

# **Functional English**

**Matric 221**

**Units 1-6**

**Department of English Language and Applied Linguistics  
Allama Iqbal Open University Islamabad**

## **Code No. 221**

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**Edition ..... 3rd**  
**Printing Year ..... 2020**  
**Quantity ..... 10000**  
**Price ..... 200/-**  
**Printing Co-ordinator ..... Management Committee for PPU**  
**Printer ..... Munir Cobby House Printers, Lahore.**  
**Publisher..... Allama Iqbal Open University**  
**Islamabad**

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## **Introduction to the Course**

Welcome to the Matric Functional English course. This is the second and revised edition of Matric Functional English course which has successfully run for fifteen years from 1985 to 2001. The writers of this course have tried their best to make the contents simple, student friendly and Culturally appropriate.

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

### **What is Functional English**

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

### **How is the course organized**

Matric Functional English is a full credit course. It is divided into two half credit courses which will be offered in two semesters; Spring semester and Autumn semester; each semester of six months duration. These courses are:

**Matric Functional English 207**

**Matric Functional English 221**

Once you get admission to the matric programme, you will start receiving textbooks of the courses you have taken. The English study packet will include the textbook, assignments, one audio cassette, assignment and tutorial schedule, and the addresses of the tutor and the tutorial place. Let us take each component separately. The Matric Functional English courses has the following components:

## 1. Textbook

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

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

### **The Speaking Skill**

### **The Listening Skill**

### **The Reading Skill**

### **The Writing Skill**

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

## **Unit 1 Talking About Shopping**

## **Unit 2 Talking About Health**

## **Unit 3 Talking About Environment**

## **Unit 4 Describing People**

## **Unit 5 Using a Library**

## **Unit 6 Using A Dictionary**

Each unit starts with a dialogue which sets the stage and gives out the theme or main idea of the unit. This dialogue which is given in the beginning of each unit is recorded on the audio cassette so that you can also learn how to understand spoken English and the correct pronunciation of English words. The characters in the dialogue are using the kind of English which you can use in the given situation, i.e. if you want to talk about shopping then you need to use expressions like: "Can I have a box of chocolate, please".?

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

You would find these symbols in the units :



## Recorded Text

That tells you that this particular dialogue is recorded on the audio cassette and has a recorded text number that will help you find it on the cassette.



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



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

## 2. **Audio Cassette**

You will receive one audio cassette in the study packet. Side A has dialogues from course 207 and side B from course 221. You are required to listen to the tape as there are a number of exercises based on the recorded dialogues.

## 3. **Assignments**

Assignments are a very important component of every AIOU course and are meant as a "take away home exam". You have to complete two assignments, each carrying hundred (100) marks. Assignment 1 will be based on units 1 to 3 and assignment 2 on units 4 to 6. There will be an assignment schedule giving out due dates on which you have to finish your assignments and send them to the assigned tutor. Make sure that you complete the assignments in time, send them to the tutor by mail or personally deliver them. Keep all the records such as the post receipts etc so that if your assignments are lost or misplaced you have a proof to show. You have to secure minimum forty (40) marks out of hundred (100) in each assignment in order to qualify for the exams. We would advise you to solve the

assignments yourself because it will help you perform better in exams. Ask your tutor's help but not for answers to the questions.

#### **4. Exams**

Exams are conducted at the end of the semester. Remember that you are eligible for the exams only if you have been declared successful or "pass" in assignments. Exams are based on the units and assignments, therefore we would again like to remind you to study the units very carefully and do the assignments yourself. Matric exam paper is of hundred (100) marks and you have to get minimum thirty three (33) out of hundred (100) marks to stand successful.

#### **5. Tutorials**

You need to attend around seven to eight tutorial sessions per semester. These tutorials are held after every two weeks at local schools or colleges. Tutorials are "optional", that means they are not compulsory. But we would strongly advise you to attend them because these will allow you a face to face contact with your tutor, give you a sense of participation in the course, a chance to meet other course mates, an opportunity to learn from each other and seek the tutor's help and guidance. Wishing you all the best in your studies.

## تعارف

ہم آپ کو میٹرک فنکشنل انگریزی کورس میں خوش آمدید کہتے ہیں۔ یہ اس کورس کا دوسرا نظر ثانی شدہ ایڈیشن ہے۔ پہلا ایڈیشن 1985ء تا 2001ء تک بے حد کامیابی سے چلا۔ اس کورس کو حتی الامکان معاشرتی روزمرہ ضرورتوں کو مد نظر رکھتے ہوئے آسان اور سہل بنانے کی کوشش کی گئی ہے۔

علامہ اقبال اوپن یونیورسٹی کے اس کورس میں داخلہ سے پہلے ثانوی سطح تک حاصل کی گئی تعلیم میں آپ نے یقیناً انگریزی پڑھی ہوگی۔ آپ میری اس بات کے ساتھ اتفاق کریں گے کہ ان کتابوں میں زیادہ تر مواد کہانیوں، خطوط اور سوالات پر مبنی تھا جبکہ فنکشنل (عملی انگریزی) کا یہ کورس مختلف انداز میں پیش کیا گیا ہے۔ اس فرق کو ثابت کرنے اور سمجھنے کے لئے مختصر جائزہ لیا جاتا ہے۔

## فنکشنل یا عملی انگریزی کیا ہے

فنکشن کا مطلب ہے ”عمل“۔ ”استعمال“۔ ”رابطہ“۔ ”بیان“ یا ”اظہار“۔ عملی انگریزی آپ کو صرف کتاب کی حد تک پڑھنے تک محدود نہیں رکھتی بلکہ اس کو پڑھنے کے بعد آپ اس قابل ہو جائیں گے کہ آپ انگریزی زبان کا ضرورت کے وقت مناسب استعمال کر سکیں جو کہ آج کل کے دور میں حقیقی زندگی کے تقاضوں کو پورا کرنے کے لئے بے حد ضروری ہے۔ انگریزی زبان میں مہارت کی مدد سے ہم اپنی سوچ خیالات اور احساسات کو زیادہ بہتر اور موثر انداز میں بیان کر سکیں گے۔

## تدوین نصاب

فنکشنل انگریزی دو نصف حصوں پر مشتمل ایک مکمل کورس ہے۔ داخلہ دوسمستر بہار اور خزاں میں لیا جاتا ہے۔ ہر کورس کا دورانیہ 6 ماہ ہے۔

میٹرک فنکشنل انگریزی - کوڈ نمبر (207) نصف کریڈٹ

میٹرک فنکشنل انگریزی - کوڈ نمبر (221) نصف کریڈٹ

یونیورسٹی کی طرف سے جو نصابی مواد پیکٹ کی صورت میں آپ کو بھیجا گیا ہے اس میں کتابیں، مشقیں، کیسٹ اور ٹیوٹوریل اوقات نامہ ہوگا۔ تفصیل درج ذیل ہے۔

## i- نصابی کتب

یہ کتاب 16 اسباق (یونٹ) پر مشتمل ہے۔ کورس کا تعارف پڑھنے سے آپ کو کتاب کے اغراض و مقاصد اور ترتیب کا پتہ چل جائے گا۔ یہ بات ذہن نشین کر لیں کہ پڑھنے کا مقصد صرف شوقیلیٹ حاصل کرنا نہیں بلکہ اس کو پڑھنے کے بعد آپ کا عمل اور رویہ اس بات کو ثابت کرنے کا ہے کہ آپ نے کیا پڑھا اور سیکھا ہے۔

جیسا کہ آپ کو پہلے بتایا جا چکا ہے کہ اس کتاب میں زیادہ تر زور آپ کو انگریزی زبان سکھانے پر دیا گیا ہے لہذا اس زبان کی بنیادی چار عدد مہارتوں کو بیان کیا گیا ہے جو کہ درج ذیل ہیں۔

بولنے کی مہارت

سننے کی مہارت

پڑھنے کی مہارت

لکھنے کی مہارت

ان چاروں مہارتوں کو سیکھنے کے بعد آپ انگریزی زبان بہتر طور پر سمجھ اور پڑھ سکیں گے۔ اسباق (یونٹ) کی تفصیل اس طرح سے ہے:

یونٹ (سبق) نمبر 1: خرید و فروخت کے بارے میں بات چیت کرنا

یونٹ (سبق) نمبر 2: صحت کے بارے میں بات چیت کرنا

یونٹ (سبق) نمبر 3: ماحول کے بارے میں بات چیت کرنا

یونٹ (سبق) نمبر 4: لاہریری کا دورہ

یونٹ (سبق) نمبر 5: ڈکشنری کا استعمال

ہر یونٹ کا آغاز ایک مکالمہ سے کیا گیا ہے۔ تاکہ سبق کے اغراض و مقاصد واضح ہوں۔ آپ کی سہولت کے لئے یہ مکالمے کیسٹ پر بھی ریکارڈ کئے گئے ہیں۔ تاکہ آپ صحیح ”تلفظ“ سمجھ سکیں۔ مکالمے میں وقوعہ کے مطابق الفاظ کا چناؤ کیا گیا ہے۔ مثلاً اگر آپ اپنا تعارف کروا رہے ہیں تو کہیں گے ”ہیلو میرا نام یا مجھے کہتے ہیں“ وغیرہ۔

اسباق کے اندر شمار مشقیں اور مثالیں مختلف مواقع اور موضوعات کے مطابق دی گئی ہیں۔ ان مشقوں کو آپ حل کریں اور مشکل پیش آنے پر اپنے ٹیوٹر سے رابطہ کریں۔ مزید رہنمائی کے لئے آپ براہ راست کورس کو آرڈینیٹر کو بھی خط لکھ سکتے ہیں۔ بہتر ہوگا کہ آپ اپنی آسانی کے لئے ایک عدد انگریزی ڈکشنری اور آسان انگریزی گرامر کی کتاب خرید لیں۔

اس نشان کا مطلب ہے کہ اس مکالمے کو کیسٹ پر آپ سن سکتے ہیں۔

اس نشان کا مطلب ہے کہ بیان کردہ (مجوزہ) مواد ضروری اور کارآمد ہے۔

اس نشان کا مقصد ہے کہ مذکورہ بالا سوال کا جواب آخر میں (Key section) میں دیا گیا

## ii آڈیو کیسٹ

آپ کے تدریسی پیکٹ میں ایک عدد آڈیو کیسٹ بھی ہے۔ سائٹز A پر کورس 207 کے مکالمات ریکارڈ کئے گئے ہیں اور Side-B پر کورس 221 کے مکالمات ریکارڈ کئے گئے ہیں۔ تمام مکالمات غور سے سنیے اور پھر ان پر مشتمل مشقیں دھیان سے حل کریں۔

## iii مشقیں

فاصلاتی نظام تعلیم میں مشقوں کو مثبت اہمیت حاصل ہے۔ یہ کورس کا لازمی حصہ ہیں جن میں کامیابی ہی فائل کامیابی کا زینہ بنتی ہے۔ ہر مشق 100 نمبر کی ہوتی ہے۔ دو مشقیں فی کورس حل کرنی پڑتی ہیں جن میں کامیابی کے لئے کم از کم 40% نمبر حاصل کرنا لازمی ہے۔ مشقیں خود پڑھ کر حل کریں۔ نقل سے پرہیز کریں تاکہ فائل پرچہ کے وقت آپ خالی الذہن نہ ہوں۔ مشق رجسٹری یا بذات خود ٹیوٹر کو بروقت دے دیں اور ڈاکخانہ کی رسید ضرور سنبھال کر رکھیں۔

## iv فائل امتحانات

ہر سمسٹر کے آخر میں فائل پرچہ لیا جاتا ہے جو کہ تمام اسباق پر مشتمل ہوتا ہے۔ پاس ہونے کے لئے کم از کم 33% نمبر حاصل کرنا لازمی ہے۔

## v ٹیوٹوریل

آپ ہر سمسٹر میں سات یا آٹھ ٹیوٹوریل سیشن میں شرکت کر سکتے ہیں۔ حالانکہ یہ ٹیوٹوریل لازمی نہیں لیکن ہم آپ کو یہ تاکید کریں گے کہ آپ ان سیشن میں ضرور جائیں تاکہ آپ اپنے ٹیوٹر سے اور اپنے باقی ہم جماعت لوگوں سے مل سکیں۔ یہ سیشن آپ کو کورس سمجھنے میں بہت کارآمد ثابت ہوں گے۔

نوٹ: "فائل پرچہ میں شامل ہونے سے پہلے مشقوں میں مگلوبہ نمبر حاصل کرنا ضروری ہے"

## **Guidelines for the tutor**

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

### **What does a functional English teacher needs to do**

Functional English is basically about everyday English. It gives students a chance to learn the kind of English they can use in normal every day real-life situations. Therefore, we have put together functions such as " Talking about shopping, Talking about health, Talking about environment, etc. Each unit revolves around its main theme or function and the numerous exercises will give students opportunities to practice the function, grammar, reading and writing techniques.

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

**General Guidelines/Rules:**

- Read the "Introduction to the course" as it spells out the main objective and organization of the course
- Follow the tutorial schedule sent to you or organize the sessions sorting yours and students convenience, after consultation with your learner group
- Be punctual and do not miss the tutorial sessions
- Encourage students to solve the assignments on their own
- Check assignments carefully and thoroughly and return them in time before the exams
- Write detailed comments or remarks on assignments which will be great help to a distance education student
- Maintain all records such as, student mark sheets, bills etc.
- Make your tutorial sessions interesting by involving students to participate
- Remember a good, well prepared, efficient and friendly teacher get instant recognition when the attendance is full in the class. Therefore exhibit the qualities of a good tutor in order to make this course a success.

**Specific Guidelines/rules:**

- Start the unit by explaining them the function which is actually the main ~

### **theme of the unit**

- You may use Urdu or any other language to make concepts clear
- Help students understand the variety of expressions given in each unit and ask them to use these in different situation in order to gain fluency
- Arrange for a good cassette player and use the audio cassette in tutorials. Ask the regional office to provide you a tape recorder.
- Be prepared well before time and have patience while you do the listening exercises on the tape recorder as this needs more time.
- Play the dialogues once or twice and then discuss the relationship between the speakers, language points any other idea which need more explanation
- Practice role play and drama in the tutorial sessions by exploiting characters from the dialogue as it will add humour and variety in the sessions and increase the interest level of your students
- You can be innovative by creating your own exercises or situations which will give students more opportunities to speak
- Give students enough freedom to communicate with each other in English which will give them confidence
- Give additional explanations wherever needed, especially to clarify certain grammar points
- Help students to solve exercises during the tutorials

- Allow students to read passages in the class and then discuss them
- Give students difficult and longer exercises as home work.
- Encourage students to ask questions

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

**Department of English Language and Applied Linguistics**

**Allama Iqbal Open University H-8, Islamabad, Pakistan**

## رہنمائے ٹیوٹر

ہم آپ کو میٹرک عملی انگریزی کے ٹیوٹر کی حیثیت سے خوش آمدید کہتے ہیں۔ یہ میٹرک انگریزی کورس کا نظر ثانی شدہ ایڈیشن ہے۔ اس کتاب کا پہلا ایڈیشن تقریباً سولہ سال تک انتہائی کامیاب رہا۔ اس کورس کی نظر ثانی کرتے ہوئے کورس ٹیم نے ٹیوٹر صاحبان اور طلبہ کی طرف سے موصول ہونے والی تجاویز کو مد نظر رکھتے ہوئے اس کورس کو بہتر بنانے کی حتی المقدور کوشش کی ہے۔ ہمیں امید ہے کہ نظر ثانی شدہ یہ ایڈیشن تعلیم مقاصد کے حصول میں زیادہ کامیاب ثابت ہوگا۔ اس کے باوجود ہم مستقبل میں اسے مزید بہتر بنانے کے لئے آپ کی تجاویز کا خیر مقدم کریں گے۔ ہم نے نظر ثانی شدہ ایڈیشن کو طلبہ اور اساتذہ کے لئے ثقافتی ہم آہنگی اور طلبہ دوستی کے خطوط پر استوار کرنے کی کوشش کی ہے۔ لیکن بلاشبہ کورس کی کامیاب تدریس اس بات میں مضمر ہے کہ آپ اس کورس کو کس طرح پڑھاتے ہیں اور مطالعہ کے دوران آپ طلبہ کی رہنمائی کتنی پیشہ ورانہ دیانت داری اور اخلاص کے ساتھ کرتے ہیں۔

## عملی انگریزی کی تدریس میں استاد کا کردار

عملی انگریزی بنیادی طور پر روزمرہ انگریزی سے متعلق ہے۔ یہ طلبہ کو حقیقی زندگی میں مختلف مواقع پر استعمال ہونے والی انگریزی سیکھنے کا موقع فراہم کرتی ہے۔ چنانچہ ہم نے اس میں روزمرہ زندگی کے مختلف موقعوں پر بول جانے والی انگریزی زبان کو شامل کیا ہے۔ جیسے کہ خرید و فروخت کے بارے میں بات چیت کرنا۔ صحت اور ماحول وغیرہ کے بارے میں گفتگو کرنا۔ اس کورس میں شامل یونٹ زبان کی چاروں مہارتوں بولنا، سننا، پڑھنا اور لکھنا سے متعلق ہیں اور ان سے متعلق مختلف النوع مشقیں دے کر طلبہ کو انگریزی سیکھنے کے زیادہ مواقع فراہم کئے گئے ہیں۔

علامہ اقبال اوپن یونیورسٹی کی طرف سے عملی انگریزی پڑھانے کے لئے بطور ٹیوٹر نامزدگی کے بعد آپ کو مندرجہ ذیل چند عمومی اور خصوصی ہدایات پر عمل کرنا ہوگا۔

## مجموعی رہنمائی

- ☆ برائے مہربانی بھیجے گئے ٹیوٹوریل شیڈول پر عمل کریں یا اپنے معلمین کے گروہ سے باہمی مشورے سے اپنے نظام الاوقات کو ترتیب دیں۔
- ☆ مطالعاتی مراکز میں باقاعدگی سے جائیں اور کبھی ناغہ نہ کریں۔
- ☆ امتحانی مشقیں خود حل کرنے کے سلسلے میں طلبہ کی حوصلہ افزائی کریں۔
- ☆ امتحانی مشقوں کی توجہ اور تفصیل سے پڑتال کریں اور طلبہ کو بروقت اور امتحان سے قبل واپس کریں۔
- ☆ امتحانی مشق سے متعلق اپنی ایسی رائے اور تبصرہ دیں جو آپ کے طلبہ کے لئے مددگار ثابت ہو۔
- ☆ اپنا تمام ریکارڈ مثلاً امتحانی مشقوں میں حاصل کردہ نمبروں کے گوشوارے اور مختلف بل وغیرہ سنبھال کر رکھیں۔
- ☆ اپنی تدریس کے دورانیے کو دلچسپ اور قابل توجہ بنائیں۔
- ☆ طلبہ کی کمرہ جماعت میں شمولیت کی حوصلہ افزائی کریں۔

## خصوصی رہنمائی

- ☆ کسی یونٹ کی تدریس کا آغاز کرنے سے قبل اس یونٹ کے متعلق ضروری وضاحت کریں۔ اس مقصد کے لئے آپ اردو یا کوئی بھی علاقائی زبان استعمال کر کے یونٹ کے تصورات کو واضح کر سکتے ہیں۔
- ☆ یونٹ میں دیئے گئے مختلف اظہارات کو سمجھنے میں طلبہ کی مدد کریں اور ان کی ادائیگی میں روانی پیدا کرنے کے لئے طلبہ کو ایک خاص ترتیب سے استعمال کرنے کو کہیں۔
- ☆ کیسٹ پلیئر کا انتظام کریں اور ٹیوٹوریل کے دوران انہیں یونٹ سے متعلق آڈیو کیسٹ سنوائیں۔
- ☆ قبل از وقت اپنی تیاری پوری کریں اور ٹیپ ریکارڈ پر مشقیں سننے کے دوران صبر و ضبط برقرار رکھیں۔
- ☆ کلاس میں مکالموں کی ادائیگی ان کے کرداروں کے مطابق کروائیں اور طلبہ کو ایکٹنگ کے ساتھ ادا کرنے کو کہیں۔

☆ مکالمے کی ایک دو بار ادائیگی کریں اور کرداروں کے باہمی تعلقات یا تصورات یا بول چال سے متعلق زبان کے مختلف نکات پر بحث کریں۔ موقع محل کے مطابق ایسی مشقیں تیار کریں جو طلبہ کو انگریزی میں گفتگو کرنے کے زیادہ سے زیادہ مواقع فراہم کریں۔

☆ طلبہ کو ایک دوسرے سے انگریزی میں اظہار خیال کرنے کے لئے زیادہ سے زیادہ مواقع فراہم کریں تاکہ ان میں اعتماد پیدا ہو سکے۔

☆ جہاں ضرورت محسوس ہو وہاں کسی چیز کی اضافی وضاحت بھی کریں۔ خاص طور پر گرامر کے مختلف نکات کی ضرورت وضاحت کریں۔

☆ ٹیوٹرل کے دوران تمام مشقیں حل کرنے میں طلبہ کی مدد کریں۔ یاد رہے کہ مدد کرنے سے مراد ان کو سوالات کے جوابات بتانے ہرگز نہیں ہیں۔

☆ طلبہ کو کلاس میں مختلف پیرے پڑھنے کو کہیں اور پھر ان پیروں کے متن کو زیر بحث لائیں۔  
☆ نسبتاً مشکل اور تفصیلی مشقیں طلبہ کو گھر پر حل کرنے کے لئے دیں۔

☆ سوال پوچھنے پر طلبہ کی حوصلہ افزائی کریں۔

☆ ہم آپ کو ایک بار پھر خوش آمدید کہتے ہیں۔ امید ہے کہ آپ اپنے فرائض کو بخوبی نبھائیں گے۔ اگر کسی معاملے میں مزید وضاحت درکار ہو تو شعبہ کے کسی بھی تدریسی اسٹاف سے بلا جھجک رابطہ کر سکتے ہیں۔ ایڈریس یہ ہے۔

شعبہ انگریزی

علامہ اقبال اوپن یونیورسٹی

H-8 اسلام آباد پاکستان

# **UNIT 1**

## **Talking About Shopping**

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Going shopping is a very important part of every day life. People go shopping for food items such as meat, vegetables and fruits, for dry groceries such as salt, chilies, lentils, rice, sugar etc. for essential household items like washing powder, soaps, tooth pastes, shampoos etc. All of us need to go shopping for clothes, jewellery, shoes, cosmetics and other personal ornaments. People need to buy some basic medicines. We also buy furniture, bed linen and many other things that are important for our homes. In this unit you will learn how to talk about shopping and ask for things you need. Before going any further, think for a while and make a list of things you normally buy for yourself and also write which shops do you go to in order to buy these things.

