

ME English Center

For Class 10 New English Book Notes



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Unit 1: CONTRIBUTION OF NOBLE LEADERS

Unit 1.1: READING COMPREHENSION

The VOICE OF GOD

About poet: This poem is written by Louis I. Newman (1893-1972). He was born 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 subject.

B. Exercise:

1. Why did author climb the steeple?

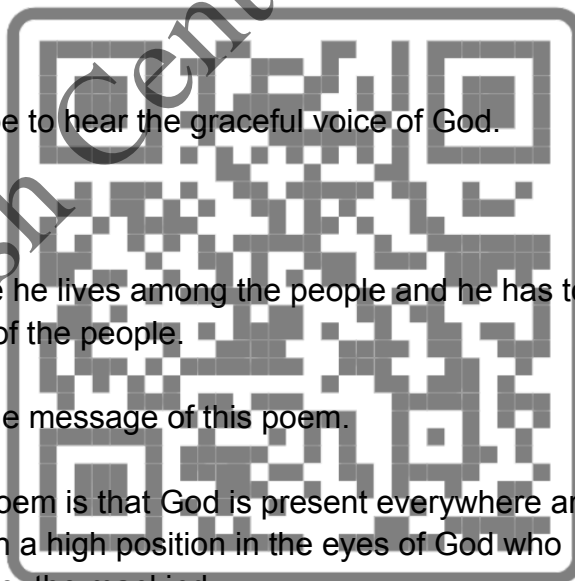
Ans) The author climbed the steeple in a hope to hear the graceful voice of God.

2. Why did God tell him to go down again?

Ans) God told him to go down again because he lives among the people and he has to spend his life while living in the midst of sea of the people.

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

Ans) The secret but strong message of the poem is that God is present everywhere and only that person would get success and attain a high position in the eyes of God who serves generously the best creation of God i.e. the mankind.



Unit 1.1: READING COMPREHENSION**The Wise Caliph****Exercise 1**

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

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

Ans) 4

b) Who are they?

Ans)

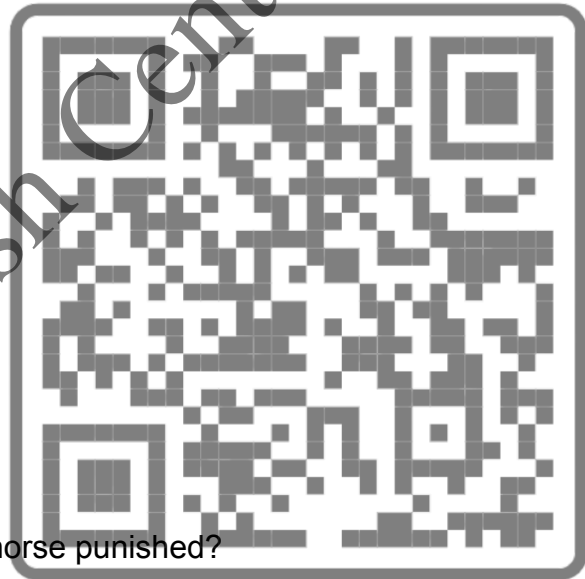
1. Caliph
2. Qazi
3. The beggar
4. The rich man

c) Who got the horse?

Ans) The rich man

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

Ans) He was not punished instead he was forgiven by the caliph on the demand of begging forgiveness from the rich man.

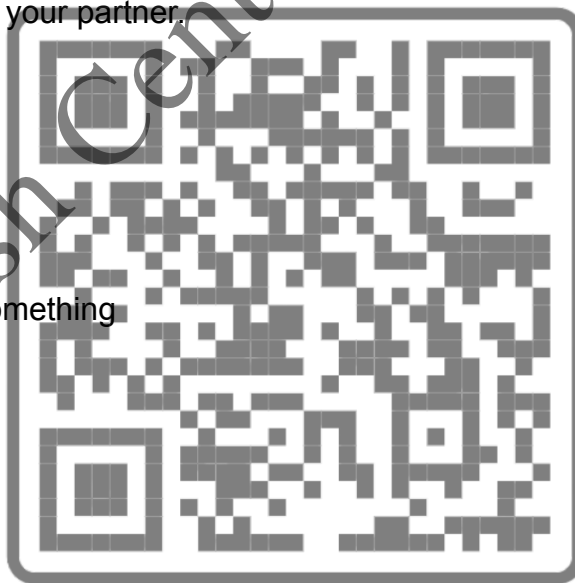


Exercise 2

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 the blanks with the correct words. The first one has been done as an example. After you have completed, compare your answers with your partner.

1. disguise means change appearance
2. claims means state something as true
3. welfare means general well-being
4. mingle means mix with people
5. rags means old, torn clothes
6. dispute means disagreement about something
7. resolve means find a solution
8. certain means know for sure
9. concerned means worried about
10. mentioned means signalled
11. dismount means get off something
12. puzzle means unable to understand
13. wincing means showed dislike
14. neighed means sound made by a horse
15. pronounced means officially said



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.

1. The case was first brought to the Caliph by the two men.

Ans) The case was first brought to the Caliph by the **Qazi**.

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2. The Qazi said that the case was easy so he could not solve it.

Ans) The Qazi said that the case was difficult so he could not solve it.

3. The Caliph asked the beggar to speak first.

Ans) The Caliph asked the rich man to speak first.

4. The Caliph wanted the rich man to touch the horse first.

Ans) The Caliph wanted the beggar to touch the horse first.

5. The horse belonged to the beggar.

Ans) The horse belonged to the rich man.

6. The Caliph decided to be strict.

Ans) The Caliph decided to be forgiveness.

7. The rich man hit the beggar.

Ans) The rich man forgave the beggar.

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
1	He beg me to give him a ride.	rich man
2	I swear the horse is mine.	beggar



3	He said no one would believe me if I said that the horse is mine.	beggar
4	I will tell the truth.	rich man
5	I have spent all my money on this horse.	beggar
6	He told me I was an ungrateful person.	rich man
7	On reaching the city gate I asked him to get down.	beggar
8	He said that he wanted to reach the city quickly.	beggar
9	He said that if I did not get down he would use force.	rich man
10	You are just and wise.	beggar
11	He wanted to go up to the city gate.	rich man
12	Believe what I say.	rich man
13	On reaching the city gate he ordered me to get off the horse.	rich man
14	I was puzzled when he refused to get down.	rich man
15	He requested me to lend him my horse.	beggar
16	He was limping and asked me to stop.	rich man

Exercise 5

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

1. With your knowledge and wisdom, you will be able to resolve the case in a judgement.
2. He not only refused to get down, but, instead, he claimed that the horse belonged to him.
3. Have pity on me and save me from the cruelty and injustice of this rich man.
4. Whatever money I had, I spent on this horse.
5. I beg you to save me from this robber and give me back my house.



6. Tell these men to place their hands on the horse, one by one. Let the beggar do it first.

7. You are a liar and a wicked man.

8. Instead of thanking you for taking pity on me and giving me a lift, I lied and claimed that the horse belonged to me.

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 wanted the dispute between rich man and beggar would be settled.

c) The rich man said that he gave the beggar a lift because he was limping.

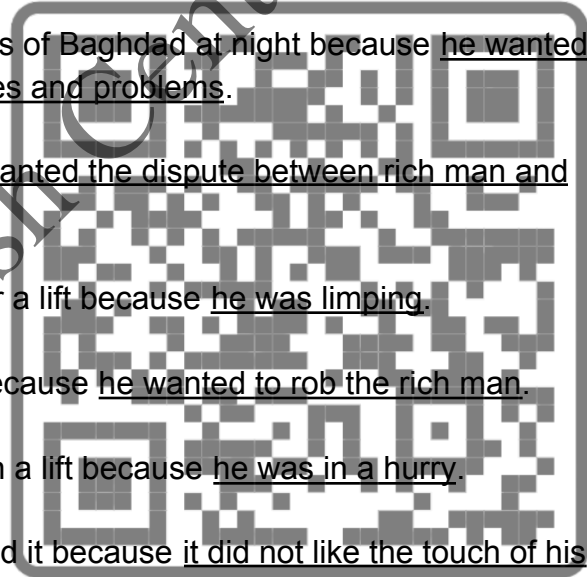
d) The beggar refused to get off the horse because he wanted to rob the rich man.

e) The beggar said that he gave the rich man a lift because he was in a hurry.

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 it liked the touch of his hand.

h) Everyone liked the rich man because he not only forgave the beggar but also helped him.



Exercise 7

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

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

Ans) Haroon-ur-Rashid was a renowned Muslim caliph, who was not only just and kind but cared for the people to a great extent who were lucky enough to live and breathe under the umbrella of his realm. He was known and respected for his justice and wisdom.

2. 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.

3. What was the dispute between the rich man and the beggar?

Ans) The dispute between the rich man and the beggar was that both were claiming the ownership of the beautiful horse.

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

Ans) He ordered both persons to touch the horse one by one. Horse seemed to be liking the touch of rich man while was not seemed to be liking the touch of beggar, in this way caliph decided the real owner of the horse.

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

Ans) The Caliph decided to forgive the beggar if beggar begged forgiveness from the rich man.

6. After getting the horse how did the rich man behave?

Ans) After getting the horse rich man readily forgave the beggar and also gave him a handful of gold coins.



Exercise 8

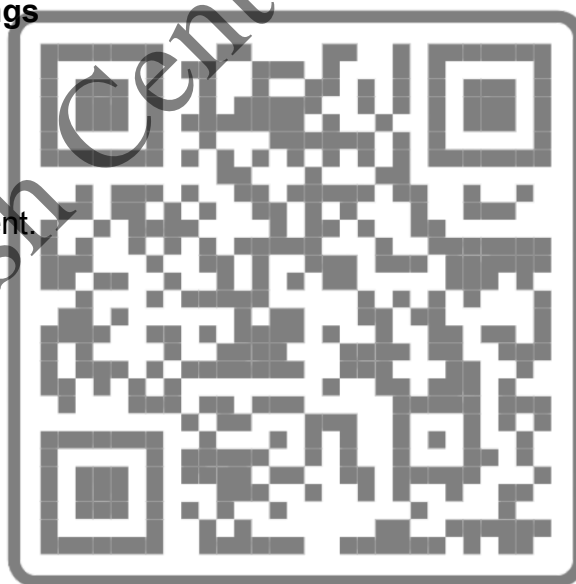
Work in groups of five. Discuss and prepare a list of five things that you think a head of state should do and five things that s/he should not do. Each group will then have to make a presentation before class.

Ans) Head of state should do following things

1. Implement laws.
2. Give basic needs to his subjection.
3. Make progress of the state in education and technology.
4. Sustain the economy of the state.
5. Ensure peace in the state

Head of state should not do following things

1. Support criminals.
2. Unjustification among people.
3. Keeping government protocol.
4. Corruption.
5. Making disputes between establishment.



Unit 1.2: ORAL COMMUNICATION**Express agreement and disagreement**

Here are some possible words that can be used to express agreement and disagreement:

Words for expressing agreement	Words for expressing disagreement
I think I believe I agree make sense that's right	I don't think this does not make sense I can't agree that's not right I don't agree

Exercise 1

Three friends Amina, Hina, and Mariam were discussing the spread of diseases in their area and the problems that people were facing. A reporter was noting down the points but, except for the first point, all other points got mixed up. Work in groups of three, organise these points by assigning to the respective speakers and write them in your notebooks

Amina: It is a good idea to take medicines at home rather than go to the doctor.

Hina: Yes, I agree with you. The doctors charge you a lot of money.

Mariam: I don't think it is always a good idea to treat yourself.

Amina: Many illnesses can be managed at home without wasting time and money.

The mixed up points are as follows.

- a) I believe that the medicines that my parents and grandparents give me are better than those given by doctors.
- b) Well, health is the most important thing in life so we should do all we can to protect it.
- c) Some people say that most illnesses go away after a while.



d) This doesn't make sense to me. Many diseases, if not treated properly and on time, can lead to bigger problems and more expenses

e) I don't agree. I think that the medicines that the doctors give us lead to other problems.

f) Yes, that makes sense.

g) I think we should see a doctor if we have any health problem for more than two or three days.

h) This doesn't make sense to me. Many diseases, if not treated properly and on time, can lead to bigger problems and more expenses.

Ans:

Hina: I believe that the medicines that my parents and grandparents give me are better than those given by doctors.

Mariam: I think we should see a doctor if we have any health problem for more than two or three days.

Amina: Some people say that most illnesses go away after a while.

Hina: Yes, that makes sense.

Mariam: This doesn't make sense to me. Many diseases, if not treated properly and on time, can lead to bigger problems and more expenses

Amina: I don't agree. I think that the medicines that the doctors give us lead to other problems.

Hina: This doesn't make sense to me, but I will go with your idea.

Mariam: Well, health is the most important thing in life so we should do all we can to protect it.



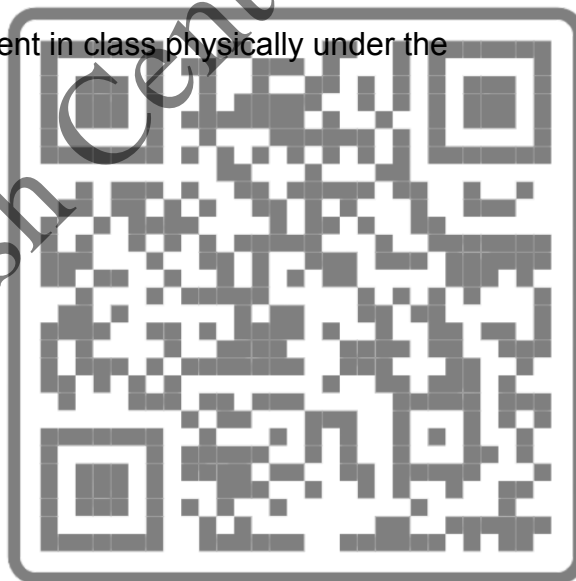
Exercise 2

After you have written the dialogues, each of you should take on one role, i.e, one takes the role of Amina, and one of Hina, and one of Mariam. Now, orally practise these dialogues following these sequence:

Sequence 1:	Student 1 Amina	Student 2 Hina	Student 3 Mariam
Sequence 2:	Student 1 Mariam	Student 2 Amina	Student 3 Hina
Sequence 3:	Student 1 Hina	Student 2 Mariam	Student 3 Amina

Note: This exercise will be done by the student in class physically under the supervision of the teacher.

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Exercise 3

Working in the same groups of three, prepare a brief dialogue (two to three dialogue per student), on one of the following topics, as directed by the teacher. You will have to role play your dialogue in front of class.

Topics

- 1 All the students should study up to the Masters' level.
- 2 All of us should grow our own vegetable
- 3 All of us should stop eating meat
- 4 All people working in offices should wear uniforms
- 5 No animal should be allowed on the road

Ans:

1.All the students should study up to the Masters' level.

Ali If you want to achieve your goals in your life, you will have to study up to Masters' level.

Hasan Yes I agree with you, without higher education you can't achieve success in your life easily.

Basit I don't agree with you, because people can also achieve success in their life with bachelor degrees and I saw some businessmen which have only bachelor degrees.

Ali Masters' level education is necessary in some government jobs.

Hasan Yes I totally agree with you because my relative also wants government job that is why, he is completing his masters level education

Basit People can also acquire higher level jobs in government with bachelor degrees.

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Ali If you want to become a PhD doctor so you will have to first complete master levels education.

Hasan That's right Universities Will not give an admission in PhD programs without Masters level degrees. I also want to do PhD in physics.

Basit Yes I also agree with you without Masters level education. You can't acquire admission in a PhD program and I have also seen this criteria.

2.All of us should grow our own vegetable

Talal Now what is prices of vegetable are very nice therefore all of us should grow our own vegetables

Asjad Yes I agree with you by doing this we can save lots of money.

Hasnain But I have a different opinion, it requires much time and hard labour therefore it is practically not possible.

Talal We do not worry about the hard labour rather we are always ready for hard labour because those people get success in their life, who do hard labour in each and every walks of life.

Asjad I listen the same thing in a motivational speech as you said Talal.

Hasnain It is reasonable and I will also make my mind to do hard labour and I will also grow vegetables in my garden.

3.All of us should stop eating meat

Sharukh All of us should stop eating meat because nowadays there is a virus spread in cows which is lumpy skin.

Abbas Yes I agree with you Sharukh we should stop eating meat because of this disease.



Younus I have a different opinion because this virus has not affected humans up till now after eating the meat of cows.

Sharukh It is because people have not eaten the meat of such cows affected by this disease up till now. After some days this virus affected meat will be sold in the market.

Abbas I have also listened the same.

Younus It makes some sense and I also agree with you, we should stop eating meat.

4.All people working in offices should wear uniforms

Faizan In my opinion all people working in offices should wear uniforms because it will create equality among them.

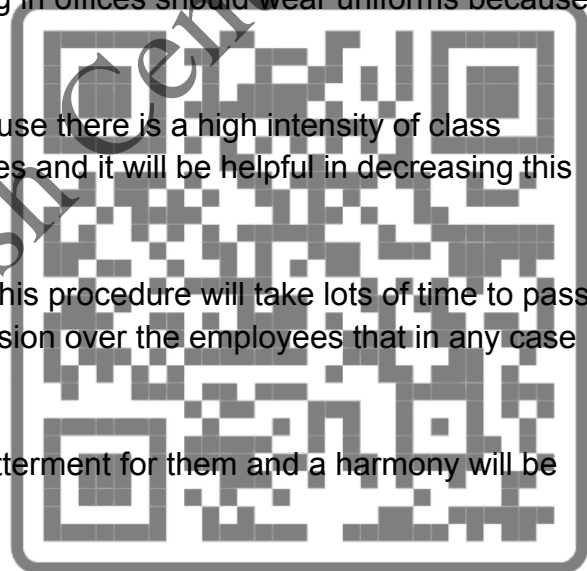
Haris Yes I also agree with you because there is a high intensity of class difference among the people working in offices and it will be helpful in decreasing this intensity.

Taha But I have a different opinion, this procedure will take lots of time to pass from the higher authorities and it is a compulsion over the employees that in any case they have to wear it.

Faizan It is not compulsion but it is betterment for them and a harmony will be created among them if they do so.

Haris Yes, you are absolutely right it is not compulsion rather than it is betterment for them.

Taha Your words have changed my mind and now I am also thinking in the same way that it is for the betterment of the office workers.



5.No animal should be allowed on the road

Furqan I think no animal should be allowed on the roads because it is a cause of road accidents.

Dilshad I also think in the same manner and in fact I am the eye witness of many such road accidents.

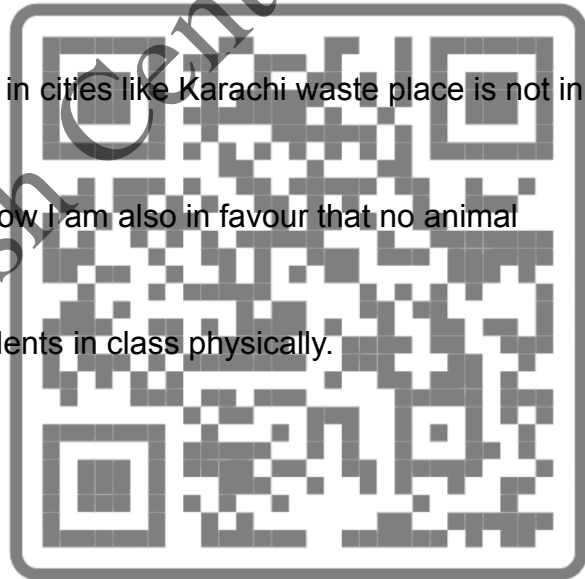
Umer But I have a different opinion. If no animal is allowed on the roads, how can it eat its food?

Furqan Umer, it does not make any sense because there is no food on the main roads. Actually the food is on the place where all wastes are collected and it is in any narrow street not in the main road.

Dilshad You are absolutely right Furqan, in cities like Karachi waste place is not in the main roads but it is in any narrow street.

Umer Yes, it makes some sense and now I am also in favour that no animal should be allowed on the roads.

Note: This exercise will also be done by students in class physically.



Unit 1.3 LANGUAGE PRACTICE

Revision: Capitalization and Punctuation

The rules of capitalization and punctuation have already been taught to you in earlier classes. Do the following exercise in your notebook.

Exercise 1

Rewrite the following sentences in your notebook by correcting the errors of capitalization after you have completed, compare your answer with your partner and make corrections where needed.

Ans)

- a) The mausoleum Shah Abdul Bhitai is in Sindh.
- b) Sameer and Ali went to Quetta last July.
- c) The River Indus flows from Gilgit Baltistan to the Arabian Sea.
- d) The Liaquat national hospital is on the Stadium road in Karachi.
- e) "Are Zahra and Samina cooking today?" Asked Mrs. Afzal.
- f) 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.
- h) He said, "My uncle's name is Asif Shaikh and he lives in London."

Exercise 2

Insert commas, fully 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.

Ans)

- 1. 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.



3. 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.
5. Alas! the old man is dead. He suffered a lot.
6. The teacher said "Where is your bag", "I don't know. I just keep it here" said Sabah.
7. Moreover, I have seen this picture in magazines on television and in movies.
8. Chuck chuck chuck. The train begin moving out of the station therefore the pupil started running.
9. 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. Javed
"When will you read it."

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.

Ans)

- a) "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. "It's such a lovely day"
- c) "The girl's father said, I'll take you to school today. "It's still early and we'll reach in time for a stop."
- d) Mother said, "Who'll help me clean the house?" "I can't" said Laila "I've got to write an essay."
- e) I've seen this movie before. What's its name? Said Fakhir. "I don't know," replied Asad.
- f) Sabiha, said Rana, "Aren't we going to Hyderabad today?" no, said Sabiha, "I'm not feeling well."
- g) "This is Najma's house," said Nabila. "I've been here before." However, the gate's colour has been changed.
- h) "Hurry up, let's go, children," said grandfather. "Put on your shoes were already late. I don't want to miss the bus"



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 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 come Javed can I rely on you coming with me.

Ghufran, Tahir, Asad and Javed all agree to go. They decided to meet at night 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 where.

"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 to suffixes

Root Word	Prefix	Suffix
The most basic part of a word	It is placed before the root word. Adding it to the beginning of a word changes it into another word and meaning.	It is placed after the root word. Adding it to the ending of a word changes it into another word and meaning.

Exercise 5

Work in pairs and form words given in the tables by adding common prefixes and suffixes respectively. Example have been done in both the tables.

Add prefixes (dis, im, un, pre, mis, ab, non, in, mis and il)

Pay	Honest	Polite	Usual	Legal	Relevant
Unpay	Dishonest	Impolite	Unusual	illegal	Irrelevant
Order	Certain	Understand	Selfish	Appear	Official
Disorder	Uncertain	Misunderstand	Unselfish	disappear	Unofficial
Obey	Normal	Successful	Literate	Pleasant	Sense
Disobey	Abnormal	Unsuccessful	Illiterate	Unpleasant	Unsense
Formal	Logical	Conscious	Mortal	Bearable	Agree
Informal	Illogical	Unconscious	Immortal	Unbearable	Disagree
Use	Regular	Possible	Easy	Fortunately	Happy
Misuse	Irregular	Impossible	Uneasy	Unfortunately	Unhappy

Add suffixes (ish, al ful, en, ness, ment, able hood, ive, ion)

Note: In most words ending in 'e', the ending 'e' is dropped before adding the suffix, as shown in the word 'survive' in the table below:



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Child	Help	Reflect	Strength	Kind	Employ
Childish	Helpful	Reflection	Strengthen	Kindness	Employment
Power	Accident	Salt	Response	Survive	Reject
Powerful	Accidental	Saltiness	Responsible	Survival	Rejection
Pollute	Achieve	Protect	Excite	Shame	Inform
Pollution	Achievable	Protection	Excitable	Shameful	Information
Suggest	Enjoy	Equip	Agree	Comfort	Improve
Suggestion	Enjoyable	Equipment	Agreement	Comfortable	Improvement
Mother	Attract	Amuse	Relate	Sad	Cheer
Motherhood	Attractable	Amusement	Relation	Sadness	Cheerful

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.

1. My father was feeling uneasy to severe pain. (easy)
2. His seat on the train was very comfortable. (comfort)
3. Mr. Moeen is very irregular and is often Absent from his office. (regular)
4. His childish behavior bothered everyone. (child)
5. There is a lot of pollution in our country. (Pollute)
6. We must show kindness to everyone, especially the old and the week. (kind)
7. All survived in the horrible accident, but unfortunately the driver was killed. (fortunately)



8. **Reflection** of the sunlight in the mirror disturbed me when I was driving. (reflect)
9. **Rejection** from the national hockey team was **unbearable** for me.
(reject, bearable)
10. The **information** given by the team member was **unofficial** (inform, official)

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.

Form	Words	Sentences
1) root + prefix	Prepay	I had to prepay to get my mobile credit.
Root words	Pay	They receive their pay on the last day of the month.
Root + suffix	Payment	My father has made the payment for his motorbike.
2) prefix + root	Unhappy	I was unhappy because of your rude behavior.
Root word	Happy	I am happy at your coming.
Root + suffix	Happiness	Sometime happiness depends our positive mindset.
3) prefix + root	Disagree	I will disagree to your opinion.
Root word	Agree	I agree to my teacher's thought.
Root + suffix	Agreement	I will have to sign this agreement. Owing of my bad financial condition.
4) Prefix + root	Disorder	Lots of diseases produce immune disorder in our body.
Root word	Order	All Students should follow their parents order.

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Root + suffix	Orderless	I don't like orderless bookshelf.
5) Prefix + root	Misuse	Don't misuse the social media platform.
Root word	Use	Don't use any person things without permission.
Root + suffix	Useful	Today's newspaper article is very useful for my study.
6) Prefix + root	Disrespect	Don't do disrespect your elder
Root word	Respect	If you give respect, you will earn respect.
Root + suffix	Respectful	He is always so polite and respectful.

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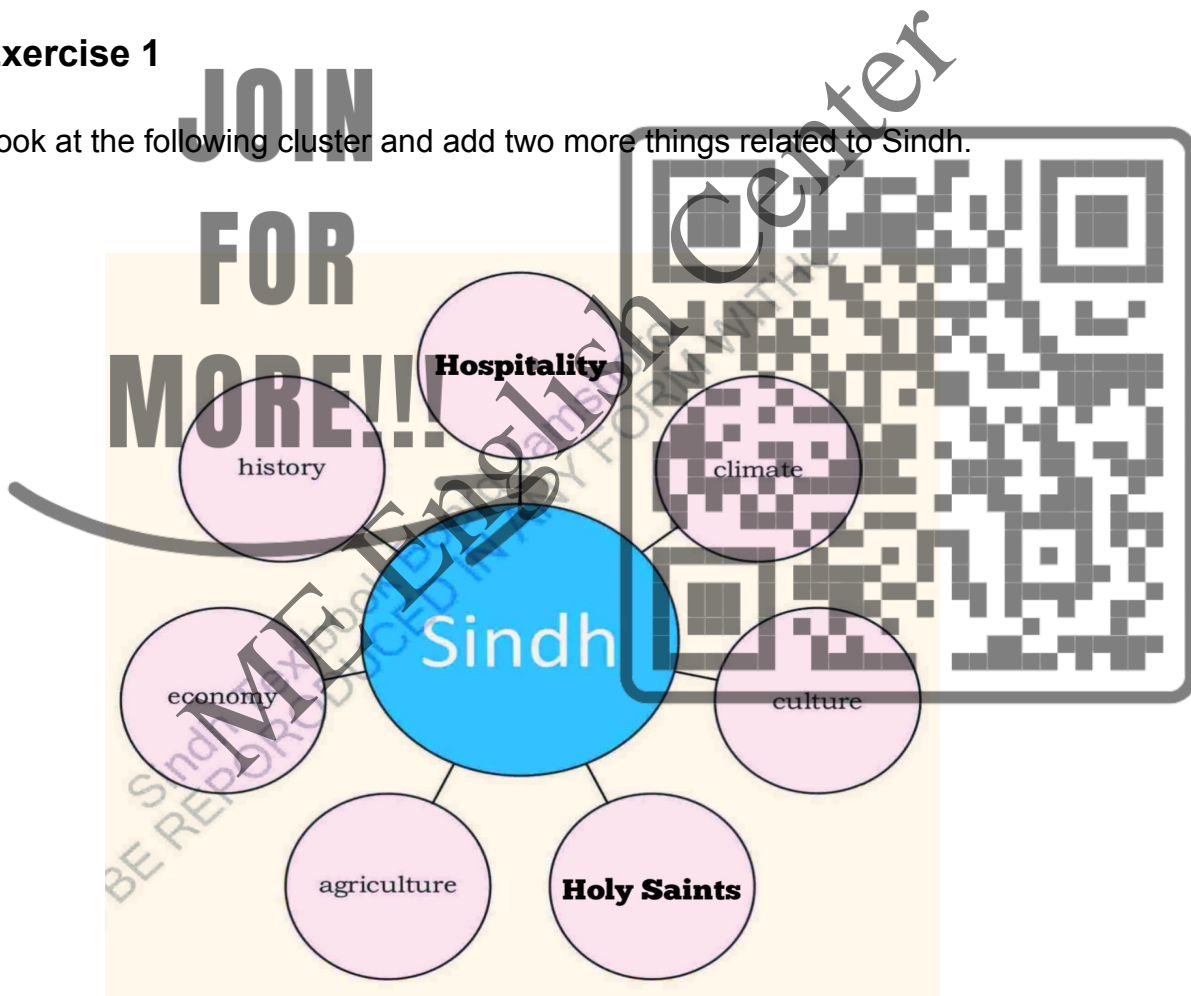
Unit 1.4 WRITING

Pre-writing strategy (Clustering) and writing a unified paragraph.

Clustering is also called mind mapping or idea mapping. It is a strategy that allows you to list all possible ideas related to the topics. First, write the subject / topic in the centre of a page and circle it. Then, as you think of other ideas, write them around the central idea / subject / topic.

Exercise 1

Look at the following cluster and add two more things related to Sindh.



Ans:

- 1) Hospitality
- 2) Holy Saints

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Paragraph Writing

Paragraph: Topic sentence + controlling ideas and details + concluding sentence

Topic sentence: first sentence should include main topic (Sindh) + focused idea (economy)

Example: The economy of Sindh depends on many factors.

Controlling Ideas: All sentences should relate to the topic sentence.

Example: one of the factors is agriculture. The main agricultural products of Sindh are cotton and rice, These crops are a good source for earning foreign exchange. The second thing is tourism. Sindh attracts foreigners because of its ancient sites and the tombs of various holy saints. Thread, Karachi has the biggest seaport and airport.

Concluding sentence: sums up the whole paragraph.

Example: All these factors play an important part in the economy of Sindh.

Exercise 2

Select any one aspect from the cluster given earlier and write a paragraph base on the guidelines given above.

Ans:

The province of Sindh is situated in a subtropical region; it is hot in the summer and cold in winter. Temperature frequently rise above 46 °C between may and August and the minimum average temperature of 2 °C occurs during December and January. The annual rainfall average about nearly 9 inches (230 mm) falling mainly during June and September in mid February and continues until the end of September. Whereas the cool northerly wind blows during the winter months from October to January.

Sindh has a climate of varying temperature as well as monsoon season.

In the end



Exercise 3

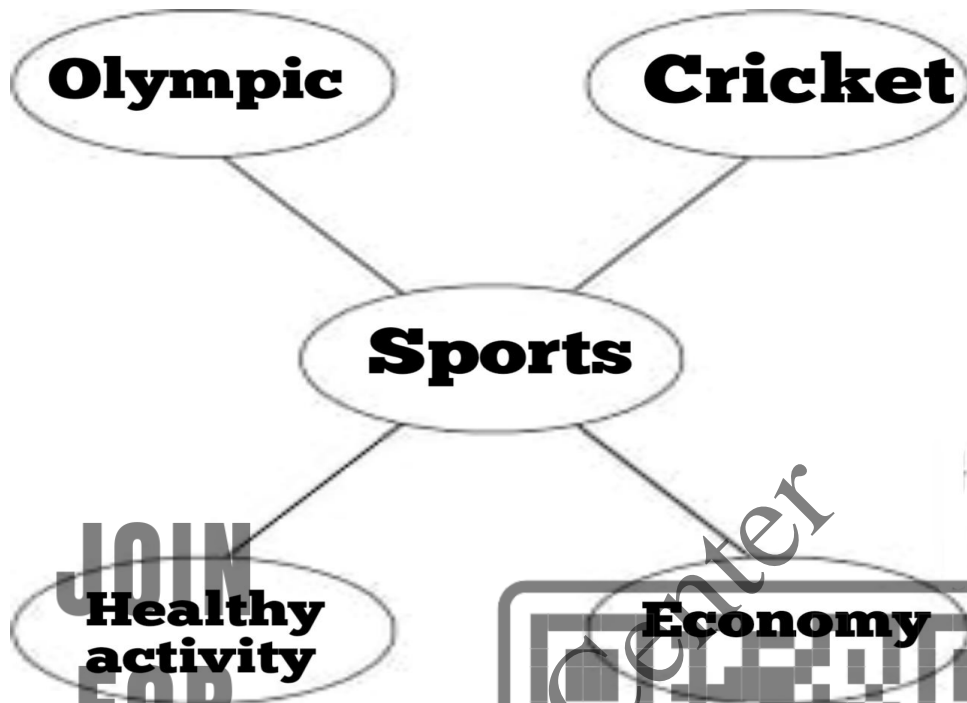
Work in groups of three. Use the Clustering strategy and discuss the key areas related to the following topics. Write the areas you discuss for each topic in your notebooks

1. Pollution
2. Natural disasters
3. Sports

Ans:





**Exercise 4**

First, each member of the group should select one of the above topics. Next, work individually, select one of the areas from the key areas that you discussed with the group and write a paragraph on it.

Ans: We have a group of three members.

Pollution

Member no. 1(**Vehicle**)

Though, a vehicle has so many benefits but it is a major threat to the environment because it creates pollution which is increasing and it is because of the increase in the number of vehicles. The fuel on which a vehicle runs gets burned inside the engine which in turn emits various harmful gases. The gases that vehicles emit are Carbon monoxide, Nitrogen dioxide, Sulphur Oxide. All these gases are harmful to the environment.

If the number of vehicle is increased, pollution will also be increased because they are dependent on each other.



Member no. 2 (**Traffic jam**)

Traffic jams are also a cause of pollution. First, in traffic jams vehicles are in idling condition and deliver more burnt and unburnt gases to the environment which result in air pollution. Second, in traffic jams vehicles are continuously open due to which noise pollution also occurs.

In conclusion, traffic jams are a cause of pollution, for example it creates air pollution by emitting harmful gases and noise pollution.

Member no.3 (**CO₂**)

Emission of CO₂ is also a cause of pollution. It is emitted from vehicles and factories. It is the gas which is a major cause of global warming because it traps heat due to which the temperature of earth is continuously rising. Cutting of plants also plays a dominant role in increasing CO₂ gas in the environment.

