے گلے سے نیچا تارا۔ ٹورا پائپر نے سیہون سے دوپہر کے کھانے کا انتظام کیا تھا۔

6. The guide and the driver warned us in advance that the comfort of the bus drive would soon be over. At the foot of the Gorakh Hills we were transferred to a jeep for a steep, uphill drive to reach the summit. The steep zigzag 4-kilometer ride made my mother and a few elders sick, but we were well prepared to handle the problem. On reaching the peak, I felt that I was on top of the world, surrounded by steep slopes and rugged beauty. However, as luck would have it, all rooms were occupied, and we had to rent tents for our night stay. My family fixed our tent on a small flat piece of land overlooking Baluchistan in the west. This location was a perfect vantage point for watching the sunset.

6۔ گائیڈ اور ڈرائیور نے ہمیں پہلے ہی خبردار کیا کہ بس کے سفر کا آرام جلد ہی ختم ہو جائے گا۔ گورکھ پہاڑیوں کے دامن میں ہمیں چوٹی تک پہنچنے کے لئے ایک ڈھلوان سڑک پر چڑھنے کے لئے ایک جیب میں منتقل کیا گیا۔ 4 کلومیٹر کی تیز میڑھے میڑھے میری والدہ اور چند بزرگوں کو بیمار کر دیا، لیکن ہم اس مسئلے سے نمٹنے کے لئے اچھی طرح تیار تھے۔ چوٹی پر پہنچ کر، میں نے محسوس کیا کہ

کی چھت پر ہوں جو کھڑی دھلوانوں اور انتہائی خوبصورتی سے گھرا ہوا تھا۔ تاہم، جیسا کہ قسمت میں ہوتا ہے، تمام کمرے بھرے ہوئے تھے اور میں اپنے رات کے قیام کے لئے نیچے کرائے پر میرے خاندان کے معرب میں زمین کے ایک چھوٹے ہوا رنگڑے پر اپنا خیمہ لگایا جہاں سے بلوچستان نظر آتا تھا۔ یہ جگہ غروب آفتاب دیکھنے کے لئے ایک بہترین مقام تھا۔

7. After a light dinner, when I stepped out of the tent, with a steaming cup of tea in my hand, I found myself under a canopy of stars, under which we lit the bonfire. We were all in a very good mood and great fun indulging in activities such as Baetbazi, Chinese whisper, sharing funny stories, and all sort childish games that we could think of. The sparkling golden hues of the fire, the crackling of the wood, the bright stars above, and the warmth of friends gathered around the fire made time come to standstill.

رات کے ٹپکے پھٹکے کھانے کے بعد جب میں خیمے سے باہر نکلا تو میرے ہاتھ میں چائے کا گرما گرم کپ تھا، میں نے اپنے آپ کو ستاروں کے ایک سائنمان کے نیچے پایا، جس کے نیچے ہم گجلادی۔ ہم سب بہت اچھے موڈ میں تھے اور بیت بازی، چینی سرگوشی، مسخکہ خیز کہانیاں سنانے اور ہر طرح کے چوگانہ کھیلوں جن کے بارے میں ہم سوچ سکتے تھے میں شامل ہونے میں بہت مزہ اگ کے چمکتے سنہری رنگ، لکڑی کے جھننے، اور روشن ستارے اور آگ کے ارد گرد جمع دوستوں کی گر جوشی سے وقت ختم کیا۔

8. Waking up early in the morning, I wasn't aware that the best was yet to come. As I stepped out, I witnessed a sunrise that was one that one would witness in a painting or a movie; and the clouds were gradually descending all around us. It was spellbinding to see floating clouds, which I could touch, smell the fragrances of different herbs, which tranquilized my senses, and to hear the distant bleating of sheep grazing around. I was still admiring the beauty when I heard people singing 'Happy Birthday' behind me. Turning around, I saw that my parents and friends were carrying a huge cake with candles on it! Things had been planned to the last detail; a beautiful rug had been spread out for the cake cutting ceremony. I was deeply touched by my parents' love and meticulous arrangements. The cake cutting was followed by halwa puri for all. However, all good things have to come to an end. Soon after breakfast, we packed our belongings and said goodbye to the most awe-inspiring holiday resort in Sindh.

صبح سویرے جاگتے ہوئے، مجھے معلوم نہیں تھا کہ بہترین حصہ ابھی آتا ہے۔ جیسے ہی میں باہر نکلا تو میں نے طلوع آفتاب کا ایسا مشاہدہ کیا جیسے کوئی کسی پینٹنگ یا فلم میں دیکھتا ہے، اور آہستہ آہستہ ہمارے چاروں طرف اتر رہے تھے۔ تیرے بادلوں کو دیکھنا، جنہیں میں چھو سکتا تھا، مختلف جڑی بوٹیوں کی خوشبوؤں کو سونگھنا، جس سے میرے حواس کو سرور بخشا، اور دور چرتی ہوئی میروں کے میانے کی آواز نے محو طاری کر دیا تھا۔ میں ابھی بھی خوبصورتی میں گم تھا جب میں نے لوگوں کو اپنے پیچھے 'سالگرہ مبارک' گاتے ہوئے سنا۔ پیچھے مڑا تو میں نے دیکھا کہ میرے والدین دوست موم بتیاں لگا ایک بہت بڑا ایک لارہے تھے۔ مکمل تفصیل کے مطابق چیزوں کی منصوبہ بندی کی گئی تھی: ایک کانٹے کی تقریب کے لئے ایک خوبصورت دری پھیلائی گئی۔ میں اپنے والدین کی بات اور باریک بین انتظامات سے بہت متاثر ہوا۔ ایک کانٹے کے بعد سب کے لئے حلوہ پوری کا انتظام تھا۔ تاہم، تمام اچھی چیزوں کو بالآخر ختم ہوتا ہوتا ہے۔ ناشتے کے فوراً بعد ہم نے اپنا سامان باندھا۔

9. On our way back, we took a different route and travelled from the Dadu-Moro Bridge. The guide announced that, from there, we would cross the river Indus to go to the other bank to continue our journey. The landscape here was greener as compared to the right bank. On the way, we stopped at Hala to buy some souvenirs from roadside shops. We also glimpsed the historical city of Matli in the distance. Earlier, the guide had announced that we were passing close to Bhit Shah, where the shrine of one of the world's greatest poets, Hazrat Shah Abdul Latif Bhitai (رحمة الله عليه), is located. Finally, we crossed through the city of Hyderabad and reached the Motorway on which we had travelled the day before from Karachi.

9۔ واپسی پر ہم نے ایک مختلف راستہ اختیار کیا اور دادو مورہ پل سے سفر کیا۔ گائیڈ نے اعلان کیا کہ وہاں سے ہم اپنا سفر جاری رکھنے کے لئے دوسرے کنارے پر جانے کے لئے دریائے سندھ عبور کریں گے۔ دائیں کنارے کے مقابلے میں یہاں کی زمین ہری بھری تھی۔ راستے میں ہم سڑک کے کنارے دکانوں سے کچھ یادگاری اشیاء خریدنے کے لئے ہال میں رکے۔ ہم نے دور سے تاریخی شہر

نیا کی ملک بھی دیکھی۔ اس نے قتل گاہ پر پہنچا تو کہہ سکتا تھا کہ یہ ہے کہ وہ نے میں جہاں لیا کے عظیم ترین شاعروں میں سے ایک حضرت شاہ عبداللطیف بھٹائی (رحمۃ اللہ علیہ) کا حوالہ دے رہا تھا کہ ہم شریعت آباد سے گزرے اور سڑک پر پہنچے جس پر ہم نے ایک دوسرے کو اپنی سے سزا کا تھا۔

10. This journey gifted me with new friends, abundant excitement, and fun. Overall, it was a once-in-a-lifetime experience. How true was Ibn-e-Batuta when he said that travel leaves you speechless, and then turns you into a storyteller.

10۔ اس سفر نے مجھے نئے دوستوں، بے انتہا دلچسپی اور تفریح کا تجربہ دیا۔ یہ سچ ہے کہ ابن بطوطہ کی بات کہ سفر آپ کو خاموش کر دیتا ہے اور پھر آپ کو کہانی گو بناتا ہے۔

## Multiple Choice Questions (M.C.Qs)

Choose the correct answer for each from the given options:

01. It is a way of reconnecting with nature and, most importantly, with ourselves.  
(a) Reading (b) Thinking (c) Travelling (d) Praying
02. The Gorakh Hills are the highest place in:  
(a) Pakistan (b) Baluchistan (c) Sehwan (d) Sindh
03. From the sea level, Gorakh Hills is situated at an elevation of:  
(a) 5,500 ft (b) 5,690 ft (c) 5,740 ft (d) 5,980 ft
04. The guide explained the route and gave \_\_\_\_\_ to everyone.  
(a) lunch (b) breakfast (c) fixers (d) directions
05. Asif used his mobile phone to look for:  
(a) the route (b) information (c) instructions (d) new places
06. Whose shrine is located in Sehwan?  
(a) Shah Abdul Latif Bhittai (b) Lal Shahbaz Qalandar (c) Abdullah Shah Ghazi (d) Data Gunj Bukhish
07. The text states that many people visit the shrine of Lal Shahbaz Qalandar to seek:  
(a) fulfilment of wishes (b) material benefits (c) blessings (d) healing
08. For lunch they had:  
(a) fish and chips (b) sugarcane juice and rolls (c) fish and sugarcane juice (d) sandwiches and sugarcane juice
09. Their final destination was:  
(a) Jamshoro (b) Sehwan (c) Gorakh Hills (d) Hyderabad
10. Manchar Lake is situated close to:  
(a) Sehwan (b) Jamshoro (c) Hyderabad (d) Sukkur
11. Starting their journey from Karachi, they reached the Gorakh Hills:  
(a) in four hours (b) in less than four hours (c) before sunset (d) after sunset





12. On our way back, they took a different route and travelled from the:  
 (a) Kotri Barrage (b) Dadu-Moro Bridge  
 (c) Sukkur Bridge (d) Daddu Barrage
13. There was more greenery on \_\_\_\_\_ of the river.  
 (a) the right side (b) the left side (c) the bank (d) both side
14. The trip lasted for:  
 (a) one day (b) two days (c) three days (d) four days
15. To buy some souvenirs from roadside shops, they stopped at:  
 (a) Sehwan (b) Jamshoro (c) Hyderabad (d) Hala
16. Whose shrine is located at Bhit Shah?  
 (a) Shah Abdul Latif Bhittai (b) Lal Shahbaz Qalandar  
 (c) Abdullah Shah Ghazi (d) Data Gunj Bukhsh
17. According to Ibn-e-Batuta, \_\_\_\_\_ makes once a good storyteller.  
 (a) reading (b) listening to good stories  
 (c) not speaking (d) travelling

### Answer Key

- |        |        |        |        |        |       |       |       |       |        |        |        |
|--------|--------|--------|--------|--------|-------|-------|-------|-------|--------|--------|--------|
| 1 (c)  | 2 (d)  | 3 (b)  | 4 (c)  | 5 (a)  | 6 (b) | 7 (d) | 8 (c) | 9 (c) | 10 (a) | 11 (d) | 12 (b) |
| 13 (b) | 14 (a) | 15 (d) | 16 (a) | 17 (d) |       |       |       |       |        |        |        |

### Summary

The author's parents plan to celebrate his birthday at Gorakh Hills, Sindh's highest summit and holiday resort. They start their journey by bus early in the morning with other tourists. The guide tells them the details of the journey and the route. When they cross Jamshoro, they see the Indus River. The city of Hyderabad is located across the river. At Kotri Barrage, they stop at a hotel for breakfast.

They reach Sehwan while traveling on the Indus Highway. There they pay a short visit to the shrine of Lal Shahbaz Qalandar, a highly revered Sufi saint. On leaving Sehwan, they are given a lunch of fish caught from Manchar Lake along with sugarcane juice.

At the foot of the Gorakh Hills, they have to travel in a jeep to reach the top. At the top they enjoy beautiful views. Unfortunately they do not get a room in the hotel so they rent tents. At night a bonfire is lit and everyone sits around playing childish games.

The author gets up early in the morning and enjoys the scenery. The author's parents and friends carry a cake and sing "Happy Birthday" to the author. The cake cutting was followed by halwa puri for all.

On the way back they travel from Dadu Moro Bridge. They stop at Hala to collect souvenirs. They pass near Bhit Shah where the shrine of Shah Abdul Latif Bhittai is located and they cross through the city of Hyderabad and reach the Motorway on which we had travelled the day before from Karachi.

## Short Answer Questions

Q1 Why did Asif's parents decide to take him to the Gorakhi Hills for his birthday?

Ans. Asif's parents decided to take him to the Gorakhi Hills for his birthday because they knew his love for travel.

Q2 What do you know about Gorakhi Hills?

Ans. Gorakhi Hills Station is situated at an elevation of 5,550 ft. from the sea level and is the highest summit and a holiday resort in Sindh.

Q3 How did they travel to Gorakhi Hills?

Ans. They travelled to Gorakhi Hills in an air-conditioned bus with a group of 16 tourists.

Q4 Where did they have breakfast?

Ans. They had their breakfast at Almaraz Hotel on Kotri Barrage.

Q5 Write few words about Kotri Barrage.

Ans. The barrage was a colossal bridge-like structure, constructed over the mighty Indus River.

Q6 Whose shrine is in Sehwan?

Ans. In Sehwan, there is a shrine of Lal Shahbaz Qalandar, a highly revered Sufi saint.

Q7 How far is Gorakhi Hills from Sehwan?

Ans. The Gorakhi Hills are a good four hours' drive from Sehwan.

Q8 What was served for lunch and where was it served?

Ans. On leaving Sehwan, lunch was served. The lunch comprised spicy fish caught from the Manchar Lake with sugarcane juice.

Q9 Where is Manchar Lake located?

Ans. Manchar Lake is situated close to Sehwan.

Q10 Why did they have to leave the bus and take the jeep to reach the top?

Ans. They had to leave the bus and took the jeep because now there would be steep, uphill drive to reach the summit.

Q11 Why did Asif and his family have to sleep in a tent?

Ans. Unfortunately, all rooms were occupied, and they had to rent tents for their night stay.

Q12 How did the author enjoy his night of stay there?

Ans. Under a canopy of stars, they lit the bonfire. They played Baithazi, Chinese whisper, sharing funny stories, and all sorts of childish games that they could think of.

Q13 What did Asif appreciate deeply about his parents?

Ans. Her parents cut the cake for her birthday and arranged breakfast for all. Things had been planned to the last detail; a beautiful rug had been spread out for the cake cutting ceremony. He was deeply touched by his parents' love and meticulous arrangements.

Q14 How was the return route different from up journey route?

Ans. In up journey route, they took Motorway and crossed Jamshoro, Hyderabad, and Kotri Barrage. Then they took the Indus Highway to Sehwan and they travelled from Sehwan to Gorakhi Hills.



In return route journey, they travelled from Dadu-Moro Bridge and crossed Hala, Matiari, and Bhit Shah. Finally, they crossed through the city of Hyderabad and reached the Motorway on which they had travelled the day before from Karachi.

**Q 15** Which two saints are mentioned in the text?

**Ans.** Two highly revered Sufi saints, Lal Shahbaz Qalandar and Shah Abdul Latif Bhittai, are mentioned in the text.

**Q 16** Why is Gorakh Hills a good place for holiday?

**Ans.** Gorakh Hills is a good place for holiday because Gorakh Hills is cold because of the height. Its views are beautiful and wonderful.

**Q 17** What did Ibn Battuta say about the journey?

**Ans.** Ibn-e-Battuta said that travel leaves you speechless, and then turns you into a storyteller.

### Textbook Exercise 1

After reading the text, select the best option for the following statements.

**Ans:** See "Multiple Choice Questions (MCQs)".

### Textbook Exercise 2

Work in pairs. First, look at the words in Box A. Then, read paragraphs 1-5, underline the words given in Column A in the text. Then find their meanings in Column B and write the answers in Column C. Do the same with Box B, paragraphs 6-10.

#### Box A: Paragraphs 1 - 5

S.No.	Column A Word	Column B Meaning	Column B Answer
1.	summit	a) deeply respected	B
2.	resort	b) a substance which when burnt gives out a sweet smell	i
3.	awesome	c) extremely large	f
4.	glimpses	d) having a pleasant smell	h
5.	detour	e) pay respect publicly	k
6.	colossal	f) highly impressive	c
7.	revered	g) highest point of something	a
8.	incredible	h) a brief view	j
9.	pay homage	i) almost impossible to believe	e
10.	aromatic	j) a place that people go to for holidays	d
11.	incense	k) take a roundabout route	b

#### Box B: Paragraphs 6 - 10

S.No.	Column A Word	Column B Meaning	Column C Answer
12.	rugged	l) slowly	u



13.	vantage	m) holding one's attention completely	q
14.	canopy	n) breath taking	s
15.	standstill	p) coming downwards	w
16.	gradually	q) a place providing a good view	f
17.	descending	r) showing attention to detail	p
18.	spellbinding	s) a covering over something	m
19.	tranquilized	t) a thing kept as a reminder of something / someone	v
20.	meticulous	u) rough, natural	r
21.	awe-inspiring	v) have a calming or sedative effect	n
22.	souvenirs	w) having no movement	t

### Textbook Exercise 3

Below is brief summary of the places mentioned along the route. Read the text and fill in the blanks with the names of these places. After completing the exercise compare your answers with your partner.

The journey began from Karachi. After crossing the toll plaza got on the Motorway. First crossed Nooriabad and then Jamshoro. Could see some glimpses of the river Indus on the right. According to the GPS Hyderabad was across the river. Went to a hotel on Kotri Barrage. After that got on the Indus Highway, which was on the right bank of the river Indus. The next stop was Sehwan. Had lunch on the bus that comprised spicy fish caught from the Manchar Lake. Finally reached the Gorakh Hills.

On the way back, took the Dadu-Moro bridge route. Stopped at Hala to buy souvenirs. Glimpsed Matiari in the distance. Passed close by Bhit Shah. Finally, crossed Hyderabad, got on the Motorway and reached Karachi.

### Textbook Exercise 4

The statements given below very briefly describe the main points of each paragraph. Work with a partner and find out the paragraphs that have the following key points. Write the paragraph number in the space provided.

- Travel to the top
- Stopover for breakfast
- Activities at night
- Birthday trip to the Gorakh Hills
- Morning scenes and event
- Shrine description
- Good memories
- Start of the journey
- Places on the trip back home
- Lunch on the bus

- 6
- 3
- 7
- 1
- 8
- 4
- 10
- 2
- 9
- 5



## Textbook Exercise 5

Read the text again and circle the right option. After completing the exercise, compare your answers with your partner.

Ans: See "Multiple Choice Questions (MCQ's)".

## Textbook Exercise 6

Work in pairs and write three sentences about the following. After completing, exchange your work with another pair and read each other's work.

### 1. Gorakh Hills station

- (i) Gorakh Hills Station is situated at an elevation of 5,690 ft. from the sea level.
- (ii) It is the highest summit and a holiday resort in Sindh.
- (iii) It has beautiful natural beauty.

### 2. Shrine of Lal Shahbaz Qalandar

- (i) It is situated in Sehwan.
- (ii) People from all walks of life come to the saint's shrine to pay homage.
- (iii) It is commonly believed that a visit to this shrine can provide healing for all types of illnesses.

### 3. After dinner activities

- (i) Under a canopy of stars, the bonfire was lit.
- (ii) had great fun indulging in activities such as Baetbazi, Chinese whisper, sharing funny stories, and all sorts of childish games that we could think of.
- (iii) The sparkling golden hues of the fire, the crackling of the wood, the bright stars above, and the warmth of friends gathered around the fire made time come to a standstill.

### 4. Spell-binding experiences

- (i) The sparkling golden hues of the fire, the crackling of the wood, the bright stars above, and the warmth of friends gathered around the fire made time come to a standstill.
- (ii) A sunrise was one that one would witness in a painting or a movie; and the clouds were gradually descending all around.
- (iii) It was spellbinding to see floating clouds, which one could touch, to smell the fragrances of different herbs, which tranquilized senses, and to hear the distant bleating of sheep grazing around.

### 5. Birthday Breakfast

- (i) Carrying a huge cake with candles on it, author's parents and friends sung 'Happy Birthday' to him.
- (ii) Things had been planned to the last detail; a beautiful rug had been spread out for the cake cutting ceremony.
- (iii) The cake cutting was followed by halwa puri for all.

## Textbook Exercise 7

Answer the following questions.

- Q1. Which two great saints are mentioned in the text?  
Ans: See "Short Answer Questions" – Q.15
- Q2. Why did Asif's parents decide to take him to the Garakh Hills for his birthday?  
Ans: See "Short Answer Questions" – Q.1
- Q3. Why is Garakh Hills a good place for a holiday?  
Ans: See "Short Answer Questions" – Q.16
- Q4. What was served for lunch and where was it served?  
Ans: See "Short Answer Questions" – Q.8
- Q5. Why did they have to leave the bus and take the jeep to reach the top?  
Ans: See "Short Answer Questions" – Q.10
- Q6. Why did Asif and his family have to sleep in a tent?  
Ans: See "Short Answer Questions" – Q.11
- Q7. What did Asif appreciate deeply about his parents?  
Ans: See "Short Answer Questions" – Q.13
- Q8. How was the return route different from the up journey route?  
Ans: See "Short Answer Questions" – Q.14

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## Reading Comprehension

Unit  
8.1Safety Measures That Can  
Save Your Life

احتیاطی تدابیر جو آپ کی جان بچا سکتی ہیں

## Meanings of the words in English and Urdu

Words	Meaning in English / Urdu	Words	Meaning in English / Urdu
fatal	causing death جان لیوا	minor	lesser in importance معمولی
injuries	physical damage to the body زخم	permanent	indefinitely مستقل
disability	physical or mental unfitness معذوری	disregard	pay no attention to نظر انداز کرنا
former	preceding in time سابق - سابقہ	two-wheeler	a vehicle with two wheels دو پہیوں والی
thrilling	causing excitement سنسنی خیز	crucial	decisive or critical اہم
accessory	a thing which can be added to something اضافی شے	pillion riders	a person who travels in a seat or place behind the rider of a motorcycle, scooter موٹر سائیکل کی پچھلی سیٹ کا مسافر
protective	able to keep safe حفاظتی	headgear	a covering or protective device for the head حفاظتی ٹوپی
proportionately	To a proportionate degree تناسب	subsequent	Following in time or order بعد کا - اگلا
vulnerable	open to attack or damage غیر محفوظ	minimise	make small or insignificant کم از کم کرنا
widespread	Widely circulated عام - پھیلا ہوا	traumatic	deeply disturbing or distressing تکلیف دہ
impact	collision-crash ٹکرائو تصادم	sustain	to give support or relief to برقرار رکھنا
strapped	prevent someone or something from moving with a strap پٹی سے بندھا ہوا	constituted	to form or make something تشکیل دینا
abide by	obey پر عمل کرنا	messed up	spoiled بگاڑ دینا
sweating	perspiring پسینہ آنا	irritate	annoy تکلیف کرنا
inconvenience	troublesomeness تکلیف دہ	hindering	obstructing رکاوٹ
untoward	unpleasant ناخوشگوار	extended	prolonged توسیع شدہ
exposure	experience زرد میں رہنا	ultimately	eventually بالآخر
piercing	penetrating سرایت کر جانے والا	distract	divert توجہ ہٹانا
beneficial	of use مفید	fatality	casualty- death ہلاکت
undue	unnecessary نامناسب	cumbersome	burdensome پر حمل

considerable	significant	معقول - مناسب	windshield	a windscreen	گاڑی کا شیشہ
cramp	contraction	انقباض	anchor	Fix firmly and stably	مضبوط کرنا
skidding	slipping	پھسلنا	financial	monetary	مالی
implications	consequences	نقصات	seriousness	state of being serious	سریعہ
limitations	restrictions	حدود	impose	enforce	مسلط کرنا
co-traveller	travelling with someone	ہم سفر	invincible	Incapable of being overcome	نا قابل شکست
wreck	wreckage	ملہ	insurance	Protection against future loss	نقصان سے حفاظت
safeguards	precautions	تحفظات - احتیاطی تدابیر	survival	existence	بقا

## Textbook Lesson with Urdu Translation

Hardly any day goes by when one does not hear of a fatal road accident. Several factors lead to these accidents. In some of these accidents, one gets away with minor injuries and losses, while others can be fatal, or they may lead to permanent disability. One of the key reasons for this is over-speeding; the other is the disregard for traffic rules. Both these factors are the responsibility of the traffic police. But, two measures if undertaken by people, can help save their life and protect them from disability. These two measures are wearing helmets and fastening seat belts; the former relates to motorbike riders and the latter to those travelling in various other types of vehicles.

شاید ہی کوئی دن ایسا گزرتا ہے جب کسی کو سڑک کے کسی ہلکے حادثے کی خبر نہ ملے۔ کئی عوامل ان حادثات کا باعث بنتے ہیں۔ ان میں سے کچھ حادثات میں کوئی معمولی چوٹوں اور نقصانات کے ساتھ بچ جاتا ہے، جبکہ کچھ جان لیوا ہو سکتے ہیں، یا وہ مستقل معذوری کا باعث بن سکتے ہیں۔ اس کی ایک اہم وجہ زیادہ تیز رفتاری ہے، دوسرا ٹریفک قوانین کو نظر انداز کرنا ہے۔ یہ دونوں عوامل ٹریفک پولیس کی ذمہ داری ہیں۔ لیکن اگر دو اقدامات لوگ کر لیں تو ان کی زندگی اور انہیں معذوری سے بچانے میں مدد مل سکتی ہے۔ یہ دو اقدامات ہیں سیٹلٹ پہننا اور سیٹ بیلٹ باندھنا، اول الذکر کا تعلق موٹر سائیکل سواروں اور مؤخر الذکر کا تعلق مختلف دیگر اقسام کی گاڑیوں میں سفر کرنے والوں سے ہے۔

**Box 1:** Riding a two-wheeler can be thrilling and fun, but it comes with a certain amount of risk; particularly when you are not wearing a helmet. A motorcycle helmet is a crucial safety accessory not only for the riders but also for pillion riders. However, people often tend to skip wearing this protective headgear, leading to dangerous accidents. You are much less likely to suffer a serious head injury in a crash when wearing a helmet than by not while riding a motorcycle. Moreover, you can be fined by the police if you do not wear a helmet while riding a motorbike.

