Code: 1423/5404/9407

COMPULSORY ENGLISH-I
BA/BS/BEd/Associate Degree

COMMUNICATION SKILLS

Department of English
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD
UNIT 1
FUNCTION Asking and Answering Questions
STRUCTURE Simple Present and Present Continuous Tenses
READING Guessing the Meaning of Words
WRITING Writing Connected Sentences
LISTENING Understanding Directions

UNIT 2
FUNCTION Seeking Confirmation
STRUCTURE The Present Perfect Tense
READING Synonyms and Antonyms
WRITING Informal letters
LISTENING Listening to a Lecture and Taking Notes

UNIT 3
FUNCTION Agreeing and Disagreeing
STRUCTURE The Simple Past Tense
READING Predicting the content of a book
WRITING Letters of Apology
LISTENING Listening to the News

UNIT 4
FUNCTION Expressing Possibility and Impossibility
STRUCTURE Modal Verbs
READING Skimming and Scanning
WRITING Letters Giving Advice
LISTENING Giving advice

UNIT 5
FUNCTION Expressing Certainty and Uncertainty
Expressing Obligation
STRUCTURE Active and Passive Voice
READING Functions in the text
WRITING Writing Formal Letters: Job Applications
LISTENING Listening to Job Interview

UNIT 6
<table>
<thead>
<tr>
<th>UNIT 7</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FUNCTION</td>
<td>Expressing Preference</td>
<td>Expressing Intention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>Simple Future Tense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>Main Ideas and Supporting Details</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>Paragraph Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>Listening to Announcements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 8</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FUNCTION</td>
<td>Asking Permission</td>
<td>Giving and Refusing Permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>Future Continuous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>General Reading Exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>Writing an Essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>Listening to a Speech</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT 9</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FUNCTION</td>
<td>Advice &amp; Suggestions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>Clauses: Main or Independent Clause Dependent or Subordinating Clause</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>Facts &amp; Opinions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>Narrative Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>Listening to a Story</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 1

Section A FUNCTION

Asking and Answering Questions

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

Policeman: May I know your name please, sir?
Yaasir: What?
P: Your name, please?
Y: Oh, yes. Yaasir Malik.
P: And your address?
Y: Hmmm?
P: Your address, sir, where do you live?
Y: Uh... 45 Margalla Road.
P: And your age? How old are you?
Y: 21.
P: Have you got your driving licence, sir?
Y: No, not at the moment. Can I bring it to the police station later?
   It's at home.
P: Certainly, sir. What make is this car?
Y: It's a Toyota Corolla.
P: And what year is it?
Y: 2006.
P: How long have you been driving?
Y: About five years.
P: Have you ever been stopped by the police before?
Y: No, never.

Let's repeat the questions that the Policeman asked Yaasir:

- May I know your name please, sir?
- Your name, please?
- And your address?
- Your address, sir, where do you live?
- And your age? How old are you?
- Have you got your driving licence, sir?
- What make is this car?
- And what year is it?
- How long have you been driving?
- Have you ever been stopped by the police before?

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

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

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

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

- **WHAT ...?** Object
  What did they buy from Peshawar? - Some beautiful brass and copper items
- **WHICH ...?** Choice of two
  Which item did she like best? - The one that's made of copper

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

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

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

- **HOW ...?** Manner

  How did they travel to Peshawar? By car
**Exercise 1**  Mrs Siddiqui has just heard that her grandson is going to get married in a few days. She wants to know all about the girl, so she asks a lot of questions. In the columns below, the answers are all mixed up.

Can you match the questions given in column 1 with the correct answers in the column 2?

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What's her name?</td>
<td>a Of course she does.</td>
</tr>
<tr>
<td>2 Where does she live?</td>
<td>b He's an Engineer.</td>
</tr>
<tr>
<td>3 How old is she?</td>
<td>c I think she's very beautiful.</td>
</tr>
<tr>
<td>4 Has she finished college?</td>
<td>d She's tall and slender. She has long, black hair, large brown eyes and a beautiful smile.</td>
</tr>
<tr>
<td>5 What does her father do?</td>
<td>e Yes, three.</td>
</tr>
<tr>
<td>6 Does she have any brothers?</td>
<td>f Salma.</td>
</tr>
<tr>
<td>7 Is she pretty?</td>
<td>g Of course she'll live here.</td>
</tr>
<tr>
<td>8 Does she speak Urdu?</td>
<td>h Yes, she has.</td>
</tr>
<tr>
<td>9 What does she look like?</td>
<td>i 20.</td>
</tr>
<tr>
<td>10 Will she come and live in Lahore?</td>
<td>j In Peshawar.</td>
</tr>
</tbody>
</table>

**Exercise 2**  What questions will you ask to get the following answers?

<table>
<thead>
<tr>
<th>Question:</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's her name?</td>
<td>Salma.</td>
</tr>
<tr>
<td>Where does she live?</td>
<td>In Peshawar.</td>
</tr>
<tr>
<td>How old is she?</td>
<td>20.</td>
</tr>
<tr>
<td>Has she finished college?</td>
<td>Yes, she has finished college.</td>
</tr>
<tr>
<td>What does her father do?</td>
<td>He's an engineer.</td>
</tr>
</tbody>
</table>
In this Unit we will look closely at eight different ways of asking questions in English. Let us first learn the rules.

**Question type I**

Statement: She is pretty.

Question: Is she pretty?

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

**Exercise 3**  Read the following answers and write appropriate questions by reversing the sentence structure. Follow the rule given above in question type 1.

Question: __________________________________________________________?
Answer: They are English.

Question: __________________________________________________________?
Answer: Anjum was here.

Question: __________________________________________________________?
Answer: They were at home.

Question: __________________________________________________________?
Answer: Salima was the best student.

Question: __________________________________________________________?
Answer: I am from Pakistan.
Question type 2

Statement: She has finished school.
Question: Has she finished school?

Statement: They can come tomorrow.
Question: Can they come tomorrow.

This type of question is similar to type 1. The subject of the sentence ‘she’ and ‘they’ and the auxiliary or helping verbs ‘has’ and ‘can’ are reversed.

Exercise 4  Form questions from the following answers by following the type 2 rules given above. You may notice that there are different auxiliary verbs used, but you can follow the same rule. Follow the example.

Question: Can he take it to the station ____________________________?
Answer: He can take it to the station.

Question: ____________________________________________________?
Answer: She will come to Karachi.

Question: ____________________________________________________?
Answer: She has bought a new car.

Question: ____________________________________________________?
Answer: They will go for Hajj this year.

Question: ____________________________________________________?
Answer: Arjumand can tell her.

Question type 3

Statement He likes coffee.
Question Does he like coffee?

If there are no verb ‘to be’ and no auxiliary verb in the sentence then we use ‘do, does or did’ to form a question.

Statement: He went to Sialkot
Question: Did he go to Sialkot?
Statement:  They need a car.
Question:  Do they need a car.

Exercise 5  Form questions from the following statements or answers:

Question:  Does she come from Peshawar__________________________?
Answer:  She comes from Peshawar.
Question:  _______________________________?
Answer:  I enjoyed that film.
Question:  _______________________________?
Answer:  I like this music.
Question:  _______________________________?
Answer:  Roohi wants to come.
Question:  _______________________________?
Answer:  Fahad ate all the cake.

Exercise 6  You are helping a woman fill in the visa application form. She does not understand the questions. You must make the questions easier for her by repeating them in a different way.
Example:  Home address: What is your home address? Where do you live?

1  Name in full:  ________________________________?
2  Home address:  ________________________________?
3  Nationality:  ________________________________?
4  Age:  ________________________________?
5  Marital status:  ________________________________?
6  Purpose of visit:  ________________________________?
7  Place of birth:  ________________________________?
8  Date of birth:  ________________________________?
9  Length of visit:  ________________________________?
10 Date of return:  ________________________________?

Question type 4

Statement:  She has three brothers.
Questions:  Does she have any brothers?

Statement:  She has got three brothers.
Question: Has she got any brothers?

In the first sentence (She has three brothers) 'has' is not an auxiliary verb. It is the main verb of the sentence. There is no auxiliary verb in the sentence. Therefore, the questioner uses do, does or did. This is like a type 3 question.

In the second sentence (She has got three brothers), 'has' is an auxiliary verb. Therefore, the subject of the sentence ‘she’ and ‘has’ can be inverted to form a question.

- Has she got three brothers? or, Has she got any brothers?
  (The meaning of both sentences is the same.)

Exercise 7 Follow the question type 4 rule and then write questions for the following answers.

Question: ________________________________?
Answer: Saeed has a good job.

Question: ________________________________?
Answer: Mr Saeed has got two children.

Question: ________________________________?
Answer: They have got a new car.

Question: ________________________________?
Answer: We had a very large house in Karachi.

Be careful!

We can say:

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

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

- We had a large house in Karachi, not
- We had got a large house in Karachi

Therefore the question form must be:

- Did you have a large house in Karachi? but not
- He is having a big house

**Question type 5**

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

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

**Exercise 8** Now follow the question type 5 rule and **form questions** from the following statements:

**Question:** ____________________________________________?
**Answer:** Zayed ate all the cake.
**Question:** ____________________________________________?
**Answer:** Uzma rang me last night.
**Question:** ____________________________________________?
**Answer:** My husband repaired the car.

**Question:** ____________________________________________?
**Answer:** Mr and Mrs Haq visited us.

**Question type 6**

**Statement:** The film frightened him.
**Question:** What frightened him?

What is used to ask about the subject of the sentence when the subject is not human.

**Exercise 9** **Form questions** from the following sentences:

**Question:** ____________________________________________?
**Answer:** The heavy rain destroyed the crops.

**Question:** ____________________________________________?
**Answer:** The storm woke me up.

**Question:** ____________________________________________?
**Answer:** A tree fell on the car.
Exercise 10  GEO TV had an interesting reality show titled ‘George Ka Pakistan’. It is about George, a Britisher, who tries to settle down in Pakistan and become a Pakistani and therefore George travels and explores his country and its people. He is trying to understand and discover what it means to be a Pakistani, all on his own strict budget and very little assistance.

George is staying at a hotel in Karachi. He is talking to a waiter in the hotel. The English is not very good so he makes a lot of mistakes, his mistakes or incorrect expressions are marked with an asterisk (*). Listen and read their conversation and then correct the waiter's bad English.

Recorded Text 2

Waiter:  *Where you from?
George:  From England.
W:  *When you arrive here?
G:  Last night.
W:  *How long you stay in Karachi?
G:  I'll be here for about a week.
W:  *you like Karachi?
G:  Yes, I do. It's a very interesting place.
W:  *You been here before?
G:  Yes, I have.
W:  *How many times you been here?
G:  Oh, just once.
W:  *You fly from London?
G:  Yes, but I was in Islamabad for a few days first.
W:  *You businessman?
G:  Yes, I am.
W:  *You married?
G:  No.
W:  *How many family members you got?
G:  My parents.
W: *You no have brothers sisters?
G: No.

Question type 7

Statement: Number 120 bus goes there.
Question: Which bus goes there?

Statement: Anjum's father died.
Question: Whose mother died?

Which and whose are used to ask about part of the subject of the sentence.

Compare:
- Ayesha’s mother died.
- Ayesha’s mother died.

Exercise 11 Keeping the question type 7 rule before you write questions for the following answers. Keep the bold word in mind before writing the question.

Question: ________________________________?
Answer: Anjum’s son won first prize.

Question: ________________________________?
Answer: Anjum’s son won first prize.

Question type 8

8(a)
- He broke the window. What did he break?
- I met Ali’s father. Who did you meet?
- I met Ali’s father. Whose father did you meet?
- I drove the office car. Which car did you drive?
- I spoke to Ali’s father. To whom did you speak?

Which, what, who, whose and whom can be used to ask about parts of the sentence other than the subject.
Exercise 12  Follow the question type rule 8a carefully and then form questions for the following answers using the appropriate question form.

Question: ________________________________?  
Answer: He stole my father's watch.

Question: ________________________________?  
Answer: Pakistan beat India by 94 runs.

Question: ________________________________?  
Answer: He broke the world record.

Question: ________________________________?  
Answer: He broke the world record.

8(b)

- He came last week.  
  When did he come?
- He lives in Karachi.  
  Where does he live?
- He cried because his mother left.  
  Why did he cry?
- He opened the door with a key.  
  How did he open the door?

Exercise 13  Now write questions for the following answers. Notice the word in bold.

Question: ________________________________?  
Answer: He came by bus.

Question: ________________________________?  
Answer: He bought it in New York.

Question: ________________________________?  
Answer: I saw Ayesha last week.

Question: ________________________________?  
Answer: I like him because he is honest.

8(c)

- Mr Akhtar came yesterday.  
  Who came yesterday?
- I met Akhtar.  
  Whom did you meet?
- My expensive vase broke.  
  What broke?
Section B  STRUCTURE

The Simple Present and Present Continuous Tenses

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

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

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

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

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

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

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

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

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

- Nauman is looking for the paperback editions of all of Harry Potter books
- Dolly is dusting all her book shelves
- The agitating factory workers are gathering in front of the factory
- FM 100 is broadcasting the hits of the 60s & 70s this evening
The **simple present tense** is one of the most common tenses in English. There are only two basic forms for the simple present tense; one ends with -s and the other doesn't. Here are the rules, using the example verb ‘sing’:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>simple form</td>
<td>I sing</td>
</tr>
<tr>
<td>You</td>
<td>simple form</td>
<td>You sing</td>
</tr>
<tr>
<td>He</td>
<td>Simple form + S</td>
<td>He sings</td>
</tr>
<tr>
<td>She</td>
<td>Simple form + S</td>
<td>She sings</td>
</tr>
<tr>
<td>It</td>
<td>Simple form + S</td>
<td>It sings</td>
</tr>
<tr>
<td>We</td>
<td>simple form</td>
<td>We sing</td>
</tr>
<tr>
<td>They</td>
<td>simple form</td>
<td>They sing</td>
</tr>
</tbody>
</table>

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

**-S or -ES?**

With most verbs, the third person singular form is created simply by adding -S. However, with some verbs, you need to add -ES or change the ending a little. Here are the rules:

<table>
<thead>
<tr>
<th>Verb ending in...</th>
<th>How to make the 3rd person singular</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>Add -ES</td>
<td>He passes</td>
</tr>
<tr>
<td>z</td>
<td>Add -ES</td>
<td>She dozes</td>
</tr>
</tbody>
</table>
Exercise 14  Choose the correct simple present tense verb.

1  I ________________ in a bank.
   [ ] Work
   [ ] Works
   [ ] Workes

2  She ________________ in Faisalabad.
   [ ] Live
   [ ] Lives
   [ ] Livees

3  It ________________ almost every next day in Bhurban.
   [ ] Rain
   [ ] Rains
   [ ] Raines

4  We ________________ to Quetta every summer.
   [ ] Fly
   [ ] Flys
   [ ] Flies

5  My mother ________________ eggs for breakfast every morning.
   [ ] Fry
Frypts
Fries

6 The bank ______________ at four o'clock.

Close
Closies
Closes

7 Jameel ______________ very hard in class, but I don't think he'll pass the course.

Try
Trys
Tries

8 My life is so boring, I just _____________ TV every night.

Watch
Watchies
Watches

9 My best friend _____________ to me every week. (write)

Write
Writies
Writes

Exercise 15  Read a small passage about Ajmal and Shagufta who work in the same office. Choose the correct form of the simple present tense verbs that are given in the brackets.

I and Shagufta _____________(work) in the same office, but we are completely different. She _____________(like) coffee, but I _____________(love) tea. I _____________(wash) my car every weekend, but she never _____________(clean) hers. She _____________(smile) all the time at work, but I _____________(feel) miserable. I _____________(complain) about the boss all the time, but she _____________(think)
the boss is a nice person. When I ______________(finish) work, I like to go out with my friends, but Shagufta __________(go) straight back home. The boss __________(think) Shagufta is a good worker.

Exercise 16  Choose the correct simple present tense verbs from the box and then use them in its appropriate blank spaces.

brush  comb  eat  get dressed  get up  go  take  make  pick up  put
on  rings  wake up  wear  drink

Every weekday morning I ______________ as soon as my alarm __________. After 10 minutes I ___________ and go to the bathroom. I __________ a shower, __________ my teeth and __________ my hair. Later I __________ my makeup and ____________, I usually __________ shalwar kameez with sandals or shoes. Next I usually go to the kitchen and __________ myself breakfast, I sometimes __________ coffee instead of tea. For breakfast I often __________ cornflakes, toast __________ and marmalade and a piece of fruit. After breakfast I __________ my car keys and __________ to work.

The Present Continuous Tense

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

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>BE</th>
<th>-ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Am</td>
<td>singing</td>
</tr>
<tr>
<td>You</td>
<td>Are</td>
<td>singing</td>
</tr>
<tr>
<td>He</td>
<td>Is</td>
<td>singing</td>
</tr>
<tr>
<td>She</td>
<td>Is</td>
<td>singing</td>
</tr>
</tbody>
</table>
It is singing
We are Singing
They are Singing

How to make the -ING form

With many verbs, you can simply add -ING to the end of the verb. However, with some verbs, you need to change the ending a little. Here are the rules:

<table>
<thead>
<tr>
<th>Verb ending in...</th>
<th>How to make the -ING form</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 vowel + 1 consonant</td>
<td>Double the consonant, then add -ING</td>
<td>swim - swimming, hit - hitting, get - getting</td>
</tr>
<tr>
<td>1 vowel + 1 consonant + E</td>
<td>Remove E, then add -ING</td>
<td>come - coming, lose - losing, live - living</td>
</tr>
<tr>
<td>[anything else]</td>
<td>Add -ING</td>
<td>say - saying, go - going, walk - walking</td>
</tr>
</tbody>
</table>

Now let us learn when and how to use the present continuous tense. Read the following rules carefully:

Use 1 Now

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

- You are learning English now
- I am sitting
I am not standing
They are reading their books
They are not watching television
What are you doing?
Why aren't you doing your homework?

Use 2 Longer Actions in Progress Now

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

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

Use 3 Near Future

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

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

1 To describe an event, activity or situation that happened in the past for a period of time.

On Sunday, I was walking for three hours

2 To describe an event, activity or situation happening in the past at the same time as another event happened.

Hamid was speaking to Masood when Javed arrived

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

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

4 To describe habitual or often repeated events.
   - The tourists climbed K2 three times in three months

5 Verbs of ‘thinking’ such as: to believe, doubt, forget, know, mean, to think, remember, understand do not have an ‘ing’ in the end and they remain the same.
   - I believed what he said (NOT was believing)
   - I remember the good old days often (NOT was remembering)
   - I know that person very well. (NOT was knowing)

6 Verbs of ‘feeling’ such as: to dislike, hate, like, love, want, wish also do not have an ‘ing’ in the end and remain the same.
   - While I was speaking to Javed, I wanted to be watch my favourite TV programme (NOT was wanting)
   - At the dinner party, I hate the noise sometimes people make (NOT was hating)

7 Verbs of ‘possession’ such as: to belong, have, own, want also do not have an ‘ing’ in the end and remain the same.
   - When he was in America, Bilal owned a big car (NOT was owning)

8 Particular verbs such as: to appear, cost, need, prefer, recognise, see, meet, seem, taste, weigh so not have an ‘ing’ in the end.
   - All last year, sugar cost 45 Rs per kilo (NOT was costing)
   - When I met my friend after ten years, I failed to recognize him (NOT was failing)

Exercise 17 Create a sentence in the present continuous tense by arranging the words in a proper order.

1 She / wear / earrings
2 It / rain / today.
3 I / have / good time.
4 They / wait / train.
5 I / study.
6 We / walk.
7 We / plan / our work.

Exercise 18 Write sentences with present continuous tense.

1 What is he doing?
2 What are they doing?
3 What are they doing?
4 What is she doing?
5 What is he doing?

Exercise 19 Which tense, simple present or present continuous tense will be suitable in the following sentences?

1 Right now Daniyal is _____________________________.
   ○ sleep
   ○ sleeps
   ○ sleeping

2 They _________________ to some music on the radio.
   ○ are listening
   ○ listening
   ○ listen

3 __________________________ in ghosts?
   ○ Believe you
Do you believe
Are you believing

4. Daniyal, __________________ this book belong to you?
   - is
   - does
   - are

5. Bilal, __________________ to me?
   - do you listen
   - are you listening
   - are you listen

6. What_____________________ about right now?
   - do you think
   - are you thinking
   - are you thinks

7. My mother _________________ breakfast every morning at 7:00.
   - makes
   - is making
   - make

8. What book _________________ at the moment?
   - are you read
   - are you reading
   - do you read

Exercise 20  All of the following sentences should be completed using the simple present or the present continuous tenses. You must use the words in the brackets to fill in the blanks.
Example:

- Right now, I (sit) am sitting at my desk
- Every Monday, Sami (take) takes his children to the cricket ground
1. Shhhhh! Be quiet! Abbu (sleep)______________________.
2. Don't forget to take your umbrella. It (rain)________________.
3. I hate living in Murre because it (rain) a lot there______________.
4. I'm sorry I can't hear what you (say)______________ because everybody (talk)_____________ so loudly.
5. My teacher (write) ________________ a book about his adventures in Afghanistan.
6. Do you want to come over for dinner tonight. Oh, I'm sorry, I can't. I (go) __________ to music concert tonight with some friends.

Section C  READING

Guessing the Meaning of Words

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

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

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

Let us do some exercises that will help you learn to guess word meanings through context. The following is a newspaper report. This report contains a number of words printed in italics which you might not know. Read it carefully and see if you can guess the meaning of these words from the context of the passage.
Bangkok. Jan. 24 A police spokesman told reporters that an unidentified man had knifed six foreigners in the back here yesterday. The victims were only slightly injured.

Extra uniformed and plainclothed police have been deployed in various residential areas and tourist-spots to track down the man.

Eyewitnesses said that the assailant was in his early 20s, had fair skin and short hair and wore glasses. One of the victims said he did not see his assailant but felt a sharp knife thrust into his left side. 'I hailed a taxi and went to the hospital', he said.

Exercise 21 Here is a list of fifteen words from the above newspaper report in column 1 and also a list of dictionary definitions of these words in column 2. Can you match each word with the correct definition?

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 spokesman</td>
<td>a to push suddenly and with force</td>
</tr>
<tr>
<td>2 unidentified</td>
<td>b part of a town consisting of private houses</td>
</tr>
<tr>
<td>3 to knife someone</td>
<td>c little; a bit; rather</td>
</tr>
<tr>
<td>4 victim</td>
<td>d to find someone or something by hunting or searching</td>
</tr>
<tr>
<td>5 slightly</td>
<td>e to call out to someone</td>
</tr>
<tr>
<td>6 injured</td>
<td>f a person who sees an event happen</td>
</tr>
<tr>
<td>7 uniformed</td>
<td>g someone (or something) whose name we do not know</td>
</tr>
<tr>
<td>8 plain clothed</td>
<td>h a person who speaks for or represents others officially</td>
</tr>
<tr>
<td>9 to deploy</td>
<td>i to stab with a knife</td>
</tr>
<tr>
<td>10 residential</td>
<td>j an attacker</td>
</tr>
<tr>
<td>11 to track down</td>
<td>k someone who suffers pain, hurt or death</td>
</tr>
<tr>
<td>12 eyewitness</td>
<td>l to place or position people especially soldiers or policeman in a particular way for action</td>
</tr>
<tr>
<td>13 assailant</td>
<td>m dressed in a certain type of clothes which all members of a group wear</td>
</tr>
<tr>
<td>14 to thrust</td>
<td>n hurt</td>
</tr>
<tr>
<td>15 to hail</td>
<td>o wearing ordinary clothes on duty</td>
</tr>
</tbody>
</table>

Exercise 22 In the newspaper report, you must have noticed how a noun ‘a knife’ can also be used as a verb. Now here are some more sentences, in each sentence there is one word written in bold. These words or verbs are derived from very frequently used nouns. Guess their meaning.

1 The nurse wheeled the patient into the operating room.
2 Children like these pills because they are coated with sugar.
3 It's very stuffy in here. I think we should air the room.
They first **cornered** the rat and then caught it.
The politician **worded** his reply very carefully.
He was a small boy when I saw him last. I can't **picture** him as a father now.
Thousands of people **lined** the streets.
It is not easy to **bone** a chicken before you actually cook it.
The president **chaired** the meeting.
We **chalked** the names on the wall.

**Exercise 23**  Think of names for different parts of the body which can be used as verbs as well as nouns? For each word that you can think of, write two sentences.

**Example:**

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

---

**Security for Foreigners Tightened**

In a move to **enhance** security of foreigners and **counter** terrorist attacks, the federal government has established a special cell in the ministry of interior to deal with the **scrutiny** of foreigners working or residing in Pakistan. All the law **enforcement** and intelligence agencies have been directed to share information with the cell to **ensure** the security of foreigners working on different projects in the country.

The government of Punjab has been directed to **upgrade** security for the 456 foreigners working on 70 projects in the province. As part of the security plan, police and private guards had been **deployed** at the residences and working places of foreigners. They have also been asked to keep either police or private guards while travelling. The **directives** were given at a recent top level meeting in which the law and order situation of all the provinces was reviewed.

The Punjab government had taken some important steps to improve the law and order situation. It included the **monitoring** of heinous crime cases and **sectarian activists**.
Exercise 24 The following words or phrases can be used instead of the words printed in bold. Select the appropriate word or phrase from the list and complete the newspaper extract given below.

1 implementation
2 oppose
3 positioned
4 campaigners
5 increase
6 orders
7 factional
8 investigation
9 observation
10 dreadful
11 make sure
12 improve

Security for Foreigners Tightened

In a move to _________ security of foreigners and _________ terrorist attacks, the federal government has established a special cell in the ministry of interior to deal with the _________ of foreigners working or residing in Pakistan. All the law ____________ and intelligence agencies have been directed to share information with the cell to _________ the security of foreigners working on different projects in the _________.

The government of Punjab has been directed to _________ security for the 456 foreigners working on 70 projects in the province. As part of the security plan, police and private guards had been _________ at the residences and working places of foreigners. They have also been asked to keep either police or private guards while travelling. The _________ were given at a recent top level meeting in which the law and order situation of all the provinces was reviewed.

The Punjab government had taken some important steps to improve the law and order situation. It included the _________ of _________ crime cases and _________ _________.

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

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

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

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

I had always longed to stay with my relatives who were so loving and caring on our annual visits and now, since we had moved permanently, our home was swarmed by relatives. I couldn’t remember being patted and kissed as much as I was that day but the reality of Pakistan hit me when I began to speak to them. While speaking to them I had to explain myself in English, which was greeted by a few raised eyebrows. There was no doubt that I was welcomed but there was the feeling that I was less a Pakistani but more a par desi.
In many ways I lived a sheltered existence in Dubai. I had never seen drug addicts and beggars or even so many crippled people on the roads. In Pakistan I saw the reality of poverty for the first time. The pleas of people tapping windows and begging for a rupee were something that really bothered me. I felt an urge to do something to improve the situation. It was a significant experience as the sheltered idealist within me started to see the real world and the difficulties of everyday life.

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

After living in Karachi for six months, I am used to the social merry go around of weddings, parties and get togethers that have to be attended to maintain a footing in social circles. I'm now accustomed to the daily water and electricity problems and surprisingly, I've learnt how to solve or rather temporarily fix the daily frustrations still trouble me grateful for being exposed to a real greater sense of freedom, belonging and community in your own country, sentiments that I had never acknowledged in my sheltered life in Dubai. In retrospect, living in Karachi has required an adjustment, a harsh reality check but what matters is that I've learned and become more in touch with the country I belong to.

Exercise 25  Let us move on from guessing the meanings of individual words to guess the meaning of longer sentences. Here are three longer passages taken from the above account. Try and make sense as what the writer means when he expresses such sentiments. Then read the three more passages (a, b, & c) that follow and match each passage with its original one.

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

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

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

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

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

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

Section D  WRITING

Writing Connected Sentences

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

1 Coordinating Conjunctions
2 Subordinating Conjunctions

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

- subject +subject
- verb phrase +verb phrase
- sentence +sentence
The following are some common **coordinating conjunctions**: 

<table>
<thead>
<tr>
<th>Coordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Exercise 26  Which conjunction fits best in the sentence?

1  I am hungry ___________________________ I don't want to eat.
   - but
   - so
   - after
   - before
   - or

2  Do you want pizza ___________________________ a burger?
   - than
   - so
3 I would tell you ______________________ I knew.
   than
   and
   unless
   if
   or

4 Come _______________________________ get it.
   but
   and
   when
   so
   or

5 He ate _____________________________ he was hungry.
   although
   because
   when
   so
   but

**Exercise 16** Here is another exercise which will also test your understanding about conjunctions. Choose the correct conjunction from the five choices given after each sentence.

1 You can come to the meeting __________ you don't say anything and stay quiet.
   so that
   as long as
   while
   until
   as if

2 I'm not leaving ______________ I get an apology from you.
3  Ali is very tall ______________________ Ahmed is very short.

4  You look ______________________ you’ve seen a ghost.

5  I refuse to pay anything __________ you do the work properly.

6  You look ______________________ you haven't eaten for a week.
7 I came early ____________ I could talk to you privately.
so that
as long as
While
Until
as if

8 Are you OK? You look ____________ you have a problem.
so that
as long as
While
Until
as if

9 ____________ he job is very interesting, it's very badly paid.
so that
as long as
While
Until
as if

10 We'll go to the mountains on Saturday _______ it doesn't rain.
so that
as long as
While
Until
as if

Exercise 27 Here are ten sentences about Imran Khan. Join all these sentences to make a short paragraph. Use the linking word or conjunction ‘and’ wherever you think it is needed to join two sentences and making it one.
Mohammad Imran Khan Niazi, born November 25, 1952. He is considered as one of the best and most popular captain of the Pakistani cricket team. Khan is seen as Pakistan's finest ever all-rounder. Khan went to Aitchison College in Lahore. He attended the Royal Grammar School Worcester and Keble College, Oxford, Uk. He was Captain of the Oxford University Cricket team in 1974. He made his debut against England at Birmingham in 1971 at the age of 18. He retired from Pakistani Test Cricket in 1992. Khan is devoting most of his time to the Shaukat Khannum Memorial Hospital, a state-of-the-art charitable Cancer Hospital that he established in Lahore. In recent years he has started a socio-political movement in Pakistan known as 'Tehrik-i-Insaf' or 'Movement for Justice'. He became a Member of Parliament for Mianwali in the October 2002 elections. Amongst his many honours, he was awarded the Hilal-e-Imtiaz in 1993 by the Pakistani government.
When we are visiting a different city we normally face problems finding places where we want to go. So we usually ask people who live and know that city. And if we are visiting a foreign or an English speaking country, we have problems understanding or following directions in English. In this section we will try to help you understand directions given in English language.

**Exercise 28** Look at the map of ‘Clifton area’ in Karachi. Mustafa lives in Karachi and Saud is a visitor to Karachi. Saud wants to go to the ‘Agha’s Super Store’ and needs help. Mustafa is trying to help him by giving him the directions to reach the ‘Agha’s Super market’. Listen carefully as how Mustafa is giving directions and as you listen, trace the route with a pencil and see if you can understand Mustafa’s directions.

**Recorded Text 3**

Saud: Excuse me Mustafa. Can you tell me the way to Agha’s Super Store?

Mustafa: Yes. Now let me see. What's the best way? Okay at the moment we are at the Sindh Rest House. Hmm... Okay first turn right towards Kehkashan... take the first right turn towards block 7... keep moving down until you reach a T junction of Uzma Arcade, take the first right turn again, move a bit straight and just behind Uzma Arcade is the Agha’s Super Store. Did you understand?

Saud: Well yes, let me see if I can find it without much
There are many different ways of **asking for directions** and these are:

- Can you tell me the way to....?
- Can you tell me how to get to...?
- I wonder if you could help me? I'm looking for...?
While **giving directions**, we need to express in these ways:

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

**Exercise 29**  Saud is at loss! He wants to visit yet another place but does not know the way and Mustafa is once again helping him. In this exercise, **you will just follow Mustafa’s directions and if you follow his instructions or directions correctly then you will reach the place Saud is looking for.** So now switch on your cassette recorder and listen to recorded text 5 and listen to Mustafa’s directions and trace the route and find the place.

**Recorded Text 4**

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

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

Saud: Yes.

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

Saud: Of course I am. Tell me which road I should take? Shall I go straight towards Khayaban-e - Iqbal?
Mustafa: No. From 2 Talwar go right a little and then take the first left turn…. A little more straight and you will see the Mid east Medical Centre.
UNIT 2

Section A    FUNCTION

Seeking Confirmation

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

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

Recorded Text 5

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

Superintendent Police: At 8.30 this morning.

NR: Where did it happen?

SP: Outside his house. He was leaving for work. He turned round to say goodbye to his wife and at that moment he was fired upon.

NR: What weapon was used?

SP: An AK 47.

NR: Was there anyone else in the street at the time?

SP: Yes, there were a few witnesses.

NR: So you have a description?

SP: Yes, a fairly good description.
NR: SP Sahib, it’s unbelievable! How can a man shoot someone in broad day-light in the centre of Islamabad and get away with it?

SP: Well, these criminals can do anything. The man who was wearing a grey Shalwar Kameez and a black shawl, walked past the minister's house, took the gun from under his shawl, fired at the minister indiscriminately as soon as he came out of his house and simply walked away. He didn't run. Those who saw the incident ran to help the minister. Nobody followed the man because he had a gun.

NR: He just walked away?

SP: Yes, I believe so.

NR: Incredible!

SP: Yes, it is, isn't it?

NR: Do you suspect any one or the motive behind the murder?

SP: At the moment we are unable to make any conclusions.

Here are some expressions from the dialogue:

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

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

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

He did not use the question form. Instead he used a statement form, because he actually knew the answer. **He did not ask a real question but rather checked or confirmed the information that he already knew or had guessed.**

This brings us to study some more **question types**. We have finished 8 types of questions in unit 1, we will continue with type 9 questions.

**Question type 9**

The reporter asked:

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

**He was actually confirming what he has heard.** And when the SP told him that the murderer walked away, the reporter **expressed surprise and reconfirmed the information** and said:
He just walked away? He’s actually saying:
\textbf{Did} he just walk away?

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

\textbf{Exercise 1} Here are three short dialogues. Notice the questions being asked. They are actually not real questions but rather ‘confirmation seeking’ questions. \textbf{Rewrite these questions into real questions using the appropriate question form.}

\textbf{Example:}

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

1 \hspace{0.5cm} \textbf{A}: Your name is Jameel Qureshi?
\hspace{0.5cm} \textbf{B}: Yes.
\hspace{0.5cm} \textbf{A}: You live near Netti Jetti Bridge?
\hspace{0.5cm} \textbf{B}: Yes, I do.
\hspace{0.5cm} \textbf{A}: You are the Managing Director of Allied Fittings Ltd?
\hspace{0.5cm} \textbf{B}: Yes, I’m.

2 \hspace{0.5cm} \textbf{A}: You worked in Saudi Arabia for three years?
\hspace{0.5cm} \textbf{B}: That's right. I worked in Jeddah.
\hspace{0.5cm} \textbf{A}: You were working for the construction company, Al Jazeera?
\hspace{0.5cm} \textbf{B}: Yes.
\hspace{0.5cm} \textbf{A}: You were trained as an Accountant but I see here that you worked as a Personnel Manager in Saudi Arabia?