In conclusion, emission of CO₂ causes pollution which in turn produces global warming which is a serious threat to humanity.

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Unit 1.5 STUDY SKILLS

Collecting points for writing for oral work

There are many ways for collecting points to write an essay, a report, a long answers or even for collecting points for a speech, debates, or presentation the following is one way of doing it.

Exercise 1

Look at the following table. For every problem certain WH questions have been briefly answered. However, many other answers are possible.

Work in group of three and write one more possible answer in the space provided

No	Problem	Why	Where	When	How
1	Water shortage	Pipeline broken	Gulbarg	Since last week	Emergency call line
		There is no water in dam	Nazimabad	Since 2 week	Inform water management department
2	Garbage Piles	People throw it	Street	Every day	Collection system
		Due to weekend	Parks	Especially in Saturday Sunday	Write letter to solid waste management
3	Noise pollution	Fire works	Marriage halls	Most	Benning
		heavy traffic	Market areas	weekend During festival season	Make management
4	Unclean air	Smoke	Karachi	Almost	Strict action

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		Forest fire	Lahore	whole year More polluted in winter	Make management
5	Accident	Rush driving underage driving	On highway on common roads	Highway police missing Lack of knowledge	Proper patrolling Strict action
6	Health problems	Lack of exercise Regularly eat junk food	Mainly cities Owing of desire	At all ages Especially childhood and adulthood	Schools and parents Make diets plan

Exercise 2

In the table below, write five problems that students have and three Wh-questions about the problems that you want to write about.

No	Problem	Why	When	How
1	Transport	Financial condition	Mostly school time	School provided it
2	Experienced teacher	Because of not proper paying	Mostly primary classes	Give training to teacher
3	Pure Water	Very expensive	Especially in schools and colleges	Make management
4	Practical education	It is too expensive	During the study periods	Give funds
5	Lack of confidence	There is no proper guidance	During the school, college and university	Conduct proper seminars



			period	
--	--	--	--------	--

Unit 1.6 FUN**Completing a story**

Work in groups of five and complete the ghost story in unit 1.3, Exercise 4, You may use the following questions to guide your discussion. After the discussion, all groups will come up, one by one, and tell their story to the class.

The ghost story

One day Rashid said to his friends, "You know what I read in the newspaper that yellow house near our school is haunted and lots of haunted stories famous of that house."

"Ghosts" said Sajid, "I don't believe in ghosts because I think it is only a rumors."

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 without any afraid."

"What you must be joking", said Javed.

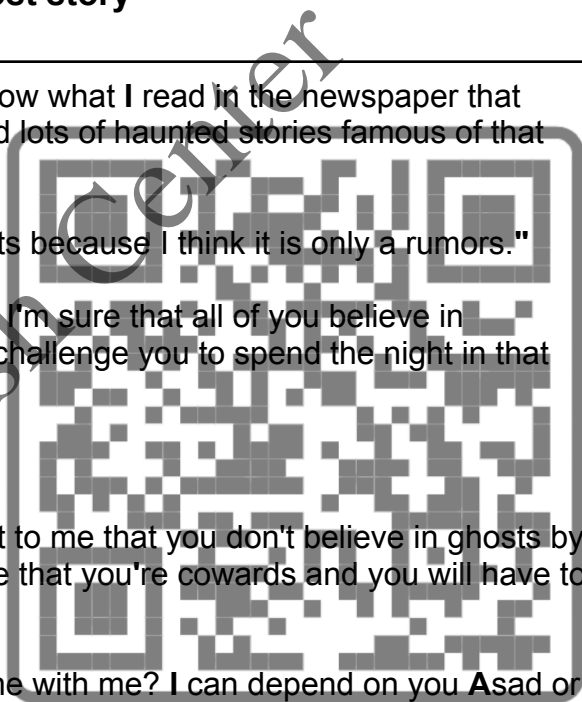
"No I'm not", said Sara "I'm serious, prove it to me that you don't believe in ghosts by staying there tonight or else. I'll tell everyone that you're cowards and you will have to believe that it is not rumors. It is reality".

"All right", said Rashid "I'll do it. Who'll come with me? I can depend on you Asad or can't". "I will come", said Javed. "Can I rely on you coming with me?"

Ghufran, Tahir, Asad and Javed all agree to go. They decided to meet at night 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." Asad said, "Yes, we will wait after you're our friends."

After discussion day all went their houses and wait to night.

"Surprise surprise," said Rashid, when they met outside the house at 8 O'clock. Rashid said, "look who's where".



"There's no one else here" said Javed "What do you mean?" ,Said Rashid.

Said Javed, " I mean. We should not go inside because I think there is some suspicious activities in the house." Shahid said, " I didn't see any to go in. " Rashid said, "You just see him go in because Javed would you first." Asad said, " We all go together." Rashid said, " I did not ever see to go in anyone."

"I didn't see anyone." Tahir, Ghufuran, Javed and Asad replied together.

"Do you think we should go in",said Javed.

Ghufuran said, " I think it is illegal to go in anyone property without any permission .So first we will have to take permission then we will go."

Everything said, "Yes" then everyone go to their houses

Next day all student said to everyone that we could not go inside the house without permission but we see some suspicious thing about the haunted house after staying outside.

Questions and Answers

1. Did the boys decide to go in?

Ans) First boys decided to go in but after reaching the house. Boys decided that they would not go in.

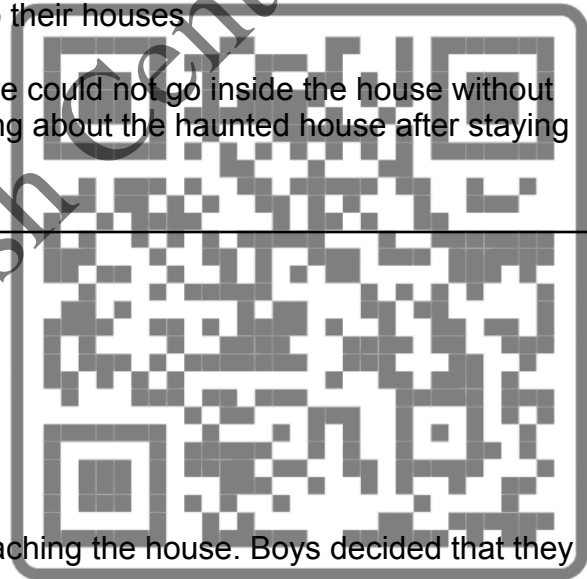
2. Did everyone agreed to go in?

Ans) Yes everyone agreed to go in.

3. How many of them finally went in?

Ans) Non of them didn't go in.

4. What happened when they went in?



Ans) Students decided that we wouldn't go in without permission,so they did not see anything inside the house.

5. How long did they stay in?

Ans) They didn't go inside the haunted house but they stayed sometime outside the house.

6. Did anyone leave soon after they went in?

Ans) All students supported each other and no one went without anyone.

7. Who was scared the most?

Ans) Javed was scaring most.

8. Who was scared the least?

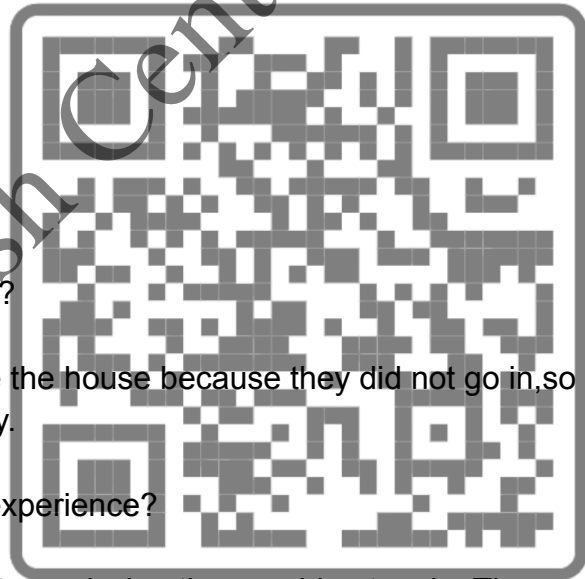
Ans) Rashid was scaring least.

9. What happened when they finally got out?

Ans) They did not see clearly anything inside the house because they did not go in,so that's why they stayed outside the house only.

10. What did they tell everyone about their experience?

Ans) They said that they decided that without permission they could not go in. They said this thing to everyone and they weren't sure that the house is haunted or not but something was suspicious.



Unit 2: LABOUR AND PEOPLE'S RIGHT

Unit 2.1 READING COMPREHENSION

Dignity of Work

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

Ans) c

Exercise 2

Match 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 business person	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



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.	Fetch water for old people	Hazrat Abu Bakar
2.	Carried floor for someone	Hazrat Omar
3.	Swept the house	Hazrat Fatima
4.	Made caps for a living	Sultan Nasir-ud-din
5.	Served food to his guests	Caliph Mamun-ur-Rashid
6.	Repaired his shoes	Last Holy Prophet 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	Last Holy Prophet Hazrat Muhammad
10.	Mended and washed his clothes	Last Holy Prophet Hazrat Muhammad

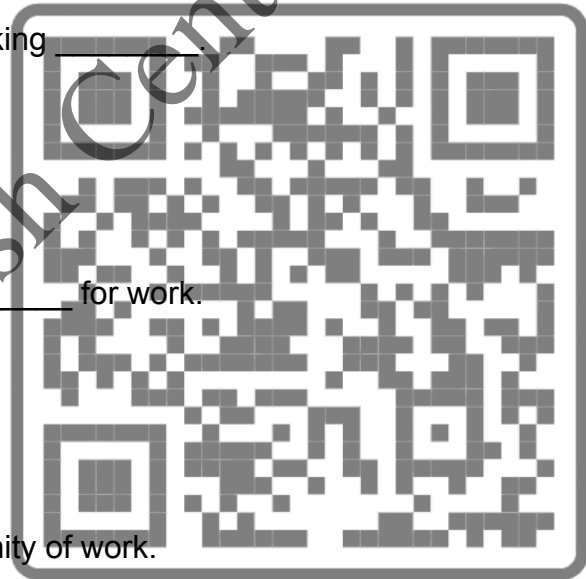
Exercise 4

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 partners. (We give answers in the table)

1. Akhtar was _____ because he was ask to clean cupboards and desks.
- happy
 - upset
 - angry
 - none of these



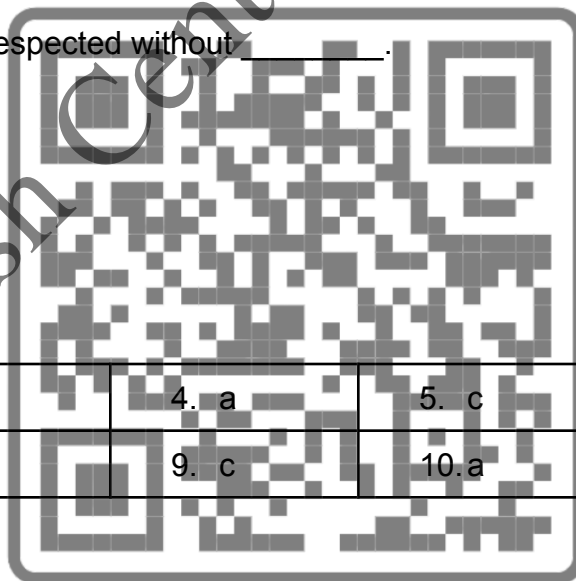
2. The headmaster did menial work, which made Akhtar feel _____.
a. excited
b. sad
c. ashamed
d. worried
3. At the time of the battle of _____, our Last Prophet Hazrat Muhammad took part in digging a trench.
a. Uhad
b. Badar
c. Khandaq
d. Tabooq
4. Sultan Nasir Udin earned his living by making _____.
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 USA government official used to deliver newspapers to be_____
- useful
 - independent
 - dependent
 - punctual
9. Successful people believe that people who do all kinds of jobs should be treated _____.
- neutrally
 - unequally
 - equally
 - none of these
10. Akhtar realized that all works should be respected without _____.
- discrimination
 - manipulation
 - supervision
 - administration

Ans:

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



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.	That teacher did not do anything.		✓
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.	✓	



Exercise 6

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

1. Why was uncle Inayat liked by the children?

Ans) Uncle Inayat liked by the children because he had been to many countries and always told them interesting stories.

2. Why was Akhtar cross?

Ans) Akhtar was cross because he had to do the work of servants and gardeners and dust the cupboards and desks.

3. Which chores did our Holy Prophet used to do?

Ans) He loved doing work for himself and for others. He prepared his own shoes, mended and washed his clothes, and swept his room. When the mosque was being built in Madina, he carried mud and building material, just like all others. During the battle of Khandaq, he joined his companions in digging the trench outside Madina.

4. What is the reason for the quick progress of 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 everyone ought to work, hence, no wonder, they are making such quick progress.

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

Ans) He went out to deliver the papers so that his son would not lose his customers.

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

Ans) He thought that he was wrong to be upset about cleaning his own classroom. Now, he had learnt that no work is menial or low as long as it is honest and all workers should be respected without discrimination. He would now never feel ashamed of doing anything, even if it means doing cleaning work or sweeping the floor.



7. What lesson did you learn from the text?

Ans) We learnt the lesson of dignity of work from the text. We never feel ashamed of doing any work which is honest, even if it means doing cleaning work or sweeping the floor. It will give us success.

Exercise 7

Work in groups of four or five and discuss the topic assigned to your group by the teacher. The topics are as follows.

- I. How can we appreciate the work done by the support staff at school?
- II. What can you do to develop awareness about dignity of work?
- III. How should children be engaged in chores at home?
- IV. How should students be engaged in chores at school?

One or two students should write down the points that the group discusses. One student should prepare a chart. Two students should present the group's ideas to the class.

Ans:

I. How can we appreciate the work done by the support staff at school?

We can appreciate the work done by the support staff at school by doing the following things.

1. Whenever they serve us we ought to thank them.
2. We respect them.
3. We do not make their work more.
4. We should also help them in their work.
5. Likewise we can do many more things.



II. What can you do to develop awareness about dignity of work?

Ans:

1. I can use social media effectively to develop awareness about dignity of work among people.
2. I can make play cards on which I can write Hadith and quotations about dignity of work and put them up on walls of different markets, schools, hospitals and other public places.

III. How should children be engaged in chores at home?

Ans:

1. Children should be engaged in chores at home by giving them prizes such as chocolate, cash etc on performing their work.
2. If parents appreciate their children on doing chores at home, children will more likely do chores at home.
3. Moreover, parents should tell their children about the stories of those historical personalities, who used to do chores at home.

IV. How should students be engaged in chores at school?

Ans: Students should be engaged in chores at school by following the same procedure as for children, i.e.

1. Students should be engaged in chores at school by giving them prizes such as chocolate, cash etc on performing their work.
2. If teachers appreciate their students on doing chores at school, students will more likely do chores at school.
3. Moreover, teachers should tell their students about the stories of those historical personalities, who used to do chores at school.



Unit 2.2: ORAL COMMUNICATION**Seek and offer advice****Example:**

Asma: Samina, what should I do to improve my results?

Samina: You should schedule your time wisely, Asma. If I were you, I would invest more time in my studies instead of devoting so much time to other activities.

Exercise 1

Work in pairs to seek and offer advice for the situations given below by taking turns. Follow the steps given below:

1. Student A narrates situation 1 and student B gives advice.
2. Student B narrates situation 1 and student A gives advice.
3. Student A narrates situation 2 and student B gives advice.
4. Student B narrates situation 2 and student A gives advice.
5. Student A narrates situation 3 and student B gives advice.
6. Student B narrates situation 3 and student A gives advice.

Situation 1	Situation 2	Situation 3
I am having a real problem with my sibling. I like to keep my room clean and tidy, but my brother/sister is very messy. S/he throws his/her clothes and stuff all over the place and every time I have to clean up the mess created by him/her. What should I do?	I study at the Government High School, Dadu. We have our final exams in two weeks. I'm very worried about my best friend. S/he doesn't concentrate on his or her studies and wastes his/her time. How can I make him/her understand the importance of studying?	I am a student of class X. I want to be an artist. Hala is famous for its rich artistic work, and I want to add to this rich heritage. My problem is that my parents want me to go to a medical college and be a doctor. I do not want to hurt my parents' feelings. How can I convince them?

Ans:



1. **Student B:** I think you should talk to your parents about his/her behaviour. They must strictly tell him/her not to do it again.

2. **Student A:** Whenever your sister/brother creates the mess you should make him/her to clean the room so that it becomes a message for him/her.

3. **Student B:** You should tell him/her about stories of those personalities who have gotten success in his life because of studying.

4. **Student A:** You should make him/her realise how much expectations his/her parents have about his/her studies.

5. **Student B:** You should sit with them and tell them about those peoples who have gotten success in their lives about particular things because they had interest in these things.

6. **Student A:** You should make them realise that you will give more dedication in your work if you go towards artistic work rather than medical science.

Exercise 2

Step 1: Work in groups of 4 and write down three problems that many young people face. Next, discuss what advice can be given for each problem.

Step 2: Prepare a role play. One student plays the role of a councillor, while the remaining three play the role of ordinary citizens. Each student will present a problem while the other two will give advice. Here is how the role play activity will be carried out.

Step 3: Each group will come up and present their role play in front of the class.

Councillor: Yusuf, what is your problem?

Yusuf: My problem is exam anxiety.

Councillor: Dawood, what should Yusuf do?

Dawood: I suggest he should focus on your study on exam days rather than the examination.



Councillor: Samad, what do you think?

Samad: I think he should perform Namaz and recite the Holy Quran to minimize his stress.

Councillor: Dawood, what is your problem?

Dawood: My problem is career guidance.

Councillor: Yusuf, what should Dawood do?

Yusuf: I suggest he should contact his seniors.

Councillor: Samad, what do you think?

Samad: I think he should attend career guidance seminars.

Councillor: Samad, what is your problem?

Samad: My problem is financial problems in study.

Councillor: Dawood, what should Samad do?

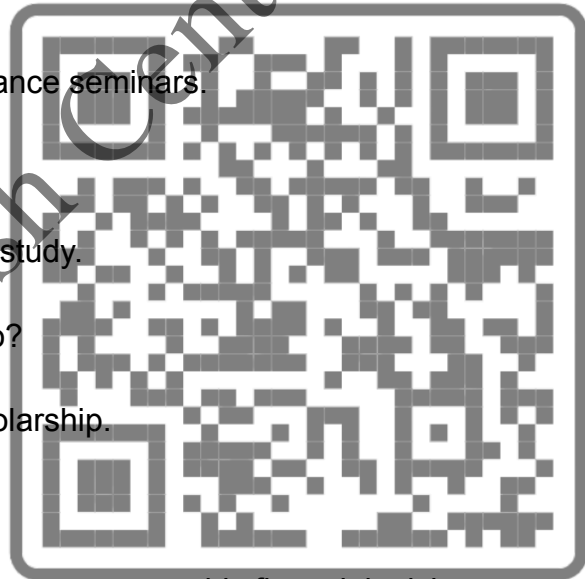
Dawood: I suggest he should try for the scholarship.

Councillor: Yusuf, what do you think?

Yusuf: I think he should see tuition so that he can manage his financial crisis.

Step 3: Each group will come up and present their role play in front of the class.

Note: You will do it in your class physically.



Unit 2.3 LANGUAGE PRACTICE

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3 Types of some common irregular verbs

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

a. Kinds of verb:

There are two kinds of verbs: regular and irregular.

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Most words in the English language are regular, i.e., their past and past participle forms both take 'ed'.

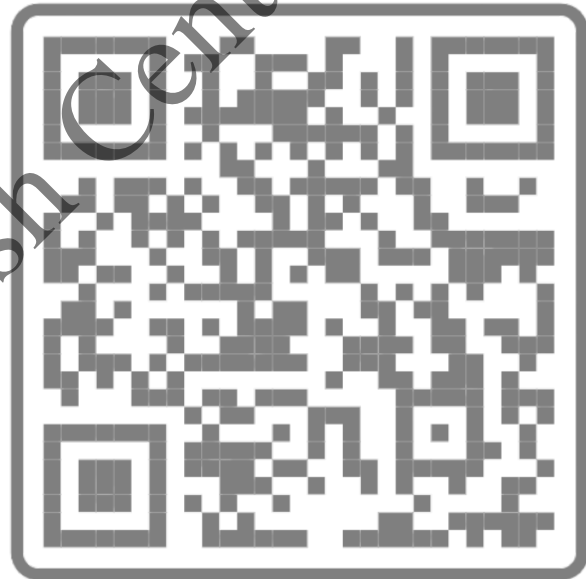
Example:

1. wash-washed-washed
2. play-played-played
3. call-called-called

However there are three types of irregular verbs, as given on the previous page.

Table 3 **Types of some common irregular verbs**, as given on the previous page, is a reference guide that can help you in tense usage.

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Revision of Present Simple, Continuous, Perfect, and Perfect Continuous.




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Present Simple Tense	<ul style="list-style-type: none"> • routine or habit • general truth • near future • describing something/ someone 	<ul style="list-style-type: none"> ○ I <i>take</i> a bath at seven in the morning. ○ The sun <i>rises</i> in the east. ○ The tournament <i>starts</i> next week. ○ Their cat <i>has</i> blue eyes.
Present Continuous Tense	<ul style="list-style-type: none"> • action in progress • temporary action • near future • use of am/ is/ are + ing 	<ul style="list-style-type: none"> ○ I <i>am writing</i> a letter. ○ They <i>are having</i> a good time. ○ He <i>is leaving</i> for Chitral next week.
Present Perfect Tense	<ul style="list-style-type: none"> • actions recently completed • a past situation related to the present • use of has/ have 	<ul style="list-style-type: none"> ○ She <i>has finished</i> her work. ○ I <i>have written</i> three letters since morning.
Present Perfect Continuous	<ul style="list-style-type: none"> • an action continuing over a period of time up to the present • use of has/ have + been + ing 	<ul style="list-style-type: none"> ○ I <i>have been ringing</i> the doorbell for a while but there is no answer. ○ The water <i>has been boiling</i> for twenty minutes.

Revision: Present Simple and Present Continuous Exercise 1:

Use the correct form of 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



1. Birds usually — their nests in the summer.

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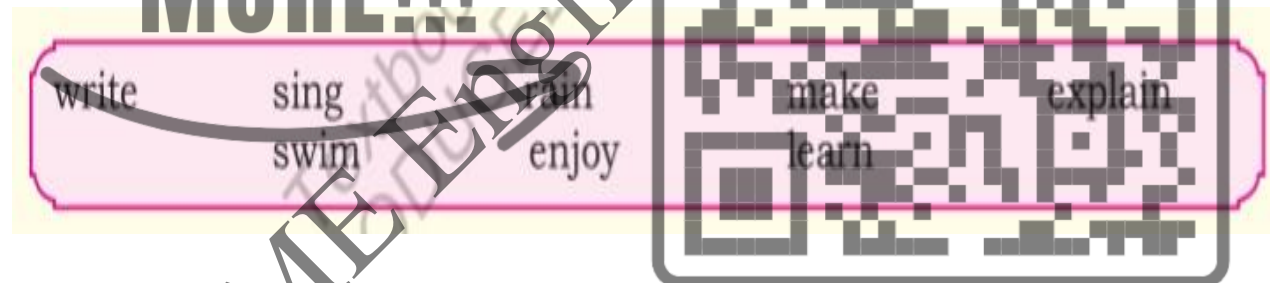
2. I always ---- carefully to patient's advice.
3. He --- up late and ----- quickly for school.
4. We ----- in the afternoon and ---- in the evening.
5. My friend ---- name but ---- numbers.

Ans:

1. build	2. listen	3. gets ,dresses	4. play ,study	5. remembers , forgets
----------	-----------	------------------	----------------	---------------------------

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 are added before the verb.



1. Look! it ----- so hard.
2. We ----- English these days.
3. The birds ----- and the farmers _----- their songs.
4. The teacher ----- and the students. _-----
5. Some children ---- in the pond and some ----- clay toys.

Ans:



1.is raining	2.are learning	3.are singing , are enjoying	4.is explaining , are writing	5.are swimming , are making
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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 anyone.
- c. His brother ----- tea three times a day.
- d. Our uncle ----- to our house this weekend.
- e. She ----- and understands Persian very well.
- f. I ----- my room everyday and I also ----- my clothes sometimes.
- g. My mother usually ----- television at this time but today she ----- .

Ans:

a. are travelling	b. behaves	c. drinks	d. is coming
e. speaks	f. clean, wash	g. watches, is sleeping	

Exercise 4

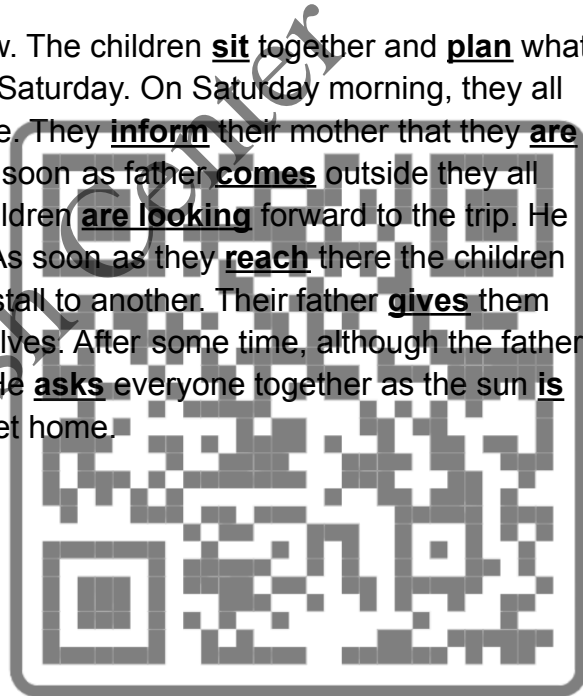
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Work in pairs and fill the blanks in the following paragraph, by using the correct Present Simple and Present Continuous form of the words given below. You can use one word only once. After you have completed, discuss with another pair and compare 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 sit together and plan what to do. They agree to go to the village fair on Saturday. On Saturday morning, they all get up early, dress quickly and move outside. They inform their mother that they are goings 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 hired a carriage and takes them to the fair. As soon as they reach there the children jump from the carriage. They see from one stall to another. Their father gives them some money and tells them to enjoy themselves. After some time, although the father is looking that children are enjoying a lot. He asks everyone together as the sun is setting and dear mother waits for them to get home.

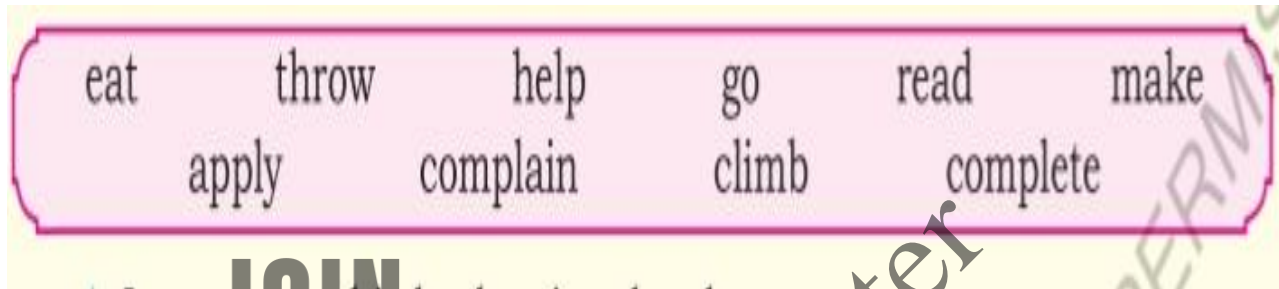


Revision: Present Perfect and Present Perfect Continuous.



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.



- a) I — this book twice already.
- b) We — all the mangoes.
- c) My brother — for a job.
- d) They will win this match as already they — ninety runs.
- e) Seema — her work as Beena — her throughout.
- f) We — so many times but they — the garbage here again.
- g) Tariq's little sister — up the tree, now he — up to get her.

Ans:

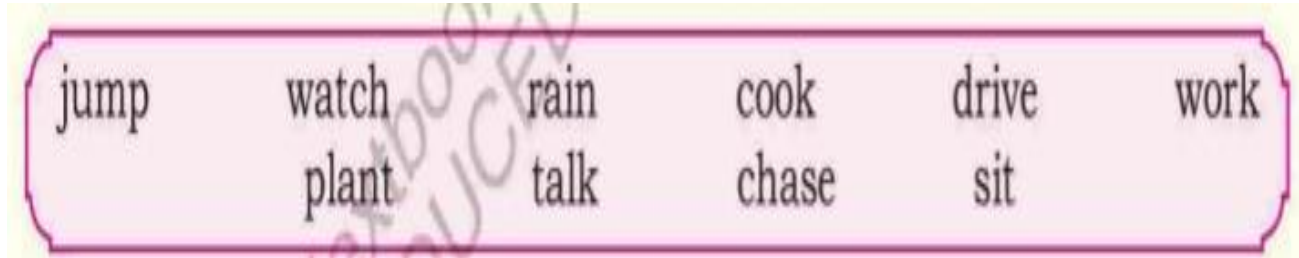
a.have read	b.have eaten	c.has applied	d.have made	e. has completed , has helped	f. have complained ,have thrown	g.has climbed , has gone
-------------	--------------	---------------	-------------	-------------------------------	---------------------------------	--------------------------

Exercise 6

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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.



1. We ---- since twelve noon.
2. It ---- for three hours continuously.
3. They ----- for an hour.
4. I ----_all morning.
5. She ---- food for us without a break while we ----- this match.
6. My grandmother ----- outside and my father ----- vegetables.
7. The dog ----- the cat and the cat ----- all around.

Ans:

1. have been working	2. has been raining	3. have been talking	4. have been driving
5. has been cooking, have been watching	6. has been sitting, has been planting	7. has been chasing, has been jumping	

Exercise 7



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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 exam finally; we have been waiting for this announcement since last week. My friend and I have been studying since last week as we want to get good marks. We have been managing for about six hour every day. We have completed revising English and have been struggling with Urdu today. We have gone to Faisal's house to learn mathematics from his brother. He has done us and we have been working to complete more than half of the course however since the last semester, we have started 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 helped my best, My friend's mother has cooked delicious food for us to keep our spirits. Now, we have to perform well.

Exercise 8

Simple and compound sentences

A simple sentence usually has a single verb. It has a sentence: a subject, a verb, and completed thought.

Example: Jamil plays tennis every Saturday.

Jamil = subject, plays = verb

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**.



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F o r	A n d	N o r	B u t	O r	Y e t	S o
--------------------	--------------------	--------------------	--------------------	---------------	--------------------	---------------

However, there are other linking words also, e.g., because, as, etc.

Exercise 10

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.	Sentence	Answer
1.	You have been sleeping since morning.	S
2.	I don't know the answer.	S
3.	I want to lose weight, yet I eat chocolates daily.	C
4.	Atif is famous, but he is very humble.	C
5.	You may eat a mango or have mango pickle.	C
6.	He is totally dependent on his parents.	S
7.	He was feeling sick, so he went to the doctor.	C
8.	No one is travelling these days.	S
9.	I go to the library, for I love reading.	C
10.	He is rich and he has a good heart.	C

Exercise 11

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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.

Ans:

4. Atif is famous.
He is very humble.
5. You may eat a mango.
You have mango pickle.
7. He was feeling sick.
He went to the doctor.
9. I go to the library.
I love reading.
10. He is rich.
He has a good heart.



Exercise 12



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Work in pairs and make five Simple sentences and five compound sentences, using the linking words given earlier in FANBOYS.

S.No.	Simple sentences	Compound sentences
1.	I go to school.	I will go to the market for buying some groceries and shoes.
2.	We went to Minar-e-Pakistan.	Aslam goes to school but Asjad goes to Madrasa.
3.	You don't have done your work until now	He is my good friend and he is a doctor.
4.	We are playing cricket.	Either you play the game till last or quit it in the middle.
5.	They were driving a car.	Since my uncle has died,so I will not go to the office.

Unit 2.4 WRITING

Formal Emails:

You write a formal email to someone you don't know well or to someone who is in authority, e.g. email to your class teacher, principal, manager of an organization, a public official, etc.

Components of a Formal Email

Subject line: Brief but very clear.

Salutation: Address the recipient by her/ his last name, or title and last name, if you know the title, for example, while addressing Mr Salimullah Sheikh, write Dear Mr. Sheikh/Dear Professor Sheikh. However, if you do not know the recipient's name, write Dear Sir/Madam.

Body text: This section explains the main message of the email. Come straight to the point. Be brief and concise. Use formal language, proper grammar and complete sentences in a formal email. Also, avoid contractions.

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Signature: Your email closing should be formal. Use your first and last name, e.g., Zaheer Ebrahim. If you're writing on behalf of an organization, add your position and the name of your organisation, e.g. Program Manager of Uphill Steel Industry.

Exercise 1

You have already learned to write an informal email in great IX. Analyse the emails given below. Note the differences between informal and formal emails in terms of subject line, salutation, body and signature. Discuss your analysis with your partner.

Informal Email (Sample A)	
To:	123@gmail.com
From:	456@yahoo.com
Subject:	Congratulations!
<p>Dear ZYX,</p> <p>My happiness knew no bounds when I came to know that you have topped in your school and achieved your dream. I felt so happy that I wish I were there to congratulate you personally.</p> <p>The result has proved your hard work, determination, and perseverance. You have worked so hard and with such passion and you have been rewarded for it. I know you were very nervous too, but I was always very confident that you would come out with flying colours. I apologize that I couldn't even attend the celebration party, despite my wish to do so. However, I hope to see you soon. Continue your hard work and follow your dreams of high achievements. Your future is very bright.</p> <p>My parents and elder sister send lots of love and sincere congratulations.</p> <p>With lots of love and best wishes.</p> <p>Yours lovingly,</p> <p>XYZ</p>	



Formal Email (Sample B)**To:** medical254@gmail.com**From:** xzy@gmail.com**Subject:** Inquiring about Medical Camp

Dear Sir/Madam,

I want to volunteer for the medical camp advertised on your website. I am a class X pre-medical group student and I need some further details.

Firstly, your website mentions a minimum duration of four weeks; however, the maximum duration of the programme is not mentioned. I would like to know the exact duration of the programme and the starting date. Also, I want to know by when you will confirm whether I have been accepted or not for the camp.

Secondly, the website states that only science students of grade X can be accepted as volunteers. In my friend's case, he has just finished his intermediate in science, in the pre-medical group, would he be eligible to apply?

Finally, I want some information about accommodation. Will it be shared accommodation? And will there be electricity and running water?

I look forward to hearing from you soon.

Yours faithfully,

XZY



Note: You have to orally discuss both above emails with your partner.



Exercise 2

Write a formal email to the Principal of an Intermediate Government College requesting for information about the college's admission details, uniform and attendance policy.

Ans:

Dear sir,

I have passed my matriculation this year and I want to take admission in your college "Intermediate Government College". I need information about the college's admission details, uniform and attendance policy.

Firstly, tell me the exact date of admission opening and also date of admission closing. Moreover, how can we apply for admission? and when will our orientation class be conducted?