**کس 1:** دو پہیوں والی گاڑی کی سواری سنسنی خیز اور تفریحی ہو سکتی ہے، لیکن اس کے ساتھ خطرہ بھی موجود ہے؛ خاص طور پر جب آپ نے ہیلمٹ نہ پہنا ہو۔ موٹر سائیکل ہیلمٹ نہ صرف سواروں کے بلکہ ڈبل سواری کرنے والوں کے لئے بھی ایک اہم حفاظتی سامان ہے۔ تاہم، لوگ اکثر سڑکی ان حفاظتی اشیاء کو پہننا چھوڑ دیتے ہیں، جس کی وجہ سے خطرناک حادثات ہوتے ہیں۔ ہیلمٹ پہننے کے سرخی شدید چوٹ گرنے کا امکان بہت کم ہوتا ہے۔ یہ نسبت بغیر ہیلمٹ موٹر سائیکل کی سواری کریں۔ مزید برآں، اگر آپ موٹر سائیکل چلاتے وقت ہیلمٹ نہیں پہنتے تو پولیس آپ پر جرمانہ عائد کر سکتی ہے۔

**Box 2:** There are, proportionately, more accidents and subsequent injuries while riding a motorbike than while travelling in a car or other such vehicles. The size and structure of the motorcycle make it vulnerable to losing balance, particularly when indulging in high-speed and disregarding other traffic rules. Hence, the first thing that you need to understand when riding a motorbike is that wearing a



helmet is crucial. Helmets minimize the risks of head injuries, the most common cause of death and disability in case of a crash. A helmet is an important safety gear that can save you from a life-threatening head injury.

بکس 2: کار یا اس طرح کی نوکری گاڑیوں میں سفر کرنے کی بہ نسبت موٹر سائیکل چلاتے وقت زیادہ حادثات اور اس کے باعث لگنے والی چوٹیں وقوع پذیر ہوتی ہیں۔ موٹر سائیکل کی جسامت اور اس کی ساخت کے سبب اس کا توازن خراب ہونے کے باعث اسے غیر محفوظ بناتے ہیں، خاص طور پر جب تیز رفتاری میں ملوث ہوں اور ٹریک کے دیگر قوانین کو نظر انداز کیا جائے۔ لہذا، موٹر سائیکل چلاتے وقت سب سے پہلی چیز جو آپ کو سمجھنے کی ضرورت ہے وہ یہ ہے کہ ہیلٹ پہننا بہت اہم ہے۔ ہیلٹ سر کی چوٹوں کے خطرات کو کم از کم کرتی ہے، جو حادثے کی صورت میں موت اور معذوری کی سب سے عام وجہ ہے۔ ہیلٹ ایک اہم حفاظتی چیز ہے جو آپ کو سر کی جان لیوا چوٹ کے خطرے سے بچا سکتی ہے۔

**Box 3:** Head injuries are the most widespread cause of death in motorcycle accidents. Moreover, traumatic brain injury can result in permanent disability. In either case, your life, and the lives of every member of your family, will change forever. Death or serious injury can be prevented with a motorcycle helmet as it absorbs the impact of a crash or fall. Non-helmeted motorcyclists are three times more likely to sustain head injuries in a crash as compared to those wearing firmly strapped helmets.

بکس 3: موٹر سائیکل حادثات میں موت کی سب سے بڑی وجہ سر کی چوٹیں ہیں۔ مزید برآں، شدید دماغی چوٹ کے نتیجے میں مستقل معذوری بھی ہو سکتی ہے۔ دونوں صورتوں میں، آپ کی زندگی، اور آپ کے خاندان کے ہر فرد کی زندگی ہمیشہ کے لئے بدل جائے گی۔ موٹر سائیکل ہیلٹ سے موت یا سنگین چوٹ کو روکا جاسکتا ہے کیونکہ یہ ٹکراؤ یا گرے کے جھٹکے کو جذب کرتا ہے۔ غیر ہیلٹ والے موٹر سائیکل سواروں کو حادثے میں سر میں چوٹیں لگنے کا امکان مضبوطی سے باندھی گئی ہیلٹ پہننے والوں کے مقابلے میں تین گنا زیادہ ہوتا ہے۔

**Box 4:** Helmet laws are constituted to save the lives of motorbike riders. Those who abide by the laws not only save their own lives but also protect their families from unnecessary harm and suffering. Following the laws of wearing helmets is challenging. You have probably heard that people do not wear helmets because their hairstyle gets messed up. Some say that helmets make them feel uncomfortable, that they cannot put up with the heat. Others complain that helmets cause too much sweating, and this irritates them. Some, however, have no specific reason for not wearing helmets except that they are sure that they will not get injured.

بکس 4: موٹر سائیکل سواروں کی جان بچانے کے لئے ہیلٹ قوانین تشکیل دیئے گئے ہیں۔ جو لوگ قوانین کی پاسداری کرتے ہیں، نہ صرف اپنی جان بچاتے ہیں بلکہ اپنے خاندانوں کو غیر ضروری نقصان اور مصائب سے بھی بچاتے ہیں۔ ہیلٹ پہننے کے قوانین پر عمل کرنا مشکل ہے۔ آپ نے شاید سنا ہو کہ لوگ ہیلٹ نہیں پہنتے کیونکہ ان کا ہمیشہ اسٹائل خراب ہو جاتا ہے۔ کچھ کا کہنا ہے کہ وہ ہیلٹ میں غیر آرام دہ محسوس کرتے ہیں، کیونکہ وہ گرمی برداشت نہیں کر سکتے۔ دوسرے لوگ شکایت کرتے ہیں کہ ہیلٹ سے بہت زیادہ پسینہ آتا ہے اور اس سے وہ تنگ ہوتے ہیں۔ تاہم کچھ لوگوں کے پاس ہیلٹ نہ پہننے کی کوئی خاص وجہ نہیں ہوتی سوائے اس کے کہ انہیں یقین ہے کہ وہ زخمی نہیں ہوں گے۔

**Box 5:** If you have ridden a motorbike, you know that this can be tough on the eyes. The sharp wind, strong sun rays, and dust particles can lead to severe discomfort and inconvenience, hindering your vision and resulting in untoward incidents. Moreover, extended exposure to such damaging factors can lead to major eye issues that can ultimately affect your health. Furthermore, winter brings in an additional set of challenges for bikers. The piercing cold wind not only causes discomfort but also distracts the vision. Additionally, wearing a helmet while riding in winter can save you from the cold wind, thereby preventing your ride from becoming uncomfortable and risky.

بکس 5: اگر آپ نے موٹر سائیکل چلائی ہے، تو آپ جانتے ہیں کہ یہ آنکھوں کے لئے تکلیف دہ ہو سکتا ہے۔ تیز ہوا، تیز سورج کی شعاعیں اور دھول کے ذرات شدید بے سکوئی اور تکلیف کا باعث بن سکتے ہیں، جس سے آپ کے دیکھنے رکاوٹ پیدا ہوتی ہے اور اس کے نتیجے میں ناخوشگوار واقعات پیش آسکتے ہیں۔ مزید برآں، اس طرح کے نقصان دہ عوامل کی زد میں زیادہ دیر رہنے کے باعث آنکھوں کے بڑے مسائل پیدا ہو سکتے ہیں جو بالآخر آپ کی صحت کو متاثر کر سکتے ہیں۔ مزید برآں، موسم سرما موٹر سائیکل سواروں کے لئے اضافی مشکلات لاتا ہے۔ سرایت کرنے والی ٹھنڈی ہوا نہ صرف تکلیف کا سبب بنتی ہے بلکہ بصارت کو بھی بھٹکا دیتی ہے۔ مزید برآں، سردیوں میں سواری کے دوران ہیلٹ پہننا آپ کو ٹھنڈی ہوا سے بچا سکتا ہے، جس سے آپ کی آنکھوں کو تکلیف پہنچنے سے روکا جاسکتا ہے۔



**Box 6:** Considering all these factors, wearing a helmet is very beneficial for saving riders from fatal and disabling head injuries, and adding to their comfort while riding. Not wearing a helmet means increasing the risks of fatality and disability due to head injury, and harmful impact on your eyes. Wearing a helmet helps you in avoiding fines; more than that, it ensures maximum safety in case of a crash. Protect yourself, and save your family from undue suffering. Wear a helmet the minute you start your motorbike ride.

**کس 6:** ان تمام عوامل کو مد نظر رکھتے ہوئے ہیلمٹ پہننا سواروں کو مہلک اور معذور کر دینے والی سرکی چوٹوں سے بچانے کے لئے اور سواری کے دوران ان کے آرام میں اضافہ کرنے کے لئے بہت فائدہ مند ہے۔ ہیلمٹ نہ پہننے کا مطلب سرکی چوٹ کی وجہ سے ہلاکت اور معذوری کے خطرات اور آپ کی آنکھوں پر مضر اثرات میں اضافہ کرنا ہے۔ ہیلمٹ پہننے سے جرمانے سے بچنے میں آپ کو مدد ملتی ہے؛ اس سے بڑھ کر یہ کہ یہ حادثے کی صورت میں زیادہ سے زیادہ حفاظت کو یقینی بناتا ہے۔ اپنے آپ کو محفوظ رکھیں، اپنے خاندان کو غیر ضروری مصائب سے بچائیں۔ اسی لمحہ جب آپ اپنی موٹر بائیک اسٹارٹ کریں تو ہیلمٹ پہنیں۔

**Box A:** An important practice that can save your life: don't drive anywhere until your seatbelt is fastened. Choosing to wear a seat belt is as simple as choosing between life and death. Which one would you prefer? Let's look at the choices. If you are not wearing your seat belt, you can easily change seats and quickly slide out of the car. That seems to make life easy for you. But you are also more likely to die or suffer serious injuries. If you are wearing a seat belt, you have to stay in your seat; that may be somewhat cumbersome. But you are much more likely to walk away unharmed from a car accident. Choosing between ease and comfort and severe hardships and pain, is a tough choice?

**کس A:** ایک اہم طریقہ جو آپ کی زندگی بچا سکتا ہے کہ اس وقت تک کہیں گاڑی نہ چلائیں جب تک کہ آپ سیٹ بیلٹ باندھ لیں۔ سیٹ بیلٹ پہننے کا انتخاب اتنا ہی آسان ہے جتنا زندگی اور موت کے درمیان انتخاب کرنا۔ آپ کن کو ترجیح دیں گے؟ ایسے انتخاب پر غور فرماتے ہیں۔ اگر آپ نے اپنی سیٹ بیلٹ نہیں پہن رکھی، تو آپ آسانی سے نشستیں تبدیل کر سکتے ہیں اور آسانی سے گاڑی سے باہر نکل سکتے ہیں۔ ایسا نظر آتا ہے کہ یہ آپ کی زندگی آسان بنا دے گا۔ لیکن آپ کی ہلاکت یا شدید چوٹوں کے امکانات بھی بڑھ جاتے ہیں۔ اگر آپ نے سیٹ بیلٹ پہن رکھی ہے تو آپ اپنی نشست پر رہنا پڑے گا؛ یہ کسی حد تک بوجھل ہو سکتا ہے۔ لیکن ایک کار حادثے میں پھرنے کی نقصان کے آپ کے بچ جانے کا امکان بہت زیادہ ہے۔ آسانی اور آرام اور شدید مشکلات اور درد کے درمیان انتخاب کرنا، کیا یہ ایک مشکل انتخاب ہے؟

**Box B:** Think about this. When you're driving in a car, you may be going down the road at considerable speed. If for some reason, somebody ahead of you applies brakes suddenly, it is very likely that the driver of your car will not have time to stop. What will happen? The car that you are travelling in will crash into the vehicle in front. While the brakes or crash can make the car stop suddenly, the same does not apply to your body. The car brakes will stop the car, but your body is still travelling at the speed of your car. What can control your body's speed and stop it from going through the windshield? The thing that can save you from serious injury or even death, by applying brakes to your body, is your seat belt.

**کس B:** اس کے بارے میں سوچیں۔ جب آپ گاڑی چلا رہے ہوتے ہیں، تو آپ کافی رفتار سے سڑک پر جا رہے ہوں گے۔ اگر کسی وجہ سے، جو آپ سے آگے ہے اچانک بریک لگا دے گا تو بہت زیادہ امکان ہے کہ آپ کی گاڑی کے ڈرائیور کو روک کر کئے کا وقت نہ ملے تو کیا ہوگا؟ جس کار میں آپ سفر کر رہے ہیں وہ سامنے والی گاڑی سے ٹکرا جائے گی۔ اگرچہ بریک یا ٹکراؤ کار کو اچانک روک سکتا ہے لیکن یہ آپ کے جسم پر بھی لاگو نہیں ہوتا۔ کار کے بریک کار کو روک دیں گے، لیکن آپ کا جسم اب بھی آپ کی گاڑی کی رفتار سے سفر کر رہا ہوتا ہے۔ آپ کے جسم کی رفتار کو کیا کنٹرول کر سکتا ہے اور وہ ٹھیک سے ٹکرانے سے روک سکتا ہے؟ وہ چیز جو آپ کے جسم پر بریک لگا کر آپ کو ٹھیک چوٹ یا یہاں تک کہ موت سے بچا سکتی ہے، وہ آپ کی سیٹ بیلٹ ہے۔

**Box C:** Some people think that seat belts are not necessary. They think that seat belts cramp their style or that seat belts are uncomfortable. The question here is what is more uncomfortable, wearing a seat belt or flying through a car windshield? Being safely anchored in your seat or skidding across the road and getting seriously injured, breaking a limb or two, or even dying? Just think about it. Wearing a seat belt requires little effort but it protects you from a lot of harm, and can even save you from death.



## Multiple Choice Questions (M.C.Qs)

Choose the correct answer for each from the given options:

1. The text is about the importance of:
  - (a) traffic rules
  - (b) civic sense
  - (c) helmets and seat belts
  - (d) driving safely
2. Among other things, helmets can save us from:
  - (a) body injury
  - (b) head injury
  - (c) knee injury
  - (d) foot injury
3. Wearing or not wearing a seat belt can be a matter of:
  - (a) life and death
  - (b) personal defeat
  - (c) no concern
  - (d) little importance
4. Two \_\_\_\_\_ that if undertaken by people can protect them.
  - (a) decisions
  - (b) measures
  - (c) policies
  - (d) commitments
5. Both riders and \_\_\_\_\_ riders should wear helmets.
  - (a) companion
  - (b) passenger
  - (c) pillion
  - (d) traveller
6. Not wearing a helmet increases the chances of:
  - (a) damages
  - (b) accidents
  - (c) loss
  - (d) severe injuries
7. Brain injury in a motorbike accident can lead to permanent:
  - (a) forgetfulness
  - (b) disability
  - (c) problems
  - (d) ill health
8. Those not wearing helmets are \_\_\_\_\_ times more likely to suffer from head injuries.
  - (a) ten
  - (b) five
  - (c) two
  - (d) three
9. Wearing a seat belt is like choosing between:
  - (a) comfort and pain
  - (b) ease and unease
  - (c) safety and security
  - (d) life and death
10. Fastening your seat belt can save you from getting:
  - (a) under the car
  - (b) thrown out
  - (c) crushed
  - (d) head injury
11. Putting on your seat belt requires:
  - (a) a little effort
  - (b) a lot of effort
  - (c) a little patience
  - (d) a lot of patience
12. If you wear seat belt you will:
  - (a) always be safe
  - (b) never be safe
  - (c) never be in trouble
  - (d) mostly be safe
13. Every time you get into your car you make a:
  - (a) choice
  - (b) decision
  - (c) promise
  - (d) mistake
14. One of the key reasons of road accidents is:
  - (a) bad condition of vehicles
  - (b) inexperienced driver
  - (c) over-speeding
  - (d) disregard for traffic rules
15. They are the most widespread cause of death in motorcycle accidents.
  - (a) heart attack
  - (b) head injuries
  - (c) chest injuries
  - (d) shoulder injuries

### Answer Key

- 1 (c) 2 (b) 3 (a) 4 (b) 5 (c) 6 (d) 7 (b) 8 (d) 9 (d) 10 (b) 11 (a) 12 (d)  
 13 (a) 14 (c) 15 (b)



We hear about fatal road accidents every day. One of the causes of road accidents is over-speeding and disregard for traffic rules. But if people wear helmets while riding a motorcycle and seat belts while sitting in a car, losses of lives and disability can be avoided.

Riding a motorcycle is not without risks, especially when we are not wearing a helmet. Helmets are an important safety accessory for motorcyclists that can protect us from head injuries in the event of an accident. Police also impose fines for not doing so, but people still do not wear helmets.

Motorcycles are more prone to accidents than other vehicles because of the structure and size of the motorbike, it loses their balance easily.

Helmets minimize the risks of head injuries, the most common cause of death and disability in case of a crash. Non-helmeted motorcyclists are three times more likely to sustain head injuries in a crash as compared to those wearing firmly strapped helmets.

Helmet laws are constituted to save the lives of motorbike riders. Those who abide by the laws not only save their own lives but also protect their families from unnecessary harm and suffering.

If you have ridden a motorbike, you know that this can be tough on the eyes. Moreover, extended exposure to sharp wind, strong sun rays, and dust particles can lead to major eye issues that can ultimately affect your health. The piercing cold wind not only causes discomfort but also distracts the vision.

Not wearing a helmet means increasing the risks of fatality and disability due to head injury, and harmful impact on your eyes.

Don't drive anywhere until your seatbelt is fastened. If you are not wearing your seat belt, you can easily change seats and quickly slide out of the car. The car brakes will stop the car, but your body is still travelling at the speed of your car. The thing that can save you from serious injury or even death, is your seat belt.

Some people think that seat belts are not necessary. Consider what you and your family will suffer in case you are badly injured or, God forbid, you die just because you did not fasten your seat belt. Also, let us not forget the financial loss due to limitations that your injuries may impose on your earning ability both long term and short term. The police can fine the driver, particularly on a motorway, if you and your co-traveller are not wearing the seat belt.

Wearing a seat belt does not make you invincible. But wearing seat belts minimizes your chances of getting killed or seriously injured. Seat belts save lives, and that's a fact. You can lose your life and limb, or waste your time and money, or both, by not wearing your seat belt.

## Short Answer Questions

**Q 1** What are the main causes of road accidents?

**Ans.** One of the key reasons for road accidents is over-speeding; the other is the disregard for traffic rules.

**Q 2** What two important safety measures can save people's lives?

**Ans.** Two important safety measures that can save people's lives and protect them from disability are wearing helmets and fastening seat belts.

**Q 3** Why is a helmet an important safety gear?

**Ans.** Helmets minimize the risks of head injuries, the most common cause of death and disability in case of a crash because they absorb the impact of a crash or fall. Non-helmeted motorcyclists are three times more likely to sustain head injuries in a crash as compared to those wearing firmly strapped helmets.

**Q 4** Which vehicle has more road accidents and subsequent injuries?

**Ans.** There are, proportionately, more accidents and subsequent injuries while riding a motorbike than while travelling in a car or other such vehicles.

**Q 5** What makes a motorcycle vulnerable?

**Ans.** The size and structure of the motorcycle make it vulnerable to losing balance, particularly when indulging in high-speed and disregarding other traffic rules.

**Q 6** What is the most widespread cause of death in motorcycle accidents?

**Ans.** Head injuries are the most widespread cause of death in motorcycle accidents. Moreover, traumatic brain injury can result in permanent disability.

**Q 7** How can not wearing a helmet change the life of bike riders and their families forever?

**Ans.** Accidental death or disability of a bike rider changes the life of the bike rider and his family forever. Nothing stays the same.

**Q 8** How can motorcyclists prevent death and serious injuries?

**Ans.** Death or serious injury can be prevented with a motorcycle helmet as it absorbs the impact of a crash or fall.

**Q 9** Why don't people wear helmets while riding a motorcycle?

OR

**What are the reasons people give for not wearing helmets?**

**Ans.** People do not wear helmets because their hairstyle gets messed up. Some say that helmets make them feel uncomfortable, that they cannot put up with the heat. Others complain that helmets cause too much sweating, and this irritates them. Some, however, have no specific reason for not wearing helmets except that they are sure that they will not get injured.

**Q 10** What things are harmful to the eyes while riding a bike?

**Ans.** The sharp wind, strong sun rays, and dust particles can lead to severe discomfort and inconvenience, hindering our vision and resulting in untoward incidents. Moreover, extended exposure to such damaging factors can lead to major eye issues that can ultimately affect our health.

**Q 11) What are the problems faced by motorcycle riders in winter? And how can these difficulties be prevented?**

**Ans.** Winter brings in an additional set of challenges for bikers. The piercing cold wind not only causes discomfort but also distracts the vision. Additionally, wearing a helmet while riding in winter can save us from the cold wind, thereby preventing our ride from becoming uncomfortable and risky.

**Q 12) What if we don't fasten our seat belts?**

**Ans.** If we are not wearing our seat belt, we can easily change seats and quickly slide out of the car.

**Q 13) What happens when a car stops suddenly?**

**Ans.** If for some reason, somebody ahead of us applies brakes suddenly, it is very likely that the driver of our car will not have time to stop. The car that we are travelling in will crash into the vehicle in front. While the brakes or crash can make the car stop suddenly, the same does not apply to our bodies. The car brakes will stop the car, but our body is still travelling at the speed of our car. Our bodies will move forward and our heads will hit the windscreen. If the blow is strong, we may fall out of the car.

**Q 14) Can wearing a seat belt prevent death or serious injury?**

**Ans.** Wearing a seat belt does not make us invincible. We can still get hurt or killed while wearing our seat belts. But wearing seat belts minimizes our chances of getting killed or seriously injured; it has proven to be safer than driving without them. We are much less likely to be killed in a car wreck if we are wearing seat belts. We are much less likely to get seriously injured if we are wearing one. We are likely to have a lesser financial burden.

**Q 15) How is the click of a seat belt button insurance?**

**Ans.** The click of a seat belt is insurance that safeguards our safety and survival. We can lose our life and limb, or waste our time and money, or both, by not wearing our seat belts.

## Textbook Exercise 1

**Read the text and circle the right answer for filling the blanks. After completing, discuss your choices with your partner.**

**Ans:** See "Multiple Choice Questions (MCQ's)" - Q.1 to 3

## Textbook Exercise 2

**I. Read the text and underline the words given in column A, in Boxes 1-6. The meanings of all these words are given in column B in a jumbled manner. Find the correct meaning and write the corresponding letter in column C.**

No.	Column A	Column B	Column C
1.	fatal	a) additional thing	d



2.	measures	b) not paying attention to	i
3.	crucial	c) facing possible harm	f
4.	accessory	d) causing death	a
5.	pillion	e) unexpected	i
6.	proportionately	f) very important	h
7.	vulnerable	g) doing something for pleasure	c
8.	indulging	h) when compared in numbers	g
9.	disregarding	i) steps or actions taken for a purpose	b
10.	untoward	j) a passenger on a motorbike	e

II. Read the text and underline the words given in column A, in Boxes A-F. The meanings of all these words are given in column B in a jumbled manner. Find the correct meaning and write the corresponding letter in column C.

No.	Column A	Column B	Column C
11.	option	k) sliding	m
12.	cumbersome	l) totally secure or safe	u
13.	tough	m) choice	p
14.	anchored	n) putting at risk	s
15.	skidding	p) difficult	k
16.	implications	q) something clear but not clearly stated	q
17.	limitations	r) protects	t
18.	invincible	s) firmly held in place	l
19.	safeguards	t) inability to perform	r
20.	exposing	u) unnecessarily slowing	n

### Textbook Exercise 3

The titles in the following table represent one box each. Read each box and select which title represents which box and write the box number in the given column.

S.No.	Title	Box No.
1.	Avoiding head injuries	3
2.	Does wearing a seat belt guarantee no harm?	E
3.	Helmet; summary	6
4.	Brakes for saving your body	B
5.	Seat belts: summary	F
6.	Fun and safety in motorbike riding	1
7.	Comfort or harm, what is a better choice?	A
8.	Challenges voiced against wearing helmets	4
9.	Is wearing a seat belt an option?	C
10.	Why wear helmets?	2
11.	Cost in terms of money	D
12.	Helmets and eye protection	5

## Textbook Exercise 4

Circle the right option.

Ans: See "Multiple Choice Questions (MCQ's)" - Q.1 to 13

## Textbook Exercise 5

Read the text and answer the following questions in your notebook. After completing, compare your answers with your partner and make corrections where needed.

a What two important safety measures can save people's lives?

Ans: See "Short Answer Questions" - Q.2

b Why is a helmet an important safety gear?

Ans: See "Short Answer Questions" - Q.3

c How can not wearing a helmet change the life of bike riders and their families forever?

Ans: See "Short Answer Questions" - Q.7

d What happens when a car stops suddenly?

Ans: See "Short Answer Questions" - Q.13

e How is the click of a seat belt button insurance?

Ans: See "Short Answer Questions" - Q.15

## Textbook Exercise 6

The titles in the following table represent one box each. Read each box and select which title represents which box and write the box number in the given column.