3 \hspace{0.5cm} \textbf{A}: You played your first Test in 2004?
\hspace{0.5cm} \textbf{B}: That's right. It was against England in Karachi.
\hspace{0.5cm} \textbf{A}: And you scored a century in your first Test innings?
\hspace{0.5cm} \textbf{B}: Yes. I had a lucky start.

Read the following \textbf{confirmation seeking} examples:

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

Exercise 2 What kind of expressions or questions will you use to ask for confirmation about the following information:

1. God! I weigh 85 kilos.

2. I work in a theatre company, actually I’m an actor.

3. I am a poet. I write poetry in English.

4. I am leaving my job and going back to Quetta for good.

Exercise 3 Suppose some one gives you the following information and you are surprised. How will you express your surprise and ask for confirmation? It will be useful for you if you do this exercise with a friend.

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

1. A: I have 18 children.
   You: ___________________________?

2. A: He has six fingers in his left hand and seven in right hand.
   You: ___________________________?

3. A: I had walked all the way from Murree to Islamabad.
   You:
We are going to learn the last type of question.

**Question type 10**

Read these examples:

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

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

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

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

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

- Yes it is

Or, if I say:

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

I expect the answer:

- No it wasn't

You must have noticed that sometimes, the tag question is in negative (**isn't it**) and sometimes it is in positive (**was it**). Let us tell you the rules about how **tag questions** are formed:

<table>
<thead>
<tr>
<th>Positive Statement (+)</th>
<th>Negative Tag (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a lovely day,</td>
<td>isn't it?</td>
</tr>
<tr>
<td>It's such an expensive gift,</td>
<td>isn't it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative Statement (-)</th>
<th>Positive Tag (+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It wasn't a good film,</td>
<td>was it?</td>
</tr>
<tr>
<td>He's not a good man,</td>
<td>is he?</td>
</tr>
</tbody>
</table>
If the statement is positive (+), then the tag is negative (-)
You like ice-cream, don't you?
(+)

If the statement is negative, (-) then the tag is positive (+)
You don't like ice-cream, do you?
(-)

**Exercise 4**  Choose the **correct tag** to finish the sentence.

1. Tahir is an accountant, ____________?
   - aren't she?  - doesn't she?  - isn't she?  - She isn't?

2. I am a good worker, ____________?
   - I am?  - do I?  - amn't I?  - aren't I?

3. Arifa is a grandmother, ____________?
   - she isn't?  - isn't she?  - she is?  - doesn't she?

4. Kamran is a doctor, ____________?
   - he is?  - is he?  - doesn't he?  - isn't he?

5. Jaawad and Ali are students, ____________?
   - aren't they?  - are they?  - isn't he?  - isn't they?

6. I'm here, ____________?
   - am I not?  - am not I?  - amn't I?  - aren't you?

7. You and I are busy right now, ____________?
   - aren't I?  - aren't we?  - we aren't?  - aren't you?

8. It's windy today, ____________?
   - am I?  - aren't they?  - isn't it?  - isn't he?

**Exercise 5**  Complete the following statements adding an appropriate **tag question**.
Notice carefully if the statement is in positive or in negative.

1. He didn't steal the money, ____________?

2. He failed the exam, ____________?

3. He won't come here to live, ____________?
Section B  STRUCTURE

The Present Perfect Tense

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

**Recorded Text 6**

Mr Illahi Buksh: Have you switched off the gas?
Mrs Illahi Buksh: Yes, I've switched off the gas and I've switched off all the lights. I've unplugged everything in the kitchen.
Mr IB: What about the windows?
Mrs IB: I've shut and locked all the windows. I've left a spare key with Mrs Karim next door. She'll check the house every day. Such a nice woman! Her husband has lost his job, you know. Now, let's see. Have I forgotten anything? I hope not.
Mr IB: I've put the suitcases in the car. Come on, let's go.
Mrs IB: I hope I haven't forgotten anything.
Mr IB: Stop worrying now!

**Exercise 6** Imagine you are Mrs Illahi Buksh. Mr Buksh asks you whether you have done the following things. Answer his questions.

Mr IB: Have you switched off the gas?
Mrs IB: Yes, I've switched off the gas.
Mr IB: Have you switched off the lights?
Mrs IB: ________________________________.
Mr IB: Have you unplugged everything in the kitchen?
Mrs IB: ________________________________.
Mr IB: Have you closed the windows?
Mrs IB: ________________________________.
Mr IB: Have you locked the back door?
Mrs IB: ________________________________.
Mr IB: Have you given anyone a spare key?
Mrs IB: ________________________________.
Mr IB: Have you forgotten anything?
Mrs IB: ________________________________.
Here is a brief overview of the form and function of the present perfect tense:

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

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

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

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

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

   Present Perfect Simple = Auxiliary Verb + Past Participle
   has / have + the third part of a verb (went, gone)

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

Exercise 7  Naheed is a Personal Secretary working for Lakhani Group of industries in Karachi. Every morning before Mr Lakhani comes to the office, she checks her boss's diary to make sure what are the official appointments, meetings, etc, scheduled. The things that Mr Lakhani has done are marked with a tick (  ). Let us try and see how Ms Naheed is confirming or making statements about what her boss has done or not done. Follow the example and then construct similar statements using the present perfect tense.
Examples:

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

Exercise 8  Read the information given in the diary page again. Construct at least five questions and five answers about what Naheed’s boss has done and what he has not done yet. Follow the example given below.

Example:

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

1. Q: ____________________________?
   A: ________________________________.

2. Q: ____________________________?
   A: ________________________________.

3. Q: ____________________________?
   A: ________________________________.

4. Q: ____________________________?
   A: ________________________________.

5. Q: ____________________________?
   A: ________________________________.

Exercise 9  Taimur is a young teenaged boy who has just finished his final exams and has long holidays. He is bored. He does not know what to do.
His mother suggests a number of things for him to do but he is not interested. Let us read what his mother is suggesting to him and his answers to her suggestions.

**Example:**

Mother: Why don't you read this interesting novel?
Taimur: I've already read it.

Now suppose you are Taimur. What answers will you give to the following suggestions in the same way as in the example? Use the present perfect tense.

Mother: Why don't you ask Salim to come over?
Taimur: ___________________________________________.

Mother: Why don't you play cricket with the boys from the neighbourhood?
Taimur: ___________________________________________.

Mother: Why don’t you switch on the computer and go on the internet?
Taimur: ___________________________________________.

---

**Section C READING**

**Synonyms and Antonyms**

**What are Synonyms and Antonyms?**

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

Read some examples of **synonyms**:

- baby and infant
- student and pupil
- pretty and attractive
- smart and intelligent
- sick and ill
- funny and humorous
- died and expired
The elephants are huge!
The elephants are enormous.

Read some examples of **antonyms**:

- dead and alive
- near and far
- war and peace
- tremendous and awful
Exercise 10  Here is a *synonym* exercise. In each sentence there is word printed in bold followed by three choices (a-c). Choose the choice which is closest to the meaning of the bold word.

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

2    I **hate** watching scary movies.
    a    like
    b    dislike
    c    despise
3. We are studying about **insects** in school right now.
   a) bugs
   b) centipedes
   c) spiders

4. I could see the candle's **flame** in the darkness.
   a) light
   b) match
   c) fire

**Exercise 11**  Choose the correct **antonym** of the word printed in bold in each sentence.

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

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

3. It’s important that we make a **thoughtful** decision.
   a) quick
   b) foolish
   c) wiser

4. Ruby loves to sing and she has a very **weak** voice.
   a) soft
   b) low
   c) strong

**Exercise 12**  Read this short paragraph. There are four words that are printed in bold. Then read the list of words that are given in the box. **Substitute each bold word in the paragraph with its closest synonym or a word that means nearly the same.**

His father, a former professor, taught him a few things, but he was mostly self-educated. His natural **curiosity** soon led him to start **experimenting** with electrical and mechanical things at home. He left **numerous** inventions that improved the quality of life all over the world. Sometimes he worked so **intensely** that his wife had to remind him to sleep and eat.

researching, many, passionately, inquisitiveness
Read this short biographical account of Bapsi Sidhwa a noted Pakistani writer who writes in English.

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

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

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

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

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

Exercise 13  You must have noticed quite a few words that are given in bold in the above extract. Read more carefully and you would notice that each bold word has at least two synonyms around it. Identify those similar words or synonyms.

Example:

- acclaimed
applauded
admired

Section D  WRITING

Informal letters

Read the letter from Ahmed to his friend Hamid.

The Address

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

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

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

- The house number: House 51/4
- The street number or name (if any): Naurus Colony
- The town or city: Rawalpindi
- The name of the country: Only put the name of the country if you are sending the letter abroad. If it is sent within the country, there is no need to write the country’s name.
The date follows after the full address is complete.

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

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

2. The Greeting or Salutation: The greeting always ends with a comma. The greeting begins with the word "dear" and using the person's given name or relationship.
   - Formal: Dear Uncle Shahid,
   - Informal: Hi Ruby, Hello Vicky,

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

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

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

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

Format for a Friendly or Personal Letter

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

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

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

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

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

**Exercise 14** Anjum Saleemi has written three personal letters to friends in Pakistan. In each letter he has written his address incorrectly. Can you spot the mistakes in each letter and then write out the address correctly?

1. Anjum Saleemi,
   Nazimabad,
   House 7,
   Karachi.
   14 February 2005.

2. Karachi,
   Nazimabad 4,
   House 7,
   Pakistan

3. House 7,
   Nazimabad 4
   Karachi
   Pakistan
   14 February 2005
The Date

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

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

Greetings and Closings

In a personal letter we can start with:

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

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

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

Exercise 15 You want to write to the following people. How would you start and end each letter?

1 Ali Rasheed (A close friend whom you have known for many years.)
Opening Sentences

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

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

If you have heard some good or bad news from someone, you can also say:

I was **delighted** to hear that ....

- happy
- thrilled
- pleased
- sorry
- shocked
- amazed

**Exercise 16**  Look at the phrases 1-11 and match them with a purpose A-K

<table>
<thead>
<tr>
<th>Phrases</th>
<th>Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 That reminds me,...</td>
<td>A. to finish the letter</td>
</tr>
<tr>
<td>2 Why don't we...</td>
<td>B. to apologize</td>
</tr>
<tr>
<td>3 I'd better get going...</td>
<td>C. to thank the person for writing</td>
</tr>
<tr>
<td>4 Thanks for your letter...</td>
<td>D. to begin the letter</td>
</tr>
<tr>
<td>5 Please let me know...</td>
<td>E. to change the subject</td>
</tr>
<tr>
<td>6 I'm really sorry...</td>
<td>F. to ask a favour</td>
</tr>
<tr>
<td>7 Love,</td>
<td>G. before signing the letter</td>
</tr>
<tr>
<td>8 Could you do something for me?</td>
<td>H. to suggest or invite</td>
</tr>
<tr>
<td>9 Write soon...</td>
<td>I. to ask for a reply</td>
</tr>
<tr>
<td>10 Did you know that..</td>
<td>J. to ask for a response</td>
</tr>
</tbody>
</table>
Exercise 17  Choose one of the three subjects and write a letter to a friend or family member.

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

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

3  Write a letter to a friend you know has been having some problems. Ask him / her how she / he is doing and if you can help.

Section E  LISTENING

Listening to a Lecture and Taking Notes

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

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

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

Here are some useful tips that can help you become an effective listener and note taker:
Before you listen to the lecture:

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

While you listen to the lecture:

- Pay attention to the speaker for verbal, postural, and visual clues to what's important
- Resist distractions or boredom
- Label important points
- If your lecturer has an accent you find hard to understand or has mannerisms you find distracting, relax and attend even more carefully to the content of the lecture
- When possible, translate the lecture into your own words, but if you can't, don't let it worry you
- Be consistent in your use of abbreviation, etc.
- Add visual clues to identify parts of your notes - for example, using underlining, asterisks, arrows, boxes, bubbles, colour highlights etc.
- Ask questions if you don't understand
- Add your own ideas and reflections, keeping them separate from those of the speaker
- Watch out for points that are emphasized or repeated by the lecturer, these are likely to come in your tests or exam
- Instead of closing your notebook as soon as the lecture finishes and getting ready to leave, listen carefully to information given toward the end of class; sometimes the lecturer summarizes or highlights main points; or may give possible questions, etc.

After you listen to the lecture:

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

- to identify as early as possible the main purpose of the lecture
- to differentiate between main points and supporting details
- to review your notes
- to ask lots of questions during and after lecture
- to be selective in what you write, you don't have to write everything down!

**Recognising lecture structure and taking notes**

The list below show some of the most common signals used in lectures to indicate lecture structure. But in this unit we will only give you practice in understanding only six signals. If you follow the guidelines and listen to the recorded texts carefully then you will be able to take notes efficiently.

1. **Introducing**
2. **Giving background information**
3. **Defining**
4. **Enumerating/Listing**
5. **Giving examples**
6. **Showing importance/Emphasising**
7. **Clarifying/Explaining/Putting it in other words**
8. **Moving on/Changing direction**
9. **Giving further information**
At the beginning of a lecture, the lecturer will give you some idea about the structure of the lecture. Listen for these **introductory signals** as it will help you understand what the lecturer is saying.

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

**Exercise 18**  You are going to listen to Mrs Waseem lecturing about ‘**Women's rights in Pakistani society**’. Listen to the lecture and **note down the introductory statement that she uses to introduce the topic of her lecture**.

**Recorded Text 7**

Mrs Waseem:

‘Women's rights in Pakistan' is a big question often raised in the West. It is believed that women have no privileges in the male dominated society of Pakistan. Before I discuss whether women have rights in Pakistani society or not, I would first of all intend to explain the structure of the Pakistani society’.
The lecturer will often either refer back to a previous lecture or gives you some background information. Normally the lecturer uses these expressions:

- As we know.................
- As we have already seen.....
- As we have all read..........
- It's clear that................
- It goes without saying........
- We all understand..........  
- It is understood............
- You'll remember ............

**Exercise 19**  Continue listening to Mrs Waseem’s lecture and notice how she is giving background information about ‘Women’s rights in Islamic society’. She uses at least four expressions which signal that she is giving background information. Write those expressions.

Mrs Waseem:

‘It's clear that Pakistan is an Islamic state, where people, not only take pride in the Islamic value system but are ready to sacrifice for the sanctity of Islam. It goes without saying that Islam has accorded a highly respected social position to women. Islam acknowledges the rights and privileges of the women in society. Likewise, Islam does not impose any restrictions that may hamper the social growth and development of the woman. It is understood that a woman is an equal and important member of society and you’ll remember that women have always played a vital role in building the Pakistani society on healthier and stronger foundations’.

3  Defining

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

- Is called..............
- Is known as...........
- May be defined as........
- This term is used generally to mean..........
- The term refers to...........
Exercise 20  Let us continue listening to Mrs Waseem’s lecture. As you listen, concentrate on the two terms that she defines and then write those terms and their definitions.

Recorded Text 9

Mrs Waseem:

‘Women in Pakistan have been constantly complaining of being isolated from the mainstream of society. By ‘mainstream of society’ I mean a typical conventional society that conforms to certain value system and which has a majority following. Women feel disillusioned on being maltreated by the typical patriarchal set up in Pakistan. The term ‘patriarchal’ is used to define a social system which is male dominated.

4 Enumerating/Listing

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

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

Exercise 21  Let see what words Mrs Waseem uses to list new points. Listen carefully to the recorded text and write down these words.

Recorded Text 10

Mrs Waseem:

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

5 Giving Examples

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

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

Exercise 22 Listen to the recorded text and list the words that Mrs Waseem uses to indicate that an example will follow.

Recorded Text 11

Mrs Waseem:

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

6 Showing importance/Emphasising

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

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

The fundamental point is………..

Exercise 23  This is the last exercise of the unit. Listen to the recorded text and notice that Mrs Waseem uses quite a few expressions that indicate that she is emphasising, highlighting or stressing a point. Make a list of all those expressions.

Recorded Text 12

Mrs Waseem:

‘We should bear in mind that numerically women in Pakistan are almost equal to men. I want to stress the point that they are not only numerically equal but they are equal in potential as the men. The fundamental point I would like to stress is that women are not prohibited from working in any field. It's important to remember that although the conditions of women in urban areas are better than those of the rural women, yet the old socio cultural traditions and religious restraints have hindered the independent and free movement of the women whether they belong to the urban set up or the rural one. Please bear in mind that Pakistan is the first country in the Muslim world that has elected a woman as its prime minister twice’.
UNIT 3

Section A     FUNCTION

Agreeing and Disagreeing

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

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

Recorded Text 13

Kashif: Our course on Business Management is too theoretical. It should be more practical. Don't you think so?
Basim: I couldn't agree with you more. I'm just doing the course to get my degree. I don't think that it's going to help me in practical life after I leave college.
K: Exactly. And I can't understand most of the theories that are discussed. I just learn my notes by heart.
B: So do I. We should complain to the head of the department.
K: I think you're right. I suggest that we see him as soon as possible and request him to add some practical aspect in it.
B: I agree, but don't you think that we should also talk to other class fellows and ask their opinion as what they think about the course?
K: Good idea. Let's ask them tomorrow.
B: Absolutely.
You must have noticed how Kashif and Basim agree with each other in the dialogue. There are many ways of expressing agreement in English, such as:

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

**Exercise 1**  Express your agreement about the following issues. Choose different expression each time from the ones given above.

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

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

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

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

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

**Recorded Text 14**

Amir: Cricket, cricket, cricket! Wherever I go people are talking about cricket.
Jehangir: Don't you like cricket?
A: No I don't. I think it's such a boring game watched by uninteresting people.
J: I agree sorry it don't. I think it's such a boring that it can be a little slow, but can't be boring.
A: Nonsense! It goes on for hours and nothing ever happens. Most of the players are either sitting in
the pavilion or standing around in the field doing nothing.

J: Well, I certainly don't agree. I think it's a captivating game. Do you like any other sport?
A: No. I think all games are a waste of time.

Amir and Jehangir do not agree with each other while discussing cricket. Let us read some common expressions of disagreement in English:

- I don't agree
- I'm sorry but I don't agree with you
- I'm afraid I don't agree with you at all
- I can't agree with you
- No, you are wrong
- I think you are quite mistaken
- You are, absolutely incorrect

Exercise 2  Disagree on the following issues. Choose different expression each time from the ones given above.
1  Girls should not be allowed to participate in sports events in the country.
   I think you are quite mistaken, girls should get the same opportunities like boys.
2  Police should be given total control to maintain law and order.
   __________________________________________________________.
3  We should allow Indian films to be screened in the country.
   __________________________________________________________.
4  Teenaged offenders should be awarded capital punishment.
   __________________________________________________________.

Let's take you back to the conversation between Kashif and Basim. Notice how Kashif agrees with Basim in the recorded text 13:

Kashif: I don't think that it's going to help me in practical life after I leave college.
Basim: Exactly.

Kashif: Let's ask them tomorrow.
Basim: Absolutely.

Also notice how Amir disagrees with Jehangir in the recorded text 14:
Jehangir: I agree that it can be a little slow, but sorry it can’t be boring.
Amir: Nonsense!

The above expressions are **strong expressions of agreeing or disagreeing**. Read some more:

<table>
<thead>
<tr>
<th>Strong agreement</th>
<th>Strong disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolutely!</td>
<td>Oh, come on!</td>
</tr>
<tr>
<td>Exactly!</td>
<td>Nonsense!</td>
</tr>
<tr>
<td>Right!</td>
<td>Rubbish!</td>
</tr>
<tr>
<td>Quite true!</td>
<td>You're talking nonsense!</td>
</tr>
<tr>
<td></td>
<td>You must be joking!</td>
</tr>
</tbody>
</table>

An Interviewer is asking questions to the Director General of the Pakistan Environment Protection Agency. As you listen to their conversation, notice how on some points the DG agrees and on some other issues he disagrees. Notice his **expressions of agreement and disagreement**.

**Recorded Text 15**

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

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

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

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

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

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

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

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

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

Exercise 3 You must have noticed that the DG has used certain expressions that convey strong agreement or disagreement. Listen to their conversation again and then list all those statements which express strong agreement and strong disagreement.

Example:

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

Exercise 4 Listen to the conversation between two friends Sobia and Hina. Hina is agreeing with everything Sobia says. When you listen to the conversation notice the long pauses. Try and construct your own responses or expressions of agreement. Think how Hina would agree with Sobia’s statements. Then continue listening to the conversation and notice how both friends are agreeing with each other.
Sobia: Isn’t it fun to watch TV these days…so many channels and such a variety of interesting programmes.

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

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

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

Exercise 5 Listen to the conversation between two friends Sobia and Hina again. But this time Hina is disagreeing with Sobia. Listen to the conversation and notice the long pauses. Try and write your own responses or expressions of disagreement. Think how Hina would disagree with Sobia’s statements. Then continue listening to the conversation and notice how both friends are disagreeing with each other.

Recorded Text 17

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

Hina: ...................(Pause)Well I don’t agree with you at all. These channels have rather confused the audiences. We now don’t know what to watch and how to enjoy. There is quantity definitely but quality is missing.

Sobia: You must have noticed the topics in discussion programmes and talk shows; they are now discussing all kinds of topics that we never ever imagined will be discussed and people need to know such facts about life.

Hina: ...................(Pause)I’m afraid I don’t agree with you at all. Certain topics should not be discussed so openly. We need to be discrete about certain matters concerning our lives. I think if we discuss such issues explicitly our young generation will become too bold.

Section B STRUCTURE

The Simple Past Tense

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

**Simple Past**

**VERB+ed**

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

**USE 1 Completed Action in the Past**

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

**Examples:**

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

**USE 2 A Series of Completed Actions**

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

**Examples:**

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

**USE 3 Single Duration**

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

**Examples:**

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

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

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

**Forming the simple past tense**

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

<table>
<thead>
<tr>
<th>Verb ending in...</th>
<th>How to make the simple past</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Add -D</td>
<td>live - lived</td>
</tr>
<tr>
<td></td>
<td></td>
<td>date - dated</td>
</tr>
<tr>
<td>Consonant + y</td>
<td>Change y to i, then add -ED</td>
<td>try - tried</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cry - cried</td>
</tr>
<tr>
<td>One vowel + one consonant (but NOT w or y)</td>
<td>Double the consonant, then add -ED</td>
<td>tap - tapped</td>
</tr>
<tr>
<td></td>
<td></td>
<td>commit - committed</td>
</tr>
<tr>
<td>[anything else]</td>
<td>Add -ED</td>
<td>boil - boiled</td>
</tr>
</tbody>
</table>
Although many verbs in English form their past tense with -ED, some do not. These are called **irregular verbs**. The three most important irregular verbs are BE, HAVE, and DO. BE is the most difficult, because its forms are different depending on the subject:

**Verb BE**

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Verb BE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
</tr>
<tr>
<td>You</td>
<td>were</td>
</tr>
<tr>
<td>He / she / it</td>
<td>was</td>
</tr>
<tr>
<td>We</td>
<td>were</td>
</tr>
<tr>
<td>They</td>
<td>were</td>
</tr>
</tbody>
</table>

**HAVE and DO**

<table>
<thead>
<tr>
<th>Base form</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
</tbody>
</table>

**Other irregular verbs fall into three main categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs which don't change</td>
<td>cut - cut</td>
</tr>
</tbody>
</table>
hit - hit
fit - fit
get - got
sit - sat
drink - drank
catch - caught
bring - brought
teach - taught

Exercise 6 Here is an easy exercise that will help you choose the correct simple past tense verb from the verbs given in the box.

<table>
<thead>
<tr>
<th>Saw</th>
<th>work</th>
<th>studied</th>
<th>taught</th>
<th>bought</th>
<th>fought</th>
<th>read</th>
<th>invited</th>
<th>worked</th>
</tr>
</thead>
</table>

1. I was __________________ to the birthday party of my niece.
2. My brother __________________ a new motorcycle last week.
3. Amina recently __________________ her old teacher after years.
4. Junaid and Laila __________________ the report.
5. I __________________ a beautiful ready to wear dress at the shop.
6. The friends are not talking these days because they have recently __________________ with each other.
7. Mahmood _____________ part time to make some money.
8. My elder sister ________________ for years at a college.
10. I ______________ my friend after ten years.

Exercise 7 Here is an exercise that will give you practice in forming the simple past tense of regular verbs.

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

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

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

Exercise 8  Now read another dialogue between Bilal and his Grandfather. Bilal is asking his Grandfather questions about his journey to Nanga Parbat. Read it carefully and then pick out all the expressions that are in present perfect tense and in simple past tense and write them down separately.

Bilal: Now grandfather tell me about your journey to Nanga Parbat. When did you go there and what did you do there?
Grandfather: Well...I went on an expedition to Nanga Parbat in 1962. I have never been there before so I was very excited.
Bilal: Was it scary, were you frightened?
Grandfather: Of course not! I wasn’t frightened at all but yes I was too eager to be a part of the team of adventure seeking climbers. It has remained one of the most memorable journeys that I had ever taken.
Bilal: How many people were there in the group?
Grandfather: Six. But two left the group half way up and I was the only one who was given the medal by the government.

Exercise 9  Mrs Amanullah is very angry with her husband Mr Amanullah. She wants to go and stay with her parents for sometime. Mr Amanullah is trying to convince her not to go. Match Mrs Amanullah’s accusations with Mr Amanullah’s explanations. Notice the use of present perfect and simple past tenses.
Mrs Amanullah  Mr Amanullah

1 Last Friday you refused to come with me to see her.  a I have always been kind to you.

2 Last month when I was ill you didn't even take me to the doctor.  b I have always been generous to you and bought you things.

3 Last week you shouted at me.  c I have never left you alone.

4 Last year you refused to buy me the ring.  d I have always taken care of you.

5 Last Tuesday night you went out and came past midnight.  e I have always visited your mother with you.

Salman is seventeen year old teenager. Listen to how he’s complaining to his Mother.

 Recorded Text 18

Salman: I'm fed up. I want to leave college and get a job.
Mother: You know Salman, you really are unfair. Your father and I've done everything for you. We've brought you up well. We've spent as much time as we could with you. We've sent you to the best schools. We've given you everything you wanted.
S: I know that but.........................
M: We haven't had a holiday for years. We haven't been able to buy a car. Everything has gone towards your education.
S: I know that and that's why I want to leave school and start earning some money.
M: What money? As a road sweeper or petrol pump attendant! When you’ve finished your education, you’ll earn ten times more than you can now.
S: Look at Mr Malik. He hasn't read a book in his life and he's a millionaire.
M: He's also a big crook! He has earned these millions through cheating people.

Salman did not listen to his mother's advice. He left college and started work. One year later, his mother complains to her husband. She says:
• I don't understand that boy. We did everything for him. We brought him up well......

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

Exercise 10 Read what Salman’s Mother has said earlier. Now rewrite what she has said using the simple Past tense.

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

Section C READING

Predicting the content of a book

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

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

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

Exercise 11 Let us first of all look at the front and back cover of a book. The title, of course, is on the front cover and the publisher’s description is on the back cover. What do these tell you about the book? Here are some statements about the book. PREDICT what do you think the book is about? What does it contain? At the end of the each
statement, write R for the statement that you think may be right; W for wrong, P for perhaps.

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

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

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

BACK COVER
Indus Journey is a splendid personal view of Pakistan seen through the eyes of one of its most illustrious countrymen. It introduces foreign visitors, as well as fellow countrymen to the geographical, cultural and chronological changes that Pakistan undergoes while travelling from North to South. It gives readers an idea of the diversified cultures that Pakistan is made up of and an outline of the subtle changes in lifestyles as this journey progresses via the river Indus along the entire length of the country. Imran’s keen observations vividly portrayed by the superb photography of Mike Goldwater are sure to captivate the minds of the
Exercise 12  After reading the brief description given on the back cover, what do you think it tells us about the book? Here are some statements. Do you agree or disagree with them? At the need of each statement write A if you agree and DA for disagree and MB for may be.

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

Exercise 13  Now Read the contents page of the same book. Use the contents page to answer the following questions. Put Yes or No against each question.

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

So far, we have seen that the front cover, the back cover, and the contents page of the book. You now have a fair idea about what kind of book this is and what information it gives. Now let us look at how the preface further clarifies our understanding about the book ‘Indus Journey’.

PREFACE
Pakistan, as Imran tells it, is interwoven with and myths. Starting from the arid plains of Thatta, with his
photographer friend, Mike Goldwater, Imran travels the whole of Pakistan using The Indus River as his constant guide and companion.

The photographs in the book blend well with the image that Imran creates through his narration. Quite preserved Majestic Palace of Bhutto, provided lodging The red brick and marble betrays its otherwise Some of the facts unaware. One learns about as punishment for the entire fort upside down. His fort lies buried to this day as anyone trying to excavate it meets with haunting visions and in some cases, even death. Hollywood comes to life as we visit the Palace of the Nawab of Bahawalpur.

Imran recollects his childhood when he visits his regular lodgings of the past. Hunting wild boar and partridges on the Salt Range, the killing of a donkey by a leopard at Doonga Gali, and being ambushed by his own cousins who mistook him for the enemy, during the 1965 war, provide some amusing and touching anecdotes.

This master product of Imran is also littered with quotes from the most interesting sources. At the end of the day one feels that it is we, the readers and not Imran, who have wholesomely benefited from the fruits of his labour.

Exercise 14 After reading the preface, which of the following titles do you think would be discussed in the book? Add a smiling face in the box for the titles that you think you will find in the book and a sad face for those topics that you might not find in the book.

1. Politics
2. Women rights
3. Religion
4. Culture and traditions
5. Salt range
6. Architecture
7. Shabaz Qalandar of Sehwan Sarif
8. Business
9. Art
10. Childhood memories
Exercise 15  Here are the titles of books in column 1 and the topics that these books will cover given in Column 2. Which book do you think will tell you about a certain topic?

<table>
<thead>
<tr>
<th>Titles</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom at Midnight</td>
<td>Politics</td>
</tr>
<tr>
<td>The Pathans</td>
<td>History</td>
</tr>
<tr>
<td>The Great Moghuls</td>
<td>Culture</td>
</tr>
<tr>
<td>Journey through Pakistan</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Crop production in Sindh</td>
<td>Travel and Tourism</td>
</tr>
</tbody>
</table>

Section D  WRITING

Letter of Apology

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

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

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

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

**Why an apology letter is so important:**

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

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

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

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

Let us look at two types of apology letters:

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

   1. **Apologize for hurt feelings:**

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

Dear Raabia,

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

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

Love,

Zoya

Exercise 16 Pick out at least three expressions that Zoya has used to express her apology.
Example: I feel extremely sorry.

Exercise 17 Read the letter again and then pick out those expressions that point at:

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

Exercise 18 Now write an informal letter of apology to friend on any one of the following issues. Follow all the suggestions that we have given you above to compose a well worded letter of apology.
1. Losing the most precious diamond ring of your friend.
2. Refusing to help when your friend needed your help badly.
Apologize for missing an appointment:

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

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

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

---

Dear Waqar Sahib:

I would like to apologize for not attending the luncheon meeting that you have given in honour of the foreign delegates.

The reason being that I had to receive my parents at the airport, who were arriving from Karachi and the flight got delayed for an hour. Once they arrived, I hurried to drop them home and get ready to come to the lunch meeting, but unfortunately my car stooped half way through. I rushed to get a mechanic from a nearby car repair shop and that delayed me for one more hour. By the time I managed to get my car ready, I noticed that it was nearly four in the evening and I thought it is now too late to attend the meeting. I hope you will understand my inability to attend the meeting and assure you that the delay was beyond my control.

Sincerely yours,
Here is a formal letter of apology that Umar has written.

Dear Sir,

Respectfully I should like to draw your kind attention to the following few lines describing how in our company, a small incident, in which I was involved, has turned into a big issue and seek your forgiveness of my mistakes which has caused a lot of discomfort and stress to those working in it. My first mistake was that when I left for home after work, instead of informing you directly I informed my another colleague about my departure. The day after, I failed to came to office on time and was informed that there had had been a mistake made about the delivery of some important and confidential papers, a task, I was in-charge and suppose to deliver. I was then asked to prove my point and give reasons for my negligence. But unfortunately on account of an illness I could not report at the office and I was late by four days.

I seek your favour to give me another chance and promise I would never give a reason to regret it.

Thanks in advance.

Muhammad Umar Khan

Exercise 19  Umar Khan needs your help! His letter is so stuffy, so many words and such long sentences, also it is too personal!! Improve this letter. Make it simple and readable, make it more formal. Improve this letter to make it look and sound professional?

The way you apologise depends on who we are talking or writing to, and also on the importance or seriousness of the situation. For example, if I arrange to meet a close friend at 9 o'clock and I am five minutes late, it is not serious, so I might say:

- Sorry I'm late
- I'm sorry I'm late

But if I keep him waiting for one hour, I will be more apologetic and then I might say:

- I'm really sorry I'm late
- I'm truly sorry I'm late

And if I forget the meeting altogether, I might be very apologetic and say:

- I am terribly sorry
- I really am awfully sorry
Listening to News

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

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

Now listen to the news.

Recorded Text 19

Assalam-ø- alaikum. The Standing Committee of Senate on Foreign Affairs demanded of the governments of Pakistan and India to release prisoners of each other’s countries unconditionally. Secretary Foreign Affairs briefed the Senate’s Standing Committee on Foreign Affairs over the issue of Pakistani prisoners in Indian jails. He said prisoners’ release could be a very important step towards confidence building measures between the two countries. The committee meeting, presided over by a prominent Senator demanded that the Indian government should allow Pakistani consular to meet Pakistani prisoners in Indian jails. Foreign secretaries of both the countries would meet next week in Islamabad over prisoners release issue and then in New Delhi on August 28.

Exercise 20  You just listened to the news in English. Can you write answers to the following questions?

1. What was the news about?
2. What different places were mentioned?
3. How the prisoner issue will affect the relationship between Pakistan and India?
4. When are the foreign secretaries going to meet and in which cities?
If you want to learn how to improve your understanding of English news broadcasts then follow these guidelines:

- Make some notes of the main stories
- Write any names of people or places
- Don’t worry about how much you understand. Listen to or watch the report first a few times ‘just for fun’
- Stop and review as many times as necessary
- Write a brief summary (one or two sentences) of each story
- Set yourself a few questions to answer. Then listen again for the answers
- Make notes of any new vocabulary you think is useful
- Why not listen to the news with a friend? You can help each other by talking about what you each understand
- When you feel confident, try listening to the news in English in different accents

Exercise 21  Now listen to the **sports news. Read** the following questions and try and write answers to them as you listen to the sports bulletin.

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

**Recorded Text 20**

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

Exercise 22  Weather reports normally come in the end of the news. Listen to this weather update and then fill in the missing word in column 2 that describes the weather of the city.
News caster:
It’s the weather report now. Dry weather is likely to prevail in most part of the country during the next 24 hours. Islamabad will be partly cloudy, Karachi will remain dry but windy, and Lahore is going to be mixed; cloudy with some sunshine. Murree is going to experience a chilly weather, Peshawar will have fog. For Quetta the forecast is that it is going to be freezing, Muzaffarabad frosty, both Multan, and Hyderabad will be dry and Gilgit frosty.