## Things I need

- 1 Cotton material for kurta shalwar
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## Shops I need to visit

- La Fabrica cloth shop
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Let us listen to a conversation between a mother and her daughter. Asmah who is the mother and Bismah who is the daughter have invited some guests for tea. They are in the kitchen getting the food ready and are discussing about the things they have and things they need.



### Recorded text # 1

Asmah: Now, do we have everything we need for the fruit *chaat*?

Bismah: Well; let me see. We've a dozen apples, two dozen bananas and some grapes, but we don't have any peaches.

Asmah: Are there any carrots and cucumbers for the salad?

Bismah: A few – but we don't need many, I think these are fine.

Asmah: How much milk is there for the *kheer*?  
 Bismah: Only a little – we need at least a litre more.  
 Asmah: Is there anything else we need, can we send some one to the market?  
 Bismah: We need four bottles of pepsi, a tin of cooking oil and two packets of jelly.

**Exercise 1**

After listening to recorded text 1, can you remember what things Asmah and Bismah have and they still need? Write the names of the items in correct columns.

Things they have	Things they need

Here is another dialogue between a shopper and a salesman. Listen to their conversation and notice how the shopper is asking or requesting for things he need.



**Recorded text # 2**

Salesman: Assalam-o-Alaikum. Can I help you?  
 Shopper: I'd like a carton of mango juice please?  
 Salesman: Sorry. I don't have mango juice, but I do have orange juice.  
 Shopper: One carton of orange juice and one litre packet of *haleeb* milk please.  
 Salesman: Here's the juice, but sorry again, I've sold off the last packet of milk just now. How about milkpak? It's equally good.  
 Shopper: Fine. A jar each of coffee and strawberry jam and a large tin of pineapples please.  
 Salesman: Here they're. Anything else?  
 Shopper: Yes. Could you also give me a kilo of pistachios, raisins and almonds?  
 Salesman: Sorry I don't sell dry fruits.

Shopper: Well that's about it! Oh yes, could you please also give me a tin of pakpure *desi ghee*?

Salesman: Of course. A tin or two?

Shopper: A large tin please.

### Exercise 2

After listening to the conversation between the shopper and the salesman, can you tick (✓) only those things that the shopper buys?

- Apple juice
- Mango juice
- Tea bags
- Coffee
- Pistachios
- Desi ghee
- Jam
- Butter
- Almonds
- Raisins
- Soaps
- Peanuts
- Milk
- Pineapples



### Exercise 3

In the above two dialogues the speakers mention things in different quantities. Listen and read the dialogues again and write the correct quantities of the following things.

- 1 A \_\_\_\_\_ apples
- 2 A \_\_\_\_\_ of milk
- 3 Four \_\_\_\_\_ of Pepsi
- 4 A \_\_\_\_\_ of cooking oil
- 5 Two \_\_\_\_\_ of jelly
- 6 A \_\_\_\_\_ of mango juice

- 7 A \_\_\_\_\_ of coffee  
8 A \_\_\_\_\_ of pistachios



Now let us repeat some of the key expressions from the two dialogues. These expressions are divided into **expressions of quantity** and **expressions of request**.

### Request

- Can I help you?
- Could you please give me a tin of pistachios?
- Could you also give me a tin of mango juice?

### Quantities

- We've a dozen apples
- We don't have any peaches
- We don't need many
- Are there any carrots?
- How much milk is there?
- Is there anything else we need?
- We need four bottles of pepsi
- A tin of cooking oil
- Two packets of jelly
- I'd like a can of mango juice please
- One litre packet of milk
- A jar of strawberry jam
- A tin of pineapples

### Exercise 4

Here are the names of different items. Write each item in its respective box according to its correct quantity.

Soda  
Cereal  
Coffee  
Ice Cream

Apple jam  
Biscuit  
Vinegar  
Cough syrup

Dettol  
Pickles  
Marmalade  
Cooking oil

Pencils  
Jewelry  
Chocolates  
Thread

## Cans

## Bottles

## Jars

## Boxes

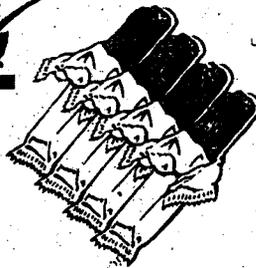


When we talk about things we talk about them in quantities.

For example:

- A metre of cloth
- An ounce of fresh cream
- A tube of toothpaste
- A pair of shoes
- A bouquet of roses

- A spoon of sugar
- A bundle of sticks
- A chain of schools
- A box of chocolates



Now read the following short dialogues and notice the expressions of request and quantity.

- 1 A: Can you please give me fresh bread?  
B: How many?  
A: Just one **loaf of bread** please.
- 2 A: Excuse me. Do you have candles please?  
B: Yes. Will a **bundle** be fine?
- 3 A: Can I please have a fresh fruit cake?  
B: Which one, sir?  
A: This one. Is it a **two pound cake**?
- 4 A: Can you please give me a **box of matches**?  
B: Here it is.
- 5 A: Do you have orange juice?  
B: Yes. How many **cans** do you want?

Whenever we talk about buying or selling, we always use words such as: some, any, much, many, a lot of, lots of, a few, and a little. All these are **expressions of quantity**.

Can you count rice? No  
Can you count eggs? Yes



There are different kinds of **nouns**. They are:

- 1 **Proper nouns** can be the name of a person, place, animal, day, month, occasion and begin with a capital letter.

### Exercise 5

Read the proper nouns given in the box. Write each **proper noun** in its correct column.

Eid-ul-Fitr	Chicken Haleem	Mr. Salman	Sunday
Penguin	Chaklala airport	Ramazan ul Mubarik	
January	Usmania restaurant	Burger point	Panda
Mohammad Ali	English Boot House	Ibex	Friday
Dell Computer	Hamdard University	Independence day	
Constitution Avenue	Sarah	Dinosaur	Palm oil

**Person**

**Place**

**Animal**

**Day/month/  
occasion**



- 2 **Common nouns** are nouns which do not have names, for example: chair, city, girl
- 3 **Collective nouns** are nouns which name a group of things, for example: a bunch of flowers, a pack of cards

4 **Countable nouns** are nouns we can count, for example: eggs, glasses, copies

5 **Uncountable nouns** are nouns we cannot count, for example: water, sugar, petrol

Here are some more examples of common, collective, countable and uncountable nouns.

Common nouns	Collective nouns	Countable nouns	Uncountable nouns
Plant	Herd of elephants	Books	Water
Liquid	Flock of birds	Scissors	Flour
Cinema	Chain of stores	Cards	Air

### Exercise 6

Here is a list of nouns. Separate countable nouns and uncountable nouns and write each in their respective columns.

Pudding flour mangoes potatoes biscuits tea onions hair  
juice clothes pins plants salt beef butter petrol plates cream

Countable Nouns	Uncountable Noun



Let us once again repeat some of the expression from the first dialogue that was between Asmah and Bismah.

- Are there **any** carrots and cucumbers for the salad?
- A **few** – but we don't need **many**
- How **much** milk is there for the *kheer*?
- Only a **little** – we need **at least** a litre more
- Is there **anything** else we need?

Let us now understand where we can use **some, any, many, lot of, lots of and a few**. We use all these words in sentences which have a **countable noun**.

Read the following sentences carefully.

- I have **some good books**
- Do you have **any apples**?
- How **many girls** are in the class?
- I've a **few shirts**
- I've a **lot of fresh vegetables** in the fridge
- There're a **lot of oranges** in the fruit basket

<p><b>Countable nouns</b>          Books          Girls          Shirts          Vegetables          Oranges</p>
--

We use **some, much, any, a little, a lot of and lots** in sentences that have an **uncountable noun**. Read these sentences carefully.

- There is **some milk** in the jug
- I don't have **any sugar** in the tea
- How **much petrol** do you want?
- I need a **little water** to make tea
- There's a **lot of oil** in the pan
- He has lost **lots of hair** during his sickness

<p><b>Uncountable nouns</b>          Milk          Sugar          Petrol          Water          Oil          Hair</p>
--

**Exercise 7**

Now put **some** or **any** into each gap. 

1 I have some flour in the bag.

- 2 We don't have \_\_\_\_\_ butter.
- 3 There are \_\_\_\_\_ mangoes in the fridge.
- 4 I want \_\_\_\_\_ rupees to buy stamps.
- 5 Is there \_\_\_\_\_ petrol in the car?
- 6 Are there \_\_\_\_\_ rude people in your group?
- 7 There are \_\_\_\_\_ dirty plates in the sink.
- 8 The gardener needs \_\_\_\_\_ fertilizer for the plants.
- 9 I need \_\_\_\_\_ new plants for the house.
- 10 Do you have \_\_\_\_\_ salt?

### Exercise 8

Put **much**, **many** and **a lot of** into each blank.

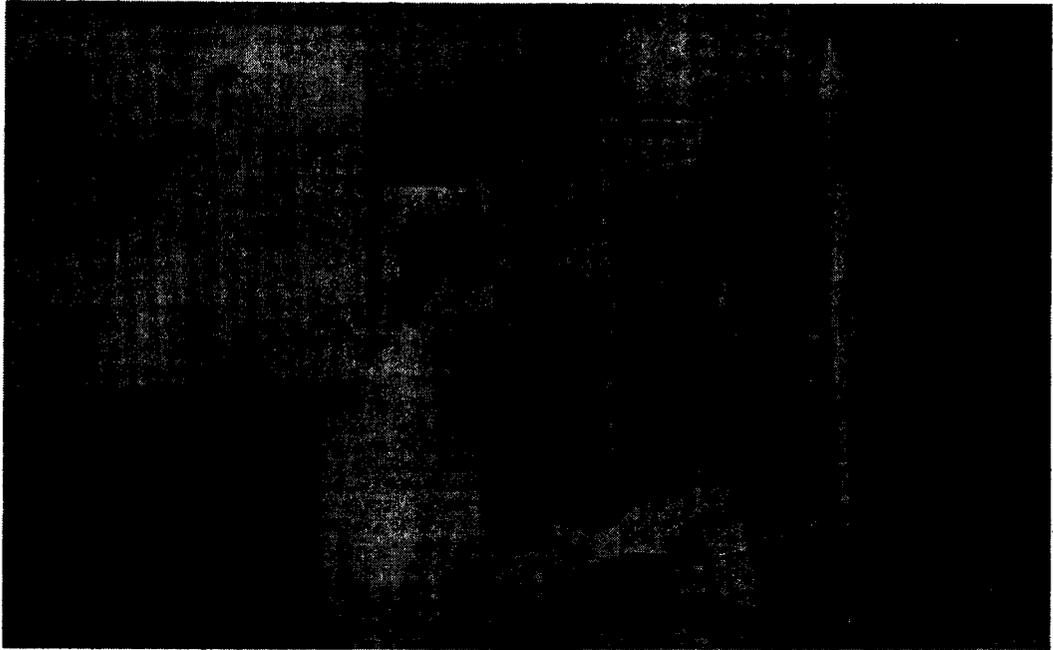
- 1 Have you got \_\_\_\_\_ home work?
- 2 We don't need \_\_\_\_\_ money to start business.
- 3 There are \_\_\_\_\_ new restaurants open in this area.
- 4 The office is quiet, there isn't \_\_\_\_\_ activity these days.
- 5 There's \_\_\_\_\_ inflation in the country these days.
- 6 Are there \_\_\_\_\_ girls in the class.
- 7 We need \_\_\_\_\_ more tins of oil for the shop.

### Exercise 9

A group of friends go out for shopping to buy different things. They are at different shops. Read the list of shops given in the box and then their request given below the box. Guess where these people are. Write the name of the shop in front of each sentence.

Bakery	Department store	Post office
Chemist	News agent	Plant nursery
Cloth shop	Book shop	Hardware shop

- 1 Can I have twelve five rupees stamps please?
- 2 Could you please tell me how much a bottle of vinegar costs?
- 3 Excuse me, do you have the latest book written by Amjad Islam Amjad?



- 4 Can I please have two packets of disprin?
- 5 Excuse me, could you please show me that red cotton fabric on the shelf?
- 6 Do you have yesterday's Dawn and the Nation?
- 7 Can I have some chicken sandwiches, and a two pound cheese cake please?
- 8 Can I please have some fresh grown up palms?
- 9 Could you please give me four meters of thick electric wire, two sockets and two bulbs?

Here is the list of things which Mrs Asmah Iqbal has written. Read it carefully.

- \* One packet of washing powder
- \* One kilo fresh yogurt
- \* Two dozen eggs
- \* One bottle of glue
- \* One dozen envelopes
- \* One tin of phenyl
- \* Six bars of soaps
- \* Five kilos of basmati rice
- \* Two dustbins
- \* Two plastic jars
- \* Five kilos of mutton
- \* Two kilos of beef
- \* Five kilos of chicken
- \* Two pounds of Mithai (sweets)
- \* One loaf of bread
- \* A packet of butter
- \* A jar of jam
- \* Two litres of fresh milk,

### Exercise 10

Now here is a list of shops. Where do you think Mrs. Iqbal would go to buy the things she needs. Put the items in their appropriate shops.

<b>Grocer</b>	<b>Butcher</b>	<b>Baker</b>	<b>Stationer</b>	<b>Departmental Store</b>
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When we want someone to do something for us we normally make a **request**. There are many different ways of making a request but each time our expression depends on the person we are talking to or making a request to. If we are making a request to someone senior in age and status we need to be **formal and polite**.

Could you please let me use your computer for an hour ?

When we are making a request to someone who is a friend, a colleague or someone who is of same age and status then we are **informal** in our expression.

Can I use your computer for an hour ?

### **Formal requests**

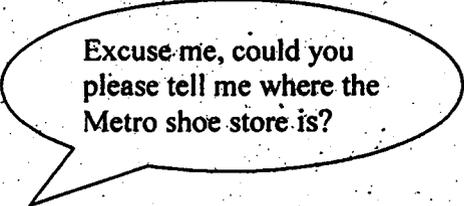
- Sorry to bother you, Could you please help me search these books from the library?
- Will you please do me a favour? Could you please lend me five thousand rupees?
- Excuse me, can you please tell me where I can get some Pakistani music cassettes?

I hope you don't mind my asking but could you please drop me at the airport?

### Informal requests

- Do you mind switching off the TV?
- Are you free, can you help me in the kitchen?
- I wonder if you can help me pack my bags?

Suppose you are in a big shopping center and you want to know the shop that sells ready made clothes. You need to ask someone. Naturally you do not know this person and therefore you need to be **formal**, this is how you will ask:

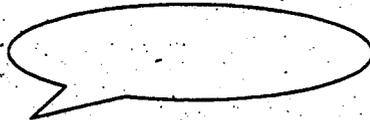


Excuse me, could you please tell me where the Metro shoe store is?

### Exercise 11

Suppose you are at these places and you want to know where you can buy different things. How will you make a **formal request**? Fill in the empty balloons.

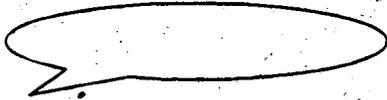
- 1 At Tariq Road, Karachi. You want to know where to buy Gul Ahmad fabrics.



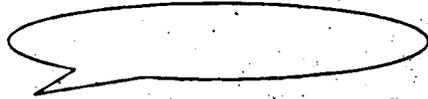
- 2 At *Resham Gali*, Hyderabad. You want to know the shop that sells the best glass bangles.



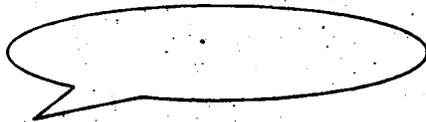
- 3 At Liberty, Lahore. You want to know the way to the famous *Khusa* shop.



- 4 At Jinnah road, Quetta. You want to know where you can get beautiful *Balouch* embroidered dresses at a reasonable price.



- 5 At Saddar, Peshawar. You want to know where you can get the latest variety in Japanese cloth.



One does not have to make a request while shopping only. You may like to request your teacher to allow you some time to finish the assignment. So how will you **request** your tutor? You may say:

- Sir, could you please give me one more week to finish this assignment?
- Madam, can you allow me one more week to finish this assignment?

### Exercise 12

Make the right request. You may choose to be formal or informal.

- 1 The window is open and you want a person sitting close to you to shut it.
- 2 The bag is heavy and you ask a friend to help you lift it.
- 3 The shoe is tight and you ask the salesman to change it.
- 4 You are going away and you want your landlady to take care of your plants.
- 5 You have thousand rupees notes and you want the cashier to give you the change.

- 6 You have got poor marks in the assignment and you want your tutor to reconsider them.

### **Exercise 13**

What **requests** would you like to make to these people?

- 1 A Receptionist in a hotel
- 2 Your Uncle
- 3 Your boss at the office
- 4 The hawker who provides newspaper to you
- 5 The lady sitting at a desk at a doctor's clinic
- 6 A stranger on a road
- 7 Your parents
- 8 A librarian
- 9 Your best friend
- 10 Your younger brother

## PART B

## READING AND WRITING



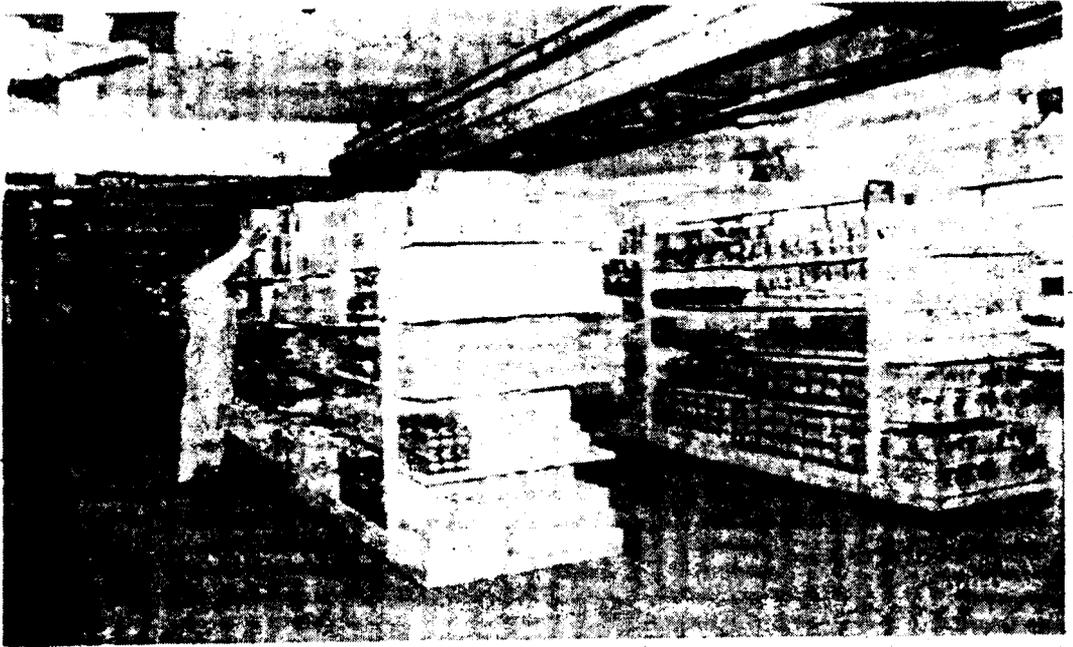
In Part B of this unit you are going to learn about **classification**. What is classification? It is about putting together things according to their categories. For example, we can classify books, copies, pencils, sharpeners and clips in the category of stationary items. We can classify peas, cabbage, spinach, and carrots in the vegetable category and shampoo, soap, toothpaste in the category of toiletries.

Suppose you want a book from a library. The library has hundreds of books and it is not possible to search for the particular book you need. So what do you do? In a library books are arranged or classified in such a way that it becomes easier for a reader to find the book one is looking for. All these books are arranged in order or classified in categories and so a reader has no problem getting the book.

You have been to a general store and must have noticed that different items are placed, grouped or classified on different shelves according to their use. If you want *masoor ki daal* or *moong ki daal*, you would go to that counter or shelf which displays all kinds of lentils or *daals*. If you need a washing powder, some toilet soaps and a talcum powder, you will go that counter which has put together all kinds of different toiletries. So we see classification all around us.

### Exercise 14

Look at this picture of a super store. It has different shelves and there are various items of daily use placed on them. Look at the picture very carefully and notice the items on the shelves, can you make a list of these items?



AMAZING DISCOUNTS AT OVER 100 STORES SELLING FAMOUS BRANDS AND RESTAURANTS WHICH OFFER 15% DISCOUNTS. SO JOIN THE FUN AND CELEBRATE THE MILLENNIUM

# Shopping Mela

Swiss Miss Lipsticks	Rexona Deodrant
Almas: A place for wedding Jewellery	Tikka Kebabs
Choffani Jems	Mod girl bleach cream
Italian Pizza	Red Dragon Chinese Restaurant
Aroshi Embroidered Fabrics	Mr Cook's Hot Burger and Chips
Pure Leather Shoes and Wallets	
Traditions: Ultimate in Leather Goods	
Art 'n' Style: clothes for fashionable ladies	
Dehaat a place for traditional food	

## Exercise 15

Where would you find which item? Classify the above names in these categories:

Restaurants	Cosmetics	Jewellers	Leather shop	Shoes	Fabric

Read this text:

I am Tooba and I am getting married on the 20<sup>th</sup> of next month. I need to buy a few things that will help me start my married life but at the same time I am against the tradition of giving *Jahez* and so I have asked my parents not to spend a lot of money on buying things for me. I have decided to buy only five nice and practical dresses, a couple of nice pairs of shoes and a few items such as lipsticks, perfume, hair dryer, shampoo etc. My parents have asked me to choose two gold sets and four gold bangles and I think these will be okay. I also need to buy a mattress, a quilt, a pair of bed sheets and some pillow covers and a couple of warm blankets. I also need to buy one dinner set, a tea set and water set. My mother thinks I should also buy cooking pots and pans as well, but I don't think so as surely my in laws have these things. I am not buying any furniture because my in laws have a house full of them. I need one more item and that is a small tape recorder because I love listening to music. So you see I am trying to buy only selected items that I think are just perfect to start a new life.