No.	Column A	Column B	Ans.
1.	Wearing a helmet can provide	a) a motorbike ride comfortable and safe	i
2.	Wind, sun rays, and dust particles can	b) you can end up paying a fine	f
3.	Long term exposure to eye damaging factors can	c) depending on how serious the injuries are	d
4.	In winter, the cold winds can cause	d) result in major eye related health issues	h
5.	Wearing a helmet in winter can make	e) can also affect one's hearing capability	a
6.	Wearing a seat belt can save you	f) hinder vision leading to unexpected problems	
7.	Not wearing a seat belt can lead to	g) high medical expenses due to injuries	g
8.	Medical expenses can be long term or short term	h) discomfort and also affect the vision	c
9.	Injuries resulting from not wearing seat belts	i) multiple benefits to the rider	e
10.	Breaking the law by not wearing the seat belt	j) from unnecessary expenses	b

## Textbook Exercise 7

Work in pairs, read the boxes indicated, and write the reasons in each case.

### Helmets (Boxes 1, 2, & 4)

Reasons why people should wear helmets

See "Short Answer Questions" - Q.3 6 & 7

Reasons why people don't wear helmets

See "Short Answer Questions" - Q.9

### Seat Belts (Boxes A, C, & E)

Reasons why people should wear seat belts

See "Short Answer Questions" - Q.15

Reasons why people don't wear seat belts

Some people think that seat belts are not necessary. They think that seat belts cramp their style or that seat belts are uncomfortable.

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# Language Practice

1.3

## Capitalization and Punctuation

**Capitalization:** Capitalization occurs when the first letter in a word is an upper case letter. For example, the first word in this sentence contains a capital F.

**Use of Punctuation and Capitalization:** Marks of punctuation and capitalization help readers understand and interpret sentences better. Some marks are required to prevent misreading and some are optional and depend on what the writer wishes to achieve.

### Capitalization Rules

Rule	Example
1 Capitalize the first word in a sentence	She is a very respectable girl.
2 Capitalize the proper nouns	Ahmed, Karachi, Pakistan
3 Capitalize geographic names	Sharah-e-Faisal, River Indus, Mount Everest
4 Capitalize the pronoun "I"	Jawad and I are friends.
5 Capitalize the names of days and months	Friday, July
6 Capitalize the names of national, religious and local holidays	Pakistan Day, Eid-ul-Fitr, Independence Day
7 Capitalize proper adjectives	British, French, Chinese
8 Capitalize words used as names	Do you need help, Sister?
9 Capitalize titles used with names	Major Hamid, Mrs Shamim, President Umer
10 Capitalize the first word in the greeting or closing of a letter	Dear friends, Yours truly
11 Capitalize the first, last, and all the main words in the title of a book, movie, song, magazine, play, newspaper or television show.	Gone with the Wind, The National Observer, show.
12 Capitalize the names of organizations, associations, or teams and their members	Red Cross, Parent-Teacher Association
13 Capitalize the names of businesses and the official names of their products	Colgate tooth paste, Honda, Imtiaz Super Market, Dentonic
14 Capitalize historical events, documents and period of time	War of Independence, Pakistan Movement, the Stone Age
15 Capitalize initials or abbreviations that stand for names and also abbreviations of titles and organizations	M. A. Jinnah, M.A. (Master of Arts), PLA, NADRA
16 Governmental assemblies, departments and bureaus	the National Assembly, the Federal Investigation Agency
17 Capitalize all words in titles of distinction	Vice President, First Lieutenant

128	Names referring to God, an religion and the names of sacred literature	Lord, King of Kings, Allah, the Bible, the Quran, Buddha
129	Directions: north, south, east, west... are capitalized if they are used as a noun referring to a particular area of a country	I am going to drive north. (direction as an adverb and not capitalized) We live in the Northeast. (this one is a particular area and used as a noun)

### Notes:

121. For titles of books, magazines, journals, and plays capitalize first and last words and all the words except for the articles, prepositions, and conjunctions with less than 5 letters. (a, the, for...)  
Gone with the Wind      The Boston Globe      Pride and Prejudice
122. Centuries and decades are not capitalized.  
the twenty-first century, the eighties (the '80s)
123. Some higher rank titles may be capitalized even without a proper name.  
The President arrived yesterday.
124. The pronoun he, her, and him is capitalized if it is referring to God.  
The man prayed to God hoping he might save him.
125. Do not capitalize father, mother, uncle, aunt... unless they are used as proper names.  
Uncle Sam, Mother Mary, my uncle, her mother

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### Punctuation Rules

126. **Appositive (!):** There are three main uses of appositive.
  - (i) Appositive nouns, proper nouns, mustn't - must not - what's - while  
I have possession.
  - (ii) It shows possession.  
Aali's money - Aali's son - The car's colour - Boyd's fire
  - (iii) to form plural of letters and numbers.  
I only get A's and B's.      Number 7's are the best.
127. **Colon (:)**
  - (i) Before a series or list that follows a complete sentence (do not use a colon in the middle of a sentence).  
I will need the following items: scissors, paper, glue, and paint.
  - (ii) When introducing a quotation after a complete sentence.  
Remember the words of the great 'top' Berra: "I don't over-undo it" says.
  - (iii) In a salutation of a formal letter.  
To Whom it May Concern:  
(Salutations in less formal letters tend to have commas.)
  - (iv) Between hours and minutes and between minutes and seconds.  
The space shuttle lifted off at exactly 11:41:25 this morning.



- (v) Before an appositive, explanation, or example that follows a complete sentence:

*In the history of major league baseball, two teams have played in Seattle: the Pilots (1969 only) and the Mariners (1977-present).*

- (vi) Between main clauses when the first signals that the second will provide an answer or definition:

*Faith is like love: It cannot be forced.*

- (vii) In proportions: *The ratio of students to teachers was 30:2.*

**03. Comma (,):**

- (i) To separate three or more items in a series or list:

*Remember to buy milk, butter, eggs, bread, and juice.*

- (ii) To separate adjectives that modify the same noun:

*The loud, beeping buzzer woke me up.*

- (iii) Between a city and a state or province etc.

*Sehwan, Sindh*

- (iv) Between elements in locations, dates, or addresses:

*My father was born on December 31, 1953, in the morning.*

(Do not use commas if the date is inverted—17 March 2004—or if it does not include the day.)

- (v) After the greeting and closing of a friendly letter:

*Dear Adnan,*

*Yours truly,*

- (vi) After conjunction that joins the independent clauses in compound sentences:

*I tried to call you on Saturday afternoon, but your line was busy.*

- (vii) After the dependent clause at the beginning of a complex sentence:

*When it began to rain, I knew our picnic would be cancelled.*

- (viii) After introductory words or mild interjections at the beginning of a sentence:

*Yes, you can borrow my book.*

*Oh, I didn't know that the test was today.*

*Unfortunately, I only had 49 marks last semester.*

- (ix) After names in a direct address:

*Jawad, will you please pass the butter?*

- (x) To set off appositives (a word or phrase that renames or defines a preceding noun):

*Mrs Tahira, my math teacher, won the teaching award.*

- (xi) Around a thrown-in interrupting expression (However, I think, After all, of course, therefore, etc):

*Mr Kamran is, in my opinion, a terrible role model.*

- (xii) In front of a short, direct quotation in the middle of a sentence:

*Samina asked, "Is that your uncle sitting over there?"*



(xiii) At the end of a direct quotation that is a statement when it comes at the beginning of a sentence:

"Mrs Ahmed is giving a lunch today," explained Mom.

(xiv) Before such as when it is followed by an example of a list:

Read a good book, such as *The Perks of Being a Wallflower*.

(xv) After introductory verbal or verbal phrases:

Sleeping soundly, Sara did not wake up when the earthquake hit.

04. **Dash (--):** (i) Use it to separate elements that deserve emphasis:

*The cafeteria – and no other room – may be used for school lunches.*

(ii) Use after an interrupted or unfinished statement of thought or to introduce a list of items.

*You'll need three things – a pencil, an eraser, and a ruler.*

(iii) Use after an introductory list.

*Toys, hairbrushes, chewing gum – these items must be left at home.*

(iv) To indicate hesitation or other awkwardness in speech:

*After losing the game, one of the players stammered, "I just—I just cannot believe it. We tried so hard."*

05. **Ellipsis (...):** Three dots in a row. It is used to replace words that have been left out.

*Shahid, Shahid...how does your garden grow?*

06. **Exclamation (!):** Use it after strong interjections, exclamatory sentences, and strong imperative sentences:

*Sara! Get off that desk immediately!*

07. **Hyphen (-):** (i) In the middle of compound words:

*My great-grandfather's name was Abdullah.*

*Two-year-olds often get into trouble.*

(ii) Between two words functioning as a single adjective before a noun:

*Mr Haroon was not a well-known political figure before 2015.*

*The game-show contestant missed an obvious question.*

(iii) In the middle of compound numbers and fractions:

*He claims that he caught twenty-four fish while fishing in one day.*

*One-third of my paycheck goes to pay for my rent.*

(iv) With some prefixes and suffixes:

*Maria is a self-motivated woman.*

*Many cultures believe in an all-knowing deity.*

08. **Parentheses ( ):** Use it to give the reader added information. Also, use before and after an abbreviation or an acronym of a company or organization once its full name has been written:

Read the first lesson (pages 5 – 9) tonight.

*A representative from Pakistan International Airlines (PIA) will visit our school.*

**09. Period (.):**

Use it at the end of declarative sentences, at the end of an imperative sentence that doesn't require an exclamation point, and after most initials and abbreviations. Also, use it as a decimal point.

*Dr M. A. Zahid will visit the clinic today.*

**10. Quotation Marks (" "):**

(i) Around the exact words of a speaker:

*The teacher said, "We will have an exam next Tuesday."*

(ii) Around titles of songs, short articles or essays, stories, and poems:

*Rashid quoted from the article "Lost Heroes" in his research paper.*

(iii) When using quotation marks within a quotation, use single quotation marks:

*Sajid asked Rashid, "Can I read 'Lost heroes' when you are finished using it?"*

**11. Semicolons (;):**

(i) In place of a comma and a conjunction to join independent clauses:

*I'm not hungry; he wants to eat a big lunch.*

(ii) Before a conjunctive adverb (like however or therefore):

*He cooked a huge dinner; therefore, he invited the neighbours over.*

(iii) To separate a series of items when one or more of the items include commas:

*The art supplies we need for class are paintbrushes; red, yellow, and blue paint; a sketch pad; a charcoal pencil; and a calligraphy pen.*

**12. Question Marks (?):**

Use it at the end of interrogative sentences, after a direct question, at the end of an incomplete question, and when a statement is intended as a question:

*What is your name?*

*Really? When? No kidding?*

*Your name is Hasan?*

## Textbook Exercise 1

**Rewrite the following sentences in your notebook by correcting the errors of capitalization. After you have completed, compare answers with your partner and make corrections where needed.**

(a) *the mausoleum of shah abdul lateef bhitai is in sindh.*

**Ans:** The Mausoleum of Shah Abdul Lateef Bhitai is in Sindh.

(b) *sameer and ali went to quetta last July.*

**Ans:** Sameer and Ali went to Quetta last July.

(c) *the river indus flows from gilgit baltistan to the arabian sea.*

**Ans:** The River Indus flows from Gilgit Baltistan to the Arabian Sea.

(d) *the liaquat national hospital is on the stadium road in karachi.*

Ans: The Liaquat National Hospital is on the Stadium Road in Karachi.

(e) *"are zahra and samina coming today?" asked mrs afzal.*

Ans: "Are Zahra and Samina coming today?" asked Mrs Afzal.

(f) *the highest peak, mount Everest, is in the Himalayan ranges, in nepal.*

Ans: The highest peak, Mount Everest, is in the Himalayan Ranges, in Nepal.

(g) *we are planning to go to Islamabad in march to see the faisal mosque.*

Ans: We are planning to go to Islamabad in March to see the Faisal Mosque.

(h) *he said, "my uncle's name is asif shaikh and he lives in london."*

Ans: He said, "My uncle's name is Asif Shaikh and he lives in London."

## Textbook Exercise 2

**Insert commas, full stops, question marks, and exclamation marks in appropriate places. Write the corrected sentences in your notebook. After you have completed, compare your answers with your partner and make corrections where needed.**

1. *The helping group needs clothes food water blankets and shoes for the flood victims*

Ans: The helping group needs clothes, food, water, blankets, and shoes for the flood victims.

2. *Hurrah Pakistan has won the world cup We must meet celebrate enjoy and have fun*

Ans: Hurrah! Pakistan has won the World Cup. We must meet, celebrate, enjoy and have fun.

3. *Nevertheless some people are talking some are resting some are reading and some are having fun*

Ans: Nevertheless, some people are talking, some are resting, some are reading, and some are having fun.

4. *"Have you finished your homework" his mother asked*

Ans: "Have you finished your homework?" his mother asked.

5. *Alas the old man is dead He suffered a lot*

Ans: Alas! The old man is dead. He suffered a lot.

6. *The teacher said "Where is your bag" "I don't know" said Sabah "I just kept it here"*

Ans: The teacher said, "Where is your bag?" "I don't know," said Sabah, "I just kept it here".

7. *Moreover I have seen his picture in magazines on television and in movies*

Ans: Moreover, I have seen his picture in magazines, on television, and in movies.

8. *Chuck chuck chu   The train began moving out of the station therefore the people started running*

Ans: Chuck! Chuck! Chuck! The train began moving out of the station, therefore the people started running.

9. *Wow This is a pleasant surprise Why didn't you tell me you were coming*

Ans: Wow! This is a pleasant surprise! Why didn't you tell me you were coming?

10. *"Your book has been lying on this table for ten days" said mr jawad "when will you read it"*

Ans: "Your book has been lying on this table for ten days." said Mr Jawad "When will you read it?"



## Textbook Exercise 3

Insert apostrophes and quotation marks where needed. Write the corrected sentences in your notebook. After you have completed, compare your answers with your partner and make corrections where needed.

(a) This book isn't mine, said Abdul Karim. I dont know who put it here.

Ans: "This book isn't mine", said Abdul Karim. "I don't know who put it here."

(b) Can we go to the seaside, father? the children asked. Its such a lovely day.

Ans: "Can we go to the seaside, father?" the children asked. "It's such a lovely day."

(c) The girls father said, Ill take you to school today. Its still early and well reach in time.

Ans: The girl's father said, "I'll take you to school today. It's still early and well reach in time."

(d) Mother said, Wholl help me clean the house? I cant said Laila Ive got to write an essay.

Ans: Mother said, "Who'll help me clean the house?" "I can't", said Laila, "I've got to write an essay."

(e) Ive seen this movie before. Whats its name? said Fakhir. I don't know, replied Asad

Ans: "I've seen this movie before. What's its name?" said Fakhir. "I don't know", replied Asad.

(f) Sabiha, said Rana, arent we going to Hyderabad today? No, said Sabiha, im not feeling well.

Ans: "Sabiha," said Rana, "aren't we going to Hyderabad today?" "No," said Sabiha, "I'm not feeling well."

(g) This is Najmas house, said Nabila. Ive been here before. However, the gates colour has been changed.

Ans: "This is Najma's house," said Nabila. "I've been here before. However, the gate's colour has been changed."

(h) Hurry up, lets go, children, said grandfather. Put on your shoes. Were already late. I don't want to miss the bus.

Ans: "Hurry up, let's go, children," said grandfather. "Put on your shoes. We're already late. I don't want to miss the bus."

## Textbook Exercise 4

Put in the punctuation marks, including capitalization, and write the following passage in your notebooks. When you have done that, discuss your work with your partner and make any corrections needed.

one day rashid said to his friends you know what i read in the newspaper that the yellow house near our school is haunted

ghosts said sajid i dont believe in ghosts

sara however said i believe in ghosts and im sure that all of you believe ghosts really if you dont believe in them i challenge you to spend the night in that house

what you must be joking said javed

no im not said sara im serious prove it to me that you dont believe in ghosts by staying there tonight or else ill tell everyone that youre cowards  
all right said rashid ill do it wholl come with me i can depend on you asad cant i will you come javed can i rely on you coming with me  
ghufran tahir asad and javed all agreed to go they decided to meet at eight o clock javed said ive got to complete my homework before i go please wait for me if im late i dont want to go alone  
surprise surprise said rashid when they met outside the house at 8 o clock look whos here  
theres no one else here said javed what do you mean  
i mean shahid didnt you just see him go in  
i didnt see anyone tahir ghufran javed and asad replied together  
do you think we should go in said javed

**Ans:** One day, Rashid said to his friends, "You know, what I read in the newspaper is that the yellow house near our school is haunted."

"Ghosts!" said Sajid, "I don't believe in ghosts."

Sara, however, said, "I believe in ghosts and I'm sure that all of you believe in ghosts. Really, if you don't believe in them, I challenge you to spend the night in that house."

"What! You must be joking," said Javed.

"No, I'm not," said Sara. "I'm serious. Prove it to me that you don't believe in ghosts by staying there tonight or else I'll tell everyone that you're cowards."

"All right!" said Rashid, "I'll do it. Who'll come with me? I can depend on you, Asad. Can't I? Will you come, Javed? Can I rely on you coming with me?"

Ghufran, Tahir, Asad and Javed -- all agreed to go they decided to meet at eight o'clock. Javed said, "I've got to complete my homework before I go. Please wait for me if I'm late. I don't want to go alone."

"Surprise, surprise!" said Rashid, when they met outside the house at 8 o'clock, "Look who's here!"

"There's no one else here," said Javed, "What do you mean?"

"I mean... Shahid, didn't you just see him go in?"

"I didn't see anyone," Tahir, Ghufran, Javed and Asad replied together.

"Do you think we should go in?" said Javed.

### Prefixes and Suffixes

<p><b>ROOT WORD</b></p>	<p>The most basic part of a word</p>	<p>▶</p>	<p><b>PREFIX</b></p>	<p>It is placed before the root word. Adding it to the beginning of a word changes it into another word and meaning.</p>	<p>▶</p>	<p><b>SUFFIX</b></p>	<p>It is placed after the root word. Adding it to the ending of a word changes it into another word and meaning.</p>
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## Textbook Exercise 5

Work in pairs and form words given in the tables by adding common prefixes and suffixes, respectively. Examples have been done in both tables.

Add Prefixes (dis, im, un, pre, mis, ab, non, in, ir, mis, il)					
pay prepay	honest dishonest	polite impolite	usual unusual	legal illegal	relevant irrelevant
order disorder	certain uncertain	understand misunderstand	selfish unselfish	appear disappear	official unofficial
obey disobey	normal abnormal	successful unsuccessful	literate illiterate	pleasant unpleasant	sense nonsense
formal unformal	logical illogical	conscious unconscious	mortal immortal	bearable unbearable	agree disagree
use misuse/disuse	regular irregular	possible impossible	easy uneasy	fortunately unfortunately	happy unhappy

Add Suffixes (ish, al, ful, en, ness, ment, able, hood, ive, ion)					
Note: In most words ending on "e", the ending 'e' is dropped before adding the suffix, as shown in the word 'survive' in the table below:					
child childish	help helpful	reflect reflective	strength strengthen	kind kindness	employ employment
power powerful	accident accidental	salt saltish	response responsive	survive survival	reject rejection
pollute pollution	achieve achievement	product production	excite excitement	shame shameful	inform informal
suggest suggestion	enjoy enjoyment	equip equipment	agree agreement	comfort comfortable	improve improvement
mother motherhood	attract attraction	amuse amusement	relate relative	sad sadness	cheer cheerful

## Textbook Exercise 6

Add prefixes or suffixes to the words given in the brackets and fill in the blanks. Write the complete sentences in your notebook. Next, compare your answers with your partner.

- My father was feeling \_\_\_\_\_ due to severe pain. (easy)
- His seat on the train was very \_\_\_\_\_. (comfort)
- Mr. Moeen is very \_\_\_\_\_ and is often absent from his office. (regular)
- His \_\_\_\_\_ behaviour bothered everyone. (child)
- There is a lot of \_\_\_\_\_ in our country. (pollute)



06. We must show \_\_\_\_\_ to everyone, especially the old and the weak. (kind)
07. All survived in the horrible accident, but \_\_\_\_\_ the driver was killed. (fortunately)
08. \_\_\_\_\_ of the sunlight in the mirror disturbed me when I was driving. (reflect)
09. \_\_\_\_\_ from the national hockey team was \_\_\_\_\_ for me. (reject, bearable)
10. The \_\_\_\_\_ given by the team member was \_\_\_\_\_. (inform, official)

### Answer Key

01. uneasy 02. uncomfortable 03. irregular 04. childish 05. pollution  
 06. kindness 07. unfortunately 08. reflection 09. Rejection, unbearable  
 10. information, unofficial

## Textbook Exercise 7

Work in pairs and add a prefix and a suffix to the same root word. Then write a sentence using each word. The first one has been done as an example.

S.No.	Form	Words	Sentences
01.	root + prefix	prepay	I had to prepay to get my mobile credit.
	root word	pay	They receive their pay on the last day of the month.
	root + suffix	payment	My father has made the payment for this motorbike.
02.	prefix + root	unhappy	My uncle looks unhappy about this matter.
	root word	happy	I am happy because we are going on vacation.
	root + suffix	happiness	Happiness comes from within.
03.	prefix + root	disagree	I disagree with Jawad about leaving the school.
	root word	agree	Do you agree with me?
	root + suffix	agreement	Both political parties haven't announced their agreement yet.
04.	prefix + root	disorder	I have not expected this kind of disorder.
	root word	order	Put these things in order.
	root + suffix	orderly	The crowd dispersed in an orderly manner.
05.	prefix + root	misuse	Most people are misusing this law.
	root word	use	You can use these things if you want to.
	root + suffix	useful	Be useful to society.
06.	prefix + root	disrespect	Mr Zahoor is so proud that he shows disrespect for the poor.
	root word	respect	Respect your elders.
	root + suffix	respectful	The students greet the teachers in a respectful manner.

Verbs in which all three parts are the same			Verbs in which two parts are the same		
Present	Past	Past Participle	Present	Past	Past Participle
cost	cost	cost	beat	beat	beaten
cut	cut	cut	become	became	become
hit	hit	hit	bring	brought	brought
hurt	hurt	hurt	build	built	built
put	put	put	burn	burned/burnt	burned/burnt
read	read	read	buy	bought	bought
shut	shut	shut	catch	caught	caught
spread	spread	spread	come	came	come
Verbs in which all three parts are different			dig	dug	dug
be (is, am)	was	been	feed	fed	fed
begin	began	begun	feel	felt	felt
break	broke	broken	fight	fought	fought
choose	chose	chosen	find	found	found
do	did	done	get	got	got
draw	drew	drawn	have	had	had
drink	drank	drunk	hear	heard	heard
drive	drove	driven	hold	held	held
eat	ate	eaten	keep	kept	kept
fall	fell	fallen	learn	learned/learnt	learned/learnt
fly	flew	flown	leave	left	left
forget	forgot	forgotten	lose	lost	lost
give	gave	given	make	made	made
grow	grew	grown	meet	met	met
know	knew	known	run	ran	run
ride	rode	ridden	say	said	said
ring	rang	rung	sell	sold	sold
rise	rose	risen	send	sent	sent
see	saw	seen	sit	sat	sat
shake	shook	shaken	sleep	slept	slept
show	showed	shown	spell	spelled/spelt	spelled/spelt
sing	sang	sung	spend	spent	spent
speak	spoke	spoken	stand	stood	stood
steal	stole	stolen	sweep	swept	swept
swim	swam	swum	teach	taught	taught
take	took	taken	tell	told	told
throw	threw	thrown	think	thought	thought
wear	wore	worn	understand	understood	understood
write	wrote	written	win	won	won

## Kinds of verbs:

There are two kinds of verbs: *regular and irregular*.

Most words in the English Language are regular, i.e., their past and past participle forms both take 'ed'.

Example: wash - washed - washed

play - played - played

call - called - called

However, there are three types of irregular verbs, as given on the previous page.

## Tenses

## زمانہ

There are three kinds of tenses:

1. Present tense
2. Past tense
3. Future tense

Forms of tenses:

Each kind of tenses has four forms:

Present	Past	Future
Indefinite	Indefinite	Indefinite
Continuous	Continuous	Continuous
Perfect	Perfect	Perfect
Perfect Continuous	Perfect Continuous	Perfect Continuous

### Present Indefinite Tense

فعل حال مطلق

1. I write a letter.
2. They play hockey.
3. She goes to school daily.
4. I do not tell a lie.
5. He does not play cricket.
6. Does he go to school on foot?