<table>
<thead>
<tr>
<th>City</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamabad</td>
<td></td>
</tr>
<tr>
<td>Karachi</td>
<td></td>
</tr>
<tr>
<td>Lahore</td>
<td></td>
</tr>
<tr>
<td>Murree</td>
<td></td>
</tr>
<tr>
<td>Peshawar</td>
<td></td>
</tr>
<tr>
<td>Quetta</td>
<td></td>
</tr>
<tr>
<td>Muzafarabad</td>
<td></td>
</tr>
<tr>
<td>Multan</td>
<td></td>
</tr>
<tr>
<td>Hyderabad</td>
<td></td>
</tr>
<tr>
<td>Gilgit</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 4

Section A  FUNCTION

Expressing Possibility and Impossibility

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

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

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

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

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

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

Recorded Text 22
Mr Hussain:

There are many possibilities under consideration that can help solve the long standing disputes between India and Pakistan. But these options seem impossible to be accepted by various players involved in the peace process.

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

Possibility 1: International border

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

Possibility 2: Let Kashmiris choose

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

Possibility 3: Independence

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

**Possibility 4: Religious segregation**

A lot of people have suggested another possibility and that is to redraw the boundaries of Kashmir on religious lines. This would mean that most of the Muslim-dominated areas of Indian Kashmir could go to Pakistan, and the Hindu dominated areas would remain with India. But even this possibility has serious flaws. I think this is not a possible solution as thousands of people will be uprooted as a result of such a partition. Moreover, it is quite possible that the international community would not support a plan of this sort.

Mr Hussain’s talk has many expressions that express **possibilities** and **impossibilities**. Let us repeat these expressions:

**Possibility**

- There are many possibilities under consideration that can help solve the longstanding dispute between India and Pakistan
- There are many possible and workable solutions and it is quite possible to reach to a consensus on many issues
- One option or possibility is to turn the line of control between Indian and Pakistani Kashmir into an international border
- Another possibility would be a plebiscite which would give Kashmiris the choice of either Indian or Pakistani rule
- A five-phase formula for independence, to be overseen by a UN committee may be quite possible
- It can be possible only if representatives from a wide variety of countries may oversee a phased withdrawal of troops by both countries
- A lot of people have suggested another possibility and that is to redraw the boundaries of Kashmir on religious lines
- It is quite possible that the international community would not support a plan of this sort

**Impossibility**

- These options seem impossible to be accepted by various players involved in the peace process
- There are some uncertainties too, because it is not possible to convince everybody
- Such a plan would be impossible and unacceptable both to Pakistan and to many Kashmiris living on either side of the line of control
- This is not possible as some circles would oppose it
- This might not be a possible solution as plebiscite leading to independence would not be welcomed by all
- This possibility has serious flaws
- I think this is not a possible solution as thousands of people will be uprooted as a result of such a partition

Quotable Quotes!

Impossibilities are merely things which we have not yet learned

The possibilities are unlimited as long as you are true to your life’s purpose.

It is difficult to say whether it is impossible, for the dream of yesterday is the hope of today and is the reality of tomorrow.

Become a possibilitarian no matter how dark things seem to be, raise your sights and see possibilities—always see them, for they are always there.

Read this news item:

**Pak ready to launch Srinagar-Muzaffarabad bus service**

**Islamabad, March 16**

1 Pakistan Foreign Minister arrangements for Muzaffarabad-Srinagar finalized. He said the high Muzaffarabad-Srinagar probably take place in progress.

2 While taking to the Minister said that both the bus service would definitely benefit Kashmiris living on both sides of the Line of
Control, because the divided families long to see their loved ones and this bus service will not only bring the families together but the two countries closer too.

3 The minister said that there had been a frequent people to people contact between Pakistan and India and there are strong possibilities that these people-to-people contacts, cultural and sports exchanges, peace marches will create favourable environment for both countries and help improve ties and resolve conflicts.

4 Along with many Confidence Building Measures (CBMs), the Muzaffarabad-Srinagar bus service would create immense possibilities of improving ties between the two countries and both sides are certain that many difficult issues may be resolved. The Minister added, ‘We are in a positive frame of mind and we expect that India would most likely reciprocate our positive moves. Both countries undoubtedly need to nurture a healthy political culture will, we have to create an air of confidence and trust between each other, without which it will not be possible to resolve complex issues’.

5 Foreign Minister also favoured the idea of removing the requirement of passports and visas and expressed that there is great possibility of doing away with both in future. However this issue will perhaps take time and may not be possible in the near future as it needs thorough debate and negotiations.

Exercise 1 The above news item has five paragraphs. All the paragraphs express one common function. Read it again with close attention and decide what it is conveying? Is it conveying ideas of possible peace between India and Pakistan or impossibility of peace between the two countries? Then make a list of all the expressions of possibility from the news item.

Exercise 2 Suppose you are travelling on the bus which is taking you from Muzaffarabad to Srinagar, Kashmir. You are talking to a fellow passenger sitting next to you and discussing the possibilities and impossibilities involved in this peace initiative. Here is an imaginary dialogue between you and a fellow passenger. Complete the dialogue by writing appropriate expressions of possibility and impossibility. Follow the cue given in the bracket.

You: I’m so excited to be one of the passengers who are taking this first historic trip to Srinagar. Is this your first visit too?

Passenger: Yes. But like you I’m not excited. Instead I’m a little scared because I think it’ll be not be possible to have a safe and smooth journey. (Impossibility)

You: I don’t think so? (Express possibility of a safe journey.)

Passenger: ___________________________.

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

**Degree of certainty: High.** Very certain. Use of ‘will’.
- Pakistani pop music industry will flourish in the coming years.

**Degree of certainty: Somewhat certain.** Use of ‘might, may, could’.
- Piracy might destroy the music recording industry.
- Piracy could reduce artists’ royalties.
- The entertainment industry may negotiate a way to safeguard profits and royalties.

**Degree of certainty: Very low.** Use of ‘might not, unlikely, uncertain’.
- Music pirates might not pay any heed to warnings.
- It is doubtful that music piracy will decrease.
- It is unlikely that the music companies take any action against the music pirates.

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

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

There were perhaps as many as fifty badly wounded people in the hospital.

Perhaps I should explain to you how you can write this report.

Badshahi Mosque is perhaps one of Pakistan’s most prominent landmarks.

Why don't you join us for the Eid celebrations? Yes, perhaps / maybe I will.

Maybe you are right! Perhaps it would be best if you didn't take leave in this very busy month.

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

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

Utopia is generally defined as a place of perfection. Utopia means:

- Everlasting life
- All good and no evil
- All real and unreal needs and desires are fulfilled without any effort
- A perfect balance between the individual and society
- Complete knowledge

To sum it up ..... A Utopia is a perfect place where nothing bad happens.

**Exercise 3** Do you think it is possible to have all the above five wishes come true in our lives? Don’t you think it is not really possible! Write about your wishes and dreams. Write two possible wishes that you think will perhaps come true and two that you think might not be possible to happen. Follow the examples.

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

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

**Recorded Text 23**

Sana: I wish our government should do something about the health of its citizens.

Sofia: Such as?

Sana: Well to begin with, why don’t they make health care free? Don’t you think it is possible?
Sofia: Of course it is possible! Every thing is possible if there is a will to improve. Look at the pathetic conditions in our government hospitals. There are no doctors, no medicines, no beds, nothing….

Sana: Why don’t they do something about it? It’s not such an impossible task; I wish I can do something!!

Sofia: I really don’t understand why the government is not taking these issues seriously, why does it find it impossible to address these significant matters.

Sana: There are solutions to all problems, All they need are determined efforts to make impossible possible!

Exercise 4 Express one possibility and one impossibility about the following aspects of society:

1. Crime and law enforcement
   Possibility: ______________________________________________________.
   Impossibility: ______________________________________________________.

2. Education reforms
   Possibility: ______________________________________________________.
   Impossibility: ______________________________________________________.

Dr Sabiha Shah is an environment activist. She is struggling hard to preserve Pakistan’s environment conditions and reduce the negative impacts on our environment. Let us listen to what she has to say.

Recorded Text 24

Dr Sabiha Shah:

Human beings are largely responsible for the environmental degradation around the world. Population growth and leads to deforestation of the environment linked with population growth.
poverty. It is impossible to achieve our goals unless we control the rate of population growth in Pakistan.

The world is certainly becoming more and more polluted since the beginning of the Industrial Age. Overcrowding, inadequate sanitation, disasters affect the health of the poor population. It is impossible for them to live normal lives.

Environmental degradation threatens their livelihoods. We have to find possible solutions to these environmental problems, such as water pollution, air and land pollution, deforestation, damaging climate change, and ozone depletion.

We are taking possible measures to cut down the probable damaging effects of pollution in the country, such as strict birth control procedures, punishments for those responsible for cutting down trees and destroying our natural habitats, polluting rivers and streams, imposing firm traffic rules to combat emission of harmful fumes and noise pollution, etc.

Water pollution is one of the major environment degradation threats. Any chemical, physical or biological change in the quality of water is harmful for any living thing that drinks or lives in it. There are many different things people and businesses can do in order to cut down the amount of water pollution in the world today. One of the best things is to find ways to limit the amount of waste water by people, whether at homes or the companies they work at.

**Exercise 5** Dr Sabiha Shah thinks that there are many factors responsible for environment degradation. What are those factors?

**Example:**
- Human beings

**Exercise 6** Dr Sabiha also spells out a few possible measures that we can adopt to fight environment degradation. What are those possible measures?

**Example:**
- control the rate of population growth
In this section you will learn about **Modal Verbs**. What are modal verbs? Modal verbs are special verbs which behave very differently from normal verbs. **Modal verbs are also used to express certainty, probability, possibility or impossibility.**

<table>
<thead>
<tr>
<th>CAN</th>
<th>COULD</th>
<th>MAY</th>
<th>MIGHT</th>
<th>WILL</th>
<th>WOULD</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHALL</td>
<td>SHOULD</td>
<td>OUGHT TO</td>
<td>MUST</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When do we use modals?

a. To talk about someone's ability or inability to do something
   Examples:
   - We can find your house without any problem
   - He can't have a new job without a proper degree

b. To talk about an action that is necessary
   Examples:
   - You must always have your driver's licence when you are driving your car
   - You needn't carry a lot of money with you in the bazar

c. To talk about a situation that is possible or impossible
   Examples:
   - Be careful with that glass, you might cut your finger
   - Don’t change your travel plans, you might not get the tickets again
<table>
<thead>
<tr>
<th>PRESENT FORM</th>
<th>PAST FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>could</td>
</tr>
<tr>
<td>May</td>
<td>might</td>
</tr>
<tr>
<td>Will</td>
<td>Would</td>
</tr>
<tr>
<td>Shall</td>
<td>Should</td>
</tr>
<tr>
<td>Must</td>
<td>-</td>
</tr>
<tr>
<td>ought to</td>
<td>-</td>
</tr>
<tr>
<td>Need</td>
<td>-</td>
</tr>
</tbody>
</table>

The most definite degree of possibility can be expressed with:

- **will** and **would**
- **can** and **could**
- **shall** and **should**
- **may** and **might**

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

**Will and would are used to express willingness and possibility:**

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

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

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

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

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

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

Exercise 7 Practice using modal verbs. Use one of the modal verbs given in brackets to fill each gap.

1. They (can/might)___________ be away for the weekend but I'm not sure.
2. You (may/might)___________ leave now if you wish.
3. (Could/May)___________ you open the window a bit, please?
4. He (can/could)___________ be from Kohat, judging by his accent.
5. (May/Can)___________ you swim?
6. Listen, please. You (may not/might not)___________ speak during this exam.
7. They (can't/may not)___________ still be out!
8. You (couldn't/might not)___________ smoke on the bus.
9. With luck, tomorrow (can/could)___________ be a cooler day.
10. You (can/might)___________ be right but I'm going back to check the times.

Exercise 8 Use must, might, may, could or can't plus the correct form of the verb.

1. Where is Daniyal? He ____________ (be) at school. Classes begin at 8.
2. She ____________ (think) that it is a good idea.
3. I'm absolutely sure! They ____________ (arrive) yesterday, I saw their ticket.
4. Computer course ____________ (begin) the fifth of September.
5 Are you joking! He ___________ (go) to London. He doesn't have enough money.
6 They ___________(live) in Lahore, but I'm not sure.
7 The concert __________________(be) wonderful last night.

Exercise 9  Why are these people doing what they are doing? For example:

1 He is yawning. Why? He may be very tired.
2 He is sneezing and coughing. Why? _____________________________.
3 She keeps crying. Why? _________________________________.
4 He is shouting. Why? _________________________________.
5 His car does not start. Why? _________________________________.

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

Exercise 10 In each of these three sentences the meaning of the modal auxiliary 'can' is different. Write what meaning the modal verb ‘can’ is conveying in the following sentences.

1 Can I go now?
   In this question the word ‘can’ is used to express_____________________________________________________________.
2 The seminar can be moved to Tuesday.
   In this sentence ‘can’ is used to express_____________________________________________________________.
3 I can speak French.
   In this sentence ‘can’ is used to express_____________________________________________________________.

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

Novels, textbooks, manuals, letters, and web pages are just a few of the things that people read every day. Effective and efficient readers learn to use many styles of reading for different purposes.

In this section we will try and give you practice in skimming and scanning.

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

- read more quickly to obtain the gist of a text i.e. to quickly identify the main ideas in the text
- decide if the text is interesting and whether you should read it in more detail

There are many strategies that can be used when skimming:
Scanning is a technique you often use when looking up a word in a dictionary. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. **Scanning involves moving your eyes quickly down the page seeking specific words and phrases which you actually need.** When scanning, look for words that are bold faced, italics, or in a different font size, style, or colour. **Scanning means looking for a specific piece of information in a text.** In our daily life we often use the skill of scanning to find, for example, a particular word in a dictionary, a particular number in a telephone directory, the time of arrival or departure of a particular train or an airplane from a time-table, a particular date in a history book. To do this we don't have to read carefully the whole dictionary, telephone directory, time-table and history book each time. We scan the page or pages until our eye discovers the piece of information we are looking for.

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

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

**Exercise 11  Skimming for gist.** Read the first sentence of each paragraph in the following text and notice how reading the first sentences of each paragraph gives you a good idea about the meaning of the text. As you read it concentrate on these three questions and see if you find their answers.

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

<table>
<thead>
<tr>
<th>The Personal Qualities of a Teacher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I would be generally accepted.</td>
<td></td>
</tr>
</tbody>
</table>
First, the teacher's personality should be pleasantly live and attractive. We come across so many teachers who are depressed, frigid, sarcastic, cynical, frustrated, and over-bearing. I would say that students probably 'suffer more from bores than from brutes'.

Secondly, it is essential for a teacher to have a genuine sympathy - a capacity to tune in to the minds and feelings of other people, especially, to the minds and feelings of their students. Closely related with this is the capacity to be tolerant.

Thirdly, I think it is absolutely essential for a teacher to be both intellectually and morally honest. This does not mean being a saint. It means that a teacher should be a role model for being a person of high intellectual and moral values. A teacher should also be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act - to enliven a lesson, correct a fault, or award praise.

A teacher must remain mentally alert. A teacher must be quick to adapt him or herself to any situation, if necessary at less than a moment’s notice. A good teacher must always be ready for unpredictable situations and remains alert to respond to any changeable situation.

On the other hand, a teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training; none of us is born like that. A teacher must be pretty flexible as teaching makes great demands on mental energy. One should be able to take in stride the numerous irritations a teacher has to endure.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three considerations a teacher needs to consider for self improvement: the subject one is teaching, or subjects or the students which the teacher is teaching, and the methods a teacher can employ in the classroom.

The ideal teacher turned out to be someone who was enthusiastic about the subject; a good clear communicator who encouraged discussion. The ideal teacher was able to develop students involvement and independence. He or she was approachable and willing to help. The bad teacher, according to the survey, dictates notes and allows no room for discussion. He or she makes students learn strings of facts; appears uninterested in the subject and fails to listen to other points of view.
Exercise 12  Scanning for specific information. Read the following text quickly and fill in the table. What do the numbers given in the table refer to?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td></td>
</tr>
<tr>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

Before arriving at the university, students are so influenced by their school’s approach to teaching and learning that they find it difficult to adjust to the University’s way of teaching and learning. A new research carried out by Dr Shahid Siddiqui explains why so many students experience problems making the transition from school to college to university.

According to the research, many university teachers claim that the school system is failing to prepare students for university education. School education is seen to be teacher-dominated, which creates a passive dependence and so when students arrive at the universities they cannot shrug off their earlier dependency on teachers. University teachers also claim that inexperienced teachers have a general lack of concern for students and they are not bothered if students performance is below average.

Dr Siddiqui has devised a questionnaire to test the views of more than 200 first year university students. The students were asked about their experience of how English is taught at the school and college levels. It quickly became clear that teaching methods in both were pretty dull and old fashioned.
About 30 per cent of respondents claimed to have made significant use of extensive materials to supplement their understanding of the subject i.e English for academic purposes, especially when writing extensive research assignments or thesis. Only 16 per cent had used video/audio; 2 per cent had experienced field trips and less than 1 per cent had engaged in role-play.

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

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

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

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

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

**Exercise 13  Survey the text in detail.** Read closely the different pages and extracts given below and identify them as which is which. Which of the following are given? Write ‘yes’ or ‘no’.

<table>
<thead>
<tr>
<th>Abstract</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Appendices</td>
<td>Yes/No</td>
</tr>
<tr>
<td>About the author</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Blurb</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Date of publication</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
PREFACE

General Linguistics in this country was established in the University of London in 1944 at the School of Oriental and African Studies, with which I had been connected since 1931 and which I had served since 1938. On my appointment to the Chair, there followed a period of development both of staff and teaching, during which the subject of General Linguistics was firmly established.

During the last six or seven years the papers here collected proved useful, both to staff and students, and they are frequently referred to in the
published work of other members of the Department. A bibliography of these works is given in the Appendix. The proved usefulness of these papers has encouraged me to offer them for publication in the present form.

J. R. FIRTH

5.

ACKNOWLEDGEMENTS

For permission to reproduce the sixteen papers, grateful acknowledgements are due to three learned Societies and to the Editors of the Proceedings of two International Congresses.

i The Philological Society for 'The Technique of Semantics', 'The English School of Phonetics', 'Sounds and Prosodies', and 'General Linguistics and Descriptive Grammar'.

ii The English Association for 'Modes of Meaning'.

iii The Royal Anthropological Institute for 'The Principles of Phonetic Notation in Descriptive Grammar'.

6.

CONTENTS

1. THE WORD 'PHONEME'. 1
2. THE PRINCIPLES OF PHONETIC 3
NOTATION IN DESCRIPTIVE

| 3. THE TECHNIQUE OF SEMANTICS. | 7 |
| 4. THE USE AND DISTRIBUTION OF CERTAIN ENGLISH SOUNDS | 34 |
| 5. PHONOLOGICAL FEATURES OF SOME INDIAN LANGUAGES. | 47 |
| BIBLIOGRAPHY | 150 |
| INDEX | 165 |

7.

BIBLIOGRAPHY

Glottalization in Hausa, T.P.S., 1952.
HENDERSON, Miss E. J. A. Notes on the Syllable Structure of Lushai, B.S.O.A.S. xii. 3 and 4, 1948.

INDEX

Aelfric, 100-1.
Alliteration, 194, 198, 203.
American Indian languages, 162, 163-4, 167, 172.
American language, the, 157 et seq.
American Oriental Society, the, 161-2, 164, 166.
American Philosophical Society, the, 160, 161, 163, 164.
Arabic alphabet, 111 112.
Bell, Alexander Graham, 95, 96, 110, 119, 166.

Section D  WRITING

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

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

Tips for Writing Advice Letters:

- **Respond quickly to the request for advice.** Give yourself time to think your answer through carefully, but let the person know that you care about him/her and the situation by sending your reply within a few days of receiving the request.
- **No matter how you may feel personally about the subject you are asked to give advice on or the person who asked for it, keep the tone respectful.** In all cases, the tone of this letter should be helpful and congenial.
- **Be careful of appearing judgmental.** Avoid direct or implied criticism. Avoid comments or expressions of personal opinion.
- **If you cannot give advice, express your regret.** Suggest that someone else would be in a better position to do so. If the topic is a sensitive one, consider your approach carefully.
- **Avoid strong language** that might discourage your reader.
- **Give advice only on the subject you have been asked about.** Keep your advice simple and to the point.
- **If someone takes your advice, maintain a tone of appreciation without any hint or feelings of superiority.**
- **If you are the one seeking advice, look to people you know you can rely on.** They should be worthy of your trust and be willing to keep your request confidential.
- **When someone responds to your request for advice, it is always a good idea to write a thank-you letter or letter of appreciation.**

Read this letter of advice. BA Functional English students have received this letter from their tutor who advises them about how to study and be successful in this course.
Dear Students,

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

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

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

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

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

Make sure that your question numbers are correct, proper margins on the left and right are given, and have good paragraphing, etc. In my opinion, the use of correct spelling, grammar, and punctuation are equally important to your success in this course. I suggest that you should combine fun with your studies as it will make your learning experience rewarding.
The following are a few suggestions on how to succeed in this course:

Be prepared to devote a minimum of 10 hours each week

Do not get behind on assignments; keep current

Don't be afraid to ask for help

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

Consider purchasing a nice dictionary and a grammar book

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

Keep in mind this Chinese proverb: 'It's not what you know when you start but what you learn and put to good use'

Good Luck, Umar Farooq

Exercise 14  Mr Umar Farooq gives valuable advice to his students. Write down the advises that Mr Farooq writes to his students.
Example:

- I strongly suggest that you should attend the tutorials

Exercise 15  Now read the letter once again and identify specific words that indicate the function of advice.
Example:

- strongly suggest

Exercise 16  Read paragraph 1 of the letter again. You might have noticed that sometimes Mr Umar Farooq is giving advice yet he is not using specific words or terms that indicate that he actually is giving advice. Read the following sentences taken from paragraph 1 and write what is that hidden advice in the sentences.
Example:
1   I believe that I have a wealth of information to share with you and I hope that you may benefit from my knowledge and experience.

   Mr Farooq is actually advising his students to pay attention to his advice and get maximum benefit from the wealth of knowledge and experience he has.
Advice columns are a very popular and entertaining part of the newspaper. They are usually easy to understand and a lot of people read it with interest. The language in advice columns is usually informal, almost like spoken English. When somebody writes a letter seeking advice, sometimes you would notice that the language they use can be quite emotional, even angry at times. Columnists, on the other hand, try to remain less emotional and more reasonable in their replies.

Most people who write to advice columns are seeking opinions on anything from personal and family problems to proper social behaviour or etiquette. Many of the problems discussed are universal and are easily understood. The columnist's responses are just as interesting. While many of the suggestions easily make sense, others may cause you to rethink some of your own ideas and opinions. If it is a foreign newspaper or magazine than sometimes, the advice may seem overly foreign or western or American or British and you may find it inappropriate for our culture because we have different ways of dealing with problems.

Now read an interesting letter that was sent to newspaper for advice.

**Dear Agony Aunt**

My doctor says I am suffering from arthritis in my hands, it is painful to work at home or at office type and I can not do as much gardening as I would like to do. The doctor has prescribed me pills but I don't like to fill my body with drugs, I do take cod liver oil as I have heard that is good for joint pain. Can you recommend some things that aren't drugs, please?

**Secretary in pain ............**

Now read the response from Agony Aunt:

**Dear Secretary in pain,**
I know exactly how you feel and I am going to suggest that you look at some kind of Alternative therapy, in particular the use of magnets.

Although copper bracelets have long been known for helping sufferers of arthritis, magnotherapy is becoming increasingly popular as a form of natural pain relief. In fact using higher strength magnetic bracelets do have a beneficial effect on pain relief.

It’s believed that the application of a strong magnetic force to blood improves circulation, therefore allowing the oxygen to be transported around the body more easily and waste products to be removed easier. It’s this re-balance of the body’s pH that seems to result in less pain experienced. It’s a safe, drug-free form of alternative medicine that is fast gaining support of doctors around the world.

Considering the on-going cost of painkillers, the magnetic bracelet or wristband is a relatively cheap alternative.

Exercise 17   What are the different problems youngsters mostly face? Think about the problems many young people experience, either in school, with friends, or at home.

Make a list of these problems like this:

<table>
<thead>
<tr>
<th>Problems in school</th>
<th>Problems with friends</th>
<th>Problems at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home work</td>
<td>Gossips and rumours</td>
<td>Scolding</td>
</tr>
</tbody>
</table>

Write two letters: First write a short and informal letter to agony aunt about your specific problem. Secondly be the agony aunt and write an advice response. You may like to use some common sentence patterns often used when giving advice:

- If I were you I would..............
- I think you should.................
- Why don't you.......................?

Now read this letter sent to Agony Aunt:

Dear Agony Aunt,

Few months ago, I bought a new computer for our house. Slowly, over time, my wife has become obsessed with it. She spends as much time as possible on it surfing the net..... What really has me worried is that she has stopped taking interest in the
house, the kids and of course in me...... I can’t help but wonder if I had done a mistake buying a computer. I'm tired of being alone in the house with no body to talk to....Please HELP!

Lonely Soul....

Now read the response:

Dear Lonely Soul,

Your problem is a very common one. Once upon a time, women who stayed at home had nobody to talk to or to know what’s happening around the world. Now, with the Internet, all kinds of people and information are coming right into your home, any time of day or night.

The lure of the Internet is enormous but setting curfews and insisting on supervision is out of the question. Remember, this is your wife, not a teenager you’re dealing with. If you harass or threaten her, she’ll just go underground and do her computing when you’re not around, and that’s dangerous.

My suggestion is a little unconventional, but it’s worth a try. First, pay close attention to your own habits at home. How much time did you spend with your wife before the computer came to live with you? Chances are it was loneliness that drove her to seek companionship online. Second, buy another computer. It doesn’t have to be fancy, just a basic model that is Internet capable. If your wife asks why, just tell her you want your own so there aren’t conflicts with usage.

Now, when your wife sits down at the keyboard, go to your computer. Using whatever instant message programme she uses, slowly engage her in conversation. At first, she may be slightly amused at her husband sending messages from across the room. Talk about anything you want: work, the kids, etc. You can be romantic, funny; send cards via email. Take an interesting and a different route to build a healthy viable relationship again, without a need to throw out the computer. With a little cleverness and determination, you may find you have a much better marriage and a deeper understanding of each other. So try this and let me know if it worked!

Exercise 18  We had already told you that at times the columnist's responses may be interesting but would not relate to our cultural values. What do you think about the above response from Agony Aunt? Read the advice given. Do you agree with it? Is it practical and appropriate in our culture? Would you give a different advice? Think
about the advices that you would like to give to the ‘lonely soul’? Write a letter giving advice.

Section E LISTENING

Giving advice

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

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

Recorded Text 25

Dr Hassan: Now Saeed, I see that you smoke rather heavily.
Saeed: Yes, I'm afraid I do smoke too much.
Dr H: Well, my advice is stop smoking at once or you will damage your lungs and might end up with a heart disease. Have you ever tried giving up?
S: Yes, several times but I just find it too difficult.
Dr H: In that case let me suggest a few things you can do. Firstly, if you smoke strong cigarettes, you should change to milder ones.
S: Okay.
Dr H: You should also consciously try and reduce the number of cigarettes you smoke each day. Don't smoke the whole cigarette. Put out the cigarette after you have smoked half of it. Right?
S: I'll try doctor, although it may be difficult.
Dr H: Also get a nicotine gum from a medical store and whenever you feel an urge to smoke, just start chewing a gum.

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

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

**Exercise 19** Now rewrite the following short advices into complete sentences. Use different words of advice as given in bold in the above sentences.

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

Gulfaraz has just returned home from a long trip. He is talking to his wife Amna. Listen to their conversation and notice how Amna gives her husband advice.

**Recorded Text 26**

Gulfaraz: I feel absolutely exhausted.
Amna: You should get some rest. Why don't you lie down for sometimes?
G: I haven't eaten anything for 24 hours.
A: You must have a decent meal first. I'll get you some hot rotis and vegetables at once.
G: I haven't had a bath for two days.
A: You ought to have one right now, meanwhile I get the food ready.
G: I also feel a bit sick. I guess I've a sore throat.
A: Oh, dear. I think you should start taking medicines.
G: But I want to attend Hashwani's dinner tonight.
A: You must be joking! All you need is a quiet evening and a good rest. You have to relax.
G: But I promised him I would come.
A: Well, if I were you, I would call him and excuse myself. I don't think I'll let you go out tonight.

There are a number of ways of giving advice in English. Here are some of the most common:

- You should get some rest
- You must have a decent meal first
- You ought to have one right now
- I think you should start taking medicines
- You have to relax
When we give advice we use words like should, must and ought to, we sometimes also use the word ‘really’ and ‘strongly’ to give emphasis. For example:

- I really think you should get some rest
- You really should have a decent meal
- I strongly think you should start taking medicines

You are going to listen to Dr Abdul Hafeez talking to a group of students. Listen to the advice he gives to his students regarding exam preparation.

Recorded Text 27

Dr Abdul Hafeez:

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

First, good students should never accept anything in class that they do not understand. They must not be afraid to ask questions. Second, good students ought to know how take good notes. Their notes are brief and to the point. Third, good students need to work steadily throughout the year. They must not leave the work to the last weeks before the exam. They should prepare calmly and thoroughly for each weekly or monthly test. Fourth, good students need to know what exams are and need to gradually work towards achieving high results in their exams. They must get hold of previous exam papers and work through them. Finally, good students must organize their time well. Before examinations they should prepare a realistic revision programme and stick to it.
Exercise 20  What advice did Dr Hafeez give to students who are getting ready for exams? Follow the example and then write all what Dr Hafeez said in indirect speech.

Example:

- He advised his students to ask questions in the class if they did not understand anything.
  1. ___________________________________________.
  2. _____________________________________________.
  3. _____________________________________________.
  4. _____________________________________________.
  5. _____________________________________________.

Exercise 21  Now imagine that you are advising a friend about how to be successful in exams. What advices would you give? Write at least 5 advices.

  1. _____________________________________________.
  2. _____________________________________________.
  3. _____________________________________________.
  4. _____________________________________________.
  5. _____________________________________________.

Dr Raazia Waseem is a Psychologist who deals with problems faced by young students. In this talk she is talking about one very important dilemma that most of the students face in school and that is 'bullying' or 'harassment'. Let us listen as how she advises the students to deal with this problem.
Recorded Text 28
Raazia Waseem:
Today I’m going to talk about Bullying. Let’s Stop BULLYING. WRONG. Nobody has the other people by hitting them, calling them names, rumours about them or by else which is intended to damage someone. In every ‘Bullies’. Bullies are a group of trouble makers who harass, frighten, and terrorize other students without any reason. For these bullies, intimidating and oppressing other students is a pleasurable past time. These bullies are tormentors who may pick on someone who is tall or small, fat or thin, wears glasses, has a different accent, another religion, is shy or clever, or disabled or . . . Any excuse will do for these oppressors.

If you are being bullied by these mischief mongers, tell yourself that it is not your fault, and that it is the bullies who need to change, not you. You need to know what to do and therefore you need to:

- Must talk to someone you can trust, a teacher, parent, older friend or relative
- If you can, write down everything the bullies have done or have said to you, and try to write down how you feel as well. When you have found someone you can trust and who is helpful, you should discuss what you have written with that person
- Most importantly, must do something about it! Doing nothing means it may continue until someone is seriously hurt. If their behaviour is not challenged they are unlikely to stop

You must be careful in planning to deal with bullies. You should NOT do these things: Don't try to deal with the problem on your own…. there is nothing wrong in asking for help.

- Don't exaggerate. Always tell the exact story and the truth about what has happened. If a small part of what you are saying is shown to be untrue then it throws everything else into doubt. So do not concoct
- Don't hide what is happening with you. Keeping things secret is the bullies' biggest weapon against you. The only way to stop bullying is to talk openly about it

Exercise 22  Listen to the Dr Waseem’s talk again. She uses four different words which actually mean nearly the same as the word ‘bully’. Can you write down three other words that she uses to describe ‘bullies’? 
Exercise 23   Dr Waseem advises student ‘what to do’ and ‘what not to do’. Listen to her advices again and then list what she advises students to do and not to do in their respective columns.

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What not to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must talk to someone you can trust, a teacher, parent, older friend or relative.</td>
<td>Don't exaggerate. Always tell the exact story and the truth about what has happened.</td>
</tr>
</tbody>
</table>
UNIT 5

Section A FUNCTION

Expressing Certainty and Uncertainty
Expressing Obligation

In this unit you are going to learn how to express Certainty and Uncertainty. Both these functions are very similar to the functions you have learned in unit 4 about expressing ‘Possibility and Impossibility’. This unit will give you further practice.

You are going to listen to an interview of the Finance Minister who is answering questions about the current year’s budget. As you listen to his interview notice how he is expressing certainty about the success of the government’s economic policies.

Recorded Text 29

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

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

In the dialogue you must have noticed the following statements that express certainty. Let us repeat them once again:
- Well, of course
- I will say this with certainty
- I am absolutely sure
- It as an absolute success
- Have been 100% approved
- It’s definitely a people friendly budget
- Will surely give a boost to the national economy
- It’s certainly very good from the agriculture point of view
- It is especially good for textile industry
- This year's budget clearly indicates a cut in taxes
- An unquestionable record increase in development
- I say this with confidence that we will for sure achieve a targeted GDP growth of six to eight percent

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

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

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

<table>
<thead>
<tr>
<th>Certainty 100%</th>
<th>Doubt 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>- It's definitely going to rain</td>
<td>- It definitely won't rain</td>
</tr>
<tr>
<td>- Look! It's going to rain!</td>
<td></td>
</tr>
<tr>
<td>- It'll surely rain this afternoon</td>
<td>- It probably won't / may / might rain</td>
</tr>
<tr>
<td>- I think it'll rain</td>
<td></td>
</tr>
<tr>
<td>- I don't think it'll rain</td>
<td></td>
</tr>
<tr>
<td>- It 'll probably / may / might rain</td>
<td>- It probably won't / may / might rain</td>
</tr>
</tbody>
</table>

Let us review the **different degrees of certainty**. Read this table carefully and notice how we can **express certainty** with different shades.
Using appropriate language is very important when we need to express certainty or uncertainty. Read this chart that gives you the right kind of words that you can use:

<table>
<thead>
<tr>
<th>Degree of certainty</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete</td>
<td>certain(ly)</td>
</tr>
<tr>
<td></td>
<td>definite(ly)</td>
</tr>
<tr>
<td></td>
<td>clear(ly)</td>
</tr>
<tr>
<td></td>
<td>undoubtedly</td>
</tr>
<tr>
<td>Strong</td>
<td>probably</td>
</tr>
<tr>
<td></td>
<td>presumably</td>
</tr>
<tr>
<td>Less strong</td>
<td>likely/unlikely</td>
</tr>
<tr>
<td></td>
<td>possibly (not)</td>
</tr>
<tr>
<td></td>
<td>perhaps (not)</td>
</tr>
</tbody>
</table>

**Exercise 1**  Read the sentences below and then decide what degree of certainty is expressed. Consult the above chart.

**Example:**

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

Now you are going to listen to an ordinary citizen Ali Ahmad giving his comments on the budget. Notice his tone and the way he is giving his observations on the budget.