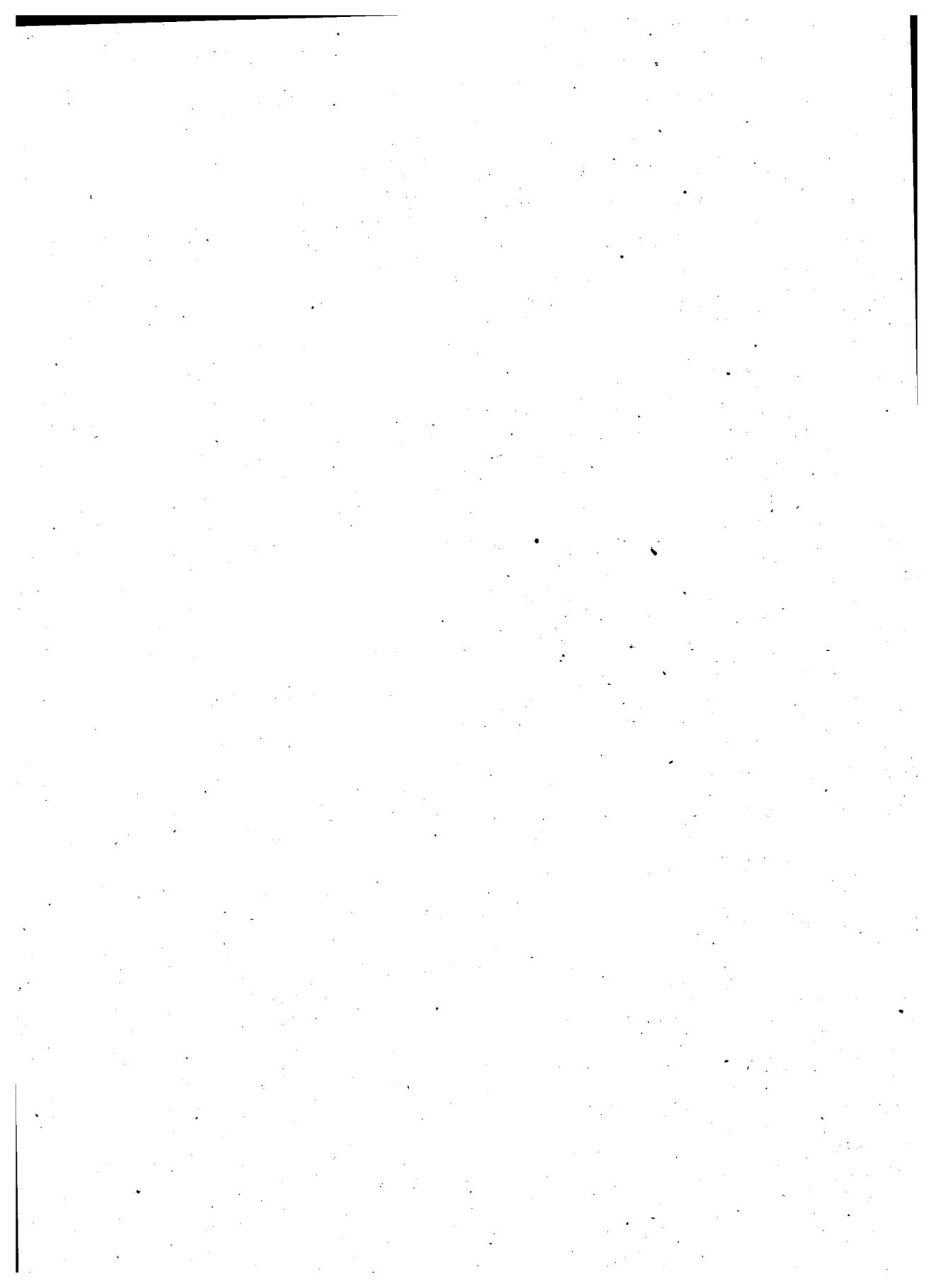
**Exercise 16**

Which shops do you think Tooba needs to go to in order to buy the items she has listed? Fill in the table with correct information.

Items	Shops

## **UNIT 2**

# **Talking About Health**



## PART A TALKING ABOUT HEALTH



Health is the most important aspect of a human life. The fact is that if health is lost everything is lost. Health can be physical, mental, spiritual and emotional. When we say a person is healthy we mean he is physically fit and mentally alert and active. A healthy person who enjoys a good physical health, a peaceful and active mind and is emotionally and spiritually rich leads a normal happy, energetic and productive life. Whereas, people who have poor health do not enjoy life, are depressed and unhappy. A good physical health plays a very important role in a person's mental or psychological and emotional life. Therefore, we may say that both physical health and mental health are closely related to one another. It is essential that we should take care of our health since loss of health means loss of the many charms of life. In this unit you are going to learn about the importance of health, both physical and mental.

Listen to a dialogue between two friends Fahad and Tahir. Tahir does not feel well, he is depressed and does not know what to do. He is discussing his health problems with his friend Fahad. Let us listen to their conversation.

08:10

### Recorded text # 3

Fahad: Hello Tahir. I haven't seen you for quite a long time. Where were you all these days? I called you a number of times, but couldn't get you on phone.



Tahir: I've not been feeling well for the last one month.

Fahad: Really. What happened?

Tahir: I don't know exactly. I just feel tired most of the time. My body aches, I'm not eating properly and 've lost a lot of weight and that makes me terribly weak.

Fahad: Why don't you consult a doctor and have a detailed check up?

Tahir: That I did. The doctor hasn't diagnosed anything. He thinks I'm tense.

Fahad: So what did he suggest?

Tahir: Well he said that I should eat properly? I mean three full meals a day and get some extra nourishment as well and take some time out for rest.

Fahad: well, I think you should do what he says. Why do you feel so weak and depressed? Is something bothering you? Are you worried or something? Are you under stress?

Tahir: Well, actually, I think it has to do with my work. You know how stressful and hectic my work schedule is. It involves a lot of mental work, tensions, pressures and so much of travelling. I think my health problems are job-related.

Fahad: Well then, all I can suggest, rather advise you is that try not to let your problems at work damage your personal life and health.

Tahir: So what do you think I need to do?

Fahad: Take time off from work, change your eating habits, and include a lot of fresh fruits, juices, milk and green vegetables in your diet. I also think you should start going for walks regularly, take enough rest, read good books, listen to music, watch films... just relax and enjoy and forget about everything. I think you really need to do all these if you want to feel healthy and fresh again.

Tahir: Do you think all this is possible with my kind of job?

Fahad: Why not? Your health is foremost. If you were not physically healthy, you'd feel mentally tired and depressed, won't be able to concentrate on anything and will keep suffering. Follow my advice take a break!

### Exercise 1

You have listened to the dialogue. Can you tick (✓) the right choice.

- 1 Tahir feels:
  - not very ill
  - quite fit
  - not well
  - extremely sick
  
- 2 Tahir had:
  - vomiting
  - fever
  - weakness
  - stomach ache
  
- 3 Fahad advised Tahir to:
  - take medicines regularly
  - get blood pressure checked
  - take bed rest
  - take care of diet
  
- 4 Tahir's reasons for poor health are:
  - indigestion
  - over work
  - family problems
  - exhaustion



## Exercise 2

- 1 What is wrong with Tahir?
- 2 What does Fahad think are the reasons for Tahir's problems?
- 3 What suggestions does Fahad give to Tahir?



Let us repeat some of the key expressions of the dialogue between Tahir and Fahad:

### Suggestions

- Why don't you consult a doctor and have a detailed check up?
- I think you should do what he says
- All I can suggest rather advise you is that try not to let your problems at work damage your personal life and health
- Take time off from work, change your eating habits, include a lot of fresh fruits, juices, milk and green vegetables in your diet.
- I also think you should start going for walks regularly, take enough rest, read good books, listen to music, watch films... just relax and enjoy and forget about everything.
- I think you really need to do all these if you want to feel healthy and fresh again
- Follow my advice, take a break!

### Exercise 3

What **suggestion** will you give to these people who suffer from the following problems. Use the expressions given above.

1 I drink tap water and so I suffer from diarrhea

---

2 I smoke too many cigarettes and I have a sore throat

---

3 There are too many mosquitoes and flies in my house.

---

4 I have a rash on my body that is very irritating

---

5 My child is very weak and feels tired all the time

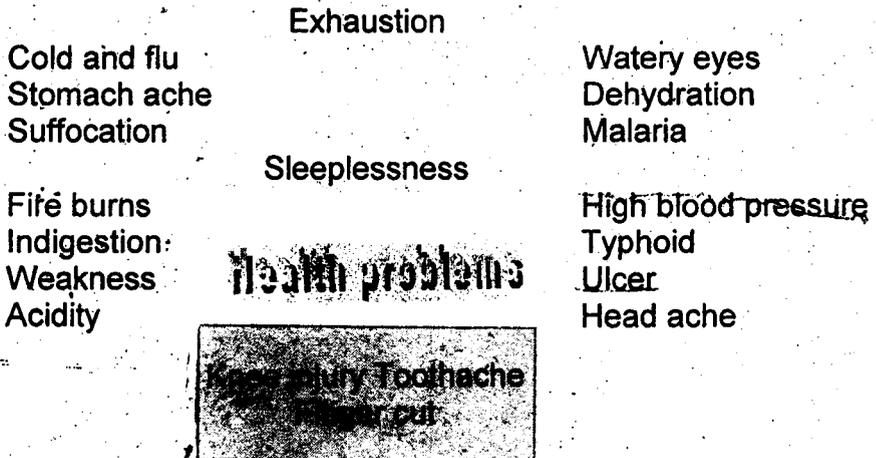
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#### Exercise 4

Here is a diagram, which illustrates a few health problems all of us suffer from in our routine life. What do you do when you experience any of these? For example, when I have low blood pressure, I drink lots of liquids, increase salt in my diet and take some easy exercises. Now suppose a few of your friends suffer from some of the health problems given in the diagram, what **suggestions** will you give them? Follow the example.

#### Example:

Friend: I've such a bad toothache? I don't know what to do about it.  
You: Very simple! Just go to a dentist immediately.



#### Exercise 5

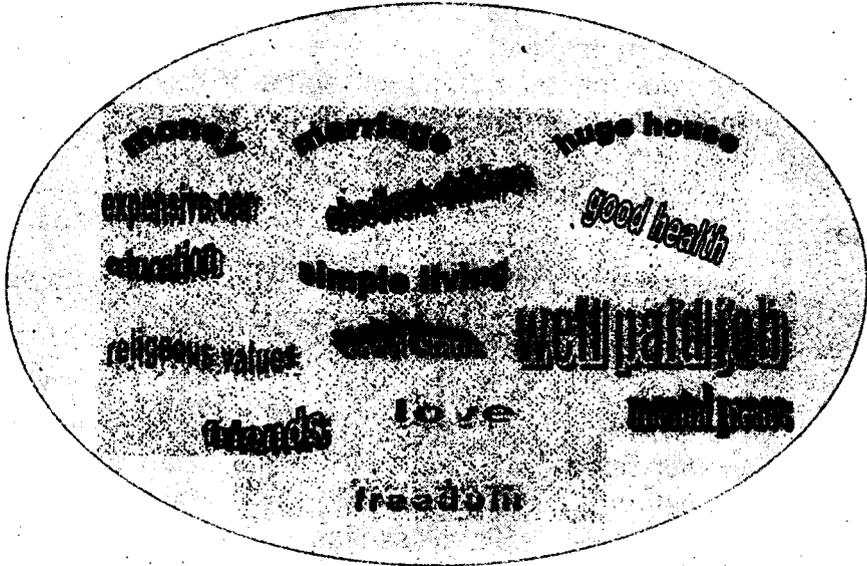
Saeeda does not know what to do with life. Can you give her some suggestions?

#### Example:

I think you should look for a nice job.

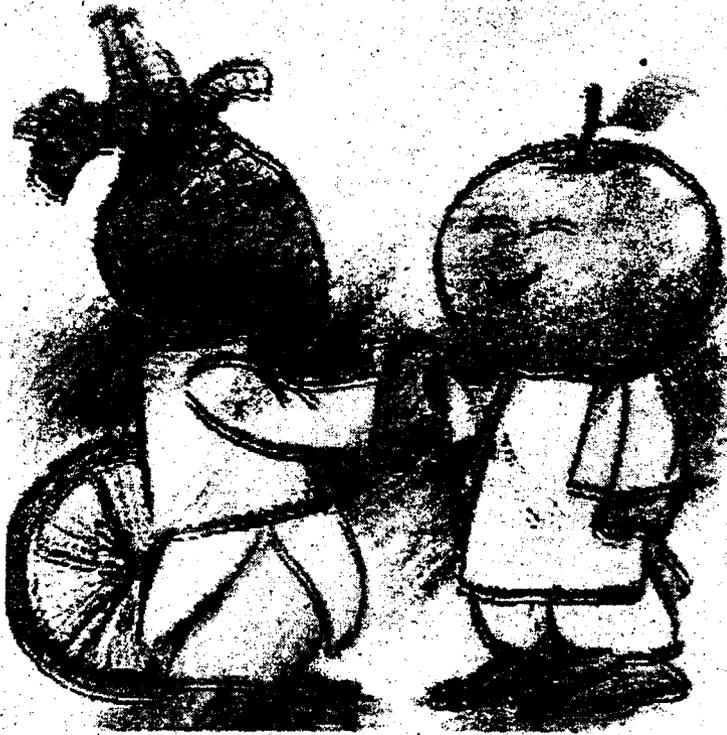
Think about the basic necessities of life? What is the most important factor in your life? For some people money is the most important factor in life,

where as for others family values. Here is a circle in which some important factors that influence our lives are given. How would you rank each of them? Which do you think is the most important factor in your life?



Abdul Ghafoor is an old man who has recently completed his century in age. Let us talk to him and hear him talk about the secrets of his long, healthy and happy life.

## Healthy Friends



*If there's one thing I don't know what you really told you to eat before breakfast and dinner for lunch, right? And I bet I know what you actually do. Franch like you do, right? Well, you know that your good habits are good reasons for staying healthy and happy. Your heart and brain need nutrients and great things to eat. Fruits and vegetables look after your heart and keep it healthy. Try and eat five portions of fruits and vegetables, both cooked and uncooked, it's all with the wonderful and strong taste. Portion: that should be easy, fun and delicious!*

*heart-healthy  
 healthy*



### Recorded text # 4

People keep asking me, 'How do you feel so active and healthy at this age?' Umm.. I always say, I don't worry that I'm old, I don't think too much about death and life after, I just keep a strong faith in God and that has kept me going for so many years. I've followed a strict health routine all my life and still at the age of a hundred years I try to keep my habits, if not as actively as before. Every morning I walk at least half a mile.

It's so refreshing to wake up at the crack of the dawn, see the sunrise, hear the birds and join them, this is the best time of the day. Well, I've always tried to have a positive and problem-free attitude towards life.

Eat a well balanced diet for a healthy mind and a healthy body and take regular exercise



Worry, stress, tension, overwork, all these words are meaningless and can shorten one's life as well as make one feel sick. Life has its own ups and down, take them as they come, deal with them as there is nothing one can do about them so why fret and cry and complain about events which are beyond our control, there's no point worrying about them. The best one can do is to try to keep oneself occupied and active.... busy in some kind of hobby, interest, business etc. If you've a lot of time to think, you think old and you act old. Do not live in the past, look towards future. After all one can't keep looking in a rear view mirror all the time. Try and make a habit of doing something nice for somebody who doesn't expect it. Remember you can't help getting older, but you don't have to grow older mentally, age is just a state of mind. I believe that with a good positive

attitude and of course with a little bit of luck there's no reason why you can't live to be hundred.

### Exercise 6

You just heard Abdul Ghafoor sahib expressing his views about life. What are his secrets of staying healthy at the age of a hundred years? Summarize his views briefly.

### Exercise 7

Every one wants to be healthy and enjoy good health. There are a lot of things, which we need to do in order to be healthy. There are a lot of other things we need to avoid, as they can be bad for health. Here are two lists, list A is about the good health tips and B about those things all of us need to avoid. Rather these lists are the **dos** and the **don'ts** of good health. Add at least two more in each list.

#### A Dos

- Eat balanced diet
- Take physical exercise
- Take enough rest
- Take life easy
- Eat seasonal fruits
- Sleep at regular times.

#### B Don'ts

- X Avoid over eating
- X Do not smoke
- X Don't wear nylon clothes
- X Avoid too many sweets and cold drinks
- X Do not go out in the hot afternoons
- X Do not sleep for more than eight hours



Read the following pairs of expressions and notice how a similar thought can be expressed differently.

- I have got fever
- I feel temperature
  
- My stomach hurts
- I have stomach ache

### Exercise 8

Now write two sentences similar to the ones given above expressing problems related to:

- 1 Ear
- 2 Head
- 3 Tooth
- 4 Back

Are you concerned about your health? Do you like to know how you can keep healthy, fit and smart? Here is a questionnaire. Answer the questions by ticking (✓) the choice that suits you. After you decide your choices, you will be able to score yourself and decide whether you are taking good care of yourself or not. If your score is positive then you are a very health conscious person, if your score is below average then you need to do something about your health routine right away in fact, from today.

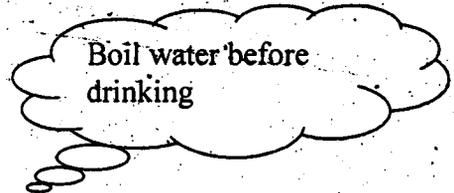
# Test Your Health Score

- 1 Do you eat a lot of sweet things such as toffees, cakes and ice cream?
  - Never
  - Sometimes
  - often
  
- 2 Do you eat proper breakfast every day or go out without it?
  - Yes
  - usually
  - no
  
- 3 Do you include fruits and vegetables in your diet?
  - once a day
  - don't like them
  - once a week
  
- 4 Do you smoke?
  - Never
  - sometimes
  - a packet a day
  
- 5 How many cups of tea do you drink each day?
  - two cups
  - four cups
  - more than four
  
- 2 How many hours do you sleep every night?
  - eight
  - four
  - ten
  
- 7 Is your weight according to your height?
  - Yes
  - no
  - don't know
  
- 8 Do you go for a walk regularly?
  - once a day
  - once a week
  - depends on the mood
  
- 9 Do you worry too much about future?
  - Sometimes
  - leave everything to god
  - yes, I plan all the time
  
- 10 Do you spend time with friends?
  - yes, often
  - occasionally
  - rarely

# How healthy are you?

## Test Your Health Score:

- a. If you have ticked the first box only, you are probably a very healthy person.
- b. If you have ticked the second box only, you might need to make some changes in your life style.
- c. If you have ticked the last box, then you need to seriously consider changes on your life style and make positive changes in your eating, exercise and relaxation routines.



### Exercise 9

Now that you have assessed your health through a questionnaire, some of you might be worried about what to do about your health and how to stay fit? You do not have to worry because here are some useful tips that will help you to improve your health. These health tips are divided into two halves. Match the first half of a sentence in column A with its appropriate half in column B.

#### Column A

- 1 To prevent sun stroke
- 2 To avoid high blood pressure
- 3 To avoid dehydration
- 4 To avoid lungs damage
- 5 To avoid major medical problems
- 6 To avoid iodine deficiency
- 7 To avoid stomach diseases

#### Column B

- A go for a complete medical check up
- B stop smoking
- C drink boiled water
- D use iodized salt
- E take less salt
- F do not expose yourself to sun directly
- G drink enough liquids

**PART B****READING AND WRITING**

A person who enjoys a balanced physical, mental, spiritual and emotional health, leads a healthy, active, energetic and peaceful

life. But it is sometimes not possible to achieve a total harmony, yet we can always try to make our lives simpler, richer and healthier. We can start by taking care of our physical health first, because if we feel physically healthy we will feel mentally alert and will have a positive attitude towards life. Every factor depends on another factor; for example, unless a person is physically fit he cannot perform his day-to-day responsibilities. Similarly a person who is mentally upset and depressed cannot have a good physical health and cannot be of any good to the society. It is therefore, essential to be both physically and mentally healthy in order to lead a normal happy and long life.

Read the passage below. It provides you information about the right kind of diet our bodies need. It also tells us about the problems that are caused by the lack of these important things in our bodies.

There are three main kinds of food, carbohydrates, fats and proteins. Sugar and starch are grouped together as carbohydrates. They are found in bread, potatoes and rice. These are mainly energy giving foods, which the muscles and other tissues use. Fats are also energy giving foods. Proteins are the main solid part in all living cells. They are found in meat, milk and fish and are necessary for the body as these help in building new cells and repair old ones. For this reason, growing children need more proteins than adults. As children are much more active than adults and use more energy, therefore, they need more carbohydrates. Children cannot get much of their energy from fats because it makes them unwell if they eat too much of it. In addition to these foods, the body also needs small quantities of vitamins that are also called "protective substances". vitamins A and D are found in fats, if children do not receive enough vitamin

D, their bones will be weak and they may have bow legs. Vitamin B is found in wheat and rice husks and is very important for our stomach and digestion. Vitamin C is found in fresh fruits and vegetables and the lack of vitamin C develops scurvy where a slight knock causes bleeding under the skin. If a person eats a proper, balanced diet then they can get all these important and essential ingredients. Babies, however, get very little to eat so they have to be given vitamins in orange juice to prevent scurvy, and cod-liver oil to prevent rickets.