میں خط لکھتا ہوں۔

وہ ہاکی کھیلتے ہیں۔

وہ روزانہ اسکول جاتی ہے۔

میں جھوٹ نہیں بولتا ہوں۔

وہ کرکٹ نہیں کھیلتا ہے۔

کیا وہ پیدل اسکول جاتا ہے؟

اردو میں Present Indefinite Tense کے جملے کے آخر میں 'تا ہے، تی ہے، تے ہیں، تاہوں، تی ہوں، تی ہیں، آتا ہے۔' لکھے جاتے ہیں۔



(i) اگر subject (فاعل) third person singular یعنی he, she, it, any name ہو تو verb کی پہلی فارم کے ساتھ s یا es لگاتے ہیں۔ باقی تمام subject کے بعد صرف verb کی first form ہی لگتی ہے۔ خواہ subjects جمع ہوں یا واحد۔

(ii) انکار میں negative sentences میں third person singular کے بعد does not اور باقی تمام subjects کے بعد do not لگاتے ہیں۔

do not یا does not کے بعد ہمیشہ verb کی پہلی فارم لگتی ہے۔







## Revision of Present Simple, Continuous, Perfect, and Perfect Continuous

<b>Present Simple Tense</b>	<ul style="list-style-type: none"> <li>• routine or habit</li> <li>• general truth</li> <li>• near future</li> <li>• describing something / someone</li> </ul>	<ul style="list-style-type: none"> <li>• I <i>take</i> a bath at seven in the morning.</li> <li>• The sun <i>rises</i> in the east.</li> <li>• The tournament <i>starts</i> next week.</li> <li>• Their cat <i>has</i> blue eyes.</li> </ul>
<b>Present Continuous Tense</b>	<ul style="list-style-type: none"> <li>• action in progress</li> <li>• temporary action</li> <li>• near future</li> <li>• use of am / is / are + ing</li> </ul>	<ul style="list-style-type: none"> <li>• I <i>am writing</i> a letter.</li> <li>• They <i>are having</i> a good time.</li> <li>• He <i>is leaving</i> for Chitral next week.</li> </ul>
<b>Present Perfect Tense</b>	<ul style="list-style-type: none"> <li>• action in recently completed</li> <li>• a past situation related to the present</li> <li>• use of has / have</li> </ul>	<ul style="list-style-type: none"> <li>• She <i>has finished</i> her work.</li> <li>• I <i>have written</i> three letters since morning.</li> </ul>
<b>Present Perfect Continuous Tense</b>	<ul style="list-style-type: none"> <li>• an action continuing over a period of time up to the present</li> <li>• use of has / have + been + ing</li> </ul>	<ul style="list-style-type: none"> <li>• I <i>have been ringing</i> the doorbell for a while but there is no answer.</li> <li>• The water <i>has been boiling</i> for twenty minutes.</li> </ul>

**JOIN FOR MORE!!!**

### Textbook Exercise 1

Use the correct form of the Present Simple to fill the following blanks. Use the words given below. You can use one word only once. Remember that a verb used with the third person always takes 's' or 'es' in Present Simple.

build      remember      play      dress      forget      listen  
study      get

01. Birds usually \_\_\_\_\_ their nests in the summer.
02. I always \_\_\_\_\_ carefully to parent's advice.
03. He \_\_\_\_\_ up late and \_\_\_\_\_ quickly for school.
04. We \_\_\_\_\_ in the afternoon and \_\_\_\_\_ in the evening.
05. My friend \_\_\_\_\_ name but \_\_\_\_\_ numbers.



### Answer Key

01. build      02. listen      03. gets      04. play , study  
05. remembers , forgets



## Textbook Exercise 2

Use the correct form of the Present Continuous to fill the following blanks. Use the words given below. You can use one word only once. Remember that in the Continuous form 'ing' is added to the verb and am / is / are added before the verb.

write   sing   rain   make   explain   swim  
enjoy   learn

01. Look! It \_\_\_\_\_ so hard.
02. We \_\_\_\_\_ English these days.
03. The birds \_\_\_\_\_ and the farmers \_\_\_\_\_ their songs.
04. The teacher \_\_\_\_\_ and the students \_\_\_\_\_.
05. Some children \_\_\_\_\_ in the pond and some \_\_\_\_\_ clay toys.

### Answer Key

01. is raining   02. are learning   03. are singing, are enjoying  
04. is explaining, are writing   05. are swimming, are making

## Textbook Exercise 3

Use the correct form of the Present Simple and Present Continuous to fill the following blanks. Use the words given below. You can use one word only once.

come   sleep   behave   speak   clean   drink  
understand   wash   travel   watch

- (a). We \_\_\_\_\_ to Gilgit tomorrow.
- (b). My sister \_\_\_\_\_ nicely with everyone.
- (c). His brother \_\_\_\_\_ tea three times a day.
- (d). Our uncle \_\_\_\_\_ to our house this weekend.
- (e). She \_\_\_\_\_ and \_\_\_\_\_ Persian very well.
- (f). I \_\_\_\_\_ my room every day and I also \_\_\_\_\_ my clothes sometimes.
- (g). My mother usually \_\_\_\_\_ television at this time but today she \_\_\_\_\_.

### Answer Key

- (a). are travelling   (b). behaves   (c). drinks   (d). is coming  
(e). understands, speaks   (f). clean, wash   (g). watches, is sleeping

## Textbook Exercise 4

Work in pairs and fill the blanks in the following paragraph, by using the correct Present Simple and Present Continuous form of the words given below. You can use one word only once. After you have completed, discuss with another pair, and compare your answers.

dress see move set plan go take enjoy  
begin agree gather wait come give shout know  
hire inform ask jump sit look get reach tell

The school holidays are beginning tomorrow. The children are sitting together and are planning what to do. They agree to go to the village fair on Saturday. On Saturday morning, they all get up early, dress quickly and gather outside. They inform their mother that they are going to the village fair with their father. As soon as father comes outside, they all shout with joy. The father knows that his children are looking forward to the trip. He hires a carriage and takes them to the fair. As soon as they reach there, the children jump from the carriage. They move from one stall to another. Their father gives them some money and tells them to enjoy themselves. After some time, although the father sees that the children are enjoying a lot, he asks everyone to gather together as the sun is setting and their mother are waiting for them to get home.

## Textbook Exercise 5

Use the correct form of the Present Perfect to fill the following blanks. Use the words given below. You can use one word only once. Remember to use 'has' with the third person singular.

eat throw help go read make  
apply complain climb complete

- I \_\_\_\_\_ this book twice already.
- We \_\_\_\_\_ all the mangoes.
- My brother \_\_\_\_\_ for a job.
- They will win this match as already they \_\_\_\_\_ ninety runs.
- Seema \_\_\_\_\_ her work as Beena \_\_\_\_\_ her throughout.
- We \_\_\_\_\_ so many times but they \_\_\_\_\_ the garbage here again.
- Tariq's little sister \_\_\_\_\_ up the tree, now he \_\_\_\_\_ up to get her.

### Answer Key

- have read
- have eaten
- has applied
- have made
- has completed, has helped
- have complained, have thrown
- has climbed, has gone

## Textbook Exercise 6

Use the correct form of the Present Perfect Continuous to fill the following blanks. Use the words given below. You can use one word only once.

jump watch rain cook drive work  
plant talk chase sit

01. We \_\_\_\_\_ since twelve noon.
02. It \_\_\_\_\_ for three hours continuously.
03. They \_\_\_\_\_ for an hour.
04. I \_\_\_\_\_ all morning.
05. She \_\_\_\_\_ food for us without a break while we \_\_\_\_\_ this match.
06. My grandmother \_\_\_\_\_ outside and my father \_\_\_\_\_ vegetables.
07. The dog \_\_\_\_\_ the cat and the cat \_\_\_\_\_ all around.

### Answer Key

01. have been driving 02. has been raining 03. have been talking  
04. have been working 05. has been cooking, have been watching  
06. has been sitting, has been planting 07. has been chasing, has been jumping

## Textbook Exercise 7

Work in pairs and fill the blanks in the following paragraph, by using the correct Present Perfect and Present Perfect Continuous form of the words given below. You can use one word only once. After you have completed, discuss with another pair, and compare your answers.

start cook wait do work help announce made  
study pray manage complete struggle go

Our principal has announced the date for the exams finally; we have been waiting for this announcement since last week. My friend and I have been working since last week as we want to get good marks. We have been studying about six hours every day. We have started revising English and have completed with Urdu today. We have been going to Faisal's house to learn Mathematics from his brother. He has been helping us and we have managed to complete more than half of the course. However, since the last semester, we have been doing history and try to read more and I think we have made some progress. My mother has been praying for us every day, I have been doing my best, and my friend's mother has been cooking delicious food for us to keep up our spirits. Now, we have to perform well.



## Textbook Exercise 8

### Simple and Compound Sentences

A simple sentence usually has a single verb. It has a sentence: a subject, a verb, and a completed thought.

**Example:** Jamil *plays* tennis every Saturday.

Jamil = *plays* tennis every Saturday.

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a linking word.

**Example:** Jamil *plays* tennis every Saturday **but** this Saturday he is *playing* golf.

Linking words are easy to remember if you think of the word **FAN BOYS**:

F	A	N	B	O	Y	S
o	n	o	u	r	e	o
r	d	r	t		t	

However, there are other linking words also, e.g., because, as, etc.

## Textbook Exercise 9

Look at the following sentences. Write 'S' if it is a simple sentence and 'C' if it is a compound sentence, in the answer column. An example has been done for you.

S.No.	Sentences	Answer
01.	You have been sleeping since morning.	S
02.	I don't know the answer.	S
03.	I want to lose weight, yet I eat chocolates daily.	C
04.	Atif is famous, but he is very humble.	C
05.	You may eat a mango or have mango pickle.	C
06.	He is totally dependent on his parents.	S
07.	He was feeling sick, so he went to the doctor.	C
08.	No one is traveling these days.	S
09.	I go to the library, for I love reading.	C
10.	He is rich and he has a good heart.	C

## Textbook Exercise 10

After identifying the simple and compound sentences in the above exercise, convert the compound sentences into two simple sentences by removing the linking words. Sentence 3 in the above exercise has been done as an example. Compare your answers with your partner.

**Example:** I want to lose weight.

I eat chocolates daily.

## Textbook Exercise 11

Write in pairs and make five simple sentences and five compound sentences, using the linking words given in the box.

No.	Simple Sentences	Compound Sentences	Linking Words
81	Wahid waited for the train.	I like coffee, and Abid likes tea.	and
82	The train was late.	Rashid ran fast, but he couldn't catch the ball.	but
83	Ali and Sami took the bus.	Rashid never writes the letter, nor did he call him.	nor
84	Tahira is writing a letter.	The train was late for 10 minutes, so Ali was angry.	so
85	I am buying a new pair of shoes.	Wahid waited for the train, but the train was late.	but

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## Past Indefinite Tense

## فعل ماضی مطلق

1. He told a lie. اس نے جھوٹ بولا۔
2. He punished all the boys. اس نے تمام لڑکوں کو سزا دی۔
3. We did not win a match. ہم نے میچ نہیں جیتا۔
4. Father did not buy a new car. ابا جان نے نئی کار نہیں خریدی۔
5. Did Jamila make a noise? کیا جمیلہ نے شور مچایا؟
6. Did you laugh at the beggar? کیا تم نے فقیر کا مذاق اڑایا؟
7. Why did she weep? وہ کیوں روتی؟
8. Where did he go? وہ کہاں گیا؟

پہچان: Past Indefinite Tense (فعل ماضی مطلق) گزرے ہوئے زمانہ کو ظاہر کرتا ہے۔ جملہ کے آخر میں، اے، ی، و غیرہ جیسے، ہلا، ہور گیا، وہ لاہور سے آیا، آتا ہے۔

طریقہ:

- (i) ہر number اور person کے subjects کے بعد verb کی دوسری فارم استعمال ہوتی ہے۔
- (ii) انکاریہ جملوں negative sentence میں subject کے بعد did not لگاتے ہیں اور verb کی دوسری فارم کو پہلی فارم میں بدل دیتے ہیں۔
- (iii) سوالیہ جملوں interrogative sentence میں subject سے پہلے Did لگاتے ہیں اور Did کے ساتھ ہمیشہ verb کی پہلی فارم استعمال ہوتی ہے۔
- (iv) اگر جملہ میں کب، کس طرح، کیسے، کہاں وغیرہ کے الفاظ ہوں تو سوالیہ جملہ کے آغاز میں ان الفاظ کا انگریزی ترجمہ کر کے لہجہ دیا جاتا ہے۔

## Past Continuous Tense

## فعل ماضی جاری

1. The boys were making a noise. لڑکے شور مچا رہے تھے۔
2. The lion was roaring. شیر دھاڑ رہا تھا۔
3. He was depositing money in the bank. وہ بینک میں روپیہ جمع کر رہا تھا۔
4. I was not reciting the Holy Quran. میں قرآن پاک نہیں پڑھ رہا تھا۔
5. They were not playing a match. میچ کھیل رہے تھے۔
6. Was a bear coming to them? کیا ایک ریلچھ ان کی طرف آ رہا تھا؟
7. Why was she white-washing the room? وہ کمرے میں سفیدی کیوں کر رہی تھی؟
8. Where were they going? وہ کہاں جا رہے تھے؟

پہچان: Past Continuous Tense (فعل ماضی جاری) گزرے ہوئے زمانہ میں کسی کام کے جاری رہنے، ہونا ظاہر کرتا ہے۔ جملہ کے آخر میں، رہا تھا، رہی تھی، رہے تھے، رہی تھیں وغیرہ آتا ہے۔



- (i) subject (فاعل) First Person Singular یا Third Person Singular ہوتا ہے بعد verb اور پھر verb کی پہلی فارم کے ساتھ ing آتا ہے۔
- (ii) انکاریہ جملوں negative sentence میں was یا were کے بعد not آتا ہے۔
- (iii) سوالیہ جملوں interrogative sentence میں Was یا Were کو subject سے پہلے استعمال کرتے ہیں۔
- (iv) اگر جملہ میں کب، کہاں، کیسے، کون سا، وغیرہ کے الفاظ ہوں تو سوالیہ جملہ کے آغاز میں ان الفاظ کا انگریزی ترجمہ کر کے لکھ دیا جاتا ہے۔

## Past Perfect Tense

## فعل ماضی بعید

1. He had gone to Lahore.
2. She had lost her purse.
3. She had not won a scholarship.
4. Had they won the match?
5. The bell had rung before I reached.
6. Had they taken meals before the sun set?
7. The patient had died before the doctor came.
8. He had written.

پہچان: Past Perfect Tense (فعل ماضی بعید) کا جملہ ظاہر کرتا ہے کہ کام گزرے ہوئے (ماضی میں) ہو چکا تھا بلکہ آخر میں چکا تھا، پہلی تھی، چکے تھے، وغیرہ آتا ہے۔

- طریقہ:
- (i) subject کے بعد had اور had کے بعد verb کی تیسری فارم لگاتے ہیں۔
  - (ii) انکاریہ جملوں کی صورت میں had کے بعد not آتا ہے۔
  - (iii) سوالیہ جملوں میں Had کو subject سے پہلے لاتے ہیں۔

## Past Perfect Continuous Tense

## فعل ماضی قریب جاری

1. They had been playing since morning.
2. I had been writing for four years.
3. It had not been drizzling since morning.
4. Had he been teaching in this school for five years?

پہچان: Past Perfect Continuous Tense (فعل ماضی قریب جاری) کے ہر جملے کے آخر میں رہا تھا، رہے تھے، رہی تھی آتا ہے۔

- طریقہ:
- (i) Affirmative جملوں میں ہر subject کے بعد had been اور verb کی پہلی فارم کے ساتھ ing آتا ہے۔
- اگر وقت سے دن، تاریخ، گھنٹہ، سال کی وضاحت ہوتی ہو تو since، اگر صرف مقدار یا تعداد کا اظہار ہوتا ہو تو for استعمال کرتے ہیں۔

- (ii) انکار یہ جملوں میں had کے بعد not اور پھر been آتا ہے۔
- (iii) سوالیہ جملوں میں Had کو subject سے پہلے لاتے ہیں۔
- (iv) سوالیہ انکار یہ جملوں میں subject سے پہلے Had لاتے ہیں subject کے بعد not لگاتے ہیں۔

Revision of Past Simple Tense		
Past Simple Tense	<ul style="list-style-type: none"> <li>An action or event completed in the past</li> <li>A series of actions and events completed over a period of time in the past</li> </ul>	<ul style="list-style-type: none"> <li>I visited Sukkur last year.</li> <li>My sister studied Islamic architecture when she was at the university.</li> </ul>
Past Continuous Tense	<ul style="list-style-type: none"> <li>An action or single event in progress in the past, usually of short duration</li> <li>An action or single event in the past interrupted by a non-continuous past action</li> </ul>	<ul style="list-style-type: none"> <li>They were discussing the power breakdown in their area.</li> <li>I was watching TV when you called last night.</li> </ul>
Past Perfect Tense	<ul style="list-style-type: none"> <li>An action in the past, that took place before another happened</li> <li>An action continuing over a period of time up to a time in the past</li> </ul>	<ul style="list-style-type: none"> <li>The train had left the station before we arrived there.</li> <li>My grandfather had been ill for a while.</li> </ul>
Past Perfect Continuous Tense	<ul style="list-style-type: none"> <li>An action which happened over a period of time in the past</li> </ul>	<ul style="list-style-type: none"> <li>My co-worker had been doing that job for three years.</li> </ul>

### Textbook Exercise 1

Use the correct form of the Past Simple to fill the following blanks. Use the words given below. You can use one word only once. Once you have completed, compare your answers with your partner and make corrections where necessary, in this and all exercises from 1 to 8.

eat close sell belong live make  
lock run

01. We \_\_\_\_\_ delicious food at their house.

02. The mouse \_\_\_\_\_ under the cupboard.  
 03. The guard \_\_\_\_\_ and \_\_\_\_\_ the gate before going to bed.  
 04. The house in which we \_\_\_\_\_ till last year \_\_\_\_\_ to my uncle.  
 05. The parrots \_\_\_\_\_ a lot of noise so we \_\_\_\_\_ them.

### Answer Key

01. ate      02. ran      03. closed, locked      04. lived, belonged  
 05. made, sold

## Textbook Exercise 2

Use the correct form of the Past Continuous to fill the following blanks. Use the words given below.  
 You can use one word only once.

do    drive    shake    tell    fly    wash  
 fight    fall

- (a). The papers \_\_\_\_\_ in all directions due to strong winds.  
 (b). The boys \_\_\_\_\_ over who would play first.  
 (c). We \_\_\_\_\_ the tree and the ripe fruits \_\_\_\_\_ on the ground.  
 (d). My sister \_\_\_\_\_ her homework while I \_\_\_\_\_ dishes.  
 (e). The driver \_\_\_\_\_ the car and my brother \_\_\_\_\_ him the directions.

### Answer Key

- (a). were flying      (b). were fighting      (c). were shaking, were falling  
 (d). was doing, was washing      (e). was driving, was telling

## Textbook Exercise 3

Use the correct form of the Past Simple or Continuous to fill the following blanks. Use the words provided in the brackets.

When Kakenya Ntaiya, from Kenya, was fourteen, she requested (request) her father to let her finish high school. She was dreaming (dream) high as she was making (make) good progress and was achieving (achieve) good grades. Her teachers knew (know) that she was (be) very intelligent and they were encouraging (encourage) her to go for higher education. She promised (promise) her father that he would be proud of her one day, if he allowed (allow) her to continue her education. Very few Maasai girl tribe to which she belonged (belonged) ever finished (finish) high school, but her father accepted (accept) her request.



Ntaiya kept (keep) her promise to her father. She began to work even harder, and soon she won (win) a scholarship to go to the USA. The village where she lived (live) was very small. However, the villagers were so proud of her that they all came (come) to see her off when she was leaving (leave). Ntaiya was crying (cry) as she was leaving (leave). It was (be) a touching scene. Everyone was waving (wave) their hands and Ntaiya shouted (shout) that she would come back to serve the people in the village. When she graduated, she worked (work) for a while at the UN and then got a doctorate degree. Then she returned (return) home and wanted (want) to set up a primary school in her old village. At first, some villagers refused (refuse) to give Ntaiya the land for the school, but many parents now realised (realise) how important a good education could be for their daughters. Till last year, the school was providing (provide) education to more than 150 girls. The girls at the school praised (praise) Ntaiya. They were working (work) hard to become teachers, doctors, or lawyers.

### Textbook Exercise 4

Use the correct form of the Past Perfect to fill the following blanks. Use the words given below. You can use one word only once.

sweep leave spend die  
travel reach cover finish

- (a). We \_\_\_\_\_ a lot of money on buying gifts, so we decided to stop.  
(b). As soon as Samina \_\_\_\_\_ the yard there was a storm.  
(c). The group \_\_\_\_\_ several miles and \_\_\_\_\_ a big part of their journey.  
(d). The students \_\_\_\_\_ their work and \_\_\_\_\_ for home when the rain started.  
(e). She \_\_\_\_\_ before they \_\_\_\_\_ the hospital.

#### Answer Key

- (a). had spent (b). had swept (c). had travelled  
(d). had finished, had left (e). had died, had reached

### Textbook Exercise 5

Use the correct form of the Past Perfect Continuous to fill the following blanks. Use the words given below. You can use one word only once.

refuse worry cry ring fly  
paint warn dig bark read

01. He \_\_\_\_\_ for help for five hours when the rescue team finally arrived.  
02. I \_\_\_\_\_ for two hours before I fell asleep.  
03. We \_\_\_\_\_ for 16 hours and everyone was very tired.

04. I \_\_\_\_\_ about my results the whole week.
05. The labourers \_\_\_\_\_ and the painters \_\_\_\_\_ for several days before they were allowed to go home.
06. The bell \_\_\_\_\_ and the dog \_\_\_\_\_ for nearly 20 minutes before someone opened the door.
07. The MET department \_\_\_\_\_ about a storm but the people \_\_\_\_\_ to listen.

### Answer Key

01. had been crying      02. had been reading      03. had been flying  
 04. had been worrying      05. had been digging, had been painting  
 06. had been ringing, had been barking      07. had been warning, had been refusing

## Textbook Exercise 6

Use the correct form of the Past Perfect or Past Perfect Continuous to fill the following blanks. Use the words provided in the brackets.

Her toothache had been bothering (bother) her all night. She had taken (take) painkillers, but the pain had continued (continue). She had been seeing (see) a dentist for two weeks, who had said (say) that nothing could be done until the pain subsided. She had consulted (consult) her grandmother for natural remedies and had been trying (try) everything to combat the pain, but no results. Also, she had been searching (search) for remedies on the internet for five days, but even that medium had failed (fail) to provide any solution. Not knowing what else to do, she had come (come) to the conclusion that she had done (do) all that she could, when her mother had thought (think) of a simple solution. She had agreed (agree) to try it. It had worked (work) wonders and she had been sleeping (sleep) peacefully for the past five hours when we went to her house.



# Articles

'a', 'an' and 'the' are called articles.

'an' اور 'the' آرٹیکلز کہلاتے ہیں۔

## Uses of 'a' and 'an'

'a' اور 'an' کا استعمال

We use 'a' and 'an' with singular countable nouns.

ہم 'a' اور 'an' واحد قابل شمارتاؤں کے ساتھ استعمال کرتے ہیں۔

We use 'a' with a word beginning with a consonant sound

ہم 'a' ایسے لفظ کے استعمال کرتے ہیں جو consonant کی آواز سے شروع ہوتا ہے

e.g. a book, a university, a young man, a table, etc.

We use 'an' with a word beginning with a vowel sound.

ہم 'an' ایسے لفظ کے ساتھ استعمال کرتے ہیں جو vowel کی آواز سے شروع ہوتا ہے

e.g. an elephant, an hour, an heir, an orange, etc.

'the' کا استعمال

## Uses of 'the'

منفرد اشیاء سے پہلے

1. Unique things.

e.g. the sun, the moon, the sky, the environment, etc.

2. Singular nouns representing the whole class.

واحد اؤنٹز جو پوری جماعت کو ظاہر کرتے ہیں۔

e.g. the rose, the computer, the teacher, the scientist, etc.

3. Superlative degrees of adjectives.

انجیکٹو کی سب سے زیادہ

e.g. the tallest, the coldest, the most interesting thing, etc.

4. Before adjectives used as nouns.

انجیکٹو سے پہلے جو بطور نون استعمال ہوں۔

e.g. the rich, the poor, the disabled, the unemployed, the brave, etc.

Note: only few adjectives are used as nouns.

نوٹ: صرف چند انجیکٹو ہیں جو بطور نون استعمال ہوتے ہیں۔

5. Before names of newspapers, magazines.

اخبارات اور رسائل کے ناموں سے پہلے

e.g. the Newsweek, the Time, etc.

6. Before ordinals.

عددی نامی سے پہلے

e.g. the first, the next, the last, the third, etc.

7. Before Holy Books.

مقدس کتابوں سے پہلے

e.g. the Quran, the Bible, the Ramayana, etc.

8. Before the nouns which are in context.

ان اؤنٹز سے پہلے جو سیاق و سباق سے ظاہر ہوں۔

e.g. the window, the kitchen, the door, the TV, etc.

9. When a thing is mentioned the second time.

جب کسی چیز کا دوبارہ ذکر ہو۔

e.g. I collided with a tree. The tree was in the centre of the road.

I met a boy yesterday the boy could speak many languages fluently.



1. before proper nouns
2. before abstract nouns
3. before material nouns
4. before names of meals
5. before names of languages
6. before names of relations
7. before names of games
8. before names of diseases
9. before names of colours
10. before fixed phrases, e.g. by bus, by air, catch fire, in trouble, in debt, at home, on duty, on time, etc.