Secondly, say something about the colour of the shirt and pant of the uniform. Or if it is available in any shop, tell me the address of it.

Finally, how much attendance is mandatory to sit in the examination hall.

I look forward to your reply with these informations.

Your faithfully,
XYZ



Exercise 3

Work in groups of four to plan and organize a cleanliness drive in your school as part of social service week. Write an email to your principal requesting for permission to conduct this event.

Ans:

Dear sir,

We are the students of class matric. I and Ali, Osama and Faiz plan to organize a cleanliness drive in our school as part of social week in the third week of April. So we request you for permission to conduct this event.

Firstly, we decided to clean the whole building of our school in which we have our classes.

Secondly, we planned to clean our playground and cut the excessive grass.

Finally, we decided to clean all the buses and vans which are used to transport us from school to home and vice versa.

Yours faithfully,
XYZ



Unit 2.5 STUDY SKILLS

Filling Forms

When filling forms, read every detail before starting to fill the form. If you are not sure what to write in any column or space, ask someone, who knows before filling the form. It is always a good idea to write all the information on a copy of the form or on a separate piece of paper, if it is a paper form, and on a copied form on the computer.

Enrolment Form

Name:

Father/Guardians Names:

Father/Guardians CNIC:

Gender: Male ☐ Female ☐ Date of Birth:

Village: U/C:

Tehsil: District:

Permanent Address:

Contact Numbers:

Enrolment Data

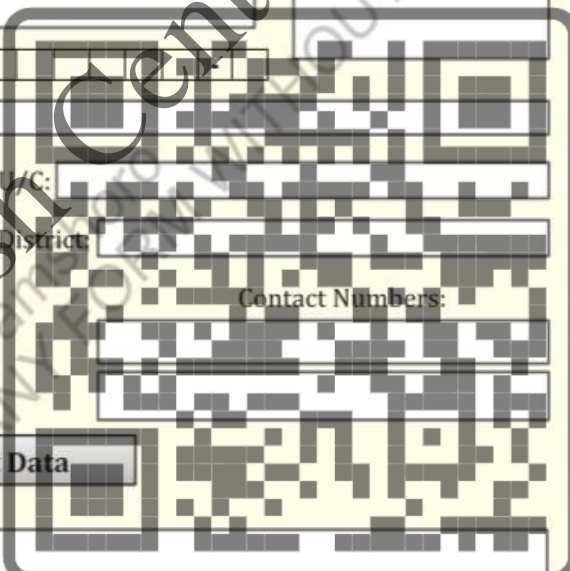
Name of School:

Class: Date of Admission:

Head Teacher Name:

Date: Signature:

Paste Picture Here




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Exercise 1

Work in pairs and prepare a rough draft for the form given above. Follow the guidelines given below. Orally, discuss points a-d and write down points e--h.

- Read the form thoroughly, from the beginning to the end.
- See where you need to write something and where you need to tick.
- Make sure that you do not fill the space reserved for official purposes.
- Check to see what information you can easily fill in.
- Write N/A where you do not need to write anything.
- Make a list of information that you need together.
- Collect all the other information before filling the form.
- Prepare a draft by writing down all the points that you need to fill in, e.g., your name, address, names of colleges, etc.

Ans:

e. Second space in contact numbers: N/A

f. A list of information:

- Name.
- Father/Guardian's name.
- Father/Guardian's CNIC.
- Date of Birth.
- Village.
- U/C.
- Tehsil.
- District.
- Permanent address.
- Contact numbers
- Name of school.
- Class.
- Date of admission.
- Head teacher name.

g. Information:

- Name: Usama ur Rehman.
- Father/Guardian's name: Muhammad Saeed ur Rehman.
- Father CNIC: 12345



4. Date of Birth: 20-02-2000
5. Village: Bachro.
6. U/C: Division of Taluka of the town of Thul.
7. Tehsil: Garhi Khairo Tehsil.
8. District: Jacobabad District of Sindh.
9. Permanent address: XYZ area Bachro village.
10. Contact numbers: 03408057780
11. Name of school: XYZ scientific secondary school.
12. Class: Matric.
13. Date of admission: 14-04-2015
14. Head teacher name: Sir Ali Fuzail.

h.

Enrolment Form

Name: **Usama ur Rehman**

Father/Guardians Name: **Muhammad Saeed ur Rehman**

Father/Guardians CNIC: **12345 - - - - -**

Gender: Male ☒ Female ☐ Date of Birth: **20-02-2000**

Village: **Bachro** U/C: **Division of Taluka of the town of Thul**

Tehsil: **Garhi Khairo Tehsil** District: **Jacobabad District of Sindh**

Permanent Address: **XYZ area Bachro village**

Contact Numbers: **03408057780**
N/A

Enrolment Data

Name of School: **XYZ scientific secondary school**

Class: **Matric** Date of Admission: **14-04-2015**

Head Teacher Name: **Sir Ali Fuzail**

Date: **5-9-2022**

Signature: 




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Exercise 2

Work individually and fill in the following form. After you have filled it compare your form with your partner and make changes where necessary. Remember to follow the guidelines provided in Exercise 1.

ADMISSION FORM



First Name: **Faiz**

Last Name: **Rehman**


D/o or S/o: **Muhammad Saeed ur Rehman**


Date Of Birth: **14 April 1998** Age: **24** Religion: **Islam**

Male Female

Address: **House no 1-2 Nazimabad no 1 karachi**

Course: **English language**





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Unit 2.6 FUN**WORD GAME**

Exercise: Work in pairs. Make a list of as many words as you can from the words given in column A. Look at the given example. The pair that makes the most words at the end of the given time will be the winner.

Example: edge,able,etc. for the first box.

S.No.	Words	Words formed
01	Knowledgeable	edge, able, know, led and gable.
02	Educationally	Education, cation, nation and ally.
03	Irresponsible	responsible, response, resp and pons.
04	Vaporisations	Vapor, risa and variation
05	Destabilising	stabilising, Dest, tabling and sing



Unit 3 PRACTICING POSITIVE WORK ETHICS

Unit 3.1 READING COMPREHENSION

King Bruce and the Spider

Exercise 1

Read the poem silently and answer the following questions.

1. Was the king happy or unhappy?

Ans) The king was unhappy.

2. What attracted his attention as he was thinking?

Ans) Fall of spider attracted his attention as he was thinking.

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

Ans) He learnt from what he saw that after many failures we do not give up and continue to try steadily, a time will come when we will get success.

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	h	c) threw
4.	despair	k	d) climbed

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5.	pondered	n	e) fall suddenly
6.	divine	i	f) walk carefully
7.	endeavour	g	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	l	k) hopelessness
12.	tumble	e	l) attempt
13.	defied	b	m) king
14.	braced	j	n) thought

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 (x). After completing, compare your answers with your partner.

- a) The poem is about war. X
- b) King Bruce cared for his people. ✓
- c) He was in a happy mood. X
- d) When he saw the spider, he decided to kill it. X
- e) The spider stayed on the ground when it slipped down. X
- 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. X
- i) It moved up very slowly when it was near its home. X
- j) It did not succeed in reaching its home. X
- k) The king decided to follow the spider's example and try again. ✓



Exercise 4

Read 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.

1. But the spider went up again and this time it was just one foot away from its home. 11
2. Once it felt better it travelled higher although the journey was tiring. 8
3. King Bruce, though a king, was beginning to lose hope. 1
4. Inch by inch it kept moving up and finally succeeded in reaching its home. 12
5. The king thought that, falling again and again, the spider would now give up. 10
6. The story goes that King Bruce tried again and succeeded. 14
7. He had tried to do everything to make his people happy, but he had failed. 2
8. It began to go up but soon slipped down again. 6
9. The king realized that those who try, succeed; like the spider, he also could succeed. 13
10. It was very far from its home, and the king could not work out how it would reach it. 5
11. In a state of hopelessness, he decided that he would give up. 3
12. Again and again, it tried; it went up and slipped down nine times. 9



13. Just then, a spider dropped down, and the king looked at it to see what it would do.

4

14. Without complaint, it ran up again, but due to weakness it fell still lower. 7

Exercise 5

Answer the following questions.

1. Why was King Bruce so sad?

Ans) King Bruce was so sad because he had tried to do everything to make his people happy, but he had failed.

2. Before he saw the spider what did he decide to do?

Ans) In a state of hopelessness, he decided that he would give up.

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

Ans) Spider was very far from its home that's why King Bruce thought that the spider would not be able to reach its home.

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

Ans) The spider climbed at a different speed all the time.

5. How did the spider finally reach its home?

Ans) After many struggles now it was only a foot from its cobweb door, then steadily inch by inch moved and finally it made a bold little run at the very last pinch and reached its home.

6. Why did the king decide to try again?

Ans) The king decided to try again because he saw a spider who reached its home after many struggles so he thought if it could do why I could not.



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Exercise 6

Details about writing a summary of a poem are given in section 3.4. Work in pairs and write a summary of the poem. You may begin writing the summary by first giving a general introduction. This can be followed by a brief summary of all the verses. The one line summary of each paragraph is given in exercise 5. Explain each verse by adding some more details using the answer in the previous exercises. Lines 1-3, 4-8, 9-12 and 13-14 can be grouped together to form different paragraphs. The final paragraph should have the conclusion and moral of the story. you may begin and as follow

The poem King Bruce and the Spider is written by Eliza Cook. It tells us how

Summary

The poem King Bruce and the Spider is written by Eliza Cook. It tells us how to fight from your defeat in your life and how to achieve success in your life.

King Bruce, though a king, was beginning to lose hope, like other people who become disappointed after defeat. At that time he also wore a crown. He had tried to do everything to make his people happy, but he had failed. He had tried many times to make his people glad but he couldn't succeed. He was hopeless and also he was very upset. After deep thinking he decided that he would give up.

Just then, a spider dropped down with its silken filmy clue, and the king stopped his thinking in the middle and looked at it to see what it would do. It was very far from its home and it was hanging by a rope. The king could not work out how it would reach its home. It began to go up with strong endeavour but soon slipped down again and became close to the ground as it was before. It did not stop even a second for complaint and ran up again, but due to weakness it fell still lower than ever. Once it felt better it travelled higher and this time it covered a half yard higher. Its rope is delicate and the journey was tiring.

Again and again, it tried; it went up sometimes slowly and sometimes fastly but everytime it slipped down and in this way it made nine brave attempts. The king thought that it was foolish and falling again and again after struggle, the spider would now give up and not try anymore. But the spider went up again and this time it was just one foot away from its home, this was an anxious moment and king thought would it lose or



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win?.Inch by inch it kept moving up and finally it ran boldly at the very last pinch and thus succeeded in reaching its home.

The king cried out with pleasure and realized that those who try, succeed; like the spider, he also could succeed, if he tried. Now the king changed his mind and the story goes that King Bruce tried again and succeeded.

After watching the struggle of a spider.King Bruce thought that this spider attempted too much time and failed but spider did not waste it's time in stress and grief so king Bruce got motivation from the spider and tried again and he thought that I would also try and I would also fail but I would try and at the end I would achieve success. The story goes that it succeeded.

Exercise 7

Work in groups of five and prepare a brief role play on any story with a moral. Here are the steps to follow

- Step 1:** Think of some stories with a moral and discuss these amongst yourselves.
- Step 2:** Decide which story you want to act out.
- Step 3:** Develop the dialogues by writing them down.
- Step 4:** Decide who is going to role play what role.
- Step 5:** Rehearse the role-play a couple of times.

The Lion And The Cows

Once upon a time there lived four cows in the forest everyday they used to graze together in a particular spot. They were all friends. One day a Lion saw the cows grazing together.

The lion wanted to eat them so he went to catch them. When the cows saw the lion all of them fought with him. The lion had to run away.

A few day passed and the cow quarreled between themselves and started grazing separately. One by one the lion killed all of them.

Moral of the story: unity is strength.



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Dialogues

Lion: I am hungry I want to eat some meat.

Cow 1: We are good friends and always graze together in a field.

Cow 2: "You are right" ,but I want to go far away for grazing.

Cow 3: We can go far away but there is a lion who wants to eat us.

Cow 4: I am afraid from lion so that is why we will have to avoid this.

Cow 2: I am not afraid from lion and I don't want to eat same grass all days.

Cow 4: If you go far away so you will do silly mistake.

Cow 2: I am not silly You both are silly.

Cow 3: I also afraid from lion but I don't want to go far away.

Cow 1: Don't fight with each other. We all graze separately after today.

Cow 2: Yes, cow 1. You are right we all are graze separately and tomorrow I will go far away for grazing.

Lion: **What a lucky day!** it is a golden chance for me and I will eat all the cows today because they are grazing separately.



Unit 3.2 ORAL COMMUNICATION

Express needs with reasons

Example:

Student 1: I must get an A great in the final exam.

Student 2: Why do you need an A great in the final exam

Student 1: Because I want to get admission in the best college.

Student 2: My aim in life is to become a doctor

Student 1: Why do you want to become a doctor

Student 2: I think there is a shortage of good doctors in the country.

Exercise 1

Work in pairs and discuss what you need and why you need it. Follow the pattern given in the example above. However, you need choose same, similar, or different words to state your need and reason (Example want, need to, must, have to, should etc)

S No	Needs	Reasons
1	1. work part time 2. help at home	1. support family 2. mother unwell
2	1. visit a doctor 2. get a vaccine	1. have a stomach ache 2. typhoid wide spread
3	1. Help with presentation 2. write an essay	1. first time 3. failed last time
4	1. go to badin 2. visit grandparents	1. visit sick uncle 2. not visited for a year
5	1. talk to parents 2. talk to the principal	1. want a bicycle 2. want leave for a week

Ans:

1.

Student 1: I need to work part time

Student 2: Why do you need to do part-time work?



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Student 1: The family financial condition is not good, that's why I want to support my family.

Student 2: I have to help at home.

Student 1: Why are you doing this thing?

Student 2: Unfortunately my mother's condition is unwell.

2.

Student 1: I need to visit a doctor

Student 2: Is there any problem?

Student 1: I have a stomach ache.

Student 2: I have to get a vaccine.

Student 1: Is there any problem?

Student 2: Typhoid disease spreads wide in my area.

3.

Student 1: I need your help in the presentation.

Student 2: Tell me the reason why do I help you?

Student 1: I want to give a presentation, it is my first time.

Student 2: I also need your help writing an essay.

Student 1: You can easily write an essay yourself so why do you need help?

Student 2: I failed last time in my exam.

4.

Student 1: I have to go Badin.

Student 2: Do you need to take a long rest ?

Student 1: My uncle is sick, that's why I am visiting.

Student 2: I also have to visit my grandparent's house.

Student 1: Is there any reason?

Student 2: I did not visit for a year.

5.

Student 1: I need to talk my parents about this issue.

Student 2: What is the matter?

Student 1: I want a bicycle that is why I need to talk with them.

Student 2: I also need to talk to the principal.

Student 1: Everything is fine?

Student 2: I want to leave for a week because I am going.



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Exercise 2

First, work individually and develop a table like and one given in exercise 1. Write two things that you want or need to do and reasons why you want or need to do them. Next, work in pairs and add the needs and their reasons that your partner has written, in your table. After that, engage in a dialogue the way you did in Exercise 1.

Ans:

S No	Need	Reason
1	1.complete homework 2.play national team	1.two weeks remaining 2.childhood dream
2	1.Help poor 2.Become an engineer	1.weather cold 2.too much scope
3	1.buy new mobile 2.buy new laptop	1.old and not working 2.study purpose
4	1.work with grandparents 2 work with uncle	1.they need help 2.instruction of parents
5	1.become a motivational speaker 2.awareness about diseases	1.people love him 2.raining season

1.

Student 1 I have to complete my homework.

Student 2 Do you have less time to complete it?

Student 1 Yes I have just only two weeks and homework is very large.

Student 2 I want to play in national team

Student 1 Why do you want to play in national team?

Student 2 It is my childhood dream.



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2.

Student 1 I have to help poor people.

Student 2 Why do you need to do that?

Student 1 Because nowadays the weather is very cold.

Student 2 My aim in life is to become an engineer.

Student 1 Why do you want to become an engineer?

Student 2. Because engineering scope is too much.

3.

Student 1 I need to buy a new mobile.

Student 2 Why do you need a new mobile?

Student 1 Because it has been old and is not working properly.

Student 2 I need to buy a new laptop.

Student 1 Why do you need a new laptop?

Student 2 Because I need to study on it.

4.

Student 1 I have to work with my grandfather.

Student 2 Why do you need to do work with your grandfather?

Student 1 He is very busy nowadays that's why he needs my help.

Student 2 I also need to work with my uncle.

Student 1 Why do you need to work with your uncle?

Student 2 Because my parents have instructed me.

5.

Student 1 I want to become a motivational speaker.

Student 2 Why do you want to become a motivational speaker?

Student 1 Because people love him.

Student 2 I have to give awareness about diseases.

Student 1 Why do you need to give awareness about diseases?

Student 2 Due to the rainy season many dangerous diseases have been raised.



Unit 3.3 LANGUAGE PRACTICE**Revision of Past Tense**

Past Simple	<ul style="list-style-type: none"> • An action or event completed in the past • A series of actions and events completed over a period of time in the past 	<ul style="list-style-type: none"> ○ I visited Sukkur last year. ○ My sister studied Islamic architecture when she was at the university.
Past Continuous	<ul style="list-style-type: none"> • An action or single event in progress in the past, usually of short duration • An action or single event in the past interrupted by a non-continuous past action 	<ul style="list-style-type: none"> ○ They were discussing the power breakdown in their area. ○ I was watching TV when you called last night.
Past Perfect	<ul style="list-style-type: none"> • An action in the past that took place before another happened • An action continuing over a period of time up to a time in the past 	<ul style="list-style-type: none"> ○ The train had left the station before we arrived there. ○ My grandfather had been ill for a while.
Past Perfect Continuous	<ul style="list-style-type: none"> • An action which happened over a period of time in the past 	<ul style="list-style-type: none"> ○ My co-worker had been doing that job for three years.



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Exercise 1:

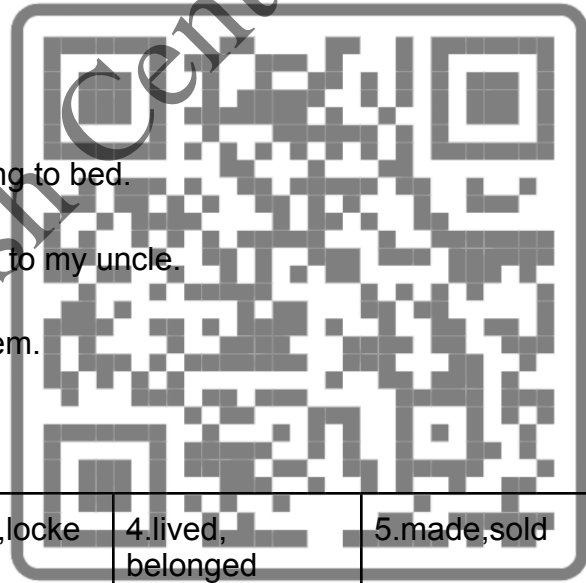
Use the correct form of the past simple to fill the following blanks. Use the words given below. You can use one word only once. Once you have completed, compare your answers with your partner and make corrections where necessary, in this and all exercises from 1 to 8.

eat	close	sell	belong
live	make	lock	run

1. We — delicious food at their home.
2. The mouse — under the cupboard.
3. The guard — and — the gate before going to bed.
4. The house in which we — till last year — to my uncle.
5. The parrots — a lot of noise so we — them.

Ans:

1. ate	2. ran	3. closed, locked	4. lived, belonged	5. made, sold
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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
fly

drive
wash

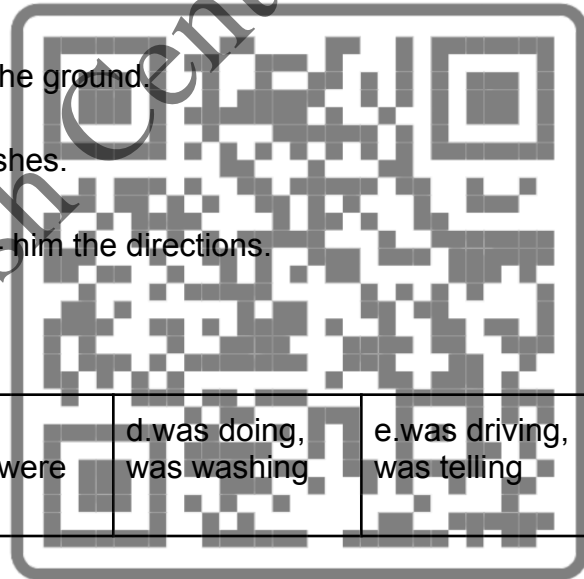
shake
fight

tell
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.

Ans:

a.were flying	b.were fighting	c.were shaking,were falling	d.was doing, was washing	e.was driving, was telling
---------------	-----------------	-----------------------------	--------------------------	----------------------------



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** her father to let her finish high school. She **dreamed** high as she **was making good** progress and **was receiving** good grades. Her teachers **knew** that she **was** very intelligent and they **were encouraging** her to go for higher education. She **promised** her father that he would be proud of her one day, if he **allowed** her to continue her education. Very few Maasai girls the tribe to which she **belonged** ever **finished** high school, but her father **accepted** her request.

Ntaiya **kept** her promise to her father. She began to work even harder, and soon she **won** a scholarship to go to the USA. The village where she **was living** was very small. However, the villagers were so proud of her that they all **came** to see her off when she **was leaving**. Ntaiya **was crying** as she **was leaving**. It **was** a touching scene. Everyone **was waving** their hands and Ntaiya **was shouting** that she would come back to serve the people in the village.

When she graduated, she **worked** for a while at the UN and then got a doctor degree. Then she **returned** home and **wanted** to set up a primary school in her old village. At first, some villagers **refused** to give Ntaiya the land for the school, but many parents now **realised** how important a good education could be for their daughters. Till last year, the school **provided** education to more than 150 girls. The girls at the school **praised** Ntaiya. They **worked** hard to become teachers, doctors or lawyers.



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.

Ans:

a. had spent	b. had swept	c. had travelled, had covered	d. had finished, had left	e. had died, reached
--------------	--------------	----------------------------------	------------------------------	-------------------------



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

1. He — for help for five hours when the rescue team finally arrived.
2. I — for two hours before I fell asleep.
3. We — for 16 hours and everyone was very tired.
4. I — about my results the whole week.
5. The labourers — and the painters — for several days before they were allowed to go home.
6. The bell — and the dog — for nearly 20 minutes before someone opened the door.
7. The MET department — about a storm but the people — to listen.

Ans:

1.had been crying	2.had been reading	3.had been flying	4.had been worrying
5.had been digging, had been painting	6.had been ringing, had been barking	7.had been warning, had been refusing	



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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** her all night. She **had been taking** painkillers, but the pain **had continued**. She **had been seeing** a dentist for two weeks, who **had been saying** that nothing could be done until the pain subsided. She **had been consulting** her grandmother for natural remedies and **had been trying** everything to combat the pain, but no results. Also, she **had been searching** for remedies on the Internet since five days, but even that **had failed** medium to provide any solution. Not knowing what else to do, she **had come** to the conclusion that she **had done** all that she could, when her mother **had thought** of a simple solution. She **had agreed** to try it. It **had worked** wonders and she **had been slipping** peacefully for the past five hours when she went to her house.

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Articles Revision

You have learnt the rules about the use of articles 'a', 'an' and 'the' in earlier classes. Let us revise them once again.

A/ An	A and an are indefinite articles and are used to indicate a single item.	Take a pencil. (Take one pencil.) I won a hundred dollars. (I won one hundred dollars.)
	Do not use a or an with a plural noun.	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 any book, not a specific one.) That was a funny story. (That was one of many funny stories.)
	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 the as a specific reference to a common noun or something that is one of a kind	Give me the book on the table. (<i>identifies a specific book</i>) The sun rose at seven o'clock. (<i>identifies something that is one of a kind</i>)
	Use a or an to introduce a noun the first time it is mentioned, and then the is used afterwards whenever the noun is mentioned.	I bought a sandwich for lunch. I shared the 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 " of " as part of the name:	the Fourth of July the University of Virginia the United States of America the President of Mexico the Statue of Liberty
	Plural proper nouns use the :	the Chicago Bulls the Johnsons the Blue Ridge Mountains
	A proper noun that names a group (a <i>collective noun</i>) also uses the :	the Commonwealth of Virginia the United Arab Emirates the Society of Friends
	Some geographical features use the :	the Gobi Desert the Atlantic Ocean the Pyramids the Amazon
	But other geographical features do not use the :	Lake Superior Albemarle County Route 29 Mount Vesuvius



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.

1. --- giraffe has --- long neck.
2. --- Australian sheep gives us --- good wool.
3. He is --- honest man but his friend is --- crook.
4. To help the students, --- example has been given in the exercise.
5. Would you like to have --- cup of tea or --- something to eat?
6. --- factory is being built next to our house.
7. Boil --- eggs and make --- sandwiches for breakfast.
8. It was --- honour to be nominated.
9. I want to buy a uniform when schools --- reopen in August.
10. --- Old friend is staying at a hotel on the River Indus.

Ans:

1.a, a	2.an,a	3.an,a	4.an	5.a,X
6.a	7.X,X	8.an	9.a,X	10.an



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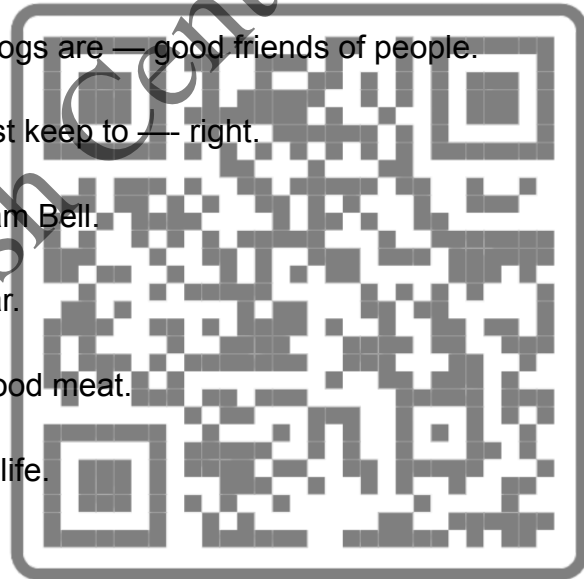
Exercise 8

Work individually and fill the following blanks with the article 'the' where necessary. Put a cross (X) in the blanks where 'the' is not required. After completing, compare your answers with your partner.

1. --- English language is --- most spoken language in the world.
2. There are --- beautiful flowers in --- park.
3. My sister lives in --- USA
4. There is --- dirt on this place and there is a dirty mark on --- tablecloth.
5. --- Lions are dangerous animals, but --- dogs are --- good friends of people.
6. When you drive a car in --- UAE. You must keep to --- right.
7. --- Inventor of the telephone was --- Graham Bell.
8. --- directions to --- central library are clear.
9. --- butcher opposite --- library sells --- good meat.
10. One of --- persons I love --- most in my life.

Ans:

1.the,the	2.X,the	3.the	4.X,the	5.X,X,X
6.the,the	7.the,X	8.the,the	9.the,the,X	10.the,the



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Exercise 9

Work individually and fill the following blanks with 'a/an/the', where necessary. After completing, compare your answers with your partner.

Who has not heard of the famous Khyber pass in ✗ Pakistan? It is the narrow mountain valley in ✗ Khyber Pakhtunkhwa province. We can go to the Khyber pass from ✗ Peshawar.

Many people who want to go to ✗ Afghanistan cross the border from the Khyber pass. The Khyber pass has been famous in ✗ history for thousands of years. ✗ Aryans crossed it to reach the subcontinent about four thousand years ago. After them came ✗ Mongols and ✗ Tartars. Moreover, the Khyber pass is an ancient trade route. It is the route that has been used extensively by the Caravans carrying ✗ bales of cotton and silk. Occasionally caravans would also carry a ton or two of spices. Although it is an old route, ✗ trade is still carried out through this route but now buses, trucks and trains carry ✗ goods from one country to another.

Unit 3.4 WRITING

Writer the summary of a Poem

When writing a summary, keep the following points in view:

- Read the whole poem to get the general idea or message.
- Read again, verse by verse to understand what the poet is trying to convey and how that is being conveyed.
- Begin the summary by giving the title of the poem and the name of the poet.
- State the central Idea or the key message of the poem.
- Give a stanza-wise brief summary of the poem.
- Write the conclusion, restating the main idea and your own analysis, including what you have learnt from the poem.
- Also state the moral if a story has been conveyed through verse.



Exercise 1

Read the following poem and write a summary by following guidelines given above. After writing the summary, discuss with your partner and check whether you have followed the step given above. Make corrections in your work, if needed.

Summary (LITTLE THINGS)

You may follow the following pattern

The poem 'Little Things' is a simple children's song by It explains that even little things are important.

In the first stanza, the poet

In the second

In all, the poem

Ans:

The poem 'Little Things' is a simple children's song by Julia carney. It explains that the things even little are important.

In the first stanza the poet explains the importance of little drops of water and little grains of sand without these little things you can't imagine the ocean be present and the desert or land be present because these little things make the ocean and land of earth.

In the second stanza the poet explains the importance of kindness and love. Your kindness makes the person happy and he will feel that he lives in heaven and your love also provides happiness to other people and he feels he lives in heaven.

In all, the poem explains the significance of little things because little things make larger things so always start with little steps and in future these little steps will give you large success.



Exercise 2

Write a summary of the following poem. Once you have completed, compare your work with your partner. Now, develop one common summary by merging the two summaries. Write the combined summary on a piece of paper for display in the class. You can make your paper colourful by adding colours and drawing.

Ans:

Summary (THE MAN WHO WINS)

The poem 'The Man Who Wins' is written by an anonymous poet. It explains that people can win easily if they keep their mindset positive.

Positive mindset is very important for winning. If you are not encourage and you are thinking you can't win so in the end you will not win and your mindset first will defeat you then other one will defeat you, so mindset it is very significant.

If you think you will lose, You will not give your 100% in any battle or in any place in life and defeat because in daily practice success is under strong intention.

If you are thinking you are inferior. If you want to achieve high rank in your life, you think according to it and be confident on your self and don't compare yourself with other and focus on your work and aim always.

Sometimes you will do lots of hardware and give your hundred percent but in the end you will not win but it is a part of life. This struggle will teach you and you will work more properly than in the past and one day you will win and a person thinks he will win so he will win oneday.

In the end. First make plans and always keep your mindset positive before starting any work. If you are happy and take interest in work, you will give your best and in the end you will win.



UNIT 3.5 STUDY SKILLS

Free writing

The purpose of free writing is to put all your thoughts regarding anything on paper.

Why do free writing

- Putting thoughts on paper is important for many reasons.
- It allows you to capture them before they move out and you forget them.
- It helps you clarify your thoughts.
- New thoughts emerge as older thoughts begin to shape.
- It brings out the whole picture allowing you to take appropriate steps or decisions.

How to do free writing

- Think of anything, you want to write about. It can be an assignment, something that is bothering you, something you have enjoyed or suffered from, the topic of an essay etc.
- Fix a time, how long you are doing to write, 5 to 10 minutes is enough.
- Check the time or set an alarm for 5, 7, 10 minutes, whatever you have decided.
- Once you start writing to do stop at all for thinking just keep writing.
- Do not worry about grammar or spelling.
- If you do not know the English word or phrase, write it in whatever language you are comfortable with, but do not stop at all.
- Once the time is up, just stop.



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After doing free writing

- Go through your writing and, if needed, and any new thought, or missed information.
- If you have used words or phrases in another language, find out there English equivalent.
- Check for spelling and grammar correction.
- Remember, the purpose of free writing is thought clarity, not language correctness

Exercise 1

Do free writing for the five minutes on the following topic. Start writing when your teacher tells you; write now stop; stop when your teacher tells you to do so.

Topic: What do I want to do after I complete my metric ?

Ans:

I remember being both sad and happy when my school was about to end. Of course, I had my college to ponder about and at the same time, there was a sense of freedom and responsibilities as well.

A lot of people believe that life after school takes a U-turn as you realize how big the world truly is and how minuscule we may be. The truth really is that you need to keep an eye out on your career and understand well what you want to do and how you desire to live life after school.

The Career Foundation:

When I think about my life after school, I often wonder about the hours and hours I had put in to ensure that I got into the best college. I always believe that choosing a good college is essential because it kind of prepares you for your career and the rest of the life.

At the same time, my life after school was also devoted a great deal to understanding the different career streams and wondering what the right choice was for me. I was the kind of student who wanted to plan things well in advance and duly.



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Exercise 2

Do free writing for seven minutes on the following topic. Remember, write continuously for seven minutes, without stopping. Start and stop when your teachers tells you to do so,

Topic: Sports

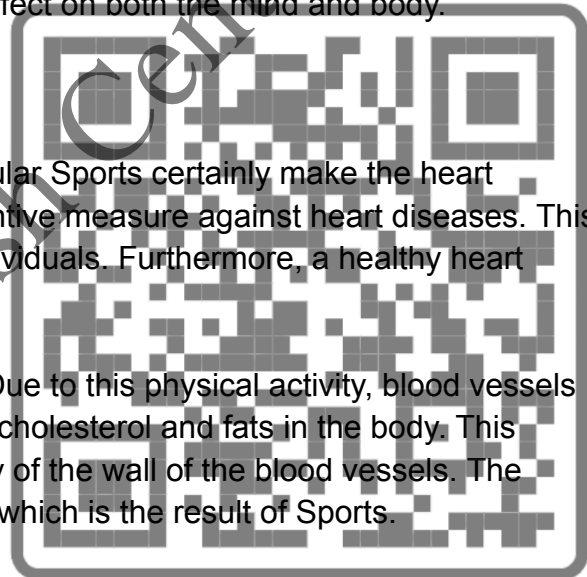
First of all, Sport refers to an activity involving physical activity and skill. Here, two or more parties compete against each other. Sports are an integral part of human life and there is great importance of sports in all spheres of life. Furthermore, Sports help build the character and personality of a person. It certainly is an excellent tool to keep the body physically fit. Most noteworthy, the benefits of Sports are so many that books can be written. Sports have a massive positive effect on both the mind and body.

Physical Benefits of Sports

First of all, Sports strengthen the heart. Regular Sports certainly make the heart stronger. Hence, Sport is an excellent preventive measure against heart diseases. This certainly increases the life expectancy of individuals. Furthermore, a healthy heart means a healthy blood pressure.

Sports involve physical activity of the body. Due to this physical activity, blood vessels remain clean. Sports reduces the amount of cholesterol and fats in the body. This happens because of the increase of flexibility of the wall of the blood vessels. The flexibility increases due to physical exertion, which is the result of Sports.

Furthermore, the sugar level in blood also gets lower thanks to Sports. The sugar certainly does not accumulate in the blood due to physical activity



UNIT 3.6 FUN

Cool Collocation

A collocation is two or more words that often go together. Work in a group of five. Each group should choose the name of a bird for their groups. In each of the following lines you can use three of the words to form acceptable phrase. However, one word forms an unacceptable combination. Mark (✓) the odd one out.