### Exercise 10

Now answer the following questions.

- 1 List the three main kinds of foods
- 2 Why do children need more nourishment than adults?
- 3 What causes weak bones and bow legs?
- 4 What is scurvy?

### Exercise 11

When you are depressed or upset about things in life, what do you do? Do you start shouting crying or fighting with people? Describe your personal experience about how you react or behave when you are upset.

### Exercise 12

You have a friend who gets very distressed and disturbed whenever something happens against her or his nature. How would you advise her or him? What **suggestions** will you give to help her or him to keep the temper in control?

### Example:

- Learn to compromise with your problems

Read the two short reading passages.

### **Cleanliness**

We need to keep our houses, localities, cities and ourselves clean. We need to take care of our daily routines. It is very important to take a bath once a day and brush our teeth every morning. Our health depends on how clean we keep ourselves and what kind of food we eat. We also should keep our houses, neighbourhoods and cities clean and avoid throwing waste outside our houses. If we learn to pay attention to these little things in our lives, we would lead healthier and stress free lives.

### **Importance of rest after eating**

When we eat food, our stomach starts to digest it. To do this the stomach needs oxygen, so blood rushes to the stomach to give oxygen. If we immediately start to work or play then other parts of our body demand oxygen and when the blood carries oxygen away from the stomach to other body parts digestion becomes poor and one feels stomach cramps and suffer from indigestion. Therefore it is absolutely necessary that we should rest a while after meals.

### **Exercise 13**

Answer these questions:

- 1 Why does good health depends on a good, clean and hygienic lifestyle?
- 2 Why should we need to rest after eating?

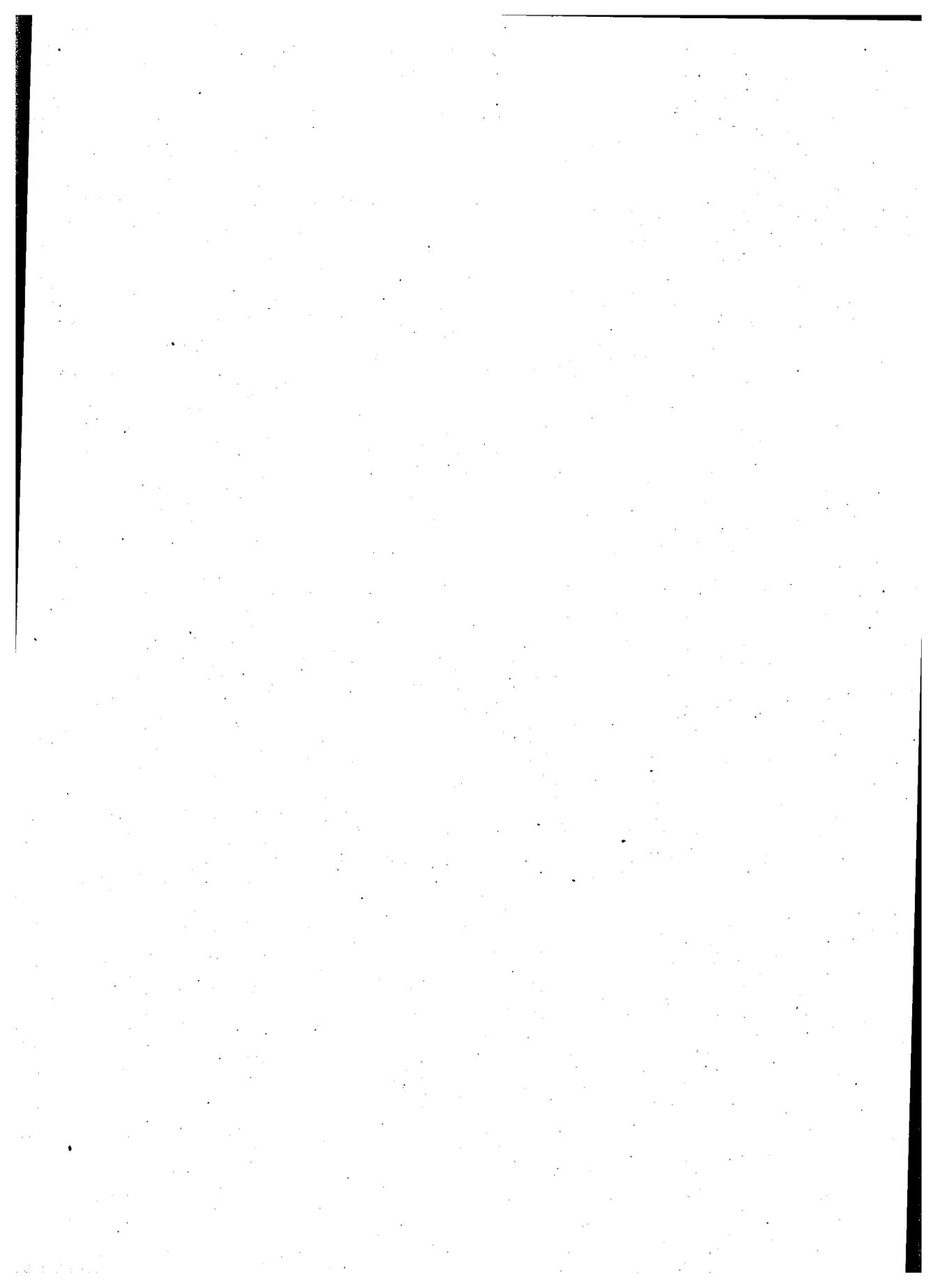
### **Exercise 14**

Write short paragraphs on the following topics. You may need to read some related material from magazines, newspapers and books about these issues.

- 1 Importance of vaccination for children
- 2 Advantages of regular walk
- 3 Eating a balanced diet
- 4 Drinking clean and unpolluted water
- 5 Using iodized salt in diet

## **UNIT 3**

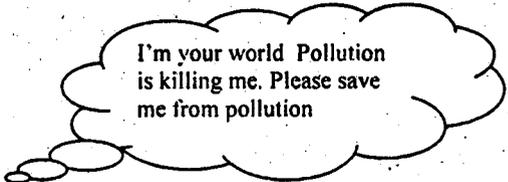
# **Talking About Environment**



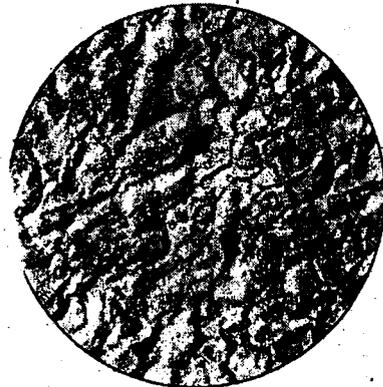
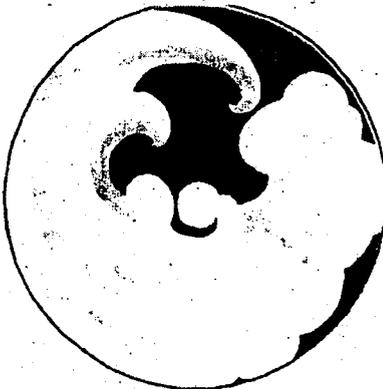


In this unit you will learn to talk about environment and some of the issues related with environment. What is environment? **Environment** means the space or atmosphere around us. Environment means our surroundings, the locality where we live, the school or college we go to and the office where we work. The environments around our houses mean the street, neighbourhood, other houses, shops, parks etc. close to our house.

We often hear the word **pollution**. Pollution means an "undesirable change" in the environment. Pollution means all those negative changes that occur in and around the place where we live or work. You must have noticed different changes, positive or negative that have taken place around you, such as waste or garbage thrown in the streets, a lot of traffic noise and fumes in the atmosphere and shanty towns or katchi abadis on the land meant for parks. All these negative changes have caused pollution in the environment and have brought ugliness around us. In this unit you are going to read about these two words **environment** and **pollution**.



I'm your world Pollution is killing me. Please save me from pollution



You are going to listen to Mrs. Waseem talking about environment with a group of students. The students are asking her questions. Listen carefully to this question answer session.

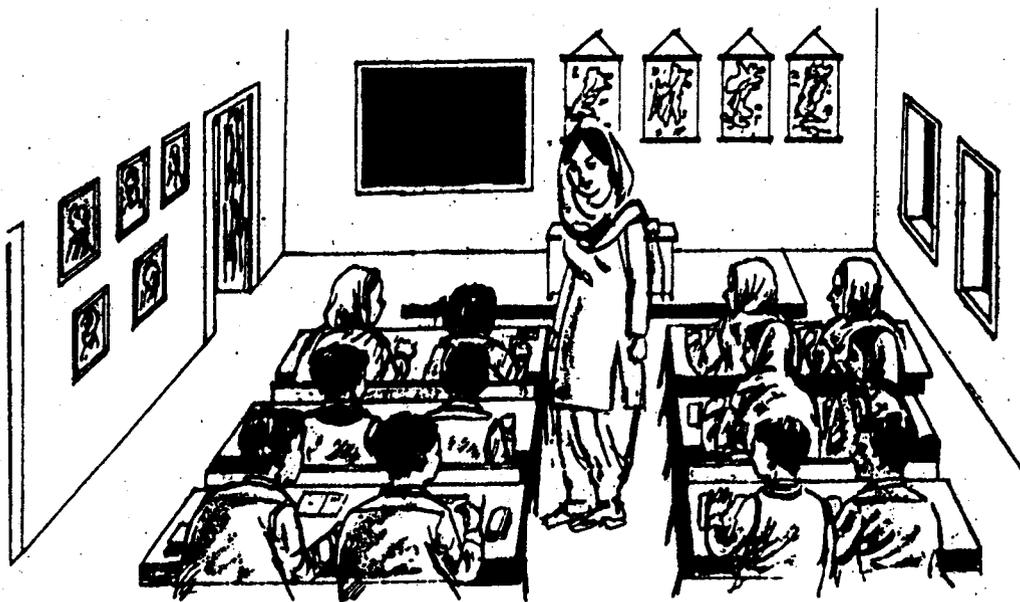
05.10

### Recorded text # 5

**Mrs. Waseem:** Pakistan is a developing country and faces many problems. Today we're going to talk about only one of the problem and that is pollution. Pakistan is considered one of the most polluted countries in the world.

**Student 1:** Excuse me Maam; can you please explain this term pollution in detail?

**Mrs. Waseem:** Well, I was about to. **Pollution** means making your surroundings dirty in one way or another. It can be as basic as throwing rubbish on the street or sticking posters on a nice clean wall. It also includes emitting smoke into the atmosphere. The cars, buses and other vehicles as well as factories throw out smoke into the air that we breathe, thus destroying the atmosphere. Pollution also means dirtying the water of the canals and rivers with sewerage.



Student 2: What is sewerage and how does this sewerage reach canals and rivers?

Mrs. Waseem: Sewerage is the dirty waste that is carried away from houses and buildings outside the city limits through underground sewerage pipes.

Student 3: What can we do about this problem?

Mrs. Waseem: Well as good citizens of this country, we should try not to pollute our neighbourhoods, our cities and our country and try our best to keep our environment clean.

Student 4: How can we keep our localities clean?

Mrs. Waseem: This is a very important point that I'll talk about later. First let me talk about the causes of pollution. That is the reasons of pollution around us. First of all, the main reason of pollution is overpopulation. And overpopulation means too many people living in a small place. Pakistan is a very crowded country. Everywhere you go you see people, people and more people. The buses are overcrowded, the parks are full, and the bazaars are brimming with people. So everywhere we go we see a sea of human faces. There are many other reasons of pollution as well such as the Industrial waste and smoke, increasing transport with its increasing noise and poisonous fumes. Certain new inventions which also cause pollution such as plastic bags, poisonous chemicals etc.



Let us repeat the definitions of various terms that have been used by Mrs. Waseem in the recorded text 5

### Definitions

- **Environment** means the space or atmosphere around us

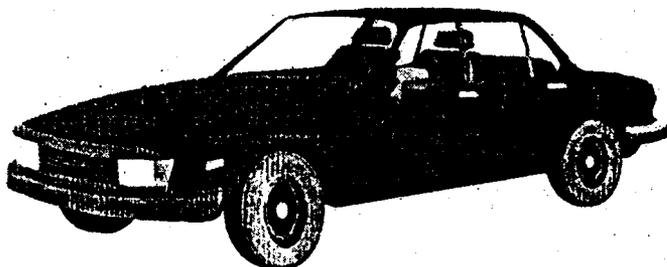
- **Environment** means our surroundings; the locality where we live, the school or college we go to and the office where we work
- **Environment** around our houses mean the street, neighbourhood, other houses, shops, parks etc. close to our house
- **Pollution** means an "undesirable change" in the environment
- **Pollution** means all those negative changes that occur in and around the place where we live or work
- **Pollution** means throwing rubbish on the street or sticking posters on a nice clean wall
- **Pollution** means emitting smoke into the atmosphere. The cars, buses and other vehicles as well as the factories throw out smoke into the air
- **Pollution** means dirtying the water of the canals and rivers with sewerage
- **Sewerage** is the dirty waste that is carried out from houses and buildings outside the city limits through underground sewerage pipes
- **Overpopulation** means too many people living in a small place

### Exercise 1

After listening to Mrs. Waseem's talk, can you now answer the following questions.

- 1 Where would one find a crowd?
- 2 Mrs. Waseem uses two words that mean the same as overpopulation. Can you write these two words?
- 3 What are the different kinds of pollution Mrs. Waseem mentions?
- 4 What are the reasons Mrs. Waseem gives for pollution in the country?

Mr. Tariq Masood is a representative of the company that has manufactured a new car and has named it **The Millennium Car**. Mr. Masood is describing this car. Let us listen to how he **defines** and **describes** the millennium car.



#### Recorded text # 6

**Tariq Masood:**

Millennium means the year 2000 and the millennium car is a new car that is launched in January 2000. This Millennium car is an environment friendly car that means that it will not hurt or damage the environment. This car will not emit smoke in the atmosphere. Emit means to eject or to throw out. Millennium car runs on "solar energy". Solar means the sun and solar energy means the energy we take from the sun. So the car takes the heat from the sun and uses it as the power to run its motor.

#### Exercise 2

Do you remember the **definitions** of the following words from the recorded text 6? Write their definitions.

- 1 Millennium
- 2 Emit
- 3 Solar energy



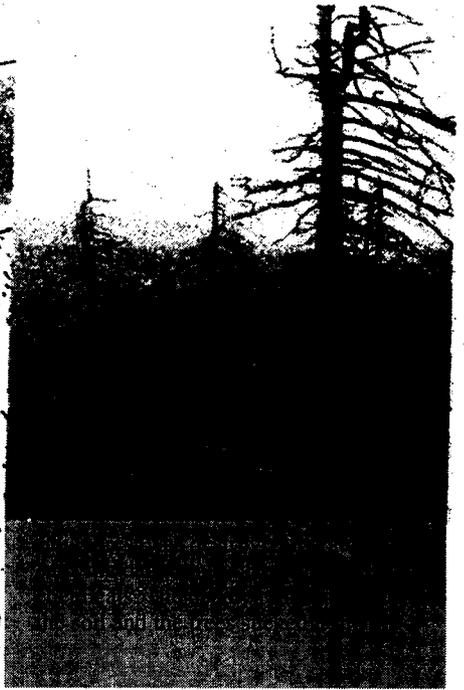
## Can Rain Really Kill Trees?

ANSWER

Cars and factories have made life much easier for people. But the gases that come out of car exhaust pipes and factory chimneys are harmful to living things. These gases rise into the air and combine with moisture in the clouds. This makes the rain that falls from those clouds acidic. When acid rain sinks into the soil it kills trees and other plants.

The harmful gases from factories and cars rise into the atmosphere.





The gases and chemicals mix with moisture in the clouds. The rain that then falls is harmful to our health, and destroys trees and other plants.

This is what we call acid rain.



#### To the Parent

Acid rain originates with the oxides of nitrogen and sulphur emitted by factories, power plants and car engines. These gases combine with water vapour in clouds to form nitric and sulphuric acids. Acid rain is the cause of serious pollution: It spreads through the soil, making trees wither and die; it erodes buildings; and it kills fish in lakes and rivers. There is no completely effective remedy, but covering lakes and woodland with lime can help to neutralise the acidity.

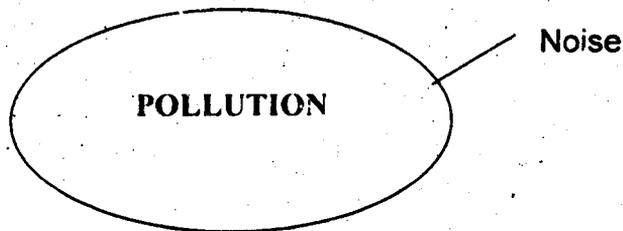
### Exercise 3

Now write the **definitions** of the following words. Consult a dictionary to help you write their definitions.

- 1 Garbage
- 2 Ozone layer
- 3 Green house effect
- 4 Global warming
- 5 Environment hazard

### Exercise 4

We hope that by now you have understood what pollution means. Here is a circle with the word pollution in it. Let us see if you are able to add more words around the circle when you think of pollution.



Here is another interesting listening exercise. Listen to this chemical talking about its harmful qualities.



#### Recorded text # 7

**Chemical:** I 'm a chemical, a very bad chemical. I kill what ever comes in contact with me because I'm poisonous. I'm produced in a factory that is close to a village. My boss, that is the factory owner uses me and then throws my left overs in a canal. That canal flows down towards your village and the village women come to the canal to get water for their daily chores. The canal water that is polluted by me is not good for drinking or for cooking because it can make people sick with many diseases. The water they drink cause a lot of health problems, such as stomach

problems, typhoid, hepatitis and cholera. I can't tell these people about how dangerous I'm for their health, because I can't speak. So please tell my boss to stop throwing me in the canal water. All I can say to these people is that please boil the canal water before you drink it, ask the factory owner not to play with the lives of people and the government to close down the factory and purify the canal water.

### Exercise 5

Now answer the following questions based on the recorded text 7.

- 1 Why does the chemical think it is 'bad'?
- 2 What does it do to people?
- 3 What advice does it give to people?
- 4 What advice does it give to the government?

In unit 2 " Talking about House and Family" of the course 207, you have learnt to give **reasons**. I am sure you remember that we give reasons by using these words:

- because
- due to
- as

### Exercise 6

Mrs. Waseem said:

"I think the main reason of pollution is overpopulation".

Write three more **reasons** as why Pakistan has become such a polluted country. Use words that we have given you above to express reason.

- 1 Pakistan is polluted because \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



When we say reasons we mean the causes of something. There is always a cause for everything and there is always the result or the effect of that cause. Let us try and understand this point more clearly.

**Example:**

- The children have diarrhea **because they drink polluted water**
- There is a lot of pollution **because there is over population in the country**

Let us separate the two sentences:

**Cause/ Reason**

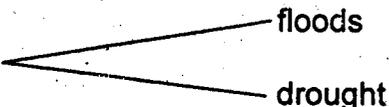
**Effect/ Result**

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| • Because they drink polluted water | The children are sick             |
| • Because there is over population  | There is pollution in the country |

We can say that whatever happens to us always has a **cause and effect** relationship. Let us read these examples:

- If there is too much rainfall then there will be floods in the country
- If there is too little rainfall then there will be drought in the country

So we can say that:

rain is the **cause or reason of**  floods  
drought

We can also say that floods are the **result or effects** of more rains  
And drought is the **result** of less rains.

Read the following **causes and effects** of floods:

## Causes

## Effects

**Because** there were floods **therefore** there was a lot of destruction  
**As** there were floods **therefore** a lot of people were homeless  
**Since** there were floods **therefore** crops were destroyed

## Exercise 7

Here are two columns A and B. Column A gives the **causes or reasons** and B gives the **effects or results** of these causes. Match the cause with its correct effect.

### A Causes

### B Effects

- |   |   |   |                                     |
|---|---|---|-------------------------------------|
| 1 | There is too much dust in the atmosphere            | A | so there is smoke pollution         |
| 2 | Most of the third world countries are overpopulated | B | so people cough all the time        |
| 3 | There are too many vehicles on the roads            | C | therefore, roads are dirty          |
| 4 | The garbage is not collected                        | D | therefore, cities are crowded       |
| 5 | The shops play loud music                           | E | so people drink polluted water      |
| 6 | The sewerage pipes leak                             | F | therefore, there is noise pollution |

Read the following sentence:

- The roads are filthy. **Why?**  
Because the sanitary workers are on strike

## Exercise 8

Now write similar sentences giving **reasons** about the following environment issues.



- 1 The park is dirty. **Why?**
- 2 The walls of the hospitals are very dirty. **Why?**
- 3 These small children living in a shanty colony are coughing all the time. **Why?**
- 4 The public toilets are filthy. **Why?**
- 5 There are mosquitoes in the locality. **Why?**

### Exercise 9

- 1 Why there is so much noise around us? Think and write at least two **causes or reasons** of noise pollution and its **effects or results** on our environment and health.
- 2 One of the serious issues in our country is overpopulation. Why there is a population explosion in Pakistan? Think and write at least two **causes or reasons** of over population and its **effects and results**.
- 3 We read and hear a lot about certain common diseases among children. One of such diseases is diarrhea. Why do you think a lot

of children get diarrhea? Think and write at least two **causes** or **reasons** and its **effects** on their health.

### Exercise 10

Write only the **effects** of the following.

- 1 Many people who do not have enough water in cities and villages often go to near by canals and wells to collect water for their every day use. These people drink, cook, wash their utensils and clothes in the polluted water and then suffer from various health problems. What do you think are the **effects** on these people's health?
- 2 A lot of people who live in remote areas do not have gas or electricity so they cut down trees to burn the wood, especially in winters. What happens if they continue cutting down trees? Write at least two **effects** of cutting down trees.
- 3 There is too much traffic on roads. The buses, wagons, cars and rickshaws emit a lot of harmful gases into the atmosphere. What are the **effects** of these poisonous fumes on human lives?
- 4 People throw the waste from their houses on streets. What happens when our cities and towns have filth and garbage everywhere? Write at least two **effects** of garbage on our environment.
- 5 You must have travelled in a bus or wagon. Drivers of these public transports play music at a very high volume. How does this loud music **effect** the passengers?