**Ali Ahmed:**

‘Around a third of Pakistan's 150 million people still live in poverty, and the middle and poorer classes have been hit by accelerating inflation. I doubt if this budget is addressing these two basic issues; poverty and inflation. The budget contains incentives for the rich, for the business class, but I'd be surprised if there is much for the common man. I don't suppose that this budget is going to bring any relief for an ordinary Pakistani citizen. There's no way that the middle and poorer classes will ever live
comfortably. I don’t think there is anything beneficial for poor. It’s unlikely that there is a reduction in transport fares, and cheaper availability of household items, it’s all for the benefit of the rich, as a result the, poor will become poorer and the affluent, more affluent’.

The ordinary citizen’s comments express uncertainty and doubt. Let us repeat them once again:

- I doubt if this budget is addressing these two basic issues; poverty and inflation
- I’d be surprised if there is much for the common man
- I don't suppose that this budget is going to bring any relief for an ordinary Pakistani citizen
- There’s no way that the middle and poorer classes will ever live comfortably
- I don’t think there is anything beneficial for poor
- It is unlikely that there is reduction in transport fares, and cheaper availability of household items

Exercise 2 Listen to the recorded text 30 again in which Ahmed Ali expresses uncertainties or doubts. Write down the specific words that he uses to express uncertainty.

Example:
1. I’d be surprised.
2. ____________________________________________.
3. ____________________________________________.
4. ____________________________________________.
5. ____________________________________________.

Exercise 3 Read the following sentences and identify the words that express certainty.

1. In fact, we have some of the top chefs in the world.
2. Without doubt, television has a lot to contribute to children’s bad behaviour.
3. You can be sure that we will finance your education in Britain.
4. Surely, there are immediate concerns such as reducing wastage of water and providing clean drinking water.
5. There is a definite shift in their foreign policy.

A lot of people are interested to know the weather forecast and they read the daily weather updates in the newspapers and listen to weather announcements on radio and TV.
What is the weather in Islamabad?

Saturday. Thunderstorm.

Saturday. Scattered Clouds.

Sunday. Thunderstorm.

Monday. Thunderstorm.

Tuesday. Scattered Clouds.

Wednesday. Partially Cloudy.

Listen to this weather forecast:

Recorded Text 31

Muhammad Hanif:

‘This is Muhammad Hanif with the weather forecast. Today the weather was absolutely clear and sunny generally all over the country and specifically in the capital Islamabad. Tomorrow there will most probably be light showers in the morning in Islamabad and in the neighbouring areas. However, in the afternoon the weather will most likely be bright and sunny; we might even see temperatures of up to 30 degrees centigrade. In other parts of the country, the weather will mostly likely be hot, dry; temperate in northwest and chilly in the north’.
Exercise 4  What did you notice when you were listening to the weather forecast? Well you must have noticed that Mr Hanif made a few weather predictions with certainty and some with uncertainty. Listen to the recorded text no. 31 again and as you listen fill in the blank spaces with the correct information.

| Weather | Today the weather was _______________ and ______________ generally all over the country and specifically in the capital Islamabad. Tomorrow there will _______________ be light showers in the morning in Islamabad and adjoining areas. However, in the afternoon the weather will _______________ ___________ be ___________ ___________; we ___________ even see temperatures up to ________ degrees centigrade. In other parts of the country, the weather will ____ _________ be hot, _______; ___________ in northwest; _________in the ___________.

Read Now let’s try and understand what we mean by the term ‘Obligation’ and how we can express obligation.

Ob- li- ga- tion – NOUN means:

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

Some similar words that mean the same as the word ‘obligation’ are: commitment, duty, need, responsibility, liability.

You are going to listen to Dr Hafeez’s lecture in which he is telling us about the ‘responsibilities or obligations of a good citizen’. Since it is a longer lecture you have to listen to it carefully and perhaps more than once. Listen to what he has to say.

Recorded Text 32

Dr Hafeez:

I will be talking about two of the most important issues and these are
good citizenship and sense of duty. Good citizenship means fulfilling the duties or obligations that are imposed by law of the land. Good citizens must abide by, live and act according to the laws and customs of the country. As good citizens we must recognize our moral responsibilities. We need to display a certain level of sincerity and integrity in whatever we do in order to live in harmony with other people.

Now let me talk about the sense of duty. Sense of duty means understanding your responsibilities as a person and as an individual in a society. And when you understand or recognize your responsibilities and duties, you are actually laying the foundation of a good society. The individual sense of duty converts into a collective sense of duty, and in this way we are performing our duty and responsibility in creating a peaceful and safe world. As people we should nurture honesty, integrity, etc. because these qualities make us a good citizen in real sense. A strong sense of duty and personal commitment are two basic qualities that lead to character building. Whatever we do, the way we behave, speak, dress and eat...everything we do in life is a reflection of our principles, our beliefs, our character, and our value system. If we lack these things, if we are without character, without ethics, without morals, without values, we invite chaos into our personal lives. We can never be good individuals, we can never be law abiding citizens of the country or the people of the world. So in order to be good citizens we need to develop a strong sense of duty and with this combination we will be able to develop our characters that would ultimately lead to spiritual perfection.

Let us repeat some of the expressions that express ‘obligation’:

- Good citizenship means fulfilling the duties or obligations that are imposed by law of the land.
- Good citizens must abide by, live and act according to the laws and customs of the country.
- As good citizens we must recognize our moral obligations, duties or responsibilities.
- We need to display a certain level of sincerity and integrity in whatever we do in order to live in harmony with other people in a society.
- Sense of duty means understanding your responsibilities as a person and as an individual in a society.
- The individual sense of duty converts into a collective sense of duty, and in this way we are performing our duty and responsibility in creating a peaceful and safe world.
- As people we should nurture honesty, integrity, etc. because these qualities make us a good citizen in real sense.
A strong sense of duty and personal commitment are two basic qualities that we lead to character building.

Whatever we do, the way we behave, speak, dress and eat…everything we do in life is a reflection of our principles, our beliefs, our character, and our value system.

In order to be good citizens we need to develop a strong sense of duty and with this combination we will be able to develop our characters that would ultimately lead to spiritual perfection.

Exercise 5  What other responsibilities, obligations and duties do you think we, if we want to be good citizens, need to inculcate in ourselves? Follow the example and then write a few more responsibilities of a good citizen.

Example:

- We need to take care of the elderly people or senior citizens.

Read the following paragraph 1:

Obligation Duty and Responsibility
Children & Education

The basic role and responsibility of education is to bring together people of diverse languages, cultures, and social and economic circumstance and to make them a part of the larger society. Education must help prepare our children to be the productive and thoughtful citizens of tomorrow. Education is most important vehicle for maintaining and renewing personal, national, cultural and global values and it should therefore support our children’s individuality and as they grow and support their aims.

Exercise 6  After reading the above paragraph can you write what are the two main responsibilities of education?

1. ..............................................................................................................

2. ..............................................................................................................

Continue reading paragraph 2:
We all share the responsibility for building and constantly improving our education system no matter what our differences are, no matter what unexpected turns our society may take. If we are going to make education work for everyone, then we need to work together and working together involves defining clear roles and setting out responsibilities. Education profoundly touches the life of every child and helps shape every citizen. What we teach should reflect what we value and what we believe in. The school is the heart of the community, children learn there. It’s only natural that, we need to strengthen our school education.

Exercise 7  After reading paragraph 2 given above, what do you think are our own responsibilities to promote education?

Continue reading paragraph 3:

Education, lays the foundation stone of a free and democratic society. Education boards must demonstrate great vision and lead educational progress and should have a single aim: the best possible education for all the students and must ensure the quality of educational programs and services extended to their students.

The following are some of the most important aims and objectives of education:

Enable all learners to develop their individual potential.
Acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society.
Generate a prosperous and sustainable economy.
Assist in students’ intellectual development.
Increase the ability to think critically, rationally and independently.
Develop a lifelong appreciation of learning.
Build a healthy curiosity about the world.
Increase capacity for creative thought and expression.
Raise awareness about human and social development.
Develop a sense of self-worth and personal initiative.
Develop an appreciation of the fine arts and an understanding of cultural heritage.
Develop an understanding of the importance of physical health and well-being.
Develop a sense of social responsibility and a tolerance and respect for the ideas and beliefs of others.
Pursue career development.
Exercise 8  After reading paragraph 3, write briefly the main responsibilities or objectives of education towards citizens?

As law abiding citizens we should be responsible and take care not to break rules because these rules are designed to help us lead safe lives. You must have seen these signs quite often. For example:

It means ‘please do not smoke here’ or ‘this is a no smoking area’.

It means ‘do not park here’ or ‘this is not a parking area’ or ‘parking is not allowed here’.

Exercise 9  What do the following signs mean?

Section B  STRUCTURE

Active and Passive Voice

Active Voice:  In active voice sentences:

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

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

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

Passive Voice:  In passive voice sentences:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Use passive voice . . .</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>To emphasize the action rather than the actor</td>
<td>After long debate, the proposal was endorsed by the planning committee.</td>
</tr>
<tr>
<td>To be tactful by not naming the actor</td>
<td>The procedures were somehow</td>
</tr>
</tbody>
</table>
misinterpreted.

| To describe a condition in which the actor is unknown or unimportant | Every year, thousands of people are diagnosed as having cancer. |
| To create an authoritative tone | Visitors are not allowed after 9:00 p.m. |

Which voice to use?

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

Exercise 10  Read all the rules and explanation that we have given you above carefully and then change the sentences given below to passive voice.

1. Children cannot open these bottles easily.
2. The government built a road right outside their front door.
3. Mr. Butt broke the antique vase as he walked through the store.
4. The construction workers are making street repairs all month long.
5. The party will celebrate his retirement.
6. His professors were discussing his oral exam right in front of him.
7. My son ate all the homemade biscuits.

Exercise 11  Now here are some sentences that are in passive voice. Rewrite them into active voice sentences.
Exercise 12  Read the list of verbs given in the box. Then read the sentences that follow. Fill in each blank with the correct past participle of the verb. When you would be doing that you will notice that you are actually making these verbs passive voice verbs.

<table>
<thead>
<tr>
<th>paint</th>
<th>write</th>
<th>discover</th>
<th>invent</th>
<th>build</th>
<th>climb</th>
<th>cause</th>
<th>grow</th>
<th>first</th>
<th>see</th>
</tr>
</thead>
</table>

1. Romeo and Juliet ________________ Shakespeare.
2. Traffic accidents ________________ rash driving than anything else.
5. The light bulb ________________ Edison.
7. The moons of Jupiter ________________ Galileo.
9. The pyramids ________________ the Pharaohs.

Exercise 13  Here is another interesting exercise. We are giving you four topics. Write one active sentence and one passive sentence. We have done the first topic for you as an example. Continue with the remaining three topics in a similar way.

Topics:
- Titanic the sunken ship
- Troy the destroyed City
- Banana production
- Uses of leather

1. **Sunken Ships:** How was the Titanic sunk? (By an iceberg)
   a. **Active sentence:** Iceberg destroyed the Titanic.
   b. **Passive sentence:** Titanic was destroyed by an iceberg.

2. **Destroyed Cities:** Who destroyed the city of Troy? (The Greeks)
   a. **Active sentence:** ________________________.
Section C

FUNCTIONS IN THE TEXT

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

Different texts serve different purposes, for example:

- An advertisement serves the purpose of introducing a product and selling it.
- A travel brochure gives information about travel destinations and wants to attract people to visit these sights.
- A dictionary too has its own use and helps readers know word meaning, pronunciation and grammatical use of words.
- A newspaper has different sections and each section has a different purpose, for example, readers read the main stories to know what’s happening at national or international level. Some people are just interested to read sports pages and some business pages, whereas the teenagers might like to read the horoscopes or do the word puzzles.

Sample questions:

3

Production: Where are bananas grown? (Brazil)

a Active sentence: ________________________________________.

b Passive sentence: ________________________________________.

4

Uses: What is leather used for? (Handbags, jackets)

a Active sentence: ________________________________________.

b Passive sentence: ________________________________________.
So we can say there are various kinds of reading texts and we read different texts with different purposes. You might have noticed that some reading texts give us information, some give readers advice, and instructions; some reading texts convey complaint and suggestions.

In this section we will try and understand one particular function that we find in texts and this function is ‘Instruction’.

**Exercise 14** Whenever you read something try to understand the text’s main purpose or function. Here are three different kinds of reading texts. Read each and then tick ( ) the right answers.

**To get to the library at college**

First go in through the front door, ahead of you is the reception desk, turn left and go into the lobby, turn right, the library is the first entrance on your left. Don’t forget your student card.

1. What is the main purpose of this piece of writing?
   - [ ] To inform students of what is in the library
   - [ ] To explain how to get to the library
   - [ ] To explain why it is important to take your card to the library
   - [ ] To persuade us to visit the library

2. What sort of text is this?
   - [ ] A note
   - [ ] A memo
   - [ ] An email
   - [ ] Instructions

3. Who is going to read this?
   - [ ] A student
   - [ ] Anyone
   - [ ] A visitor
   - [ ] The librarian
For Sale

Child's Bike
Suit age 6 - 9
Five gears
Good Condition - Almost New
Final price Rs 2000
Telephone: 813436

1. What is the main purpose of this piece of writing?
   - To tell us that the bike is for sale
   - To persuade someone to buy a bicycle
   - To make us happy
   - To tell us how to find the bike

2. What sort of text is this?
   - A poster
   - A message
   - A note
   - A newspaper advertisement

3. Who is meant to read this?
   - Children
   - Anyone
   - Parents
   - Shopkeepers

Fresh Pea Soup
lump of butter
1 onion finely chopped
400 grams peas
Half a litre of water
3 tablespoons cream
Pepper and salt to taste
Melt butter in pan and fry onions for a few minutes, stirring occasionally, add the peas and water, then the seasoning, cover and simmer for 15 minutes, stirring occasionally, blend the soup in a food processor, stir in the cream.

1. What is the main purpose of this text?
   - [ ] To inform us of the quantities needed
   - [ ] To keep us entertained
   - [ ] To inform us that pea soup is easy to make
   - [ ] To tell us how to make pea soup

2. What sort of text is this?
   - [ ] Advertisement
   - [ ] Message
   - [ ] Instructions
   - [ ] Story

3. Who is meant to read this text?
   - [ ] Family
   - [ ] Anyone
   - [ ] Friends
   - [ ] A particular person

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

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

Here are some examples of instructions that have the imperative:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should not smoke here</td>
<td>Don’t smoke here</td>
</tr>
</tbody>
</table>
You must fix this with glue = Fix this with glue
You must not run = Don't run
You will need 300g of flour = Take 300g of flour

An **instructive text** is a text in which you read explanation about how to do something. For example, instructions about how to get a passport, how to choose the right car, or how to conduct an experiment are all instructive texts. When you are reading or writing an instructions piece, it is necessary to keep the following points in mind:

- **Use chronological order.** Many Instructive essays must be written in chronological order. If you are explaining how to change a flat tyre then all the necessary steps must be written in chronological order, or the reader will not do well in fixing the flat tire. You will learn about ‘chronological’ writing in one of the units that will follow.

- **Stick to the point.** When explaining how to change a tyre on a car, for example, don't discuss where to buy cheap tyres or how long new ones should last. Such details may interest the reader, but they won't help in changing the tyre.

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

### CHICKEN TIKKA

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

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

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

Exercise 15  Now read another instructive text. After reading it, write the instructions in ‘imperative’ form.

A Word of Advice

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

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

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

Section D  WRITING

Writing Formal Letters: Job Applications

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

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

**Exercises 16** Read the following statements and check your understanding. Decide if they are true or false:

**How much do you know about writing formal letters?**

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

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

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

**Writing an effective job application letter:**

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

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

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

**Here is a sample formal job application letter:**

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

Company name and address

<table>
<thead>
<tr>
<th>Writing to and their title. Make every effort to find out the person’s name and position. If you phone the company, check the spelling with the receptionist. Company name and address</th>
</tr>
</thead>
</table>
| 104 Ghalib Road  
Gulberg Lahore  
PAKISTAN |

Salutation, notice the punctuation

Dear Mr Zaidi:

<table>
<thead>
<tr>
<th>Salutation, notice the punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Mr Zaidi:</td>
</tr>
</tbody>
</table>

Paragraph 1 – state the position and make it stand out. State where you saw the advertisement.

I wish to apply for the position of **Software Assistant** as advertised in The Dawn, Saturday 10th November 2005.

<table>
<thead>
<tr>
<th>Paragraph 1 – state the position and make it stand out. State where you saw the advertisement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish to apply for the position of <em>Software Assistant</em> as advertised in The Dawn, Saturday 10th November 2005.</td>
</tr>
</tbody>
</table>

Paragraph 2 – schooling. Try and link it what the position calls for.

I have almost completed my B TEC studies, and expect good results in each of the subjects. These subjects are English, Information Technology, General Maths, and Legal Studies. My favourite subject has been information Technology, and I am keen to work with organizations that provide further training in this area.

<table>
<thead>
<tr>
<th>Paragraph 2 – schooling. Try and link it what the position calls for.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have almost completed my B TEC studies, and expect good results in each of the subjects. These subjects are English, Information Technology, General Maths, and Legal Studies. My favourite subject has been information Technology, and I am keen to work with organizations that provide further training in this area.</td>
</tr>
</tbody>
</table>

Paragraph 3 – why you are applying for this job

I have done internships with Mobilink and Askari Bank (see attached Resume for full details. My supervisors (see attached references) have confirmed my suitability for this type of work.

<table>
<thead>
<tr>
<th>Paragraph 3 – why you are applying for this job</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have done internships with Mobilink and Askari Bank (see attached Resume for full details. My supervisors (see attached references) have confirmed my suitability for this type of work.</td>
</tr>
</tbody>
</table>

Paragraph 4 – why you choose this employer. Do some research so you can refer to specific things.

- I am pleased to say that your institution has been upgraded and expanded recently, and offer an excellent working environment. I feel satisfied that my skills and commitment will match the high quality information technology services you provide.

<table>
<thead>
<tr>
<th>Paragraph 4 – why you choose this employer. Do some research so you can refer to specific things.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I am pleased to say that your institution has been upgraded and expanded recently, and offer an excellent working environment. I feel satisfied that my skills and commitment will match the high quality information technology services you provide.</td>
</tr>
</tbody>
</table>
Paragraph 5 - closing statement, mention that your resume is enclosed and you are available for an interview.

My resume is attached, and I am available for interview at any time. My contact details are:

Provide all contact details, and let them decide which one they will use.

Telephone: 042- 5595124  
Mobile: 0300- 438 9513  
Email: sabaraza@hotmail.com.  
Or by post at the above address.

3 spaces
Only use 'yours faithfully' when you have not used the person's name in the salutation. Give 5 spaces, notice the punctuation

Yours sincerely,

Sign your name here

Saba Raza

**Style of a formal letter.** There are two main formats: block, and indented. The block format has all entries at the left-hand margin. The indented format indents each paragraph by five or six spaces.

**The Block Format**

5 Hill Street  
Islamabad  
PAKISTAN

March 15, 2005

Mr. Haider Shah  
President  
Shah & Shah  
2 Margalla Road  
Islamabad  
PAKISTAN
Dear Mr. Shah:

I have read your 'job available for English Language Teachers' advertisement in the Daily NEWS of August 12, 2005.

I have done my Master's in Teaching of English as a Foreign Language (TEFL) in 2000 from Allama Iqbal Open University, Islamabad and have got grade B in all the courses. The subjects that I took in my 3 years Masters in TEFL were Sociolinguistics, Psycholinguistics, grammar and Phonetics, The English language Skills, Discourse Analysis, Varieties of English, Stylistics, and Error Analysis and Testing.

Sincerely,

Junaid Soomro

The Indented Format

5 Hill Street
Islamabad
PAKISTAN

15 March 2005

Mr Haider Shah
President
Shah & Shah
2 Margalla Road
Islamabad
PAKISTAN

Dear Mr. Shah:

I have read your 'job available advertisement in the Daily NEWS of August 12, 2005.

I have done my Master's in Teaching of English as a Foreign Language (TEFL) in 2000 from Allama Iqbal Open University, Islamabad and have got grade B in all the courses. The subjects that I took in my 3 years Masters in TEFL were Sociolinguistics,

Sincerely,

Jawad Soomro

Exercise 17  Here is a job application. Read it carefully and notice that it has so many mistakes, such as: grammar mistakes, spelling mistakes, punctuation mistakes, mistakes in the order of the paragraphs, and also mistakes in the layout. See how many you can find!

19 university road
Peshawar

Majestic Hotel
Abdara road
Peshawar: Pakistan.

The nineteenth of January

dear asfandyar,

I am interested in the job of Waitre advertised on "Metro" this morning and I am enclosing a copy of my CV. I hope you will consider my application carefully and I look forward to hear from you.

I am working as waitre in my islamabad since five years therefore I like to work in Peshawar now and my former employer can provide you with a referee.

I imagine that you cater mainly for overseas tourists so I believe my language skills would be useful. In addition to speak both urdu, pushto, I also can understand Persian.

yours faithfully.

jan muhmmad.

Exercise 18  Read the following advertisements and apply for the job. Follow all the tips and guidelines that we have given you and write an effective job application letter.
JACK & JILL HIGH SCHOOL
9 FEDERAL B AREA
KARACHI
A well reputed school requires English, Computer and Science Teacher preferably Masters with at least 5 years of teaching experience for classes up to Matric. Interviews from 27 July from 9am to 12. Contact 4976075 for ‘walk in interviews’ OR APPLY IN WRITING TO THE ‘PRINCIPAL’ at the above address.

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

Section E LISTENING

Listening to Job Interview

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

Exercise 19 How much do you know about job interviews? Check your understanding!
1 You should arrive at a job interview:
- On time
- 5-10 minutes early
- 20 minutes early

2 At the interview:
- You should know the company's history
- Ask about the company's history
- Ask about the products the company makes

3 The secretary who greets you before an interview:
- Should only ask your name
- Will be asked by the interviewer to give an opinion of you later
- Will get you coffee if you ask

4 Thank you notes:
- Are an old-fashioned device no longer necessary
- Should be sent to the interviewer within 2 days
- Should be sent to the interviewer only after the job is obtained

5 You should ask questions when the interviewer asks if you have any
- True
- False

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

Recorded Text 33

Dr Shahbaz:

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

Step 1 is to know yourself. Think about your skills and interests, consider your strengths and weaknesses, and identify accomplishments you are proud of so that you are able to communicate all these in the job interview.
Step 2 is to know the employer. You should do some basic research about the working of the firm or organization and the position it is offering, as well as know the salary range.

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

There are a few more things that you need to keep in mind and these are:
- Improve your verbal or spoken and non verbal or body language skills.
- Only provide factual, correct and relevant information.
- Keep to the point. Don't bring up unrelated matters.
- Be as specific as possible.
- Don't try to dominate the interview. Let the interviewer guide the questions.
- Don't expect an offer on the spot.

Exercise 20 Dr Shahbaz said ‘think about your skills and interests’. What did he mean by that? Suppose you are the candidate for an interview and Dr Shahabaz asks you to write about your skills and interests. What will you write? Here are two diagrams, add your skills and interests.

![My Skills](image1)

![My Interests](image2)

You must have noticed that Dr Shahbaz used two terms ‘verbal and non verbal skills’ in the recorded text 33. Verbal means spoken communication, whereas non verbal communication is the body language. Let’s listen to how Dr Shahbaz explains non verbal skills:

Recorded Text 34

Dr Shahbaz:

Nonverbal communication skills mean messages that we convey through our facial expressions, posture, eye movements, and gestures. When you go for an interview
remember that positive nonverbal communication will reinforce your verbal message. Therefore:

- Greet the interviewer appropriately, may be with a firm handshake.
- Maintain eye contact with the interviewer.
- Use positive vocal qualities and facial expressions.
- Sit attentively to demonstrate your interest and enthusiasm.

Also you must consider interview etiquette and these are:

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

Exercise 21  After listening to recorded text can you write what are the different characteristics that make good nonverbal communication skills?

Waqar Hussain has applied for a job as a Project Manager, at the Sarhad Rural Development Agency. Mr Asfandyar Khan is interviewing him. Let's listen to a part of the interview:

Recorded Text 35

Asfandyar Khan: So Mr Waqar, tell me about yourself.
Waqar Hussain: I have done my Masters in Development Studies in 2005 and have an experience of working as a Social Organizer with the Khushali Bank for 2 years from July 2005 to 2007.

AK: Why did you decide to seek a position with this organization?
WH: I'm always looking for challenging job opportunities that can give me the chance to work at the grassroots level especially for the poor community.

AK: What do you know about our organization?
WH: I know that Sarhad Rural Support Programme is doing a great deal in poverty reduction and promoting sustainable means of livelihood in rural NWFP.

AK: What are your long-term career goals?
Waqar: I want to grow as a development specialist who can encourage people to help themselves by undertaking income generating activities and by community participation.
AK: Thank you Mr Hussain. We’ll let you know the decision in a week’s time.
WH: Thank you sir for giving me the opportunity.

Exercise 22  Fill in the chart with correct information.

<table>
<thead>
<tr>
<th>Waqar Hussain’s qualifications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Waqar Hussain’ Job experience</td>
<td></td>
</tr>
<tr>
<td>Waqar Hussain’s reasons for applying for this job</td>
<td></td>
</tr>
<tr>
<td>Waqar Hussain’s career goals</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 6

Section A   FUNCTION

Expressing Preference
Expressing Intention

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

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

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

Recorded Text 36

Hammad: What do I like? Hmmm... Good question... I wish I knew too. Well, I prefer reading books than watching films which a lot of teenagers prefer these days. I prefer spending time with a couple of good friends rather than hanging out in markets, I love to eat good food, preferably Italian and Chinese. I'd rather not go for shopping as I prefer my mom to buy things for me...I trust her choice! Oh yes I prefer sleeping late and waking up late too...ha ha ha.... I'm rather a sporting person I prefer watching wrestling on TV than cricket and also go for Taekwondo that I prefer over other gymnastics.

Exercise 1   So what do you think about Hammad? What are his preferences? Listen to the recorded text 36 again and list all the choices or preferences he talks about.

Example:

- I prefer reading books than watching films.
RABIA GARIB is Editor-in-chief of an IT magazine ‘Net Express’ and an Information Technology (IT) expert. She expresses her views about opportunities for Pakistani women in IT sector. Let us listen to what she is saying.

Recorded Text 37

Rabia Garib:

The importance of Information Technology (IT) and the flexibility it provides has made it a popular career choice for most Pakistani women. A large number of educated women prefer taking up IT as profession. **Why this preference for IT?** Well, a recent survey has proved that women have shown a great preference to IT and are inclined towards choosing different fields of IT where they have chances of proving their creativity. Women select IT profession because they think it also widens their horizons and suits the demands of a dynamic and fast changing world. Women believe that it is the best alternative to office jobs that block their creative growth. **Women of Pakistan** have made a choice in favour of IT and appreciate that this can be the best profession that can allow them opportunities for personal and professional development. The government also favours and supports women who want to choose IT as a profession and has approved it as an excellent medium of growth for women.

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

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

Exercise 2 After listening to Ms Garib’s talk, can you now answer these questions?

1. Why do Pakistani women prefer jobs in Information Technology (IT) ?
2. Ms Garib uses quite a few words or terms to express preference. For example she says:

   - popular career choice

   Listen very carefully to the recorded text 36 again and write what other words or terms she uses to express preference.

There are more than one ways of expressing preferences. For example:

A: **I prefer** summers than winters.
B: Well I’m in favour of autumn; I like the quietness of the autumn season.
Exercise 3  Ms Rehana is out for shopping. She goes into a big shopping mall where there are a lot of sections and a variety of things. A sales representative is trying to help her select things. Here is a short dialogue between them. Complete the dialogue with appropriate expressions of preference. Go back to the expressions that we have given you earlier and choose a different expression each time.

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

SR: How about this. Would you like the pink bag or the brown one?
Ms R: ____________________________.
SR: Let me show you this. This is Chinese silk and this one is Indian. Which one would you like to buy?
Ms R: ____________________________.
SR: Okay let me take you to another section. This is the cosmetics section. Do you like to buy foreign perfumes or the local ones?
Ms R: ____________________________.

Exercise 4  What are your preferences or choices in different things? First make a choice and then write a preference sentence similar to the one given in the example:
Example:
- I would rather prefer a chicken tikka, please.

<table>
<thead>
<tr>
<th>What Would You Prefer?</th>
<th>or</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken tikka</td>
<td></td>
<td>Karahai chicken</td>
</tr>
<tr>
<td>Camera</td>
<td></td>
<td>Computer</td>
</tr>
<tr>
<td>Suzuki car</td>
<td></td>
<td>Santro car</td>
</tr>
<tr>
<td>Nokia cell phone</td>
<td></td>
<td>Samsung cell phone</td>
</tr>
<tr>
<td>Television</td>
<td>or</td>
<td>CD player</td>
</tr>
<tr>
<td>Watch</td>
<td>or</td>
<td>Sun glasses</td>
</tr>
<tr>
<td>Brief case</td>
<td>or</td>
<td>Wallet</td>
</tr>
</tbody>
</table>

Mr Allahyar Leghari lives in Multan. He is a Civil Engineer working with a foreign firm. He is going to visit Karachi on an official tour. He is looking for some decent place to stay and he asks a travel agent’s advice. Listen to the advice the travel agent gives him:

**Travel Agent:**

I suggest Mr Leghari that you may like to fly by PIA. I also advise you to choose the Avari Towers. It’s preferable because it’s just 20 minutes from the Airport. Moreover a lot of visitors prefer it because Avari Towers is situated in the centre of Karachi city, near major cultural attractions and within walking distance of shopping and commercial areas. You might prefer it for security reasons too because it has a lot of security. I think another reason you might favour it for is that it offers reasonable rates as compared to other hotels in Karachi.

**Exercise 5** What do you think? Will Mr Allahyar Leghari prefer staying at Avari Towers hotel or not? Suppose he favours to stay there, why do you think he will prefer it? **Write the reasons he might give for his preference:**

He will prefer it because:

1. It is just 20 minutes from the Airport.
2. ____________________________________________.
3. ____________________________________________.
4. ____________________________________________.
Exercise 6  Mr Allahyar Leghari decides to live at the Avari Towers hotel. He wants to eat at the ‘Dynasty’ restaurant of Avari hotel. A waiter brings the menu to him. The menu has three sections: The main dishes, desserts and beverages. What do you think he will prefer ordering from each section? Complete the dialogue between Mr Leghari and the Waiter by providing appropriate expressions of Preference expressed by Mr Leghari.

<table>
<thead>
<tr>
<th>MENU</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Dishes</strong></td>
</tr>
<tr>
<td>Chicken with Lemon Sauce</td>
</tr>
<tr>
<td>Deep Fried Chicken Wings with Sesame Seeds</td>
</tr>
<tr>
<td>Sliced Chicken with Sweet &amp; Sour Sauce</td>
</tr>
<tr>
<td>Stir fried Chicken with Vegetables</td>
</tr>
<tr>
<td>Beef with Hot Chili Sauce</td>
</tr>
<tr>
<td><strong>Dessert</strong></td>
</tr>
<tr>
<td>Black Forest cake</td>
</tr>
<tr>
<td>Chilled Chocolate Mousse</td>
</tr>
<tr>
<td>Fresh Fruit Salad</td>
</tr>
<tr>
<td>Iced Coffee</td>
</tr>
<tr>
<td>Mixed Ice Cream of your Choice</td>
</tr>
<tr>
<td><strong>Beverages</strong></td>
</tr>
<tr>
<td>Seasonal Fresh Juice</td>
</tr>
<tr>
<td>Fresh Lime with 7-Up</td>
</tr>
<tr>
<td>Iced Lemon Tea</td>
</tr>
<tr>
<td>Pot of Coffee</td>
</tr>
<tr>
<td>Green Tea</td>
</tr>
</tbody>
</table>
Waiter: What would you like to order, sir?
Allahyar Leghari: I prefer a seasonal fresh juice first.
W: Certainly, sir. May I know which particular fruit juice you like?
AL: Well, ________________________________.
W: Very well, sir. Would you like to order something from the main dishes?
AL: As a matter of fact, I ________________.
W: Yes sir, this is one of our most popular dishes. What would like after that?
AL: What about beef with hot chili sauce?
W: It is excellent. Which one would you prefer first?
AL: I think I’ll ________________________________.
W: Very well sir. What about the dessert?
AL: Okay, let me see…well, I’d ________________________________.

Exercise 7  What do you prefer? Write appropriate expressions of preference.

1  A holiday at the seaside or in the mountains?
   I’d rather spend my holidays at the seaside than in the mountains.

2  Travelling by car or by public transport?
   ______________________________________.

3  Going to the cinema or to the theatre?
   ______________________________________.

4  Reading an interesting book or watching television?
   ______________________________________.

5  Learning vocabulary or grammar?
   ______________________________________.

So far you have learnt to express preference. Now we will learn how to express Intention. Read the example given below:
Example:

A: What do you intend to do after you finish your education?
B: I intend to look for a job.

The above example illustrates how one can inquire about intention and express intention. For instance, when we plan our holidays we often say:

- I intend to go to Gilgit
- I’m thinking of going to Gilgit
- I’ve decided to go to Gilgit
- My intention is to go to Gilgit
- It’s my intention to go to Gilgit

Exercise 8 Mr Sherazi, is a teacher. He is asking his students about their plans for the weekend. The table given below summarizes what his students intend to do or prefer doing at the weekend. Mr Shirazi’s questions are given, write the answers his students give by writing appropriate express of intention. Try and use different expression of intention each time.

Example:

Mr Shirazi: Naveed, what do you intend to do this weekend?
Naveed: I intend to go to Rawal Lake for fishing.

<table>
<thead>
<tr>
<th>Naveed</th>
<th>Go to the Rawal lake for fishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saleem</td>
<td>Visit his grand parents house</td>
</tr>
<tr>
<td>Dost Muhammad</td>
<td>Watch a film on DVD</td>
</tr>
<tr>
<td>Khurram</td>
<td>Go to the sports club to practice tennis</td>
</tr>
<tr>
<td>Sajida</td>
<td>Visit a friend she hasn’t met for months</td>
</tr>
<tr>
<td>Irum</td>
<td>Work on the assignment</td>
</tr>
</tbody>
</table>

Mr Shirazi: Saleem, what do you intend to do this weekend?
Saleem: ________________________________.

Mr Shirazi: Dost Muhammad, What do you intend to do this weekend?
Dost Muhammad: ________________________________.

Mr Shirazi: Khurram, what do you intend to do this weekend?
Khurram: ________________________________.

Mr Shirazi: Sajida, what do you intend to do this weekend?
Sajida: ________________________________.

Mr Shirazi: Irum, what do you intend to do this weekend?
Irum: ________________________________.
Mr and Mrs Amanullah and their family live in Hyderabad and intend to spend a week in Islamabad. They have made their travel plans in advance, such as places to visit and hotel to live in. This is their travel itinerary.