پروپرائر نائوز سے پہلے  
 غیر مادی نائوز سے پہلے  
 مادی نائوز سے پہلے  
 کھانے کے ناموں سے پہلے  
 زبانوں کے ناموں سے پہلے  
 رشتہ داروں کے ناموں سے پہلے  
 کھیلوں کے ناموں سے پہلے  
 بیماریوں کے ناموں سے پہلے  
 رنگوں کے ناموں سے پہلے  
 مخصوص امر پر از سے پہلے

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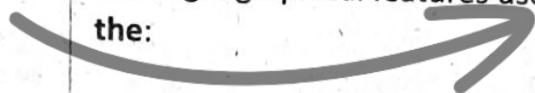
A and an are indefinite articles and are used to indicate a single item.	Take a pencil. (Take <b>one</b> pencil).
Do not use a or an with a plural noun.	I won a hundred dollars. (I won <b>one</b> hundred dollars).
Use a as an unspecific reference before a consonant.	They talked about a good restaurant to visit. They talked about the good Italian restaurant on main Street.
Use a as an unspecific reference before a consonant.	He likes to read a book. (She likes to read <b>any</b> book, <b>not</b> a specific one).
That was a funny story. (That was <b>one</b> of many funny stories).	
A / An Use a when the word following it starts with a consonant sound.	a book, a hospital, a leg, a one-inch pipe, a youth
Use an as an unspecific reference before a vowel sound (a,e,i,o,u).	an apple, an opera, an eagle, an idea, an SOS (the s here is an es sound)
Words that begin with u or h can have either a vowel or a consonant sound. Make the choice based on the sound of the first word after the article, even if that word is not the noun	a union, a uniform (use a when the u sounds like the y in you) an unbelievable event, an umbrella. a unique umbrella an honor, an hour, an honest person a hotel, a history book, a historian an historian, an historic event (NOTE: words like historic can take either a or an)



The	Use <b>the</b> as a specific reference to a common noun or something that is one of a kind	Give me <b>the</b> book on the table. (identifies a specific book) <b>The</b> sun rose at seven o'clock. (identifies something that is one of a kind)
	Use <b>a</b> or <b>an</b> to introduce a noun the first time it is mentioned, and then <b>the</b> is used afterwards whenever the noun is mentioned.	I bought <b>a</b> sandwich for lunch. I shared <b>the</b> sandwich with my friend.
	A proper noun names unique person, place, or thing do not use an article	"I went to New York City."
	An exception is the proper nouns with " <b>of</b> " as part of the name:	<b>the</b> Fourth of July <b>the</b> University of Virginia <b>the</b> United States of America <b>the</b> President of Mexico <b>the</b> Statue of Liberty
	Plural proper nouns use <b>the</b> :	<b>the</b> Chicago Bulls <b>the</b> Johnsons <b>the</b> Blue Ridge Mountains
	A proper noun that names a group (a collective noun) also uses <b>the</b> :	<b>the</b> Commonwealth of Virginia <b>the</b> United Arab Emirates <b>the</b> Society of Friends
	Some geographical features use <b>the</b> :	<b>the</b> Gobi Desert <b>the</b> Atlantic Ocean <b>the</b> Pyramids <b>the</b> Amazon Lake Superior
	But other geographical features do not use <b>the</b> :	Albemarle County Route 29 Mount Vesuvius

The

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## Textbook Exercise 7

Work individually and fill the following blanks with article *a / an*, where necessary. Put a cross (X) in the blanks where an article is not required. After completing, compare your answers with your partner.



- \_\_\_\_\_ giraffe has \_\_\_\_\_ long neck.
- \_\_\_\_\_ Australian sheep gives us \_\_\_\_\_ good wool.
- He is \_\_\_\_\_ honest man but his friend is \_\_\_\_\_ crook.
- To help the students, \_\_\_\_\_ example has been given in the exercise.
- Would you like to have \_\_\_\_\_ cup of tea or \_\_\_\_\_ something to eat?

06. \_\_\_\_\_ factory is being built next to our house.  
 07. Boil \_\_\_\_\_ eggs and make \_\_\_\_\_ sandwiches for breakfast.  
 08. It was \_\_\_\_\_ honour to be nominated.  
 09. I want to buy \_\_\_\_\_ uniform when \_\_\_\_\_ schools reopen in August.  
 10. \_\_\_\_\_ old friend is staying at \_\_\_\_\_ hotel on the River Indus.

### Answer Key

01. A , a    02. An , X    03. an , a    04. an    05. a , X    06. A  
 07. X , X    08. an    09. a    10. An , a

## Textbook Exercise 8

Work individually and fill the following blanks with article 'the' where necessary. Put a cross (x) in the blanks where 'the' is not required. After completing, compare your answers with your partner.

01. \_\_\_\_\_ English language is \_\_\_\_\_ most spoken language in the world.  
 02. There are \_\_\_\_\_ beautiful flowers in \_\_\_\_\_ park.  
 03. My sister lives in \_\_\_\_\_ USA.  
 04. There is \_\_\_\_\_ dirt on this plate and there is a dirty mark on \_\_\_\_\_ tablecloth.  
 05. \_\_\_\_\_ lions are dangerous animals, but \_\_\_\_\_ dogs are \_\_\_\_\_ good friends of people.  
 06. When you drive a car in \_\_\_\_\_ UAE, you must keep to \_\_\_\_\_ right.  
 07. \_\_\_\_\_ inventor of the telephone was \_\_\_\_\_ Graham Bell.  
 08. \_\_\_\_\_ directions to \_\_\_\_\_ central library are clear.  
 09. \_\_\_\_\_ butcher opposite \_\_\_\_\_ library sells \_\_\_\_\_ good meat.  
 10. One of \_\_\_\_\_ persons I love \_\_\_\_\_ most is my mother.

### Answer Key

01. The , the    02. X , the    03. the    04. X , the    05. the , the  
 06. the , the    07. The , X    08. The , the    09. The , the    10. the , the

## Textbook Exercise 9

Work individually and fill the following blanks with article 'a / an / the', where necessary. Put a cross (x) in the blanks where an article is not required. After completing, compare your answers with your partner.

Who has not heard of the famous Khyber Pass in Pakistan? It is a narrow mountain valley in X Khyber Pakhtunkhwa province. We can go to the Khyber Pass from X Peshawar. Many people who want to go to X Afghanistan cross the border from the Khyber Pass. The Aryans crossed it to reach the Khyber Pass has been famous in X history for thousands of years. The Aryans crossed it to reach the sub-continent about four thousand years ago. After them came X Mongols and X Tartars. Moreover, Khyber Pass is an ancient trade route. It is a route that has been used extensively by X caravans carrying bales of cotton and silk. Occasionally, a caravan would also carry a ton or two of spices. Although it is an old route, the trade is still carried out through this route but now X buses, trucks, and trains carry X goods from one country to another.



## Future Indefinite Tense فعل مستقبل معروف

1. We will go to Lahore tomorrow.
2. You will respect your elders.
3. I will not bother you.
4. He will not vote for us.
5. Will the snow melt soon?
6. Who will print this book?

میں لاہور جاؤں گی۔

تم اپنے بڑوں کی عزت کرو گے۔

میں آپ کو پریشان نہیں کروں گا۔

وہ ہمیں ووٹ نہیں دے گا۔

کیونکہ جلد پگھل جائے گی؟

اس کتاب کو کون چھاپے گا؟

Future Indefinite Tense (فعل مستقبل معروف) میں گئے، گی، آتا ہے۔

پہچان:

طریقہ:

JOIN  
FOR  
MORE!!!

(i) Affirmative جملوں میں I اور we کے بعد shall اور باقی تمام subjects کے بعد will آتا ہے۔

اگر ماضی سے دل میں تڑپ ہو تو shall کی جگہ will سے شروع کریں۔

(ii) Negative جملوں میں I اور we کے بعد shall یا will کے بعد not آتا ہے۔

(iii) Question جملوں میں Shall یا Will کے بعد سوالیہ لفظ آتا ہے۔

(i)

(ii)

(iii)

(iv)

اگر جملہ میں پہلے ہی Future Indefinite Tense کا استعمال ہو تو اس کے subject کے بعد shall کی بجائے will اور will کی بجائے shall آتا ہے جیسے:

1. I will fulfil my promise.
2. You shall never steal.
3. He shall help you.

میں اپنا وعدہ ضرور پورا کروں گا۔ (پہلے وعدہ)

تم سچی چوری نہ کرو گے۔ (نہایت)

وہ تمہاری ضرورت کو سمجھ کر آئے گا۔ (مطمئن)

## Future Continuous Tense فعل مستقبل جاری

1. It will be raining.
2. The gardener will be watering the plants.
3. I shall not be taking exercise.
4. Will the farmer be ploughing?
5. Why will they be making a noise?

بارش جاری ہوگی۔

باغبان کو پانی دے رہا ہوگا۔

میں ورزش نہیں کر رہا ہوں گا۔

کیا کسان مل چلا رہا ہوگا؟

وہ شور کیوں مچا رہے ہوں گے؟

Future Continuous Tense (فعل مستقبل جاری) میں رہا ہوگا، رہے ہوں گے، رہی ہوگی، وغیرہ آتا ہے۔

Affirmative جملوں میں I اور we کے بعد shall be اور باقی تمام persons کے subjects کے بعد will be آتا ہے۔

(i)

shall be اور will be کے بعد verb کی پہلی فارم کے ساتھ ing آتا ہے۔

- (ii) انکاریہ جملوں میں will یا shall کے بعد not آتا ہے۔  
 (iii) سوالیہ جملوں میں Will یا Shall جملہ کے شروع میں لگاتے ہیں۔  
 (iv) سوالیہ انکاریہ جملوں میں subject سے پہلے will یا shall لگاتے ہیں۔ subject کے بعد not لگاتے ہیں۔

## Future Perfect Tense

## فعل مستقبل مکمل

- They will have taken meals. وہ کھانا کھا چکے ہوں گے۔
- The peon will have rung the bell. چہر اسی گھنٹی بجا چکا ہوگا۔
- They will not have finished the game. وہ کھیل ختم نہیں کر چکے ہوں گے۔
- Will the servant have posted the letter? کیا نوکر نے خط ڈاک میں ڈال دیا ہوگا؟
- He will have come. وہ آ چکا ہوگا۔

پہچان: Future Perfect Tense (فعل مستقبل مکمل) میں چکا ہوگا، چکی ہوگی، چکے ہوں گے، وغیرہ آتا ہے۔

طریقہ:

(i) Affirmative جملوں میں subject کے بعد shall have یا will have لگاتے ہیں verb کی third form استعمال ہوتی ہے۔

(ii) انکاریہ جملوں میں will یا shall کے بعد not آتا ہے۔

(iii) سوالیہ جملوں میں Will یا Shall کو subject سے پہلے لاتے ہیں۔ جملہ کے آخر میں سوالیہ نشان لگاتے ہیں۔

(iv) سوالیہ انکاریہ جملوں میں subject سے پہلے will یا shall لگاتے ہیں۔ subject کے بعد not لگاتے ہیں۔

## Future Perfect Continuous Tense

## فعل مستقبل مکمل جاری

- It will have been drizzling since morning. صبح سے بوند باندنی ہو رہی ہوگی۔
- I will have been waiting for you for two hours. میں دو گھنٹے سے تمہارا انتظار کر رہا ہوں گا۔
- It will not have been raining for three hours. تین گھنٹے سے بارش نہیں ہو رہی ہوگی۔
- Will the birds have been chirping since morning? کیا پرندے صبح سے چیخ رہے ہوں گے؟
- Will the farmers have been ploughing in the fields for two days? کیا کسان دو دنوں سے کھیتوں میں مل چلا رہے ہوں گے؟

پہچان: Future Perfect Continuous Tense (فعل مستقبل مکمل جاری) میں رہا ہوگا، رہے ہوں گے، رہی ہوگی، بقید زمانہ آتا ہے۔

(i) Affirmative جملوں میں subject کے بعد will have been یا shall have been آتا ہے پھر verb کی پہلی قارم کے ساتھ ing لگتا ہے۔  
 وقت کی نوعیت کے مطابق since یا for آتا ہے۔

(ii) انکاریہ جملوں میں will یا shall کے بعد not آتا ہے۔

(iii) سوالیہ جملوں میں Will یا Shall کو subject سے پہلے استعمال کرتے ہیں۔

(iv) سوالیہ انکاریہ جملوں میں subject سے پہلے will یا shall لگاتے ہیں۔ subject کے بعد not لگاتے ہیں۔

## Revision of Future Tense

The future is indicated in different ways, using different verb for. The following table shows some of the ways for indicating the future.

No.	Usage	Examples
01.	When something is expected to happen, for predictions and promises	My friends <b>will come</b> at eight o'clock. I <b>shall call</b> her tomorrow. It will rain tonight. I will never smoke another cigarette.
02.	An action that will be in progress at a stated future time	The class <b>will be travelling</b> to Gilgit on Friday. The baby <b>will be receiving</b> the first dose of vaccination this week.
03.	An action that will be finished before a certain future time	By next year the child <b>will have forgotten</b> us. In five years I <b>will have established</b> my own business.
04.	To express a plan, intention, or expectation	I <b>am going to write</b> a letter to the authorities. She <b>is going to tell</b> her mother the sad news. We <b>are going to rebuild</b> our house.
05.	Expressing future actions often resulting from a present plan or arrangement.	They <b>are moving</b> to Islamabad next month. Pakistan <b>is playing</b> its final match against Sri Lanka on Sunday.
06.	expresses future action based on facts or certain events	My cousin <b>leaves</b> for the airport in ten minutes. I <b>finish</b> work at 2 pm today.
07.	An action in the future that will be interrupted by a shorter action in the future	I <b>will be preparing</b> supper when my husband <b>comes back</b> . They <b>will be sleeping</b> when their father <b>returns</b> .

### Textbook Exercise 1

#### Will / shall

01. They \_\_\_\_\_ (come) here again next year.
02. I \_\_\_\_\_ (complain) to the principal sometimes next week.
03. They \_\_\_\_\_ (do) business with us from next year.
04. This time tomorrow, I \_\_\_\_\_ (be) very busy.
05. We \_\_\_\_\_ (be) in trouble for being late.

#### Answer Key

- |               |                    |             |
|---------------|--------------------|-------------|
| 01. will come | 02. shall complain | 03. will do |
| 04. shall be  | 05. will be        |             |



### Future continuous

01. I \_\_\_\_\_ (appear) for my board exams this year.
02. We \_\_\_\_\_ (go) out later in the evening.
03. He \_\_\_\_\_ (stay) home the whole evening.
04. They \_\_\_\_\_ (watch) the cricket match tonight.
05. I \_\_\_\_\_ (drive) the car as our driver is ill.

#### Answer Key

- |                        |                      |                     |
|------------------------|----------------------|---------------------|
| 01. shall be appearing | 02. will be going    | 03. will be staying |
| 04. will be watching   | 05. shall be driving |                     |

### Future Perfect

01. We \_\_\_\_\_ (climb) the mountain by tomorrow afternoon.
02. He \_\_\_\_\_ (have) his tooth pulled out by the time we reach.
03. I \_\_\_\_\_ (meet) the captain of the cricket team by six o'clock tomorrow.
04. His tailor \_\_\_\_\_ (stitch) his clothes by the time we get there.
05. By the time we finish they \_\_\_\_\_ (leave).

#### Answer Key

- |                        |                    |                    |
|------------------------|--------------------|--------------------|
| 01. shall have climbed | 02. will have had  | 03. shall have met |
| 04. will have stitched | 05. will have left |                    |

### Be going to

01. Tariq \_\_\_\_\_ (deliver) the speech on behalf of the class.
02. We \_\_\_\_\_ (cut) this tree as it is about to fall.
03. I think they \_\_\_\_\_ (get) admission in the best college.
04. The tree \_\_\_\_\_ (shed) its leaves soon as it is autumn time.
05. I \_\_\_\_\_ (go) join the new hockey club soon.

#### Answer Key

- |                         |                      |                      |
|-------------------------|----------------------|----------------------|
| 01. is going to deliver | 02. are going to cut | 03. are going to get |
| 04. is going to shed    | 05. am going to go   |                      |

### Present continuous

01. We \_\_\_\_\_ (take) a trip to Tharparkar next Sunday.
02. I \_\_\_\_\_ (cook) biryani for lunch today.
03. They \_\_\_\_\_ (buy) a new house soon.
04. He \_\_\_\_\_ (invite) several people to his son's wedding next month.
05. She \_\_\_\_\_ (participate) in the debate competition to be held by the school.



### Answer Key

01. are taking      02. am cooking      03. are buying  
04. is inviting      05. is participating

### Present simple

01. We \_\_\_\_\_ (start) this work tomorrow.  
02. The train \_\_\_\_\_ (leave) in half an hour.  
03. The ship \_\_\_\_\_ (sail) for South Africa next week.  
04. She \_\_\_\_\_ (begin) her career in the Pakistani air force next year.  
05. He \_\_\_\_\_ (return) tomorrow after a week-long journey.

### Answer Key

01. start      02. leaves      03. sails      04. begins      05. returns

### Two future actions

01. It \_\_\_\_\_ (cost) a lot more if we \_\_\_\_\_ (buy) it next year.  
02. He \_\_\_\_\_ (visit) us when he \_\_\_\_\_ (come) to Karachi on his next visit.  
03. We \_\_\_\_\_ (wait) for you at the gate until you \_\_\_\_\_ (arrive).  
04. The cat \_\_\_\_\_ (drink) the milk by the time you \_\_\_\_\_ (move) the bowl.  
05. The programme \_\_\_\_\_ (end) by the time they \_\_\_\_\_ (finish) their food.

### Answer Key

01. is going to, cost, will buy      02. will visit, comes      03. will wait, arrive  
04. will drink, will have moved      05. will end, will have finished

## Textbook Exercise 2

Work in pairs. Complete the sentences using the correct future form of the given verbs.

01. Do you think people \_\_\_\_\_ (travel) to the moon again?  
02. Tomorrow we \_\_\_\_\_ (rehearse) a school play in the gym.  
03. Dad \_\_\_\_\_ (wait) for you at the station when you arrive next week.  
04. By the end of this year, I \_\_\_\_\_ (visit) Brazil.  
05. I \_\_\_\_\_ (make) a shelf for my technology project.  
06. Look at that car! It \_\_\_\_\_ (crash) if the driver doesn't slow down.  
07. If I won't know the answer, I \_\_\_\_\_ (ask) my elder sister.  
08. We \_\_\_\_\_ (go) on a picnic next weekend. Would you like to come?  
09. Sara and Meena \_\_\_\_\_ (finish) their IT project by tomorrow afternoon.  
10. Raza \_\_\_\_\_ (take) his goat for a walk when his mother \_\_\_\_\_ (come) back from work.

## Answer Key

- |                                  |                           |                        |
|----------------------------------|---------------------------|------------------------|
| 01. will travel                  | 02. are going to rehearse | 03. will wait          |
| 04. will be visiting             | 05. will make             | 06. will crash         |
| 07. will have asked              | 08. will go               | 09. will have finished |
| 10. is going to take , will come |                           |                        |

## Textbook Exercise 3

Here is a conversation between a palmist and a customer. Fill in the blanks using the correct form of the future tense. After completing, compare your answers with your partner.

**Customer:** Can you tell me something about my future?

**Palmist:** I am going to tell (tell) you if you show (show) me your palm.

**Customer:** Tell me about my education.

**Palmist:** Initially, you study (study) till B.A. or B.Com. but you will go (go) for higher education.

**Customer:** Where will I get my higher education?

**Palmist:** Probably you will get (get) your first higher education degree in Pakistan.

**Customer:** How about travel?

**Palmist:** You will travel (travel) a lot throughout your life.

**Customer:** What about my earnings?

**Palmist:** You will be (be) a rich person. You will earn (earn) a lot of money. But all of this will depend on how hard you work and how well you treat (treat) your parents.

**Customer:** Can you tell me something about my health?

**Palmist:** In the near future you enjoy (enjoy) good health but later on you will suffer (suffer) from an unknown disease. The good news is that you will find (find) a good doctor who will treat (treat) you well and will cure (cure) you completely.

**Customer:** Thank God for that! Anything else?

**Palmist:** You will be (be) a highly successful person. Good luck to you.

**Customer:** Thank you.

## Active Voice and Passive Voice

The passive form is commonly used in textbooks, in scientific, technical, and business reports, and in newspapers.

In some cases, 'by' may be used to clarify who the doer is; in other cases, the doer may just be implied. It is generally omitted when it is obvious who the 'doer' is.

**Example:** The house is being painted.



## Active and Passive Voice

We use passive voice when:

- (i) We don't know the agent.
- (ii) We don't want to mention the agent.

Pattern: **to be (form) + V(pp)**

Rules for making passive voice:

1. The subject of the active voice becomes the object of the passive voice.  
active voice کا قائل passive voice کا مفعول بن جاتا ہے۔
2. The object of the active voice becomes the subject of the passive voice.  
active voice کا مفعول passive voice کا قائل بن جاتا ہے۔
3. We use the form of 'be' according to the tense of the active voice.  
ہم 'be' کی فارم active voice کے ٹینس کے مطابق استعمال کرتے ہیں۔
4. We always use the past participle (pp) of the verb in the passive voice.  
ہم passive voice میں ہمیشہ verb past participle استعمال کرتے ہیں۔
5. We can omit the agent (the subject of the active voice) in the passive voice if it is a pronoun or it is unimportant.  
ہم passive voice میں کام کرنے والے (agent) (Active voice کے قائل) کو چھوڑ سکتے ہیں اگر وہ پرنائون ہو یا اگر وہ غیر اہم ہو۔

### 1 Passive Voice of Present Indefinite Tense:

S V O  
I write essays. (Active)  
Essays are written by me. (Passive)

**Note:** There are 3 forms of 'be' (am/is/are) in the present.  
We use them according to the subject of the passive voice.

نوٹ: Present میں 'be' کی 3 فارمز ہیں۔ ہم ان کو passive voice کے قائل کے مطابق استعمال کرتے ہیں۔

#### ACTIVE VOICE

1. He takes a catch.
2. She does not like tea.
3. Do you love books?
4. Who knows it?

#### PASSIVE VOICE

A catch is taken by him.  
Tea is not liked by her.  
Are books loved by you?  
Who is it known by? or By whom is it known?

### 2 Passive Voice of Present Continuous Tense:

Here we add 'being' before the V(pp). The other rules are the same. The form of 'be' is already present, there can be a change according to the subject.

I am writing letters. (active)  
Letters are being written by me. (passive)

Note: The form of 'be' (am) was already present but we changed it into "are" because of the subject.

What is troubling you? (active)

What are you being troubled by? (passive)

He is not helping us. (active)

We are not being helped by him. (passive)

### 3 Passive Voice of Present Perfect Tense:

Here we add 'been' before the V(pp). The other rules are the same.

I have seen this film (active)

This film has been seen by me. (passive)

Have you got the visa? (active)

Has the visa been got by you? (passive)

Who has done it? (active)

Who has it been done by? (passive)

By whom has it been done? (old fashioned passive)

### Passive Voice of Past Indefinite Tense:

Note: There are two forms of 'be' (was/were) in the past. We use them according to the subject of passive voice.

He dug a hole. (active)

A hole was dug by him. (passive)

We did not do it. (active)

It was not done by us. (passive)

What caused the explosion? (active)

What was the explosion caused by? (passive)

### 5 Passive Voice of Past Continuous Tense:

- The rule is the same as for the present continuous tense.
- Passive voice is made for only two continuous tenses: Present continuous and past continuous.

I was watching a play on TV. (active)

A play was being watched on TV by me. (passive)

Were you doing homework? (active)

Was homework being done by you? (passive)

Who was teasing you? (active)

Who were you being teased by? (passive)

### 6 Passive Voice of Past Perfect Tense:

- The rule is the same as for the present perfect tense.
- She had visited Paris. (active)
- Paris had been visited by her. (passive)

Who had eaten my food?

(active)

Who had my food been eaten by?

(passive)

By whom had my food been eaten?

(old fashioned)

7

### Passive Voice of Future Indefinite Tense:

We use 'be' in the future tense.

The police will catch the thief.

(active)

The thief will be caught by the police.

(passive)

Will you not help her?

(active)

Will she not be helped by you?

(passive)

How will you do it?

(active)

How will it be done by you?

(passive)

8

### Passive Voice of Future Perfect Tense:

The rule is the same as for present perfect and past perfect 'been' is added before V(pp) the passive voice.

We will have completed the lesson by tomorrow.

(active)

The lesson will have been completed by tomorrow by us.

(passive)

Will he have learnt this lesson in a week?

(active)

Will this lesson have been learnt in a week by him?

(passive)

9

### Passive with Modal Auxiliaries; Modal auxiliaries or simply modals are:

will, would, shall, should, can, could, may, might, must, have to, has to, had to, ought to, had better, etc.

Modals + be + V(pp)

e.g: She can type the letters.

(active)

The letters can be typed by her.

(passive)

They should not do it.

(active)

It should not be done by them.

(passive)

10

### Passive with Two Objects:

When there are two objects after a verb, the first object is usually an indirect object (a pronoun) and the second object is a direct object (a noun). The subject of the passive voice is often the indirect subject.

جب کسی وerb (فعل) کے بعد دو مفعول objects ہوں۔ پہلا مفعول اکثر indirect (کوئی پروناؤن) ہوتا ہے جبکہ دوسرا مفعول direct (کوئی ناؤن) ہوتا ہے۔ اکثر

passive voice کا قائل indirect object (object) یعنی پروناؤن کو بنایا جاتا ہے۔

He made her fool.

(active)

She was made fool by him.

(passive)



- He gave me a present. (active)  
 I was given a present by him. (passive)  
 Or A present was given to me by him. (passive)

## 11 Passive of Imperative Sentences:

Imperative sentences are of two types: 'Do it' or 'Don't do it.'

They are made passive by the following pattern.

Let + object + be + V(pp)

- e.g. Open the door. (active) Let the door be opened. (passive)  
 Don't do it again. (active) Let it not be done again. (passive)

## Summary

Tenses		Active Voice	Passive Voice
1.	Present Indefinite Tense	love/loves	am/is/are loved
2.	Present Continuous Tense	am/is/are loving	am/is/are being loved
3.	Present Perfect Tense	have/has loved	have/has been loved
4.	Past Indefinite Tense	loved	was/were loved
5.	Past Continuous Tense	was/were loving	was/were being loved
6.	Past Perfect Tense	had loved	had been loved
7.	Future Indefinite Tense	will/shall	will/shall be loved
8.	Future Perfect Tense	will have loved	will have been loved
9.	Modals	can/could/will/shall/ may/might/would/ must/have to/has to/ had to/ought to/ had better love	modals (can/must/etc.) be loved

## Textbook Exercise 5

Change the following passive voice into an active voice. After completing, compare your answers with your partner and make corrections where needed.

1. *The walls are being painted by them.*

Ans: They are painting the walls.

2. *The latest book of the writer is liked by the readers.*

Ans: The readers like the latest book of the writer.

3. *We had been given the wrong tickets.*

Ans: The wrong tickets had given to us.

4. *The thieves were caught.*

Ans: They caught the thieves.

5. *These three books had been written by him in 1873.*

Ans: He had written these three books in 1873.