### Exercise 11

Read the words given in the box. You have to search for the pairs of words that express a **cause and effect relationship**. Write these pairs in their correct column. There can be more than one correct answer.

Noise  
Crowd  
Dusty atmosphere  
Headache  
Less rain  
No sewerage pipes  
More heat

Cut trees  
Burnoil/gas and wood  
Dirty water  
Loudspeakers  
Over population  
Tension  
Smoke

Example:

**Causes**

Noise

Headache

**Effect**

Headache

Eat medicines

Here is a short poem. In this poem the Earth is talking to you. Listen to the poem on your cassette recorder.



**Recorded text # 8**

**Think before you throw**

There's garbage  
That I carry as a baggage  
Don't throw rubbish  
It makes me feel sluggish  
The smoke  
Makes me choke

Everyone says save earth from pollution  
But no body has a good solution  
Friends, Save me from ruin  
Throw the rubbish in a bin  
Eat chips and sweets  
Don't throw the wrapper on street  
Finish a coke  
Don't throw it on the road  
The bag, the wrapper, the bottle and the tin  
These pinch me like a pin  
Help me live longer  
Conserve water

## Exercise 12

Did you enjoy the poem? Can you remember the complaints earth is making and telling us what to do? Listen to the poem again and then write earth's complaints and its requests.

### Complaints

- I carry garbage as a baggage

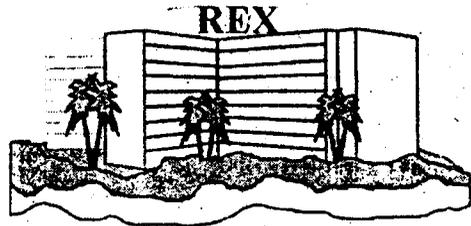
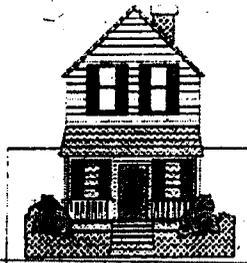
### Requests

Don't throw rubbish

## PART B

## READING AND WRITING

Read the following text. It describes the environment around Saeed's house. Then read the questions and find the answers from the text.



### Saeed's Problems

Saeed lives in a small house, which is in an industrial area. He is not happy with his living conditions as his house is in between the leather factory and the Rex cinema. The road is always crowded, the street is littered with all kinds of garbage, there is too much noise and the air is thick with strange and harmful smell coming out from the factory.

The cinema runs three shows, so there is always a huge crowd outside from 3 p.m. to one 12 clock at night. Saeed finds it difficult to concentrate on his studies. The voices, whistles and loud music distract him from studies and give him headaches.

Next to the cinema there are some shops that sell music cassettes, and eatables. The cars, motorbikes and rickshaws that come there make the whole area very congested and also create traffic jams. Every one tries to blow horns at a high pitch that creates a great deal of noise pollution and which is also extremely bad for people's health. What annoys Saeed most is that the cinema staff pastes the posters on the walls of peoples' houses and Saeed's house walls look so dirty with all kinds of posters stuck on them. He

has tried removing them, but the new ones are there the very next day.

The factory has created a lot of problems in the locality. For example, there is lot of industrial waste from the factory that is dumped outside, the factory workers create a lot of nuisance because they often fight and argue and make a lot of noise, moreover, the factory emits smoke in the atmosphere that is causing a lot of health problems for the people living in the area. Inside the factory there are water taps, and the workers who use them do not turn off these taps tightly, as a result the water leaks outside and is wasted and also makes it difficult for the people to walk.

### Exercise 13

- 1 Why is Saeed not happy with the environment around his house?
- 2 How is the cinema responsible for creating pollution in the area?
- 3 Why do you think the smoke emitting from the factory, is harmful for people's health?

Suppose you are Saeed. What are you going to do about the problems? Here are a few choices, choose any one choice.

- 1 Collect a few responsible neighbours and discuss the problems and their solutions
- 2 Talk to the officers of local administration and complain
- 3 Talk to the owners of the cinema and the factory and express your concerns
- 4 Write letters to newspapers in order to highlight the problems

You have chosen an option in the previous exercise. Now suppose you have chosen choice no 1. How will you take the next step?

- You might first of all go to the houses of the neighbours or call them on phone
- Arrange a meeting with them in your house
- Distribute a brief outline of problems in the area
- Start discussion on each item and try to reach to some decisions
- Select two or three people who can follow the decisions

### Exercise 14

Choose any other option from the four options given above. Write the steps you will like to take in order to solve the pollution problem in your neighbourhood.

### Exercise 15

We use a dictionary for various reasons. You are going to learn more about Dictionary Skills in unit 6. At the moment we want you to open your English language dictionary and find out the meanings or definitions of all those words which are given in bold in the text "Saeed's problems".

Read the following two **cause and effect** examples carefully.  
(Leather factory, Industrial waste)

- The leather factory throws the left over waste outside. (**Cause**) therefore there is a rubbish dump on the roadside. (**Effect**)
- There is rubbish dump on the roadside (**Effect**) because the leather factory throws its left over waste on the roadside. (**Cause**)

### Exercise 16

Now here are five pairs of words, write two **cause and effect** sentences for each para similar to the ones given in the examples.

- 1 Cinema, crowd
- 2 Headache, noises
- 3 Traffic, noise pollution
- 4 Water leakage, water wasted
- 5 Posters, dirty walls

### Exercise 17

You have read about pollution in Saeed's locality. Take a close look at the environment around your house. What do you see? Note down the kinds of pollution that exist there. You may focus on their causes and their effects on the environment. Pay attention to the following questions.

- 1 Where is your house?
- 2 What kind of different buildings are near your house or in your locality?
- 3 Are these buildings causing any kind of pollution that is rubbish, noise, smoke, dirty water or any other?
- 4 If there are some pollution problems, have you or some one else done anything about these problems?

After answering the above questions, write a paragraph on "The Environment around my house".

**The environment around my house**

I live in an area or locality where


**Exercise 18**

Imagine that you are member of a group called "Friends of the Earth". You are asked to design a poster that gives information about "Environment Preservation". Here is an incomplete poster with very brief information. What kind of interesting information would you like to add in this poster? Collect your material from newspaper or magazines and then design an attractive poster.

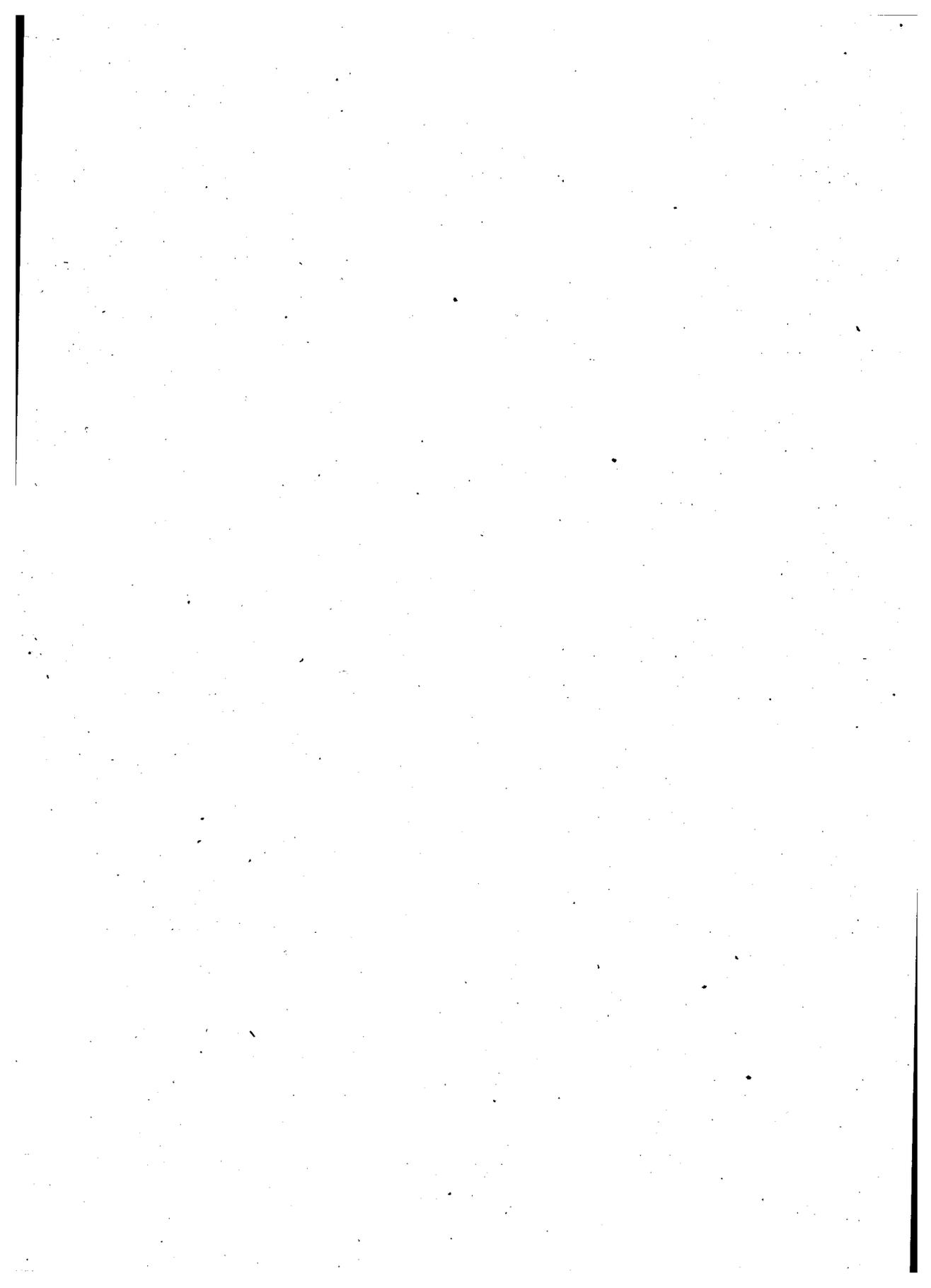
## Friends of Earth



- Grow Trees
- Recycle Waste Materials
- Conserve Water
- Avoid Noise Pollution
- Discourage pressure horns in vehicles

## **UNIT 4**

# **Describing People**



## PART A

## DESCRIBING PEOPLE



We come across many people in our lives that include our friends, neighbours, colleagues, teachers and relatives. We often talk about them. We discuss their physical features or looks, their temperaments or behaviour patterns, habits, personalities, way of dressing, style of talking, hobbies etc. If we talk about the height of a person we may say that a person is tall or short, and if we describe the weight we will say that the person is slim or fat. In this unit we will learn about some of the ways of describing people.

There has been a robbery in a local bank and Junaid is one of the witnesses of the bank robbery. Police inspector Ali, is asking some questions from Junaid. Let us listen to the dialogue between the two.

OFFICE

### Recorded text # 9

Inspector Ali: Junaid Sahib, you're an eyewitness to this robbery. What can you tell us about the incident?

Junaid: Well, Yes, I was standing beside my car parked just opposite the bank when I saw a white Suzuki jeep approached the entrance of the bank. First I wasn't conscious of something wrong happening but then I saw one masked man, with a pistol in his hand, jumped out of the jeep and entered the bank.



Ali: How did he look like?  
Junaid: Well, he was quiet tall, may be over six feet and was strong built. He'd light brown hair and had dark black but small eyes. Let me see... um... Yes, he was wearing trousers and a blue coloured half sleeve shirt. He appeared quite well dressed and young looking.

Ali: Who else was in the jeep?  
Junaid: There were two others. The second robber stood just outside the bank with a machine gun in his hand.

Ali: And how did he look like?  
Junaid: He'd an average height, may be around five feet six or seven inches and was slim. He didn't have a facemask and I think he was quite fair and had a short black beard. He too was in blue jeans and a striped black and white T-shirt. He'd long hair tied at the back.

Ali: What's your guess about his age?  
Junaid: He must be in his early 30's.

Ali: Is that all or was there some one sitting in the jeep?  
Junaid: Yes of course there was a third robber as well, the one sitting at the steering wheel. I didn't see him clearly but he seemed to be the youngest among the two. He appeared as a regular young man in 20's, with nicely trimmed black hair and black moustaches. I really didn't notice anything more, but yes I think he was wearing Shalwar kameez and a waistcoat and dark sunglasses.

Ali: Well thanks Junaid Sahib. You've been a great help.



You have just listened to the conversation between the police inspector and Junaid. Junaid described the robbers' physical features, and their appearance or way of dressing. He described their:

- height and physique
- age
- hair

- colour of eyes
- dress

Let us read some of the expressions from the dialogue. These expressions were used to describe the robbers.

### Description

- He was quiet tall, may be over six feet and was strong built
- He'd light brown hair and had dark black but small eyes
- He was wearing trousers and a blue coloured half sleeve shirt
- He appeared quite well dressed and young looking
- He'd an average height, may be around five feet six or seven inches
- He was slim
- I think he was quite fair and had a short black beard
- He too was in blue jeans and a striped black and white T-shirt
- He'd long hair tied at the back
- He must be in his early 30's
- He seemed to be the youngest among the two
- He appeared as a regular young man in 20's
- With nicely trimmed black hair and black moustaches
- I think he was wearing Shalwar kameez and a waistcoat and dark sunglasses.

### Exercise 1

Listen to the recorded text 9 again and complete the following table with the relevant information about the three robbers.

	Robber 1	Robber 2	Robber 3
Age group	Young		20's
Height		Average	
Colour & size of eyes			
Hair colour & style			
Dress			

Complexion		
Physique or built		
Facial features	Not Seen	



Here is another dialogue. Listen to it once and then write which sentence made the listener recognize the person.

### Recorded text # 10

Shazia: Hello Mariam; I really enjoyed your sister's *mehndi*. It was great.

Mariam: I'm glad you came. By the way my cousin Nadia liked you a lot.

Shazia: Oh really. Who was Nadia? Did I meet her?

Mariam: Of course you did. Remember she was sitting next to you during the *dholki* session. She was wearing yellow clothes.

Shazia: But half a dozen girls were wearing yellow clothes!

Mariam: Nadia had long hair.

Shazia: I'm sorry I still can't remember.

Mariam: Okay. Do you remember a very tall and thin girl wearing eye glasses?

Shazia: O yes! So that was your cousin Nadia!

### Exercise 2

In the dialogue Mariam describes her cousin Nadia in a way that helped Shazia recognize her. How did Mariam describe her cousin Nadia? Complete these sentences:

- 1 She was wearing \_\_\_\_\_ clothes
- 2 Nadia had \_\_\_\_\_ hair
- 3 Nadia was a very \_\_\_\_\_ and \_\_\_\_\_ girl wearing \_\_\_\_\_
- 4 Nadia was wearing \_\_\_\_\_



Read the following chart that will give you an idea about the kind of words that we need to describe people.

Age	Build	Height	Hair colour	Hair style
young	fat	5ft 10	black	straight
middle aged	thin	medium	brown	curly
elderly	slim	average	grey	short
old	plump	below-average	white	long
in 30s	medium-built	tall	dyed	braided
late-teens	well-built	short	henna-dyed	neat
mid-20s	broad		blond	untidy
	overweight			bald

Face	Prominent features	Personality	Eyes	Complexion	Dress
round	beard	quiet	black	pale	smart
square	moustache	reserved	brown	fair	well-dressed
oval	scar	thoughtful	round	tan	casual
long	mole	talkative	wide	dark	elegant
thin	spots	socialable	thick-eye	olive-skinned	fashionable
high- cheekbones	dimples	friendly	brows	sun-burnt	untidy
broad forehead	clean- shaven	moody	long eye lashes		sophisticated
thin lips		polite			
long nose		aggressive			
double chin		shy			
		reliable			
		cheerful			
		impolite			
		loving			

### Exercise 3

Here is a very interesting activity that you can do at home or in the tutorial.

First think about a famous and well-known Pakistani personality. He or she can be a political leader, a sports person, a television or film star, a writer or a music artist, etc.

Find a partner and play a **guessing game**. Describe the famous person. You should mention the physical features, personality, and any special characteristics for which that person is famous.

Here is an example:

- Imagine you want to describe the famous cricketer Imran Khan. Think of his most prominent physical features, his personality and the reason for his popularity. You might like to say:

He's tall and fair and is a famous cricketer who made Pakistan won the world cup in 1993. He's now a political leader and is married to an English woman.

#### Exercise 4

Read the information about how to describe a person given in the above chart and then describe the following people:

- 1 Your Father
- 2 Your Grand father
- 3 Your Friend
- 4 Your Husband or Wife

#### Example:

*My grandmother is an old lady in her 90s. She has a round face with small black eyes that still shine bright. She has long grey braided hair. She used to be a tall woman but now due to her age her height has shrunk. She is quite thin but still has a glowing complexion. She is a very sociable person and loves to have company around her.*

**Exercise 5**

Look at the picture of the wanted criminal Shera. How would you describe him?



## Exercise 6

Here are pictures of two people. Look closely at their pictures and notice the expressions on their faces. How would you describe each of them? First note down the points about each person and then try describing them orally. You can do this exercise in your tutorial session to gain practice in speaking.



So far, we have discussed some of the ways of describing people's physical features. Besides the physical description, there are certain other things that we can describe in people such as their temperaments, natures or characters. Fareeha is a very intelligent person. Let us see how her mother describes her nature.



### Recorded text # 11

Mother:

Fareeha is an extraordinary girl. She is a very intelligent person. She always gets good grades in her class and takes active role in all kinds of college activities. She also writes columns for a local English language newspaper and comperes a youth programme on television. I am so proud of my daughter.

## Exercise 7

How would you describe each of the following persons?

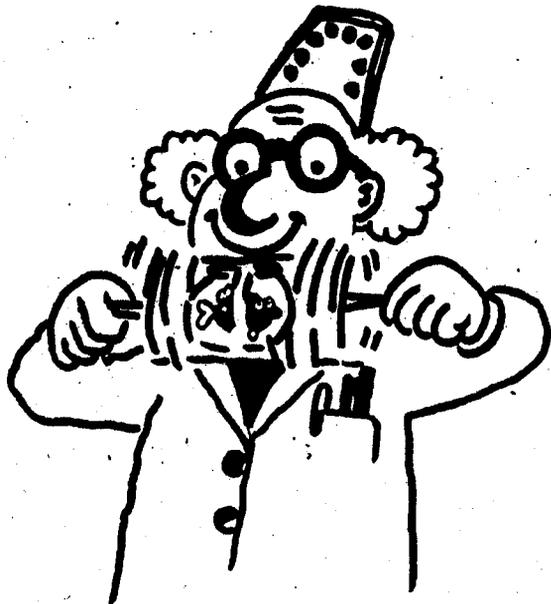
- 1 Moin is a very kind and helpful person
- 2 Saadia is a very careless and non-serious person
- 3 Mrs. Rehman is a very jealous person
- 4 Faisal is a very artistic person

Read this description:

Saleem is a clown and works in a circus. He is short and fat with a little belly that makes him look even funnier. He is bald and likes to wear colourful hats. Saleem wears a colourful and funny mask on his face and his job is to make people laugh. He writes his jokes himself and acts on the stage in such an effective way that people cannot control laughing. As a person he is very loving and loves to give presents to children. One could see him surrounded by children all the time.

## Exercise 8

Pick out those sentences that describe Saleem's physical features and those that describe his personality.



Physical Description

Personality Description

## PART B

## READING AND WRITING



Not many years ago there were a lot of young people who used to search for pen friends from around the different countries in the world. Have you ever heard of this term **pen friends**? Well, pen friends are those friends that we know through letters and have not met. There may be a lot of people in Pakistan who have pen friends in China, America, France, Italy, and Japan etc. Now many people correspond with each other through e-mail as well. Let us read a letter from Faraz to Robert who lives in the United States.

18 B, F. B Area  
Block 8,  
Karachi  
PAKISTAN.

March 23, 2001

Dear Robert,

*You will be surprised to get my letter. I am Faraz and live in the metropolitan city Karachi in Pakistan. I have got your address from the pen friend column in the Young World magazine and when I read your description, I thought I would love to be your pen friend. Let me tell you about myself. I am fifteen years old and am studying in class ninth at the St. Patrick School, Karachi. I am five feet seven inches and weigh 40 kilos. I have an olive complexion. My hobbies are listening to music and watching adventure movies. I also have a lot of friends and am a very sociable person. I would be very happy if you can reply and be my pen friend. I will write more about myself in the next letter. Until then, Good bye. Faraz*

### Exercise 9

What kind of information does Faraz give about himself? Write appropriate information in these columns.

<b>Age</b>	
<b>Address</b>	
<b>Education</b>	
<b>Height</b>	
<b>Complexion</b>	
<b>Hobbies</b>	
<b>Personality</b>	

### Exercise 10

Now suppose Robert replies to Faraz's letter. What information do you think Robert would like to give in his letter? He might like to write about his:

- country
- family
- interests and hobbies
- education
- future plans
- any other information

try and complete his letter:

18, Royal Apartments  
Marine Drive  
Washington D.C.

April 15, 2001

Dear Faraz,

It was a pleasure to get your letter. I am happy to be your pen friend. Well I am \_\_\_\_\_ years old and study in class \_\_\_\_\_. My height is \_\_\_\_\_ and my weight is \_\_\_\_\_. I have a \_\_\_\_\_ skin colour and have \_\_\_\_\_ hair. I have a small family with \_\_\_\_\_ brothers and one sister and my parents work in a \_\_\_\_\_.

I live in Washington which is the \_\_\_\_\_ of United states. My interests are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. My future plans \_\_\_\_\_.

I hope we can be good friends and continue writing to each other.

With regards  
Robert.