<table>
<thead>
<tr>
<th>Islamabad Vacations</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 4</td>
</tr>
<tr>
<td>Flight PK 306 from Karachi to Islamabad; 10:00 a.m.</td>
</tr>
<tr>
<td>July 4</td>
</tr>
<tr>
<td>Arrive at Islamabad and check in at Best Western Hotel, 6 Islamabad Club Road, Islamabad. Visit Faisal Mosque. Also stop over at Daman-e-Koh, to have a view of the city, and have dinner at Pir Sohawa.</td>
</tr>
<tr>
<td>July 5</td>
</tr>
<tr>
<td>Go around the city, check markets, such as Jinnah Super and F-10 Italian, Evening, dinner at</td>
</tr>
<tr>
<td>July 6-7</td>
</tr>
<tr>
<td>Leave for Murree, go around Mall road, Pindi and Kashmir points, eat lunch at Lintots. At 4 p.m leave for Bhurban, which is eight kilometers from Murree. Have tea at the PC Bhurban and take a walk through the woods. Return to Murree and stay at a guest house.</td>
</tr>
<tr>
<td>July 8-10</td>
</tr>
<tr>
<td>Visit art galleries and museums at Islamabad.</td>
</tr>
<tr>
<td>July 11</td>
</tr>
<tr>
<td>Take a flight back to Karachi.</td>
</tr>
</tbody>
</table>

Exercise 9  What do Mr and Mrs Amanullah and family intend to do during their one week vacation in Islamabad? Write more sentences like the one given in the example stating their intentions.

Example:

- They intend to take a flight PK 306 to Islamabad on July 4

Section B  STRUCTURE

Simple Future Tense

Whenever we talk about preference and intentions we normally use the future tense. Here is an exercise, first try and do it yourself and then we will give you some detailed explanation about the future tense.
Exercise 10  Choose the correct tense to fill in the blank spaces.

Decisions, Intentions, Plans

1  I'm feeling thirsty. I think I ____________________ a 7 up.
  □ am having
  □ have
  □ am going to have
  □ will have

2  Are you going to Peshawar tomorrow? I hear there is going to be a transport strike.

   Well in that case I think I _____________________.
  □ am taking
  □ take
  □ am going to take
  □ will take

4  Javed has just phoned to say that he has still not received your letter.

   Well in that case I ________________ a copy straight away. What's his fax number?
  □ fax
  □ am faxing
  □ am going to fax
  □ will fax

5  How are you going to get to Gwadar?

   Everything is already arranged. I ________________ from Karachi on the first flight on Friday morning.
  □ fly
  □ am flying
  □ am going to fly
6 I've already decided. I ________ Haroon and there is nothing you can do to make me change my mind.

- sack
- am sacking
- am going to sack
- will sack

7 Would you like a cup of tea?

Oh thank you very much. I ____________ a cup of coffee please.

- have
- am having
- am going to have
- will have

8 You don't seem very happy in your job.

No, in fact I _______________ as soon as I can get a new one.

- leave
- am leaving
- am going to leave
- will leave

9 If we offer you more money, will you stay?
I don't think so but I ______________ about it.

- think
- am thinking
- am going to think
- will think
10 I've got a lot of work to do. Maybe I __________ after all. Sorry.

- don't come
- am not coming
- am not going to come
- won't come

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

**Recorded Text 39**

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

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

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

- will
- going to

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

- I will finish my homework in an hour.
- I’m going to finish my homework in an hour.
I'm so hungry, I'll eat the whole watermelon.
I'm so hungry, I'm going to eat the whole watermelon.

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

Examples:

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

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

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

2 ‘Will’ is used to express a promise. ‘Will’ often suggests that a speaker will do something willingly.

Examples:

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

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

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

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

Examples:

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

Exercise 11 Now insert ‘will’ and ‘going to’ wherever they fit suitably. Also change the verbs given in the brackets accordingly.

1 A: Why are you holding a piece of paper?
B: I (write) __________________a letter to my friends back home in Dubai.

2 A: I'm about to fall asleep. I need to wake up!
B: I (get) __________________you a cup of coffee. That will wake you up.

3 We are so excited about our trip next month to England. We (visit) ______________London, Brighton and Manchester.

4 Sarah (come) __________________to the party. Samina (be) there as well.

5 A: It is so hot in here!
B: I (turn) __________________the air conditioning on.

6 After I graduate, I (attend) ______________medical college and become a doctor.

7 Mother: What are you doing with those scissors?
Son: I (cut) _______________that picture of the ocean out of the travel magazine.

8 Mother: What (you, do)________________ with it?
Son: I (paste) ________________it in my scrap book.

Exercise 12 Here is a list of weekend or leisure activities. What are you going to do this weekend? Follow the examples and write similar sentences expressing your future plans or intentions.
Example:

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

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

**Exercise 13**  Pretend you just won Rs 50,000 in the lottery. Write at least five sentences expressing what you will do with the money.

**Example:**

- First, I'll put some of the money in the bank
- Then, I'll take buy all of you gifts.

**Section B**  **READING**

**Main Ideas and Supporting Details**

Understanding the complicated task. But you need reader and to have an overall what is the main idea or the supporting details that a writer understand the reading text in a will help you understand the structure of a text. First of all let organization of a paragraph.

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

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

Let us understand each point separately.

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

   - What is this paragraph about?
   - What does it tell us or convey to us?
   - What is the message of the paragraph?
   - What is the basic theme of the paragraph?
As said earlier, a paragraph is a group of sentences. These sentences express a particular topic and have a central theme. Every paragraph has a central theme, a key concept or a main idea. A writer will state the main idea somewhere in the paragraph and it can be in the beginning of the paragraph, in the middle, or at the end.

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

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

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

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

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

- A reading text has a theme or a main idea. The main idea is the most important element of a reading passage or paragraph. It is the focus of the text.
- We recognize the main idea if we can recognize the topic sentence. The topic sentence announces the theme and provides the focus to the paragraph.
- Supporting details are sentences are small pieces of information which provide further details about what the writer is trying to covey to us.
- Concluding sentence is the last sentence that summarizes the paragraph.
A lot of people from all over the world are eager to get Canadian immigration. All of a sudden to get a Canadian citizenship has become most desirable. There are three reasons why Canada is one of the most sought after and one of the best countries in the world to live in. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada’s cities are clean and efficiently managed. As a result, Canada is a preferred place to live.

Exercise 14  Read the following text. Which one of the following titles do you think is most suitable for the reading text?

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

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

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

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

Disease is often related to famine. When a population is densely packed together or suffering from lack of sufficient food, it is easy for diseases to spread quickly and kill large numbers of people. Even among normally healthy people, their numbers used to be kept in check by disease. Modern medical techniques have eliminated some of these ‘natural’ checks.
War, famine and disease are hardly the most desirable solutions to our population problem. Increasing the number of deaths is not the best way to keep the population in check. We are trying to find a more acceptable and pleasant way of balancing our numbers. Man-made solutions or artificial checks are more humane. Instead of bringing the death rate up to meet the birth rate, the number of births could be reduced.

Exercise 15  Read the following paragraph and underline the main idea. After identifying the main idea, how would you rewrite it in your own words.

The rules of conduct during an examination are clear. No books, calculators or papers are allowed in the test room. Invigilators will not allow anyone with such items to take the test. Anyone caught cheating will be asked to leave the room. His or her test sheet will be taken. The incident will be reported to the proper authority. At the end of the test period, all materials will be returned to the Invigilators. Failure to abide by these rules will result in a failing grade for this test.

Exercise 16  This is a topic sentence identification exercise. Read each paragraph and select the topic sentence which you think best expresses the main idea from the choices given below.

1  
Birds eat with their beaks. Different kinds of birds eat different foods. Some birds open their beaks and eat food from the air. Some birds have long beaks to cut holes in trees and dig out food. Some birds have strong hooks on their beaks so that they can tear their food. Birds have different kinds of beaks because they eat different foods.

The topic sentence of this paragraph is:

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

2  
For many years people have wished they could fly through the air like birds. Skydivers have found a way to fly without a machine. They jump from an airplane and fall at the rate of 120 miles an hour. The fall is so smooth that they don’t feel like they’re moving at all. When they pull the ripcord on their parachute they float the rest of the way to the ground.
The topic sentence of this paragraph is:

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

3

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

The topic sentence of this paragraph is:

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

4

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

The topic sentence of this paragraph is:

a When we think of communication, we often think of radio and television.
b Communication is simply telling or showing someone your ideas and feelings.
c Communication may also be simple sounds and movements.
d You communicate by waving your hands or by the look on our face
Astronauts who travel to the moon have to wear special space suits to protect them from extreme heat and cold. Days and nights last for two weeks on the moon. The two-week-long days have temperatures of 212 degrees. The two-week-long nights have temperatures of 270 degrees below zero.

The topic sentence of this paragraph is:

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

Exercise 17  First read each main idea and then choose the correct supporting detail from the two choices that fits suitably with the main idea.

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

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

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

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

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

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

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

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

**Exercise 18** Here are two paragraphs. The *topic sentence in each is missing*. Three choices of topic sentences are given for each paragraph, which appropriate topic sentence will you choose and where would you place the topic sentence? The topic sentence may be at the beginning or at the end or in the middle of the paragraph.

1

<table>
<thead>
<tr>
<th>The prolonged rain less situation has resulted in drought like situation in the country, as a result the wheat crop has suffered losses and the country will have to face shortage of wheat in the coming year. Farmers fear that they are going to loose their cattle if the dry weather continues and the general public is finding hard to meet their daily needs in absence of water. Experts claim that this dry situation is the result of La Nina phenomenon all over the world that has caused extreme weathers in various parts around the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a La Nina phenomenon in the world.</td>
</tr>
<tr>
<td>b Lack of rains has resulted in many hardships in Pakistan.</td>
</tr>
<tr>
<td>c Drought in the country.</td>
</tr>
</tbody>
</table>

2

<table>
<thead>
<tr>
<th>There has been a lot of debate at various forums around the country on 'to leave or not to leave the country', but there is a considerable number of Pakistanis who strongly advocate their right to choose a better and prosperous way of life and hence plead that their leaving their country is justified. Where as, there are others, equally large in number, who want to stay in the country, come what may, and not leave it when it faces the worst ever economic, social, political and cultural crisis in its 50 plus year of independence. Brain drain as experts say has robbed the country of its educated and professional class who choose to share their academic and professional skills with foreigners.</th>
</tr>
</thead>
</table>
Pakistan’s brain drain dilemma.

Socio-cultural and politico-economic conditions in Pakistan.

There are two types of classes debating about to leave or not to leave the country.

Section C  WRITING

Paragraph  Development

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

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

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

Every paragraph should be:

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

Most paragraphs have three parts:

1. Introduction
2. Body
3. Conclusion

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

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

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

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

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

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

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

Exercise 19 Here is an interesting text. Read it very carefully. You will notice that there are a two blank lines given. These blank lines are for the missing supporting details. Read the sentences before and after and then write two supporting details that you think fits in perfectly with the text’s main idea.

Exercise 20 Read the list of sentences given below. They are not written logically or in a proper order.
• Rewrite them and **Join them logically** to create a unified and coherent paragraph that has clarity and unity. Decide which sentence should come first, next and so on so forth.

• After you have arranged the sentences logically, which do you think is the **topic sentence** that states the main idea, underline the topic sentence. Then find the **supporting details** and lastly underline the **concluding sentence**.

1. Some of them will go to the library, some sit out in open spaces, perhaps a park or a terrace.
2. Most of the students think that they tend to eat, smoke, or chew their nails, or stare blankly at walls or at their notes.
3. For exam preparation some students suffer from a total mental block.
4. I know many students who want to get involved in sports or other physical activity before they can work successfully.
5. Some switch on the radio or TV and need noise to help them study better.
6. Some students work quickly and efficiently, while others cannot produce anything without much effort.
7. Different students have different learning and study styles.
8. Whatever their styles their goal is common to prepare and pass the exams.
9. Some eat or pace while they work.
10. Where as some prefer the kitchen and the bedroom as study spaces.
11. While a very few can sit for hours and not rise until their task is completed.
12. Some work with deep concentration.
13. Some need a less flexible schedule than others; they need regular breaks in between studying.
14. Some students find strange places to study peacefully.

**Section E**

**LISTENING**

**Listening to Announcements**

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

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

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

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

Recorded Text 40

Man:

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

Exercise 21   Choose the correct option.

1   Who is probably making the announcement?
   a pilot
   b a flight attendant
   c a ticket agent
   d a ground crew member

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

a. the flight number  
b. the gate number  
c. the arrival time  
d. the boarding time

What are the current weather conditions outside?

a. It's raining  
b. It's cloudy  
c. It's hailing  
d. It's windy

Difficult words:

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

**Exercise 22**  
Listen to the same announcement (recorded text 40) again and fill in the given text with the correct words.

Hello. Passengers of flight AA 417 for New York, will have brief stops in Atlanta and Miami. The gate has been changed to 30B. Also, there will be a departure delay due to weather outside. The ground is in the process of deicing the in preparation for departure. It also looks like the flight is slightly, so we are offering
round-trip tickets to a few passengers willing to take a flight. We should be boarding at about . Thank you for your patience.

Now Mr & Mrs Sabir Shah are on board. They are travelling to Seattle, a city in America. Listen to the announcements from the pilot:

Recorded Text 41

Captain:

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

Difficult words:

- **bound**: going to or heading for
  - The plane is bound for London with stops in Atlanta and New York City.
- **altitude**: height
  - This plane flies at an altitude of 31,000 feet.
- **approach**: nearing or coming to
  - It started to snow very heavily as the airplane started its approach to the airport.

**Exercise 23**

Choose the correct option.

1 What is the number of this flight?

a 80  
.b 18  
c 81
2 How long is the flight??

a 2 hours, 40 minutes  
b 2 hours, 14 minutes  
c 2 hours, 4 minutes

3 What is the local time in Seattle?

a 11:45 p.m.  
b 12:15 p.m.  
c 10:12 a.m.

4 What is the current weather in Seattle?

a partly cloudy  
b rainy  
c sunny

5 At what gate will the plane arrive?

a 13  
b 3  
c 30

Exercise 24  Listen to the same announcements (recorded text 41) again and fill in the given text with the correct words.

Captain:

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

Section A FUNCTION

Asking Permission

Giving and Refusing Permission

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

Expressions for asking permission:

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

Expressions for giving permission:

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

Expressions for refusing permission:

- I'd rather you didn't
- Sorry, no...
- Yes, I do mind

Let us try and give you the correct expressions of asking permission and then either giving the permission or refusing it. Read the following short dialogues:
Asking and giving permission:

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

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

Asking and refusing permission:

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

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

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

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

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

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

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

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

While refusing permission, you may:

- Add a short hesitation phrase well. Other possibilities could be; actually/ Well... to tell you the truth...
- Use the phrase, I'd rather you didn't.
- Give a reason.
- Offer an alternative, 'I'll switch on the air conditioner if you like’.
Exercise 1 Imagine that you have a guest from overseas staying in your house. How would you refuse permission if he asked you the following things? In your answers, please use:

a a hesitation phrase  
b I'd rather you didn't and  
c give a reason  

1 Do you mind if I invite some friends here tonight?  
________________________________________________________.  

2 Do you mind if I take your car tonight?  
________________________________________________________.  

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

Recorded Text 42

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

Now let us analyze this short dialogue:

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

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

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

How does the man answer Ahmad’s question? He gives him permission and responds:

Stranger: Sure. Go ahead.
The man says 'go ahead' meaning 'yes, you can do that'.

But when Ahmad asks him the second question:

Ahmad: Do you mind if I smoke?

The stranger refuses and says:

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

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

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

Recorded Text 43

Mr. Waseem: Akram sahib, I need a favour. Do you mind if I use your car porch to park my car? I've bought a small Suzuki Mehran and want to park it in your porch.

Owner: Well that's fine with me, but there's a problem.

Mr. Waseem: Really, what's the problem?

Owner: You see my son has also bought a car a week ago and now we have two cars. I don't think the porch is big enough to fit in three cars. Otherwise I would never say no to you.

Mr. Waseem: Yes I see what you mean. That's okay. But would it be all right if you can build a make shift porch at the back of the house?

Owner: No I'm afraid it's not possible. The municipal authorities would not allow it.

Mr. Waseem: Well then let me think of some other solution.

Exercise 2 How did Mr. Waseem ask permission and how did the owner refuse permission? Write the expressions used in the conversation.

1 Expressions for asking permission:

________________________________________________________________________

________________________________________________________________________.

2 Expressions for refusing permission:
Exercise 3  What functions do the following sentences carry out? Read all the expressions and then write in separate columns the expressions that ask for permission, and the expressions that grant permission.

1. Can I take your car to work tomorrow?
2. You can take the big bag as well if you like.
3. Can I bring my bike inside?
4. Of course you can, there’s plenty of space.
5. Would it be all right if I turned the radio off?
6. May I take a bath in your bathroom?
7. Sure, go right ahead. There’s plenty of hot water.
8. Do you mind if I open a window?
9. May I use the phone?
10. Guests may only use the dining room after 6.30 pm.
11. Is there any more bread?
13. Could I stay the night at Amna’s?
14. I don’t see why not, so long as you’re home before lunch tomorrow.

<table>
<thead>
<tr>
<th>Expression for asking permission</th>
<th>Expression for giving permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I take your car to work tomorrow?</td>
<td>You can take the big bag as well if you like.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 4  Write an appropriate expression asking for permission politely. Then write one expression granting the permission and another refusing the permission. Do it orally with a partner in your tutorial group to gain fluency.

Asking for Permission Politely

Is it OK if . . .
Do you mind if . . .

1. Borrow some money.
Mrs. Durrani has a cat. She is going abroad for one month and is in a dilemma…. ‘Where should she leave her cat’! She is asking her friends if they can allow the cat to stay with them.

Exercise 5  Here is an incomplete dialogue between Mrs Durrani and her two friends. Can you complete it by writing the appropriate expression either giving permission or refusing it? We would recommend that you to do this exercise in your tutorial session with your course mates to gain fluency in expressing permission in English.

Mrs Durrani: Can I ask you a favour? Would you mind if I leave my cat at your house for a month while I’m abroad?
Friend 1: __________________________________________. (Refuse permission)

Mrs Durrani: Would you mind if I leave my cat with you for a month?
Friend 2: __________________________________________. (Give permission)

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

- May/might
- ought to
- will/would
- can /could
Modal verbs are used when we express possibility or impossibility. **We can also use these modals to ask, grant and refuse permission.** **We can use the modal auxiliary ‘can’ in asking and giving permission informally and in making requests.** Read these examples to understand this point:

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

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

**WOULD & MAY**

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

**Exercise 6** Insert either ‘would’ or ‘may’ in the following sentences.

1. ________________you mind if I opened the window?
2. Children, you ______________ have one cookie after dinner.
3. ________________ I ask you a question?
4. It ________________ rain tonight.
5 You rather go to the movies or a concert?
6 I ________________ rather go to the movies.
7 ____________________ we go home early, please?
8 ______________ you like to come to my party next week?

Section B        STRUCTURE

Future Continuous

In unit 6 you have learned about simple future tense. In this unit you will learn about **Future Continuous Tense**. Read the chart and understand how future is expressed in English.

<table>
<thead>
<tr>
<th>Present Simple</th>
<th>Present Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences that are about a definite schedule or timetable usually contain future words.</td>
<td>Sentences that are about a definite plan or arrangement usually contain future words, or the future is understood from the context.</td>
</tr>
</tbody>
</table>

The train leaves Sukkar at 9pm tonight.
Jamal starts work next week.

Maria is taking her matric exam next year.
They can't play tennis with you tomorrow. They are working.
We are going to the theatre on Friday.

Be Going To        Will
When the speaker is making a prediction based on evidence.  
There’re clouds. It is going to rain.  

When the speaker already has an intention or plan.  
We are going to write the report tomorrow.  
She has won the lottery. She says she is going to Dubai.  

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

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

How can we form future continuous tense? Read the rules given below:  

- WILL BE + VERB + ing  
  When your plane arrives tonight, I will be waiting for you.  

- AM / IS / ARE + GOING TO + VERB + ing  
  When your plane arrives tonight, I am going to be waiting for you.  

We can use either ‘will’ or ‘going to’ to create the future continuous with little or no difference in meaning.  

Use 1: Interrupted Action in the Future  

Use the future continuous to indicate that a longer action in the future will be interrupted.  
Examples:
- I will be watching TV when she arrives tonight.
- I will be waiting for you when your bus arrives.
- I am going to be staying at the Best Western Hotel, if you need to contact me.

**Use 2: Specific Time as an Interruption**

As we had said in use 1, that the future continuous is interrupted by an action. However, you can also use a specific time as an interruption.

**Examples:**

- Tonight at 8 p.m., I am going to be eating dinner.
- At midnight tonight, we will still be driving through Multan.

**Use 3: Parallel Actions**

When you use the future continuous with two actions in the same sentence, it means that both actions will be happening at the same time and so these are parallel actions.

**Examples:**

- I am going to be studying while she is making dinner.
- While Sabeen is reading, Talal will be watching television.
- Tonight, they will be eating dinner, discussing their plans, and having a good time.

**Use 4: Atmosphere**

In English we often use a series of parallel actions to describe atmosphere in the future.

**Examples:**

- When I arrive at the party everybody is going to be celebrating. Some will be dancing. Others are going to be singing. A few people will be eating tikkas and several people are going to be talking.

**Exercise 7**

All of the following sentences should be completed using the simple future or the future continuous. You must use the words in the brackets to fill in the blanks.

1. Right now I am watching T.V. Tomorrow at this time, (watch) will be watching T.V. as well.
2. Tomorrow after school, I (go) _________________ to the gym.
3. We (hide) _________________ when Tony (arrive)_________________ at his surprise party. As soon as he opens the door, we (jump) __________________ out and (scream) __________________, ‘Surprise’!
When you **got** ____________________ off the plane, I **wait** ____________________ for you.

I am sick of rain and bad weather! Hopefully, when we **wake** __________________ up tomorrow morning, the sun **shine** ____________________.

**Exercise 8**  Use correct **simple future and future continuous tenses** in the following short dialogues.

1

Sadia: Where is Tahmina going to meet us?
Maria: She **wait** _______________ for us when our bus arrives. I am sure she **stand** _______________ on the bus stop when we reach there.
Saadia: And then what?
Maria: We **go** __________________ to her house and have lunch.

2

Talha: When we get to the party, Jamil **watch** _______________ TV,
Sami **make** _______________ Kebabas, Bilal **sit** _______________ on the computer working, and Tahir **complain** _______________ about his day at work.
Rashed: Maybe, this time they won't be doing the same things.
Talha: I am absolutely positive they **do** _______________ the same things; they always do the same things.

3

Fahmida: Oh, look at that mountain of dirty dishes! Who **wash** _______________ all of those?
Jameela: I promise I **do** _______________ them when I get home from college.
Fahmeeda: Thanks.
Jameela: When you get home this afternoon from your college, that mountain will be gone and nice stacks of sparkling clean dishes **place** _______________ in the cabinets.

4

Daniyal: If you need to contact me next week, I **stay** _______________ at the Holiday Inn hotel.
Nauman: I **call** _______________ you if there are any problems.
Daniyal: This is the first time I have ever been away from the family.
Nauman: Don't worry, they **be** _______________ fine.
Exercise 9  Salman likes to write ‘things to do’ for the week. This is what he has written, but his grammar is not good. Can you make the necessary corrections and improve his use of incorrect **future continuous tense**.

<table>
<thead>
<tr>
<th><strong>Sentences to be Corrected</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>I will watching the movie tomorrow.</td>
</tr>
<tr>
<td>I don't will reading Harry Potter book.</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Will playing at the park at 9:00?</td>
</tr>
<tr>
<td>I will no wearing a jacket.</td>
</tr>
<tr>
<td>I will going swim at the pool.</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Me will exercising with Abid at the gym.</td>
</tr>
<tr>
<td>I no be going for my tuition classes.</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>I will not be watch my favorite T. V. show.</td>
</tr>
<tr>
<td>I watch Cricket match on Thursday at 8:00.</td>
</tr>
</tbody>
</table>

Read this text about a beautiful Pakistani film actress Zeba:

Zeba was born on 3rd October, 1943 in Anbala, Indian Punjab. Her real name is Shaheen. Her father name was Azam Khan. Her mother was known as Lali Begum.
Zeba is considered as a respected, gorgeous and graceful woman in Pakistan film industry. She started her film career from Karachi in film 'Zindagi', which could not complete due to some reasons and then she was cast in other Karachi made film 'Chiragh Jalta Raha' in 1962. 'Tuba' was her first Golden Jubilee hit movie and her pair with Kemal and then with Waheed Murad became box office hit. She worked with 45 film directors. 'Najma' was her first colour film 1970. 'Rishta Hey Pyar Ka' was her first film which was shoot overseas. Her first Platinum Jubilee was 'Armaan' which was Pakistan's first Platinum Jubilee Urdu film. She received many awards in her film career. Zeba married film star Muhammad Ali on 29 September, 1966. The couple is highly respected in Pakistan for their commitment to social causes and is considered as a philanthropist couple.

Exercise 10  Zeba likes to do a lot of things in a day. She normally makes a list of things she has to do in a day. Read the three things she will do on October 9 and then write what she is going to at each place. Add two more sentences to each of her programme using the future continuous tense.

Example:

1  I will wake up early and go to the children's hospital to visit the sick children.

She will talk to the children and give them comfort.

She is going to distribute toys and sweets among the sick children.

October 9

I will wake up early and go to the children hospital to visit the sick children

I am going to going to visit the Ali Zeb foundation

I will join a group of ladies for coffee at the Lahore Gymkhana

2  I am going to going to visit the Ali Zeb foundation.

3  I will join a group of ladies for coffee at the Lahore Gymkhana.
General Reading Exercises

In our daily life we read a great deal unaware of the skills required to achieve full comprehension. While reading we understand the text, analyse or logical conclusions on the basis of our predictions, our experiences and the evidences found in the text. Thus efficient readers can answer different questions, even those whose answers are not explicitly within the text.

There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. For example, you might be reading for enjoyment, information, or to complete a task. If you are reviewing a document, you might skim it. If you're searching for information, you might scan for a particular word or number.

Reading a foreign language at the intermediate or upper intermediate stage is difficult. Only some students have the necessary skills to understand and comprehend fully the process of reading. Others can understand the text and answer simple questions, the answers to which can be found in the text. But if the texts are too complicated and require deeper understanding students face problems. So while reading in class, students should be encouraged to do a variety of reading exercises that should help them understand and enjoy the reading text.

In the last six units you have done a variety of reading exercises such as:

- guessing the meaning of words
- predicting the content of the book by looking at its cover, its back page, content list etc.
- skimming and scanning
- functions of instruction, information and condolence within a text
- locating main idea and supporting details

In this unit let us once again practice some of these reading skills, so that you can have a little more practice and check your reading comprehension skills as well. So get ready for some interesting reading exercises.

Exercise 11  How would you read the following? Match the different types of reading with the categories below. Decide which one requires you to skim or to scan the text. Which one needs detailed and intensive reading? What type of text do you read for extensively or for pleasure?
1. The 'What's On' section of the local paper:
   Skimming    Scanning    Extensive    Intensive

2. A novel:
   Skimming    Scanning    Extensive    Intensive

3. A newspaper:
   Skimming    Scanning    Extensive    Intensive

4. A text in class:
   Skimming    Scanning    Extensive    Intensive

5. A collection of poems:
   Skimming    Scanning    Extensive    Intensive

6. The telephone directory:
   Skimming    Scanning    Extensive    Intensive

7. A postcard:
   Skimming    Scanning    Extensive    Intensive

8. A train timetable:
   Skimming    Scanning    Extensive    Intensive

9. A recipe:
   Skimming    Scanning    Extensive    Intensive

10. A travel brochure:
    Skimming    Scanning    Intensive    Extensive

Exercise 12 Select the correct
meaning of each bold word using the context clues. The clues are given within the sentences.

1. In the early days of motion pictures, the dialogue, or conversation, was not heard. In addition to very heavy drama, there were often subtitles to help the audience understand what was being said.
   - heavy drama
   - conversation
   - subtitles

2. Sadly, some of the best loved figures of the silver screen were found living in poverty without money, a home, or even enough to eat once their voices were heard.
   - figures of the silver screen
   - the state of being poor
   - unheard voices

3. Even though many of the performers and directors were eminent figures before the addition of audio, they were practically unknown later.
   - practically unknown
   - famous
   - foreign

4. Audiences immediately responded to the performances of more contemporary actors and actresses instead of those from the early days.
   - immediately
   - previous
   - recent

Exercise 13  Read the text passages given below. Each passage has one difficult word given in bold. But we are sure you can guess its meaning. How? Well, by reading very carefully the entire text, especially the sentences before and after, and finding from within the passage the hint or the clue. First use context clues to determine the meaning of the bold word in each passage and then consult a dictionary and write a definition of that difficult word in the space provided.

1. During the past ten years, purveyors of endangered animals have been more closely watched by governments throughout the world. These suppliers are often caught with animals on the endangered list, a practice officials hope to stop. Purveyors mean _________________________________.

   - purveyors
   - endangered animals
   - practice officials
2 The **illicit** hunting and capturing of these animals has led to outcries from environmental groups determined to stop this illegal practice, a difficult task. **Illicit** means _______________________________.

3 Despite efforts by governments, the hunters can be very clever and difficult to track. Working in teams, they will divide an area into **quadrants** and send a guide and hunter to each of the four sections in an attempt to confuse the agents. **Quadrants** mean _______________________________.

4 Unfortunately, these poachers have no **qualms** about capturing even the most defenseless of animals. They have been known to cage baby cubs without any misgivings. **Qualms** means _______________________________.

**Exercise 14** Let us give you an exercise that will confirm your prediction or guessing skills, and create expectations and interest in the text you are going to read. Prediction or guessing exercises are pre-reading exercises.

1 Can you guess what the text will be about judging by the title’ **The coffee culture’**? Write your guess or prediction here:

__________________________________________________________________________

__________________________________________________________________________

2 What do you think the following names or terms may have to do with the theme of the text?

- Karachi
- Ottoman Turks
- Cappuccino, Espresso
- Yuppies, intellectuals, artists, executives, couples, teenagers
- Informal, casual spontaneous, fun
- Changing times, values and priorities

Write your guesses for each of the above terms.

Now read the text and confirm your answers.

---

**The coffee culture**

The ‘lets-go-for-coffee’ has been one of the fastest growing trends among Karachi’s bold and beautiful. The upscale areas are now lined with coffee cafés. In terms of
beverage preference one wonders if coffee is replacing the traditional chai craze that our society openly caters to.

Interestingly, coffee is not an entirely strange phenomenon for the East; the first coffee trees were cultivated on the Arabian Peninsula, and the drink was introduced to the West by the Ottoman Turks.

Coffee bars provide a laid-back environment where both the young and the not-so-young are sipping their hot cups of coffee. Food served here is light and snacky along with menus that host a mouth-watering collection of desserts.

As far as coffee itself is concerned the choice ranges from Cappuccino, steaming black Espresso (only for 'serious' coffee-drinkers) to milder flavoured hot and cold coffee combinations. A personal favourite is the Mocha, a divine chocolate-coffee combination that is rich and heaven for the taste buds.

Perhaps the best thing about 'going for coffee' is that it's quite acceptable to frequent coffee bars at any time from the early mornings to late nights, conventional mealtimes and otherwise. The crowd that frequents coffee cafés in general is diverse largely consisting of yuppies, intellectuals, and artists. It's not unusual to walk into a coffee place and see tables of executives on a break, couples or loud groups of teenagers out for a quick bite and some socializing.

The atmosphere is informal, loud with customer noise accompanied by familiar and popular music. Once you're at the café there's no hurry to leave; coffee and chitchat is the order-of-the-day.

The main reasons most people frequent coffee bars are to escape from routine, meet friends, work, study or read a book, accompanied by a steaming hot Cappuccino or an ice cold Frappaccino.

It's a nice informal way to spend a casual evening that prevent formal dinners and three-course meals — the idea is to do something spontaneous, frequently and for fun. All in all 'going for coffee' seems to be more than just a passing trend; the 'coffee-culture' is a statement of changing times, values and priorities, and it seems to be here to stay.

Skimming is used to quickly identify the main ideas of a text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if a chapter or an article may be of interest in your study.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move
down the page or screen. You might read the title, subtitles, subheading, and illustrations. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

**Scanning** is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. When you read the newspaper, you're probably not reading it word-by-word; instead you're scanning the text.

When scanning, look for the use of numbers, alphabetical letters, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

Now let us do **skimming and scanning** exercises:

**Exercise 15**  Read the following text quickly and answer the questions.

---

**The eternal charm of reading**

Question 1: What idea does the above title give you? What do you think the text will talk about? Predict the content of the text.

1. I treasured her pieces of writing above all; she helped me step into the world of gypsies, pixies, magic and fairies. She helped me formulate a world of my own which I could visualize clearly. Where I was a princess and my wishes were ought to be fulfilled. Where I was the prettiest and sweetheart of all, where pink 'n' purple were my surroundings and surface of the earth was a red carpet... It was my world, made out of my choice of colours, my thoughts, my feelings. Such was the charm of Enid Blyton's writings.

Question 2: The writer keeps repeating the pronoun 'she'. Who do you think that 'she' is? Can you make a prediction? You can find the answer to this question in the paragraph, all you have to do is read it with attention.
With the passage of time I craved for some reality and thereby switched over to the all time realistic mysteries of Nancy Drew from where on my love for mysteries and convertibles sprung up. As life’s almost endless, the treasure of books is also abundant in this world of ours. Influence is the keyword that is synonymous with millions of words put down in writing by writers world wide. Where Enid Blyton rocked my young world, John Grisham helped me in fostering my aim to be a lawyer, Eric Segal’s ‘Doctors’ made me somehow like those (doctors) I detested most, while the immortal’ Love Story’ surely is a live example of how write ups can make one go through a remarkable blend of emotions. Shakespeare’s writing introduced me to an ancient world in an ancient tone that I could somehow so closely relate to. And Bapsi Sidhwa made me feel proud of the fact that she belonged to my part of the world. Such is the eternal charm of reading.

Question 3: Scan the text and write how many writers do the writer of this piece mentions?

Question 4: What two book titles the author mentions?

Reading, in this fast paced world of kids and teens has lost its charm. A reason being that at this point in time there lie several alternatives that can be fully made use off. Of those alternatives it’s far more preferable to watch a fascinating three dimensional animated movie or enthusiastically punch the buttons, arrows of key board and that of cell phones to play highly interactive video games. So why spoil those free hours staring at a stack of black and white print of words complexly phrased striving endlessly to bring out an impact equivalent to the visuals.

Question 5: What is the main idea of the above paragraph (para 3)? In which sentence is the main idea expressed?

With the passage of time lifestyles change. Hence, this diversion from reading to browsing, chatting and watching TV signifies that trends are changing and in fact changed. The key idea is to acquire timely information at a fast pace. A beautifully phrased piece of writing is although interesting to read but takes too much of one’s valuable time. Besides there’s no harm if some one wants to use an interactive video game, a movie or a book. The medium used is not the issue, rather the issue at hand is what suits prevalent lifestyles and what’s easier to grasp. Changes are inevitable and are soon accepted with the passage of time.