Ans:

You can collect	<input checked="" type="radio"/> information	<input type="radio"/> stamps	<input checked="" type="radio"/> friends	<input type="radio"/> your thoughts
You can draw	<input type="radio"/> a conclusion	<input checked="" type="radio"/> breath	<input type="radio"/> an illusion	<input type="radio"/> a picture
You can wear	<input type="radio"/> a smile	<input type="radio"/> a suit	<input type="radio"/> a crown	<input checked="" type="radio"/> an umbrella
You can lose	<input checked="" type="radio"/> a promise	<input type="radio"/> your keys	<input type="radio"/> patience	<input type="radio"/> your way
You can pass	<input type="radio"/> the butter	<input checked="" type="radio"/> a computer	<input type="radio"/> a law	<input type="radio"/> an
You can make	<input type="radio"/> plans	<input type="radio"/> a promise	<input type="radio"/> a journey	<input type="radio"/> your homework
You can pay	<input type="radio"/> a visit	<input type="radio"/> attention	<input type="radio"/> a bill	<input checked="" type="radio"/> life
You can receive	<input type="radio"/> guests	<input type="radio"/> an invitation	<input type="radio"/> a letter	<input checked="" type="radio"/> the measles
You can play	<input checked="" type="radio"/> a party	<input type="radio"/> cards	<input type="radio"/> a game	<input type="radio"/> the piano
You can take	<input type="radio"/> a walk	<input type="radio"/> a photo	<input checked="" type="radio"/> a haircut	<input type="radio"/> control
You can see	<input type="radio"/> a doctor	<input checked="" type="radio"/> the silence	<input type="radio"/> the sights	<input type="radio"/> a film
You can open	<input type="radio"/> a discussion	<input type="radio"/> a shop	<input type="radio"/> a door	<input checked="" type="radio"/> a disappointment
You can keep	<input checked="" type="radio"/> a question	<input type="radio"/> a secret	<input type="radio"/> your word	<input type="radio"/> a promise
You can catch	<input type="radio"/> a bus	<input checked="" type="radio"/> an idea	<input type="radio"/> a cold	<input type="radio"/> someone's eye
You can hold	<input type="radio"/> an opinion	<input checked="" type="radio"/> a promise	<input type="radio"/> a meeting	<input type="radio"/> your breath
You can ask	<input type="radio"/> a favour	<input checked="" type="radio"/> an answer	<input type="radio"/> the way	<input type="radio"/> a question



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Unit 4 MEDIA FOR INFORMATION AND REFLECTION

Unit 4.1: READING COMPREHENSION

Social Media

Exercise 1

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

1. According to the text, social media is —

- a) good thing. b) bad thing
c) neither. d) both

2. The social media is something that is used by —

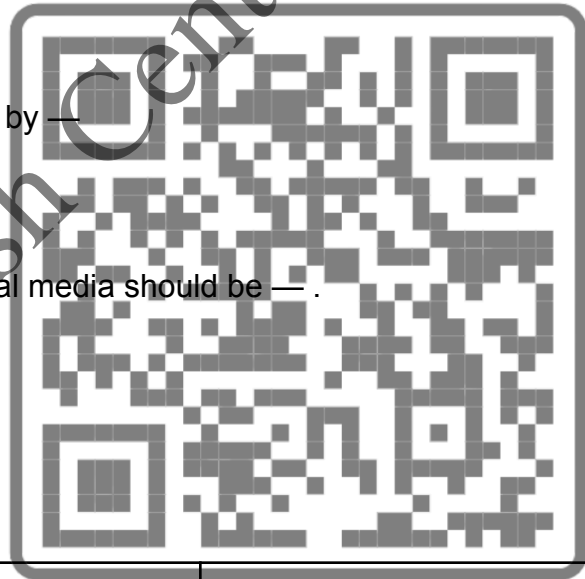
- a) old people. b) young people
c) people of all ages d) children

3. In conclusion, the writer says that the social media should be —.

- a) ignored b) used with care
c) given up. d) used everyday

Ans:

1. d	2. c	3. b
------	------	------



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	

1. The meaning of — is harmful.
2. The meaning of — is slowly becoming worse.
3. The meaning of — is extremely great.
4. The meaning of — is trouble.
5. The meaning of — is being overweight.
6. The meaning of — is happen or take shape.
7. The meaning of — is caring for the future.
8. The meaning of — is late submitted.
9. 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 farming.
13. The meaning of — is easy to reach.



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- 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 off impossible things.
- 20.The meaning of — is made less severe.

Ans:

1.detrimental	2.deterioration	3. stupendous	4.inconvenience	5.obesity
6.vistas	7.prudent	8.tardy	9. revolutionized	10.disproportionately
11.self-portrayal	12.addictive	13.accessibility	14.fraudulent	15.materialize
16. consequences	17.devastating	18.injudicious	19.fantasy	20.mitigated

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 —

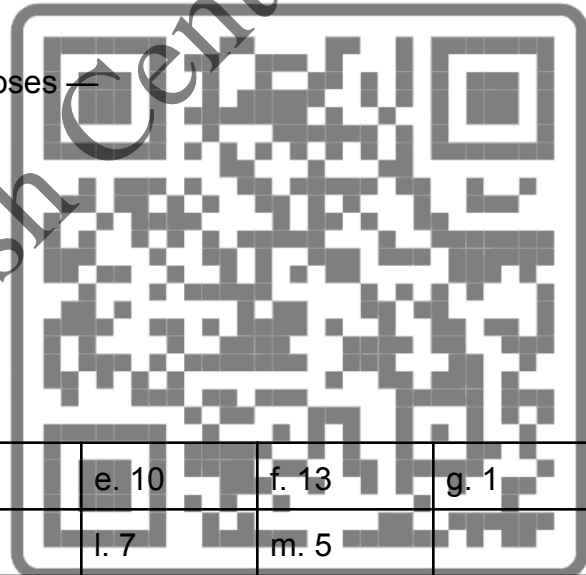
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- d) Becoming a part of the global community —
- e) Impact on mental health —
- f) Using the social media prudently —
- g) Advent of the internet and the social media —
- h) Psychological disorders —
- i) Negative impact on the studies —
- j) Effects on physical health —
- k) Use of the social media for business purposes —
- l) Fraudulent companies cheating people —
- m) Connecting friends and families —

Ans:

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	



Exercise 4

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

No.	Statement	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.		

Ans:

1.false	2.true	3.false	4.false	5.false
6.true	7.true	8.false	9.true	10.false



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Exercise 5

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

1. With the social media, one has become a part of the regional community.

Ans: With the social media, one has become a part of the global community.

2. The speed with which the social media users are increasing is slow.

Ans: The speed with which the social media users are increasing is stupendous.

3. The extended family members are not important in the Pakistani family structure.

Ans: The extended family members are important in the Pakistani family structure.

4. The social media is a major cause of weakness in children and teenagers.

Ans: The social media is a major cause of obesity in children and teenagers.

5. Rumours travel very slowly on the social media.

Ans: Rumours travel very fastly on the social media.

6. Posting selfies can lead to physical disorders.

Ans: Posting selfies can lead to psychological disorders.

7. Using the social media has neither pros nor cons.

Ans: Using the social media has both pros and cons.

8. One needs to see how one can maximize the harmless effects of the social media.

Ans: One needs to see how one can minimize the harmless effects of the social media. →



9. The ills of the social media can be reduced by following all the rules.

Ans: The ills of social media can be mitigated if we follow certain basic rules.

10. Giving up the social media may be the only option we have today.

Ans: In today's times, giving up this social media may not be a realistic option.

Exercise 6

Work in pairs, read the text and write down the positive aspects and negative aspects of the 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: Business persons can post their products and invite buyers from every nook and corner of the world.

Negative aspects: One may get cheated by fake virtual companies and organizations.

Reducing negative impact: One should be discrete when selecting online products or responding to online offers of jobs and other opportunities.

Students

Positive aspects: Students can also easily interact with educators and researchers in any part of the world and gain from their knowledge and wisdom.

Negative aspects: It's injudicious use often results in persistent incomplete school assignments, tardy work and poor academic performance.

Reducing negative impact: Fixing a time limit for using the social media and following the limit strictly.



Communication with friends and family

Positive aspects: One of the biggest contributions of the social media is the ease of connectivity that it has provided.

Negative aspects: Increased time on the social media has limited face to face communication and compromised relationships.

Reducing negative impact: Sparing time for family and friends.

Promotion of skills and talents

Positive aspects: The social media has made the promotion of skills and talents very easy, leading to the opening of innumerable avenues for many people.

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 responding to online offers of jobs and other opportunities.

Exercise 7

Answer the following questions.

1. How has social media revolutionized the concept of communication?

Ans: With the advent of social media, 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.

2. 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 easily interact with educators and researchers in any part of the world and gain from their knowledge and wisdom.



3. How can a business be initiated on a virtual platform?

Ans: Business persons can initiate a business with the click of a button, rather 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.

4. How can employers hunt the right candidates for their job persons?

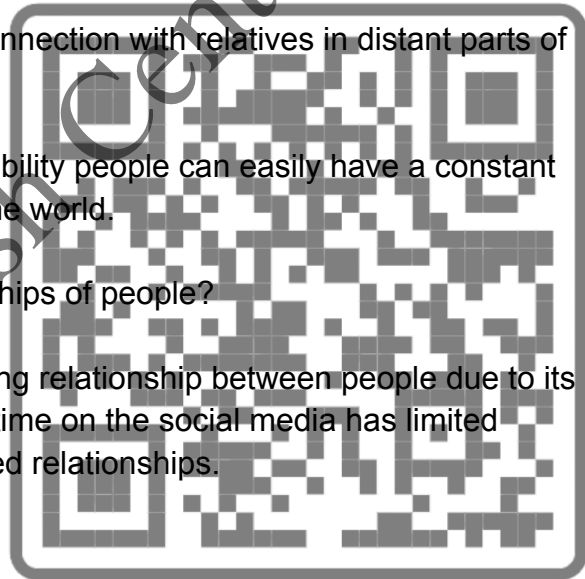
Ans: Social media users advertise their skills and capabilities through the social media, making it easy for employers to hunt right people for any vacant position that they might have.

5. Why can people easily have a constant connection with relatives in distant parts of the world?

Ans: Due to its affordability and easy accessibility people can easily have a constant connection with relatives in distant parts of the world.

6. How is social media affecting the relationships of people?

Ans: Social media has strengthened the strong relationship between people due to its affordability and accessibility. But increased time on the social media has limited face-to-face communication and compromised relationships.



Exercise 8

Work in groups of four. Ask each other the following questions and write down the responses. Try and give a different response to each member of your group.

1. How has the social media affected you or your family?
2. What are the benefits you have gained from the social media?

After this, compile all the points related to question 1 on a chart paper with the title "Effects of the Social Media on the Family". Compile all the points related to question 2 on a chart paper with the title "Benefits of the Social Media". Two students can work on one chart and two on the other. You can make your charts colorful by using color pencils, markers, pictures etc.

Ans:

1.

Effects of the Social Media on the Family

1. My younger sister does not take interest in any work after getting her mobile for using social media.
2. My younger brother does not take interest in her study after getting his mobile for using social media.
3. Critical situation of my home has become more intense after arrival of social media in my house.
4. My elder brother has become victim of inferiority after using social media.

Benefits of the Social Media

1. I have started online business.
2. I learn cooking from YouTube.
3. I and all my brothers learn from social media.
4. I use to relax myself via using social media.



Unit 4.2 ORAL COMMUNICATION**Individual presentation:**

Giving presentations is a skill that can easily be acquired through practice and by following a few simple steps. Look at the following tips.

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Presentation Skills Framework	
1- Beginning a Presentation It is common to greet the audience and introduce yourself when giving presentations: <ul style="list-style-type: none"> • Good morning/ afternoon/ evening • I'm _____, your class fellow. • My name is _____ • Let me take a minute to introduce myself. • Let me start by telling you a little about my group members. 	
2- Introducing the Topic <ul style="list-style-type: none"> • I'm here to talk about . . . • Today, I'd like to say a few words about . . . • I'm going to give you an overview of . . . • The main reason I'm here today is . . . • The focus of my presentation is . . . 	3- Time Consciousness <ul style="list-style-type: none"> • Thank you for being here. • Thank you for your time. • I will probably take about . . . minutes • This should last only a few minutes. • I hope to be finished by . . .
4- Showing Organization <ul style="list-style-type: none"> • This presentation is divided into the following subtopics..... • I've divided my topic into three sections/ parts. They are . . . • First..... • Second..... • Third..... • Finally..... 	OR <ul style="list-style-type: none"> • First of all, • Secondly, • Thirdly, • Lastly, OR <ul style="list-style-type: none"> • The first point is . . . • The next point is . . . • Next, we come to . . . • The final point is . . .



5-Sequencing <ul style="list-style-type: none"> • Let's move on to . . . • That brings us to . . . 	6- Giving Reasons <ul style="list-style-type: none"> • This is why . . . • The main reason is . . . • Therefore, ... • So, ...
7-Generalizing <ul style="list-style-type: none"> • Generally, • Usually, • As a rule, • Most of the time, • In most cases, 	8-Highlighting <ul style="list-style-type: none"> • Actually, • In fact, • As a matter of fact, • In particular, • Particularly, • Especially,
9-Giving Examples <ul style="list-style-type: none"> • For example, • For instance, • Such as, 	10- Summarizing / Concluding <ul style="list-style-type: none"> • To sum up, • To summarize, • In brief, • To conclude, • In conclusion,

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Exercise 1

Work in groups of three and prepare a presentation on one of the following topics, as directed by the teacher. Use the above table to develop an organized presentation.

1. Keeping your surroundings clean.
2. Making Pakistan green.
3. Overcoming water shortage problems.
4. Following traffic rules.

Exercise 2

Work individually, select a topic of your choice and prepare a presentation.

Answer of both questions:

1. Keeping your surroundings clean.

Introduction of my self

Good morning!

My name is Usama ur Rehman, a humble student of ABC University.

Introduction of topic

I am going to talk about a sensitive topic "Keeping your surroundings clean".

Time consciousness

I will probably take about 45 minutes.

Organization of the topic

I have divided my topic into four sections.

First Importance of keeping your surroundings clean.

Second The situation of Pakistan in this regard

Third Our role in keeping our surroundings clean.

Fourth The role of the government in keeping our surroundings clean.

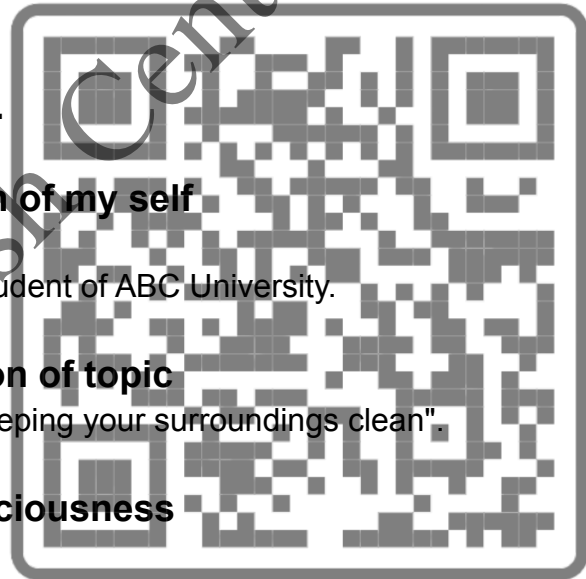
Finally conclusion.

Importance of keeping your surroundings clean

From a medical point of view our health is related to our surroundings, so if our surroundings are clean then our health will also be clean means we will be healthy.

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Moreover, according to research, clean surroundings have positive impacts on our psychology.

The situation of Pakistan in this regard

But the situation of Pakistan is not good in this regard. We have dirty surroundings and Karachi is considered as one of the dirtiest cities in the world. This is the basic reason, our health condition is poor.

Our role in keeping our surroundings clean

Our role in keeping our surroundings clean is very significant. We should not put on agar house wastes anywhere rather than it we should put on it at a proper place. We should give awareness to our relatives and subordinates about keeping our surroundings clean.

The role of the government in keeping our surroundings clean

Our legislative body should make laws on keeping our surroundings clean and should not only make laws but should also reinforce them.

Conclusion

To summarise, we have listent about the importance of keeping your surroundings clean, the situation of Pakistan in this regard, our role to keep our surroundings clean and the role of the government to keep our surroundings clean.

2.Making Pakistan green.

Introduction of my self

Good morning!

My name is Usama ur Rehman, a humble student of ABC University.

Introduction of topic

I am going to talk about a sensitive topic "Making Pakistan green".

Time consciousness

I will probably take about 45 minutes.

Organization of the topic

I have divided my topic into the following sections.

First importance of plantation in Pakistan.

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Second sources for plantation in Pakistan.

Third current situation of plantation in Pakistan.

Fourth plantation and our role.

Finally conclusion.

Importance of plantation in Pakistan

The whole world has been badly affected by climate change. Recently global warming has become a serious threat to humanity. Like other countries Pakistan is badly affected by climate change, an example of which is ongoing flooding in Sindh, Punjab, Balochistan and KPK.

Sources for plantation in Pakistan

By the blessing of Allah, Pakistan has many loyal people who want to promote plantation in Pakistan, so they are willingly providing funds and their lands for plantation.

Current situation of plantation in Pakistan

Many NGOs in Pakistan are taken an active part in plantation in Pakistan, for example FGRF of Dawat-e-Islami is doing a fabulous job in plantation and they have planted millions of trees in Pakistan within just two years. Like this other NGOs such as Imeche, Saylani etc are also doing plantation.

Plantation and our role

In plantation our role is very significant. We should take an active part in any NGO who is working in this regard. If we can't take part in any NGO, we should atleast plant a tree in our house. We should do anything in this regard as much as possible.

Conclusion

To summarise, we have discussed why plantation is important in Pakistan, what are the sources available for plantation in Pakistan, current situation of plantation in Pakistan and our role in this respect.

3. Overcoming water shortage problems.

Introduction of my self

Good morning!

My name is Usama ur Rehman, a humble student of ABC University.



Introduction of topic

I am going to talk about a sensitive topic "Overcoming water shortage problems".

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Time consciousness

I will probably take about 45 minutes.

Organization of the topic

I have divided my topic into following sections.

First What is water shortage?

Second Water shortage and Pakistan.

Third Overcoming water shortage problems and our role.

Fourth Overcoming water shortage problems and the role of the government.

Finally conclusion.

What is water shortage?

Water shortage is the lack of freshwater resources to meet the standard water meet.

Water shortage and Pakistan

Pakistan is one of the countries that is badly affected by water shortage. Sindh, Punjab, Balochistan, and Khyber Pakhtunkhwa all province people are affected by water shortage.

Overcoming water shortage problems and our role

Whenever we use water we should keep null tightly closed so that water does not waste. Similarly in washing floors, cars, clothes and in short anywhere where water is used, we should keep this thing in our mind that water should not be wasted.

Overcoming water shortage problems and the role of the government

The role of government in overcoming water shortage problem is very significant.

Government should provide water to the people in the specific time and other time water should not be provided.

Conclusion

To summarise, we have discussed what is water shortage, water shortage in Pakistan, overcoming water shortage problems and our role, overcoming water shortage problems and the role of the government.



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Following traffic rules

Introduction of my self

Good morning!

My name is Usama ur Rehman, a humble student of ABC University.

Introduction of topic

I am going to talk about a sensitive topic "Following traffic rules".

Time consciousness

I will probably take about 45 minutes.

Organization of the topic

I have divided my topic into following sections.

First Importance of following traffic rules.

Second Following traffic rules and Pakistan.

Third Following traffic rules and our role.

Fourth Following traffic rules and the role of the government.

Finally conclusion.

Importance of following traffic rules

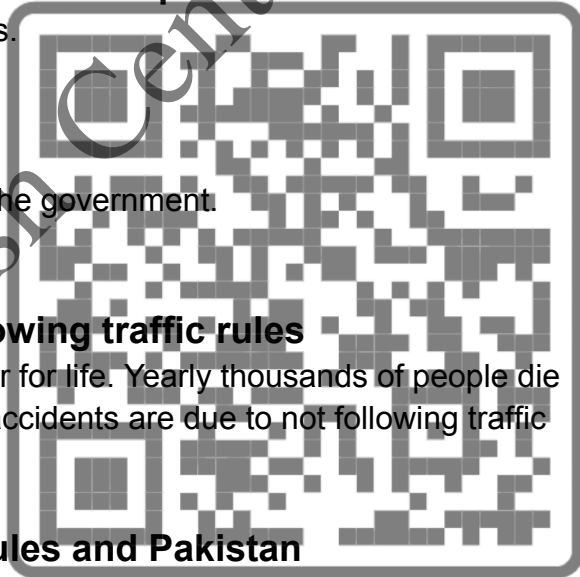
Following traffic rules is as important as water for life. Yearly thousands of people die during road accidents and majority of these accidents are due to not following traffic rules.

Following traffic rules and Pakistan

Pakistan has made several laws regarding traffic but as tradition there is no implementation of these laws. We see everyday people do not care about the following traffic rules.

Following traffic rules and our role

Our roll is very significant in this regard. We not only follow traffic rules but we also incite other people to follow them.



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Following traffic rules and the role of the government

The government should make traffic signals on each and every signal and enroll more people in traffic police to maintain the worst situation of traffic in Pakistan.

Conclusion

We have discussed importance of following traffic rules, following traffic rules and Pakistan, following traffic rules and our role, and following traffic rules and the role of the government.

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Unit 4.3 LANGUAGE PRACTICE

Future tense (Revision)

The future is indicated in different ways, using different verb forms. The following table shows some of the ways for indicating the future.

No.	Usage	Examples
1.	When something is expected to happen, for predictions and promises	My friends will come at eight o'clock. I shall call her tomorrow. It will rain tonight. I will never smoke another cigarette.
2.	An action that will be in progress at a stated future time	The class will be travelling to Gilgit on Friday. The baby will be receiving the first dose of vaccination this week.
3.	An action that will be finished before a certain future time	By next year the child will have forgotten us. In five years I will have established my own business.
4.	To express a plan, intention, or expectation	I am going to write a letter to the authorities. She is going to tell her mother the sad news. We are going to rebuild our house.
5.	Expressing future actions often resulting from a present plan or arrangement.	They are moving to Islamabad next month. Pakistan is playing its final match against Sri Lanka on Sunday.
6.	expresses future action based on facts or certain events	My cousin leaves for the airport in ten minutes. I finish work at 2 pm today.
7.	An action in the future that will be interrupted by a shorter action in the future	I will be preparing supper when my husband comes back. They will be sleeping when their father returns .



Exercise 1

Do the following exercises by using the tenses mentioned for each section. Once you have completed, compare your answers with your partner and make corrections where needed.

Will/shall

1. They — (come) here again next year.
2. I — (complaint) to the principal sometimes next week.
3. They — (do) business with us from next year.
4. This time tomorrow, I — (be) very busy.
5. We — (be) in trouble for being late.

Ans:

1.will	2.shall	3.will	4.shall	5.shall
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Future continuous

1. I — (appear) for my board exams this year.
2. We — (go) out later in the evening.
3. He — (stay) home the whole evening.
4. They — (watch) the cricket match tonight.
5. I — (drive) the car as our driver is ill.

Ans:

1.Will be appearing	2.Will be going out	3. Will be staying	4. Will be watching	5.Will be driving
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Future Perfect

1. We — (climb) the mountain by tomorrow afternoon.
2. He — (have) his tooth pulled out by the time we reach.
3. I — (meet) the captain of the cricket team by six o'clock tomorrow.
4. His tailor — (stitch) his clothes by the time we get there.

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5. By the time we finish they — (leave).

Ans:

1. will have climbed	2. will have	3. will have met	4. will have a stitched	5. have left
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Be going to

1. Tariq — (deliver) the speech on behalf of the class.
2. We — (cut) this tree as it is about to fall.
3. I think they — (get) admission in the best college.
4. The tree — (shed) its leaves soon as it is autumn time.
5. I — (go) join the new hockey club soon.

Ans:

1. is going to deliver	2. are going to cut	3. are going to get	4. is going to shed	5. am going to go
------------------------	---------------------	---------------------	---------------------	-------------------

Present continuous

1. We — (take) a trip to the Tharparkar next Sunday.
2. I — (cook) biryani for lunch today.
3. They — (buy) a new house soon.
4. He — (invite) several people to his son's wedding next month.
5. She — (participate) in the debate competition to be held by the school.

Ans:

1. are taking	2. am cooking	3. are buying	4. is inviting	5. is participating
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Present simple

1. We — (start) this work tomorrow.
2. The train — (leave) in half an hour.
3. The ship — (sail) for South Africa next week.
4. She — (begin) her career in the Pakistani air force next year.
5. He — (return) tomorrow after a week long journey.

Ans:

1.start	2.leaves	3.sails	4.begins	5.returns
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Two future actions

1. It — (cost) a lot more if we — (buy) it next year.
2. He — (visit) us when he — (come) to Karachi on his next visit.
3. We — (wait) for you at the gate until you — (arrive).
4. The cat — (drink) the milk by the time you — (move) on the bowl.
5. The programme — (end) by the time they — (finish) their food.

Ans:

1.will be costing, buy	2.will be visiting, comes	3.will be waiting, arrive	4.will be drinking, move	5.will be ending, finish
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Exercise 2

Work in pairs. Complete the sentences using the correct future form of the given verbs.

1. Do you think people — (travel) to the moon again?
2. Tomorrow we — (rehearse) school play in the gym.
3. Dad — (wait) for you at the station when you arrive next week.
4. By the end of this year, I — (visit) Brazil.
5. I — (make) a shelf for my technology project.
6. Look at that car! It — (crash) if the driver doesn't slow down.



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7. If I won't know the answer, I — (ask) my elder sister.
8. We — (go) on a picnic next weekend. Would you like to come?
9. 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.

Ans:

1.will travel	2.will travel	3.will be waiting	4.will have visited	5.am going to make
6.will be crashing	7.will be asking	8.are going	9.will have finished	10.will be taking,comes

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 will be telling (tell) you if you show (show) me your palm.

Customer Tell me about my education.

Palmist Initially, you will study (study) till B.A. or B.Com. but later 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 will treat (treat) your parents.

Customer Can you tell me something about my health?

Palmist In the near future you will be enjoying (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.

Exercise 4

Work in groups of three and discuss the topic "As I see Pakistan in fifteen years' time". Each group will have to come and present their points before the class.

As I see Pakistan in fifteen years' time

- Pakistan will be developing if CPEC completes.
- Obscene will have increased in Pakistan by next fifteen years.
- We will have been more far away from our beautiful religion Islam by the next fifteen years.
- We will have progressed in IT by the next 15 years.

Active voice and passive voice (Revision)

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.



Exercise 5

Change the following passive voice into 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 reader.

Ans: The reader likes the latest book of the wrwriter.

3.We had been given the wrong tickets.

Ans: They had been given us the wrong tickets.

4.The thieves were caught.

Ans: The police caught the thieves.

5.These three books had been written by him in 1873.

Ans: He had been written these three books in 1873.

6.Why is time wasted by anyone?

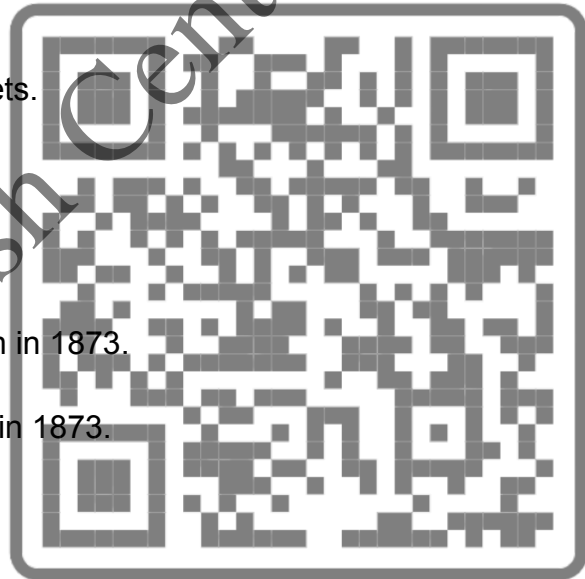
Ans: why does anyone waste time.

7.The new houses will be built by the new construction company.

Ans: the new construction company will build the new hot 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: Ramesh can give them 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.

Exercise 6

Change the following active voice into passive voice. After completing, compare your answers with your partner and make corrections where needed.

1. Students should study environmental problems at school.

Ans: Environmental problems should be studied by the students at school.

2. Teachers could include this topic in their classes.

Ans: this topic could be included by the teachers in their classes.

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 by governments for economic reasons.

5. At school, teachers often tell students about pollution and its prevention.

Ans: Students are often told about pollution and its prevention by teachers at school.

6. In developed countries, authorities expect everybody to cooperate.

Ans: Everybody is expected to cooperate by authorities in developed countries.



7. Everyone should throw their bottles in the bottle recycling bins.

Ans: Bottles should be thrown by everyone in the bottle recycling bins.

8. Parents must teach their children how to dispose the rubbish.

Ans: Children must be taught by their parents how to dispose the rubbish.

9. Last year several nations held a meeting to discuss environmental problems.

Ans: A meeting was held by several nations last year to discuss environmental problems.

10. Organisations like Greenpeace are giving people leaflets about what to do.

Ans: People are being given leaflets by organizations like Greenpeace about what to do.

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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 handover 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 jewelry shop yesterday. When honour had locked up the shop one of the robbers held a gun at his head. Other told him to unlock the shop and hand over the diamonds in the safe. Police have organized a search for the robber and one hopes that police will capture him in a few days. The doctors are treating the owner at a local hospital. The incident has badly affected him. It is unknown by everyone how soon he will open the shop again.



- b. Our school is organising a contest. The student council members will organise the event. The school management will provide the 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 of prizes. Famous publishers have given a set of encyclopaedias and some books to be given as prizes.

Ans: A contest is being organised by our school. The event will be organised by the student council members. The administrative and financial support will be provided by the school management. A role will also be played by parents in the activity. Different projects will be prepared by the students about the environment. They will also write articles related to the environments requiredly. 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 will be selected by them for award of prizes. A set of encyclopedias and some books have been given by famous publishers to be given as prizes.



Unit 4.4 WRITING**Cause and Effect Essay**

"Cause and effect" is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. Something happens (a cause) that leads to another thing (an effect).

Exercise 1

Form sentences of cause, connector, and effect in the given table. An example has been done.

No.	Cause	Connector	Effect
1.	We received seven inches of rain in four hours;	therefore,	the underpass was flooded.
	<i>We received seven inches of rain in four hours; therefore, the underpass was flooded.</i>		
2.	I never brush my teeth,	so	I have five cavities.
3.	The streets were snow-packed and icy	due to that	cars needed more time to stop.
4.	His arm was broken;	hence,	the doctor put it in a cast.
5.	A football player violated the rules of the game;	consequently,	the referee called a penalty.

Ans:

2. I never brush my teeth, so I have five cavities.
3. The streets were snow packed and icy due to that cars needed more time to stop.
4. His arm was broken; hence, the doctor put it in a cast.
5. A football player violated the rules of the game; consequently, the referee called a penalty.

Exercise 2

Read the following sentences and write cause and effect in each column.

No.	Sentence	What is the cause?	What is the effect?
1.	Your dog bit a child, therefore, he got a deep wound.		
2.	I skipped lunch today, so I am extremely hungry.		
3.	I have difficulty trusting people because my best friend lied to me.		
4.	She forgot to water her plants, hence, they all died.		
5.	The player has received a gold medal as he won the race.		
6.	He did not study for the test; consequently, he failed it.		



Ans:

No.	What is the cause?	What is the effect?
1.	Your dog bit a child	He got a deep wound
2.	I skipped lunch today	I am extremely hungry
3.	My best friend lied to me	I have difficulty trusting people
4.	She forgot to water her plants	They all died
5.	He won the race	The player has received a gold medal
6.	He did not study for the test	He failed it

Cause and Effect Transition Words

Cause & Effect Transition Words

because, since, for, so, consequently, therefore, thus, hence, owing to, as a result of, as a consequence of, leads to, contributes to, for this reason, stems from, comes from, results from, is the result of, is the consequence of, is due to, is caused by, causes



Unit 4.4 WRITING**Exercise 3**

Work with the partner and draw three diagrams like the one shown below in your notebooks. Write the causes, effects, and suggestions about the following topics in the three diagrams. Write only key words and/or phrases.

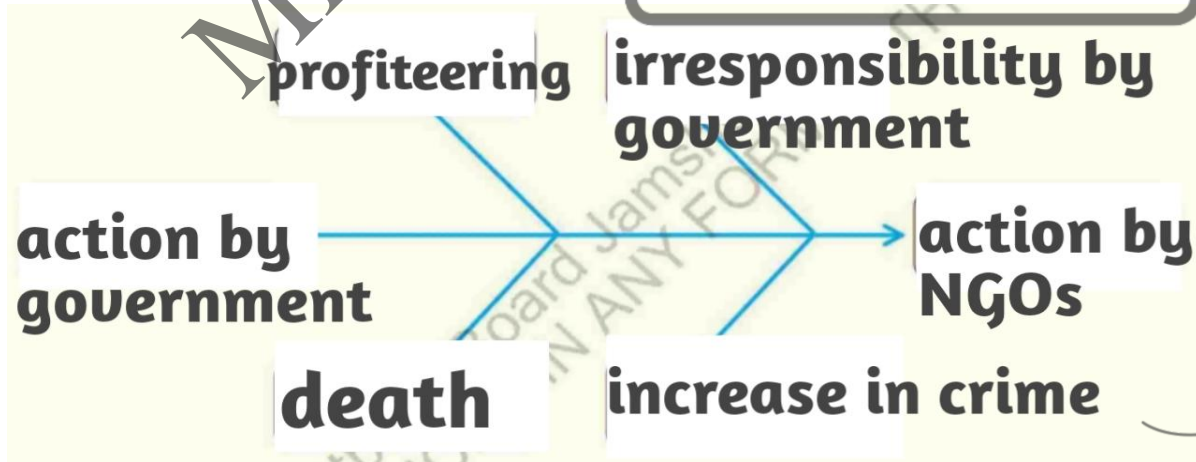
1. Lavish spendings on weddings
2. High cost of medical services
3. Migration of people from rural to urban areas

Ans:

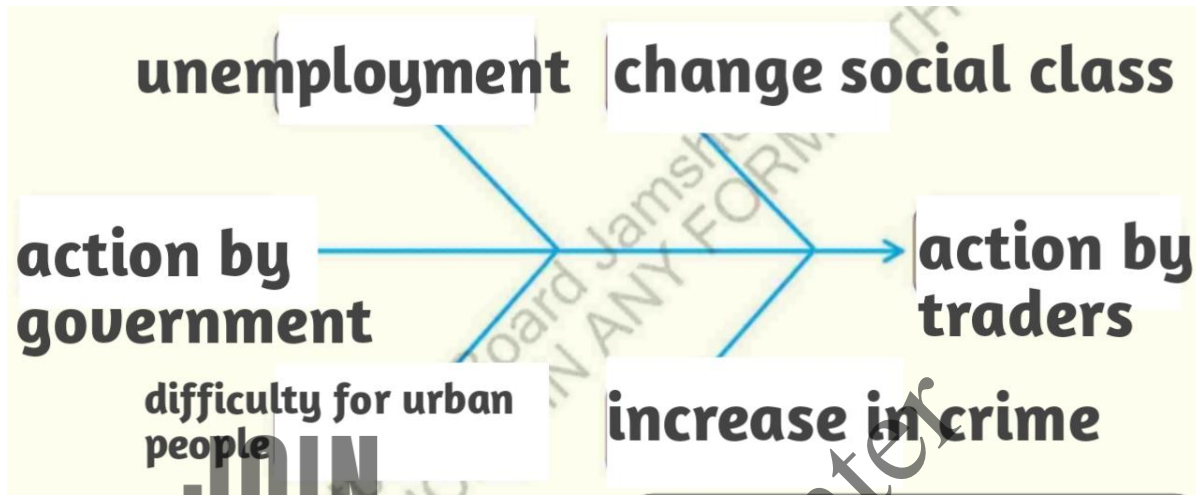
1.