I have an uncle who is **extravagant**. Do you find this word "extravagant" difficult? Well it is a word to describe a person who spends a lot of money. If I want to convince someone that my uncle is extravagant, merely saying that he is extravagant is not enough. It is important to describe specific things he does which show that he spends a lot of money. For example, I may say that my uncle is extravagant because he:

- spends money unwisely on buying clothes
- gives expensive gifts to people
- goes out at restaurants everyday

### Exercise 11

Suppose you have a friend who is **careless** in her work. What specific **descriptive details** will you give that can prove that she is careless. Add four more descriptive details.

1. She frequently misplaces office files

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Read the descriptive details about Mrs. Samina Saeed who is a teacher at a local school.

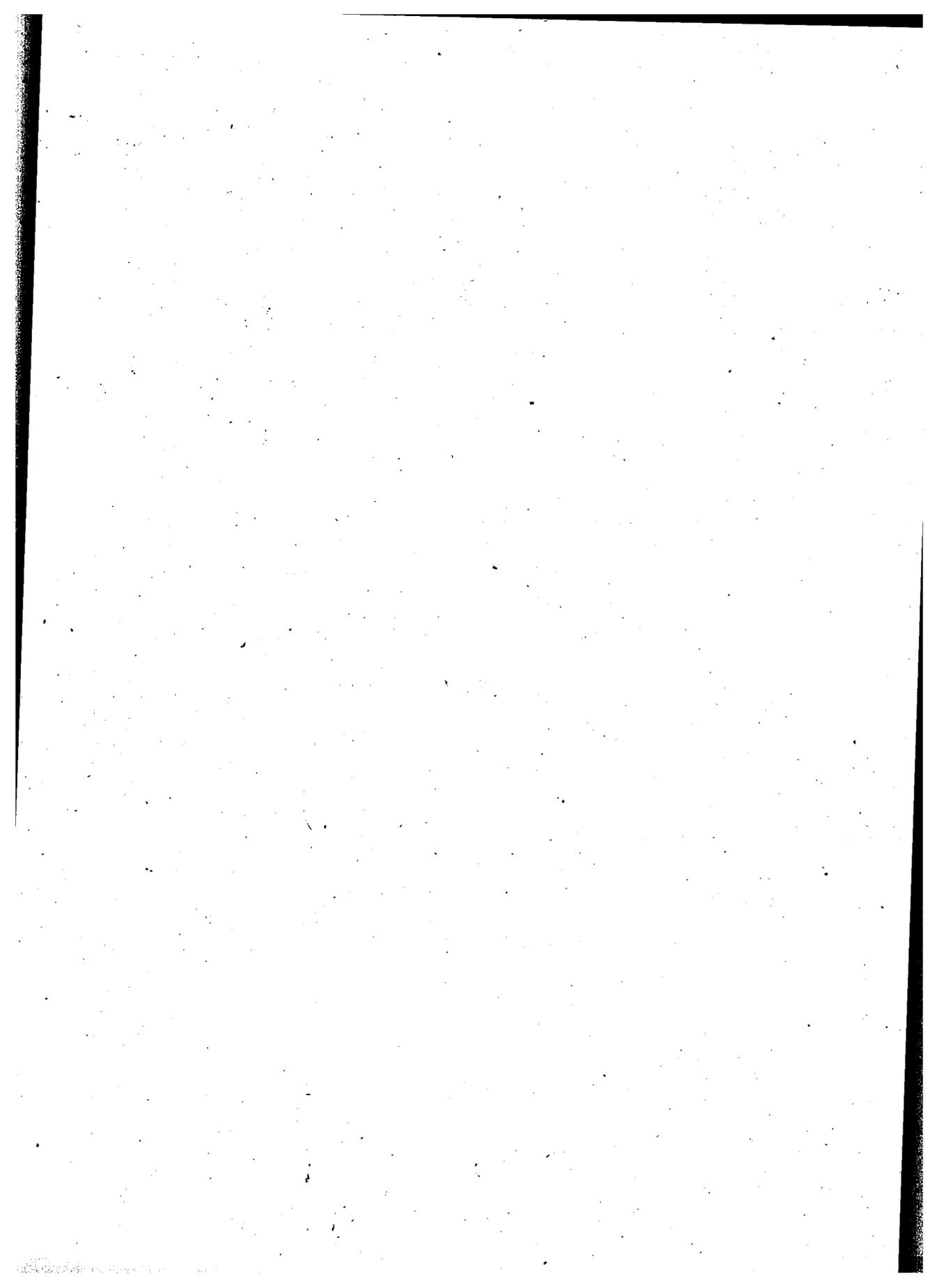
Mrs. Saeed is a teacher of class six. She is a very strict teacher and does not allow students to do anything else in the class except study. She is also very rude and unfriendly and criticizes her students all the time. Mrs. Saeed hardly smiles and never ever appreciates or praises her students for the good work they do. On the contrary she is always ready to shout and scold her students for small reasons.

### Exercise 12

What are your guesses about Mrs. Saeed's personality? Can you pick out the words that describe her?

### Exercise 13

Write a profile of another teacher who is just the opposite of Mrs. Samina Saeed. What kind of **descriptive details** will you like to give that can make the teacher appear different from Mrs. Saeed.



## **UNIT 5**

### **Using a Library**





*Have you ever been to a library? Well if you have then you will find this unit easy to follow but if you haven't then this unit is going to help you understand what a library is, what types of books you can find in it, why one needs to visit a library and what are its uses?*



Sanam is doing her masters in English Literature and Language. She wants books on Shakespeare's plays and Wordsworth's poetry. She also needs books that can help her learn about the English language skills. She goes to a local library to search for the books. Let us hear a conversation between Sanam and the librarian.

**Recorded text # 12**

- Sanam : Excuse me. I 'd like to find these books. Could you please help me look for them?
- Librarian: Yes of course, but you need to answer a few questions.
- Sanam: Yes?
- Librarian: Are you the member of this library?
- Sanam: No.
- Librarian: Well, then you need to fill in this membership form and deposit Rs. 300 as annual fee. Could you possibly do this right now, so that I 'll get your card ready?
- Sanam: Thanks.
- Librarian: Yes one more thing. Do you have your identity card?
- Sanam: Yes, here it is.

Librarian: Just wait till we process your fee and get your library card ready. In the meantime, if you could please wait in the lobby.

Sanam: Thank you. But can I please go and see the books on English Literature and Language on the shelves?

Librarian: Sure. These books are in the section numbered from 420 to 428.

### Exercise 1

- 1 What did the librarian tell Sanam to do?
- 2 What books do Sanam want?
- 3 What did the librarian ask Sanam to give?



Repeat these expressions from the dialogue. Note that these expressions are used when you ask some one's permission or make a request.

#### Permission and Request

- Could you please help me look for them?
- Could you possibly do this right now?
- Can I please go and see the books on English Literature and Language on the shelves?

Some more expressions for asking permission and making requests:

#### Permission and Request

- Do you mind if I sit here?
- Would you mind if I switch on the fan?
- I wonder if you could help me with these calculations?
- I hope you don't mind, but would it be possible to drop me at school?
- I'd like to ask a favour, can you lend me some money?

Read the following short dialogues and notice how these people are asking **permission** or making **requests**.

- 1 You need to find out the meaning of a difficult word from a dictionary, but you have left it at home. Your teacher has got one and you **request** and ask her **permission** to use hers:

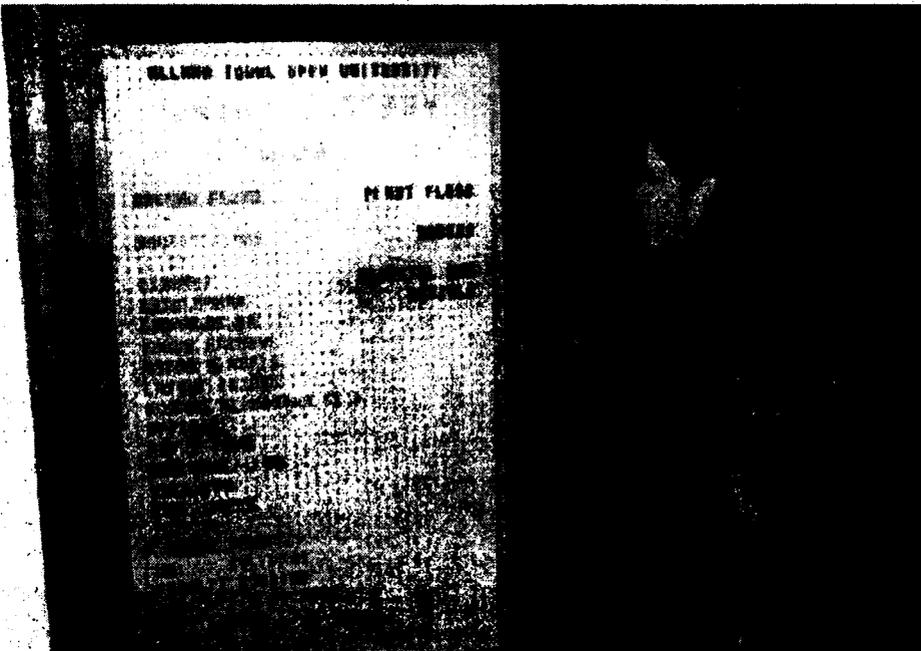
You: Excuse me Maam, I've left my dictionary at home. Can I please borrow yours?

- 2 Sarah wants to use the computer in the library. She asks the librarian's **permission**

Sarah: I'd like to ask a favour. Can I please use the library's computer for an hour.

- 3 Akram wants to get his eyes checked. He **requests** his boss for a short leave from office

Akram: I wonder if it's possible to get two hours short leave sir?



## Exercise 2

Now use the expression of **permission** and **request** given in the above two boxes in the following situations.

- 1 You want to phone the doctor urgently, but the phone is at your landlord's house. **Request** and ask his **permission** to use the phone
- 2 You are sitting at the bus stop waiting for the bus. The person sitting next to you has a newspaper. How will you **request** him or ask his **permission** to give you the newspaper?
- 3 You are an office worker. You are very tired after working for hours without a break. Ask your boss's **permission** for a tea break

## Exercise 3

Make a list of five things that you would like to do, but you need your teacher's **permission**. Ask the teacher's permission to do them. Use a new expression each time.

Excuse me madam, can I go and sit in the library for an hour as I've to finish this assignment?



The librarian gives some important instructions to Sanam and also gives a copy of the **rules & regulations** of the library. Listen to what the librarian is saying.



### Recorded text # 13

Librarian:

- You'll get four library tickets and you can borrow one book on one ticket
- You can keep books for one month and you can extend the date also but if you're late in returning the book, you'll have to pay a fine.
- Please leave your purse or briefcase on the counter when you enter the library
- Please do not speak loudly as other readers might feel disturbed

### Exercise 4

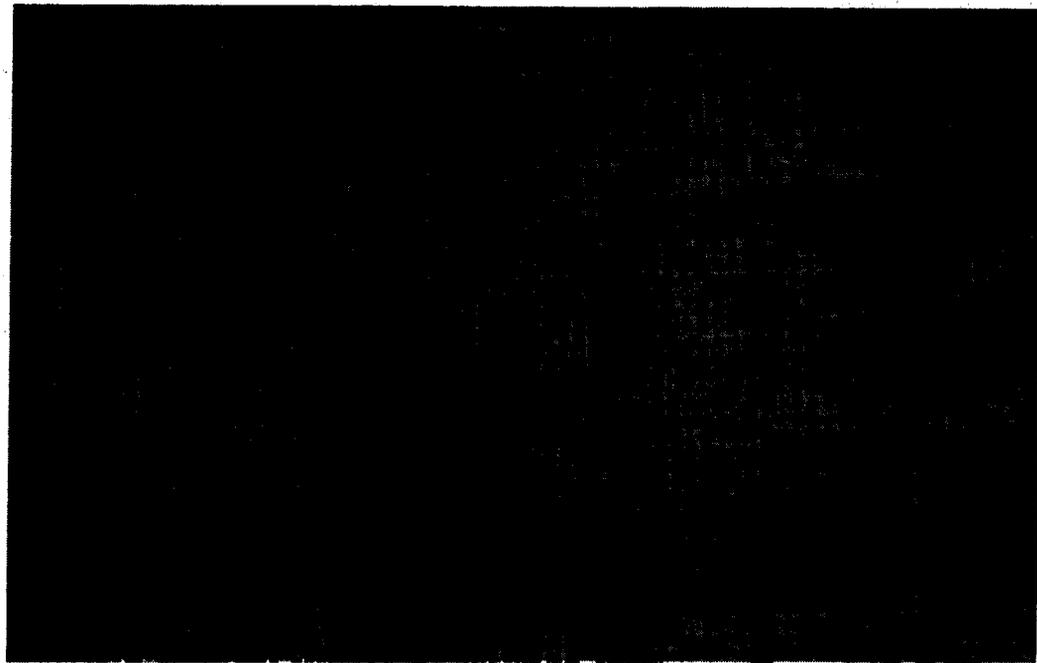
Being a student of Allama Iqbal Open University you need to follow certain rules. When you filled in the admission form you must have read the list of rules given at the end of the admission form. Do you remember any of those rules? Also when writing assignments or attending tutorials, you need to follow certain rules. Can you remember them? Write at least three rules that you have to follow being AIOU student.

Sanam has got the library card. She goes to the shelves to search for the books she needs. She finds hundreds of books there and thinks it is not possible to see each and every book. So she goes back to the librarian and asks his help. Let us listen to their conversation.



### Recorded text # 14

- Sanam: Excuse me. Could you possibly help me find these books?  
Librarian: Well, what's the accession number?  
Sanam: Accession number? I don't know what it is?  
Sanam: Well then, let me guide you to the card catalogue shelves. Do you know the title of the book?  
Sanam: Yes. Here it is.  
Librarian: All right. Let's go and I'll tell you how to search for a book in the card catalogue.



### **Exercise 5**

After listening to recorded text 14 can you now write:

- 1 What number did the librarian ask from Sanam?
- 2 Where can she go to search for the book she wants?



## Using the Card Catalogue

Imagine that you have gone to the library to find a book on "Child care". You do not know the exact name of the book but you know who has written it. It is here that the **card catalogue** can help you find the book you need. Read and understand these sentences carefully:

- The card catalogue is a set of small file drawers with **index cards** in them. Books and other material in the library are listed on cards that are filed alphabetically in the drawers of a cabinet
- Each drawer has a label showing how much of the alphabet is included in that drawer
- **Guide cards**, standing higher than other, mark the main sub-divisions in each drawer
- 
- book, such as its publisher's name, year of publication etc
- **Index cards** are in alphabetical order

There are normally three kinds of cards in the card catalogue that help in searching a book and these are:

- **Subject card:** the first line has a topic, usually in capital letters, for example, "Child care"
- **Author card:** the first line of this card has the author's last and first names
- **Title card:** the first line of this card has the title of the book

### Exercise 6

Read Catalogue card A. Look at the information written on it very closely and then answer the following questions.

- 1 Is the card a subject card, a title card or an author card?
- 2 What is the title of the book?
- 3 Who is the writer?

A. **Four basic Qur'anic terms**

297.122  
ABF

Abul A'la Maududi

Four basic Qur'anic terms. 2nd ed.  
Lahore; Islamic Publications, 1982.  
viii, 103p.

29399

B. **Sufism - Stages**

297.4  
ABS

Abdullah Ansari Hirawi, Kh.

Sad maidn hundred fields between man  
and God. Lahore; Islamic Book  
Foundation, n.d.,  
155p.

47395

C. 621.38  
FRT

Freeman, Roger L.

Telecommunication transmission  
hand book. New York: John Wiley,  
1975.  
xix, 587p.

Includes index.

76538

- 4 Who is the publisher of this book?
- 5 What is the year of its publication?
- 6 Under what subject is the book indexed?
- 7 How many pages does it have?
- 8 What other subjects could you look under in the card catalogue to find books on the same subject?



Here are some of the words that you need to know if you want to make the full use of a library.

<b>Atlas</b>	contains maps of cities, states, provinces, countries and continents
<b>Almanac</b>	published each year, lists facts, statistics, and other kind of information
<b>Card catalogue</b>	contains list of books by title, subject and author
<b>Dewey Decimal system</b>	system of numbering library books
<b>Call number</b>	the dewey decimal number by which a book is arranged on a library shelf
<b>Fiction</b>	literature such as novels and short stories
<b>Non fiction</b>	literature that is about true- to -life events or subjects
<b>Periodicals</b>	magazines
<b>Back issues</b>	previous, non- current issues of magazines or newspapers
<b>Reference Section</b>	contains the most- used books



Here are some of the library's most useful features:

- A library is set up to help you find what you need quickly and easily
- Each library has a Librarian who will always help you with special requests
- A library has books and magazines for readers who have different reading tastes and levels
- A library can help you with your studies by allowing you to have as many books as you need
- A library can also help you find information about colleges and universities in the country as well as abroad
- A library can help you find jobs
- A library has encyclopedias that will help you find any kind of information
- A library has computers and Internet facilities which you can use to check your E-mails and get connected to the world
- A library has yearly fee and no other extra charges for borrowing books
- A library contains information on almost everything

In a library, you can find a book on how to be more rich, you can find an exercise and fitness magazine with advice on how to improve your health and a good novel that can take you to a far away land of beautiful mountains and rivers. If you have good English language skills, you can use any library to help you with almost all your needs.

Sanam wants a novel titled "Twilight In Delhi" by Ahmed Ali. She also wants a book that gives information about the author and his writing style. Now that she knows how to search for the desired book in a card catalogue she found it easy to locate the book. First she goes to the section that has "English Fiction" and then goes to another shelf that has "Nonfiction".



## Locating fiction and non fiction

- **Fiction** is literature from the world of imagination
- **Nonfiction** is about true-to-life events or subjects

To tell if a book is fiction or nonfiction, look at the top left side of the index card. If a book is fiction, you will see **F** or **Fiction** in place of the call number. Therefore, if you need a fictional book you need to go to the fiction section of the library. Nonfiction books are on the shelves in the order of their call numbers.

The card for a nonfiction book will have a **call number**. This call number is part of the dewey decimal system. The dewey decimal system organizes books into different subject areas. For example, books about health care might begin with 616. Book about famous people's lives might begin with 200, and so on. A book with the call number 808.52 would be on the shelf before 808.53. A book with the call number 705.06 would be on the shelf before 705.14.

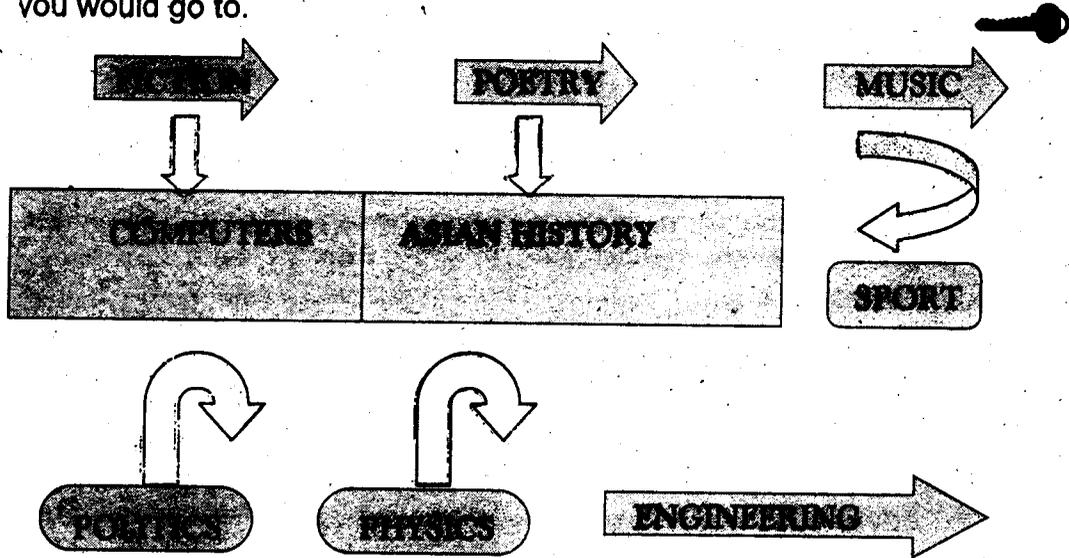
### Exercise 7

On a separate piece of paper, put the following call numbers in order. Start with the lowest number.

843.1	983.24	123.354
933.1	256.34	934.25
842	395.93	732.14

## Exercise 8

Here are some of the sections you will find in a library. Read the titles of the books given below. After each title write which section of the library you would go to.



- 1 Poems by Young Pakistani Writers
- 2 A History of the Mughal Empire
- 3 Motorway Construction
- 4 *Alghoza: An Indigenous Sindhi Flute*
- 5 Microsoft Windows
- 6 Imran Khan: Pakistan's Pride
- 7 The Historic Speeches of Z.A Bhutto
- 8 The Law of Relativity
- 9 Jane Austin's Novels



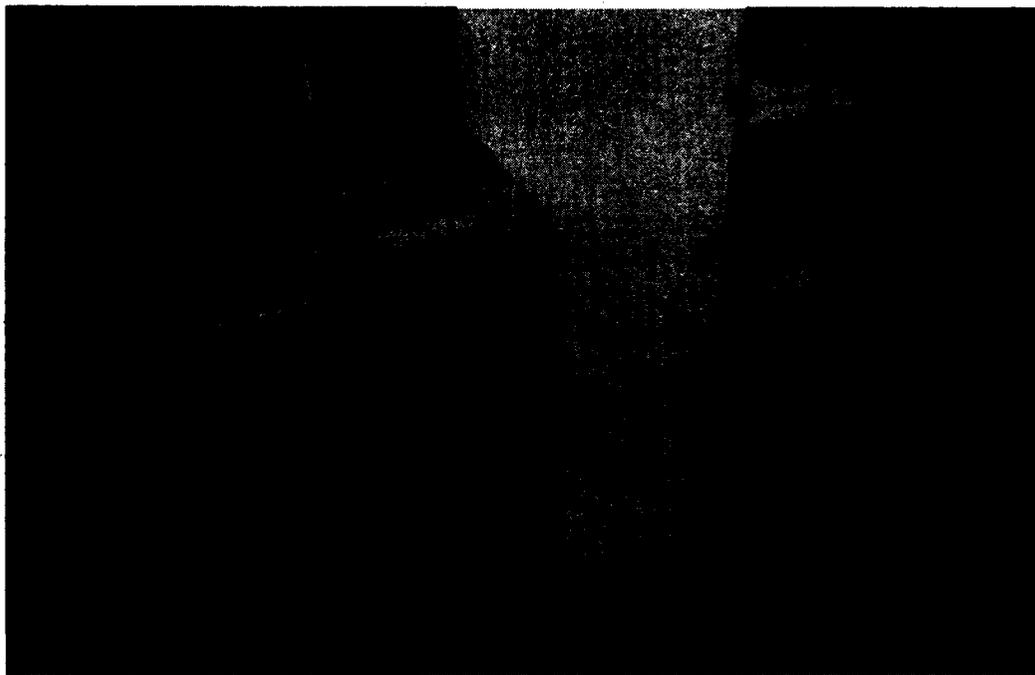
## The Reference Section

Sometimes, you will find **R**, **Ref**, or **Reference** in front of a call number. This tells you that the book you are looking for is in the reference section of the library. The library's most used books are in the reference section.