Question 6: The above paragraph (para 4) states some details to support the main idea that you have identified earlier from paragraph 4. Can you write at least two supporting details.

Exercise 16   Read the two paragraphs and then write: the topic sentence that states or contains the main idea. The topic sentence could be located at any place within the paragraph.
In our right-handed society, why are some people left-handed? Although the reasons for hand preference are not fully explained, studies have provided us with some general information regarding left-handedness. For instance, more males than females have this characteristic, although the difference is only slight. In addition, it seems to appear within families where a father and son will share this preference. Another connection shows some left-handed people also have dyslexia, a type of reading disability. Although being left-handed does not cause dyslexia; it could somehow be connected with difficulty in awareness between right and left. Child development specialists found hand preference usually develops at about age seven, but may switch back and forth up until the age of nine or ten. It should be noted that despite left-handed people experiencing some inconvenience in our right-handed world, there is no evidence to support retraining children to use their right hand.

For many years, researchers have examined possible reasons for the overall poor educational achievement of students from low middle class or working-class families. The language in the home environment of these families may be a factor. The home environment often differs from the school environment which the children must later enter. The manner in which language is used in working-class homes affects how children write and respond to questions in school. Children from poorer homes often do not use complex sentences to communicate; instead, they use short, direct sentences and responses and a simple vocabulary. Some families are more authoritarian in nature, and children in these homes are not encouraged to speak freely or express their ideas through language. To do so would be to challenge the authority of the parents. Therefore, when these children are encouraged to speak and to write freely in school, they are not comfortable.

**Exercise 17**  Read the paragraph and as you read, look for the main idea, the topic sentence, and both major and minor details. Write them separately under these headings:

**Main idea:**

**Topic sentence:**

**Minor details:**

**Major details:**

 Ranked as the world’s highest point, Mt. Everest has become the ultimate challenge for many adventurous and daring people. In
the early days of climbing the mountain, the people who dared to climb relied on their bravery; they knew little about survival at such extreme altitudes and lacked adequate equipment and supplies. The British led the first expeditions to reach the heights of Mt. Everest, and by 1924, one man, Edward Felix Norton, came within 900 feet of reaching the top, but he could not reach the summit. Two other members of that British expedition, George Leigh Mallory and Andrew Irvine, continued climbing. They were last spotted near the top, but they never returned. The honor of being the first men to conquer the majestic peak went to members of the 1953 British team, Edmund Hillary and Tenzing Norgay, who took bottled oxygen in order to survive momentarily at the top of the world. Today the mountain still challenges people from around the world, and many make it to the top with the help of experienced and expensive guides and lots of oxygen; some have even made it without bottled oxygen. Nevertheless, many like Mallory and Irvine do not return from the highest mountain in the world.

Section D    WRITING

Writing an Essay

In Unit 6 you have learned about ‘paragraph development’. You have learned about the essential parts or components of a paragraph such as, the main idea, the topic sentence and the supporting details. You have done some exercises that we are sure have helped you write good paragraphs. In this unit we are going to give you some basic guidelines about how to write an essay.

Almost all students will at some time be expected to write an essay. What is an essay? An essay is a piece of writing with several paragraphs written about one topic. An essay is a piece of writing that generally shows the writer’s view on a particular subject. An essay therefore is a collection of your ideas, and these ideas are written in a very logical and coherent way so that they make sense and do not look disjointed or haphazard. In other words, whatever thoughts, ideas, and views you write in an essay must be well structured, clear and presented in a way that the reader finds easy to follow. Your essay writing skills must be neat, tidy, and readable so that a reader can follow it easily.

An essay can have many purposes, such as to describe, to narrate, to analyse, to compare, to contrast, to argue etc, but the basic structure is the same no matter what essay type or purpose is. So remember that you may be writing an essay to argue for a particular point of view or to explain the steps necessary to complete a task. Either way, your essay will have the same basic format.
There are many different kinds of essays, including:

- Narrative Essay
- Descriptive Essay
- Persuasive Essays
- Comparison Contrast Essay
- Cause and Effect Essay

You will learn more about these types of writings in the coming units; however, the following steps can be used to write any kind of essay. If you follow these simple steps, you will find that the essay almost writes itself.

1 Establish and narrow the topic: Normally the teacher assigns you a topic or asks you to choose from among a few topics and write an essay. But as you go in higher classes the essay topics become more academic and serious in nature and need good writing skills. For example, your teacher may ask you to write the following kinds of essays:

- Write an essay of 250 words arguing why girls should have equal opportunities to education.
- Write an essay of 300 words comparing and contrasting Private schools and Government schools.
- Write an essay describing the recent trend of increasing use of mobile phones.
- Write a narrative essay about your recent trip to a mountainous area.

So whenever your teacher asks you to write an essay always try and search for the word that the teacher uses; such as ‘argue, describe, narrate, compare, contrast, analyse’ etc. Once you recognize that word, you will then be able to shape or style your essay in that particular way or style. If you do not understand what you are being asked to do, ask your teacher to help you and explain further.

Exercise 18 Read the extract taken from an essay. In this essay the student writes about adopting a dress code or uniform in the school. What position is this student taking on this question. Read it very carefully and decide what the writer’s stance is?
Once you have the topic, be sure that you narrow it down enough. Let us explain to you further. Suppose you are asked to write a 100 word essay about someone in your family. Since you only have a limited number of words, you may want to focus on one particular characteristic of that person, or one particular incident from that person's life, rather than trying to write about that person's entire life. If you have a narrow focus will help you will automatically write a more interesting and readable essay within the word limit.

Let us take an example of how to narrow the topic:

**Topic:** My sister.

**This is a very general topic.** Read it again and decide what the focus is? None! So what should you do? How can you narrow it down and give it a focus or a theme? Okay so now let’s narrow the topic:

**Revised and Narrow topics:**
- My sister is my best friend.
- My sister is a very talented person.

Similarly, you may be asked to write a 150 word essay about earthquakes. Again, since you only have a limited number of words, you may choose to focus on one particular earthquake, rather than trying to talk about earthquakes in general.

**Topic: Earthquakes of the world.**

Too general! Revise it!
Revised: The Earthquake of October 8, 2005 in Islamabad and Northern Areas.
The devastation of the October 8 Earthquake.

Exercise 18 Here are two general topics. Narrow them down and give them a clear focus. Suggest at least two narrow topics that you can develop from these general topics.

1 Education for Girls
2 Private Television Channels

2 Brainstorm: Brainstorming is a process for generating new ideas. Brainstorming is the name given to a situation when a group of people or an individual sit to generate new ideas around a specific area of interest. Using brainstorming techniques, you are able to think more freely and move into new areas of thought and so create numerous new ideas and solutions.

You have to write an essay on ‘Time Management’. Again you think it’s a very very general topic and you are trying to narrow it down and find a focus. Its here that a brainstorming technique will help you get ideas and then choose one or two particular ideas to write about. Brainstorming is all about jotting down or listing the first thought that come to your mind. Does your mind map or brainstorm map looks like this?
Exercise 19

After reading and learning the rules about brainstorming, can you write an essay? We are going to lead you step by step to write an essay.

Here is a subject to write about. The subject requires that you to form an opinion for or against something.

This is your subject:

‘Write about the good or bad effects of television, and debate whether television does more good than harm, or the vice versa.

Now start brainstorming. List all the ideas you can think of both for and against television.

In favour of Television
Good & bad effects of television

Against the Television

Positive effects:
- Cultural sharing
- Educational programs
- Seeing the world from your own home
- Special channels -- science? History
- Companionship when you're sick or stuck at home
- Watching sports events, movies
- Coverage of important events, current news, political debates

Negative effects:

- Reduced time for other activities
- Dissatisfaction with real life, compared to TV life styles
- Less reading
- Too much violence?
- Too many silly, time-wasting programs? Too many commercials?

Do you have any more ideas about this subject?

3 Structure and organize: The basic structural unit of an essay is the paragraph; each paragraph deals with one point only. Ideally, an essay has an introductory paragraph, which introduces the essay topic; middle paragraphs, which explain the main theme of the essay; and a concluding paragraph, which closes the essay by summarizing, evaluating, or restating the main ideas of the essay.

The introduction is the first paragraph of the paper. It often begins with a general statement about the topic or states the main idea of your essay. The purpose of the introduction is to:

- Let the reader know what the topic is
- Inform the reader about your point of view
- Arouse the reader's curiosity so that he or she will want to read about your topic

The body of the paper consists of a number of paragraphs in which you actually add details and develop your ideas point by point. Limit each paragraph to one main idea. Don't try to talk about more than one idea per paragraph. Use transition words such as; and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first whereas, but, yet, on the other hand, however, nevertheless, etc.
The conclusion is the last paragraph of the paper. Its purpose is to summarize and reinforce your main points and give your essay completeness.

<table>
<thead>
<tr>
<th>I. INTRODUCTION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General statement about the topic of the essay</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. MAIN BODY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1</td>
<td>Introductory sentence stating the main idea</td>
</tr>
<tr>
<td>Detail 1</td>
<td>Detail 2</td>
</tr>
<tr>
<td>Detail 3</td>
<td></td>
</tr>
<tr>
<td>Paragraph 2</td>
<td>Introductory sentence stating the main idea</td>
</tr>
<tr>
<td>Detail 1</td>
<td>Detail 2</td>
</tr>
<tr>
<td>Detail 3</td>
<td></td>
</tr>
<tr>
<td>Paragraph 3</td>
<td>Introductory sentence stating the main idea</td>
</tr>
<tr>
<td>Point 1</td>
<td>Point 2</td>
</tr>
<tr>
<td>Point 3</td>
<td></td>
</tr>
</tbody>
</table>
III. CONCLUSION

| Recall and repeat the points, ideas or issues that are given in the introduction; summarize and reinforce the main points; final comment. |

4 Edit and proofread: Revising, editing, or proofreading involves rethinking your ideas, refining your arguments, reorganizing paragraphs, and rewording sentences. You may think that there is a need to develop your ideas in more detail, give more evidence to support your claims, or delete material that is unnecessary. Read your paper out loud. This makes it easier to identify mistakes. Look for careless errors such as misspelled words and incorrect punctuation, etc.

Exercise 20 The essay below is a ‘narrative essay’. A narrative essay is generally written in the first person, that is, using ‘I’. Narratives rely on concrete, sensory details to convey the writer’s point. Narratives, as stories include a plot, setting and characters. Read it with attention and identify:

1 The introductory sentence through which the writer introduces the topic in the paragraph 1. Label it as IS (introductory sentence)

2 There are seven paragraphs, identify the main idea of each paragraph. Label it as MI (main idea)

3 After identifying the main ideas of all paragraphs, find out the supporting details for each main idea. Label it as SD (supporting details)

Ziarat’s changing face

ON a recent visit, Ziarat seemed less green than on a previous visit God knows how many years ago. The memory
of a faint smell of juniper in the air still lingers from the 1973 visit. This time you took one deep breath after another, but that delicate fragrance would not come back. The juniper trees are thinning. Those along the roadsides display deep, random gashes where they have been cut for firewood. It has long been the received wisdom that the juniper forest around Ziarat is the second biggest in the world. At the rate at which depredations are being made, the honour may soon be lost.

But the night sky over Ziarat retains its glittering brilliance. The stars hang over your head, and you recapture some of the excitement of childhood in tracing the Great Bear. With the hill station largely deserted with the approach of winter, the place is still and quiet and most of the holiday homes and rest houses are empty, specially on weekdays. But Ziarat is now a district headquarters, and its small bazaar bustles with activity during the day.

You take a drive to the mazar of Baba Kharwari (Mullah Tahir), Ziarat’s patron saint (‘Ziarat’ means mazar in Pushto). The grave is well looked after, occupying a place separate from the remains of an ancient graveyard. Another 20 minutes from there is a popular picnic spot, Chutair, where a thin mountain spring draws visitors to explore forbidding crevices between the gaunt hills. Advertisements for a café are chalked on the sheer face of a rock, and you try but cannot figure out how anyone could have possibly climbed there to write his slogan.

On the way back to the municipal rest house where you are staying, the regulation halt at the Residency. The Quaid’s bedroom is as it was during his sojourn there in September 1948, assures the guide, one of whose uncles, he says, was Mr Jinnah’s personal khidmatgar during the leader’s last illness. The Residency’s wood verandahs are a sight to cherish.

The road between Quetta and Ziarat is much improved, but a 20-km stretch is still being re-carpeted. The entire way is dotted with apple orchards, as are the environs of Ziarat right up to Kach and beyond. It is said that a gentleman called Pista Khan had begun it all in the 50s by transplanting soil from the plains. Pista Khan has left a lovely legacy behind. The temptation is too great to be resisted to stop on the road next to an orchard, give a furtive glance around to see that no one is looking and pick an apple or two. It isn’t as sweet as you would have liked, but any fruit picked straight off a tree tastes better than one bought.

As you descend towards Quetta, the plains outside the city are full of Afghan refugee camps. Most of the refugees are now preparing to go back, and as one encampment after another is dismantled, its denizens gather up their belongings and wait in a group for transportation. Private buses are lined up nearby to transport the refugees home, with
their goats and small bundles of clothing. So this chapter, too, is slowly closing.

Ziarat has changed face.... Has it? Well it still is beautiful yet it exhibits contrasts. The faint smell of juniper in the air is missing, the juniper forests are fast fading...sad...so sad. The sky is clear azure blue at day time and glittering brilliantly at night. The orchards hang with their own burden of ripe red apples and the air smells ...oh so heady! The Quaid's residency retains its old world charm and the road is carpeted and smooth. How about taking the next train to Quetta for an exciting trip to the lovely Ziarat!

Section E

LISTENING

Listening to a speech

Listening is basic to language learning. Without good listening, the student will have great difficulty speaking well or writing well, for listening is the primary, the first skill to be developed when a language is learnt. Listening helps in gaining fluency. Of course, in order to listen effectively, besides being able to hear the language, you have to be interested in what people are trying to tell you. The student with wide interests is far more likely to learn the language quickly than the student whose interest level is low. Listen as much as possible, in the beginning don't worry about meaning. Meaning always comes second, first, the sound then the meaning. Patience is the keyword. You need to immerse yourself in the sounds of the language. Listen to pop music, to children's nursery songs, to match commentaries, to lectures on whatever subject interests you. Of course, you won't understand most of it, perhaps any of it. It doesn't matter. Be patient, meaning will come in time.

In this section you will listen to a speech by Ms. Shirin Ebadi, who has won the Nobel Prize in 2003. Shirin Ebadi was born in the city of Hamedan, Iran in 1947. She comes from a family of academics. She has spent her childhood in a family filled with kindness and affection. She has two sisters and a brother all of whom are highly educated. She has a law degree and began to serve officially as a judge in March 1969. While serving as a judge,
she continued her education and obtained a doctorate with honours in private law from Tehran University in 1971. She also teaches at a university in Iran and each year, a number of students from outside Iran join her human rights training courses. She is married and her husband is an electrical engineer. They have two daughters.

Listen to the speech which she delivered in Oslo Norway when receiving the Nobel Prize.

Recorded Text 44

Shirin Ebadi – Nobel Prize Winner

Oslo, December 10, 2003

Shirin Ebadi delivers her Nobel Lecture after receiving the 2003 Nobel Peace Prize in the Oslo City Hall, Oslo, Norway.

Shirin Ebadi:

In the name of the God of Creation and Wisdom

Your Majesty, Your Royal Highnesses, Honourable Members of the Norwegian Nobel Committee, Excellencies, Ladies and Gentlemen,

I feel extremely honoured that today my voice is reaching the people of the world from this distinguished venue. This great honour has been bestowed upon me by the Norwegian Nobel Committee and I salute the spirit of Alfred Nobel.

This year, the Nobel Peace Prize has been awarded to a woman from Iran, a Muslim country in the Middle East. Undoubtedly, my selection will be an inspiration to the masses of women who are striving to realize their rights, not only in Iran but throughout the region. My selection as a nobel prize winner will make women in Iran and women from all over the world believe in themselves.

Honourable members of the Norwegian Nobel Committee!

Women constitute half of the population of every country. To disregard women and bar them from active participation in political, social, economic and cultural life would in fact be equivalent to depriving half the population of every society of its capability and participation. The patriarchal culture and the discrimination against women cannot continue for ever.

Ladies and Gentlemen,
Allow me to say a little about my country, my region, my culture and my faith. I am an Iranian. I am a Muslim. In the Koran the Prophet of Islam has been cited as saying: ‘Thou shalt believe in thine faith and I in my religion’. That same divine book sees the mission of all prophets as that of inviting all human beings to uphold justice.

Since the advent of Islam, Iran's civilization and culture has become imbued and infused with humanitarianism, respect for the life, belief and faith of others, propagation of tolerance and avoidance of violence, bloodshed and war. The luminaries of Iranian literature, in particular our Hafiz, Rumi and Saadi, Naser Khosrow, are all emissaries of this humanitarian culture. Their message manifests itself in this poem by Saadi:

‘The sons of Adam are limbs of one another having been created of one essence. When the calamity of time afflicts one limb the other limbs cannot remain at rest’.

Islam is a religion whose first sermon to the Prophet begins with the word "Recite!" The Koran’s sermon and message cannot be in conflict with awareness, knowledge, wisdom, freedom of opinion and expression and cultural pluralism.

The discriminatory civil, social, political and cultural plight of women in Islamic states has its roots in the patriarchal and male-dominated cultural traditions prevailing in these societies, and not in Islam. These cultural traditions do not tolerate freedom and democracy, and does not believe in the equal rights of men and women, and the liberation of women from male domination (fathers, husbands, brothers ...), because it would threaten the historical and traditional position of the rulers and guardians of that culture.

The decision by the Nobel Peace Committee to award the 2003 prize to me, as the first Iranian and the first woman from a Muslim country, inspires me and millions of Iranians and nationals of Islamic states with the hope that our efforts, endeavours and struggles toward the realization of human rights and the establishment of democracy in our respective countries enjoy the support, backing and solidarity of international civil society. This prize belongs to the people of Iran. It belongs to the people of the Islamic states for establishing human rights and democracy.

Ladies and Gentlemen,

Human rights are a guarantor of freedom, justice and peace. If human rights fail to be manifested a human being will be stripped of all the dignity, a human being will be gripped by starvation, a human being will be beaten by famine, war and illness, and a humiliated human being and a plundered human being will not be in any position or state to recover the rights he or she has lost. If the 21st century wishes to free itself from the cycle of violence, acts of terror and war, there is no other way except by understanding and putting into practice human rights for all mankind, irrespective of race, gender, faith, nationality or social status.
With much gratitude, thank you ladies and Gentlemen.

Exercise 21  You must have enjoyed listening to Ms. Ebadi’s speech. If you haven’t understood it in the first attempt listen to it again and then answer all the questions that follow:

1  What do you think about the speech? What are your comments or observations about the speech?
2  What was the main theme of Ms. Ebadi’s speech? What is she telling her audience?
3  Which prize has Ms. Ebadi won?
4  Which committee has given her the prize?
5  How does she begin her speech? What were her ‘introductory remarks’?
6  Ms Ebadi says: ‘my selection will be an inspiration to the masses of women who are striving to realize their rights, not only in Iran but throughout the region. My selection as a noble prize winner will make women in Iran and women from all over the world believe in themselves’. What does she mean by this comment? What do you understand when she makes these comments?
7  She says that women have been barred from equal participation. What areas or fields does she specifically mention in which women do not have a fair deal? Listen to that particular extract again and fill in the missing information:

Women constitute half of the population of every country. To disregard women and bar them from active participation in ____________________, __________________, and __________________ life would in fact be equivalent to depriving half the population of every society of its capability and participation.

8  Ms Ebadi praises the Iranian civilization and culture in her speech. She describes some qualities of Iranian civilization and culture. What words or adjectives does she use to describe her country’s great civilization and culture? Listen to that particular extract again and then write:

‘Since the advent of Islam, Iran’s civilization and culture has become imbued and infused with:

humanitarianism,
__________________________, belief and faith of others,
propagation of ____________________ and avoidance of ________________
bloodshed and ____________________.'
Ms Shirin Ebadi mentions the great names of Iranian literature in her speech. Do you remember what great literary masters does she mention? Listen to that particular extract again and write the names:

________________________________________________,
________________________________________________,
________________________________________________, and
________________________________________________.

Ms Ebadi uses a word ‘patriarchal’ in her speech. But she uses one more word alongside this word which means the same. Can you write which word she uses which means the same as the word ‘patriarchal’?

At the end of her speech Ms Shirin Ebadi talks about ‘Human rights’. She says that if there are no rights given to a human being then that human being will suffer from great humiliation. How does she describe that humiliation and shame of a human being who does not have any civil rights? Listen to that particular once again and then write the missing information:

If human rights fail to be manifested, a human being will be stripped of all the dignity, a human being will be gripped by ________________, a human being will be beaten by ________________, war and ________________, and a humiliated human being and a ________________ human being will not be in any position or state to recover the rights he or she has lost.
UNIT 8

Section A FUNCTION

Expressing Appreciation, Admiration, Pleasure and Gratitude

Expressing appreciation is probably the most powerful and rewarding human need. Expressing thanks, appreciation and gratitude is key to building satisfying relationships with people around you. Express appreciation, admiration, pleasure and gratitude whenever you think it is due and you would realize that it will strengthen your relationship with people around you.

We need to appreciate and be grateful for the small comforts that we have in life, about work well done, to be grateful for food well cooked, etc. Appreciation and gratitude make a relationship strong so remember healthy relationships need mutual appreciation!

In this unit you will be learning how to express appreciation, admiration, pleasure and gratitude and you will realize that there are countless opportunities each day that allow us to appreciate, to feel pleasure and gratitude.

Expressing appreciation, pleasure, admiration and gratitude are positive interactions that are at the heart of good relationships between parents, couples, siblings, co-workers and successful businesses. Research has proved that children who are the most intelligent, self-confident and flexible had experienced more appreciation and encouragement and positive attitudes at home and school than negative attitudes from their parents and teachers. Appreciation generates self-esteem in both children and adults and it is never too late to begin appreciating and expressing gratitude.

Exercise 1 Write down the five happiest events in your life, times that you really appreciate and admire, events that you are grateful for.

1. ____________________________________________.
2. ____________________________________________.
3. ____________________________________________.
Now here is a situation where a mother is expressing her **appreciation** to her son Saad. Listen to their conversation.

**Recorded Text 45**

Mother: Really Saad, you’ve made me so happy today. You have cleaned your room and also switched off all the lights before leaving for school.

Saad: Well Ami it’s my pleasure. I suddenly realized you do so much work and I should help you a little. And of course switching off unnecessary lights will save energy and reduce our electricity bills.

Mother: Well thank you I really appreciate your help.

Notice how the speakers expressed their **appreciation** in the dialogue:

- You’ve made me so happy today
- It’s my pleasure
- Thank you
- I really appreciate your help

Now here is another situation. Mr. and Mrs. Rehman stayed for the weekend at their friends Mr. and Mrs. Ahmed’s house in Murree. Listen to the conversation and notice how they are expressing their **appreciation and gratitude**:

**Recorded Text 46**

Mr. Rehman: Thanks for all the comfort and hospitality. We’ve enjoyed every moment of our stay with you.

Mr. Ahmed: Please don’t mention it. It’s a pleasure to have you both here.

Mrs. Rehman: And thank you for the nice gift. I really appreciate your thoughtfulness.

Mrs. Ahmed: Not at all. After all we’re friends and it’s such a joy to spend some time together.

**Exercise 2** How did the couples express **pleasure and appreciation**? Listen to the recorded text again and list the expressions of appreciation. You would realize that there are six expressions.
Exercise 3  How would you **express thanks** in the following situations?

1. Someone just gave you a gift hamper on your birthday.
2. Someone just sent you a basket full of flowers.
3. Someone returned your lost mobile phone.
4. Someone helped carry your heavy bags.
5. Someone helped you cross a busy road.

Have you ever thought about life and its simple pleasures? How many times have you **admired and appreciated and been grateful** for the goodness of the simplest things we take for granted in life? Shouldn’t we be grateful for:

- The clean drinking water
- The changing seasons
- The sound of water running in a stream
- The cool breeze in a hot evening
- The sound of children playing in a schoolyard

All these are sources of goodness in life, and yet we do not have the time to appreciate them. We need to see opportunities for appreciation in our daily environments be it work, home, or community. Life is a blend of happiness and sorrows and in spite of the many sorrows that life has we still need to be grateful for the gift of life and so many other priceless gifts God has given us.

Exercise 4  Look around yourself and notice and think about the simplest pleasures of life. In this exercise you will express your appreciation, admiration and gratitude in three parts. Read the example given in point no. 1 and then fill in the chart writing:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The reason or the cause of your happiness</td>
</tr>
<tr>
<td>b</td>
<td>How did you feel</td>
</tr>
</tbody>
</table>
The cause or reason for happiness  
When I saw/heard...

<table>
<thead>
<tr>
<th>The cause or reason for happiness</th>
<th>How did you feel</th>
<th>Why did you feel in that way because I...(need, want, interpret, associate, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I saw the flowers in the garden...</td>
<td>...I felt so grateful to God...</td>
<td>...because the flowers reminded me of all the beautiful things God has created.</td>
</tr>
</tbody>
</table>

**Exercise 5**  
Maleeha and her guests are sitting at the dinner table. Her guests are appreciating her cooking skills. Below is given an incomplete dialogue, complete it by writing appropriate expressions of appreciation. Use expressions like these:

- Very good!
- Excellent!!
- Superb!

Maleeha: Bushra, would you like another piece of roast mutton?  
Bushra: Thanks please. This is so delicious mutton roast, I would not say no to a second helping.

Maleeha: What about you, Romana?  
Romana: ________________________.

Maleeha: And this chutney is even
better. It’s homemade?

Bushra:_______________________________.

Maleeha: You must also try this chicken qorma and tell me how it tastes.

Romana: ________________________________________________.

Read this very interesting text:

Have you ever taken time out to admire and appreciate the beauty of nature? Have you sometimes stared at the sky and wondered why we have made such a mess of things. Have you ever wondered how we have torn apart the lands and the seas and used up the trees all in the name of progress and development? It is such a tragedy that we are damaging things so fast and they will soon be way beyond repair. It is very sad to think future generations will not have the immense beauty of the nature to enjoy as we have had.

There is so much beauty all around us to see, touch, and hear. Nature is so amazing because it is always changing. No matter how many times you look at something, it is always different.

Nature can set a sky aflame at sunset or magically transform a familiar landscape into a wonderland. It can paint a rainbow in the sky, paint beautiful autumn colors on trees, or paint a clump of daffodils in the grass with glow of soft sunlight.

Nature can bring a lot of beauty into our lives. Nature has a way of affecting our moods and it can force us to change our plans. Nature is responsible for the sun, clouds, rain, and snow. When it is sunny and bright outside, we feel cheerful inside. When it is cloudy and rainy, we often feel gloomy. When there is a beautiful and starry night, the moonlight makes us feel romantic.

When we see the leaves budding on a tree or when a timid flower pushes through the frozen ground, or when we smell the freshness of spring, new hope will always come to us. Nature is truly an essential part of our lives.

When we wake and see a sunrise, when we walk and feel a breeze, when we gaze at the mountains and the splendor of the seas, when we see the earth renew its beauty at each season of the year, and when the stars shine at night, we should be so very thankful to God for giving us all these wonderful and miraculous things. Learning to become more
aware of nature can truly have a good effect on our lives in the way we look at things and in the way we feel about ourselves.

Exercise 6 The text is full of phrases and expressions that describe the function of appreciation, admiration and gratitude. Can you identify at least five more sentences that express the appreciation of the beauty of nature? Here are two such expressions:

- to admire and appreciate the beauty of nature
- the immense beauty of the nature to enjoy

Now read this poem celebrating the beauty of nature:

God's Love
Is All Around Us

It seems so hard to understand,
As I look across the land,
That all I view belongs to me,
I ought to take more time to see.

The distant hills and mountains high,
The rolling clouds and bright blue sky,
No one can take these views from me,
As long as I have eyes to see.

The song of birds so gay and clear,
That fill the morning air with cheer,
And fragrant flowers of every hue,
That stand straight bedecked with dew;
All these and more belong to me,
If I but use my eyes to see.

When evening shadows gather night,
And twinkling stars light up the sky,
I hear my Master say to me,
"I made it all for you to see!"
My heart grows warm with faith and pride,
To know that He is by my side.
Exercise 7  What are the different aspects of nature that the poet appreciates in the poem? Can you write the specific details that the writer writes while appreciating the beauty of nature?

Let us listen to a dialogue in which two friends are appreciating yet another aspect or feature of nature and God’s many gifts to the humanity.

Recorded Text 47

Hina: Oh Saba you’ve so many pets in the house...your house is like a mini zoo!
Saba: I love animals...they’re my friends...I just want to take care of them, feed them, play with them....believe me they can be people’s great friends!
Hina: Well really...you’re right they are so down-to-earth and simple and do not demand anything...don’t you think so?
Saba: Of course Pets are fun! And they’re one of God’s greatest gifts to the mankind!

Exercise 8  In the dialogue, the two friends, Hina and Saba are appreciating animals as human beings’ friends. Suppose you have to express your appreciation about some other aspects of the universe, or life or nature. Which feature or aspect would you like to appreciate? It can be the changing seasons, childhood, friendship, or love.....there are endless things that we need to appreciate in life and be grateful for. Think about one or two such sides or characteristics of life and then express your appreciation, admiration and gratitude.

Appreciating Pakistani Women

In the past the portrayal of a Pakistani woman was that she looked after her family, made clothes for her household, and worked in the fields. Such and still is considered as a treasure. In the present century, women’s work has become more complicated. Their 21st century role
often requires them to be wives, mothers, nurses, doctors, teachers, breadwinners, and farmers— all at the same time. Countless women make sacrifices just to ensure that their children have a better future. Do not all these women deserve appreciation and praise?

Today more Pakistani women have to work outside the home to help support their families. Domestic work is not the only work women do. Hundreds of millions of women work on the land, cultivating crops, or caring for livestock, but unfortunately this labour is never recognized and valued.

The mother everywhere in the world, in whatever culture, is often the principal teacher. The extensive part mothers play in educating their children is hardly appreciated. In a Pakistani context, mothers and grandmothers play dominant roles in grooming a young child. A mother or a grandmother patiently teaches the child to speak, to walk, and to do countless other things. A mother also has to care for the emotional welfare of her children. She plays a vital role in helping a child learn about love and affection—lessons that may be just as important as satisfying his physical needs. In order to develop into a well-balanced adult, a child needs a warm, secure environment while growing up. Once again, a mother’s role is crucial. Children who have received such warmth from a caring mother should certainly show her their appreciation.

One of the greatest gifts that women can give their families is compassion. When a family member falls sick, the mother takes on the role of nurse, while still caring for all her other responsibilities. A mother’s compassion may even motivate her to eat less herself so that her children do not go without food. Researchers have found that some women view their food intake as sufficient even though they are malnourished. They are so accustomed to giving the larger share to their husbands and children that as long as they can still work, they consider themselves adequately fed.

Give Her the Reward She Has Earned

Whether in the role of breadwinner, mother, teacher, or a spring of compassion, a Pakistani woman is worthy of respect and recognition, as is her work. Give her the reward she has earned! Yet, despite their hard work in so many areas, many women in Pakistan rarely get credit for what they do.

Exercise 9    How will your express your appreciation and admiration for the women of Pakistan who are not only home makers but bread winners too? Follow the example and then write at least five sentences expressing your appreciation for a woman of Pakistan.
Example:

- I really appreciate a typical Pakistani woman who is both a strong and solid home maker and a responsible citizen of the society.

Section B  STRUCTURE

Indirect or Reported Speech

Indirect Speech is also referred to as Reported Speech. It refers to a sentence reporting what someone has said. Many times in English we want to tell someone what someone has said. For example:

- The teacher said, ‘There will be a test tomorrow’.

This is an example of direct or quoted speech. You must have also noticed that this statement is given in inverted commas (‘’).

But when we want to tell someone or report to someone what the teacher has said, the same sentence will then be reported or indirect statement and will be written like this:

- The teacher told us that there would be a test tomorrow.

This section will show you how to change direct sentences to indirect or reported sentences.

When changing from direct to indirect or reported speech, several changes occur. Here are some basic rules which will help you learn and use the indirect or reported speech:

- Quotation marks and the comma are removed
- The word ‘that’ is usually included after the reporting verb (say, ask, told, etc.)
- The subject pronoun is changed
- The tense of the verb is changed

Examples:

**Direct:** Rosy said, ‘I am happy’.
**Indirect:** Rosy said that she was happy.

Notice!
- Pronoun ‘I’ became ‘she’
Helping verb ‘am’ in simple present is changed into simple past tense verb ‘was’

‘That’ is added

Comma is removed

Quotation marks are removed

We are giving you examples where you would notice how tenses direct sentence is changed into them with concentration and changes. For more practice consult a good grammar book.

Present continuous changes into past continuous

Direct: Sheema said, ‘Talha is studying’.
Indirect: Sheema said that Talha was studying.

Present perfect changes into past perfect

Direct: Musa said, ‘Haroon has left already’.
Indirect: Musa said that Haroon had left already.

Simple future (Will) changes into past future (Would)

Direct: Naila said, ‘I will be here tomorrow’.
Indirect: Naila said that she would be here tomorrow.

Future continuous (Will) changes into past future continuous (Would)

Direct: Emad said, ‘I will be visiting my family in England’.
Indirect: Emad said that he would be visiting his family in England.

Past continuous changes into past perfect continuous

Direct: Bano said, ‘I was watching television’.
Indirect: Bano said that she had been watching television.

Past perfect to past perfect (No Change)

Direct: Naureen said, ‘I had already eaten’.
Indirect: Naureen said that she had already eaten.
• Past perfect continuous to past perfect continuous (No Change)

Direct: Sophia said, ‘I have been cooking’.
Indirect: Sophia said that she had been cooking.

• Present/Future ability or possibility (Can) changes into Past ability or possibility (Could)

Direct: Sami said, ‘I can work on Saturday’.
Indirect: Sami said that he could work on Saturday.

• Present/future possibility (May) changes into past possibility (Might)

Direct: Sana said, ‘I may buy a new car’.
Indirect: Sana said that she might buy a new car.

Exercise 10 Change the following sentences that are in direct speech into indirect or reported speech. Remember to make appropriate changes in pronoun and tenses.

1 Direct: He said, ‘I live in Peshawar’.
Indirect: ____________________________________________.

2 Direct: She said, ‘I am cooking dinner’
Indirect: ____________________________________________.

3 Direct: He said, ‘I have visited London twice’.
Indirect: ____________________________________________.

4 Direct: He said, ‘I went to New York last week’.
Indirect: ____________________________________________.

5 Direct: He said, ‘I am going to find a new job’.
Indirect: ____________________________________________.

6 Direct: Mr Khan said, ‘I will give Jameel a call’.
Indirect: ____________________________________________.

7 Direct: He said, ‘I have been working on that project for over two weeks’.
Indirect: ____________________________________________.