6. *Why is time wasted by everyone?*

Ans: Why does everyone waste time?

7. *The new houses will be built by the new construction company.*

Ans: The new construction company will build the new houses.

8. *The official documents have been sent by the officer.*

Ans: The officer has sent the official documents.

9. *They can be given some information about the job by Ramiz.*

Ans: Ramiz can give some information about the job.

10. *A new road was being planned near my house by the government.*

Ans: The government was planning a new road near my house.

## Textbook Exercise 6

Change the following active voice in to passive voice. After completing, compare your answers with your partner and make corrections where needed.

1. *The Students should study environmental problems at school.*

Ans: Environmental problems should be studied at school by the students.

2. *Teachers could include this topic in their classes.*

Ans: This topic could be included in their class by teachers.

3. *Some people buy returnable bottles and use recycled paper.*

Ans: Returnable bottles are bought and recycled paper is used by some people.

4. *Governments have constantly ignored important issues for economic reasons.*

Ans: Important issues have been constantly ignored for economic reasons by governments.

5. *At school, teachers often tell students about pollution and its prevention.*

Ans: At school, students are often told about pollution and its prevention by teachers.

6. *In developed countries, authorities expect everybody to cooperate.*

Ans: In developed countries, everyone is expected by authorities to cooperate.

7. **Everyone should throw their bottles in the bottle recycling bins.**

Ans: Bottles should be thrown in the bottle recycling bins by everyone.

8. **Parents must teach their children how to dispose of the rubbish.**

Ans: Children must be taught how to dispose of the rubbish by their parents.

9. **Last year several nations held a meeting to discuss environmental problems.**

Ans: Last year, a meeting was held by several nations to discuss environmental problems.

10. **Organizations like Greenpeace are giving people leaflets about what to do.**

Ans: People are being given leaflets about what to do by organizations like Greenpeace. OR Leaflets about what to do are being given to people by organizations like Greenpeace.

## Textbook Exercise 7

**Work in pairs and change the voice in the following two passages. After completing, compare your work with another pair. Make changes in your work if needed.**

(a) A local jewellery shop was robbed yesterday by two men. When the shop had been locked up by the owner, a gun was held at his head by one of the robbers. He was told by the other to unlock the shop and hand over the diamonds in the safe. A search has been organized for the robber by the police and it is hoped that he will be captured by them in a few days. The owner is being treated by the doctors at a local hospital. He has been badly affected by the incident. No one knows how soon the shop will be opened by him again.

Ans: Two men robbed a local jewellery shop yesterday. When the owner had locked up the shop, one of the robbers held a gun at his head. The other told him to unlock the shop and hand over the diamonds in the safe. The police have organized a search for the robber, and they hope that they will capture him in a few days. The doctors are treating the owner at a local hospital. The incident has badly affected him. No one knows how soon he will open the shop again.

(b) Our school is organizing a contest. The student council members will organize the event. The school management will provide administrative and financial support. Parents will also play a role in the activity. Students will prepare different projects about the environment. They will also be required to write articles related to the environment. The teachers will guide them in developing the projects. A team of experts will judge the work of the students. They will select two projects and two articles for award prizes. Famous publishers have given a set of encyclopedias and some books to be given as prizes.

Ans: A contest is being organized by our school. The event will be organized by the student council members. The administrative and financial support will be provided by the school management. A role in the activity will also be played by parents. Different projects about the environment will be prepared by students. They will require writing articles related to the environment. They will be guided by the teachers in developing the projects. The work of the students will be judged by a team of experts. Two projects and two articles for award prizes will be selected by them. A set of encyclopedias and some books have been given by a famous publisher, to be given as prizes.



A Noun that denotes one person or thing, is called Singular Number; as,  
boy, cow, bird, book, pen.

A Noun that denotes more than one person or thing, is called Plural Number; as,  
boys, cows, birds, books, pens.

### Formation of Plural Number

(i) By adding -s to the singular noun; as,

Singular	Plural
boy	boys
chair	chairs
pen	pens
room	rooms

Singular	Plural
building	buildings
cow	cows
girl	girls
table	tables

(ii) By adding -es to the singular noun ending in -s, -sh, -ch (soft), or -x; as,

Singular	Plural
box	boxes
brush	brushes
dish	dishes
tax	taxes

Singular	Plural
branch	branches
class	classes
match	matches
watch	watches

The plural of fish is fish or fishes. The form 'fishes' is less usual.

(iii) By adding -es to the singular ending in -o; as,

Singular	Plural
buffalo	buffaloes
echo	echoes
mango	mangoes
tomato	tomatoes

Singular	Plural
cargo	cargoes
hero	heroes
potato	potatoes
volcano	volcanoes

(iv) by adding just -s to some nouns ending in -o; as,

Singular	Plural
commando	commandos
logo	logos
piano	pianos
stereo	stereos

Singular	Plural
kilo	kilos
photo	photos
solo	solos
ratio	ratios

(v) *by changing -y into -i and adding -es to nouns ending in -y, preceded by a consonant; as,*

Singular	Plural
army	armies
city	cities
country	countries
lady	ladies

Singular	Plural
baby	babies
copy	copies
hobby	hobbies
story	stories

(vi) *by changing -f or -fe into v and adding -es to nouns ending in -f or -fe; as,*

Singular	Plural
calf	calves
knife	knives
life	lives
shelf	shelves
wife	wives

Singular	Plural
half	halves
leaf	leaves
loaf	loaves
thief	thieves
wolf	wolves

*Some nouns take either -s or -ves in the plural, such as:*

Singular	Plural
dwarf	dwarfs or dwarves
scarf	scarfs or scarves

Singular	Plural
hoof	hoofs or hooves
wharf	wharfs or wharves

*For some nouns ending in -f or -fe add -s, such as:*

Singular	Plural
chief	chiefs
gulf	gulfs
proof	proofs

Singular	Plural
cliff	cliffs
handkerchief	handkerchiefs
safe	safes

(vii) *A few nouns form their plural by changing their inside vowel or vowels, such as:*

Singular	Plural
foot	feet
man	men
tooth	teeth

Singular	Plural
goose	geese
mouse	mice
woman	women

(viii) *by adding -en to the singular of a few nouns, such as:*

Singular	Plural
ox	oxen

Singular	Plural
child	children

(ix) *Some nouns have the same word for singular and the plural, such as:*

Singular	Plural
aircraft	aircraft
dozen	dozen

Singular	Plural
deer	deer
gross	gross

pair	pair	salmon	salmon
score	score	series	series
sheep	sheep	spacecraft	spacecraft
species	species	trout	trout

(x) A Compound Noun generally forms its plural by adding *-s* to the main word; as,

Singular	Plural	Singular	Plural
commander-in-chief	commanders-in-chief	daughter-in-law	daughters-in-law
locker-on	lockers-on	maid-servant	maid-servants
man-of-war	men-of-war	man-servant	men-servants
prisoner-by	prisoners-by	son-in-law	sons-in-law
step-daughter	step-daughters	step-son	step-sons

**Remember!**

- Some nouns are used only in the plural.

Names of instruments which have two parts	Names of certain articles of dress	Some other nouns
bellows	drawers	glasses
pincers	jeans	knives
scissors	pyjamas	shirts
spectacles	shorts	socks
tongs	tights	trousers

**FOR MORE!!!**



- Some nouns look plural but are in fact singular:

Name of subjects	Name of diseases	Name of some games	Other nouns
Electronics	Measles	Billiards	News
Mathematics	Mumps	Draughts	
Physics	Rickets		

- 'Means' can be used either as singular or plural. But when it has the meaning of 'wealth' it is always plural.
- Certain Collective Nouns look singular in form but they are always used as plurals, such as: cattle, gentry, people, poultry.

**Note:** As a Common Noun 'people' means a 'nation' and is used in both singular and plural.

- Many nouns taken from foreign languages keep their original plural form, such as:

Singular	Plural	Singular	Plural
analysis	analyses	axis	axes
bandit	banditti, (or bandits)	basis	bases
crisis	crises	criterion	criteria
erratum	errata	formula	formulae (or formulas)



hypothesis	hypotheses
memorandum	memoranda
phenomenon	phenomena

index	indices
parenthesis	parentheses
radius	radii

Some nouns have two forms for the plural, each with different meaning:

Singular	Plural
brother	<b>brothers</b> , sons of same the parent. <b>brethren</b> , members of a society or a community.
die	<b>dies</b> , stamps for coining, <b>dice</b> , small cubes used in games.

Singular	Plural
cloth	<b>cloths</b> , kinds or pieces of cloth, <b>clothes</b> , garments.
index	<b>indexes</b> , tables of contents to books <b>indices</b> , signs used in algebra

- Abstract Nouns have no plural. They are uncountable, such as: hope, charity, love, kindness.
- Names of substances are also uncountables and cannot be used in the plural, such as: copper, iron, tin, wood.

### Revision of Number of Nouns

Nouns are either countable or uncountable. Those that are countable are either singular (one) or plural (more than one) in number.

Generally, the plural is formed by adding 's': chairs, days, flowers.

Nouns ending in **s, ch, sh, x** usually take 'es': buses, churches, dishes, boxes

Nouns ending in 'y' change in two ways:

- In nouns having a consonant before 'y', the 'y' changes into 'ies': cherries, babies
- In nouns having a vowel before 'y' only 's' is added: monkeys, keys

Nouns ending in 'o' can take 's' or 'es': radios, pianos, or mangoes, buffaloes.

Nouns ending in 'f' or 'fe' change in two ways:

- in some 'f' or 'fe' changes to 'ves': leaves, thieves, knives.
- while some just take 's': beliefs, roofs, chiefs.

Some are the same in singular and plural: deer, sheep, hair.

Some are used only in the plural: police, scissors, scales, trousers, jeans, spectacles.

In some cases, there is no fixed rule: children, oxen, teeth, feet, men, women, mice.

In most compound nouns 's' is added at the end: check-ups, doorbells, stepfathers.

In some compound nouns the 's' is added to the first part: brothers-in-law.

## Textbook Exercise 1

Form plurals of the following singular nouns. After completing, compare your answers with your partner.

S.No.	Singular Noun	Plural Noun	S.No.	Singular Noun	Plural Noun
01.	Story	stories	11.	secretary of state	secretaries of state
02.	Hair	hair	12.	news	news
03.	child	children	13.	hoof	hoofs
04.	Leaf	leaves	14.	theory	theories
05.	son in law	sons-in-law	15.	trousers	trousers
06.	tooth	teeth	16.	hair	hair
07.	woman	women	17.	essay	essays
08.	thief	thieves	18.	valley	valleys
09.	portfolio	portfolios	19.	tooth	teeth
10.	studio	studios	20.	chimney	chimneys

## Textbook Exercise 2

Fill in the blanks with appropriate plural forms of the given nouns. After completing, compare your answers with your partner.

- I saw three big \_\_\_\_\_ (ox) near the \_\_\_\_\_ (cliff).
- There were many \_\_\_\_\_ (police) near those \_\_\_\_\_ (house).
- Please buy some \_\_\_\_\_ (potato) and \_\_\_\_\_ (tomato).
- Farmer Abdul Raheem has three \_\_\_\_\_ (sheep) and four \_\_\_\_\_ (deer) on his farm.
- Mrs. Jahanzaib had to go for \_\_\_\_\_ (check-up) every week.
- Raja is more than six \_\_\_\_\_ (foot) tall, but he is afraid of \_\_\_\_\_ (mouse).
- The little \_\_\_\_\_ (calf) lost their \_\_\_\_\_ (mother).
- There are three \_\_\_\_\_ (bank) in the four \_\_\_\_\_ (city) close to my village.
- We need more \_\_\_\_\_ (knife) and \_\_\_\_\_ (fork).
- My sister has lost three of her \_\_\_\_\_ (tooth).

### Answer Key

- |                   |                |                     |                   |
|-------------------|----------------|---------------------|-------------------|
| 01. oxen, cliffs  | 02. police     | 03. houses          | 04. sheep, deer   |
| 05. checkups      | 06. feet, mice | 07. calves, mothers | 08. banks, cities |
| 09. knives, forks | 10. teeth      |                     |                   |

## Textbook Exercise 3

Work in pairs. Write down the plural of the given nouns. Then, form sentences using both the singular and plural nouns in your own sentences. An example is given below.

Example: radio  
radios

My grandfather has one very old radio.  
There are several types of radios in this shop.

S.No.	Word	Sentences
01.	Leaf	A fallen leaf floated on the surface of the water.
	Leaves	Leaves begin to fall in October.
02.	Dish	This dish is tasty.
	Dishes	My sister is in the kitchen washing dishes.
03.	Father-in-law	He had been deeply affected by the sudden death of his father-in-law.
	Fathers-in-law	Almost all fathers-in-law have the same emotions and feelings.
04.	Train	You can go by express train.
	Trains	Trains and stations always fascinate me.
05.	Boy	I saw a boy crossing the street.
	Boys	The boys played hockey all afternoon, so by suppertime, they were totally tired.
06.	Witch	The heartless witch cast a spell on the poor little girl.
	Witches	The witches told him that this wish of his would come true.
07.	Thief	The thief is wanted by the police.
	Thieves	Police were able to catch the thieves in their getaway vehicle and recover some of the cash they stole.
08.	Donkey	The donkey is braying.
	Donkeys	Donkeys are tough animals.
09.	Hair	He got his hair cut last week.
	Hair/Hairs	The cells of hair may have living contents or they may simply contain air.
10.	Child	She bought a toy for her child.
	Children	The children went out to play.

## Model Verbs (Request & Advice)

### Model Verbs for Formal and Informal Requests

#### Formal Request

May, Would, and Could are used in formal, polite requests.

May I borrow your pen, please?

Could you help me for a minute, please?

Would you explain that again, please? I didn't understand.

#### Informal Request

Will and can are used in informal, casual requests.

Will you please answer the phone? I'm working.

Can you hold my books for me? My hands are full.



## Textbook Exercise 4

Work in pairs. Orally discuss and change the following statements into requests by using modal verbs. After discussing, write the requested sentences in your notebooks.

1. **Shut the door, as it is windy today.**

Ans: Will you please shut the door, as it is windy today?

2. **Send me an email and I'll follow it up.**

Ans: Would you please send me an email and I'll follow it up?

3. **Help me finish this assignment.**

Ans: Could you help me finish this assignment?

4. **Pass the salt and pepper.**

Ans: Can you please pass the salt and pepper?

5. **Repeat what you just said.**

Ans: May you please repeat what you just said?

6. **Help me find my leather jacket.**

Ans: Will you please help me find my leather jacket?

7. **Clear the table so that I can put my computer there.**

Ans: Would you please clear the table so that I can put my computer there?

8. **Show me how to fix this problem.**

Ans: May you please show me how to fix this problem?

9. **Help her in whatever way you can.**

Ans: Could you please help her in whatever way you can?

10. **Move this chair to the corner.**

Ans: Can you please move this chair to the corner?

### Advice

The Model verbs for advice are should, ought to, and had better.

These can be used in positive and negative sentences.

For example:

Positive Sentence	Negative Sentence	Interrogative Sentence
You should study harder to get better results. You ought to wear a warm jacket, it's really cold outside. You had better slow down. You are driving too fast!	You shouldn't call her while she is busy with chores. ("ought to" is not usually used in the negative form) You had better not forget to finish your homework.	I have a problem. Should I call my parents or my friend? ("ought to" is not common in question form) ("had better" is not usually used in question form)

The phrase "had better" is a bit stronger. It includes the idea of a warning: something terrible will happen if you do not follow my advice.

## Textbook Exercise 5

Work in pairs. Orally discuss and change the following statements into advice by using modal verbs. After discussing, write the advice sentences in your notebooks.

1. Listen to your mother. **Ans:** You should listen to your mother.
2. Give a good reason for your absence. **Ans:** You ought to give a good reason for your absence.
3. Break traffic rules. **Ans:** You had better not break traffic rules.
4. Fulfil the promise you made to your mother. **Ans:** You should fulfil the promise you made to your mother.
5. Finish your task on time or you'll be in trouble. **Ans:** You had better finish your task on time or you'll be in trouble.
6. Discuss this matter at the dinner table. **Ans:** You should discuss this matter at the dinner table.
7. Remain seated until the seatbelt sign is turned off. **Ans:** You had better remain seated until the seatbelt sign is turned off.
8. Complete these chores by tomorrow. **Ans:** You ought to complete these chores by tomorrow.
9. Talk when others are speaking. **Ans:** You shouldn't talk when others are speaking.
10. Follow the instructions carefully. **Ans:** You had better follow the instructions carefully.

## Textbook Exercise 6

Write requests or advice for the following situations.

- (a) You need a pen, and your sister has one. **Ans:** Can you please give me your pen for a while, sister?
- (b) You are spending too much money on buying unnecessary clothes. **Ans:** You shouldn't spend too much money on buying unnecessary clothes.
- (c) Your friend is leading an unhealthy lifestyle. **Ans:** You had better not lead an unhealthy lifestyle.
- (d) You want a half-day leave from your Principal as there is an emergency in your family. **Ans:** Would you please allow me a half-day leave as there is an emergency in my family?
- (e) Your brother is going to the stadium to watch a cricket match and you want to go with him. **Ans:** Could I go with you to the stadium to watch a cricket match?
- (f) My friend was telling me a secret about her family. **Ans:** You should not tell this secret to anyone.
- (g) What does your mother say if you spend too much time playing games rather than studying? **Ans:** You should concentrate more on your studies than on playing games.
- (h) The phone rings while you are cooking in the kitchen. Your father is near the telephone. **Ans:** Could you please pick up the phone, father? I am cooking in the kitchen.
- (i) It's hot, and you are thirsty. **Ans:** Can I have something to drink?
- (j) You're studying for an exam, but your brother listens to loud music. **Ans:** Could you please put the volume down? I am studying for the exam.

## Transitional Devices Showing Order & Reason

Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. They link sentences and paragraphs together so that there are no abrupt jumps or breaks.

There are several kinds of transitional devices. Here we will discuss two categories.

### Showing Order

first, second (etc.), finally, next, then, after, before, as soon as, in the end, after that, meanwhile, later on, etc.

### Showing Reason

because, as, for, since, due to, owing to, etc.

### Textbook Exercise 1

Work individually and underline the words showing order in passage 1 and connectors of reason in passage 2 given below. Discuss your answers with your partner.

Saturday was a great day! First, I met my friends at the sports centre. Then, we had lunch at Chez Café. Next, we went to a museum and saw some amazing dinosaurs. After that we went to see a fantastic science fiction film. As soon as the film ended, we all went home.

Bilal was an hour late because he had missed the train. I did not bother him as he was worried. I offered him lunch since it was lunch time, but he refused. Owing to staff shortage at the office, everyone was very busy due to which nobody was able to ensure that he had had his lunch.

### Textbook Exercise 2

Work individually and complete the passage with the words showing order. Discuss your answers with your partner.

Yesterday was my birthday, and it didn't start well. I went to the park to meet my friends, but they weren't there. So, I decided to look for them. First, I went to the shopping centre opposite the park, but they weren't there. Then, I looked for them in the library, but they weren't there. After that, I tried



the sports centre and the restaurant near the park, but my friends weren't there. In the end, I went home, and my friends were there, with a birthday cake, ice cream, music, and games. It was a surprise party for me! Finally, I had a great birthday.

### Textbook Exercise 3

Work individually and fill in the blanks with the most suitable words showing order from the brackets. An example has been done. Discuss your answers with your partner.

01. My sister was in the dentist's office for ten minutes. \_\_\_\_\_, I sat in the waiting room with an old magazine in my hands. (First, Meanwhile, Later)
02. An hour passed, but there was no sign of Mujahid. \_\_\_\_\_, we decided to go home. (Until, Before, Finally)
03. We bumped into Salim during our trip to Keenjhar Lake. A few weeks \_\_\_\_\_, we met him again. (after, then, later)
04. She had finished her lunch \_\_\_\_\_ I had even started. (later, than, before, after)
05. They went to a nearby restaurant for breakfast, \_\_\_\_\_ they drove off towards the River Indus. (after that, afterwards, meanwhile)
06. The football coach announced to play with Sindh \_\_\_\_\_, and \_\_\_\_\_ with Baluchistan. (first-then, later-after, lastly-eventually)
07. As we are all hungry, we will go to the park \_\_\_\_\_ taking lunch. (before, after, first)

#### Answer Key

- |                 |             |           |            |                |
|-----------------|-------------|-----------|------------|----------------|
| 01. Meanwhile   | 02. Finally | 03. later | 04. before | 05. afterwards |
| 06. first, then | 07. after   |           |            |                |

### Textbook Exercise 4

The following statements describe the process of frying an egg, but the steps are all mixed up. Work with your partner and select the appropriate words for each blank to describe the process of frying an egg. After filling the blanks, write these steps in the correct order, in the form of a paragraph, in your notebooks.

Next	Step three	After that	In the end	First
Finally	Step two	Then	Step one	

01. \_\_\_\_\_, cook for a while.
02. \_\_\_\_\_, put some oil in it.
03. \_\_\_\_\_, break the egg.

04. \_\_\_\_\_, take a frying pan.
05. \_\_\_\_\_, sprinkle salt and pepper over it.
06. \_\_\_\_\_, eat it with bread.
07. \_\_\_\_\_, put it on the stove.
08. \_\_\_\_\_, put the fried egg on the plate.
09. \_\_\_\_\_, put it in the heated oil.

### Answer Key

- |             |              |                |           |                |
|-------------|--------------|----------------|-----------|----------------|
| 01. Next    | 02. Step one | 03. Step three | 04. First | 05. At the end |
| 06. Finally | 07. Step two | 08. After that | 09. Then  |                |

First, take a frying pan. Step one, put some oil in it. Step two, put it on the stove. Step three, break the egg. Then, put it in the heated oil. Next, cook for a while. After that, put the fried egg on the plate. At the end, sprinkle salt and pepper over it. Finally, eat it with bread.

## Direct / Indirect Speech

There are two main ways of reporting people's words.

1. **Direct Speech:** It consists of someone's exact words. It is written inside inverted commas. It begins with a capital letter.

۱۔ ڈائریکٹ اسپیچ: یہ کسی شخص کے اصل الفاظ پر مشتمل ہوتی ہے۔ یہ انورٹڈ کوماز کے اندر لکھی جاتی ہے۔ یہ بڑے حرف سے شروع ہوتی ہے۔

2. **Indirect Speech:** It is the reported speech. The verb introducing the reported speech is called a reporting verb.

۲۔ ان ڈائریکٹ اسپیچ: یہ بیان کردہ اسپیچ ہوتی ہے۔ وہ درج جو بیان کردہ اسپیچ کا آغاز کرتا ہے، رپورٹنگ ورب کہلاتا ہے۔

**Rules for changing Direct Speech to Indirect Speech:** ڈائریکٹ اسپیچ کو انڈیریکٹ اسپیچ میں تبدیل کرنے کے قواعد:

### Rule 1: Changing the Punctuation:

Punctuation کی تبدیلی:

In the indirect (reported speech), we omit the inverted commas in the direct speech. We also omit the comma after the reporting verb.

انڈیریکٹ اسپیچ میں ہم ڈائریکٹ اسپیچ کے انورٹڈ کوماز کو چھوڑ دیتے ہیں۔ ہم رپورٹنگ ورب کے بعد والے کوئے کو بھی چھوڑ دیتے ہیں۔

### Rule 2: Changing the time and place expressions:

وقت اور جگہ کے الفاظ کی تبدیلی:

Direct	Indirect	Direct	Indirect
here	there	yesterday	the day before / the previous day
these	those	last week	the week before / the previous week

today	that day	next day / week / etc.	the following day / week etc.
tomorrow	next day / the following day		
ago	before		
thus	so	the day after	in two day's time
this	that		
now	then	tomorrow	

### Rule 3: Changing the person:

- (i) First person pronouns 'I' and 'we' and first person possessive adjectives 'my' and 'our' change according to the subject of the reporting verb.

فہرست پر سن پروتاؤں اور فرسٹ پرسن possessive adjective اور My اور Our پر رنگ درب کے مطابق تبدیل ہوتے ہیں۔

- (ii) Second person pronoun 'you' and second person possessive adjective 'your' change according to the object of the reporting verb.

سیکنڈ پرسن پروتاؤں اور سیکنڈ پرسن possessive adjective Your پر رنگ درب کے مطابق تبدیل ہوتے ہیں۔

- (iii) Third person pronouns 'he', 'she', 'it', 'they' and third person possessive adjectives 'his', 'her', 'its' and 'their' never change.

تھرڈ پرسن پروتاؤں اور تھرڈ پرسن possessive adjectives 'her', 'his', 'its', 'their' کبھی بھی تبدیل نہیں ہوتے ہیں۔

### Example:

Direct speech: He says, "I am happy."  
Indirect speech: He says that he is happy.

### Rule 4:

If there is an object after 'say', it changes into 'tell'. If there is no object after 'say', it remains say and does not change to 'tell'.

اگر say کے بعد کوئی object ہو تو یہ tell میں تبدیل ہو جاتا ہے۔ اگر say کے بعد کوئی object نہ ہو تو یہ ویسی رہتا ہے اور tell میں تبدیل نہیں ہوتا ہے۔

- (iv) In declarative sentences, we use 'that' to begin the reported speech.

اظہاریہ جملوں میں، ہم رپورٹڈ اسپیچ شروع کرنے کے لئے 'that' لگاتے ہیں۔

- (v) Sometimes there is no object after reporting verb, and the speaker says 'you', assume that you are being talked to. Change 'you' to 'I/me' or 'we/us'.

They will say, "You are a fool." They will say that I am a fool.

### Rule 5: Changing the Present, Present Perfect or Future Indefinite tenses:

فعل حال مطلق، فعل حال مکمل اور فعل مستقبل معروف کی تبدیلی:

If the reporting speech is in present, present perfect or future indefinite tense, there is no change of tenses in the reported speech.