2.



3.

**Exercise 4**

Write cause and effect essays on each of the above topics. Remember to follow these guidelines:

1. Pre-writing: gathering points through mind mapping, clustering, etc.
2. Must organize your essay in four to five paragraphs: introduction, causes, effects, and solutions, and conclusion.
3. Use appropriate transition words.
4. Self-added your work before the final submission.

Ans:

1. Lavish spendings on weddings

Are you affected by the lavish spendings on weddings? This essay is about lavish spendings on weddings. Lavish spendings on weddings lead our society towards the wrong way and if measures are not taken by the concerned, it will badly affect our social lives. In this essay you can find causes, effects, and solutions of lavish spendings on weddings.

The major causes of lavish spendings on weddings are to show off and build reputation in the society. Majority of our people rent a banquet rather than a simple hall, order a large variety of foods rather than 1-2 dishes, arrange fireworks and book a band team etc to show off and build reputation.



The disastrous effects of lavish spendings on weddings are an increase in the number of unmarried people and people have to lend money for lavish spendings on weddings. Many survey reports have been published which show that numerous people get unmarried because of lavish spendings. I am the eye witness of this thing that my friend's father lend money for lavish spendings on the wedding of his first daughter and because of which up till now he has been facing worries.

It is predicted that the situation will become even worse in the future. Therefore, the Government should ban lavish spendings on weddings as was done in the era of General Zia ul Haq. Since numerous people get unmarried. Therefore, it is the responsibility of different NGOs that they should financially assist needy people in their marriage.

To summarize, we have discussed causes, effects, and solutions of lavish spendings on weddings. We should take lessons from such a bad trend and we should also take an active part in removing the signs of lavish spendings on weddings.

2. High cost of medical services

Are you affected by the high cost of medical services? The essay is about high cause of medical services. The medical facility is the basic need of a citizen and government should provide this basic need to every citizen at any cost otherwise citizens will not remain loyal to its state. In this essay you can find causes, effects and solutions of high cost of medical services.

The causes of high cost of medical services are profiteering and irresponsibility by the government. In other aspects of life profiteering is somewhat difficult but in case of medical services it is very easy because patients are worry about their diseases and want to get rid of them so they don't care about the money. So the medical services related people do not lose this chance and do what they want. The second cause is irresponsibility of the government if government provide free medical services to the citizens, they will not need to go any other sectors and likely will no need to pay high prices.

The effects of high cause of medical services are death and increase in crimes. Due to high cost of medical services poor people do not go to the hospital and ultimately die in their home. Similarly crimes in our country are increases because of high cause of medical service. A survey has been published regarding the causes of increase in crime which shows that the major cause of increase in crime is the high cause of medical services.

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The first solution of this problem is that government should crackdown against those people who profiteering in medical services. Second, it is also the responsibility of different NGOs who collect fund that they should provide medical assistance to poor people who are not able to bear such high prices of medical services.

To summarise, we have discussed about the causes, effects and solutions of high cost of medical services. In this worse situation every single individual is responsible and he or she has to perform his responsibility.

Migration of people from rural to urban areas

Are you affected by the migration of people from rural to urban areas? This essay is about the migration of people from rural to urban areas. Migration of people from rural to urban areas is not good thing and if migration is not stop, urban people will be badly affected by it. In this essay you can find causes, effects, and solutions of migration of people from rural to urban areas.

The causes of this migration is unemployment in rural areas and the people of rural areas want to change their social class. The employment situation is very critical in rural areas, therefore people need to change their homeland and migrate to another place where they find opportunities for jobs. The lifestyle of people of villages is as old as lifestyle of 1950. So they have become bored and want to change their social lives. Due to this reason, they migrate towards urban areas.

The effects of migration of people from rural to urban areas are that urban people have to face difficulties in many ways and increase in crime in urban areas. Rural people get job and urban people remain unemployed. Facilities like transport, water supply and electricity etc become less. A statistical survey has been published which shows the basic reason of increase in crime is the migration of people from rural to urban areas.

The solutions of this migration are actions of government and traders. Traders should situate their industries in rural areas as they situate in urban areas. Similarly, government should provide opportunities of job in rural areas as they provide in urban areas and also facilitate them to make their life style better in their own homeland.

To summarise, we have discussed the causes, effects and solutions of migration of people from rural to urban areas. If measures are not taken on the priority basis this migration will more badly affect the lives of urban people in future.



Unit 4.5 STUDY SKILLS

Critical Thinking and Problems Solving

What is critical thinking?

Ans: An act of analysing facts thoroughly, understand a problem or a topic.

Why do critical thinking?

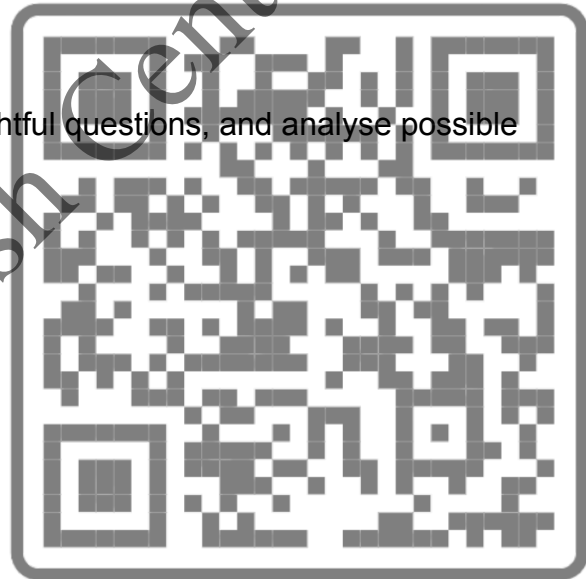
Ans: Being objective is important in every aspect of life.

How to do it?

Ans: Collect information and data, ask thoughtful questions, and analyse possible solutions.

Steps of critical thinking

- a. Identify a problem or issue.
- b. Consider why it exists.
- c. Workout how it can be solved.
- d. Collect related information/data.
- e. Organise and sort it.
- f. Develop solutions.



Exercise 1

Work in pairs. Suggest possible solutions to the following problems. Add two more problems and add their solutions. Share your reasons and possible solutions with the class.

No.	Problem	Why It Exists	Possible solution
1.	Bullying in schools	Economic class difference is the basic reason of bullying, children of upper class bullies children of lower class.	Special complaint box for bullying should be settled.
2.	Incomplete homework	Undue use of social media.	Parents should limit the time of usage of social media by their children.
3.	Talkativeness in class	Lack of attention of teachers towards children.	Teachers should pay attention towards talkativeness in class and give punishment to those students who involve in it.
4.	Cheating in exams	Invigilators do not do their duty honestly.	A team of board frequently and constantly visit each examination room.
5.	Harassment of girls	A distinct helpline should be offered by the institution for the girls who victim from the harassment.	

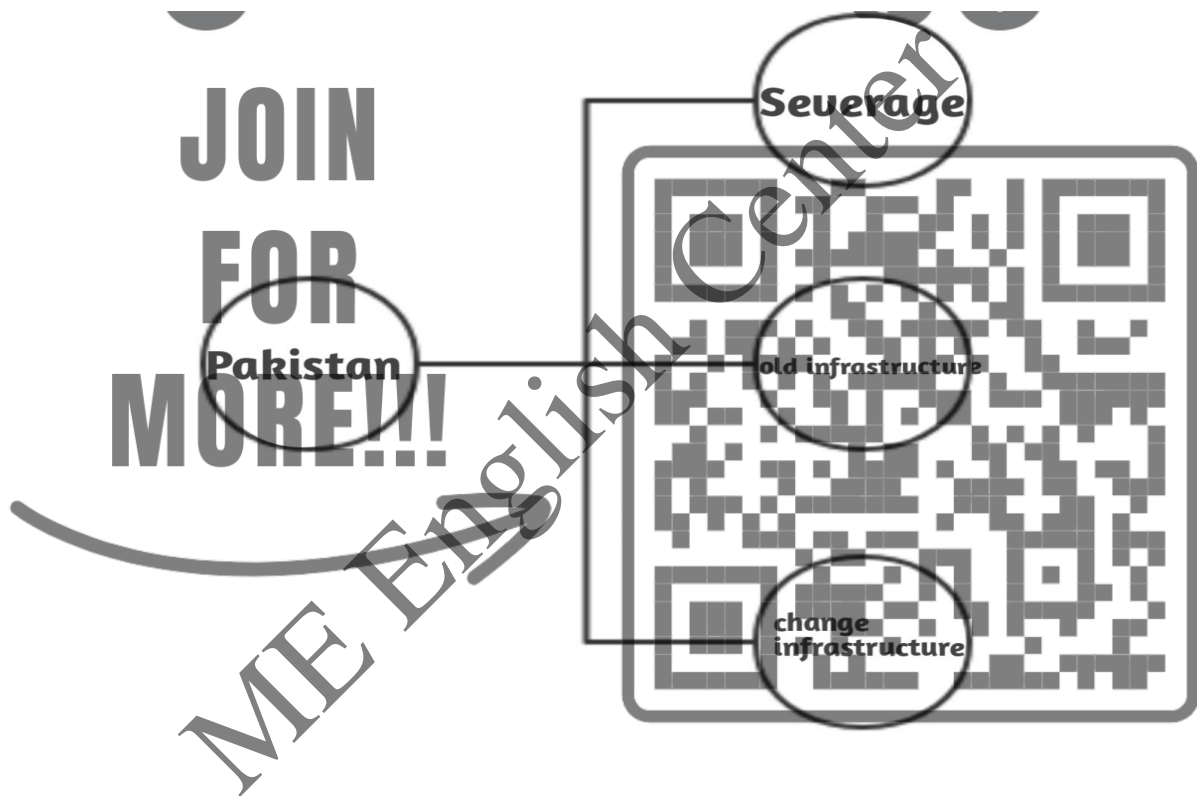


Exercise 2

Work in groups of three. Think of three major problems that Pakistan is facing. Follow the steps of critical thinking given above and suggest solutions. For each identified problem develop a cluster, with the identified problem in the centre. You will have to develop three clusters: one for each of the three problems.

Ans:

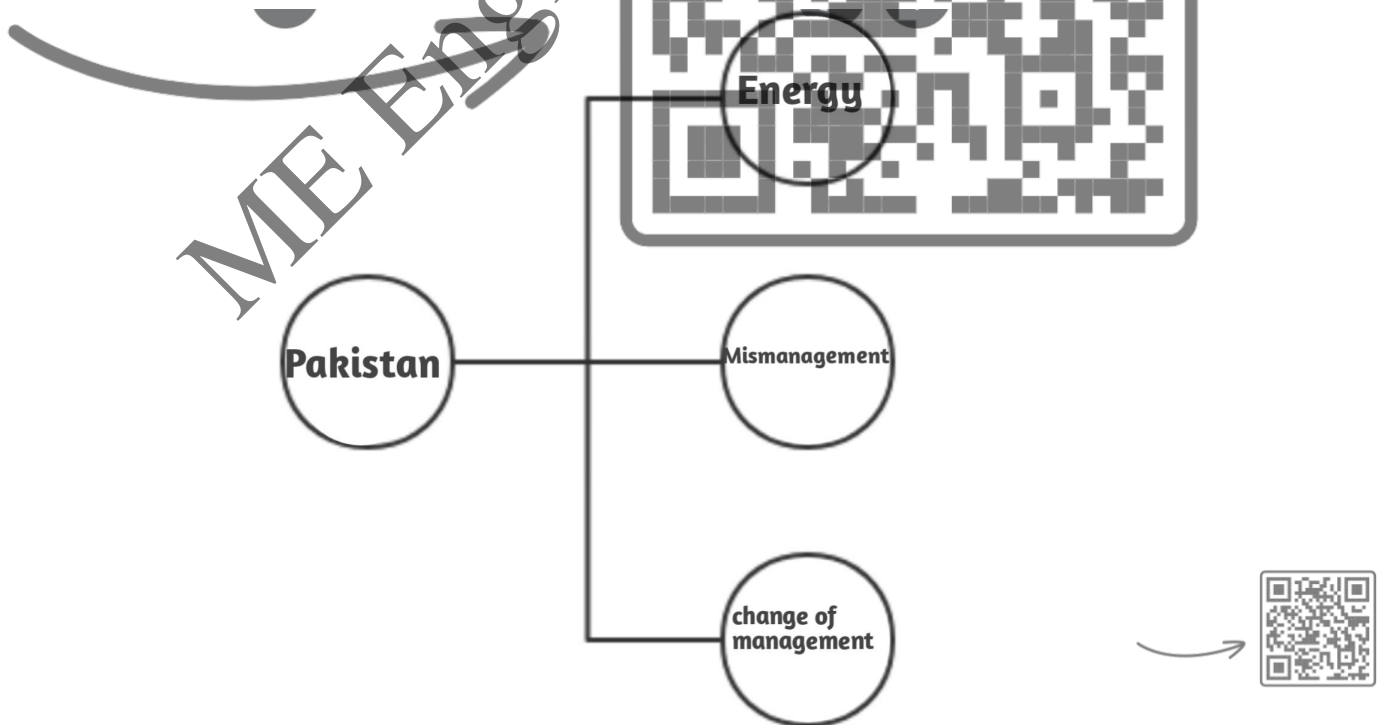
1.



2.



3.



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Unit 4.6 FUN**Me after 10 years:**

In ten years' time, I see myself becoming an/a



Work individually and think what you will become after completing your studies. Choose some unknown professionals like the ones mentioned above. You may choose one of the above professions or any other. State what you will become, what you will have to do to become that, why do you want to become that, how will that help you in your future life etc. You can use pictures, coloured paper/pencils, anything, cartoons, etc. to show what you want to become. Once you have completed, you will have to come up in front and tell the class what you want to become.



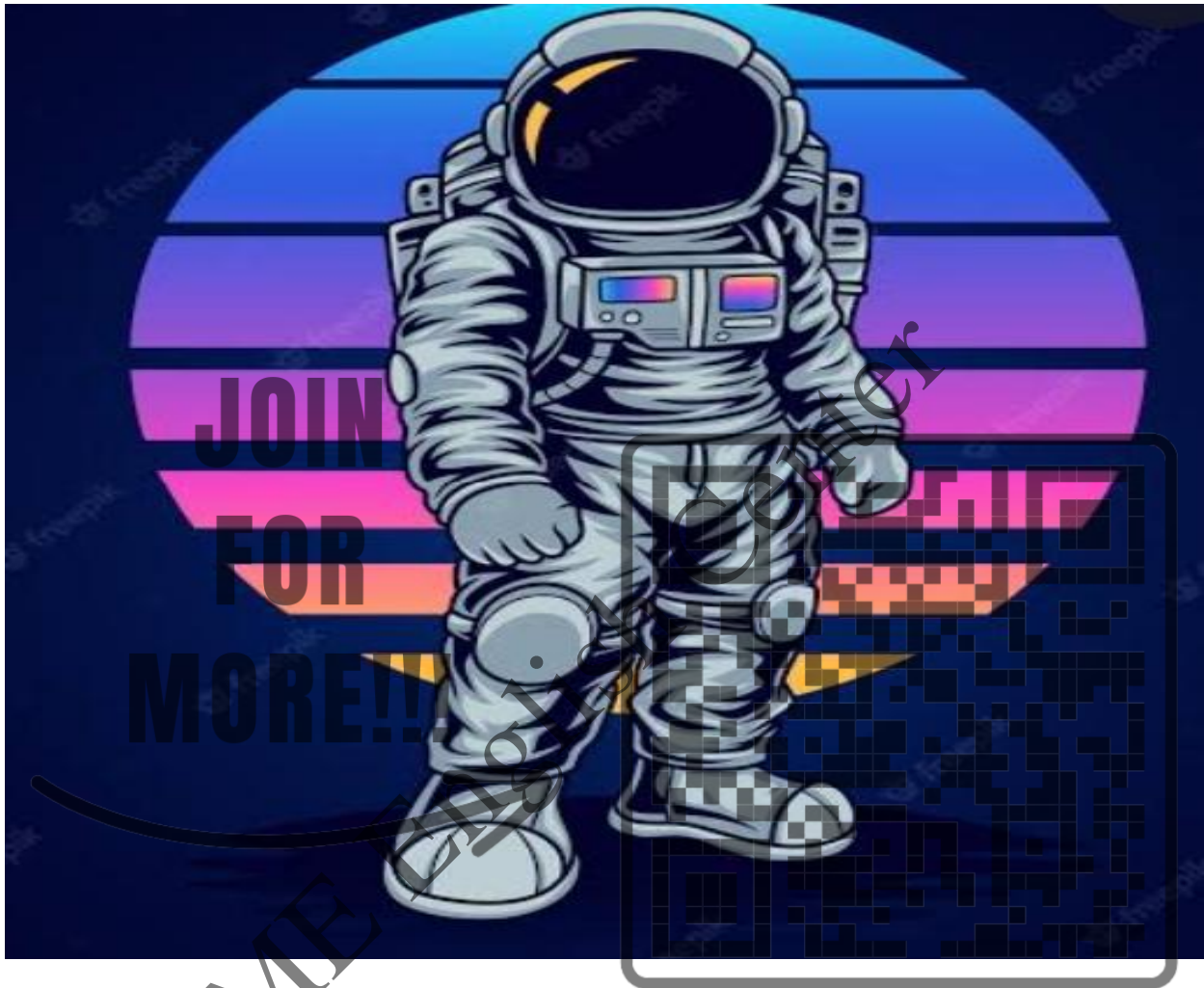
Ans: I will become an astronaut. First I will complete my intermediate in science then I will go to America for further study in this field. From my childhood I have always had a

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dream of walking on the moon. After getting job in NASA I will become settled and become professional.



Definitions:

Definitions of some of the professions mentioned above are as follows:

Astronaut= a person trained to travel in a spacecraft.

Anthropologist= a person who studies past and present societies.

Marine biologist= a person who studies living things in seas and oceans.

Agronomist= a person who studies the science, practise and management of agriculture.

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Linguist= a person who specialises in the study of languages.

Chef= a trained cook, who is knowledgeable about all aspects of food preparation.

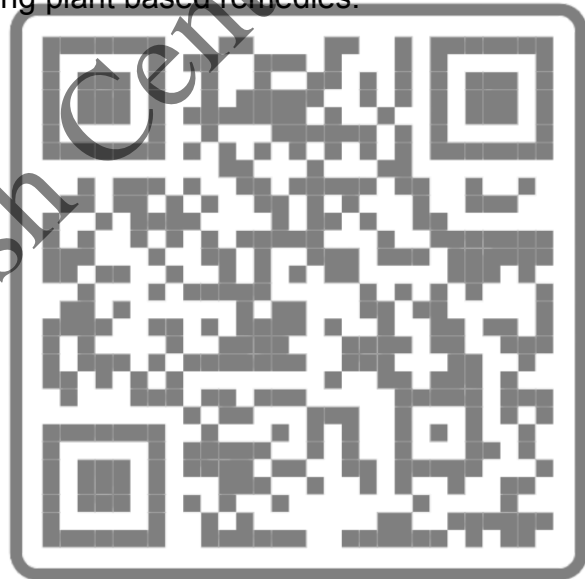
Nutritionist= a person who advises people about what they should eat to remain healthy.

Veterinarian= a person who treats sick or injured animals or prescribes medication for them.

Physiotherapist= helps patients manage pain, balance, mobility, and motor function.

Herbalist= treats a variety of illnesses by using plant based remedies.

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Unit 5 RESPECTING SELF AND OTHERS

Unit 5.1 READING COMPREHENSION

A Bad Dream

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: There are two families going on the trip.

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

Ans: There is only one ghost story mentioned in the text which is related to the ghost house.

3. Did any of the children experience something strange?

Ans: None of the children experienced something strange.



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Exercise 2

Work in pairs. Read the text and find the words in the given paragraph 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	rent
5	having presence of ghosts	haunt
10	killed for food	head
10	frightened	scare
11	conversation that may not be true	narrate
11	have power or influence over something	dominate
11	form a mental picture	imagining

Exercise 3

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

- What was the name of the station where they got off? Patni
- Upon hearing the address, the first person who was surprised? Porter
- Who was the second person who was surprised? Van driver
- For how many days was the trip planned? Ten
- How many bedrooms were there in the house? Three



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f) Who had the first strange experience? Mr. Karim

g) Who had the second strange experience? Mr. Karim

h) What happened in the end of the story?

It was just a dream

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 ask 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 ask 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.



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.

1. Mr. and Mrs. Karim and their children planned the holiday.

Ans: Mr. and Mrs. Aziz and their children planned the holiday.

2. Mr. and Mrs. Aziz and their children decided to join them.

Ans: Mr. and Mrs. Karim and their children decided to join them.

3. They planned a 3-month trip.

Ans: They planned a ten days trip.

4. They travelled by bus and reached a village called Patni.

Ans: They travelled by train and reached a village called Patni.

5. They hired a taxi to reach the house.

Ans: They hired a van to reach the house.

6. Mr. Aziz told the driver that they had bought the house.

Ans: Mr. Aziz told the driver that they had rented the house.

7. He told him that the house was old but Mr. Aziz did not believe him.

Ans: He told him that the house was haunted but Mr. Aziz did not believe him.

8. When they reached the house, nobody liked it.

Ans: When they reached the house, everybody liked it.



9. The children got the cleanest room.

Ans: The children got the biggest room.

10. After dinner they went to bed quite late, as they were tired.

Ans: After dinner they went to bed early, as they were tired.

11. After two days they went into the fields.

Ans: After breakfast they went into the fields.

12. They met some people and they told them to sell the house before they were harmed.

Ans: 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.

Ans: Strange things started to happen on the seventh day.

14. First Mr. Karim, then Mrs. Karim, and finally they all had strange experiences.

Ans: First Mr. Karim, then again Mr. Karim, and finally they all except children had strange experiences.

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.

Summary (A Bad Dream)

Mr. and Mrs. Aziz and their children planned the holiday. They had waited for this holiday for nearly 3 months. Mr and Mrs Karim and their children decided to join them. They often went on picnics together. They planned a ten days trip in which they spent their days in village fields. They travelled by train and reached a village called Patni. At



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the station they found a porter who helped them unload their luggage. They hire a van to reach the rented house.

On the way Mr. Aziz told the driver that they had rented the house. But he told him that the house was haunted but Mr Aziz did not believe him and laughed and said there is no such thing like ghosts. When they reached the house everybody liked it as it was big and airy, with a nice view of the fields and the village. Mr. and Mrs. Aziz got one room similarly Mr. and Mrs. Karim got one room while the children got the biggest room of all. After dinner they went to bed early as they were very tired from the journey.

The next morning they went into the fields where they made some people and they told them to leave the house before they were harmed by ghosts but they laughed and did not believe it. Strange things started to happen on the seventh day. First Mr Karim then again Mr Karim and finally they all except children had strange experiences.

After these experiences all families quickly left the house and rested in the houses of farmers. In the early morning they reached the station and got a train from it for their home. From their home they interviewed a news channel about their past experience and advised all the tourists to avoid this house.

Exercise 7

Work in groups of five. Think of a good dream and develop a short roleplay. Decide who is going to do or say what. Every group will have 3-4 minutes to perform their roleplay in front of the class.

Roleplay (good dream)

Ali had a good dream last night and said this to his brothers.

Ali: I had a good dream last night!

Waleed: What did you see in it?

Ali: I saw that we were going to perform Hajj.

Shahroz: I also had the same dream last night.

Ramiz: Shahroz and Ali may Allah give us this sacred chance in this year.

Nauman: Ameen! This is the most important prayer that I ask from Allah.

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Ali: I pray to Allah that our dream will prove true and we will perform Hajj in the same year.

Unit 5.2 ORAL COMMUNICATION

Presentation evaluation

Exercise 1

Work individually and prepare a presentation on "The Impact of Fake News on People's Lives". Remember to follow the presentation guidelines in Unit 4.3. You will have to give the presentation to the class and it will be evaluated.

Ans:

Presentation (The Impact of Fake News on People's Lives)

Introduction of topic

I am going to talk about a sensitive topic "The Impact of Fake News on People's Lives".

Time consciousness

I will probably take about 45 minutes.

Organization of the topic

I have divided my topic into three sections.

First depression.

Second death.

Third lost in business.

Finally conclusion.

Depression

Some people are unable to handle pressure therefore they exaggerate the situation.

The fake news especially affects these people and they become patients of depression.



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Death

Inverse situation in fact people die because of the fake news. For example, a mother has lost his life after receiving the fake news of her son's death.

Loss in business

The fake news also results in Loss in business. For instance, in the previous year a news article was published in the newspaper that a businessman after getting the fake news of shortage of certain product bought this product in numerous amounts which afterwards resulted in loss.

Conclusion

To summarise, we have discussed the different impacts of fake news such as depression, death and loss in business so we should try to avoid creating fake news and expanding it.

Exercise 2

Evaluate the presentations of your colleagues. Use the following rubric to evaluate the presentations. Tick the appropriate column for each item.



Items	excellent	good	fair	satisfactory	poor
Clear introduction of topic	✓				
Ideas clearly presented			✓		
Thoughts and ideas well organised		✓			
Sufficient supporting details					
Effective communication style	✓				
Appropriate body language					
Eye contact with the audience					
Interaction with the audience	✓				
Proper conclusion					

Unit 5.3 LANGUAGE PRACTICE

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 into 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.



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- 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.

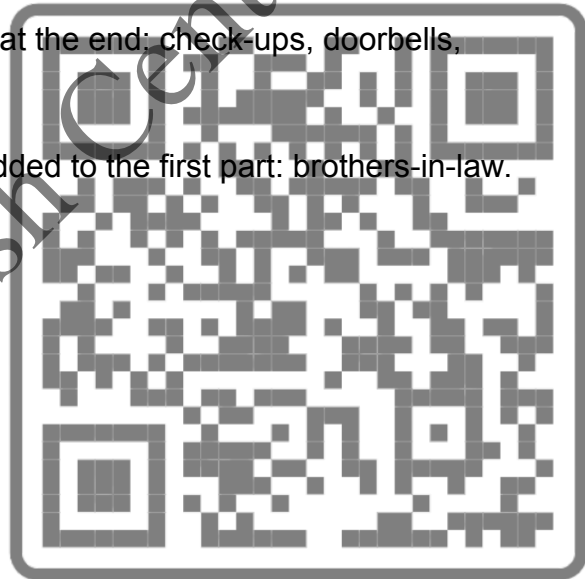
Some are used only in the plural: police, scissors, scales, trousers, jeans, spectacles.

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.

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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
1.	story	stories	11	secretary of state	secretaries of state
2	Hair	hair	12	news	news
3	child	children	13	hoof	hooves
4	Leaf	leaves	14	theory	theories
5	son in law	sons in law	15	trousers	trousers
6	tooth	teeth	16	hair	hair
7	woman	women	17	essay	essays
8	thief	thieves	18	valley	valleys
9	portfolio	portfolios	19	tooth	teeth
10	studio	studios	20	chimney	chimneys



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Exercise 2

Fill in the blanks with appropriate plural forms of the given nouns. After completing, compare your answers with your partner.

1. I saw three big oxen near the cliffs (cliff)
2. There were many police (police) near those houses (house).
3. Please buy some potatoes (potato) and tomatoes (tomato).
4. Farmer Abdul Raheem has three sheep (sheep) and four deer (deer) on his farm.
5. Mrs. Jahanzaib had to go for check-ups (check-up) everyday.
6. Raja is more than six feet (foot) tall, but he is afraid of mice (mouse).
7. The little calves (calf) lost their mothers (mother).
8. There are three banks (bank) in the four cities (city) close to my village.
9. We need more knives (knife) and forks (fork)
10. My sister has lost three of her teeth (tooth).



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 My grandfather has one very old **radio**.
radios There are several types of **radios** in the shop.

No.	Word	Sentences
1.	Leaf	There is a leaf in my hand
	leaves	There are numerous leaves on a tree.
2.	Dish	There is a dish on the table.
	dishes	There are 313 dishes used by factory workers.
3.	Father-in-law	My elder brother's fathers-in-law is a honest person.
	fathers-in-law	All fathers-in-law are humble to their sons-in-law.
4.	Train	Shalimar Express train is a powerful locomotive.
	trains	Many of the trains of Pakistan are old locomotives.
5.	Boy	I am a charming boy.
	boys	There are 41 boys in my class.
6.	Witch	There is a witch in my street.
	witches	There is a terrible place where witches live.
7.	Thief	last night a thief postcode by the public.
	thieves	In Nazimabad police are unable to catch thieves.
8.	Donkey	I have seen a donkey last night.
		Donkeys are used to carry heavy
9.	Hair	The hair of Pakistanis is black
	hair	There are countless hair on sheep's skin.
10.	Child	Mr. Ali has single child.
	children	Children are playing in the park.



Modal Verbs (request and advice)

Modal verbs for Formal and Informal request

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 request.

Will you please answer the phone?
I'm working

Can you hold my books for me? My hands are full.

Exercise 4

Work in pairs. Originally discuss and change the following statements into request by using modal verbs. After discussing, write the request sentences in your notebooks.

1. Shut the door, as it is windy today.

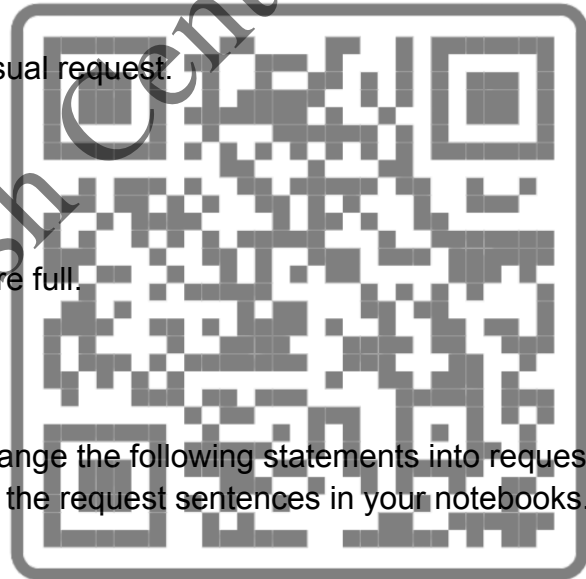
Ans: Can you shut the door, as it is windy today.

2. Send me an email and I'll follow it up.

Ans: Could you send me an email and I'll follow it up.

3. Help me finish this assignment.

Ans: Will you please help me finish this assignment?



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4. Pass the salt and pepper.

Ans: Can you pass the salt and pepper?

5. Repeat what you just said.

Ans: Would you repeat what you just said, please?

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 clear the table so that I can put my computer there?

8. Show me how to do fix this problem.

Ans: Could you show me how to do fix this problem?

9. Help her in whatever way you can.

Ans: May you help her in whatever way you can.

10. Move this chair in the corner.

Ans: Can you move this chair in the corner?



Advice

The modal 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 shouldn't call her while she is busy with chores.	I have a problem. Should I call my parents or my friend?
You ought to wear a warm jacket, it's really cold outside.	("ought to" is not usually used in the negative form)	("ought to" is not common in question form)
You had better slow down. You are driving too fast!	You had better not forget to finish your homework.	("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 don't follow my advice.

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 good reason for your absence.

Ans: You ought to give good reason for your absence.

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3. Break traffic rules.

Ans: You should break traffic rules.

4. Fulfill the promise you made to your mother.

Ans: You ought to fulfill 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 on the dinner table.

Ans: You should discuss this matter on 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 this chores by tomorrow.

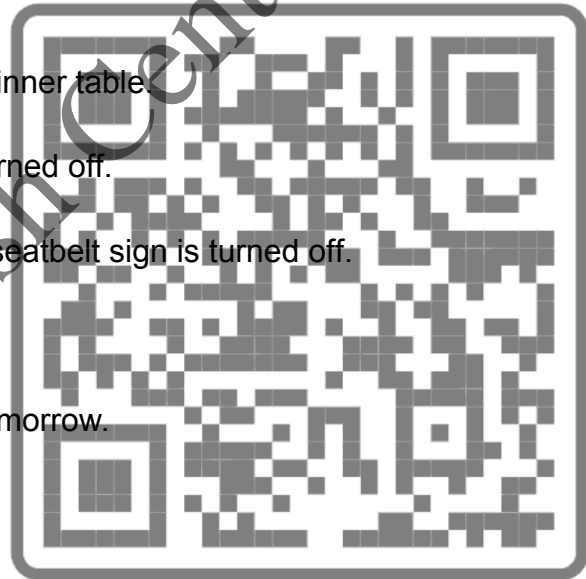
Ans: You ought to complete this choice by tomorrow.

9. Talk when others are speaking.

Ans: You should talk when others are speaking.

10. Follow the instructions carefully.

Ans: You had better follow the instructions carefully.



Exercise 6

Write requests or advice for the following situations

a) You need a pen and your sister has one.

Ans: Can you give me a pen, please? I need it.

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: My friend, you had better avoid an unhealthy lifestyle.

d) You want a half day leave from your Principal as there is an emergency in your family.

Ans: Sir, may you give me a half day leave, please? 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: Will you give me the chance to go along with you to watch the cricket match, please?

f) My friend was telling me a secret about her family.

Ans: You should not tell anyone including me the secret about your family.

g) What does your mother say if you spend too much time playing games rather than studying?

Ans: You had better not spend too much time playing games rather than study.



h) The phone rings while you are cooking in the kitchen. Your father is near the telephone.

Ans: Father can you answer the telephone, please? I am cooking in the kitchen.

i) It's hot, and you are thirsty.

Ans: Can you give me a glass of cold water, please? It's too hot and I am thirsty.

j) You're studying for an exam, but your brother listens to loud music.

Ans: Can you minimize it's voice, please? I am starting for the exam.

Unit 5.4 WRITING

Letter to Editor (Revision)

Letters to the editor usually convey information or highlight some concern of public interest or which affects a large community, in general. These letters are a great way to increase awareness about problems, advocate a cause, or convey information.