8 Direct: Maria said, ‘I can come tonight’
Reported or indirect questions

So far we have practiced changing direct statements into indirect statements. What happens when questions, instead of statements, have to be reported? Actually the basic points about pronoun and tense usage given above apply equally well to reported questions. However, in reported questions:

- ‘That’ is absent
- Various question words, such as what, why, who, when, etc. are used
- The typical question or interrogative word order changes to the normal word order, that is, the question becomes a statement
- Words like ‘did’ and the ‘question mark’ disappear
- Some questions do not have question words. While reporting these, ‘whether’ or ‘if’ are used in place of a question word

Read some examples:

<table>
<thead>
<tr>
<th>Direct questions</th>
<th>Indirect/reported questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘What do you like doing in your free time’?</td>
<td>He asked me what I liked doing in my free time.</td>
</tr>
<tr>
<td>‘Are you going to the film tomorrow’?</td>
<td>She asked if/whether we were going to the film the next day.</td>
</tr>
<tr>
<td>She asked, ‘Do you want to come with me’?</td>
<td>She asked me if I wanted to come with her.</td>
</tr>
<tr>
<td>Dilshad asked, ‘Where did you go last Weekend’?</td>
<td>Dilshad asked me where I had gone the previous weekend.</td>
</tr>
<tr>
<td>He asked, ‘Why are you studying English’?</td>
<td>He asked me why I was studying English.</td>
</tr>
</tbody>
</table>
Sana asked, ‘Do you know her?’

Sana wanted to know whether I knew her.

Sana wanted to know if I knew her.

Exercise 11  Rewrite these sentences as reported questions.

Reported Questions

What did the teacher say?

1. Mr. Salman: ‘Are you a student’?
What did Mr. Salman say?
______________________________________________

2. Mr. Salman: ‘What is your name’?
What did Mr. Salman say?
______________________________________________

3. Mr. Salman: ‘Stand up, please, Marium’.
What did the Mr. Salman say?
______________________________________________

4 Mr. Salman: ‘Don't speak now, Marium’.
What did Mr. Salman say?
______________________________________________

5 Mr. Salman: "One month ago, I asked you to study for the test’.
What did Mr. Salman say?
______________________________________________

Exercise 12  Here is another exercise in which you need to make reported questions again.

1 I asked: ‘When does the train leave’?
Reported question: ______________________________________.

2 My mother asked: ‘Who did you see at the party’?
Reported question: ______________________________________.

3 My friend asked: ‘How did you get to college’?
Reported question: ______________________________________.

4 My host asked: ‘Are you enjoying yourself’?
Reported question: ______________________________________.
The lady asked: ‘Does your family live here’?

Section B  READING

Making Inferences

Making Inferences means reading in between the lines and making intelligent guesses as what is being said or written. Sometimes the information is not clearly stated. Writers sometimes tell us indirectly than directly. They give us hints or clues that help us ‘read between the lines’. We need to use these clues to understand the deeper meaning the writer is trying to give and when we use these clues we are actually inferring.

When we infer, we go beyond the surface details to see other meanings that are suggested or implied (not stated clearly). Remember in the previous units you have learned to guess meanings from the contexts - it is basically all about how to make inferences. Inference is just a big word that means a conclusion or judgment. We make inferences everyday without thinking about it.

Suppose you are sitting in your car stopped at a red signal. You hear screeching tyres, then a loud crash and breaking glass. You see nothing, but you infer that there has been a car accident. We all know the sounds of screeching tyres and a crash. We know that these sounds almost always mean a car accident. Making inferences means choosing the most likely explanation from the facts at hand.

There are several ways to help you make inferences. We are giving you some practice that will help you make inferences at the word level. Read this sentence:

- Murderers are usually incarcerated for longer periods of time than robbers.

You may infer the meaning of incarcerated by answering the question ‘What usually happens to those found guilty of murder or robbery’? So what do you infer? What is the correct meaning of the word incarcerated? Choose the correct meaning of the word incarcerated.

- locked up in jail, prison
- apprehended
- interrogated

If your guess is ‘locked up in jail, prison’, then your answer is correct.
Exercise 13  Continue to infer the meanings of difficult words in the following sentences.

1  Those who enjoy going to parties, and inviting friends often to their homes for dinner are gregarious.

   Gregarious means:
   □ hostile
   □ aloof
   □ sociable

2  Bunny is fearless, but his brother is timorous.
   □ courageous
   □ confident
   □ fearful

3  Abu gave credence to my story, but Ami’s reaction was one of total disbelief.
   □ Belief
   □ Distrust
   □ Ignore

4  We always invite the Afridis for dinner, but they never reciprocate.
   □ to do something in return
   □ respond
   □ request

Exercise 14  Read the following paragraph. The words in bold are actually nonsense words that means they are not actual words and you will not find their meanings in any dictionary. Infer and make logical guesses about the meaning of the unknown words in the following paragraph.

Jameel quickly entered the didot and cleaned the various misturaes he had been using to repair the wuipit. He had often thought that this job was extremely yullning. However, he had to admit that this time things seemed to be a bit easier. When he finished, he took off his reddie and went back to the TV room to relax. He took out his favourite book and settled into the beautiful new pogtry. What a fantastic schnappy he had made when he had bought the wuipit only 300 yagmas!

1  What could a 'didot' be?
What part of speech is ‘misturaes’?

If Jameel used the 'misturaes' to repair the 'wuipit' what do you think the 'misturaes' must be?

What was Jameel doing? What did he repair? Therefore, what does the word 'wuipit' mean?

What could ‘yulling’ mean? - What part of speech is often used with an ending '-ing'?

What type of things do you put on when you are repairing something that might dirty your clothes or body? So what did he take off? What does ‘redick’ mean?

He settled into what? What does ‘pogtry’ mean?

Now read the correct version with the real words and see if you have guessed the meanings of the nonsense words correctly.

Jameel quickly entered the garage and cleaned the various tools he had been using to repair the car. He had often thought that this job was extremely tiring. However, he had to admit that this time things seemed to be a bit easier. When he finished, he took off his apron and went back to the TV room to relax. He took out his favourite book and settled into the beautiful new chair. What a fantastic buy he had made when he had bought the car only for 3 lakh rupees!

Read the following passage:

I recently daydreamed about one of my fondest childhood memories: the wonderful smells and mouth-watering dishes my mother used to make. The memories of desi ghee-smelling parathas in the morning, a hot lunch of Aloo gosht and tandoori rotis, and cool and creamy pudiney hi chutney and the tasty dinner of Daal Chawal, fried pakoras or kebabs followed by homemade kheer….merely thinking of all had my hunger pangs soaring. Wouldn’t my family love all of this? Wouldn’t it be fun to give them a taste of yesterday? Imagine my dismay when I realized the number of calories in each of these delicious, delightful memories of my childhood! What have we become?

Exercises 15 It is such a nicely written paragraph. The writer is sharing with the readers some of the childhood memories associated with home made food. The writer creates a mood in the paragraph by using certain words. For example; the words like ‘day dreamed’, ‘fondest, childhood memories’ tell us that the writer is going to share some of the fond or loving memories. Read the paragraph carefully and then infer what the writer means when he writes:
1. Merely thinking of all had my hunger pangs soaring.
2. Wouldn’t my family love all of this?
3. Wouldn’t it be fun to give them a taste of yesterday?
4. Imagine my dismay when I realized the number of calories in each of these delicious, delightful memories of my childhood!
5. What have we become?

**Exercise 16**  Read the following longer text and choose the correct answer.

Albert Einstein, a name connected to high intelligence, one of the greatest thinkers of all time, had a rather terrific brain. Einstein revolutionized our understanding of the physical universe and helped create a foundation for the nuclear age. His findings, especially his theory of relativity, have dramatically shown the power released in atomic explosions. With his great talent, he could have developed a ‘big head’ and considered himself to be better than other less intelligent people. What gave Einstein his extraordinary thinking and analytical ability? Well, anatomical studies have shown that he did, indeed, possess a ‘big brain’, one larger than the average person.

Recent research into the brains of about 100 normal people, along with that of Einstein, used measurements of various parts of the brains for comparative analysis. Although his brain did not differ in many respects from the other brains, including weight, it did differ in one of the critical measurements. Amazingly, Einstein’s brain differed dramatically in size: it was 15 percent wider than the other brains. The mystery of the genius had been solved, or had it?

The researchers were quick to explain that, although the size of Einstein’s brain certainly contributed to his exceptional genius, there are many other factors in the development of intelligence. Inherited intelligence is a key factor, but equally important is a nurturing and stimulating environment.

The passage implies that:

- The size of your head is definitely important in intelligence.
- Einstein considered himself to be better than other people.
- We have been in awe of Einstein's genius for years.
2. From the passage we can conclude that:

- Genetics is not a factor in intelligence.
- Parents should be concerned about the size of their child's head.
- Many factors, other than brain size, contribute to intelligence.

3. The research study on brain size shows that:

- Einstein's brain differed in many ways from the normal brain.
- Within the group studied, wide brains were unusual.
- Normal people do not have wide brains.

4. The passage suggests that parents should:

- Consult with a genetic specialist before having children.
- Create a positive learning environment for their children.
- Try to increase the width of their child's brain.

Look at Leonardo da Vinci's painting Mona Lisa, and you see a woman smiling. But you are not only looking at a woman. You are also painting such as the artist behind painting this painting landscape in the the painting. You are allowing your own interpretation will be. angles, you are allowing your own meaning or interpretation to occur. 

This is what we call ‘inference’!

When reading texts, as when reading paintings, we as readers bring our own interpretation to the text. Readers go beyond the literal or exact or stated meaning of the text to find unstated or implied meanings. The reader's mind is constantly piecing
together information and evidence to make sense of the text as a whole. Readers read ideas more than words, and infer, rather than find, meaning.

Consider the following statement:

- ‘The Officer admitted owning the gun that killed his wife’.

On the face of it, we have a simple statement about what someone said. Our understanding, however, includes much that is not stated. We find meaning embedded in the words and phrases. Unpacking that meaning, we can see that the Senator was married and his wife is now dead—although this is not actually stated as such. (In fact, the sentence is about an admission of gun ownership.) It is as though the single sentence contains a number of assertions:

- There is an Officer.
- He owns a gun.
- He is married.
- His wife is dead.
- That gun caused her death.
- The officer admitted owning that gun.

Inferences such as these are essential to both written and spoken communication. Writers often only hint at what they mean, and mean much more than they actually seem to say. A critical reader reads with an open mind, open to many possible interpretations.

Consider the term ‘ate’ in the following examples:

- The boy ate the apple in the pie.
- The acid ate the metal.
- His guilt ate into him.

The word ate means different things in each of these sentences. We have to recognize the appropriate meaning in any given context.

- The boy took in solid food as nourishment.
- The acid caused to rust or disintegrate the metal.
- The guilt produced worry or anxiety.

**Exercise 17** Here are a few sentences. Each sentence has one common word ‘**table**’. But each time the word ‘**table**’ means different. Infer what ‘**table**’ means in each sentence.

1. Daniyal sat at the **table**.
2 Javeria washed the table cover.
3 The committee will table the motion.
4 There’s a round table conference scheduled.
5 We need to teach our children proper table manners.
6 It’s merely a table talk, nothing more.

Section D   WRITING

Descriptive Writing

In Unit 6 you have learned about ‘paragraph development’. You have learned about the essential parts of a paragraph such as, the main idea, the topic sentence and the supporting details. In Unit 7 you have been given some basic guidelines about ‘essay writing’. In this unit we are going to teach you about descriptive writing. Before you learn more about descriptive writing, look at this diagram which will make it clear as what is involved in writing any typical essay:

---

**Parts of an Essay**
- Introduction
- Body or Supporting Paragraphs
- Concluding Paragraph

**How to Write an Essay**
- Brainstorm
- Write the first draft
- Edit and Proof read
- Write the final draft
Description is the act, process, or technique of describing. It is about describing something, that can be a description of a journey, a vivid description of a game, a pictorial representation, a description of an object, and recounting of past events. In a description essay, you write about what a person, place, or thing is like. Descriptive writing is a kind of writing that is concerned with describing something, someone, or some place in a way that shows the readers, rather than tells. This is done by using lots of descriptive language and enough vivid details to help the reader create a mental picture of what is being written about.

Suppose you want to describe an important or special event that happened to you. What do you have to do? What do you need to consider when you write the descriptive essay? You may like to consider the following points:

- Think of an occasion that you want to describe.
- Why is this particular instance important?
- What were you doing?
- What other things were happening around you? Is there anything specific detail that stands out in your mind?
- What kind of surroundings were you in?
- What sights, smells, sounds, and tastes were in the air?
- Did the sights, smells, sounds, and tastes remind you of anything else?
- What were you feeling at that time?
- What types of words and images can convey your feelings?
- Can you think of another situation that was similar to the one you are writing about?
- Is there enough detail in your essay to create a mental image for the reader?

Write an essay describing a recent event in your life.

Example question

Introduction

Supporting paragraphs

- Introduce the event.
- Describe where it happened.
- Describe the importance of that event.
Describe what happened, what sights, smells, sounds, and tastes were in the air? Did the sights, smells, sounds, and tastes remind you of anything? What were you feeling at that time?

Concluding paragraph
Summarize the event repeating some of the key points.

Remember, you are the writer who observes — you see the people and the scenes. You have the power of the word and can shape the images that you present. Draw upon your knowledge of facts, your memories, and your imagination.

Exercise 18  Now try and write a descriptive essay on yourself. Let us give it a title ‘Me myself’. Follow the given guidelines when you write the description of yourself.

Who are you?  You must describe your physical features in detail by writing about giving concrete details to describe your appearance.

Height
- Short
- Tall
- Medium

Weight
- Fat or heavy
- Thin or slim
- Average

Face Shape
- Square
- Oval
- Round
- Triangular

Skin or face Complexion
- Fair
- Tanned
- Pale
- Dark brown

Eye Shape and Size
Who are you? Describe your physical features or your appearance in detail.

Observe and describe your surrounding, the setting. Create a sketch adding details about where you live, with whom, what do you do? Who else is around you? Add some details about your home or work environment, your reality. Give the readers a picture of your atmosphere, the back drop, the ambience so that the readers can feel the real situation of your life. Describe the characters around you.

Paragraph 3

Revise your first draft of your descriptive piece. Read your writing to yourself or to a friend. Did you include enough detail? Were you specific in your descriptions? Do you like what you've written? Is there something you think could be better? Be sure that each word or phrase you use is exactly the way you want to say it so that the reader can see you as a person.
Exercise 19  Here is a sample sheet. Go around the tutorial class or at home and choose one person whom you want to describe. Fill in the information given in the sheet and once you have collected enough information about the person, write it in a descriptive essay format.

Read

Amna has written a short description about her Grandfather:

The person I'd like to see again is my grandfather, who passed away a few years ago. It was him, along with my grandmother who raised me and my brother, mainly because my parents were too busy with their own jobs as my father was an Army Officer and my
Mother was an Army doctor. That is how I came to consider him very dear to me. Although he died at a ripe age of eighty, he still stood six feet tall, walked straight, and did not get bent or fat as most people do at this age. My Grandfather had a really warm-looking face and had quite a sense of humor and when he laughed, his sparkling black eyes always looked at us with kindness and gentleness. Surprisingly, his hair wasn't at all white. He never nagged us and in fact took our side whenever we had an argument with our parents.

Exercise 20  Do you like to describe some one you know? Write a Description. Think of someone you really admire? Write a description of the person focusing on the traits that make you think so highly of this person. When you write the description, try and write whether the person you are describing is:

- Bright and intelligent
- Talented and gifted
- Helpful and cooperative
- Kind and generous

Tips for Writing a Description

- Picture the person in your mind. Think about why you admire him or her.
- Jot down your thoughts. Try to include some anecdotes and examples of behavior. If the person is brave, for example, illustrate his or her bravery by telling something brave he or she has done.
- When you write the description, make the person come to life. Use precise words and vivid details. Help your readers understand what makes this person so admirable.

Students often ask, ‘But how do I write a purely descriptive essay? What's the point of description? What's so different about it’? Because a description is a text that creates an image in the mind of the reader, it should give information to the reader in the same way that the reader would get the information directly.

Let's suppose that you are trying to describe a place or the scene. What would you do? How would you write? Well see things, hear things, smell things, feel things, and create a mood. You become the reader's eyes, ears, nose, and body. So the first thing to do is to collect this kind of information. What do you see, hear, feel, and smell? Write down specific observations. What shape are the various things you see? What colours? What do you smell? What is the scent like? What do you feel? Make the details as specific and concrete as possible. What mood does the scene create? Why does this scene create this emotion or mood? Overall, a good description should create a mood or tone by giving concrete details. The reader should have a strong sense of the whole scene, but should also be able to conjure up specific details easily.
Read this description of a scene:

**My recent trip to Jinnah Super Market in Islamabad**

This was not my first visit to the capital, every time I go there I see it changed. There are more people, there is more traffic, there are more shops and there is a lot of activity.......Islamabad is no more a sleepy town as people thought a few years back.

Jinnah Super Market is a vibrant market place in the heart of Islamabad. It is an amalgam of various tastes, cultural and modern traditions in draping oneself and adorning ones households. It consists of nearly four hundred plus, modern shops fully air conditioned and houses some of the worlds renowned fashion designers and branded outlets like Pierre Cardin, Slazenger, Nike, Chen One amongst others. Likewise in ladies wear some of the most sought after boutiques local as well as foreign are located here. Traditions Leather is another prized asset of Jinnah Super Market. While shopping at leisure the market also caters to your taste buds and serves you with world famous Pizza Hut along with another sizzling competitor Pappasallis is famous hangout for our young generation. It does not end here, Italian, Chinese and Continental food plus snack bars and Turkish shawarmas are the added attraction for you. For our graceful and elegant ladies and brides to be we have nearly fifty jewellery shops offering designs ranging from all over the sub-continent in the east to Italy in the west.

Now read a very interesting descriptive piece of an event when Pakistan came into being in 1947. This extract is taken from the novel ‘Ice Candy Man’ written by the celebrated woman writer of Pakistan Bapsi Sidhwa. When you read it notice the words she uses that create images in the readers’ minds.

I was a child then. Yet the ominous roar of distant mobs was a constant of my awareness, alerting me, even at age seven, to a palpable sense of the evil that was taking place in various parts of Lahore. The glow of fires beneath the press of smoke, which bloodied the horizon in a perpetual sunset, wrenched at my heart. For many of us, the departure of the
British and the longed-for independence of the subcontinent were overshadowed by the ferocity of partition.

My recall is fragmented. Grouped round a boy waving a makeshift flag, a sudden rag-tag of urchins materializes on Warris Road. My brother and I rush out of the gates and, depending on the affiliation of the flag-bearer, our childish voices echo the words of the mobs. For a group of Muslim children we shout "Pakistan zindabad!

My father, who has never held a firearm, returns one afternoon with a long box. He opens it to display an enormous double-barreled gun nestling in a bed of red satin. Mother is skeptical, nervous. Can he handle this wayward-looking thing that is meant to protect us?

But children are more intuitive: I seldom feel at risk--partly because we live in a safe neighborhood, far from the savaged heart of the inner Lahore city. To the left of our house on Warris Road is the whitewashed bungalow inhabited by Mr. Singh's extended Sikh family and their three water buffalos, which provide our daily quota of milk. The Singh's children, Rosy and Peter, are our constant companions. When it becomes clear that Lahore will go to Pakistan, Mr. Singh--and our parents' other Hindu and Sikh friends--pile their belongings into trucks and cars, and store with us the things they hope to retrieve when they return to their bungalows. (No one ever came back, and years later, tired of waiting, my mother sold the whole lot to a kabari, or junk dealer.)

Gradually the rioting subsides. By autumn 1948, with Pakistan just over a year old, the flood of refugees has shrunk to a nervous trickle. Two refugee camps have been set up on the outskirts of Lahore. Bedraggled, carrying tin trunks, string-cots and cloth bundles on their heads, Muslim refugees from India swamp the city, looking for work, setting up house on sidewalks, in parks, or wherever they happen to be at sunset.

For me, the British Raj was imposed by the massive statue of Victoria that overlooked Queen's Park. Resplendent in gun-metal, she held a large iron ball in one hand and an iron club in the other. Still massive but less majestic, Victoria is now ensconced in the Lahore museum; her place under the canopy in Queen's Park has been taken by a splendidly calligraphed edition of the Holy Koran.

Exercise 21    Now answer these questions:

1. How does she describe the scene in Lahore at the time of partition? Write the descriptive details.
2. What does she tell us about her father and mother?
3. How does she describe Mr Singh's house hold?
4. What does she tell us about the refugees who came from across the border – India?
5 How does she describes the statue of Empress Victoria?

Exercise 22 Now you should write a description of a place or a scene or an event — for example, a trip to the zoo, or a museum, or a park or a lake, a birthday party etc. Concentrate on what happens around you. Record in your memory the details of what you experience. Here are some questions to ask yourself:

- What do you see?
- What can you hear — voices? Music?
- What can you smell?
- What do you taste?
- How does the place feel — temperature, textures, etc.?
- How do you feel — excited? Scared? Happy? Sad?
- What are you thinking?

Exercise 23 Now write a descriptive essay describing a room or a certain area of the house that you particularly like. How can you start? Well, choose a room, any room, and spend 10 to 15 minutes observing it. Try to be as descriptive as you can. Write at least two paragraphs describing the room giving details about the size and layout of the room, the furniture and decorations, the people in it, etc. Use plenty of details so that the reader can close the eyes and picture the room. Your reader would also like to know some other details such as, the sounds like a radio playing, a TV running, neighbours shouting, smell the odours of cooking, etc.

Exercise 24 Do you remember the day your brother or sister was born? Or how about the time your family took a special trip? What do you remember most about your favorite trip that you took with the entire family? Moments like these provide great opportunities for descriptive writing. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Appeal to the-Senses: Let the reader see, smell, hear, taste, and feel what you write in your essay.

Section D LISTENING

Listening to Descriptions

How did you learn your own language? In fact, you never really ‘learned’ it at all - you just started speaking it. When you were about two or three years old, you started speaking your language, a few words at first, not full sentences. But you spoke. And very soon you made progress without even thinking about it. It was the result of hearing. For two to three years before you spoke, you heard people speaking your
language day and night. **You heard people speaking your language.** Then, as if by magic, you started to speak. All that hearing was necessary for you to start speaking. For two to three years words went in to your head. Then words came out of your head! So if you want to learn English and specially be good at speaking and listening English, you need to read it, listen to it and find opportunities to speak it as much as possible, the more you are exposed to English language, the more you'll learn it.

So how can you hear a lot of English when you're not in an English-speaking country or family? Fortunately, there are many ways of hearing English in almost all countries of the world.

**Radio**
You can receive English language radio broadcasts. Two of the best international networks are the BBC World Service and Voice of America. Both of them have special programmes for learners of English. You can find information about times and frequencies for your country on their web sites.

**Television**
TV is an excellent resource for hearing and listening to English. The pictures help you understand what is being said.

**Internet**
It is now a lot easier to learn English through Internet. There are hundreds of sights which will train you to be good listeners, speakers, readers and writers of English.

**Music/songs**
Songs in English are everywhere. Listen to them often. Buy some cassettes or CDs, and try to write the words for an entire song. But choose one that is not too difficult. That means it should be reasonably slow, and with real words sung clearly. Some pop songs are very unclear and are difficult even for native English-speakers to understand fully!

**Cinema**
Outside the English-speaking world, many large cities have cinemas that show films in English, usually with sub-titles. Make it a habit to go to these films. If you need to read the sub-titles, at least you'll be hearing English even if you don't understand it.

**Video**
Video has one really great advantage. You can play it again . . . and again. You can use video to watch film cassettes that you buy or borrow. You can also record programmes from television and then watch them several times to improve your understanding.

**Friends**
Try to make friends who speak English so that you can practise your English through conversation. Of course, this will practise your speaking as well as your listening.
Finally, don't worry if you don't understand everything you hear. Hearing comes first! Understanding comes next!

In this section you will practice **listening to a description** of Lal Shahbaz Qalandar’s Urs at Sehwan Sharif and then do some listening exercises based on it.

Listen to Mr. Amanullah Memon who is an archeologist and an expert in the historical sights of Sindh. Listen to how he gives us an interesting **description** of a historical place ‘Sehwan’ and the Sufi saint Qalandar Lal Shahbaz’s Urs. First **listen to the description** and then do the exercises that follow. So get ready and listen very carefully.

**Recorded Text 48**

**Mr. Amanullah Memon:** Sehwan Sharif is probably the oldest town in Sindh. Sehwan was the capital of a Buddhist ruler who was brother of Chandragupta II. The town is also famous for its glazed pottery. Sehwan is best known for the shrine of Hazrat Lal Shahbaz Qalandar.

The saint was born in Marvind now Afghanistan in 1177 in a noble Makhdum family. Lal Shahbaz Qalandar’s real name was Syed Muhammad Usman. He showed signs of a deep spiritual nature even when he was still an infant, at age seven he knew Quran by heart, and at twenty he was initiated into the Qalandaria order of dervishes. Lal Shahabaz Qalandar is a Sufi, a missionary, a scholar, a poet and the writer of several books in Persian and Arabic.

His elegant tomb in initially been constructed 1693. Its architecture is and 14th centuries, with from lower Punjab and dazzles the eye with its work and two gold-plated doors donated by the late Shah late Prime Minister inner chamber is about the silver canopied grave Sehwan is said to have in 1356 and completed in in the style of the 13th assimilated influences Multan. The shrine Sindh kashi tiles, mirror plated doors - one of Iran, the other by the Zulfikar Ali Bhutto. The 100 yards square with in the middle.

The annual Urs or Shabaz Qalander begins and devotees from all over the country come to attend this event. On each morning of the three day feast, the narrow lanes of Sewhan are packed to capacity as thousands of
pilgrims, fakirs and devotees make their way to the shrine to offer their tributes and make a wish. Most of the people present garlands and a green chadar with Quranic inscriptions in silver or gold threads. Humming of verses, singing and dancing in praise of the saint continues till late at night. A devotional dance known as 'dhamal' is a special ritual that is performed at the rhythmic beat of the dhol. The dervishes, clad in long robes, beads, bracelets and colored head-bands whirl faster and faster in a hypnotic trance.

Exercise 25  In the recorded text Mr. Amanullah Memon describes very briefly the city of Sehwan Sharif, then he tells us about the Sufi saint Lal Shahbaz Qalandar, then he describes the shrine and finally describes the event of Lal Shahbaz Qalandar’s Urs. Listen to the recorded text again and try and fill in the missing information in the following paragraph.

Sehwan was the capital of a ______________ruler who was brother of _____________________. The town is also famous for its glazed pottery. Sehwan is best known for the shrine of _____________________________________.

The saint was born in __________________in __________ in a noble Makhdum family. Lal Shahbaz Qalandar’s real name was __________________________. At age ______________ he knew ______________ by heart, and at ______________ he was initiated into the ______________order of dervishes. Lal Shahabaz Qalandar is a ______________, a ______________, a ______________, a ______________ and the writer of several books in ______________ and ______________.

Exercise 26  Now listen to the recorded text again and write answers to the following questions:

1. When did the construction of the shrine begin and when did it complete?
2. What is its architectural style?
3. What are the two architectural influences on the shrine?
4. What kind of decorations can one find in the shrine?
5. How many doors are there in the shrine?
6. Who donated the doors?
7. Where can one find the grave of the saint?

Exercise 27  Listen to the last paragraph of the recorded text once again carefully and note down the descriptive details Mr. Amanullah Memon gives about the event of Lal Shahbaz Qalandar’s Urs? Can you write how he describes:
- the narrow lanes of Sewhan
- the devotees or pilgrims
- the rituals of devotees
- the dervishes
UNIT 9

Section A FUNCTION

Advice and Suggestions

What do we mean when we say ‘I need some advice or suggestion’? Well it means that we need some ideas, some remedies, some proposals, some recommendations, and of course some guidance. All of us need advice and suggestions for something or other. There are ways of giving advice and suggestions and the following words and expressions are all used to make suggestions and give advice to people.

- Should
  - You should try to practise English.
  - You shouldn't translate too much.
- Why don't you
  - Why don't you join an English club?
- Ought to
  - You ought to read more.
- If I were you, I'd
  - If I were you, I'd watch more television.
- Advise
  - I advise you to buy a good dictionary.
  - Let me give you some advice.
  - She gave me a very useful advice to buy a good dictionary.
- I suggest/propose/think
  - I suggest we meet tomorrow at 6 p.m.
  - I propose to the get the house painted before rains start
  - I think you should take a break from work
- Let's
  - Let’s meet for lunch
- Shall we
  - Shall we watch a film?
- How about
  - How about making nice pakoras for tea?

Giving suggestions and giving advice has lot in common. There are a number of formulas used when giving advice in English. Here are some of the most common:
### Advice

<table>
<thead>
<tr>
<th>Advice</th>
<th>Formula: Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t think you should work so hard.</td>
<td>Use 'I don’t think you should’ + the base form of the verb in a statement.</td>
</tr>
<tr>
<td>You ought to work less.</td>
<td>Use 'You ought to' + the base form of the verb in a statement.</td>
</tr>
<tr>
<td>You ought not to work so hard.</td>
<td>Use 'You ought not to' + the base form of the verb in a statement.</td>
</tr>
<tr>
<td>If I were you, If I were in your position,</td>
<td>Use 'If I were’ + 'you' OR 'in your position' OR 'your shoes' + 'I wouldn’t’ OR 'I would’ + base form of the verb in a statement (A form of the conditional 2).</td>
</tr>
<tr>
<td>If I were in your shoes, I wouldn’t work so hard.</td>
<td></td>
</tr>
<tr>
<td>You had better work less.</td>
<td>Use 'You had better’ (you’d better) + the base form of the verb in a statement.</td>
</tr>
<tr>
<td>You shouldn’t OR You should work less.</td>
<td>Use 'You should’ OR 'You shouldn’t’ + the base form of the verb in a statement.</td>
</tr>
<tr>
<td>Whatever you do, don’t work so hard.</td>
<td>Use 'Whatever you do’ + the imperative.</td>
</tr>
</tbody>
</table>

Similarly there are a number of formulas used when giving suggestions in English. Here are some of the most common:

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Formula: Verb Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why don’t you / we go to a movie?</td>
<td>Use the base form of the verb in a question</td>
</tr>
<tr>
<td>We / You could go to a movie.</td>
<td>Use the base form of the verb in a statement</td>
</tr>
<tr>
<td>Let’s go to a movie.</td>
<td>Use the base form of the verb with 'let’s'</td>
</tr>
</tbody>
</table>
What about going to a movie? Use the '-ing' form of the verb in a question

How about going to a movie? Use the '-ing' form of the verb in a question

I suggest you / we go to a movie. Use suggest + object + verb in the base form in a statement

Listen to the following two short dialogues and notice how people are giving advice in the first dialogue and suggestions in the second dialogue.

**Recorded Text 49**

**Giving advice:**

Man 1: I have to begin a long journey tomorrow and I haven’t yet finished packing.
Man 2: You ought to hurry up and let me help you, you need to get some sleep.

**Giving suggestion:**

Boy 1: How about going to the cricket match together?
Boy 2: Sure, that sounds great. What time?
Boy 1: About 10:00. I'll pick you up.

Rahat is a class tenth student. She is a bright student but her English language skills are not good. She writes this letter to a magazine asking for advice and suggestions about how to improve her English language skills. Read her letter.

Hi,

my native language is Pashto, so could you get me some advice on how to express myself properly in English speaking. Any books, suggestions?

Looking forward to your reply!

Thanks
Exercise 1  Now read all the advices and suggestions she gets from different people. Read each expression carefully and decide whether they are suggestions or advices.

- Hello Rahat, I think you should join some language classes.
- If I were in your position, I should hire a private tutor.
- How about buying some language learning books?
- You ought to ask your teacher to help you.
- I suggest you should start watching English films and read English novels.

Read this text:

<table>
<thead>
<tr>
<th>Buying a good English dictionary: Some Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>An English dictionary is the most important thing you will need when learning English. A good dictionary will help you learn hundreds of new words, improve pronunciation and grammar.</td>
</tr>
</tbody>
</table>

When you think of a dictionary, you usually think of a bilingual dictionary. For example, an English-Urdu dictionary or an English-Sindhi dictionary. It's okay to buy a bilingual dictionary but we strongly recommend that you must have an English-English dictionary too. Such a dictionary is written only in English. English words are not translated, but they are defined or explained in English. For example, if you look up the word criticize in an English-English dictionary, you will read something like this:
to criticize = to say negative things about; to talk about the mistakes of

There are two kinds of English-English dictionaries: dictionaries for learners and dictionaries for native speakers. Dictionaries for native speakers are used by Americans, Britons, etc. to look up very difficult words. Dictionaries for learners are used by people who are learning English as a foreign language.

Dictionaries for native speakers usually have more words than dictionaries for learners, but the definitions are complicated, and there are fewer example sentences. Therefore your first dictionary should be a dictionary for learners. Later, you will need other dictionaries — for example, a dictionary of phrasal verbs and a dictionary of technical words, etc.

A good dictionary must give phonetic transcription for every word. Phonetic transcription tells you how to pronounce a word. Without it, you can’t say the word properly — you can only read it or write it. Here is what phonetic transcription looks like:

| Image | n 1 a picture of someone or something in your mind: As she spoke, an image of a country garden came into my mind. |

A good dictionary must give example sentences for every word. Example sentences are English sentences which contain the word. Some dictionaries give them after the definition of a word.

| Dizzy | adj 1 having an unpleasant feeling of loss of balance and confusion, as if things are going round and round: They danced round in circles until they were dizzy. Climbing ladders makes me dizzy. |

Sentences are not just helpful — they are actually more important than definitions. While a definition tells you the meaning of a word and sometimes gives you some grammatical information, example sentences have advantages: They let you check if you’ve understood the definition correctly. The meaning of a word can become much clearer if you read a few sentences with the word. They show you how to use a word in
sentences. The more English sentences you read, the more you can produce. Your dictionary should have both British and American words. Also, both British and American pronunciation should be given, because both are used in today's world.

It is a good idea to have at least two dictionaries: a large one to use at home, and a small pocket one to carry with you. For example, you can bring your small dictionary to English classes.

Exercise 2  We hope that you have read and understood the above text. Sana is a student and she wants to buy a good dictionary that would help improve her English language skills. She asks her teacher to give her some advice and suggestions. Here is an incomplete dialogue between the two. Complete the dialogue by using some of the ideas from the above text about ‘Buying a good English dictionary’. Follow the example:

Example:

Sana: Maam, I need to buy a dictionary, can you please tell me what to do?
Teacher: Well, why don't you spend some money and buy a good learner’s dictionary.
Sana: Which dictionary would you recommend?
Teacher: ____________________________________________.
Sana: How can I use a dictionary in a useful manner?
Teacher: ____________________________________________.
Sana: How can I improve my English phonetics?
Teacher: ____________________________________________.

Exercise 3  Construct appropriate sentences using the following points and make suggestions. Use a different expression of suggestion each time.

Example:

- go/walk/track
- I suggest that we can go for a walk on the track.

- hire/video/weekend
Exercise 4  A lot many people in all age groups smoke. There is so much said and written about the harmful effects of smoking yet people continue to smoke. Doctor Saqib is giving some valuable advice and suggestions to people who smoke heavily and want to quit it. Listen to what Doctor’s Saqib’s is telling us and while you listen, note down the advices and suggestions that he gives.

WHY GIVE UP SMOKING?