Because they are so widely used, these books cannot be checked out. Four of the most important kinds of reference books are:

- Dictionaries
- Encyclopedias
- Almanacs
- Atlases

Let us understand why these reference books are so frequently used and what kind of information each give.



## Dictionaries

Dictionaries contain most of the words of any language and their meanings. Dictionaries also tell what part of speech each word belongs to. They tell how each word is pronounced. Some give examples of how a word can be used. Some dictionaries even tell the origin of the word, or what language it came from. Besides looking up word meanings, the dictionary helps your check spellings.

## Exercise 9

Read the dictionary use of this word:

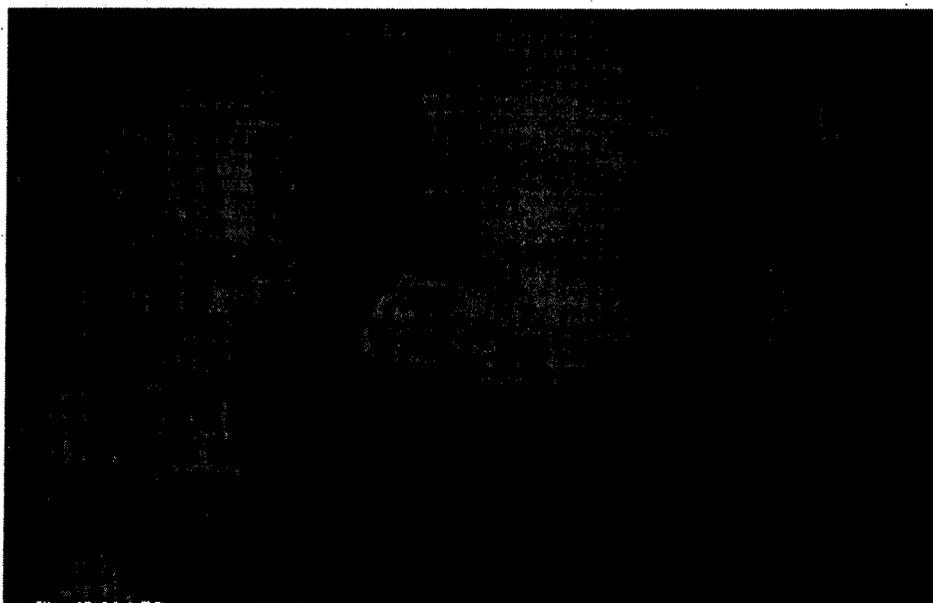
Revise (re-VIZE) *verb*  
to alter or change: I have revised my opinion

Use this dictionary definition to answer the following questions.

- 1 After something is revised, is it the same or different?
- 2 Does revise rhyme with **ice** or **eyes**?
- 3 Write a sentence using the word revise

## Encyclopedias

Suppose you need to do a report on the lost continent of Atlantis. The encyclopedia is a good place to start. An encyclopedia gives a summary of information on just about every subject you can think of. It is often made up of 10 or 20 books called volumes. Subjects are listed alphabetically in each volume. For instance, the subject heading "Atlantis" would be found in the volume labelled A.



## Almanacs

Almanacs are mini-encyclopedias. They are full of facts. They tell a tiny bit about many subjects. Since most almanacs come out yearly, they contain the most current information. You could use an almanac to look up the date World War II started. You could use it to find out how much rain falls in the Northern areas. You could even use it to find out who won the 1993 Cricket World Cup.

## Atlases

Are you going on a long road trip? Do you need to write a report on the South of Pakistan? An atlas can help you. Atlases contain maps of cities, states, countries, and continents.

### Exercise 10

Which reference book would best help you find the following information?

Dictionary    encyclopedia    almanac    atlas

1. You need to write a 1000 word essay on "The people and customs of the Kalash valley"
2. You are traveling across the country and you want to know which cities you will pass through
3. You and your friend are having an argument about which country has won the most gold medals in the latest Olympics
4. You want to know what it means to be "complacent"

### Exercise 11

Use the words in the box to complete the following sentences.

card catalogue    call number    dewey decimal number  
periodicals    back issues

1. Nonfiction books are numbered according to the \_\_\_\_\_
2. They also have many \_\_\_\_\_ of periodicals.
3. All library books are listed by author and subject in the \_\_\_\_\_
4. The library has the latest issues of many \_\_\_\_\_

- 5 The number by which a nonfiction book is filed on a library shelf is the \_\_\_\_\_

Read the paragraph given below:

### *The Friendly Librarian*

Libraries have written instructions that tell you what to do. But if you are confused or need help, you can always ask a librarian. Librarians can help you use the card catalogue, help you think about the exact subject title, help you find the reference books. So do not hesitate or feel shy in asking a librarian's help because it is his or her job to help the readers.

### **Exercise 12**

You have read about the job and duties of a librarian. Think about yourself. You are a regular visitor to the library. What should be your responsibilities as a reader or a borrower of library books? Read all the rules we have given you in this unit and write a short but interesting paragraph imagining your experiences as a library visitor.

### *A Library Visitor*

I am a regular visitor to the local library. I enjoy my visits because it gives me so much of knowledge as well as peace to just sit quietly and do my reading.



It is very important that we should develop good reading habits. Reading is a very private and rewarding activity that opens the doors of information and knowledge. We buy books that are of interest to us or

borrow from friends and relatives. One of the most useful and economical ways of getting books is to become a member of the library. Unfortunately, there are very few libraries and even fewer readers. You may develop the habit of reading by becoming a member of a library.

### **Exercise 13**

Why do you think there are fewer readers these days? Why people are taking less interest in reading books? Why there are fewer visitors in a library? Write at least four reasons of this trend of reading less.

- 1
- 2
- 3
- 4

Most libraries are "user friendly". Use these tips to make the most of your library.



## Useful Tips for Library Visitors

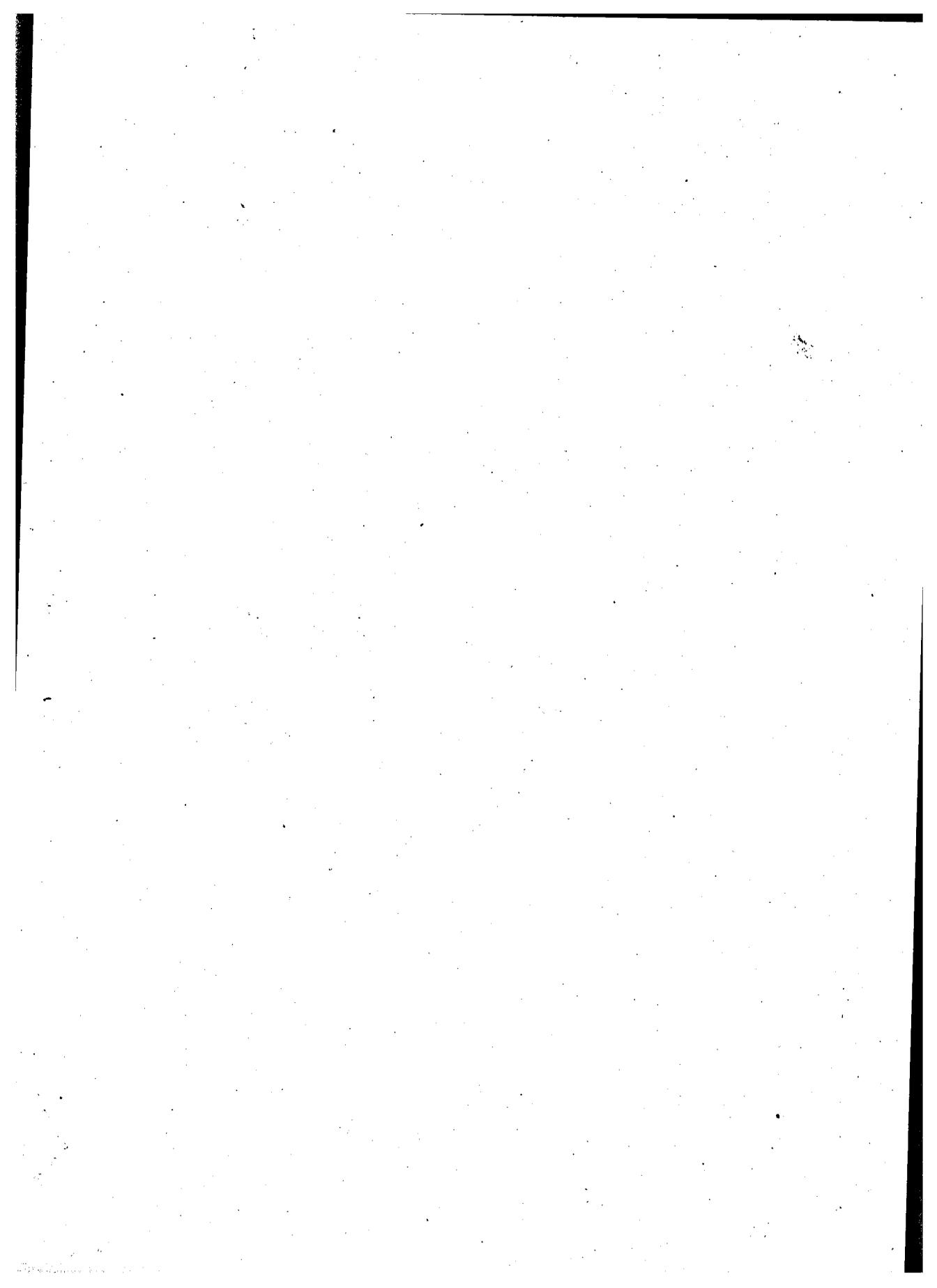
- Treat books carefully
- Never write on a borrowed book
- Report torn pages to the librarian
- Libraries often have plenty of signs that guide readers how to use the card catalogue, find magazines, or look up newspaper articles
- Always follow the written instructions and signs
- Ask the librarian's help when its necessary
- Go around the library to understand how it is organized
- Read the notice boards for latest information
- Always take a note pad, pen or pencil to the library to take notes and write call numbers
- Always return books on time and never tear off any pages or scribble on a library book. These are bad manners
- Work quietly

### Exercise 14

Check your understanding of the unit. Answer these questions.

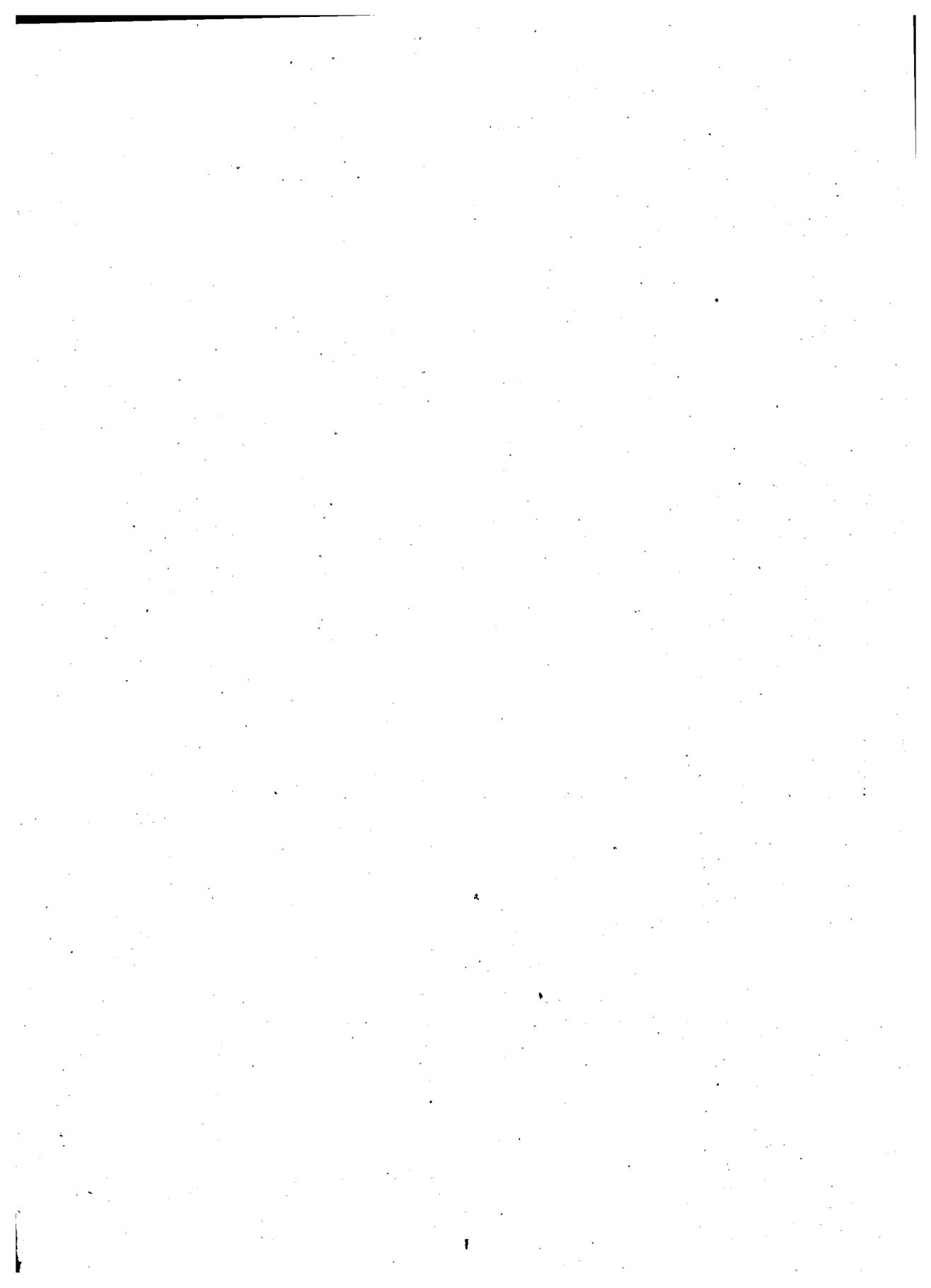
- 1 What are three good reasons to use the library?
- 2 What are the two ways books are listed in the card catalog?
- 3 What is a call number?

- 4 What are the main reasons to use a dictionary?
- 5 How is an almanac different from an encyclopedia?
- 6 When might you use an atlas?



## **UNIT 6**

### **Using A Dictionary**

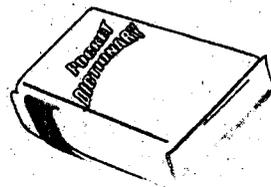
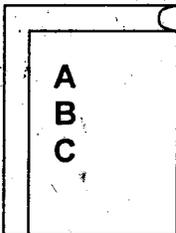
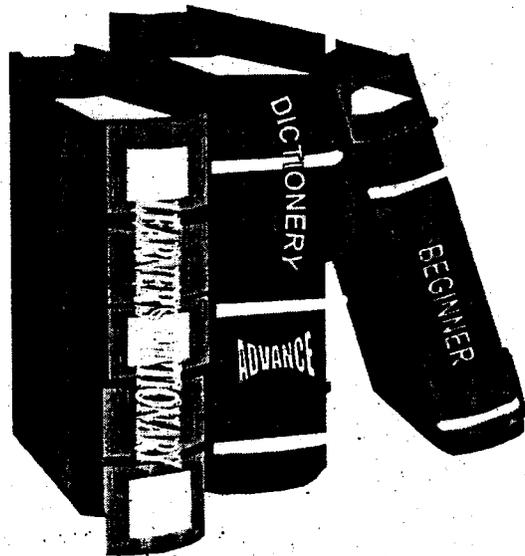
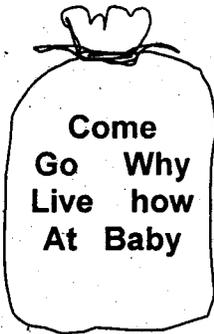


## PART A

## USING A DICTIONARY

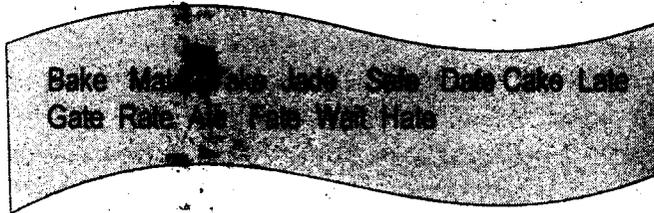


A Dictionary is the most useful resource book, which helps in learning any language. Dictionaries are storehouse of words in a language. Any one who needs help in getting the correct spelling of a word, its pronunciation, its grammar and meaning can consult a dictionary and can get all kind of information. There are different types of dictionaries, a simple **beginner's** dictionary that is easy to follow, has an adequate number of words and is not very complicated. There are **advance** dictionaries that are heavier in size, have more words and meanings and have a lot of other useful and helpful information that can help learners.



*If you open up a dictionary you will notice that the words are arranged in an alphabetical order. It means all the words starting with A come before words starting with B C or D. Imagine if the words were not listed in order, a dictionary would look like a sack full of stones of all sizes or a road without proper road signs!*

Read the words given in the box



Let us now arrange all these words in alphabetical order:

A Ate  
B Bake  
C Cake  
D Date  
F Fate  
G Gate  
H Hate  
J Jade  
L Late  
M Mate  
R Rate  
S Safe  
T Take  
W Wait

Let us try and understand another point. You must have noticed that the second alphabet in all the above words is a. Now pay attention to the third alphabet, is it different in each word or not? Well the third alphabet in some words is different. Here are five columns, each with a different alphabet. Write the above words in the columns according to their correct third alphabet.

<b>D</b>	<b>E</b>	<b>F</b>	<b>I</b>	<b>T</b>	<b>K</b>
Jade ..	Ate				

### Exercise 1

Read the following words, each starting with the alphabet **B**. You would notice that the second and third alphabets in each word are different. You need to arrange these words in correct alphabetical order according to their second and third alphabet. You may check the order from a dictionary.

- 1 Bath
- 2 Blood
- 3 Budge
- 4 Best
- 5 Book
- 6 Bread
- 7 Bite
- 8 Bypass

### Exercise 2

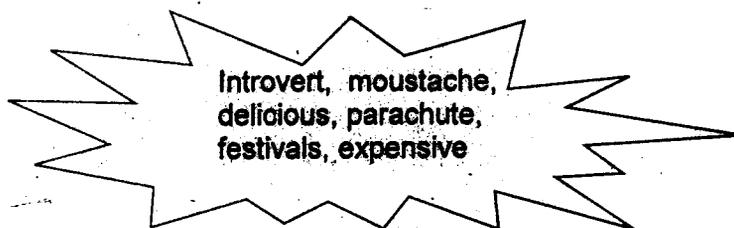
Here are the definitions of the above words. Choose the correct definition of each word and write that word in the opposite column.

1 made of flour and baked in an oven	
2 a road to cut through an area of heavy traffic	
3 runs in our bodies	

4	something which is too good	
5	done with teeth	
6	need water and soap to clean ourselves	
7	something which is difficult to move	
8	we read it	

### Exercise 3

Here are a few words. Choose the correct word for each definition. Consult a dictionary to help you.



- 1 A dish that tastes good
- 2 Someone who is quite and private
- 3 Very costly
- 4 People celebrate it in every culture
- 5 Grows above the upper lip
- 6 Tie it on the back and jump from an aeroplane



In a dictionary if one word is repeated a number of times, each time with a different meaning and use you will notice that the word is not repeated, instead, a **symbol** or **sign** is used. This sign (~) is used to show

that the same word is being repeated. Let us try and understand this rule with the help of an example.

### Example:

The word **about** has many different meanings so instead of writing **about** three times, the symbol (~) is used.

- ~ one o'clock                      **about** one clock
- ~ the middle of the month       **about** the middle of the month
- ~ ten years old                      **about** ten years old

### Exercise 4

Here are some expressions. Each expression has one common word **call** but symbol ~ is used instead of the word. Look for the meaning of the word **call** in the dictionary and write its different meaning each time.

- 1      Call it a day
- 2      ~ names
- 3      ~ out
- 4      to return a ~
- 5      no ~ to worry
- 6      Do you ~ English an easy language



In English language there are certain words that have **similar spellings and sounds but different meanings**. These words are known as **Homonyms**. Let's take the word **Palm**, try and understand how **this** word has multiple meanings. Here is an example that will help you understand what homonyms are.

### Example:

Word	Meaning	Sentence
Palm	inside of your hand	She has applied henna on her palm
Palm	kind of a tree	Karachi is famous for its beautiful palm trees

### Exercise 5

Here are some words or **homonyms** that have **same spellings, same sounds but different meanings**. Open up your dictionary and write at least two different meanings of the following words.

- 1 Head
- 2 Bank
- 3 Bark
- 4 Light
- 5 Fair
- 6 Fly
- 7 Present
- 8 Watch
- 9 Trip

### Exercise 6

Complete the following sentences by choosing the correct **homonym** from the list given above in exercise 5. Consult a dictionary if you have difficulty doing this exercise.