Exercise 1

The format of letters to the editor is given below in a jumbled order. Work individually and put the following statements in the right order. Write 1 for the first thing that should be written, 2 for the second item and so on, in the blanks provided. After completing, compare your answers with your partner. Make corrections where needed.

a. Begin by addressing the person, i.e., Dear Sir/Madam. 5

b. Keep it brief. 6

c. Then, write the name of the newspaper. 3

d. Sign the letter. 10

e. Begin by writing the date on the left side. 1

f. Come directly to the main point. 7

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- g. State your opinion about what should be done. 9
- h. Under the date write 'The Editor'. 2
- i. Explain why the topic is important, with evidence. 8
- j. Add the name of the city. 4

Exercise 2

Work in pairs, First, one of you should write a letter to the editor on one of the following issues while the other should write on the second issue. After writing, exchange letters with each other and check whether all the 10 steps mentioned in Exercise 1 are covered in the right order.

- a. Stagnant Water on Roads and Streets.
- b. Unannounced Load-Shedding.

Ans:

MORE!!!



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a. Stagnant Water on Roads and Streets

Usama ur Rehman
ABC plot number
Karachi.
30 August 2022

The Editor
ABC news paper
ABC plot number
Karachi.

Dear Sir:

We are suffering from stagnant water on roads and streets of Nazimabad Karachi from 1st August 2022.

Due to this stagnant water students face difficulty to reach their institutions. Similarly people often get late to reach their offices. Old citizens are unable to leave their homes. Due to this stagnant water mosquitoes are entering into the residential area and hundreds of people are suffering from malaria. The documents of Malaria patients are attached with the letter which is the clear evidence how difficult in these days we are passing our lives.

Kindly publish this issue in your newspaper and raise voice to the authorities, so that they will drain out this water to the savarage lines by means of electric pumps.

Cordially,

Usama ur Rahman



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b Unannounced Load-Shedding

Faiz ur Rehman
ABC plot number
Karachi.
29 August 2022

The Editor
XYZ news paper
ABC plot number
Karachi.

Dear Sir:

We are suffering from unannounced load shedding in lyari Karachi from 5th August 2022.

Before 5th August 2022 the announce load shedding was of 10 hours which was a very difficult situation for the citizens but after 5th August 2022 the situation became more worse and after the addition of two four hours more load shedding the total duration of load shedding became 12 to 14 hours which has now become untolarate. During the summer, from small children to old citizens all face difficulties due to this load shedding. Office people are unable to complete their assigned work .Whereas, the students like me are also badly affected by this worst situation. The copy of deducted marks of my coding test is attached with this document and the reason behind this is load shedding and I was unable to practice the coding.

Kindly publish this issue in your newspaper and raise voice to the authorities so that they will take an action and stop announced load shedding.

Cordially,

Usama ur Rahman



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Unit 5.5 STUDY SKILLS

Maintaining a daily schedule

Success in life depends a lot on how we manage and use our time. Maintaining a daily schedule can help us in achieving many of our targets in everyday life.

Exercise 1

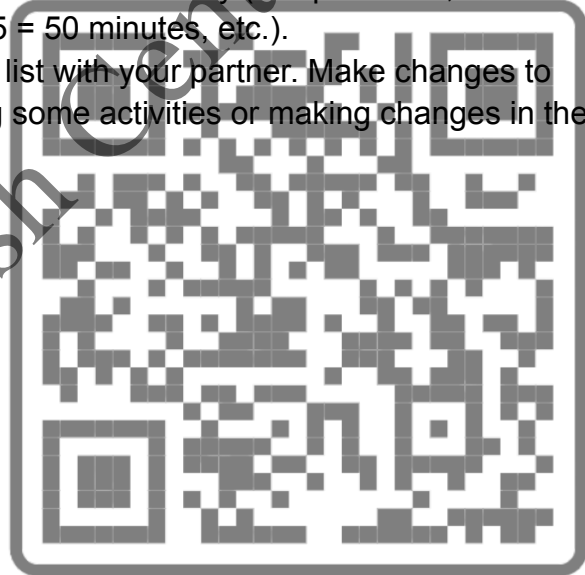
Make a list of things you do on a daily basis (eat, sleep, play, study, mobile usage, computer games, going to school, doing household chores etc). Write exactly what you do.

Next, add the amount of time you devote to each activity (sleep 8 hours, breakfast 20 minutes, travel to and from school $25 + 25 = 50$ minutes, etc.).

After you have done this, compare your list with your partner. Make changes to your list, as needed, by adding or subtracting some activities or making changes in the amount of time.

Ans:

1. Fajr Namaz (15 minutes)
2. Breakfast, change (20 minutes)
3. Going to school (30 minutes)
4. In school (6 hours)
5. Coming from school (30 minutes)
6. Zohr Namaz (15 minutes)
7. Lunch (25 minutes)
8. Madarsa (2 hours)
9. Tuition (2 hours)
10. Asr Namaz (15 minutes)
11. Playing cricket (2 hours)
12. Maghrib Namaz (15 minutes)
13. Dinner (25 minutes)
14. Use social media (30 minutes)
15. Isha Namaz (20 minutes)
16. Sleep (8 hours)



Exercise 2

Now, make a list of things you should do on a daily basis, but you don't. Add the approximate time required for each of these activities. Again, compare your list with your partner and make any changes needed.

1. Additional courses (2 hours)
2. Teaching (2 hours)

Exercise 3

Prioritize things in both the lists, i.e., write 1 for the most important thing in each list, 2 for the second most important, and so on. Now, develop a third list by taking the most important things from each list and develop your normal, daily working day schedule by filling the following table.

Time	Activity	Total time
5:00 - 5:15 am	Get up, perform Fajr Namaz.	15 mins
5:15 - 5:35 am	Breakfast, change.	20 mins
5:35 - 6:05 am	Going to school	30 mins
6:05-12:05am	In school	6 hrs
12:05-12:35am	Coming from school	30 mins
12:35 -12:50am	Change,Zohr Namaz	20 mins
12:50 - 1:15pm	Lunch	25 mins
1:15 - 3:15pm	Madarsa	2 hrs
3:15 - 5:15pm	Tuition	2 hrs

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5:15 - 5:30pm	Asr Namaz	15 mins
5:30 - 7:30pm	Playing cricket	2 hrs
7:30 - 7:45pm	Maghrib Namaz	15 mins
7:45 - 8:10pm	Dinner	25 mins
8:10 - 8:40pm	Use social media	30 mins
8:40 -9:00pm	Isha Namaz	20 mins
9:00 - 5:00am	Sleep	8 hrs

Unit 5.6 FUN

Game (Name, Place, Animal, thing)

Enjoy this interesting game. It is called 'Name, place, animal, thing'. All you need is a clean piece of paper.

Work in groups of three. Take a piece of paper and draw five lines on it, and put the headings as shown below.

Next, the teacher will call out an alphabet. Write that alphabet in the given column and start writing the name of a person in the name column, name of a village/town/city/country in the place column, name of a bird/animal in the animal column, and the name of any object in the thing column, all beginning with the alphabet announced by the teacher. Limited time will be provided for writing these items and then the teacher will move on to the next alphabet. Once the game is over, the student with the most correct items will be declared as the winner.

alphabet	Name	Place	Animal	Thing
a	Allah	Ahmedabad	Albatross	Apple
m	Muhmmad	Mianwali	Macaque	Mangoes
g	Gous	Gujranwala	Gazelle	Zip



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Unit 6 CHARACTER BUILDING

Unit 6.1 READING COMPREHENSION

Speak Gently

Exercise 1

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

1. The main idea of the poem is to speak gently with
 - a. children
 - b. young people
 - c. all people
 - d. old people
2. By speaking gently, we attract people's
 - a. attention
 - b. love
 - c. care
 - d. help
3. Speaking gently is something
 - a. big
 - b. difficult
 - c. small
 - d. impossible
4. We shall have good results of speaking kindly in the
 - a. shortly
 - b. world
 - c. deeply
 - d. keenly



5. We should speak kindly to the old people because they will leave the world
- after a long time
 - shortly
 - deeply
 - none of these

Ans:

1.all people	2.love	3.small	4.world	5.shortly
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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.

unending time / forever	tone of voice	tired	spoil	cause unhappiness	rude or rough	softly and kindly	old
-------------------------	---------------	-------	-------	-------------------	---------------	-------------------	-----

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



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	5
2.	Speak gently so as not to	It's impact on people's lives	4
3.	Speak gently to little children and	small but important	6
4.	Speak gently to old people	wipe out all the good work done	1
5.	Speak gently as it is something	to win people's love	3
6.	Speak gently as only time will show	teach them in a soft manner	2

Exercise 4

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

a) We should speak gently to everyone because

Ans: It wins people's love.

b) We should not speak in a harsh manner because

Ans: It wipes out all the good work done

c) We should teach children in a soft manner because

Ans: Childhood does not remain for a long period.

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d) We should not cause unhappiness to older people because

Ans: They will leave the world shortly.

e) Speaking gently is a small but important thing because

Ans: It is dropped in the heart's deep well.

Exercise 5

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

Verse 1:

- a) Speak gently because it wins people's love.
- b) Do not use harsh words because it wipes out all the good work done.

Verse 2:

- a) speak gently to the little child because with the help of this we can gain his love.
- b) People should teach children in a soft and mild manner because childhood does not remain for a long period.

Verse 3:

- a) Speak gently to the old people so that their tired heart will not hurt.
- b) Speak gently to the old people because they will leave the world shortly.

Verse 4:

- a) Speak gently because it is dropped in a heart's deep well.
- b) Speak gently because it brings the good and joy which will be showed in the day of judgment.

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.

Summary

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The title of the poem is "Speak Gently" and the poet of the poem is David Bates. Speaking gently has numerous advantages, for example, winning people's love, children's love and avoiding to grieve old people, leaving deep impacts on people's hearts and getting reward on the day of judgment.

Speaking gently is a source of winning the love of people and saving us from wiping out all our good work done.

Speaking gently to a little child is a source of gaining his love. Similarly, we should teach him in a soft and mild manner because his childhood does not remain for a long time.

We should speak gently to the old people so that we do not hurt their tired hearts and also because they will leave the world shortly.

Speaking gently is a small thing but important because it leaves a deep effect on people's hearts and it is also a source of joy and good on the day of judgement.

To summarize, this poem states that speaking gently has a lot of advantages. We learn from this poem that from a small child to an old citizen we should speak to everyone gently because in any situation it bears fruits which are according to the situation.

Exercise 7

Work in groups of three. Discuss and list some of the small things that one can say or do to make people happy and some small things that one may say or do that can hurt people.

S.No.	Things related to happiness	Things related to hurt
1.	Speaking gently	Listen music in loud voice
2.	Giving gift	Bullying
3.	Encouraging	Harassment
4.	Helping in need	Lying
5.	Not disturbing privacy	Disturbing during work
6.	Hiding person's bad habits	Not giving respect

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7.	Saying hello	Abusing
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Exercise 8

Select any three things from each of the section, i.e. happiness and hurting, and discuss what you can do to provide happiness and to avoid things that hurt people. Each one of you will have to speak in front of the class stating one thing that you will do to give happiness and one thing that you will do to avoid hurting people.

Ans: To provide happiness, I can speak gently to anyone, give gifts to relatives and encourage people on the basis of their achievement.

To avoid hurting people, I will try my best not to lie, not to disturb during work and not to abuse.

Unit 6.2 ORAL COMMUNICATION

Many people find speaking in public very difficult. However, following some simple steps can help you in overcoming this fear.



Tip-1	Think about the topic, decide what your focus will be and quickly jot down some points related to it.
Tip-2	Ask yourself some Wh-questions to find your focus, quickly choose the area of focus and delete all unrelated questions.
Tip-3	Decide what points you would like to include, and how you would like to begin and end
Tip-4	You may add a brief story, or joke, or some recent event related to the topic.
Tip-5	Use of cue cards; jot down all your key points on a separate cue card, make sure that you number them.

Exercise 1

Describe something that you own which is very important to you. Follow the steps given above. Some Wh-questions for finding your focus are as follows. However, add as many more Wh-questions as you can.

1. Where did you get it from?

Ans: I got it from Saddar mobile market.

2. How long have you had it?

Ans: I have it for last four months.

3. Who gave it to you?

Ans: No one gave it to me, I bought it myself.

4. When did you purchase it?

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Ans: I purchased it on 12th March 2022.

5. Why did you purchase it?

Ans: I purchased it for my study.

6. Why is it important to you?

Ans: It is important for me to study from PDF and docx files.

Exercise 2

You are asked to speak about the importance of a clean environment. Prepare a three-minute speech, following the rules above.

Ans:

Note: These bullet points, you will write in your cue cards for a speech but the information inside brackets is no need to include in cue cards because it is just for your help.

Importance of a clean environment

- Introduce myself (Usama ur Rehman, student of XYZ university) and name of my topic (Importance of a clean environment).
- Question from audience (is clean environment important)
- Important for human health (there are many human diseases in our society which have no signs in past but they exist in our society because of pollution and unclean environment)
- Important for animal health (like the human diseases there are many animal diseases which have no science in past but they exist in our society because of just only unclean environment)
- Important for life of plant (many plants have been extinct from our society because of this and clean environment)
- Action (we should take action to clean our environment and authorities should ban those things which are making our environment unclean)
- Hope (I hope that after listening this speech you will present yourself for making our environment clean).

Unit 6.3 LANGUAGE PRACTICE

Transitional devices showing order and reason

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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.

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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 Cafe. 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.

Exercise 2

Work individually and complete the passage with the words showing order. Discuss your answers with your partner.

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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 center opposite the park, but they weren't there. **Then**, I looked for them in the library, but they weren't there. **Next**, I tried the sports center and the restaurant near the park, but my friends weren't there. **After**, I went home, and my friends were there, with a birthday cake, ice cream, music, and games. It was a surprise party for me! **in the end**, I had a great birthday.

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.

1. My sister was in the dentist's office for 10 minutes. **Meanwhile**, I sat in the waiting room with an old magazine in my hands. (First, **Meanwhile**, Later)
2. An hour passed, but there was no sign of Mujahid. **Finally**, we decided to go home. (Until, Before, Finally)
3. We bumped into Salim during our trip to Keenjhar Lake. A few weeks **later**, we met him again (after, then, later)
4. He had finished her lunch **before** I had even started. (later than, before, after)
5. They went to a nearby restaurant for breakfast. ----, they drove off towards the River Indus. (after that, afterwards, meanwhile)
6. The football coach announced to play with Sindh **first**, and **then** with Balochistan. (first-then, later-after, lastly-eventually)
7. As we are all hungry, we will go to the park **after** taking lunch. (before, after, first)

Exercise 4

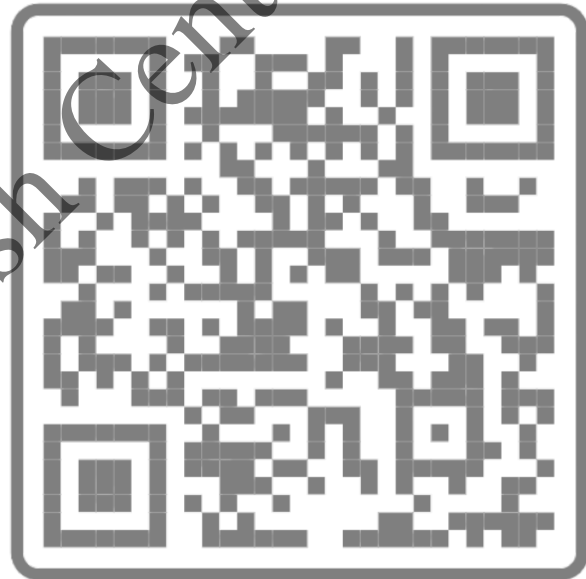
The following statements describe the process of frying an egg, but the steps are all mixed up. Work with your partner and select the appropriate words for each blank to describe the process of frying an egg. After filling the blanks, write these steps in the correct order, in the form of a paragraph, in your notebooks.



Next	Step three	After that	In the end
First	Finally	Step two	Then
			Step one

Ans:

1. **Step three**, cook for a while.
2. **Next**, put some oil in it.
3. **Step one**, break the egg.
4. **First**, take a frying pan.
5. **Finally**, sprinkle salt and pepper over it.
6. **In the end**, eat it with bread.
7. **Then**, put it on the stove.
8. **After that**, put the fried egg on the plate.
9. **Step two**, put it in the heated oil.



In paragraph form,

First, take a frying pan. Then, put it on the stove. Next, put some oil in it. Step one, break the egg. Step two, put it in the heated oil. Step three, cook for a while. After that, put the fried egg on the plate. Finally, sprinkle salt and pepper over it. In the end, eat it with bread.

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: Rehanna said, 'Can **you** fetch **me** some water?'

Indirect: Rehanna 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 children?"

Indirect: Mother ask **me how** the children was.

Direct: Haseeb said, "**When** will we go to the stadium, Tahir?"

Indirect: Haseeb asked Tahir **when** they would go to the stadium.

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.

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3. "Have you visited Mohatta palace in Karachi, Charles?" said Behram.

Ans: Behram asked Charles if he 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 had been 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 their visit.

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 me when my results would be announced.

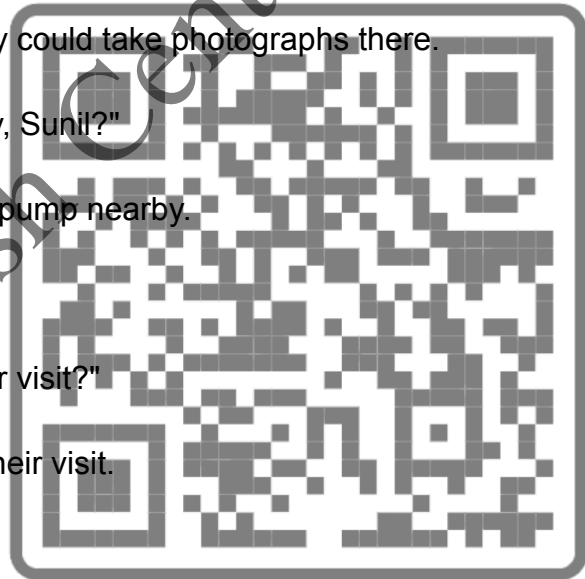
2. "What time will the match start, Zaheer?" said Zaman.

Ans: Zamaan asked Zaheer what time the match would start.

3. The old woman asked, "Where is the nearest hospital?"

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Ans: The old woman asked me where the nearest hospital was.

4. The climber said, "How quickly can we climb this hill?"

Ans: The climber asked them how quickly they could climb this 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: Sabiha asked Zahida why she was angry with her.

7. The policeman said, "Whose car is this?"

Ans: The police asked me whose car that was.

8. The old man said, "Children, who broke this windowpane?"

Ans: The old man asked children who had broken that windowpane.

Exercise 7

When Faiz returned from the interview, his friends wanted to know the details. He reported what the interviewer had asked him. What 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?"

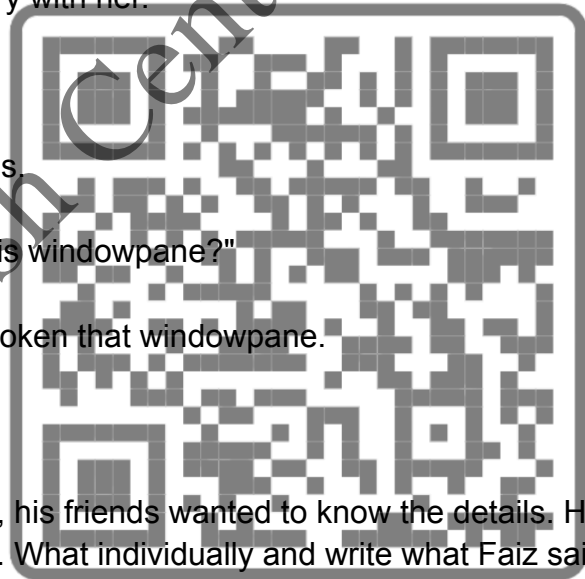
Ans: She asked me what my qualification was.

3. "Do you know how to type?"

Ans: She asked me if I knew how to type.

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4. "Can you use the computer?"

Ans: She asked me if I could use the computer.

5. "How good is your English?"

Ans: She asked me how good my English was.

6. "Have you worked anywhere else before?"

Ans: She asked me if I had worked anywhere else before.

7. "Why do you want to work in this factory?"

Ans: She asked me why I wanted to work in that factory.

8. "Where do you live?"

Ans: She asked me where I lived.

9. "How far is this factory from your house?"

Ans: She asked me how far that factory from my house was.

10. "Is there any question that you want to ask?"

Ans: She asked me if there was any that I wanted to ask.

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 him if he would get a promotion that year, his boss replied that he would. Nadeem asked him when I would get it, his boss said that he would, but on one condition. Nadeem asked him what that was. The boss replied to him if he could answer some questions, Nadeem asked him if I answered correctly I would get the promotion, the boss confirmed it and asked him if I should have asked him three easy questions or one difficult question.

Nadeem asked him if he could give him some time to think. The boss gave him two minutes to decide. Nadeem asked him if the difficult question was very difficult. The

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boss replied that it would depend on what you think is difficult. Nadeem asked him what if he could not answer, then he further asked him if he would get another chance, the boss replied in the negative.

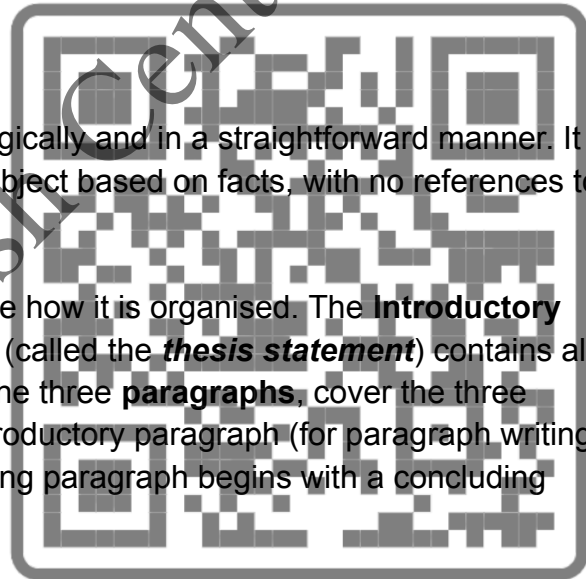
Nadeem thought for a minute and agreed to be asked one difficult question. The boss said to him if he was sure, Nadeem asked him if he had a choice, the boss said that he would try the three easy questions. So the boss asked him what had come first, day or night, Nadeem thought for a minute and replied that day came first. The boss asked him how he knew, Nadeem asked him if I had not answered one question as per their agreement, the boss was pleased with his quick thinking and gave him immediate promotion.

Unit 6.4 WRITING

Expository Essay

An expository essay explains a topic logically and in a straightforward manner. It presents a fair and balanced analysis of a subject based on facts, with no references to the writer's opinions or emotions.

Look at the following essay and observe how it is organised. The **Introductory Paragraph** is general, and the last sentence (called the **thesis statement**) contains all the ideas that will be covered in the essay. The three **paragraphs** cover the three points covered in the last sentence of the introductory paragraph (for paragraph writing see Unit 1, section 1.4). Finally, the Concluding paragraph begins with a concluding phrase and sums up all the key points.



Sample Essay: "The Hazards of Movie Going"	
Introductory paragraph	Watching a movie in a theatre is fun. But many people enjoy watching movies sitting at home. They avoid going to the theatre for several reasons. These include problems in getting to and inside the theatre, the theatre seating, and the behaviour of some movie-goers.
First paragraph with supporting details	One reason why people prefer watching movies on the TV rather than going to the theatre is the time required in reaching and getting inside the theatre. First of all, there is the long drive. It takes many people almost an hour or more to reach the theatre. Then, there are the long queues in which one has to wait. And, if the movie is good, by the time one's turn comes the theatre is full and they have to go back.

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<p>Second paragraph with supporting details</p>	<p>Even if one manages to get a ticket, there is the problem of getting a good, comfortable seat. The seats in many theatres are very narrow and hard. At times, there are springs sticking out from torn seat covers. Often, the seats tilt this way or that way, making one wonder whether it is safe to sit on them. The most annoying thing is getting a seat from which one cannot see without sitting up straight for two hours, because of a tall person sitting in front.</p>
<p>Third paragraph with supporting details</p>	<p>Furthermore, there are numerous other problems one has to face because of the way that many movie goers behave. Many of them often create a noisy environment, particularly while watching racing cars or karate movies. Some consider it their duty to loudly pass comments on the movie, or whistle and express their feelings, or to discuss their ideas and opinions with their friends or family. Moreover, some of the movie-goers' little kids race up and down the aisles, constantly disturbing everyone.</p>
<p>Concluding paragraph</p>	<p>In short, while watching movies in a theatre is fun because of the large screen and the good sound effects, the related problems are too many. The problems involved in getting to the theatre, the discomfort of seating, and putting up with some of the people is too demanding for some people. Seeing movies on TV channels, in the comfort of their living rooms, is therefore considered a better option by many people, rather than going to theatre.</p>



Exercise 1

Work in pairs. Read paragraph one and underline the three ideas that show what will be covered in the essay. Then, read the three body paragraphs and underline the topic sentence in each. See how each topic sentence relates to each idea in the last sentence of the introductory paragraph. Then, first underline the **controlling ideas** and then the **supporting details** of each idea. Finally, underline the **signaling phrase** in the concluding paragraph. Then, compare the introductory and concluding paragraph and see how similar and different they are.

Ans:

Note: Here I am writing required things rather underlined them in the essay.

Three ideas that will be covered in the essay: These include problems in getting to and inside the theatre, the theatre seating, and the behaviour of some movie-goers.

Topic sentence in each paragraph:

First paragraph: One reason why people prefer watching movies on the TV rather than going to the theatre is the time required in reaching and getting inside the theatre.

Second paragraph: Even if one manages to get a ticket, there is the problem of getting a good, comfortable seat.

Third paragraph: Furthermore, there are numerous other problems one has to face because of the way that many movie goers behave.

First paragraph:

Controlling idea: One reason why people prefer watching movies on the TV rather than going to the theatre is the time required in reaching and getting inside the theatre.

Supporting details: First of all, there is the long drive. It takes many people almost an hour or more to reach the theatre. Then, there are the long queues in which one has to wait. And, if the movie is good, by the time one's turn comes the theatre is full and they have to go back.



Second paragraph:

Controlling idea: Even if one manages to get a ticket, there is the problem of getting a good, comfortable seat.

Supporting details: The seats in many theatres are very narrow and hard. At times, there are springs sticking out from torn seat covers. Often, the seats tilt this way or that way, making one wonder whether it is safe to sit on them. The most annoying thing is getting a seat from which one cannot see without sitting up straight for two hours, because of a tall person sitting in front.

Third paragraph:

Controlling idea: Furthermore, there are numerous other problems one has to face because of the way that many movie goers behave.

Supporting details: Many of them often create a noisy environment, particularly while watching racing cars or karate movies. Some consider it their duty to loudly pass comments on the movie, or whistle and express their feelings, or to discuss their ideas in opinions with their friends or family. Moreover, some of the movie goers' little kids race up and down the aisles, constantly disturbing everyone.

Exercise 2

Work in pairs. One of you should write an expository essay on one and the other one on the second topic from the two topics given below. Remember to use techniques learnt earlier for collecting thoughts and ideas before you start writing. Then, follow the points discussed above for writing an essay. After writing the essay, exchange your essays and read each other's work to see whether the essay has been written according to the rules.

1. Acquiring a New Skill
2. Importance of Sports

Ans:

Importance of Sports

Some people think that sports are not important but the reality is that it is very important in many ways. They help in making a person fit, relaxing a stressed person and supporting the economy of a country.

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One reason for the importance of sports is that it makes a person fit. We see in our daily life that those people who play sports are more fit than those who do not participate in any sport. But due to the fast life, nowadays people do not participate in sports due to which their physical health has been badly affected.

Second reason for the importance of sports is relaxing a stressed person. There have been many survey reports published which show that sports are helpful in relaxing a stressed person. It is our daily practice too if we stress and participate in any sport, it will relax us.

Third reason for the importance of sports is that they are helpful in supporting the economy of a country. Cricket lover countries like Pakistan earn handsome amounts by organising international cricket matches and PSL. Pakistan has earned millions of dollars from the PSL uptill now.

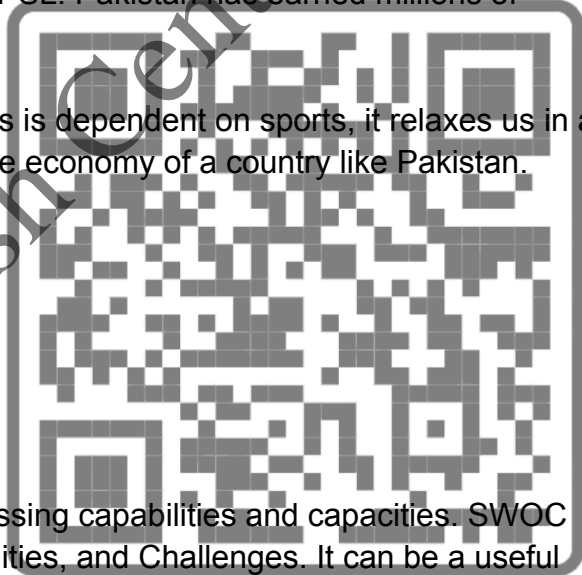
In short, sports are very important. Our fitness is dependent on sports, it relaxes us in a stressful mood and it has good impacts on the economy of a country like Pakistan.

Note: Do a first essay by yourself.

Unit 6.5 STUDY SKILLS

SWOC analysis

SWOC analysis is a technique used for assessing capabilities and capacities. SWOC stands for Strengths, Weaknesses, Opportunities, and Challenges. It can be a useful tool for assessing one's own capabilities or limitations. It can also help in assessing the potential of an institution, programme, or activity.



Exercise 1

Read the questions given in the grid below and write your responses.

Strengths What do you do well? Response: Study	Weaknesses What could you improve? Response: Speaking
What advantages do you have over others? Response: Hard worker	What are the elements that are hindering you? Response: Lack of smartness and wisdom
Opportunities What are the things or resources that are easily available to you? Response: Financial resources are easily available to me.	Challenges What are the elements that can harm you in any way? Response: Fair to take steps.
What are the things or resources that you can easily obtain? Response: Assistance resources and financial resources I can easily obtain.	What are the dangers that you face in your external environment? Response: Cleverness of people I face in my external environment.

Exercise 2

Write down your strengths, weaknesses, opportunities, and challenges with regard to learning the English Language.

Ans:

Strength: Fluently and correctly speaking English Language.

Weaknesses: Listening to Britishers and Americans.

Opportunities: YouTube channels and language coaching centers.

Challenges: Lack of time and lack of interest.



Unit 6.6 FUN**Adventure Game**

Imagine that you are stranded on a deserted island while travelling. There is food and water on the island but nothing else.

You can have eight items from the items listed in the box below. Work in groups of four and choose the eight items that you think may be most useful. Rank these items in order of usefulness, from most useful to least useful. Discuss why these items are important. After the allotted time, you will have to come and state your choice and reasons for selecting them, in front of the class.



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A box of matches, A magnifying glass, An axe,
 An atlas, A towel, A watch, A saucepan,
 20 meters of nylon rope, A knife & fork,
 A transistor radio with batteries,
 A pencil & paper, A nylon tent,
 A camera & five rolls of film,
 A blanket, Ointment for cuts & burns,
 A bottle of energy drink, Some metal-knitting needles.



Choice:

1. Ointments of cuts and burns (reason: safety of life is the most important)
2. A box of matches (to cook food)
3. An axe (to cut trees for wood to make food)
4. A knife and fork (to cut meat and other food)
5. Some metal- knitting needles (to sew clothes and tent etc)
6. 20 meters of nylon rope (to climb mountains and trees etc)
7. A nylon tent (to provide shelter)
8. A blanket (to save from winter).

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Unit 7 PRAISING NATURE

Unit 7.1 READING COMPREHENSION

My Travel Diary: Journey to the Gorakh Hills Station

Exercise 1

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

1. Their final destination was

- a. Jamshoro
- b. Sehwan
- c. Gorakh Hills
- d. Hyderabad

2. 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

3. The trip lasted for

- a. one day
- b. two days
- c. three days
- d. four days

Ans:

1. Gorakh Hills	2. before sunset	3. two days
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Exercise 2

Works in pairs. First, look at the words in Box A. Then, read paragraphd 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, paragraph 6-10.

BOX A: Paragraphs 1 – 5			
S. No.	Column A Word	Column B Meaning	Column C Answer
1.	summit	a) deeply respected	g
2.	resort	b) a substance which when burnt gives out a sweet smell	j
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	i
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	r
14.	canopy	n) breath taking	s
15.	standstill	o) coming downwards	w
16.	gradually	p) a place providing a good view	t
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	n
21.	awe-inspiring	v) have a calming or sedative effect	q
22.	souvenirs	w) having no movement	t



Exercise 3

Below is a 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. Stop 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.

Exercise 4

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

- Travel to the top 6
- Stopover for breakfast 3
- Activities at night 7
- Birthday trip to the Gorakh Hills 1
- Morning scenes and event 8
- Shrine description 4
- Good memories 10
- Start of the journey 2



i. Places on the trip back home 9

j. Lunch on the bus 5

Exercise 5

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

1. Gorakh hills are the highest place in —.

- a) Pakistan
- b) Baluchistan
- c) Sehwan
- d) Sindh

2. The guide explained the route and give — to everyone.

- a) lunch
- b) breakfast
- c) flyers
- d) directions

3. Asif used his mobile phone to look for —.

- a) the route
- b) information
- c) instructions
- d) new places

4. 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

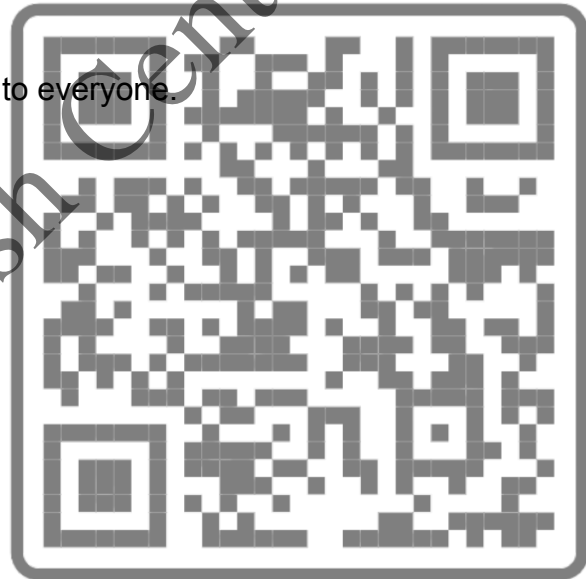
5. For lunch they had —.