Doctor Saqib:

If you have tried to quit smoking and failed before, because most several times before successfully. The first thing you should do is that you should set a quit smoking deadline that you should stick to that.
Why don't you tell your family, friends, and co-workers that you are going to quit and that you want their support. How about asking them not to smoke around you.

Another thing I would strongly recommend is that you better change your environment that is you ought to get rid of all cigarettes and ashtrays in your home, car, and place of work.

How about distracting yourself from the urges to smoke by changing your routine, and may I propose that you must do different things that will occupy your mind and divert your attention from smoking.

I know that since you are addicted to smoking, you might feel stressed out and my suggestion would be to do some physical exercise, drink a lot of water and other fluids. How about reading books, adopting a hobby? If I were in your position I would plan something enjoyable to do every day. Talk to someone, go for a walk, or get busy with a task.

Remember that once you quit, don't smoke – NOT EVEN A PUFF! My mission here is to restore your faith in yourself. You can quit. Even if you've failed several times in the past, understand that this is normal. You're not alone.

<table>
<thead>
<tr>
<th>Advices</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must set a quit smoking deadline.</td>
<td>I suggest that you should stick to that deadline.</td>
</tr>
</tbody>
</table>

**Exercise 5** Here are some points that are actually ‘General Advices and Suggestions to Students’. Read each point carefully and then rewrite each of these in form of either a **suggestion or advice**. Follow the example:
Example:
Attend classes regularly.
- You should attend classes regularly.  (Advice)
- Why don’t you attend classes regularly?  (Suggestion)

1  Come to class with your texts. Do not come to class if you do not have them with you.
2  Be an active listener and listen to and understand what the teacher is teaching.
3  Take notes in class, and take notes with a sense of purpose.
4  Participate in class discussion as often as you can.
5  Come to class with a set of questions, related to the theme of the particular course.
6  Feel free to raise questions in class, even if the teacher is in the middle of a lecture.
7  Do not turn assignments in late, unless you are facing an emergency situation.
8  Do not hand in rough drafts. Proofread all work for grammar, punctuation, spelling, etc.
9  Study adequately for exams.
10 Try your very best to get good grades.

Read this text that gives suggestions and advice to students about how to study:

Everyone has a different learning and studying style. The way that you are studying right now might not be the best for you. But how would you know that your studying style is not good? Well if your grades aren’t good then you probably need help that can advise you as how to change your learning and studying style. I am going to give you some suggestions on how to study efficiently. They worked for me when I was in school, college, and at the university. But, everyone’s learning style is different, therefore, some of my suggestions may not work for you, nevertheless, I urge you to try them because most of friends and students use them.
Manage Your Time

Studying is a full-time job and managing your time is important. If you are doing a job or if you participate in extra-curricular activities, you need to keep your priorities in mind and your priority should be: Your education should come first! How much time should you devote to studying? A recent survey suggested that students are not studying enough. So, how much is enough? You should spread your learning or studying hours over the week. Suppose you decide to study two hours a day with Sundays totally off in that way you are actually studying 12 hours a week which is good enough.

Exercise 6 The writer gives a few suggestions in the above text. After reading it, what suggestions can you identify?

Read further:

Take Notes

Good studying at home begins with good notes taken in class or at tutorial meetings. Just as everyone has a different learning style, different teachers have different teaching styles. Some teachers lecture, some lead discussions, some encourage individual work and offer comments. So different classroom settings will require different note-taking techniques. There are several reasons to take notes that are as complete as possible:

It will force you to pay attention to what’s going on in class
Exercise 7  Why does the writer suggest that taking notes is good learning and studying skill?

Read further:

Ask Questions & Make Comments

If you have a question, especially if you need clarification of something that the teacher said or wrote, ask it! Do not be embarrassed about asking it! I can guarantee you that there will be at least one other student in the class and often many more who will be extremely grateful to you for having asked the very same question that they were too embarrassed to ask, and they will come to view you as wise and brave for having asked it.

Study Difficult Subjects First & Study in Quiet Place

Each day when you are studying or doing your homework, do those subjects first for which you need to be alert and energetic. Leave the easier subjects to later. Study in a quiet place with as few distractions as possible. Do not listen to music or watch TV. It is virtually impossible to do two things at a time!

Read Actively, Not Passively

You should not read passively. Whatever you have to read, it might be a text book, a work of fiction, a poem, article from a magazine, or even class notes, you must pay a close read without concentrating and paying attention. If you thinking, I
guarantee that your mind will eventually wander off and you may fall asleep—so be alert and active reader!

Right now, you’re probably asking yourself whether you really have to do all of this. It seems like an awful lot of work. Well, of course, you don’t have to do all of it at once. Try various of these suggestions to see what works for you. But, in the long run, there’s no quick and easy road to studying. It is hard work and should take a lot of time.

Exercise 8 Why does the writer suggest that it is good to ask questions? What does he suggest to students about reading?

Read about another problem and give advice and suggestions. What should he / she do?

Please Help me and My Family

My family doesn’t get along. It’s like we all hate each other. I’ve two brothers and a sister. I am the oldest. We all have certain problems: My father is always in a temper and never talks to us. My mother is really stressed out, always depressed and rarely gives us an encouraging glance. One of my brothers is too bossy. He thinks he is better than the rest of us and that he is the only one who is good at everything. My other brother is kind of abusive and aggressive. He just needs a reason to start a fight. He’s really spoiled and my mother doesn’t say anything to him. My sister who’s 7 makes mess all over the house and doesn’t clean it up. I really want to help because I don’t like being upset all the time and having everyone hate everyone else. Even when we start to get along, someone will say something to upset someone else. Please help me and my family.
What is a clause and how to recognize a clause when you see one? There are different elements of a clause and these are:

- Subject (S)
- Predicate (P)
- Object (O)
- Complement (C)
- Adjunct (A)

A complete sentence expresses a complete thought. The elements ‘subject’ and ‘predicate’ are easily identifiable as there is an agreement between them.

Example:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PREDICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali</td>
<td>smokes</td>
</tr>
</tbody>
</table>

The elements which are necessary to complete the clause may be either an ‘object’ or a ‘complement’. Although objects and complements are not always obligatory elements in the clause, yet they are important because they complement what is being described, and provide information which is essential to the message of the clause. Read some examples that illustrate the structure of a clause:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PREDICATE</th>
<th>OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali</td>
<td>Smokes</td>
<td>a cigarette</td>
</tr>
<tr>
<td>She</td>
<td>Likes</td>
<td>Oranges</td>
</tr>
<tr>
<td>SUBJECT</td>
<td>PREDICATE</td>
<td>COMPLEMENT</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Marium</td>
<td>Is</td>
<td>a teacher</td>
</tr>
<tr>
<td>Junaid</td>
<td>Seems</td>
<td>tired</td>
</tr>
<tr>
<td>Your house</td>
<td>Looks</td>
<td>beautiful</td>
</tr>
</tbody>
</table>

**Adjunct** may supply information which is additional to the message, An adjunct supplies the ‘why’, ‘where’, ‘when’, and ‘how’ type of information. Read some examples where the ‘adjunct’ is being used.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PREDICATE OBJECT</th>
<th>ADJUNCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>was turning</td>
<td>The handle furiously</td>
</tr>
<tr>
<td>They</td>
<td>had to</td>
<td>a holiday last year</td>
</tr>
</tbody>
</table>

We can say that the adjunct tends to be most mobile and may be used in different positions in a clause structure.

**Examples:**

- Furiously, he turned the handle
- He **furiously** turned the handle
- He turned **the** handle **furiously**.

**Exercise 9**  Read the following examples which have been analysed in terms of their clause structure, that is whether the sentence has a subject (S) or a predicate (P) or a complement (C) etc. After understanding the examples write what elements the sentences that follow have?

**Examples:**

- It / was / a terrible shock. **SPC**
- They / sang / the hymn / beautifully. **SPOA**
- He / jokes / all the time. **SPA**
There are four types of clauses. These are:

1. Main or Independent Clause
2. Subordinate or Dependent Clause
3. Relative or Adjective Clause
4. Noun Clause

In this section we will only concentrate on the first two types of clauses: Main or Independent Clause and Subordinate or Dependent Clause.

1. **Main or Independent Clauses** are normally referred to as sentences, not clauses. Main or Independent clauses can stand
by themselves as separate sentences. Therefore a main clause is a clause that is not introduced by a subordinating term. It does not modify anything, and it can stand alone as a complete sentence. The ability to recognize a clause and to know when a clause is capable of acting as an independent unit is essential to correct writing and is especially helpful in avoiding sentence fragments and run-on sentences. Every main or independent clause will follow this pattern:

Subject + Verb = Complete Thought

Read some more examples:

- **Lazy students complain.**
  students = subject | complain = verb

- **Pepsi spilled over the glass and splashed onto the counter.**
  Pepsi = subject | spilled, splashed = verbs

- **My dog loves bones.**
  dog = subject | loves = verb

2 **Subordinate or dependent clause:** The clause that cannot stand alone and is dependent or in need of a support or it depends on an independent clause to express a complete thought is called a Subordinate or Dependent Clause. The important point to remember is that every sentence must have at least one main clause expressing one complete thought otherwise you have a fragment which is a major error in writing. The subordinate clause is created by using a ‘**subordinating conjunction** or dependent word or a connector’. These connectors join independent clauses thus creating nicely balanced sentences. Here is a list of some of the frequently used subordinate conjunctions:

<table>
<thead>
<tr>
<th>after</th>
<th>once</th>
<th>until</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>provided that</td>
<td>when</td>
</tr>
</tbody>
</table>
as | rather than | whenever
because | since | where
before | so that | whereas
even if | than | wherever
even though | that | whether
if | though | while
in order that | Unless | why

Now let us read these examples:

- **Once Ali smashed the cup ............**
  Once = subordinate conjunction | Ali = subject | smashed = verb

- **Until Mr. Soomro has his first cup of coffee ............**
  Until = subordinate conjunction | Mr. Soomro = subject | has = verb
  Don’t you think there is something wrong with the above examples? Yes they are incomplete because they do not have an ‘independent clause’.

Remember this important point: A subordinate clause cannot stand alone as a sentence because it does not provide a complete thought. The reader is left wondering, ‘So what happened’?

- **Once Ali smashed the cup.** So what happened? Did he get scolding? Did he run off? It’s a fragment.
- **Until Mr. Soomro has his first cup of coffee.** So what happens? Is he too sleepy to work, or is he irritable? It’s a fragment.
So you need to attach a subordinate clause to a main clause to express a full meaning. Subordinate clauses follow this pattern:

Subordinate conjunction + subject + verb = incomplete thought

Here are some more examples that will make you understand the rule:

- Whenever lazy students yawn……...
  - Whenever = subordinate conjunction | students = subject | yawn = verb

- As Pepsi spilled over the glass and splashed onto the counter…..
  - As = subordinate conjunction | Pepsi = subject | spilled, splashed = verb

- Because my dog loves bones ….....
  - Because = subordinate conjunction | dog = subject | loves = verb

Exercise 10 Try and complete the above incomplete sentences by adding a suitable main clause. The first one is done as an example.

1 Whenever lazy students yawn………………
   Whenever lazy students complain, Mrs. Rustam throws chalk at their heads.

2 As Pepsi spilled over the glass and splashed onto the counter, ____________________________________________________________________.

3 Because my dog loves bones, ____________________________________________________________________.

The important point to remember about subordinate clauses is that they can never stand alone as complete sentences. To complete the thought, you must attach each subordinate clause to a main clause. Generally, the punctuation looks like this:

- main clause + (no punctuation) + subordinate clause.
subordinate clause + , + main clause.

Ask your tutor to help you understand the punctuation rules and you may also like to consult a good grammar book in order to understand how to punctuate clauses.

Exercise 11 Here are five dependent or subordinate clauses. Read them and you will notice that they appear incomplete, so they need an independent clause. Complete them by providing appropriate main or independent clause.

cubordinate clause + , + main clause.

1 Even though the chicken was covered in oil,

2 Unless Hina finishes her maths homework,

3 Because the dress was too expensive,

4 Until the teacher was in the class,

5 Once my brother passes his exams,

Exercise 12 Attach a subordinate clause to the main clause. Use a proper conjunction to connect the two sentences. Refer back to the list of subordinate conjunctions given above. Also remember this important point:

When you attach a subordinate clause to the end of a main clause, you will generally use no punctuation, like this:

main clause + (no punctuation) + subordinate clause
1. My mother decided to plant tomatoes in the back of the house because the sun was bright the longest during the day.

2. Tanya did poorly in her history exam because ________________________________.

3. Professor Hafeez takes two English Language classes a week as ________________________________.

4. Mr Afridi’s family has moved to Charssada so that ________________________________.

5. The boys are making too much noise even though ________________________________.

Section C   READING

Facts and Opinions

What is a fact?

• this is a fact
• a fact is a statement of what is true or real
• a fact is based on evidence

What is an opinion?

• this is an opinion
• an opinion is a statement that gives one's personal view
• this statement may or may not be true
Exercise 13  Are the following sentences facts or opinions?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We are in Pakistan.</td>
</tr>
<tr>
<td>2</td>
<td>Inzammam Ul Haq is a good cricketer.</td>
</tr>
<tr>
<td>3</td>
<td>Being at college is fun.</td>
</tr>
<tr>
<td>4</td>
<td>My English teacher is Sir Umar.</td>
</tr>
<tr>
<td>5</td>
<td>I am wearing a pair of black shoes.</td>
</tr>
<tr>
<td>6</td>
<td>My favourite fruit is a banana.</td>
</tr>
<tr>
<td>7</td>
<td>Her hair is very long.</td>
</tr>
<tr>
<td>8</td>
<td>Jordan is a lovely country.</td>
</tr>
</tbody>
</table>

Exercise 14  Look at the picture. Here are some statements about the picture. Which of the statements are facts and which are opinions?

This is a picture of a red car | Fact | Opinion |
The car is beautiful

The car is parked next to a tree at the river bank.

I think that the car is very fast.

**Exercise 15** Read the following sentences carefully and then determine whether they are **facts or opinions**. Write **fact** if the sentence is a fact. Write **opinion** if the sentence is an opinion.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>That cake was too sweet</td>
</tr>
<tr>
<td>2</td>
<td>Computers are not as useful as everyone says they are.</td>
</tr>
<tr>
<td>3</td>
<td>The scorpion is a relative to the spider.</td>
</tr>
<tr>
<td>4</td>
<td>- The Empire State Building in New York is 1,250 feet tall.</td>
</tr>
<tr>
<td>5</td>
<td>I bet that tree is over one hundred years old.</td>
</tr>
<tr>
<td>6</td>
<td>American astronauts landed on the Moon.</td>
</tr>
<tr>
<td>7</td>
<td>Some people think that Apollo missions did not really go to the Moon.</td>
</tr>
</tbody>
</table>

Whenever we read something some of the statements can be **facts** and others are the writer’s **opinions**. A good reader should be able to distinguish facts from opinions. Read some examples of facts:

- The moon is about 238,900 miles from Earth.
- Your heart beats more than 100,000 times a day.
All these sentences are **facts**. These facts may be right or wrong but the reader could check up on them. A fact is a statement that can be proven true. **Opinions**, on the other hand, are value judgments. They express the writer’s point of view or his or her way of looking at things. For example:

- Men are more intelligent than women.
- Pakistanis are friendlier than other people.

These sentences are **opinions** and whether we accept or agree with a writer’s opinions will usually depend on how well the writer supports them with convincing reasons or arguments. A good and credible writer will often support his opinions with facts. When you listen or read, can you tell the difference between facts and opinions? **Facts are statements that can be verified or proved. Opinions express how someone feels about a fact or a belief.** When you are listening to or reading information, it is important to be aware of the difference between facts and opinions so that you can properly evaluate the meaning of the message.

**Exercise 16** Look at the picture given below. Do you recognise this famous Karachi landmark? Then read the statements that are given in boxes and **decide which of the following statements are facts and which are opinions**. Then write each statement in its respective column.
Mohatta Palace was built in the 1920s in the "Rajistan Moghul" style.

It was the formal residence of M.A. Jinnah.

The Museum opens at 11:00 am so we excitedly got there at 11:05 am.

It was a private residence for a prominent merchant before the partition.

The exhibition 'Jewel in the Crown - Karachi Under the Raj' is at the Mohatta Palace.

Anyone who hasn’t yet visited the Jewel in the Crown exhibition at the palace, then you’re missing out on an amazing experience.

I don't think there could’ve been a better setting for the exhibition than Mohatta Palace.

This is one amazing exhibition! it is DEFINITELY a place worth spending an afternoon for!
Read the following passage:

I have got a new car. It is Mehran 800 cc. Mehran is Pakistan’s largest selling car. It has smart features like head turning lamp, matching front grill and a two spoke steering wheel gives it the tidy look. Mehran has a functional economy, peak performance or unmatched fuel efficiency. It is blue. I think it is fantastic! It goes very fast and makes me feel special. Performance is good for 0.8 litres.

Write down three facts about the car.

1. ____________________________________________________.
2. ____________________________________________________.
3. ____________________________________________________.

Write down three of the owner’s opinions about the car.
Exercise 18  Can you write facts and opinions about the following?

Write down two facts about a Pakistani pop group.
1. ____________________________________________________________.
2. ____________________________________________________________.

Write down two opinions about a Pakistani pop group.
1. ____________________________________________________________.
2. ____________________________________________________________.

Write down two facts about your neighbourhood.
1. ____________________________________________________________.
2. ____________________________________________________________.

Write down two opinions about your neighbourhood.
1. ____________________________________________________________.
2. ____________________________________________________________.

Exercise 19  Read the following text about the famous female poetess ‘Perveen Shakir’. Separate facts from opinions and write them in the two columns given below.

Parveen Shakir, a poetess of par excellence gave the most sensitive touch to Urdu poetry. She was born on 24th November, 1952 in Karachi, Pakistan. She was highly educated with two masters degrees, one in English literature and one in linguistics. She was a teacher for nine years before...
the Civil Service and worked in the Customs department. Perveen Shakir is the lone female voice to impress in history of Poetry. The way she expresses deep seated feminine feelings is simply miraculous and inimitable for the poetesses of generations to come. Perveen in her works seems to have captured the best of Urdu verse. Her books of her poetry that have been published are: Khushboo (1976), Sad-barg (1980), Khud-kalaami (1990), Inkaar (1990) and Maah-e-Tamaam (1994). Her first book, Khushboo, won the Adamjee award. Later she was awarded the Pride of Performance award, which is the highest award given by the Pakistan government. Perveen Shakir’s style and range of expressions and her soul stirring poetry has given a new dimension to the 20th century Urdu poetry. On 26th December, 1994, on her way to work, her car collided with a truck and the world of modern Urdu poetry lost one of its brightest stars.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perveen Shakir was born on 24th November, 1952 in Karachi, Pakistan.</td>
<td>Parveen Shakir, a poetess par excellence gave the most beautiful and sensitive touch to Urdu poetry.</td>
</tr>
</tbody>
</table>
Narrative writing is about telling a story. Narrative writing has a plot, which means it has ‘the main story’ with a setting (where and when the story happens), the characters who have motives (reasons) for what they do so a story has events and actions. It has a central focus, a problem to be solved or a challenge to be overcome.

Narrative writing is often about narrating or describing a person’s life story, important historical events, or news stories because its purpose is to tell a story and to provide important facts and details.

Narrative writing is about recreating an experience. A narrative should be based on personal experience. The important thing to remember about a narrative essay is that it tells a story which focuses on an event or on a series of events. Since a narrative tells a story, the most important thing to remember is to give as much details as possible and to make sure you put things in the order in which they occurred, usually, a narrative gives events in the order or in chronological order in which they occurred. The author gives sufficient details about the people, place, and events so that the reader gets a clear idea of how the author feels about them. You must have read or heard stories, like fairy tales, short stories, novels, etc. all of these are narratives, because they tell a story about something that happened.

The narrative essay should be lively and interesting. Narrative writers try to engage the reader's interest by adding details or personal observations. Sharing personal thoughts and details invites the reader into author's world and makes the story more personal and more interesting. All of the important events and details in a narrative essay must be organized, clear, and descriptive. A fully developed narrative story involves a main idea, which is introduced in the beginning, more detailed and eventful in the middle, and wraps up in the end.

Example of a personal narrative paragraph:
My Mother

By Ali Ehtesham

‘God could not be everywhere and therefore He made mothers’.

She is understanding and always there for me. She listens and is full of positive support. I am lucky to have someone who is both a close friend and a mother. Not everyone has this kind of a relationship.

I could find endless words in the thesaurus to describe my mother, but the one word that stands out above the rest is "incredible." She has cared for all of us throughout her whole life. When I was growing up, she always cooked for the family, cleaned the house, did all the outside chores, took us to school and to the doctor, sewed our clothes, and was happily married. I don't know how she managed to do all of these things so well and still have time for herself.

My mother is my sole support system. Whenever something exciting happens or there is a crisis in my life, she is the first person I turn to. I have seen many friends come and go in my life, but my mother is different. For eighteen years of my life, she has always been there for me, we always are close. She understands me and knows me better than anyone else I know. She doesn't make demands nor does she pressure me with school and my future. She has complete faith and trust in me that I am doing the right thing with my life. I make her happy by letting her know that I love her from the bottom of my heart.

Everyday I count my blessings and think about how grateful I am to have a mother who loves me. Not once do I take this for granted. I cannot imagine my life without her.

Ali Ehtesham’s short personal narrative essay is focused on describing and narrating his relationship with his mother that has left a profound
impression on his personality. He adds sufficient details describing his mother that gives us a clear picture of his mother.

Each of us has memories of times that have been meaningful, of times that have taught us lessons about ourselves or others. Through the narrative essay, we have the chance to record those experiences as the supporting evidence to substantiate our new understanding.

Two crucial first steps in planning a narrative essay are selecting an incident worthy of writing about and finding the central, relevant, salient point in that incident. Secondly, incorporate details which will make the incident real for readers.

Exercise 20   Its time you write a narrative essay. We are giving you a number of different topics. Write a narrative essay on some of them so that you can gain enough practice in writing a narrative essay. You should also follow the guidelines, rules or conventions of writing a narrative essay that follows.

1   (Your Best Friend) Think about a friend who has been an important part of your life. How did you become friends with this person? Think about when you met, what you did, and how your friendship grew. Write a story about this friendship. Give enough details to tell the reader about this friendship.

2   (A Rainy Day) You woke up one morning and learned that it was raining heavily. School was closed for the day! It was a dream come true. Suddenly you had time to take a break from the usual routine and do what you wanted to do. Write a story about a rainy day off from school that you remember. Give enough details in your story to show what you did and how wonderful the day was.

3   (Favorite place) All of us have a favorite place where we get to do what we want. It could be an indoor place, an outdoor place, or even an imaginary place. What is your favorite place? Write a story about what you get to do in your favorite place. Give
enough details in your story to show your favorite place and what you get to do there.

4 (Special adventure) All of us have had a special time or adventure in our lives. It could be anything such as a visit with a friend or relative, a party you went to, or a game you watched or played. Or it could be something completely different. Write a story about a special time or adventure that you have had. Give enough details in your story to show what it was like and what made it so special.

5 (Summer activity) Summer is a special time when children get to do fun things. You have more time during the day to choose activities that you enjoy doing with your friends or family, outdoors or indoors. There are many different ways to have fun in the summer. What’s yours? Write a story about your favorite summer activity. Give enough details in your story to show what you were doing and what made this your favorite activity.

6 (Childhood memory) Choose a vivid time from your childhood. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.

Follow these rules and conventions of writing a narrative essay:

List the Events

- Think about the story you want to tell.
- For example, if you have to write a paper describing your summer vacation, you may want to focus on only one part of your summer: one day, one trip, one event, etc.
- Make a list of all the things that happened.

Put the Events in order

- At this point you should have some idea of the focus of your essay. A narrative tells a story for some purpose. For example, if you wanted to tell someone about the funniest thing you did
over the summer, you'll want to focus on those things on the list which describe the fun you had.

- Go through your list and cross out any events which don't deal with your topic.
- Now, put numbers next to all the events in the order they occurred.

**Add details and specific information**

- One easy way to organize your essay is to write one paragraph for each of those events you have listed.
- Give details for each of the items on your list.
- Be sure to include what things looked like and what people said.

**In writing your narrative essay, keep the following rules or guidelines in mind:**

- Narratives are generally written in the first person singular, i.e., *I*. However, third person (*he, she, or it*) can also be used. If it's your story, use *I*; if it's a story about what happened to a friend, use *she* or *he*. However, be consistent. If you begin your narrative in the first person singular, say, use that throughout.
- Narratives rely on concrete, specific details to make their point. These details should create a unified, dominant impression.
- Narratives, as stories, should include these story conventions: a plot, setting and characters; a climax or a peak, and an ending.

*Creating Memories in Meatless Days*

In *Meatless Days*, Sara Suleri weaves her narrative with the threads of memory, darting through images, feelings, and conversations of the past. As opposed to a chronological straight-line
story, Suleri’s narrative wander and bends, jumps and circles back around, much similar to the chaotic digressions and daydreams of a reminiscing mind. In the following passage, she openly allows the reader to glimpse the voice behind the narrative — the woman behind the curtain. Read this extract taken from her novel ‘Meatless Days’:

It makes mind and body boggle: Kinnaird College! for Women! on Jail Road! in Lahore! A place to imprint on unsuspecting faces looks of indelible surprise! The college was indeed on Jail Road, as was the jail, and the racecourse, and the lunatic asylum, too: daily we found it hard to believe ourselves, but it was true!

Exercise 21 After reading the above narrative extract what do you think is the connection between Kinnaird College for Women and the Jail Road?

Now read another extract from the same book:

Gol guppas are a strange food: I have never located an equivalent to them or their culinary situation. They are an outdoor food, a passing whim, and no one would dream of recreating their frivolity inside her own kitchen. A gol guppa is a small hollow oval of the lightest pastry that is dipped into a fiery liquid sauce made of tamarind and cayenne and lemon and cold water. It is evidently a food invented as a joke, in a moment of good humour.

Exercise 22 What interesting and vivid details does Sara Sulheri give to create a picture of ‘gol guppa’ in a reader’s mind?

Section E LISTENING

Listening to a Story

In this unit you have been told what narrative writing is all about. Narrative writing is about telling a story. Narrative writing has a plot, a setting, and characters. Narrative writing is often about narrating or describing a person’s life story, important historical events, or news stories because its purpose is to tell a story and to provide important
In this section you will practice listening to a story. So get ready for an interesting story telling session. Switch on your cassette recorder and listen and enjoy listening to the story ‘The Gifts of Wali Dad’.

Recorded Text 51

The Gifts of Wali Dad

In a mud hut far from town lived an old grass-cutter named Wali Dad. Every morning, Wali Dad would cut and bundled tall, wild grass and sold it as fodder in the marketplace and earned thirty paisa. He spent ten paisas for food, ten for clothes and saved ten in a clay pot under his bed. In this manner Wali Dad lived happily for many years.

One evening, Wali Dad dragged out the pot to see how much money it had. He was amazed to find that his pot had filled to the brim. ‘What am I to do with all this money’, he said to himself. ‘I need nothing more than I have’. Wali Dad thought and thought. At last he had an idea.

The next day, Wali Dad loaded the money into a sack and carried it to a jeweller in the marketplace. He exchanged all his coins for a lovely gold bracelet. Then Wali Dad went to the home of a merchant. ‘Tell me in all the world, who is the noblest lady’, asked Wali Dad, ‘Without doubt’, said the merchant, ‘it is the young queen of Khaistan and I often visit her palace’. ‘Do me a kindness’, said Wali Dad. ‘The next time you
pass that way, give her this little bracelet, with my compliments’. The merchant was astonished, but he agreed to do what the grass-cutter asked.

Soon after, the merchant found himself at the palace of the queen of Khaistan. He presented the bracelet to her as a gift from Wali Dad. ‘How lovely!’ she said, admiring the bracelet. ‘Your friend must accept a gift in return. My servants will load a camel with the finest silks’.

When the merchant arrived back home, he brought the silks to the hut of Wali Dad. ‘Oh, no!’ said the grass-cutter. ‘This is worse than before! What am I to do with such finery’? ‘Perhaps’, said the merchant, ‘you could give it to someone else’. Wali Dad thought for a moment. ‘Tell me’, he said, ‘in all the world, who is the noblest man’? ‘That is simple’, said the merchant. ‘It is the young king of Nekabad’. ‘Then do me another kindness’, begged Wali Dad. ‘On your next trip there, give him these silks, with my compliments’. The merchant was amused, but he agreed.

On his next journey, he presented the silks to the king of Nekabad. ‘A splendid gift!’ said the king, admiring the silks. ‘In return, your friend must have twelve of my finest horses’. So the smiling merchant brought the king’s horses to Wali Dad. ‘This grows worse and worse!’ declared the old man. ‘What could I do with twelve horses’? But after a moment Wali Dad said, ‘I know who should have such a gift. I beg you, keep two horses for yourself, and take the rest to the queen of Khaistan’. The merchant thought this was very hilarious, but he consented.

On his next visit to the queen’s palace, he gave her the horses. Now the queen was a bit confused. She whispered to her prime minister, ‘Why does this Wali Dad persist in sending gifts? I have never even heard of him’! The prime minister said, ‘Why don’t you discourage him? Send him a gift so rich, he can never hope to match it’. So in return for the ten horses from Wali Dad, the queen sent back twenty mules loaded with silver.
The merchant was very perplexed and he arrived back at the hut, Wali Dad groaned. ‘What have I done to deserve this? Friend, spare an old man! Keep two mules and their silver for yourself, and take the rest to the king of Nekabād!’ The merchant was getting uneasy, but he could not refuse such a generous offer. So after a few days, the merchant presented the silver-laden mules to the king of Nekabād.

The king, too, was puzzled and asked his prime minister for advice. ‘Perhaps this Wali Dad wants to prove himself better than you’, said the prime minister. ‘Why not send him a gift he can never beat’? So the king sent back twenty camels with golden anklets, twenty horses with golden bridles and stirrups, twenty elephants with golden seats mounted on their backs, and twenty servants to care for all of them.

The merchant was getting more and more amazed. He brought the servants and animals to Wali Dad’s hut, the grass-cutter was beside himself. ‘Will bad fortune never end? Please, keep for yourself two of each animal, and take the rest to the queen of Khaistan’! ‘How can I go to her again’, protested the bewildered merchant. But Wali Dad pleaded so hard, the merchant consented to go just once more.

This time, the queen was stunned by the magnificence of Wali Dad’s gift. She turned again to her prime minister. ‘Clearly’, said the prime minister, ‘the man wishes to marry you. Since his gifts are so fine, perhaps you should meet him’! So the queen ordered a great caravan made ready, with countless horses, camels, and elephants. With the trembling merchant as guide, she and her court set out to visit the great Wali Dad.

On the third day, the caravan made camp, and the queen sent the merchant ahead to tell Wali Dad of her coming. When Wali Dad heard the merchant’s news, his head sank to his hands. ‘Oh, no’! He moaned. ‘Now I will be paid for all my foolishness. I have brought shame on myself, on you, and on the queen. What are we to do’? ‘I fear we can do nothing!’ said the already stunned merchant, and he headed back to the caravan.
The next morning, Wali Dad rose before dawn. ‘Good-bye, old hut’, he said. ‘I will never see you again’. The old grass-cutter started down the road. But he had not gone far when he heard a voice. ‘Where are you going, Wali Dad?’ He turned and saw two radiant ladies. He knew at once they were paris from Paradise. Wali Dad sank to his knees and cried, ‘I am a stupid old man. Let me go my way. I cannot face my shame’! ‘No shame can come to a man like you’, said one of the pari. ‘Though your clothes are poor, in your heart you are a king’. The pari touched him on the shoulder. To his amazement, he saw his rags turn to fine clothes. A jeweled turban sat on his head. The rusty sickle at his waist was now a gleaming sword. ‘Return, Wali Dad’, said the pari. ‘you look as good as any king’.

Wali Dad looked behind him. Where his hut had stood, a splendid palace sparkled in the rising sun. In shock, he turned to the paris, but they had vanished. Wali Dad hurried back along the road. As he entered the palace, the guards gave a salute, servants bowed to him, then rushed here and there, preparing for the visitors. Wali Dad wandered through countless rooms, gaping at riches beyond his imagining. Suddenly, three servants ran up, ‘a caravan from the east’! announced the first. ‘No’, said the second, ‘a caravan from the west’! ‘No’, said the third, ‘caravans from both east and west’!

The bewildered Wali Dad rushed outside to see two caravans halt before the palace. Coming from the east was a queen in a jeweled palenquin. Coming from the west was a king on a fine horse. Wali Dad hurried to the queen. ‘My dear Wali Dad, we meet at last’, said the queen of Khaistan. ‘But who is that magnificent king? I believe it is the king of Nekabad, Your Majesty’, said Wali Dad. ‘Please excuse me for a moment’. He rushed over to the king. ‘My dear Wali Dad, I had to meet the giver of such fine gifts’, said the king of Nekabad. ‘But who is that splendid queen?’ ‘The queen of Khaistan, Your Majesty’, said Wali Dad with a smile. ‘Please come and meet her’.

And so the king of Nekabad met the queen of Khaistan, and the two fell instantly in love. A few days later their marriage took place in the palace of Wali Dad. And the celebration went on for many days. At last Wali Dad had said good-bye to all his guests. The very next
morning, he rose before dawn, crept quietly from the palace, and started down the road. But he had not gone far when he heard a voice. ‘Where are you going, Wali Dad’? He turned and saw the two paris. Again he sank to his knees. ‘Did I not tell you I am a stupid old man? I should be glad for what I have received, but . . . ’ ‘Say no more’, said the pari. ‘You shall have your heart’s desire’. And she touched him again. So Wali Dad became once more a grass-cutter, living happily in his hut for the rest of his days. And though he often thought warmly of his friends the king and queen, he was careful never to send them gifts.

So what do you think about the story? Isn’t it nice and absorbing and skillfully narrated? The story teller uses beautiful words to create images in our minds. He uses a lot of words that you might have found difficult to understand. Here is a list of all those words and phrases. Consult a dictionary to find the simple meanings of these words and listen to the story again. We are sure that when you hear it for the second time, you will understand it better.

| Fodder, compliments, splendid, consented, groaned, hilarious, perplexed anklets, bridles, stirrups, bewildered, stunned, magnificence, moaned, radiant, rusty, sickle, gleaming, halt. |

Exercise 23  Now let us try and understand the plot of the story. After listening to this story what do you think is the main story about? Actions or events in the story take place in a sequence or in an order. What happened before and what happened after? Let us write the scenes or events in their proper order. We are giving you a few events, listen and read the story again and list all the important events in a proper sequence in your own words.

1. Every day, Wali Dad cut and bundled all the fodder and sold it in the market.
2. One evening, Wali Dad saw that his clay pot was full of coins.
3. So he went to a jeweller and bought a gold bracelet.
4. Then Wali Dad went to the home of a merchant and asked him to present this bracelet to the queen.
5. The merchant presented the bracelet to the queen who also sent a camel loaded with the finest silks for Wali Dad.
What happens next....and next....and finally!

**Exercise 24**  How did the merchant feel when each time Wali Dad asked him to take the gifts to the Queen and the King?

**Example:**
- The merchant was astonished.