اگر رپورٹنگ اسپیچ Present، Present Perfect یا Future Indefinite میں ہو تو رپورٹڈ اسپیچ میں تenses کی تبدیلی نہیں ہوتی ہے۔

### Rule 6: Changing the Past tenses:

1. If the reporting verb is in past tense, the following changes take place.

اگر رپورٹنگ ورب Past tense میں ہو تو درج ذیل تبدیلیاں ہوتی ہیں۔



- (a) **Present Indefinite tense** \_\_\_\_\_ **Past Indefinite tense**  
 e.g: He said to me, "I change my subjects now."  
 He told me that he changed his subjects then.
- (b) **Present continuous tense** \_\_\_\_\_ **Past continuous tense**  
 e.g: She told to her, "You are not doing well in your studies."  
 She told her that she was not doing well in her studies.
- (c) **Present perfect tense** \_\_\_\_\_ **Past perfect tense**  
 e.g: He said to my brother, "You have made a great mistake."  
 He told my brother that he had made a great mistake.
- (d) **Present perfect continuous tense** \_\_\_\_\_ **Past perfect continuous tense**  
 e.g: She said to her sister, "You have been wasting your time for three days."  
 She told her sister that she had been wasting her time for three days.
- (e) **Past Indefinite tense** \_\_\_\_\_ **Past perfect tense**  
 e.g: She said to me, "You made a good decision."  
 She told me that I had made a good decision.
- (f) **Past continuous tense** \_\_\_\_\_ **Past perfect continuous tense**  
 e.g: He said to her, "You were wearing a red dress."  
 He told her that she had been wearing a red dress.
- (g) **Past perfect tense** \_\_\_\_\_ **no change**  
 e.g: She said, "I had not met him before."  
 She said that she had not met him before.
- (h) **Past perfect continuous tense** \_\_\_\_\_ **no change**  
 e.g: My friend said to me, "I had been living in Dubai for two years."  
 My friend told me that she had been living in Dubai for two years.
- (i) **will/shall** \_\_\_\_\_ **would/should**  
 e.g: They said to us, "You will get a reward."  
 They told us that we would get a reward.
- (j) **will be (ing)** \_\_\_\_\_ **would be (ing)**  
 e.g: Naheed said to me, "He will be playing in the ground."  
 Naheed told me that he would be playing in the ground.
- (k) **must** \_\_\_\_\_ **had to**  
 e.g: He said to me, "You must take care of your health."  
 He told me that I had to take care of my health.
- (l) **can** \_\_\_\_\_ **could**  
 e.g: He said to me, "I can speak English."  
 He told me that he could speak English.
- (m) **may** \_\_\_\_\_ **might**  
 e.g: He said, "It may rain today."  
 He said that it might rain that day.
- (n) **have to/has to** \_\_\_\_\_ **had to**  
 e.g: She said, "You have to hurry."  
 She said that I had to hurry.
- (o) **would/should/might/could/had to/had better/ought to/used to** \_\_\_\_\_ **no change**  
 e.g: She said, "I used to live here."  
 She said that she used to live there.
- (p) **a universal truth** \_\_\_\_\_ **no change**  
 e.g: My teacher said, "Aids is caused by a virus."  
 My teacher said that aids is caused by a virus.

## Rule 7: Changing Simple Interrogative Sentences:

سادہ سوالیہ جملوں کی تبدیلی

- (i) We change the reporting verb into 'ask'.  
ہم رپورٹنگ ورب کو 'ask' میں تبدیل کر دیتے ہیں۔
- (ii) Instead of that we use 'if' or 'whether', 'if' is more popular/common.  
'that' کے بجائے ہم 'if' یا 'whether' استعمال کرتے ہیں۔ 'if' زیادہ عام ہے۔
- (iii) The simple interrogative sentence is changed into an affirmative sentence.  
سوالیہ جملہ بیانیہ جملہ میں تبدیل کر دیا جاتا ہے۔
- (iv) A simple interrogative sentence begins with an auxiliary (model) e.g. am/is/are/was/were/will/shall/can/could/may/might/must/should/would, etc.  
سادہ سوالیہ جملہ (model) auxiliary سے شروع ہوتا ہے۔
- e.g: He said, "Will you help me?"  
He asked if I would help him.

## Rule 8: Changing Real Interrogative Sentences:

رول 8: حقیقی سوالیہ جملے

- Real interrogative sentences begin with interrogative words (IW).  
e.g: what/when/who/which/whose/why/where/how/whom, etc.
- (i) Like simple interrogative sentences, we change the reporting verb to 'ask'.  
سادہ سوالیہ جملے سوالیہ الفاظ سے شروع ہوتے ہیں۔
- (ii) We do not use 'that or if', but we use the given interrogative word.  
ہم 'that' اور 'if' استعمال نہیں کرتے ہیں بلکہ ہم دیا گیا سوالیہ لفظ استعمال کرتے ہیں۔
- (iii) The real interrogative sentence is changed to an affirmative sentence.  
حقیقی سوالیہ جملے کو بیانیہ جملے میں تبدیل کر دیا جاتا ہے۔
- e.g: He said to me, "Who did it?"  
He asked me who had done it.

## Rule 9: Changing Imperative Sentences:

حکمیہ / التجائی جملوں کی تبدیلی

- An imperative sentence makes a request or gives a command.  
e.g: He said to me, "Don't do it again."  
He told me not to do it again.  
She said to her, "Please, help me."  
She asked her to help her.
- (i) The reporting verb is changed to tell/order/warn/advise/remind/beg/ask, etc.  
However, we can use 'tell' for commands and 'ask' for requests in all situations.  
رپورٹنگ ورب ask/beg/remind/advise/warn/order/tell کے لیے استعمال کر سکتے ہیں۔
- (ii) Positive imperative sentences start with "to" and negative imperative sentences start with "not to".  
مثبت امریہ جملے "to" سے اور منفی امریہ جملے "not to" سے شروع ہوتے ہیں۔
- (iii) If the reporting verb is not followed by an object, supply an object yourself.  
اگر رپورٹنگ ورب کے بعد object نہ دیا گیا ہو تو خود سے کوئی object لگائیں۔

## Rule 10: Changing Exclamatory Sentences

Exclamatory جملوں کی تبدیلی

An exclamatory sentence expresses a thought with strong emotions.

(i) They are changed into affirmative sentences.

(ii) The reporting verb is 'tell' or, 'expressed with sorrow/joy, Tell is more common.

(iii) We use 'that' in exclamatory sentences.

e.g: He said, "What a hot day!"

He said that it was a hot day.

She said, "How heavy it is!"

She said that it was heavy.

Exclamatory جملہ شدید جذبات کے ساتھ کسی خیال کو ظاہر کرتا ہے۔

یہ بیانیہ جملوں میں تبدیل کر دیے جاتے ہیں۔

رپورٹنگ ورب 'say' یا 'sorrow/joy' سے express ہوتا ہے۔ 'say' زیادہ عام ہے۔

Exclamatory جملوں میں 'that' استعمال کرتے ہیں۔

Direct speech

Indirect speech

Direct speech

Indirect speech

## Revision of Direct / Indirect Questions

You have already learnt in earlier classes about the two types of questions: 'Yes / No' questions and Wh-questions. When changing 'Yes / No' type of questions from direct to indirect speech if or **whether** is added.

**Example:**

**Direct:** Rehana said, "Can you fetch me some water?"

**Indirect:** Rehana asked if I could fetch her some water.

**Direct:** Parvez said, "Are you from Australia?"

**Indirect:** Parvez asked **whether** I was from Australia.

However, when changing the Wh-questions from direct to indirect speech, the 'Wh' word used in the direct speech is used in the indirect speech. Moreover, the person who is being asked the question is either mentioned directly or there is an indirect reference.

**Example:**

**Direct:** Mother said, "How is the chicken?"

**Indirect:** Mother asked me how the chicken was.

**Direct:** Haseeb said, "When will we go to the stadium, Tahir?"

**Indirect:** Haseeb asked Tahir when they would go to the stadium.

## Textbook Exercise 5

Work in pairs, orally discuss and change the following from direct to indirect speech. After discussing, write the correct responses in your notebook.

1. Ali's friend said, "Can you spare me your book for a week?"

Ans: Ali's friend asked if I could spare him my book for a week.



2. She said to him, "Do you sell seafood?"  
 Ans: She asked him if he sold seafood.
3. "Have you visited Mohatta palace in Karachi, Charles?" said Behram.  
 Ans: Behram wanted to know whether Charles had visited Mohatta palace in Karachi.
4. Rehan said to his sister, "Was your friend's birthday on Friday or Saturday?"  
 Ans: Rehan asked his sister if her friend's birthday was on Friday or Saturday.
5. The doctor said to his patient, "Are you taking medicine regularly?"  
 Ans: The doctor asked his patient if he was taking medicine regularly.
6. "Can we take photographs here?" the students asked the caretaker.  
 Ans: The students asked the caretaker if they could take photographs there.
7. Ashok said, "Is there a petrol pump nearby, Sunil?"  
 Ans: Ashok asked Sunil if there was a petrol pump nearby.
8. Mother said, "Do they know the date of our visit?"  
 Ans: Mother asked if they knew the date of our visit.

### Textbook Exercise 6

Work in pairs, orally discuss and change the following from direct to indirect speech. After discussing, write the correct responses in your notebook.

1. "When will your results be announced?" said Jason.  
 Ans: Jason asked when our results would be announced.
2. "What time will the match start, Zaheer?" said Zaman.  
 Ans: Zaman asked Zaheer what time the match would start.
3. The old woman asked, "Where is the nearest hospital?"  
 Ans: The old woman asked where the nearest hospital was.
4. The climber said, "How quickly can we climb this hill?"  
 Ans: The climber asked how quickly we could climb that hill.
5. "What is the price of this article?" the customer asked the shopkeeper.  
 Ans: The customer asked the shopkeeper what the price of that article was.
6. "Why are you angry with me, Zahida?" said Sabiha.  
 Ans: Sahiba asked Zahida why she was angry with her.
7. The policeman said, "Whose car is this?"  
 Ans: The police asked whose car was that.
8. The old man said, "Children, who broke this windowpane?"  
 Ans: The old man asked the children who had broken that windowpane.

### Textbook Exercise 7

When Faiz returned from the interview, his friends wanted to know the details. He reported what the interviewer had asked him. Work individually and write what Faiz said to his friends. The first one has been done as an example.

1. "What is your name?"  
 Ans: The interviewer asked me what my name was.
2. "What is your qualification?"  
 Ans: She asked me my qualifications. / She asked me what my qualification was.
3. "Do you know how to type?"  
 Ans: She asked me if I knew how to type.

4. "Can you use the computer?"

Ans: The interviewer asked if I could use the computer.

5. "How good is your English?"

Ans: The interviewer wanted to know how good my English was.

6. "Have you worked anywhere else before?"

Ans: She asked if I had worked anywhere else before.

7. "Why do you want to work in this factory?"

Ans: She asked why I wanted to work in that factory.

8. "Where do you live?"

Ans: The interviewer asked where I lived.

9. "How far is this factory from your house?"

Ans: She enquired how far that factory was from my house.

10. "Is there any question that you want to ask?"

Ans: She wanted to know if I wanted to ask any question.

## Textbook Exercise 8

Work individually and rewrite the passage in the form of reported speech.

Nadeem went to his boss and said, "Will I get a promotion this year?" His boss replied that he would. Nadeem said, "When will I get it?" His boss said that he would, but on one condition. "What is that?" said Nadeem. The boss replied, "Can you answer some questions?" Nadeem said, "If I answer correctly will I get the promotion?" The boss confirmed it and said, "Should I ask you three easy questions or one difficult question?"

"Can you give me some time to think?" said Nadeem. The boss gave him two minutes to decide. "Is the difficult question very difficult?" asked Nadeem. The boss replied that it would depend on what you think is difficult. Nadeem said, "What if I cannot answer?" Then he further asked, "Will I get another chance?" The boss replied in the negative.

Nadeem thought for a minute and agreed to be asked one difficult question. The boss said, "Are you sure?" Nadeem said, "Do I have a choice?" The boss said that he could try the three easy questions. Nadeem said that he would like to answer the difficult question. So, the boss said, "What came first, day or night?" Nadeem thought for a minute and replied that day came first. The boss said, "How do you know?" Nadeem said, "Have I not answered one question as per our agreement?" The boss was pleased with his quick thinking and gave him immediate promotion.

Ans: Nadeem went to his boss and asked if he would get a promotion that year. His boss replied that he would. Nadeem asked him when he would get it. His boss said that he would, but on one condition. Nadeem asked what that was. The boss asked him if he could answer some questions. Nadeem asked whether he would get promotion if he answered correctly. The boss confirmed it and asked him if he asked him three easy questions or one difficult question?

Nadeem asked if he could give him some time to think. The boss gave him two minutes to decide. Nadeem asked if the difficult question was very difficult. The boss replied that it would depend on what you think is difficult. Nadeem asked What if he couldn't answer. Then he further asked if he would get another chance. The boss replied in the negative.

Nadeem thought for a minute and agreed to be asked one difficult question. The boss asked him if he was sure. Nadeem asked if he had a choice. The boss said that he could try the three easy questions. Nadeem said that he would like to answer the difficult question. So, the boss asked what had come first, day or night. Nadeem thought for a minute and replied that day came first. The boss asked how he knew. Nadeem asked if he had not answered one question as per their agreement. The boss was pleased with his quick thinking and gave him immediate promotion.

A preposition shows a relation between a word and a noun or a pronoun that follows it.

پریپوزیشن کسی لفظ اور ناؤن یا پروناؤن کے درمیان تعلق کو ظاہر کرتا ہے۔

e.g. 1. The book is on the table.

کتاب میز پر ہے۔

2. There is milk in the jug.

دودھ جگ میں ہے۔

In the first sentence, "on" shows a relation between the table and the book.

پہلے جملے میں on میز اور کتاب کے درمیان تعلق کو ظاہر کر رہا ہے۔

In the second sentence, "in" shows a relation between milk and the jug.

دوسرے جملے میں in دودھ اور جگ میں تعلق ظاہر کر رہا ہے۔

in, on, at: They are used for place and time.

at, on, in یہ جگہ اور وقت کے لیے استعمال ہوتے ہیں۔

#### 1. Use of at, in and on for Place:

at:

at the door/ window/ bus stop/ airport/ traffic light/ station/ top/ bottom/ table/ party/ etc.

in:

in the room/ garden/ bag/ purse/ mirror/ book/ photo/ queue/ stadium/ bottle/ jug/ etc.

on:

on the floor/ wall/ platform/ roof/ grass/ table/ train/ plan/ farm/ average/ whole/ etc.

#### 2. Use of at, in and on for Time:

at:

at 2 o'clock/ 3 p.m./ breakfast/ present/ noon/ the moment/ the weekend/ that time/ Eid/ etc.

in:

in the summer vacation/ two days/ the night/ the 20<sup>th</sup> century/ December/ etc.

on: on Monday/ July 4/ birthday/ Friday morning/ etc.

#### Fixed Expressions:

in the morning, in the afternoon, in the evening, at night, at noon, at midday/midnight, on duty, by car/ bus/ air/ sea/ etc.

**Note:** Some words can be followed by two prepositions. You should stick to any one of them.

e.g. knock at or knock on, talk to or talk with.

Some words change prepositions when use differently.

e.g. search for, in search of/ good at (something) maths/ computer/ good for (health)/ good to (people)/ write in pen/ pencil/ ballpoint etc., write with a pen/ pencil/ ballpoint/ etc.

#### Words followed by:

at:

aim, amazed, annoyed, arrive, bark, excellent, fire, glad, good, knock, laugh, look, point, shocked, shout, skilled, smile, surprised, throw, etc.



for:

accountable, appetite, apply, ask, beg, blame, care, cheque, demand, desire, eager, enough, famous, fear, impossible, late, leave, look, love, minister, need, order, prepare, possible, punish, ready, reason, reward, request, respect, reward, search, sorry, sympathy, wait, useful, etc.

from:

absent, abstain, borrow, conceal, derive, deviate, differ, different, distinguish, escape, fall, free, hear, hide, prevent, protect, refrain, resign, save, separate, stop, suffer, etc.

in:

abound, ability, believe, deal, dressed, faith, interest, interested, involved, participate, regular, rich, rise, set, specialize, succeed, success, take part, write, etc.

of:

accused, acquitted, afraid, approve, aware, blind, composed, consist, cost, die, effect, evidence, fond, full, habit, hope, ignorant, message, minister, nervous, proud, shortage, sick, sure, tired, etc.

on:

bent, blame, concentrate, congratulate, depend, emphasis, focus, influence, keen, knock, live, rely, spend, stress, etc.

to:

addicted, answer, apply, attend, belong, confined, close, devoted, equal, exposed, faithful, happened, harmful, inferior, injurious, invite, junior, kind, married, migrate, object, pray, prefer, reply, rude, senior, sentenced, similar, stick, superior, etc.

## Textbook Exercise 1

Work individually, choose the correct option from the prepositions of movement and direction given in parenthesis. After completing, compare your answers with your partner.

01. Let's go for a walk \_\_\_\_\_ (across/under/by) the river.
02. I'm going \_\_\_\_\_ (to/past/around) the shop to buy some grocery.
03. We sailed \_\_\_\_\_ (over/under/around) the bay today.
04. Let's walk \_\_\_\_\_ (under/over/by) the river.
05. I'm going \_\_\_\_\_ (over/into/to) Paris in May.
06. We walked all \_\_\_\_\_ (around/under/to) the city centre but couldn't find the store.
07. He put the open book \_\_\_\_\_ (at/on/in) the desk and asked the child to read.
08. The lion walked in a circle \_\_\_\_\_ (across/around/into) the baby giraffe before attacking it.
09. The train passed \_\_\_\_\_ (onto/into/through) nine tunnels on the way to Peshawar.
10. His dog is always trying to escape \_\_\_\_\_ (from/on/past) the backyard.

## Answer Key

- |        |            |             |             |        |            |
|--------|------------|-------------|-------------|--------|------------|
| 01. by | 02. to     | 03. around  | 04. through | 05. to | 06. around |
| 07. on | 08. around | 09. through | 10. from    |        |            |

## Textbook Exercise 2

Work individually, choose the right option to complete the sentences. After completing, compare your answers with your partner.

01. Be careful when you walk \_\_\_\_\_ the street. You may encounter stray dogs there.  
(a) Through                      (b) above                      (c) across                      (d) up
02. The car is going \_\_\_\_\_ the tunnel to reach the station.  
(a) Around                      (b) below                      (c) at                      (d) through
03. A flock of birds is flying \_\_\_\_\_ the trees under the blue sky.  
(a) over                      (b) through                      (c) onto                      (d) on
04. She walked \_\_\_\_\_ the kitchen and put her packages on the table.  
(a) in                      (b) into                      (c) onto                      (d) on
05. River Kunhar flows \_\_\_\_\_ the lake.  
(a) towards                      (b) over                      (c) up                      (d) on
06. While waiting for my train, I took a walk \_\_\_\_\_ the station.  
(a) on                      (b) around                      (c) onto                      (d) in
07. A formation of twelve airplanes flew \_\_\_\_\_ our houses.  
(a) up                      (b) down                      (c) over                      (d) past
08. The door was locked, so I shoved the letter \_\_\_\_\_ the door.  
(a) Around                      (b) under                      (c) on                      (d) into
09. The poachers go \_\_\_\_\_ the forest to hunt animals for their hide.  
(a) on                      (b) through                      (c) in                      (d) over
10. I slipped as I stepped \_\_\_\_\_ the platform.  
(a) into                      (b) onto                      (c) around                      (d) across

## Answer Key

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 01. (c) | 02. (d) | 03. (a) | 04. (b) | 05. (a) | 06. (b) |
| 07. (c) | 08. (b) | 09. (c) | 10. (b) |         |         |



# Compound Prepositions

Compound prepositions are composed of two or more prepositions to function as one preposition. Compound prepositions must not be joined together as they are two separate words that function as one word.

**Example:**

- **According to** his mother, he often talked in his sleep.
- We waste a lot of time arguing **instead of** agreeing.
- They continued with their search and rescue mission **in spite of** the bad weather.
- They had to paint their office **in addition to** their usual work.

Some Compound Prepositions		
according to	in favour of	due to
as to	in front of	next to
opposite to	on account of	in between
away from	on behalf of	in case of
aside from	in addition of	along with
because of	in case of	apart from
close to	in return for	out of
depending on	in spite of	instead of

## Textbook Exercise 3

**Work individually. Use an appropriate compound preposition from the list given above to complete the sentences below. After completing, compare your answer with your partner and make corrections where necessary.**

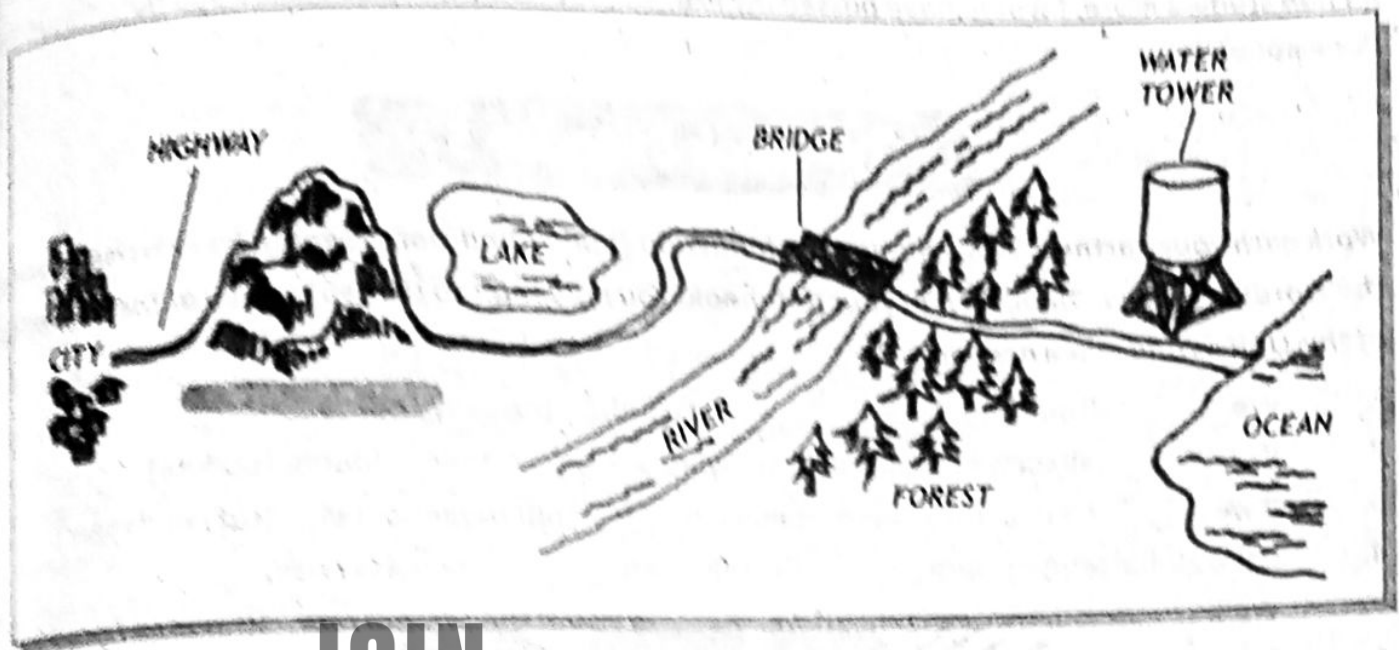
1. He can't perform any more \_\_\_\_\_ his failing health.
2. The villagers had to carry pails of water \_\_\_\_\_ their work in the fields.
3. Sameer was never \_\_\_\_\_ his parents going to the city.
4. This theory is wrong \_\_\_\_\_ his philosophy.
5. The match was delayed \_\_\_\_\_ rain.
6. This dog has been sitting \_\_\_\_\_ me for one hour.
7. I gave him a new book \_\_\_\_\_ the one I lost.
8. We will inform you later, \_\_\_\_\_ the situation.
9. The van stopped \_\_\_\_\_ the hospital.
10. You will have to leave your position \_\_\_\_\_ any change in the plan.

### Answer Key

- |                 |                |                   |                  |
|-----------------|----------------|-------------------|------------------|
| 01. because of  | 02. due to     | 03. in favour of  | 04. according to |
| 05. because of  | 06. next to    | 07. in return for | 08. depending on |
| 09. in front of | 10. in case of |                   |                  |



## Textbook Exercise 4



Look at the picture above and fill the blanks in the following passage with one of the prepositions given in the box. Each preposition may be used only once.

according to   down   through   in spite of   around   past  
on top of   up   in   to   at   from  
into   out of   over   due to   on

One hot summer morning, in spite of the intense heat, we decided to take a trip out of the city and go to the ocean. We got into the car and drove down the highway, which went around one side of the mountain and came up the other side. Then the highway went on a part of the lake and over the bridge. After that we drove through the forest and past the big water tower. We arrived at the beach by noon due to the heavy traffic. According to the map, the water that flowed in the river came from the melted glaciers. One of my friends also told me that natives preferred to live on top of the mountain as they felt safe there.

## Type 3 Conditional Sentences

### Type 3 Conditional Sentences

There are three main types of conditional tenses. Look at the table below.

Type 1	Present action leading to future results	If the team plays well, they will get into the finals.	If ... present simple verb will/can/might + verb →
Type 2	Past action leading to present results	If I worked harder, I could get better results.	If ... past simple verb ... would/could/might + verb
Type 3	Past action leading to past results	If he had listened to his parents, he would have got the job.	If ... past perfect verb ... would have/could have/might have + verb

The Type 3 conditional is used when talking about something that was not done, which led to results about which nothing can be done now.