- a) fish and chips
- b) sugarcane juice and rolls
- c) fish and sugarcane juice
- d) sandwiches and sugarcane juice

6. At night they could hear the sounds of —.

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- a) dogs barking
- b) wolves howling
- c) water flowing
- d) many animals

7. There was more greenery on — of the river.

- a) the right side
- b) the left side
- c) the bank
- d) both sides

8. According to ibn-e-Batuta, — makes one a good storyteller.

- a) reading
- b) listening to good stories
- c) not speaking
- d) travelling

Ans:

1.Sindh	2.flyers	3.the route	4.healing
5.fish and sugarcane juice	6. Not discussed in the text.	7.the left side	8.travelling

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

Ans: The Gorakh Hills Station is situated at an elevation of 5,690 ft. from the sea level and is the highest summit and a holiday resort in Sindh. It is situated 4 hours away from Sehwan. To reach its summit they rode the 4 km zigzag steep.

2. Shrine of Lal Shahbaz Qalandar

Ans: Lal Shahbaz Qalandar is situated at Sehwan. It is commonly believed that a visit to this shrine can provide healing for all types of illness. Here, the spiritual atmosphere, the



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aromatic fragrance of incense and red roses, and the colourful spreads took the writer to another world.

3. After dinner activities

Ans: After a light dinner, the writer found himself under a canopy of stars, under which they lit the bonfire. They had great fun indulging in activities such as Baetbazi, Chinese whisper, sharing funny stories, and all sorts of childish games that they 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.

4. Spell-binding experience

Ans: It was spellbinding to see floating clouds, which he could touch, to smell the fragrances of different herbs, which tranquilized my senses, and to hear the distant bleating of sheep grazing around.

5. Birthday breakfast

Ans: A beautiful rug had been spread out for the cake cutting ceremony at the breakfast. The cake was cut in it. After cake cutting, halwa puri was served for all.

Exercise 7

Answer the following questions.

1. Which two great saints are mentioned in the text?

Ans: Hazrat Lal Shahbaz Qalandar and Hazrat Shah Abdul Latif bhitai.

2. Why did Asif's parents decide to take him to the Gorakh Hills for his birthday?

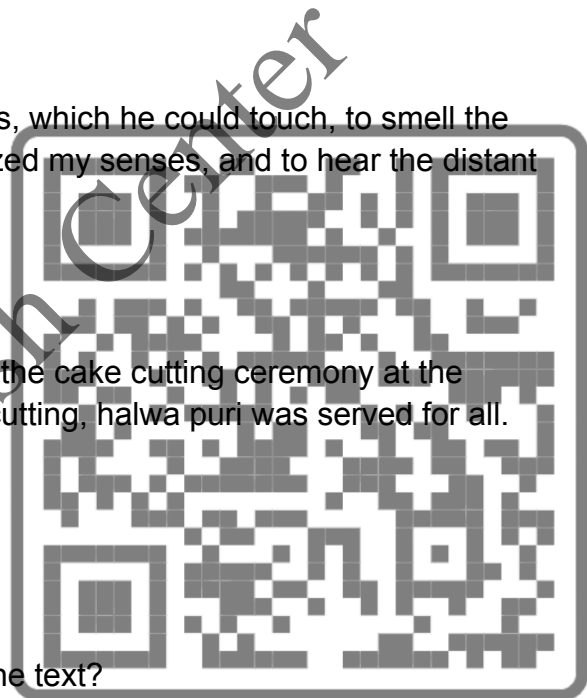
Ans: Knowing Asif's love for travel, his parents broke the news two days before his birthday that the celebration would be held at the Gorakh Hills station.

3. Why is Gorakh Hills a good place for a holiday?

Ans: Gorakh Hills is a good place for a holiday because it is situated at an elevation of 5690 ft. from the sea level and is the highest summit and a holiday resort in Sindh. It is

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surrounded by steep slopes and rugged beauty. This location was a perfect vintage point for watching the sunset.

4. What was served for lunch and where was it served?

Ans: Spicy fish and refreshing sugarcane juice were served and they were served at Sehwan.

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

Ans: They had to leave the bus and take the jeep to reach the top because they were to go uphill to reach the summit.

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

Ans: All rooms were occupied therefore Asif and his family had to sleep in a tent.

7. What did Asif appreciate deeply about his parents?

Ans: Asif appreciated deeply his parents' love and meticulous arrangements of birthday.

8. How was the return route different from the up journey route?

Ans: On their way back, they took a different route and travelled from the Dadu-Moro bridge. They crossed the river Indus to go to the other bank to continue their journey. They stopped at Hala and glimpsed Matiari. They passed close to Bhit Shah, then they crossed Hyderabad and reached the Motorway from where they travelled towards Karachi.



Exercise 8

Work in groups of three and describe a place that you would like to go for a holiday and why do you want to go there? While discussing, jot down the main points and decide who is going to say what, as all three of you will have to come and share your choice with the class.

you can use any of the clustering, points collecting, or mind mapping technique to gather your points.

Ans: We have decided to go for a holiday to Charna Island.

It is situated near Mubarak village, Karachi, Pakistan-75350.

The reasons of this decision are following:

1. We can dive here in the deep sea from rocks.
2. Here we are provided with a swimming suit and oxygen cylinder so that we can easily examine the bottom of the sea.
3. It is for all either woman, child, young or old.
4. Its water is clean.
5. It is full of beautiful fishes.

Unit 7.2 ORAL COMMUNICATION

Polite Form to Negotiate and Develop consensus

Sometimes, people have different opinions or ideas about certain things. In such cases, they need to negotiate with each other to come to some agreement.

Some useful phrases for negotiating and developing consensus		
Let's see	Let's discuss this	I have a different idea
I think/ don't think	This sounds good	I agree with you
In my opinion	We can sort this out	I like this idea

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Exercise 1

Work in pairs and practice the following dialogue. First one of you takes the role of the client and the other that of the travel agent. Then, reverse roles and practice again.

Travel Agent: How was your trip?

Client: It was a disaster. You charged me a high price and provided low services.

Travel Agent: Sir, you, yourself, choose the package and the facilities.

Client: Yes, I did, but the package stated one thing and provided something else, I'm here to get my money back.

Travel Agent: Please accept my apologies for any inconvenience.

Client: I am not here for apologies. I want my money back.

Travel Agent: Let me see how I can help you.

Client: You did not even provide a good resort as mentioned in the prime package.

Travel Agent: Well, the company can return you half of the price that you paid. How about that?

Client: This sounds great to me. Thank you.

Note: you will do this exercise in your class physically.



Exercise 2

Situation: You are siblings. Your parents have given you some money to buy a dress, a bag, and a pair of footwear. You need to agree on how much money to spend on each item and why.

Work in pairs and come to a consensus. You can use some of the phrases given in the box above.

Ans:

I: I think we should spend 1000 rupees for a dress, 800 rupees for a bag, while 700 rupees for a pair of footwear.

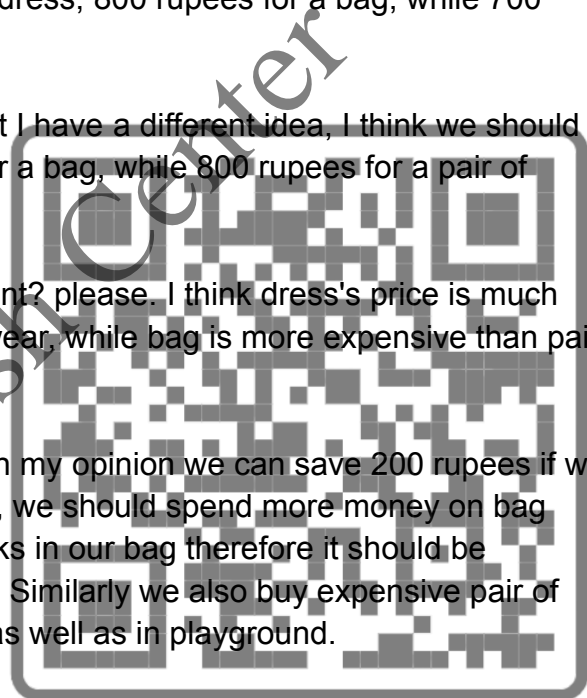
Elder brother: Tell me the reason of this. But I have a different idea, I think we should spend 800 rupees for a dress, 900 rupees for a bag, while 800 rupees for a pair of footwear.

I: Can you tell me the reason of your argument? please. I think dress's price is much higher than the price of bag and pair of footwear, while bag is more expensive than pair of footwear.

Elder brother: This is not the valid reason, In my opinion we can save 200 rupees if we buy dress from a local shop. On the contrary, we should spend more money on bag because we carry heavy books and notebooks in our bag therefore it should be necessary that we buy good material bag by. Similarly we also buy expensive pair of footwear because we use it in going school as well as in playground.

I: This sounds great to me. Thank you.

Elder brother: Okay. We will go tomorrow to buy this.



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Exercise 3

Situation: The Principal has given your class permission to go for an outing/trip me. Some of the students want to go to the beach, some to Makli, others to the Hub dam, while others want to go to Ranikhot.

Work in groups of four and come to a consensus. You can use some of the phrases given in the box above.

Ans:

I: In my opening we should go to beach because summer is going nowadays and it is very easy to go there.

Ali: I think we should go to Makli because it is a historical place and we will have the opportunity to learn new things about our culture.

Usama: I don't think we should go to beach and Makli, rather than it we should go to Hub dam because nowadays we are learning about dams in PST therefore we will have a good chance to apply our knowledge there.

Faiz: I have a different idea. I was seeing some focus on just knowledge while some focus on just enjoyment. I think we should go a place where we can get both of them and in my opinion Ranikot is the best for this because here we can learn more about our history, our culture while we can enjoy there because there are many fields here and lots of other things for enjoyment.

I: This sounds good to me.

Ali: I also agree with you, Faiz!

Usama: I like this idea.

Faiz: Okay. I will inform the principal.



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Unit 7.3 LANGUAGE PRACTICE**Revision of Prepositions (movement and direction)****Exercise 1**

What individually, choose the correct option from the prepositions of movement and direction given in parenthesis. After completing, compare your answers with your partner.

1. Let's go for a walk — (across/under/by) the river.
2. I'm going — (to/pass/around) the shop to buy some grocery.
3. We sailed — (over/under/around) the bay today.
4. Let's walk — (under/over/through) the forest.
5. I'm going — (over/into/to) Paris in my.
6. We walked all — (around/under/to) the city center but couldn't find the store.
7. He put the open book — (at/on/in) the desk and asked the child to read.
8. Delilah walk in a circle — (across/around/into) the baby giraffe before attacking it.
9. The train passed — (onto, into, through) nine tennis on the way to Peshawar.
10. His dog is always trying to escape — (from/on/past) the backyard.

Ans:

1.by	2.to	3.around	4.through	5.into
6.around	7.on	8.around	9.through	10.from



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Exercise 2

Work individually, choose the right option to complete the sentences. After completing, compare your answers with your partner.

1. Be careful when you walk — the street. You may encounter stray dogs there.

- a) through
- b) above
- c) across
- d) up

2. The car is going — the tunnel to reach the station.

- a) around
- b) below
- c) at
- d) through

3. A flock of birds is flying — the trees under the blue sky.

- a) over
- b) through
- c) onto
- d) on

4. She walked — the kitchen and put her packages on the table.

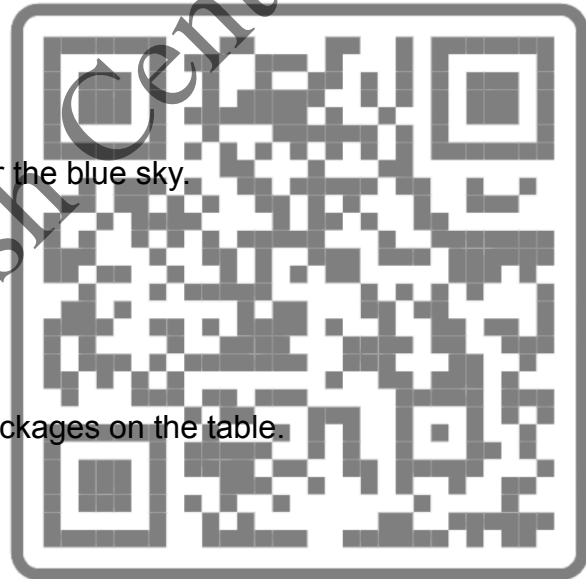
- a) in
- b) into
- c) onto
- d) on

5. River Kunhar flows — the lake.

- a) towards
- b) over
- c) up
- d) on

6. While waiting for my train, I took a walk — the station.

- a) on
- b) around
- c) onto
- d) in



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7. A formation of twelve airplanes flew — our houses.

- a) up
- b)down
- c)over
- d)past

8.The door was locked, so I shoved the letter — the door.

- a) around
- b)under
- c)on
- d)into

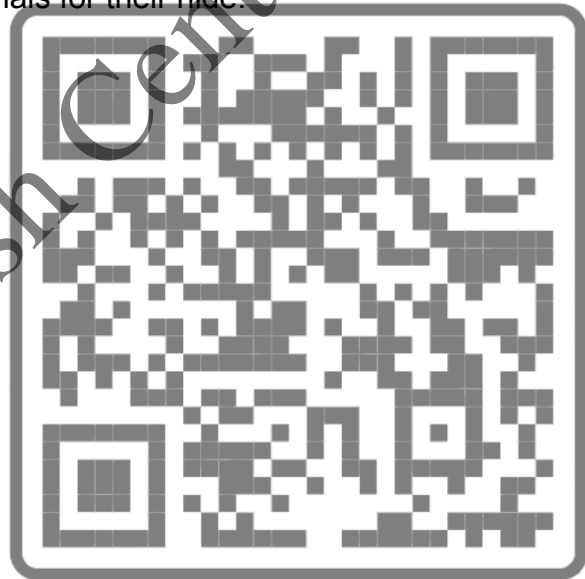
9. The pouches go — the forest to hunt animals for their hide.

- a) on
- b)through
- c)in
- d)over

10. I slipped as I stepped — the platform.

- a)into
- b)onto
- c)around
- d)across

Ans:



1.across	2.through	3.onto	4.into	5.towards
6.around	7.past	8.under	9.through	10.onto



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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 to	along with
because of	in case of	apart from
close to	in return for	out of
depending on	in spite of	instead of

Exercise 3

Work individually. Use an appropriate compound composition 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.



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6. This talk has been sitting ---- me for an hour.
7. I gave him a new book ---- the one I lost.
8. We will inform you later, --- the situation.
9. The wine stopped ---- the hospital.
10. You will have to leave your position ---- any change in the plan.

Ans:

1.because of	2.in addition to	3.apart from	4. according to	5.due to
6.close to	7.in return for	8 Depending on	9.opposite	10.in case of



Exercise 4

Look at the picture about and fill the blanks in the following passage with one of the prepositions given in the box. Each preposition may be used only once.



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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 in the car and drove on the highway, which went up one side of the mountain and came down the other side. Then the highway went around 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 into 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

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



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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)

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 river, 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 --- Paris.
(visit/go)

Ans:

1. will destroy, are	2. dump,, will pollute	3. cut, will endanger	4. increases, will rise	5. threaten, produce
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6.will be,follows	7.give,will have	8.will get,spend	5.shout,will disturb	10.will visit,go
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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 giving at the beginning of the 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)

Ans:

1.wore,could protect	2.would impossible, stopped	3.would do,permitted	4.won,would buy	5.would take,caught
6.tried,could send	7.could get,purchased	8.were,would apply	9.allowed,would go	10.would give,accepted



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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 giving at the beginning of the section as and when needed.

1. If the flight ---- on time, my boss --- to the meeting. (arrive/come)
2. They --- all the food if I --- it on the table. (eat/keep)
3. If the driver ---- at the turning, the old woman --- the road easily. (stop/cross)
4. If you ---- your umbrella, you ---- getting wet in the rain. (take/avoid)
5. I --- the storm if I ---- more cautious. (escape/be)
6. The people ---- if they --- that there was no food. (leave/know)
7. The child ---- the punishment if the scars ---. (forget/disappear)
8. If their new player ---- as expected they --- the match. (perform/win)
9. There ---- no fight if the police --- in time. (be/arrive)
10. If he --- the question the teacher --- him some marks. (attempt/give)

Ans:

1.had arrived,would have come	2.would have eaten,had kept	3.had stopped,could have crossed	4.had taken,could have avoid	5.could have escaped,had been
6.would have left,had known	7.would have forgotten,had disappeared	8.had performed,would have won	9.would have been,had arrived	10.had attempted,would have given



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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
make/ encourage

select/ think
fail/ be

lose/ cry

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, I would have cried.

Reporter: How would your parents have felt?

Sheeba: If had failed, my parents would have been very disappointed.

Reporter: What about your friends?

Sheeba: Some would have made fun of me while a few would have encourage me to try again.

Reporter: What could you have differently to make sure you won?

Sheeba: I would have selected a different song if had thought about it.

Reporter: Anything else that you would like to say?

Sheeba: Myself steam would have been badly affected if I had performed badly.

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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.

Unit 7.4 WRITING

Persuasive Essay

In persuasive writing, the intention of the writer is to convince the reader to believe in an idea, or opinion, or action. Writers usually use the following appeals to persuade their audience. These persuasive appeals are widely used in persuasive essays.

Appeal	Purpose	Example
Logic	Logic appeals to the mind. It persuades the reader intellectually.	According to a survey in 2010, people who eat junk food are more prone to diseases.
Emotion	Emotion appeals to the heart. It persuades the reader emotionally.	If we help the poor, they will not suffer.
Ethics and Credibility	This persuades the reader that the writer can be trusted due to his/her noble character or ethical ways	As a dentist, I see this problem a lot. I recommend using sensitive toothpaste.



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Exercise 1

Work in pairs and identify the appeal to persuasion in the following passages.

S.No	Sentences	Approach
1.	Thousands of poor little children suffer a harsh, painful death every day without food or aid due to political instability.	Emotion
2.	A 45% decrease in the mortality rate has been witnessed after the vaccination drive against Corona Virus.	Logic
3.	As a doctor, I can tell you that this course of treatment will likely generate the best results.	Ethics and Credibility
4.	If we don't move soon, we're all going to die! Can't you see how dangerous it would be to stay?"	Emotion
5.	I have written a lot on this topic and presented my work at a number of international conferences.	Ethics and Credibility
6.	Many people are lying under the open sky since the earthquake two weeks ago hoping that someone would help them	Emotion
7.	This claim has been verified by research in 75 countries, over a period of seven years.	Logic
8.	The writer of this article is a world renowned pharmacist, who has been working this field for over twenty years.	Ethics and Credibility



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Format of a persuasive essay

INTRODUCTION	Paragraph 1	Hook General statements/ Background Thesis Statement/ Main idea Statement
BODY JOIN FOR MORE!!!	Paragraph 2	Support 1 (first reason) Supporting details/ Explanation, examples, etc.
	Paragraph 3	Support 2 (second reason) Supporting details/ Explanation, examples, etc.
	Paragraph 4	Opposite Viewpoint Counterargument 1 with Explanation / examples Counterargument 2 with Explanation / examples
CONCLUSION	Paragraph 5	Repeat your thesis statement in different words Suggestion / Opinion / Prediction for the future



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Exercise 2

Work in pairs. Brainstorm and write a persuasive essay on one of the following topics. Follow the steps given you.

- Select the points you want to write about
- Use various forms of "appeals" discuss to persuade the readers
- State the opposite viewpoints but also encounter them through the "Appeals"
- Write the concluding paragraph by reinforcing your argument and stating why it is important that your viewpoint is accepted

Write on one of the following topics, as guided by your teacher.

1. Girls should be educated
2. Sports and games should be made compulsory for all students.
3. Students should be encouraged to speak in English in the School.
4. Students should be guided and supported to grow some vegetables at home.
5. Knowledge about diseases and vaccinations should be made a part of the Curriculum.

Ans:

Girls should be educated

Are you in favour or not that girls should be educated? As an educationist, I believe that the progress of society and country is not possible without the education of girls. There are many reasons for it but I am discussing only three which are the following.

The first reason for the girls to be educated is that a girl can understand better the problems of girls. For example, from a religious perspective, Islamic law is called Shariya, there are certain problems of Shariya which are related to women only and an Islamic women scholar can better understand these problems and as a result more efficiently solve them. From a medical point of view, the health related issues to women can easily be understood by a lady doctor than a male doctor and there are numerous examples related to this.



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Second reason is that a girl ultimately becomes a mother. We know this very well, an educated mother is far better than an uneducated mother because a mother is the first teacher of her children. This leads to a result that for the education of the nation the education of girls is very important.

Third reason is that an educated girl can financially support her family. For example there is a family which I know in which parents have four girls and their father had died but these girls were educated, therefore, they started their work from home and began to support their family, now they have become rich and all girls got married.

Some people think that if they allow their daughters to get education, they will be raped. They prove it by past rape news. But in my opinion it is not good to think about it because now the world has changed and people have become civilized. But this risk will be further minimized if the father or brother drops her in an institution and picks her from it.

In short, girls should be educated because an educated girl can understand problems of girls more efficiently. By the education of girls our literacy rate can be increased and educated girls can support their family financially. If measures are not taken for the education of girls then we will be left behind from other nations.

Note: Do other essays in the same pattern by yourself.



Unit 7.5 STUDY SKILLS

Diary Writing

Diary writing in English is a good habit. It makes you think, and it develops your writing skills. It also improves your vocabulary as you search for English words to express your thoughts. But, more than anything else, it helps you keep a record of those parts of your life that you would like to read about later in your life. Here are some guidelines that can help you in diary writing.



JOIN FOR MORE!!!

1. Think about what you are going to write, i.e., the topic for the day
2. Open your diary – it can be a new or old diary or a notebook
3. Write the day and date at the top
4. Leave a line
5. Write the time when you start writing
6. Leave a line
7. You can begin by writing Dear diary, – this will set the tone of your writing, as if you are talking to someone, or sharing your thoughts/ feelings/ ideas/ etc. with someone
8. Use the first person and a narrative style of writing
9. Write whatever comes to your mind – nobody is going to read or check your work
10. No matter what you write, do it with feeling, do it with passion
11. Write freely – do not worry about grammar or spelling correctness, just let your thoughts flow
12. Do not worry about the length of your passage, just end when you feel like ending
13. More than anything else, enjoy writing your diary; do not consider it a burden
14. Write your name at the end



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MAKE DIARY WRITING A HABIT AND YOU WILL BEGIN TO LOVE IT.**Activity**

Begin diary writing in a notebook set aside for the purpose. Follow the guidelines provided above.

If you wish to share what you have written, you can do so. You may request your teacher to allow you sometime if you want to share your diary passage with the class. You may decide to share it with a friend, or just not share it with anyone.

Ans:

Going to Swimming pool
Sunday 4 August 2022

10:00 p.m.

Dear Diary, I woke up early in the morning at 6:00 a.m. because today I would go to a picnic for which I had long awaited. Actually I am going to Sunway Lagoon which is a renowned water park. Today I did not eat breakfast at home. Instead, I went to a hotel with my family for breakfast. My elder brother had arranged a pick and drop service car for a picnic and after breakfast we all sat in the car and started a journey. On the highway we bought Goa Goa guavas, mangoes and apples. For the meal my mother had made beef biryani. At 11:00 a.m. we reached Sunway Lagoon where my elder brother and father faced difficulties in getting tickets because of the large crowd. But finally we got that ticket and went inside and changed our clothes in the changing rooms. After changing the cloth we dove the swimming pool one after another and slide it from smallest slide to biggest light.

We spent many hours in the swimming pool. Then, our stomachs wanted food and we spread our sheets in the park of Sunway Lagoon and began to eat lunch with the enjoyment of beautiful scenery. From the nearby shop my father bought chocolate ice creams for us whose taste I can never forget. Finally, at 6:00 p.m. we left the Sunway Lagoon for our home and we reached our home at 8:00 p.m. After entering the home I went to my room and now I am waiting diary and going to sleep.



Unit 7.6 FUN

Word Association

Word Association is a vocabulary game. It is an enjoyable game since it does not require an expensive vocabulary. This is how the game will be played.

1. The class will be divided into three or four equal groups.
2. Each group has to select a name for itself, based on any flower.
3. The teacher will draw columns on the board with the name of each group written at the top.
4. All the students in the group will have a number, starting from one.
5. The teacher will randomly call a number and all the students with that number will come up in front.
6. The teacher will say the name of an animal, and all the students in the front will quickly have to say the name of an animal, one by one.
7. All those who gave the right response, within time, their group gets one point.
8. The teacher will write down the points on the blackboard.
9. The game will continue with the teacher calling out other numbers and asking for specific vocabulary words, e.g., names of more animals, birds, more birds, flowers, furniture, vegetables, fruits, crockery, kitchen items, etc.
10. When all the students have had a chance, the team that gets the most points wins.

Ans:

Note: It is related to the classroom so you have to do it by yourself in the classroom.

This sample is as follows.



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Rose	Lily	Tulip
Student one	Student one	Student one
Student two	Student two	Student two
Student three	Student three	Student three
Student four	Student four	Student four

Now the teacher will start the game and give marks in the column above.

**JOIN
FOR
MORE!!!**



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Unit 8 CIVICS SENSES AND CIVIC ACTIVITIES

Unit 8.1 READING COMPREHENSION

Safety Measures That Can Save Your Life

Exercise 1

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

1. The text is about the importance of —.

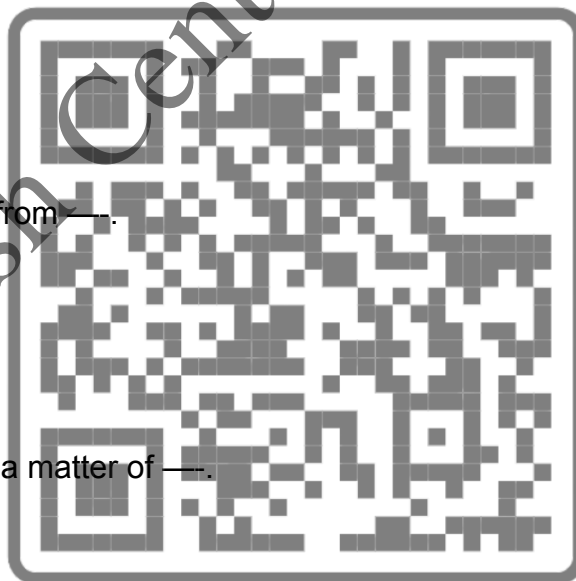
- a) traffic rules
- b) helmets and seat belts
- c) civic sense
- d) driving safely

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



Ans:

1.helmets and seat belts	2.head injury	3.life and death
--------------------------	---------------	------------------



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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	j
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.



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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



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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 following.

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

Exercise 4

Circle the right option.

1. Two — that if undertaken by people can protect them.

- a) decisions
- b) measures
- c) policies
- d) commitments

2. Both riders and — riders should wear helmets.

- a) companion
- b) passenger
- c) pillion
- d) traveller



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3. Not wearing a helmet increases the chances of —.

- a) damages
- b) accidents
- c) loss
- d) severe injuries

4. Brain injury in a motorbike accident can lead to permanent —.

- a) forgetfulness
- b) disability
- c) problems
- d) ill health

5. Those not wearing helmets are — times more likely to suffer from head injuries.

- a) ten
- b) five
- c) two
- d) three

6. Wearing a seat belt is like choosing between —.

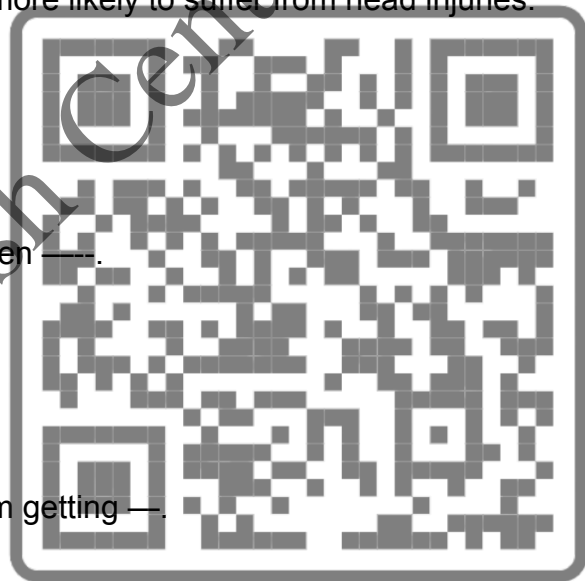
- a) comfort and pain
- b) ease and unease
- c) safety and security
- d) life and death

7. Fastening your seat belt can save you from getting —.

- a) under the car
- b) thrown out
- c) crushed
- d) head injury

8. Putting on your seat belt requires —.

- a) a little effort
- b) a lot of effort
- c) a little patience
- d) a lot of patience



9. If you wear seat belt you will —.

- a) always be safe
- b) never be safe
- c) never be in trouble
- d) mostly be safe

10. Every time you get into your car you make a —.

- a) choice
- b) decision
- c) promise
- d) mistake

Ans:

1.measures	2.pillion	3.severe injuries	4.disability	5.three
6.life and death	7.thrown out	8.a little effort	9.mostly be safe	10.choice

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: The two important safety measures that can save people's lives are wearing helmets and fastening seat belts.

b. Why is a helmet an important safety gear?

Ans: A helmet is an important safety gear that can save you from a life and limb threatening head injury.



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

Ans: 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.

d. What happens when a car stops suddenly?

Ans: 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, by applying brakes to your body, is your seat belt.

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

Ans: The click of a seat belt is an insurance in that way it safeguards your safety and survival.

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Exercise 6

Work in pairs. Complete the statements given in column A with their respective parts in column B and write the alphabet of the respective part in the answer 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 earning capability	a
6.	Wearing a seat belt can save you	f) hinder vision leading to unexpected problems	j
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



Exercise 7

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

HELMETS (Boxes 1,2 and 4)

Reasons why people should wear helmets	Reasons why people don't wear helmets
1. People are much less likely to suffer a serious head injury in a crash.	1. People do not wear helmets because their hair hairstyle gets messed up.
2. People can be fined by the police if they do not wear a helmet while riding a motorbike.	2. Helmets make them feel uncomfortable, that they cannot put up with heat.
3. The size and structure of motorcycle make it vulnerable to losing balance, particularly when indulging in high speed and disregarding other traffic rules.	3. People complain that helmets cause too much sweating.
4. It can save people from a life and limb threatening head injury.	4. Helmet irritates them.
5. Those who abide by the laws, not only save their own lives but also protect their families from unnecessary help and suffering.	5. Some people are sure that they will not get injured.
6. It saves not only the riders but also pillion riders.	



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SEAT BELTS (Boxes A,C and E)

Reasons why people should wear seat belts	Reasons why people don't wear a seat belts
1. People are more likely to die or suffer serious injuries.	1. People can easily change seats.
2. It saves from breaking a limb or two.	2. People can quickly slide out of the car.
3. It saves you from flying through a car windshield	3. If people are wearing a seat belt, they have to stay in their seat; that may be somewhat cumbersome.
4. It keeps people safely anchored in their seats.	4. People think that seat belts cramp their style.
5. It saves people from skidding across the road and getting seriously injured.	5. People think that seat belts are uncomfortable.
6. It saves not only people but also their families from suffering.	
7. It saves you from financial burden.	

Exercise 8

Work in groups of five. Develop a role play based on the following situations. Each group will come up and present their role play in front of the class.

Steps to follow in preparing the role play:**Panel discussion**

- Select the moderator-the person who will ask the panellists the questions.
- Discuss and decide how you will carry out the panel discussion.
- Prepare a set of questions that the moderator will ask
- Discuss the answers that each of the panelist will give
- Practice your role play



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Reporter

- Select the reporter - the person who will ask the questions
- Discuss and decide how the reporter will ask people the questions
- Prepare a set of questions that the reporter will ask
- Practice your role play

1. Discussion related to helmets

Ans:

Moderator: My name is Mustafa. I am going to ask some question from you about helmets. Do you agree people should wear a helmet?

Arfeen: I think everyone should wear a helmet because it saves people from severe injuries and death.

Moderator: What is your opinion about a helmet?

Hasnain: I have a different opinion. I think a helmet is uncomfortable because it causes too much sweating and irritates people.

Moderator: Which opinion are you agree with?

Asjad: I think it is good that we should accept both opinions in such a way that we should wear a helmet for long distances and no need to wear a helmet for short distances.

Moderator: Do you agree with the opinion of this boy?

Talal: Not because it is possible that an accident will occur in short distances also. Therefore, we do not see comfort, rather we look towards safety.

Moderator: Do you agree with the opinion of Talal?

Arfeen: Yes he is right.

Hasnainn: This sounds good to me.

Asjad: I agree with him.

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2. Panel discussion related to seat belts

Moderator: My name is Hussain. What do you think about seat belts?

Faizan: I think a seat belt should not be provided in the car because it locks us in our position and we feel uncomfortable and prisoners after getting a seat belt.

Moderator: Do you agree with Faizan?

Talha: My thoughts are similar with his thoughts because whenever I get a seat belt I become unable to move within the car and every time I lock and unlock the seat belt to drive and to go outside.

Moderator: What do you think about a seat belt, Mr. Haris?

Haris: I think seat belts are not necessary to get when we travel for a short distance for comfort purposes. But it is necessary for driving across highways.

Moderator: Now two opinions are against the seat belts while one is partially against the seat belts. What is your opinion?

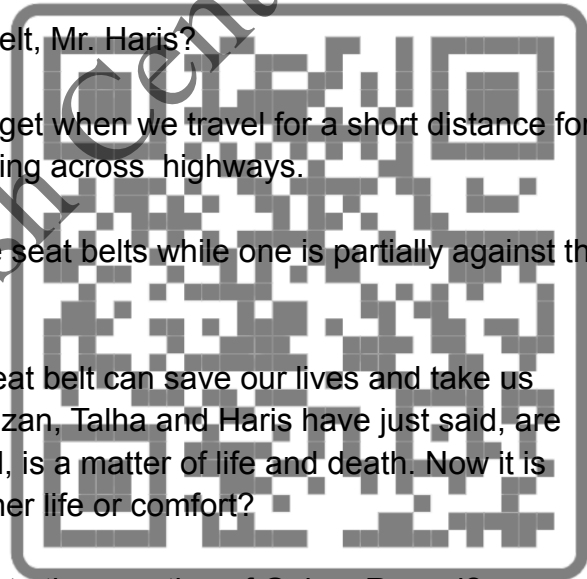
Gulam Rasool: I have a different opinion, a seat belt can save our lives and take us away from serious injury. The things that Faizan, Talha and Haris have just said, are related to comfort but I think what I have said, is a matter of life and death. Now it is your choice which thing you would prefer either life or comfort?

Moderator: What would you prefer according to the question of Gulam Rasool?

Faizan: I would prefer life therefore from now I will always get a seat belt.

Talha: I have the same remarks like Faizan.

Haris: I would also prefer life and I think a seat belt is necessary for short as well as long distances.



3. Reporter asking people questions related to helmets.

Ans:

Reporter: What is your name? Is a helmet important during bike riding?

Shahroz: My name is Shahroz. Yes, a helmet is important during bike riding.

Reporter: What is your name? Do you agree with Mr. Shahroz and why?

Khizer: My name is Khizer and yes I agree with Shahroz because it saves people's lives and takes them away from serious head injuries.