*If I had studied more, I would have passed my exams.* (but I didn't, and so I failed and nothing can be done about it)

## Textbook Exercise 5

Work with your partner. Orally discuss the following Type 1 Conditional Sentences exercise by using the words provided. Then, do it in your notebook. You may refer to the table given at the beginning of this Unit as and when needed.

1. We \_\_\_\_\_ all our wildlife if we \_\_\_\_\_ not careful. (destroy / be)
2. If we \_\_\_\_\_ all sorts of chemicals into rivers, we \_\_\_\_\_ them. (dump / pollute)
3. If we \_\_\_\_\_ trees at the present speed, we \_\_\_\_\_ our oxygen supply. (cut / endanger)
4. If the global temperature \_\_\_\_\_, the sea levels \_\_\_\_\_ (Increase / rise).
5. We'll \_\_\_\_\_ our own existence if we \_\_\_\_\_ waste at the present rate. (threaten / produce)
6. The traffic flow \_\_\_\_\_ better if everyone \_\_\_\_\_ the traffic rules. (be / follow)
7. If I \_\_\_\_\_ you some of the chocolates, I \_\_\_\_\_ very few left for the party. (give / have)
8. You \_\_\_\_\_ better marks next time if you \_\_\_\_\_ less time on video games. (get / spend)
9. If you \_\_\_\_\_ so loudly during the match you \_\_\_\_\_ our neighbours. (shout / disturb)
10. We \_\_\_\_\_ the Eiffel Tower if we \_\_\_\_\_ to Paris. (visit / go)

### Answer Key

- |                           |                             |                          |
|---------------------------|-----------------------------|--------------------------|
| 01. will destroy , are    | 02. dump , will pollute     | 03. cut , will endanger  |
| 04. increases , will rise | 05. threaten , will produce | 06. will be , follows    |
| 07. give , will have      | 08. will get , spend        | 09. shout , will disturb |
| 10. will visit , go       |                             |                          |

## Textbook Exercise 6

Work with your partner. Orally discuss the following Type 2 Conditional Sentences exercise by using the words provided. Then, do it in your notebook. You may refer to the table given at the beginning of this section as and when needed.

1. If you \_\_\_\_\_ dark glasses, you \_\_\_\_\_ your eyes. (wear / protect)
2. It \_\_\_\_\_ impossible to enter the building if the porter \_\_\_\_\_ us. (be / stop)
3. I \_\_\_\_\_ this work for you if time \_\_\_\_\_. (do / permit)
4. If I \_\_\_\_\_ a lottery I \_\_\_\_\_ a new computer. (win / buy)
5. He \_\_\_\_\_ leave if he \_\_\_\_\_ cold. (take / catch)
6. If the police \_\_\_\_\_ hard enough they \_\_\_\_\_ the thief to prison. (try / send)
7. My friend \_\_\_\_\_ you a concession if you \_\_\_\_\_ the oven from him. (get / purchase)
8. If I \_\_\_\_\_ you, I \_\_\_\_\_ for the job. (be / apply)

9. If the doctor \_\_\_\_\_ him he \_\_\_\_\_ to work. (allow / go)  
 10. It \_\_\_\_\_ me a lot of pleasure if they \_\_\_\_\_ the gift. (give / accept)

### Answer Key

- |                           |                         |                          |
|---------------------------|-------------------------|--------------------------|
| 01. wore , could protect  | 02. would be , stopped  | 03. could do , permitted |
| 04. won , would buy       | 05. might take , caught | 06. tried , would send   |
| 07. could get , purchased | 08. were , would apply  | 09. allowed , would go   |
| 10. would give , accepted |                         |                          |

## Textbook Exercise 7

Work with your partner. Orally discuss the following Type 3 Conditional Sentences exercise by using the words provided. Then, do it in your notebook. You may refer to the table given at the beginning of this Unit as and when needed.

- If the flight \_\_\_\_\_ on time, my boss \_\_\_\_\_ to the meeting. (arrive / come)
- They \_\_\_\_\_ all the food if \_\_\_\_\_ it on the table. (eat / keep)
- If the driver \_\_\_\_\_ at the turning, the old woman \_\_\_\_\_ the road easily. (stop / cross)
- If you \_\_\_\_\_ your umbrella, you \_\_\_\_\_ getting wet in the rain. (take / avoid)
- I \_\_\_\_\_ the storm if I \_\_\_\_\_ more cautions. (escape / be)
- The people \_\_\_\_\_ if they \_\_\_\_\_ that there was no food. (leave / know)
- The child \_\_\_\_\_ the punishment if the scars \_\_\_\_\_. (forget / disappear)
- If their new player \_\_\_\_\_ as expected they \_\_\_\_\_ the match. (perform / win)
- There \_\_\_\_\_ no fight if the police \_\_\_\_\_ in time. (be / arrive)
- If he \_\_\_\_\_ the question the teacher \_\_\_\_\_ him some marks. (attempt / give)

### Answer Key

- |  |                                      |
|--|--------------------------------------|
| 01. had arrived , would have come          | 02. would have eaten , had kept      |
| 03. had stopped , could have crossed       | 04. had taken , might have avoided   |
| 05. could have escaped , had been          | 06. could have left , had known      |
| 07. might have forgotten , had disappeared | 08. had performed , could have won   |
| 09. might have been , had arrived          | 10. had attempted , would have given |

## Textbook Exercise 8

Sheeba won the provincial folk songs competition and was interviewed by a reporter. She mainly responded by using the type 3 conditional sentences. The pair verbs used in each response are given below in a jumbled order. Complete her responses in the following dialogue. After you have completed, compare your answers with your partner and make corrections where needed. The first one has been done as an example.



be / perform

select / think

lose / cry

make / encourage

fall / be

- Reporter:** Congratulations, Ms Sheeba. You have won!
- Sheeba:** Thank you. If I **had stopped** practicing, I **would have lost**.
- Reporter:** What if you had lost?
- Sheeba:** If I **had lost the competition**, I **might have cried**.
- Reporter:** How would your parents have felt?
- Sheeba:** If I **had failed**, my parents **would have been very disappointed**.
- Reporter:** What about your friends?
- Sheeba:** Some **might have made** fun of me while a few **would have encouraged** me to try again.
- Reporter:** What could you have differently to make sure you won?
- Sheeba:** I **might have selected** a different song if I **had thought** about it.
- Reporter:** Anything else that you would like to say?
- Sheeba:** My self-esteem **could have been** badly affected if I **had performed** badly.
- Reporter:** Any message that you would like to give to others?
- Sheeba:** Work hard, prepare well, and you will succeed one day. Don't ever give up.
- Reporter:** Thank you.
- Sheeba:** Thank you.

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علی بیروت ہے



A relative pronoun is used to connect a clause or phrase to a noun or pronoun. The clause modifies or describes the noun. The most common relative pronouns are **who**, **whom**, **whose**, **which**, and **that**. Sometimes, **'when'** and **'where'** can be used as relative pronouns as well.

Relative Pronoun	Usage	Example
<b>who</b>	used for people: replaces subject pronouns like I, she, he, we, they	It was my husband <b>who</b> broke the car door.
<b>whose</b>	shows possession or relationship	This is the girl <b>whose</b> notes I borrowed.
<b>whom</b>	replaces object pronouns like me, her, him	The man <b>whom</b> they found was sent home.
<b>which</b>	used for objects and animals (typically non-defining clauses)	The robots, <b>which</b> were waiting outside, were ready for shipment.
<b>that</b>	used for people and things (typically defining clauses)	The piggy bank <b>that</b> was on my desk got broken.

**How to Use Relative Pronouns:** Relative pronouns are placed directly after the noun or pronoun they modify (which is underlined in the examples below). The subject of the sentence is described by a relative clause (italicized). Since these clauses describe a noun or a pronoun, they are also known as adjective clauses because they act like adjectives in the sentence. Each clause is introduced by a relative pronoun (in bold). Relative pronouns connect the description to the rest of the sentence in an orderly way. See how this works through a few examples.

- The driver **who** ran the stop sign was careless.
- The children, **whom** we love dearly, need better educational systems.
- Never go to a doctor **whose** office plants have died.
- I have a friend **whose** cat is annoying.
- The book, **which** is now out of print, has all the information you need.
- This is the book **that** everyone is talking about.

**When and Where as Relative Pronouns:** Occasionally, the relative adverbs **'when'** and **'where'** are also used as relative pronouns. As a relative pronoun, **'when'** introduces clauses that describe a noun that refers to a time, and **'where'** refers to a place. For examples

- Grandma remembers a time **when** radio shows were popular.
- She remembered the day **when** they met.
- The office **where** I work is in this building.
- I want to visit the place **where** my grandma was born.

#### Defining vs. Non-Defining Relative Clauses

When relative pronouns add descriptive information, that information is either defining or non-defining.

**Defining Clauses:** A defining clause, also known as a restrictive clause, gives essential information about the noun in question. It's so important that it cannot be cut out of the sentence and still convey the intended meaning. Additionally, defining clauses require no additional punctuation. See a few examples.

- This is the dog **that** was hit by a car.
- These are the **houses** that have been affected.
- These are the **people** who want to buy my car.
- I don't like **people** who interrupt me.

As you can see, the italicized clauses contain critical information. You can tell because if you cut out the clause, the sentence's meaning is fundamentally different. For example, saying 'I don't like people' is very different from saying 'I don't like people who interrupt me'.

**Non-Defining Clauses:** On the other hand, non-defining clauses add information that's nice to have but isn't essential to the sentences overall meaning. They could be deleted, and the sentence would convey basically the same information. Therefore, non-defining clauses are set apart from the main sentence by commas, which help to indicate its less important status in the sentence. See a few example sentences with non-defining clauses.

- This painting, *which I adore*, is worth over a million dollars.
- The neighbor, *who lives down the road*, got a new car.
- The plant, *which sits in the window*, is getting new leaves.
- The teacher, *who was about to retire*, begun writing her memoirs.

In the examples, you could cut out the non-defining clause in italics and still understand the point of the sentence. The important part is that the painting is worth a million dollars; the fact that it is adored is merely nice to know.

### Mistakes Using Relative Pronouns

**Who vs. That:** One of the most common mistakes in writing is to use the wrong relative pronoun, particularly when it comes to mixing up 'who' and 'that'. 'Who' is always used to set up a relative clause that describes a person, while 'that' is used to describe an object or non-human things.

- I like the child **who** runs fast.
- The woman, **who** is very old, took a nap.
- I like the dog **that** does tricks.
- I like the clock **that** chimes the hour.

**Which vs. That:** Another common error is to mix up 'that' and 'which'. When describing objects and non-human beings, 'that' is used to introduce a defining relative clause (essential information and requires no additional punctuation), while 'which' is used to introduce a non-defining clause (non-essential information set off by commas).

- The hamster, **which** was in the cage, was running on the wheel.
- The phone, **which** was ringing, was in my bedroom.
- The cat **that** is very old needs to see the vet today.
- Here are some cookies **that** everyone can eat.



## Revision: Relative Pronouns

The relative pronouns are 'who, whom, whose, which, and that'. The relative pronouns go after the noun and the pronouns at the beginning of the relative clause. Generally, *who* refers to people and *that* and *which* refer to things.

Here are some examples:

- Ali respects my brother, **who** is senior to him.
- He is the one **whom** I met yesterday.
- There are children **whose** parents never come to school.
- The house, **which** is next to my school, looks spooky.
- This is the pen **that** I gifted you.

## Textbook Exercise 1

Fill the following blanks by choosing the right option. After completing your work, compare it with your partner and make corrections where necessary.

01. The festival \_\_\_\_\_ lasted all day, ended with a banquet.  
(a) that (b) who (c) which (d) what
02. I am looking for someone \_\_\_\_\_ can watch my dog while I go on vacation.  
(a) which (b) who (c) whom (d) that
03. The police needed details \_\_\_\_\_ could help identify the robber.  
(a) who (b) whatever (c) that (d) what
04. I'd like to take you to a cafe \_\_\_\_\_ serves excellent coffee.  
(a) that (b) what (c) which (d) who
05. This is the house \_\_\_\_\_ Jamil built.  
(a) which (b) where (c) that (d) whom
06. I cannot say goodbye to one \_\_\_\_\_ personality I have always liked.  
(a) whose (b) that (c) which (d) whom
07. I saw the shoes \_\_\_\_\_ you bought last week on sale for less this week.  
(a) where (b) that (c) who (d) whom
08. We met our friend \_\_\_\_\_ father passed away last month suddenly.  
(a) whose (b) who (c) when (d) that
09. This is the person \_\_\_\_\_ we met last week.  
(a) where (b) whom (c) who (d) that
10. I have a watch \_\_\_\_\_ is ten years old.  
(a) whose (b) whom (c) whom (d) which

### Answer Key

- |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|
| 01. (a) | 02. (b) | 03. (c) | 04. (a) | 05. (c) | 06. (d) | 07. (b) |
| 08. (a) | 09. (b) | 10. (d) |         |         |         |         |

## Textbook Exercise 2

Fill the following blanks with 'that, which, who, whose, and whom'. After completing your work, compare it with your partner and make corrections where necessary.

01. A pencil is something \_\_\_\_\_ every student needs.
02. Pizza is a popular food \_\_\_\_\_ was first made in Italy.
03. Mr. Liaquat \_\_\_\_\_ house is next to our house is an engineer.
04. I bought a cell phone \_\_\_\_\_ has 5G internet access.
05. Mosquitoes are insects \_\_\_\_\_ like to bite people.
06. Albert Einstein was a scientist \_\_\_\_\_ made many important discoveries.
07. My uncle \_\_\_\_\_ we met last night helps us with our homework.
08. A helicopter is a machine \_\_\_\_\_ can fly.
09. Shah Inayat Shaheed is a famous Sufi saint \_\_\_\_\_ has millions of followers.
10. A blanket is something \_\_\_\_\_ people use in winter.

### Answer Key

- |          |          |           |           |           |         |
|----------|----------|-----------|-----------|-----------|---------|
| 01. that | 02. that | 03. whose | 04. which | 05. which | 06. who |
| 07. whom | 08. that | 09. who   | 10. that  |           |         |

## Textbook Exercise 3

Work in pairs. Combine the following sentences using relative pronouns. Write the combined sentences in your notebook.

1. **Shahid gave a long and tedious speech. He won the prize.**

**Ans:** Shahid, who won the prize, gave a long and tedious speech.

2. **A chain of stores wants to open new stores across the province. It does business all over Pakistan.**

**Ans:** A chain of stores, which does business all over Pakistan, wants to open new stores across the province.

3. **Social network sites will change business. They are trendy.**

**Ans:** Social network sites that are trendy will change business.

4. **Scientists are working on stem cells. Stem cells will revolutionize medicine.**

**Ans:** Scientists are working on stem cells that will revolutionize medicine.

5. **Last week, Rizwan interviewed Sana. She is my neighbour.**

**Ans:** Last week, Rizwan interviewed Sana, who is my neighbour.

6. **Yesterday I met a talented man. He works in a circus.**

**Ans:** Yesterday I met a talented man who works in a circus.

7. **Bano signed autographs at tower records yesterday. She is a famous musician.**

**Ans:** Bano, who is a famous musician, signed autographs at tower records yesterday.

8. **John F. Kennedy was assassinated in 1963. He was the president of the USA.**

**Ans:** John F. Kennedy, who was the president of the USA, was assassinated in 1963.

9. **The prime minister will inaugurate a new hospital, It is on 6th street.**

**Ans:** The prime minister will inaugurate a new hospital, which is on 6th street.

10. **He sat on the wooden chair. The chair was broken.**

**Ans:** He sat on the wooden chair that was broken.

# Direct / Indirect Speech: Command and Requests Revision

Normally, 'to' is used as a joining clause before the reported command or request, and the reported verb is changed according to the mood of the sentence (e.g., told, ordered, asked, requested, advised). In direct speech, often the person addressed is not clearly mentioned; however, it is generally clear who is being addressed. In such cases, while changing sentences from direct to indirect speech the person addressed often needs to be mentioned.

Example:

**Direct:** The man said, "Please bring me a chair."

**Indirect:** The man requested his son to bring him a chair.

## Textbook Exercise 4

Change the following orders into indirect speech. Compare your answers with your partner, after completing. Make corrections where needed. You can use words like tell, ask, order/command.

1. **The teacher said to the students, "Do not talk during the assembly."**

Ans: The teacher ordered the students not to talk during the assembly.

2. **Mother said to her son, "Work hard or else you will fail."**

Ans: Mother advised her son to work hard or else he would fail.

3. **The guard said to us, "Stand in the queue and wait for your turn."**

Ans: The guard requested us to stand in the queue and wait for our turn.

4. **She said to her maid, "Bring me a glass of water."**

Ans: She ordered her maid to bring her a glass of water.

5. **The officer said to the peon, "Let the visitor come in."**

Ans: The officer commanded the peon to let the visitor come in.

6. **"Stay indoors during the storm," the government authorities advised the people.**

Ans: The government authorities advised the people to stay indoors during the storm.

## Textbook Exercise 5

Change the following requests into indirect speech. Compare your answers with your partner, after completing. Make corrections where needed. You can use words like tell, ask, request.

1. **"Try to speak gently when talking to old people," the manager said to his staff.**

Ans: The manager asked his staff to speak gently when talking to old people.

2. **"Please turn out the lights, team, when you leave the room," said the organizer.**

Ans: The organizer requested to turn out the lights when we left the room.



3. **"Give me a glass of water, Yusuf," said grandfather.**

**Ans:** Grandfather asked Yusuf to give him a glass of water.

4. **"Sana, please put this plate on the table," said Mrs. Sultan.**

**Ans:** Mrs. Sultan requested Sana to put that plate on the table.

5. **"Make sure that the children are in bed by eight o'clock," said father.**

**Ans:** Father asked to make sure that the children were in bed by eight o'clock.

6. **The doctor said to the patient, "Take your medicines on time."**

**Ans:** The doctor told the patient to take his medicines on time.

## Textbook Exercise 6

**Change the following into indirect speech. Compare your answers with your partner, after completing. Make corrections where needed.**

1. **"Go away and never come back again," said his boss.**

**Ans:** His boss ordered him to go away and not to come back again.

2. **The principal said to the naughty student, "Come after school hours."**

**Ans:** The principal asked the naughty student to come after school hours.

3. **"Please be seated," said the announcer.**

**Ans:** The announcer requested to be seated.

4. **"Never say no when someone asks for help," the preacher said in his speech.**

**Ans:** The preacher advised in his speech not to say no when someone asks for help.

5. **"Be quiet, please, children," said the mother.**

**Ans:** The mother asked the children to be quiet.

6. **"Aunt Sakina, please tell me where to find the keys," said Maqbool.**

**Ans:** Maqbool politely requested Aunt Sakina to tell him where to find the keys.

7. **"Please shut the window," said the little girl to her sister.**

**Ans:** The little girl requested her sister to shut the window.

8. **"Water the plants before you go," said my father to the gardener.**

**Ans:** My father ordered the gardener to water the plants before he went.

9. **"Soldiers, march quickly to the exit," said the commander.**

**Ans:** The commander ordered the soldiers to march quickly to the exit.

10. **The clerk said to the man, "Do not disturb me."**

**Ans:** The clerk forbade the man not to disturb him.

## Textbook Exercise 7

**Work in pairs and change the following dialogue into indirect speech.**

**Teacher:** Hurry up, class, we are getting late.

**Tahira:** Uzma, put these books in the cupboard and tidy up the desk.

- Aliya:** Put up that picture on the wall, Shazia, and Umalma, give me the brush.  
**Laila:** Salma, take the dustbin out and empty it while you are there.  
**Anjum:** Just leave everything and start putting the chairs in order.  
**Anila:** Shehla, blow up the balloons and put them on the string.  
**Teacher:** Get out of the classroom before the guests come.  
**Farah:** Pick up all the extra things before going out.  
**Teacher:** Wait outside until all the guests are seated.

**Ans:** The teacher asked the class to hurry up as they were getting late.

Tahlira asked Uzma to put those books in the cupboard and tidy up the desk.

Aliya ordered to put that picture on the wall and asked Shazia, and Umalma to give her the brush.

Laila asked Salma to take the dustbin out and empty it while she was there.

Anjum told them to leave everything and to start putting the chairs in order.

Anila asked Shehla to blow up the balloons and put them on the string.

The teacher ordered them to get out of the classroom before the guests came.

Farah asked them to pick up all the extra things before going out.

Teacher ordered to wait outside until all the guests were seated.

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# The Feminine of Nouns

There are three ways of forming the Feminine of Nouns:

(1) By using an entirely different word; as

Masculine	Feminine
bachelor	maid; spinster
brother	sister
bullock	heifer
colt	filly
drake	duck
father	mother
gentleman	lady
husband	wife
man	woman
nephew	niece
son	daughter
wizard	witch

Masculine	Feminine
boy	girl
bull (or ox)	cow
cock	hen
dog	bitch
drone	bee
gander	goose
horse	mare
king	queen
monk	nun
sir	madam
stag	hind
uncle	aunt

(2) By adding a syllable (-ess, -ine, -trix, -a, etc) as,

Masculine	Feminine
author	authoress
count	countess
heir	heiress
Jew	Jewess
manager	manageress
patron	patroness
priest	priestess

Masculine	Feminine
baron	baroness
giant	giantess
host	hostess
lion	lioness
mayor	mayoress
poet	poetess
shepherd	shepherdess

**Note:** In the following -ess is added after dropping the vowel of the masculine ending.

Masculine	Feminine
actor	actress
conductor	conductress
hunter	huntress
negro	negress
prince	princess
traitor	traitress
master	mistress

Masculine	Feminine
benefactor	benefactress
founder	foundress
instructor	instructress
emperor	empress
tiger	tigress
waiter	waitress
murderer	murderess



**Note:** The suffix **-ess** is the commonest suffix used to form feminine nouns, from the masculine, and is the only one which we now use in forming a new feminine noun.

Masculine	Feminine
hero	heroine
fox	vixen

Masculine	Feminine
sultan	sultana

(3) By placing a word before or after; as,

Masculine	Feminine
grandfather	grandmother
manservant	maidservant
milkman	milk-woman
salesman	saleswoman

Masculine	Feminine
great-uncle	great-aunt
landlord	landlady
peacock	peahen
washer-man	washerwoman

## Adjectives

An adjective describes, or modifies, a noun or a pronoun. Adjectives can tell what kind, how many, or which one.

Follow the yellow cab.

(In this example, the adjective 'yellow' modifies the noun 'cab'.)

Adjectives describe nouns by giving some information about an object's size, shape, age, colour, origin or material.

- It's a big table. (size)
- It's a round table. (shape)
- It's an old table. (age)
- It's a brown table. (colour)
- It's an English table. (origin)
- It's a wooden table. (material)
- It's a lovely table. (opinion)
- It's a broken table. (observation)
- It's a coffee table. (purpose)



## Degree of Adjectives

Adjectives are of three degrees. (1) Positive (2) Comparative (3) Superlative

e.g. Shahid is a rich man.

Moiz is taller than Abid.

Mount Everest is the highest peak in the world.

The **Positive Degree** is used to denote the mere existence of quality. It is used when no comparison is made.



It is a tall building.

Apple is sweet to taste.

The **Comparative Degree** denotes the existence of a higher degree of the quality than the positive. It is used when two persons or things are compared.

This building is taller than any other building.

Apple is sweeter than pear.

The **Superlative Degree** denotes the existence of the highest degree of the quality. It is used when more than two persons or things are compared.

This is the tallest building.

Apple is the sweetest fruit.

## Formation of Comparative and Superlative Degrees

### 1. By adding 'er' and 'est':

Positive	Comparative	Superlative
bright	brighter	brightest
bold	bolder	boldest
cold	colder	coldest
great	greater	greatest
kind	kinder	kindest
small	smaller	smallest
sweet	sweeter	sweetest
young	younger	youngest

Positive	Comparative	Superlative
black	blacker	blackest
clever	cleverer	cleverest
fast	faster	fastest
high	higher	highest
long	longer	longest
strong	stronger	strongest
tall	taller	tallest
tough	tougher	toughest

### 2. By adding 'r' and 'st':

Positive	Comparative	Superlative
brave	braver	bravest
large	larger	largest
noble	nobler	noblest
simple	simpler	simplest
white	whiter	whitest

Positive	Comparative	Superlative
fine	finer	finest
nice	nicer	nicest
pale	paler	palest
wise	wiser	wisest

### 3. By deleting the final 'y' and adding 'ier' and 'iest':

Positive	Comparative	Superlative
costly	costlier	costliest
easy	easier	easiest
heavy	heavier	heaviest
wealthy	wealthier	wealthiest

Positive	Comparative	Superlative
dry	drier	driest
happy	happier	happiest
lazy	lazier	laziest

4. **By doubling the final consonants:**

Positive	Comparative	Superlative
big	bigger	biggest
fat	fatter	fattest
thin	thinner	thinnest

Positive	Comparative	Superlative
dim	dimmer	dimmest
hot	hotter	hottest

5. **By adding 'more' and 'most':**

Positive	Comparative	Superlative
active	more active	most active
beautiful	more beautiful	most beautiful
careful	more careful	most careful
difficult	more difficult	most difficult
faithful	more faithful	most faithful
popular	more popular	most popular

Positive	Comparative	Superlative
attractive	more attractive	most attractive
brilliant	more brilliant	most brilliant
cunning	more cunning	most cunning
famous	more famous	most famous
proper	more proper	most proper
splendid	more splendid	most splendid

6. **Irregular Comparisons:**

Positive	Comparative	Superlative
bad	worse	worst
good	better	best
well	better	best
little	less	least
many	more	most
popular	more popular	most popular

Positive	Comparative	Superlative
evil	worst	worst
far	farther	farthest
late	later	latest
much	more	most
old	older	oldest