Reporter: What is your name? Do you agree with Mr. Khizer and why?

Faisal: My name is Faisal. I have a different opinion from Mr. Khizer because of it hair hairstyle gets messed up and it irritates a person.

Reporter: What is your name? Do you agree with Mr. Faisal and why?

Talha: my name is Talha and I don't agree with Faisal as well as other people who think that a helmet is not important. I know that a helmet causes discomfort but it doesn't mean that you take your life under the risk of death or serious head injury. We have laws for helmet wearing but there is no implementation of it, so the government should take necessary steps to enforce these laws.

Reporter: So audience you can see that there are different opinions about wearing a helmet but the majority of people think it necessary to wear a helmet for safety. Keep helmet wearing during bike riding and stay safe!

4. Reporter asking people questions related to seat s

Ans:

Reporter: My name is Sami Ibrahim. I am going to ask question about seat belt from some students. What is your name and what do you think about seat belts?



Furqan: my name is Furqan. I think wearing seat belt is very necessary during car driving because it saves us from death and serious injury.

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Reporter: Do you agree with Mr. Furqan?

Galib: Thank you for giving me the chance. my Name is Galib Raza and I agree with Furqan because the people who wear seat belts have laser chances to be seriously injured during road accidents.

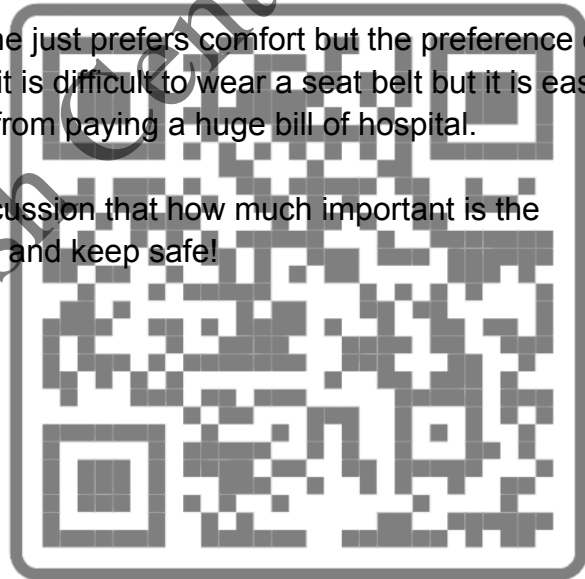
Reporter: What is your name? Do you agree with Mr. Galib and Mr.Furqan ?

Umar: No I have a different opinion. I think wearing seat belt makes a person discomfort.It locks a person in his position and he is unable to move in his car.

Reporter: This is the first statement against seat belt. Do you agree with him?

Imran: No, I do not agree with him because he just prefers comfort but the preference of life and safety is much higher than it. I know it is difficult to wear a seat belt but it is easy to suffer from serious injuries and also easy from paying a huge bill of hospital.

Reporter: Now, it is clear from the above discussion that how much important is the wearing of seat belt, so keep it during driving and keep safe!



Unit 8.2 ORAL COMMUNICATION

Debate

A debate is a discussion about an issue in which two sides are involved: once supporting the motion, the other opposing it. Both sides have to follow the agreed rules. The judges declare the winning side.

Here is what you will need to do for the debate.

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<p>General Points</p> <ul style="list-style-type: none"> - There should be two groups for each topic – one in favour of the topic and one against - Each group will select one team leader - Both the leaders will have to speak twice – once to start the topic and then to conclude their points after all the speakers have spoken. - The leaders will also need to note all the points made by all the speakers of the opposing team to respond to them at the end 	<p>Preparing for the Debate</p> <ul style="list-style-type: none"> - Discuss and collect points in favour/ against the motion – 10 minutes - Decide the order in which each person will speak and what points they will cover - The teacher will be the Judge - Both the judge and the audience will take notes - The class will be asked their viewpoints at the end of the debate
<p>Debate Procedure</p> <ul style="list-style-type: none"> - The leader in favour of the motion will come up and speak first - The leader opposing the motion will come up and speak next - Participants from both the groups will come up and speak turn by turn – one for and one against the motion - There will be a short break after all the speakers have spoken, to prepare the rebuttal - Both groups will discuss amongst themselves how to refute the points made by the other side - The leader of the group opposing the motion will speak first - The leader of the group in favour will speak last - At end of the debate the teacher will ask the class for questions and opinions - The teacher will comment on the performance of both the groups and then announce the winner 	



Debate Etiquettes	
Do's	Don'ts
<ul style="list-style-type: none"> - Use decent language - Give logical arguments - Be polite and remember to say thank you 	<ul style="list-style-type: none"> - Do not address the judge - Do not interrupt the speakers - Do not talk loudly or shout

Exercise

Work in groups of four to six. Understand the rules and procedures that you need to follow by going through the table given above. Each group of 8 to 12 students will prepare a debate on one of the following topics, as assigned by the teacher. Half of the students in each group of 8 - 12 will prepare points in favour and half against the topic.

Topics:

1. We have a better life than our ancestors

Ans:

Usama(leader) : My team is in favour that we have a better life than our ancestors because we have many gadgets that have made our lives easier, faster and more socially active than our ancestors.

Sana (leader): My team is not in favour that we have a better life than our ancestors because the gadgets about which you have just argued, have made our lives lazier, shorter and less socially active than our ancestors.

Sarim: Our ancestors cultivated by hal and bullock. While we cultivate with heavy machinery which produce more crops per acre than our ancestors.

Laiba: In present days we are using different fertilizers for our crops. Then, these crops disaster our health and make our life shorter than our ancestors.

Sufiyan: We have lots of fast moving cars and trucks which have made our lives faster, while in old days our ancestors went anywhere by foot or on camels and horses which took lots of time to reach their destination.



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Shawaiz: Actually these fast moving cars, bikes and trucks have made our lives lazier because if we need to go just corner of our street, we will use bike. Which ultimately affects our health.

Ismael: We have mobiles with the help of which we can contact with distant relatives while our ancestors were unable to do that.

Sharukh: It is absolutely wrong because mobiles actually have made close relatives distant from each other.

Sana(leader): To conclude, our lives are not better than our ancestors because these gadgets have made our lives lazier, shorter and socially less active. The answers of your arguments are, first, fast moving gadgets have made our lives so fast that we do not have the time to eat food patiently. Second, we do not need such machinery which increases the production of those crops which make us unhealthy. Finally, we are happy without those gadgets which temporary contact us with our distant relatives but permanently give us away from our close relatives.

Usama(leader): To conclude, our lives are better than our ancestors because of lots of gadgets, while the answers of your arguments are that, first, actually you become lazy by the misuse of these gadgets. Second, your lives become shorter because you do not exercise. Finally, your social life has destroyed because you have adopted European culture.

2. Village life is better than city life

Ans:

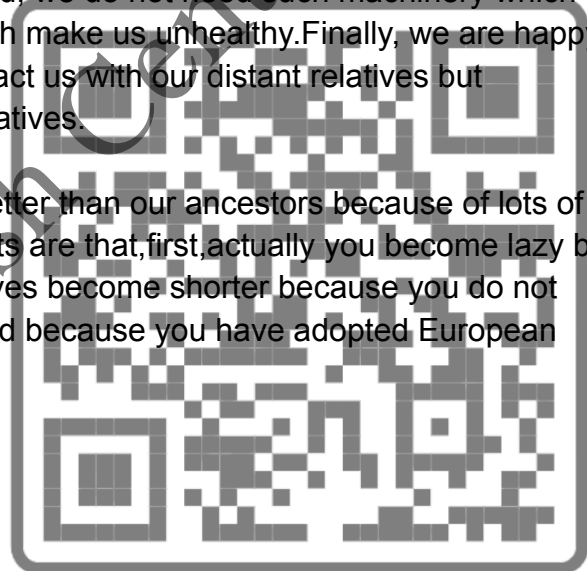
Furqan (leader): Village life is better than city life because villagers get up early in the morning, they are hard workers and do not waste their time.

Hasnain (leader): Village life is not better than city life because citizens are educated, smart, and runners of the country's economy.

Umar: Villagers get up early in the morning and start their work in the early morning while the citizens at that time sleep on their beds.

Arfeen: City life is better than Village life because citizens are highly educated while some villagers never go to school and some just pass pre primary.

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Kaleem: Villagers are hard workers because they cultivate the whole day in the agriculture field whose crops are then eaten by all villagers and citizens.

Asjad: Citizens are smarter than villagers because they travel distances with the help of different vehicles while villagers travel by foot or on camels and horses.

Dilshad: Villagers do not waste their time in social media and video games unlike the citizens.

Faizan: Citizens are the runners of a country's economy because they run industries which support our economy.

Hasnain: To conclude, city life is better than village life because as we have said earlier they are educated people, smart and our godfather. The answers of your arguments are that, first, spend the night working which supports our country's economy. Second, we are more hard workers because we work not only physically but also mentally which is much more difficult than physical work. We do not waste our time on social media and video games, rather we relax ourselves and motivate ourselves by using social media and playing video games.

Furqan: To conclude, village life is better than city life because as we say earlier, they get up early in the morning, they are hard workers and do not waste their time. The answers of your arguments are that, first by many institutions we have studied how to cultivate therefore we are not uneducated. Second, we are also smart because we have been using tractors and other machines for our cultivation and transportation for many years. Finally, for a country like Pakistan its backbone is agriculture and we are the farmers so we are the runners of the economy, not you.

3. Mobile phones are a source of problems

Ans:

Talal(leader): Mobile phones are a source of problems such as children waste their time by playing video games, elders waste their time by using social media while blackmailing is also done with the help of mobile.

Arham(leader): Mobile phones are not a source of problems, rather they are the source of getting benefits because by the help of them we can quickly contact with our relatives in emergency, run business and get knowledge from it.



Haris(leader): Children waste their lots of time on the computer indulging in video games which is also a source of many physical problems.

Usman: Mobile gives us the opportunity to contact our relatives in any emergency such as conveying news of the death of old people.

Mehdi: Elders waste their precious time in using Facebook, YouTube and other websites. It is also affecting their office work.

Arqam: Mobile is necessary for running business because for any business communication is the backbone. Boss can communicate with his employees with the help of it and the supplier can communicate with the shopkeepers by just dialing their phone numbers.

Ibrahim: With the use of an unknown number a blackmailer blackmails any person and gets money from him.

Mubashir: Mobile is the best source of e-learning. Students can solve their queries with the use of mobile phones. They can see online video lectures.

Arham(leader): To conclude, mobile phones are a source of benefit because they are helpful in contacting in emergency, business running and getting knowledge. The answers of your arguments are, first, children don't waste the time by playing video games, rather they relax and become familiar with computers through these games. Second, elders also don't waste their time by using social media, rather they get news and learn useful knowledge from social media. Finally, in case if anyone is affected by the blackmailing, he will have the option to contact with FIA.

Talal(leader): Mobile phones are a source of problems because children waste the time in playing video games while elders in using social media and blackmailing is also the cause of mobile phones. The answers of your arguments are, first, many times people create false emergencies with the help of mobile. Second, in business phone calls have no record which can lead towards many business losses. Finally, rather using mobile phones for study purposes students waste their study time in using social media.



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Unit 8.3 LANGUAGE PRACTICE

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 to you.

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.

1. The festival ——— lasted all day, ended with the banquet.

- a. That
- b.who
- c.which
- d.what

2. I am looking for someone ——— can watch my dog while I go on vacation.

- a. which
- b.who
- c.whom
- d.that

3. The police needed details ——— could help identify the robber.

- a. who
- b.whatever
- c.that
- d.what



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4. I'd like to take you to a cafe — serves excellent coffee.

- a. that
- b. what
- c. which
- d. who

5. This is the house — Jamil built.

- a. which
- b. where
- c. that
- d. whom

6. I cannot say goodbye to one — personality I have always liked.

- a. whose
- b. that
- c. which
- d. whom

7. I saw the shoes — you bought last week on sale for less this week.

- a. where
- b. that
- c. who
- d. whom

8. We met our friend — father passed away last month suddenly.

- a. whose
- b. Who
- c. went
- d. that

9. This is the person — we met last week.

- a. where
- b. whom
- c. who
- d. that



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10. I have a watch — is ten years old.

- a. whose
- b. whom
- c. whom
- d. which

Ans:

1. that	2. who	3. that	4. that	5. that
6. whose	7. that	8. whose	9. whom	10. that

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.

1. A pencil is something that every student needs.
2. Pizza is a popular food that was first made in Italy.
3. Mr. Liaquat whose house is next to our house is an engineer.
4. I bought a cell phone that has 5G internet access.
5. Mosquitoes are insects that like to bite people.
6. Albert Einstein was a scientist who made many important discoveries.
7. My uncle whom we met last night helps us with our homework.
8. A helicopter is a machine that can fly.
9. Shah Inayat Shaheed is a famous Sufi saint who has millions of followers.
10. A blanket is something that people use in winter.



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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 price.

Ans: Shahid gave a long and tedious speech due to which he won the price.

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, which are trendy, will change business.

4. Scientists are working on stem cells. This 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 was assassinated in 1963, who was the president of the USA.



9. The prime minister will inaugurated a new hospital. It is on 6th Street.

Ans: The prime minister will inaugurated a new hospital that 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.

Unit 8.3 LANGUAGE PRACTICE

Direct and Indirect Speech: Commands and Request 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.

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.



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3. The guard said to us, "Stand in the queue and wait for your turn."

Ans: The guard told 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 told 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.

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 told his staff to try to speak gently when talking to old people.

2. "Please turn out the lights, team, when you leave the room," said the organiser.

Ans: The organiser requested the team to turn out the lights when it leave the room.

3. "Give me a glass of water, Yusuf," said grandfather.

Ans: Grandfather told 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 this plate on the table.

5. "Make sure that the children are in bed by eight o'clock" said father.

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Ans: Father told his wife 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 asked the patient to take his medicines on time.

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 never come back again.

2. The principle said to the naughty student, "Come after school hours."

Ans: The principle ordered the naughty student to come after school hours.

3. "Please be seated," said the announcer.

Ans: The announcer requested the audience to be seated.

4. "Never say no when someone asks for help," the preacher said in his speech.

Ans: The preacher asked the audience in his speech to never say no when someone asked for help.

5. "Be quiet, please, children," said the mother.

Ans: The mother requested the children to be quiet.

6. "Aunt Sakina, please tell me where to find the keys," said Maqbool.

Ans: Maqbool 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.

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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 told the man not disturb him.

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 Umaima, give me the brush.

Laila Saima, 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 guest are seated.

Ans:

Teacher ordered the class to hurry up, they were getting late. Tahira asked Uzma to put those books in the cupboard and tidy up the desk. Aaliya asked Shazia to put up that picture on the wall and Umaima to give her the brush. Laila asked Saima to take the dustbin out and empty it while she was there. Anjum asked his classmate to just leave

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everything and start putting the chairs in order. Anila asked Shehla to blow up the balloons and put them on the string. The teacher ordered the class to get out of the room before the guests came. Farah asked all her classmates to pick up all the extra things before going out. The teacher ordered the class to wait outside until all the guests were seated.

Unit 8.4 WRITING

Argumentative Essay:

In an argumentative essay, one has to look for information on a topic, develop and evaluate, evidence and establish a position on the issue under consideration.

Counter-arguments should be discussed in an objective tone, and unprofessional or aggressive language should be avoided. The essay should objectively explain why the opposition is wrong and why your position is better.

Format of an argumentative essay

INTRODUCTION	Paragraph 1	Hook General statements/ Background Thesis Statement/ Main idea Statement
	Paragraph 2	Argument Support 1 (first reason) Supporting details/ Explanation, examples, etc.
BODY	Paragraph 3	Argument Support 2 (second reason) Supporting details/ Explanation, examples, etc.
	Paragraph 4	Opposite Viewpoint Counterargument 1 with Explanation / example Counterargument 2 with Explanation / example
CONCLUSION	Paragraph 5	Repeat your thesis statement in different words Suggestion / Opinion / Prediction for the future



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Some Traditional Devices that can be used in an argumentative essay are given below.

Although {summary of idea}, {your refutation}

It {may/could/might} be {argued / asserted / claimed / contended / maintained / said} that... However,...

One / Some {claim, etc.} that... However, . It is sometimes claimed / etc.

It {is / has been} {argued, etc.} that ... However, ...

Exercise 1

What in pairs. Brainstorm and write an argumentative essay on one of the following topics. Follow the steps given below.

- Select the points you want to write about
- Argue in favour of your topic in two three paragraphs
- State the opposite viewpoint but also state why you do not agree with that viewpoint
- Write the concluding paragraph by reinforcing your argument and stating what the results would be if your argument is not accepted

Write on one of the following topics, as guided by your teacher.

1. Wearing uniforms should not be compulsory in schools

Ans:

Essay: "Wearing uniforms should not be compulsory in schools"

Are you one of those who do not want to wear a school uniform? I am in favour that wearing a school uniform should not be compulsory in schools and below there are three reasons for it.

The prices of school uniforms are very high. For example, an ordinary pant is hardly 500 rupees but the school pant is approximately 1500 rupees. The same case for tai, shirt, monogram, and cap.

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Because of school uniforms, we are no more choosy. For example if a uniform does not look good on a person but due to compulsion he will have to wear it and cannot choose other clothes.

We cannot enjoy events fully in the school because of uniforms. For example, on Mother's Day and Father's Day we have to wear school uniforms rather than being given freedom to choose our own clothes.

On the other hand, a school uniform has its own advantages. First, it develops equality among students for example if one person belongs to a lower class and other belongs to an upper class both have to wear the same uniform which creates equality between them. It makes a student recognisable for example if any student has an accident then any person recognising his uniform calls to his school for help. In my opinion the equality of a school uniform has not benefits, it is actually a compulsion which binds a student to wear it in any case. Similarly school uniform does not make a student identifiable rather than it removes his identity by making all equal.

In conclusion, wearing uniforms should not be compulsory in schools because it is economically, socially not good and it hurts one's self desires. If wearing a uniform is not made non-compulsory in school, parents will have to cancel the admission of their child because of high prices of school uniforms. Similarly, students will not want to go school because of hurting their self desires and destroying their social life.

2. All the students should be promoted to the next class without exams

Ans:

All the students should be promoted to the next class without exams

Are you one of those who thinks students should be promoted to the next class without exams?. I am also in favour that all the students should be promoted to the next class without exams. Following three reasons are behind this argument.

The thread of coronavirus continues up till now. According to NCOC continuously Corona virus patients are reported. If elders are not safe from this virus, how can students whose immunity system is weaker than elders save from this virus?



The recent flood situation does not allow us to study. In my locality flood water rises up to many feet due to which the situation is the worst which I have not ever seen before.

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Load shedding and malaria are cherry on the cake. Flood water has taken load shedding and mosquitoes with it. For many days, light is not available in my locality and hospitals are filled with Malaria patients.

Many students, especially living in cities like Karachi, have no such problems. There is no flood situation there, likewise no Corona and mosquito patients. So they can easily go to the centre and give their exams. But this is a minority, the majority of students live in interior villages which are badly affected by coronavirus, flood and load shedding and malaria.

In conclusion, there is no chance to take exams therefore all students should be promoted to the next class without exams. If exams are taken then we will not be able to attend the exams and ultimately fail.

3. Teachers should punish students who do not do their work properly.

Ans:

Teachers should punish students who do not do their work properly.

Are you one of the students who are punished because you do not do their work properly? I am in favour that teachers should punish students who do not do their work properly. The reasons of it are following.

If teachers do not punish them, this thing will become their habit and not only in study but in other works they do not do them properly. For example a student who does not do his homework properly, most likely he would not do the chores of his house properly.

The second reason is that they will not become good students and consequently not become good professional. For example if a student is doing engineering and is not doing their work properly, he will become such engineer who will never complete their projects properly.

The third reason is that if these students are not punished by teachers, will destroy the whole system of country because of their this bad habit. For example if such student becomes politician then he will run the system of country improperly which will ultimately result in destruction of the country.



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If these students are not punished by teachers it will be the chance that they will make their work more proper. For example there are many students who become reluctant after punishment but they easily change their bad habits by just soft preaching. But I have a different opinion because these students are very small in number therefore it is necessary that teacher should punish students who do not do their work properly.

In conclusion, teachers should punish who do not do their work properly for betterness of them and society. If these are not punished by teachers they will not only harm their social lives, professional lives but also their homeland.

4. Students should not be allowed to bring mobile phones to school

Ans:

Students should not be allowed to bring mobile phones to school

Are you one of the students who bring mobile phones to school? I am in favour that students should not be allowed to bring mobile phones to school because of the following three reasons.

First, they use mobile phones during the class. There have been many survey reports published which claims that the students, who bring their mobile phones to school use it during the class which destroys their study.

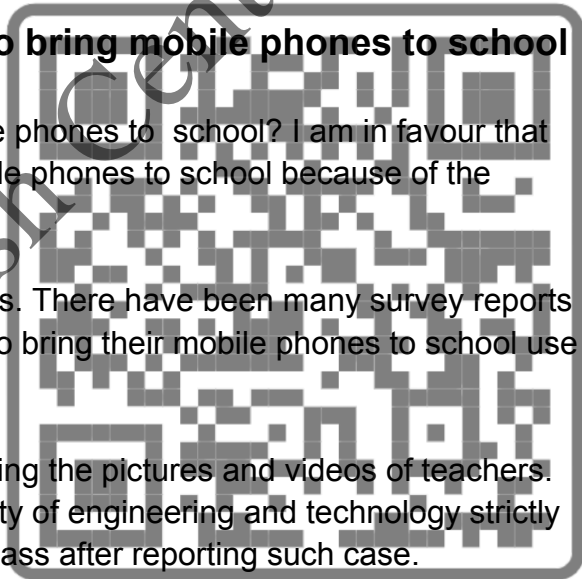
Second, they use their mobile phones for taking the pictures and videos of teachers. Recently the vice chancellor of NED University of engineering and technology strictly prohibited the use of mobile phones during class after reporting such case.

Third, they involve in using social media in any corner of the school and bunk the classes. There have been many survey reports published who claim that the quantity of such students is increasing adversely who bunk their classes because of the use of social media.

There are some advantages of bringing mobile to the school. The first reason is that they can contact with their parents in emergency for example if a student is wounded in the school he will contact with his parents. Second reason is that parents remain in touch with their children for example after every class they make contact with their children. But I have a different opinion because in case of any emergency and to keep in touch parents and students can contact with each other through telephone of the school.

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In conclusion, school administration with the corporation of parents should not allow its students to bring their mobile to school. If measures are not taken we will not have good engineers, doctors and other professionals.

5. Gardening should be made a compulsory subject in all schools

Ans:

Gardening should be made a compulsory subject in all schools

Are you one of the students who loves gardening? I want to say that I am also in this love and support that gardening should be made a compulsory subject in all schools. My this support is strengthen by following three reasons.

First, today's most dangerous threat to humanity is climate change and the reason of this climate change is lack of trees. If gardening should be made a compulsory subject in all schools students will plant millions of trees which will help in fight against climate change.

Second, this habit is being removed from students constantly. For example when my elder sister was a student we saw her busy in planting but I do not find such obdureness in my self. If gardening is made compulsory I will sure that this obdurateness will rise again.

Third, like other countries Pakistan is constantly losing its forests. The forests of Pakistan have been removed up to dangerous. According to rainforest.com Pakistan between 1990 and 2010 lost an average of 42,000 or 1.66% per year.

If gardening are made compulsory, it will affect other compulsory science and medical subjects, for example it will affect physics, chemistry and bio etc. In our schooling system these important subjects are not being taught properly, how can gardening subject be taught properly. But I have a different opinion it will not affect science and medical subjects because one class will be more than enough for it and it is not true that in our schools the subjects are not being taught properly, there are many schools which do this job properly, so they will teach gardening properly as well.

In conclusion, government should take an action to make gardening a compulsory subject in all schools. If this major is not taken climate change will become more worse, gardning habit will be finished and Pakistan will totally lost its forest.

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Unit 8.5 STUDY SKILLS

How to study effectively

Most students have never been taught how to get the most out of their time while studying. They often have some misunderstanding due to which they are not able to use their time effectively.

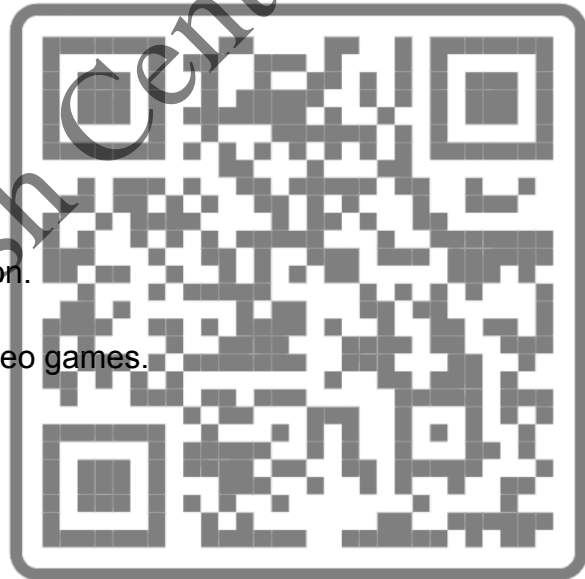
Exercise 1

Write down the problems you have with regard to your studies.

Next, get in groups of three and compare your problems. From all the problems identified, pick five that all of you think are the most important. Share your list with the class.

Ans:

1. Study time.
2. Lack of concentration in lecture.
3. Do not have confidence to ask question.
4. Load shadding.
5. Usage of social media and playing video games.



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Exercise 2

The following table contains statements related to three key areas related to misunderstanding about studying. They are all jumbled up. Work in pairs and identify which statement is related to which one of the three areas and write the corresponding number in the given column. Two have been done as examples.

1. How much do study and when to stop.
2. What to do after stopping studies upon reaching the peak
3. How to do revision in an effective manner

No.	Statements	Area No.
1.	Average peak is 5 hours, yours could be a little less or more.	1
2.	After studying up to the maximum point, you must not sit idle and worry but do something different.	2
3.	When studying, you learn quite fast until you reach your peak. After that, the forgetting starts.	1
4.	Revision is about ensuring that what you have learnt is accessible.	3



5.	Don't sit around and rest after finishing studying, because the mind does not work like the body.	2
6.	The peak differs with every individual, with the type of work, even in the same person from week to week.	1
7.	The mind keeps working even when you are asleep it works. Something that was evading you will suddenly become clear when you wake up.	2
8.	The more time you spend in studying the more you learn. Wrong.	1
9.	Only go over stuff you know and organise it in your mind.	3
10.	For the mind, rest comes from doing something different. The mind gets its relaxation from variety.	2
11.	It is important to bear the principle of peak in mind.	1
12.	While revising, don't learn new material. It will only lie in the way and interfere with the material you know well.	3
13.	For renewing physical energy, the body needs to rest.	2
14.	You know you have reached your peak when you begin to feel fatigued, you find yourself reading the same stuff without taking anything in. Stop.	1
15.	Revision is about tidying up loose ends, putting the stuff you know in order.	3
16.	Fatigue is natural; by pushing yourself you can only get exhausted.	1
17.	When you study 20 hours or more, you will remember very little; probably as much as you would learn in an hour or two.	1
18.	'Let's sleep over it' is a famous saying, because the mind will work and find the answer while your body is resting.	2



Exercise 3

Work in pairs. Put the statements related to each area in their proper order and write them in your notebooks as follows.

How much to study and when to stop

1. The more time you spend in studying the more you learn. Wrong.
2. It is important to bear the principle of peak in mind.
3. The peak differs with every individual, with the type of work, even in the same person from week to week.
4. Average peak is 5 hours, yours could be a little less or more.
5. You know you have reached your peak when you begin to feel fatigued, you find yourself reading the same stuff without taking anything in. Stop.
6. Fatigue is natural; by pushing yourself you can only get exhausted.
7. When studying, you learn quite fast until you reach your peak. After that, the forgetting starts.
8. When you study 20 hours or more, you will remember very little; probably as much as you would learn in an hour or two.

What to do after stopping studies upon reaching the peak

1. Don't sit around and rest after finishing studying, because the mind does not work like the body.
2. The mind keeps working even when you are asleep it works. Something that was evading you will suddenly become clear when you wake up.
3. For renewing physical energy, the body needs to rest.
4. "Let's sleep over it" is a famous saying, because the mind will work and find the answer while your body is resting.
5. For the mind, rest comes from doing something different. The mind gets its relaxation from variety.
6. After studying up to the maximum point, you must not sit idle and worry but do something different.



How to do revision in an effective manner

1. Revision is about ensuring that what you have learnt is accessible.
2. Revision is about tidying loose ends, putting stuff you know in order.
3. While revising, don't learn new material. It will only lie in the way and interfere with the material you know well.
4. Only go over stuff you know and organise it in your mind.

Exercise 4

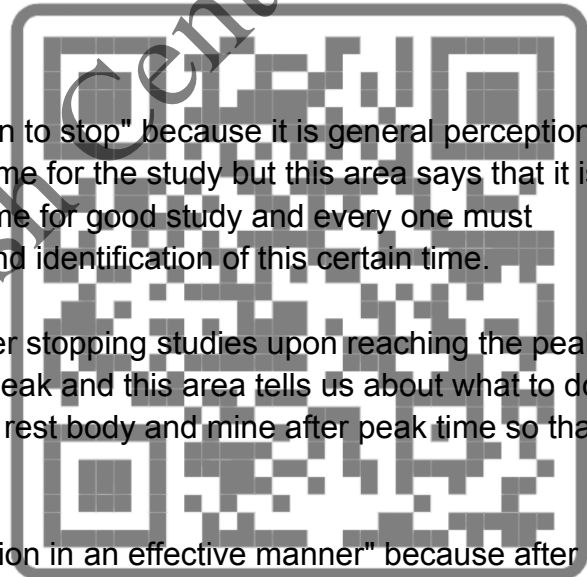
Work in groups of three. Discuss which option you like the most and why. Share your choice and the reason why you liked it the most, with the class. Each one of you may have a different choice and/or a different reason.

Ans:

I: I choose area no. 1 "how to study and when to stop" because it is general perception that for good study you have to give all the time for the study but this area says that it is wrong and suggests that there is a certain time for good study and every one must utilize it fully. It also tells about the amount and identification of this certain time.

Arshad: I choose area no. 2 "What to do after stopping studies upon reaching the peak" because in exams we need to studies after peak and this area tells us about what to do after peak for more studies. It tells us how to rest body and mine after peak time so that we can ready for more studies.

Zubair: I choose area no. 3 "How to do revision in an effective manner" because after studying whole year, during the exams the most important thing is revision and this area tells us effective techniques for revision.



Unit 8.6 FUN

Let's have fun with this meaningful poem. Work in groups of four. Follow these steps.

- The teacher reads out the poem a loud, line by line, and the whole class repeats each line.
- Each group acts out four verses, as assigned by the teacher. Remember, you have to read and act out.
- One student comes up and reads and acts the first verse, one the second verse, and so on.
- Then, the second group comes and does the same with the next four verses.
- In your groups, decide who will recite which verse, and how each one of you can best act out your part. Practise your parts within your group.

The Blind Men and The Elephant

J. G. Saxe

It was six men of Indostan,
To learning much inclined,
Who went to see the elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The second, feeling of the tusk,
Cried: 'Ho! What have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an elephant
Is very like a spear!'

The fourth reached out his eager hand,
And felt about the knee:
'What most this wondrous beast is like
Is mighty plain,' quoth he;
'Tis clear enough the elephant
Is very like a tree!'

The sixth no sooner had begun
About the beast to grope,
Then, seizing on the swinging tail,
That fell within his scope,
'I see,' quoth he, 'the elephant
Is very like a rope!'

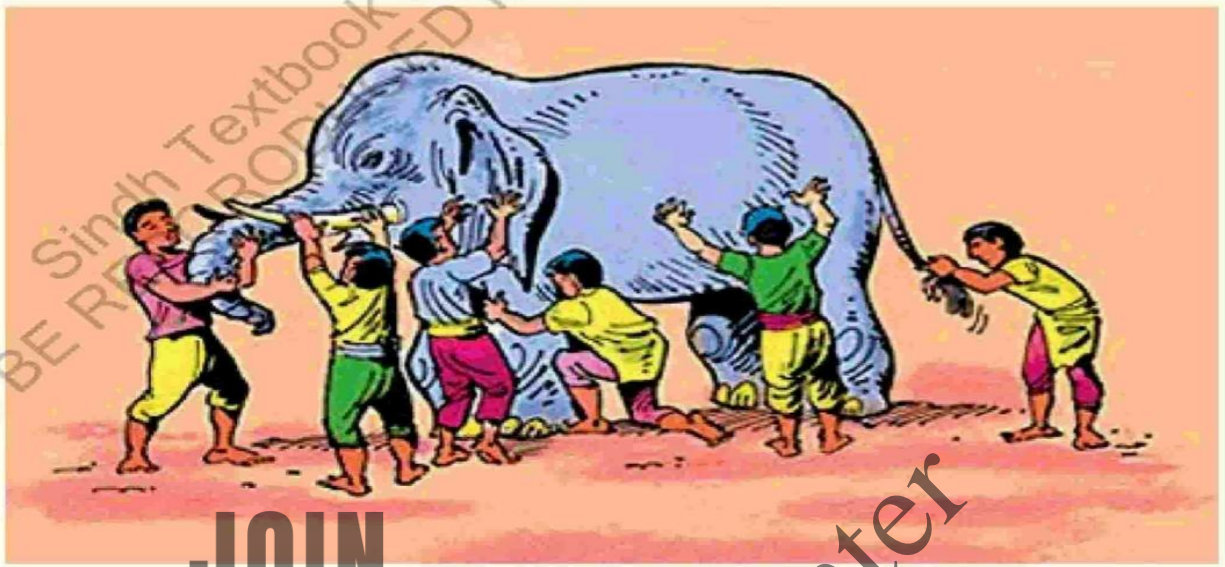
The first approached the elephant,
And, happening to fall
Against his broad and sturdy side,
At once began to bawl:
'God bless me! But the elephant
Is very like a wall!'

The third approached the animal
And, happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
'I see,' quoth he, 'the elephant
Is very like a snake!'

The fifth who chanced to touch the ear
Said: 'Even the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an elephant
Is very like a fan!'

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right
And all were in the wrong!

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Ans:

Group 1:

Member 1: Member 1 will act and read the following verse.

JOIN FOR MORE!!!

It was six men of Indostan,
To learning much inclined,
Who went to see the elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.



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Member 2: Member 2 will act and read the following verse.

The first approached the elephant,
And, happening to fall
Against his broad and sturdy side,
At once began to bawl:
'God bless me! But the elephant
Is very like a wall!'

Member 3: Member 3 will act and read the following verse.

The second, feeling of the tusk,
Cried: 'Ho! What have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an elephant
Is very like a spear!'

Member 4: Member 4 will act and read the following verse.

The third approached the animal
And, happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
'I see,' quoth he, the elephant
Is very like a snake!'

Then, the second group comes and does the same with the next four verses.



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