- 1 The teacher is \_\_\_\_\_ with students
- 2 Mr. Hafeez is the \_\_\_\_\_ of the department
- 3 Please switch on the \_\_\_\_\_
- 4 The family is going on a \_\_\_\_\_ to Murree
- 5 The municipality should do something about the \_\_\_\_\_ the whole night in the street
- 6 I have to buy a \_\_\_\_\_ for my friend's birthday
- 7 Cinnamon is a spice that is a \_\_\_\_\_ of a tree

- 8 It is advisable to put money in the \_\_\_\_\_
- 9 The weather is quite \_\_\_\_\_ today
- 10 Don't wear high heels or you will \_\_\_\_\_ on the floor
- 11 All relatives were \_\_\_\_\_ on their wedding
- 12 My father gave me a beautiful \_\_\_\_\_ as a present
- 13 Throw the water as it has a \_\_\_\_\_ in it
- 14 After a peaceful sleep, he feels \_\_\_\_\_ now
- 15 I love to sit by the river \_\_\_\_\_ and enjoy the sunset
- 16 You should better \_\_\_\_\_ the traffic carefully as you drive on a busy road

Read the following sentence:

- **Miss** Noor is not well today.  
In this sentence the word "**Miss**" is used as a title.

### Exercise 7

Read the following sentences in which the word **miss** is used differently and expresses a different meaning each time. Write the meaning of the word **miss** in each sentence.

- 1 I **miss** my friends  
The word **miss** means \_\_\_\_\_
- 2 Why did your **miss** your classes?  
The word **miss** means \_\_\_\_\_
- 3 My teacher's full name is **miss** Hina Mahmood  
The word **miss** means \_\_\_\_\_
- 4 He fired but the bullet **missed** him by an inch  
The word **missed** means \_\_\_\_\_
- 5 I'm going to **miss** the bus today  
The word **miss** means \_\_\_\_\_

### Exercise 8

Now here are some more sentences with the word **model**. Read each sentence carefully and notice how this word is used to express a different meaning each time. Then write what the word **model** means in each sentence.

- 1 Your son is a **model** for others  
Model means \_\_\_\_\_
- 2 She has to take care of herself as she is a **model**  
Model means \_\_\_\_\_
- 3 Before you build your house, you can contact an architect to make  
a **model** of the house  
Model means \_\_\_\_\_
- 4 She is such a brave woman that she has become a **model** for all  
the ladies  
Model means \_\_\_\_\_
- 5 I have bought a year 2001 **model** car  
Model means \_\_\_\_\_



Let us now understand another new term known as **homophones**. What are **homophones**? These are words that have **similar sounds but different spellings and different meanings**. Listen to how these words are pronounced.

### Recorded text # 15

Know	No	Sun	Son	Peace	Place
There	Their	Where	Wear	Site	Sight
Our	Hour	Saw	Sew	See	Sea

### Exercise 9

Open up your dictionary and find out the meanings of each pair of words given above. Now here are some sentences. Read each carefully, choose the correct word or **homophone** from the above list and then insert the correct word in each blank.

- 1 I 'm growing old and I need to have \_\_\_\_\_ of mind that I can only get 'if' I've a \_\_\_\_\_ of my own land

- 2 We'll do all \_\_\_\_\_ work in an \_\_\_\_\_
- 3 I don't \_\_\_\_\_ if your answer is yes or \_\_\_\_\_
- 4 The family went to \_\_\_\_\_ the \_\_\_\_\_ where they intend to build a house which is near the \_\_\_\_\_ side and what a beautiful \_\_\_\_\_ it was
- 5 I told my \_\_\_\_\_ is to wear a hat before going out in the \_\_\_\_\_
- 6 \_\_\_\_\_ is the dress I am going to \_\_\_\_\_ at the wedding?
- 7 I need to \_\_\_\_\_ the sapling now as it is growing hot outside and then sit and \_\_\_\_\_ the button on your shirt
- 8 \_\_\_\_\_ are so many beautiful flowers in \_\_\_\_\_ garden

### Exercise 10

Here are some more pairs of **homophones**. Write the meaning of each word and then construct two sentences to show the difference in meaning.

- |    |         |        |
|----|---------|--------|
| 1  | Allowed | Aloud  |
| 2  | Bare    | Bear   |
| 3  | Cereal  | Serial |
| 5  | Check   | Cheque |
| 6  | Die     | Dye    |
| 7  | Feat    | Feet   |
| 8  | Grate   | Great  |
| 9. | Stair   | Stare  |
| 10 | Meet    | Meat   |



A dictionary also helps in learning grammar. If you are looking for the meaning of a word, you will also find its grammatical use, class or its part of speech. For example if you want to know which part of speech the word **chair** belongs to, you will notice a letter **n** after the word. This letter **n** stands for **noun** and it means **the word chair is a noun**. A dictionary also tells us the correct tense of a word that is whether the word

**D** **Y**

spelling and syllabication  
of entry word

pronunciation

**mys ter y** (mis/ter ē), **1** a secret; something that is  
hidden or unknown. **2** secrecy; obscurity.

**3** something that is not explained or understood;  
*the mystery of the migration of birds.* noun, plural

**mys ter ies.**

meanings

plural form

part of speech

flesh. 2 animal that eats others of its own kind:  
*Some fishes are cannibals.* *noun.*

**can non** (kan'ən), a big gun, especially one that is supported by a set of wheels, or a heavy flat base. Artillery is another word for cannons. Formerly, especially during the American Civil War, old-fashioned cannons fired solid cannonballs. *noun, plural can nons or can non.*

**can non ball** (kan'en bōl'), a large, solid iron or steel ball, that used to be fired from cannons. *noun.*

**can not** (kan'ot or ka not'), can not. *verb.*

**ca noe** (kə nu'), 1 a light boat pointed at both ends and moved with a paddle. See picture. 2 paddle a canoe; go in a canoe. 1 *noun*, 2 *verb*, *ca noed*, *ca noeing*.

**can o py** (kan'ə pē), a covering fixed over a bed, throne, or entrance, or carried on poles over a person. See picture. *noun, plural can o pies.*

**can't** (kant), can not.

**can ta loupe** or **can ta loup** (kan'tl ōp), a kind of muskmelon. *noun.*

**can teen** (kan tēn'), 1 a small container for carrying water or other drinks. 2 a store in a school, camp, or factory where food, drinks, and other articles are sold or given out. *noun.*

**can ter** (kan'tər), 1 gallop gently: *I cantered my horse down the road. The horse cantered across the meadow.* 2 a gentle gallop. 1 *verb*, 2 *noun.*

**can vas** (kan'vəs), 1 a strong cloth with a coarse weave often made of cotton. It is used to make tents, sails, raincoats, and the tops of sneakers. Artists paint on canvas. 2 made of canvas: *The boat had canvas sails.* 3 something made of canvas: *The artist painted on a large canvas.* 4 picture painted on canvas; oil painting: *The beautiful canvas was hanging in the art gallery.* 1,3,4 *noun, plural can vas es*; 2 *adjective.*

**can yon** (kan'yan), a narrow valley with high, steep sides, usually with a stream at the bottom. *noun.*

**cap** (kap), 1 a soft, close-fitting covering for the head, usually having little or no brim. 2 a special head covering worn to show rank or occupation: *a nurse's cap, a student's cap and gown.* 3 anything like a cap. The stopper or top of a jar, bottle, tube, or fountain pen is a cap. 4 highest part; top: *the polar cap at the North Pole.* 5 put a cap on; cover the top of: *cap a bottle. Whipped cream capped the dessert.* 6 do or follow up with something as good or better: *Each of the two clowns capped the other's last joke.* 7 a small amount of explosive in a wrapper or covering: *This toy gun uses caps.* 1-4,7 *noun*, 5,6 *verb*, *capped*, *cap ping*.

**ca pa bil i ty** (kā'pə bil'ē tē), ability to learn or do; power or fitness; capacity: *A computer has the capability of solving mathematical problems very quickly.* *noun, plural ca pa bil i ties.*

**ca pa ble** (kā'pə bel), able; having fitness, power, or ability: *She was such a capable teacher that the school appointed her principal.* *adjective.*

**capable of**, having ability, power, or fitness for: *an airplane capable of going 1000 miles an hour.*

a hat	i it	of oil	ch child	e = a in about e in taken i in pencil o in lemon u in circus
ā age	ī ice	ou out	ng long	
ā far	o ho'	u cup	sh she	
e iet	ō open	ū put	th thin	
ē equal	ō order	ū rule	th then	
ēr term			zh measure	

**ca pac i ty** (ke pas'ē tē), 1 amount of room or space inside; largest amount that can be held by a container: *A gallon can has a capacity of 4 quarts.* 2 ability to receive and hold: *The theater has a seating capacity of 400.* 3 ability to learn or do; power or fitness: *A bright student has a capacity for learning.* 4 position: *She is here in the capacity of teacher.* *noun, plural ca pac i ties.*

**cape**<sup>1</sup> (kāp), an outer garment, or part of one, without sleeves, worn falling loosely from the shoulders and often fastened at the neck. *noun.*

**cape**<sup>2</sup> (kāp), point of land extending into the water. *noun.*

**ca per** (kā'pər), prank; trick. *noun.*

**cap i tal** (kap'ē təl), 1 city where the government of a country or state is located. Washington is the capital of the United States. Each state of the United States has a capital. 2 A, B, C, D, or any similar large letter. 3 very important; leading; chief: *The invention of the telephone was a capital advance in communication.* 4 of the best kind; excellent: *An oak tree gives capital shade.* 5 punishable by death: *Murder is a capital crime in many countries.* 6 amount of money or property that a company or a person uses in carrying on a business: *The Smith Company has a capital of \$100,000.* 7 the top part of a column. 1,2,6,7 *noun*, 3-5 *adjective.*

**cap i tal i za tion** (kap'ē tə lē zā'shən), a writing or printing with capital letters. *noun.*

**cap i tal ize** (kap'ē tə līz), write or print with a capital letter: *You always capitalize the first letter of your name.* *verb*, *cap i tal ized*, *cap i tal iz ing*.

**Cap i tol** (kap'ē təl), 1 the building at Washington, D.C., in which Congress meets. 2 the building in which a state legislature meets. *noun.*

**cap size** (kap siz'), turn bottom side up; upset; overturn: *The sailboat nearly capsized in the high wind.* *verb*, *cap sized*, *cap siz ing*.

**cap sule** (kap'səl), 1 a small case or covering. Medicine is often given in capsules made of gelatin. The seeds of some plants grow in capsules. 2 the enclosed front section of a rocket made to carry instruments or astronauts into space. In flight the capsule can separate from the rest of the rocket and go into orbit or be directed back to earth. See picture. *noun.*

**cap tain** (kap'ten), 1 head of a group; leader or chief: *the captain of a basketball team.*

2 commander of a ship. 3 an army, air force, or marine officer ranking below a major. 4 navy officer in command of a warship. 5 lead or command as captain: *She will captain the softball team next season.* 1-4 *noun*, 5 *verb*.

**cap tion** (kap'shən), title by a picture explaining it or at the head of a page or chapter. *noun.*

is used in present, past or in any other tense. So open up your dictionary and notice carefully what different abbreviations are used to inform the readers about the grammatical class or the part of speech of a word as well as its correct tense.

Here are some of the abbreviations that we find in a dictionary:

<b>Adj</b>	adjective	<b>Prep</b>	preposition
<b>Pron</b>	pronoun	<b>Ad</b>	adverb
<b>Pt</b>	past tense	<b>N</b>	noun
<b>Vi+vt</b>	verb	<b>Pl</b>	plural

### Exercise 11

Here is an incomplete chart with different parts of speech and tenses. Open up your dictionary and find out words that you want to write in each column. Add at least five words in each column.

	<b>N</b>	<b>Vi /vt</b>	<b>Adj</b>	<b>Pt</b>	<b>Pl</b>	<b>Pron</b>
	Cat	Eat	Beautiful	Worked	Roses	He
1						
2						
3						
4						
5						

### Exercise 12

Now here are some more words. Consult a dictionary and write the **grammatical form** of each word

<b>Word</b>	<b>Abbreviation</b>	<b>Full word</b>
Sing	V	Verb
On		
Quickly		
Children		
Delicious		



A Dictionary helps us know and learn the correct pronunciation or the sound of words as well. You are going to listen to a few words. All these words start with the letter S. Listen to how these words are pronounced.

**Recorded text # 16**

- |    |        |    |          |    |          |
|----|--------|----|----------|----|----------|
| 1  | Schoof | 2  | Station  | 3  | Spray    |
| 4  | Spread | 5  | Spring   | 6  | Stream   |
| 7  | String | 8  | Sprinkle | 9  | Stretch  |
| 10 | Stroke | 12 | Street   | 13 | Straight |
| 12 | Stripe | 13 | Scrap    | 14 | Struck   |

## PART B READING AND WRITING

Read the following passage carefully. You will notice that some words are written in bold. You might find these words difficult to understand. But as you will keep reading the text you will find their explanations in form of simpler words within the text.

### An Experience

My name is Raabia. I will like to **share** a personal experience with you. I will like to tell you about the most **enriching** experience of my life, an experience which made me much more richer. It was when I went for Umra for the first time. Since this was my first experience, I felt a bit nervous and **awed** because I was at a place that is so **sacred** and holy and that gave me a sense of wonder. Secondly, I wanted to perform all **rituals** correctly and I needed to know the proper procedures. As I **approached** Mecca, I felt a sense of peace and nearness to God and as I came closer to *Khana Kaaba*, I was filled with a great sense of adoration. There was an **overwhelming** feeling that God is just near me, that he is present everywhere, talking to me, **guiding** and protecting me. This powerful feeling changed my whole **perspective** towards life, people and living. My outlook towards life went through a **drastic** change and my life from then on took a major turn.

### Exercise 13

Now read the text carefully once again. Search for those simpler words which mean almost the same as the difficult words written in bold. You would find the explanations or simpler words from within the text. Follow the example.

#### Example

		Tell
1	Share	
2	Enriching	_____
3	Awed	_____
4	Rituals	_____
5	Approached	_____
6	Overwhelming	_____
7	Perspective	_____
8	Drastic	_____

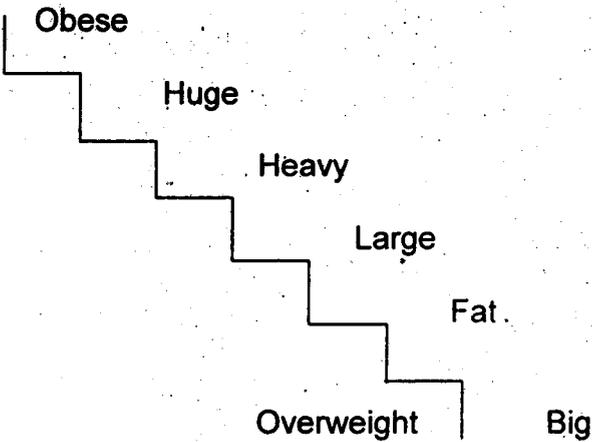
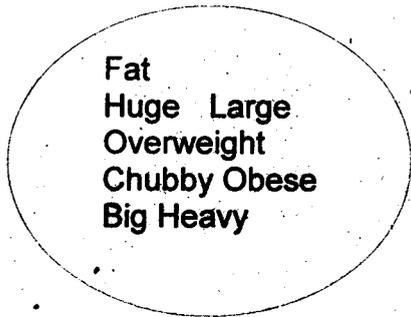
## Exercise 14

Rewrite the entire passage by substituting or replacing the difficult word with a simpler word which you have chosen from the dictionary.

My name is Raabia. I will like to tell a personal experience with you.



\* In English language a lot of words have almost similar meanings and these words are called **synonyms**. In the above passage we have asked you to search for words which have almost similar meaning and are simpler. Now let us give you some more practice about synonyms. Let us take the word **Fat**. Read all the words given in the circle which mean nearly the same as the word **Fat**, but at the same time have slight differences in meaning. Let us now arrange all these words according to the difference in the meaning.



Read the following **synonyms**:

- Clothes            Garments
- Hole                Gap
- Smell                Odour
- Change              Alter
- Disappear           Vanish

**Exercise 15**

Here are two circles. In circle 1 there are three words. Find out the **synonyms** of the words given in circle 1 from circle 2

**Circle 1**



**Circle 2**



### Exercise 16

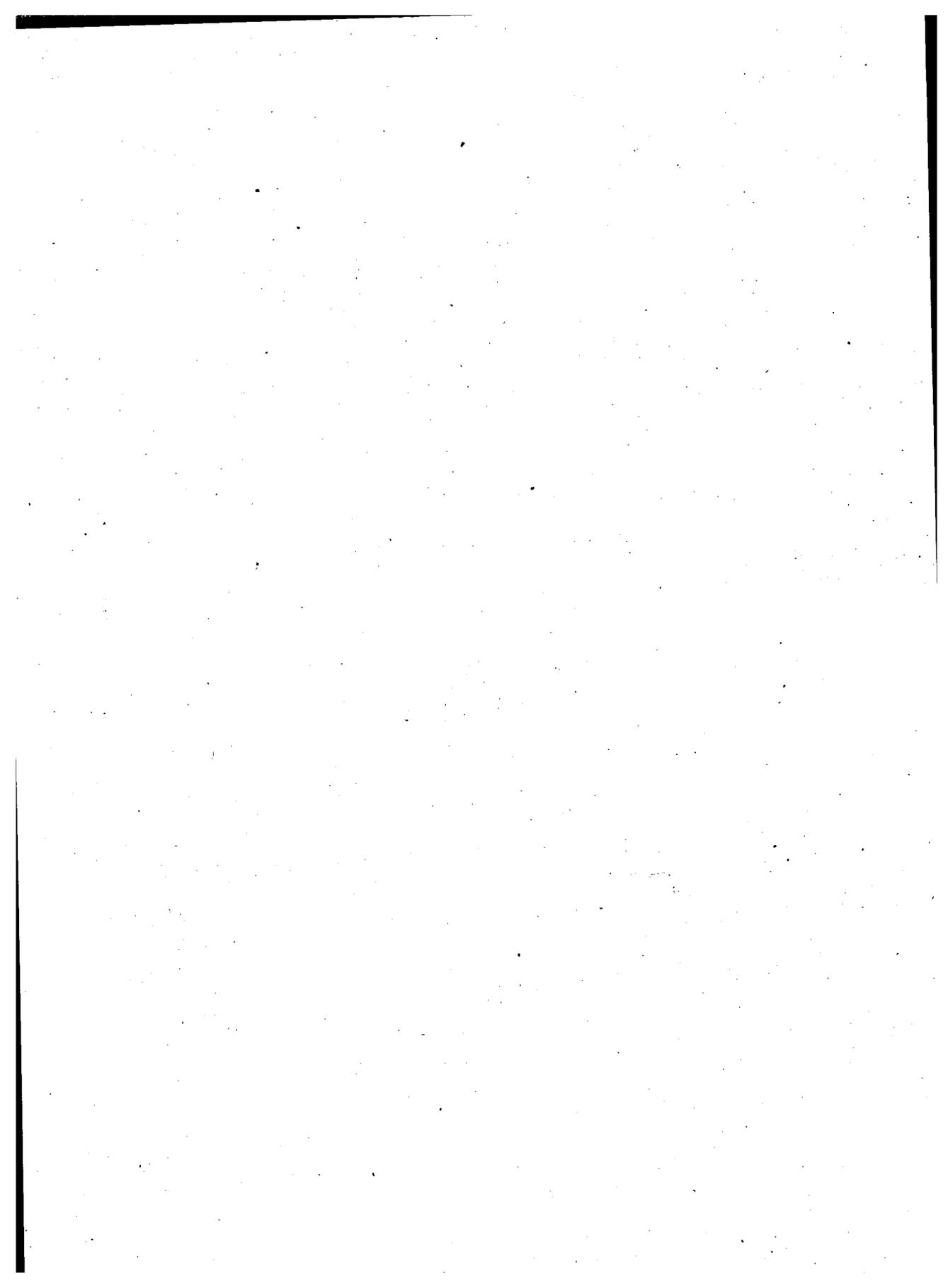
Now write **synonyms** of these words. Consult a dictionary.

- 1 Brave
- 2 Furious
- 3 Rich
- 4 Error
- 5 Foe
- 6 Idea
- 7 Feeble
- 8 Vacant
- 9 Aid
- 10 Extravagant.

### Exercise 17

Now read the text "An Experience" again and search for at least five in each column words that you can add into this grammar chart.

<b>Nouns( N)</b>	<b>Verbs(Vi)</b>	<b>Adjectives (Adj)</b>	<b>Pronouns (pron)</b>	<b>Past tense (Pt)</b>



# KEYS TO EXERCISES

## UNIT I

### Exercise 4

**Cans**  
Cooking Oil

**Bottles**  
Soda  
Vinegar  
Cough Syrup  
Dettol

**Jars**  
Apple Jam  
Coffee  
Pickles  
Marmalade

**Boxes**  
Cereal  
Ice Cream  
Biscuit  
Pencils  
Jewellery  
Chocolate  
Thread

### Exercise 6

#### Countable Nouns

Mangoes  
Potatoes  
Biscuits  
Onions  
Clothes  
Pins  
Beef  
Plates

#### Uncountable Nouns

Pudding  
Flour  
Tea  
Juice  
Salt  
Petrol  
Cream

### Exercise 7

- |         |         |          |
|---------|---------|----------|
| 2. any  | 3. Some | 4. Some. |
| 5. any  | 6. any  | 7. Some  |
| 8. Some | 9. Some | 10. any  |

### Exercise 8

- |             |             |         |
|-------------|-------------|---------|
| 1. A lot of | 2. Much     | 3. many |
| 4. much     | 5. a lot of | 6. many |
| 7. much     |             |         |

### Exercise 11

1. Excuse me! Could you please guide me as where to buy Gui Ahmad fabrics?
2. Excuse me! I want to buy nice bangles. Do you mind telling me where to buy him?
3. Sir, please tell me the exact place where the famous khussa shop is?
4. Sorry to bother you ! Could you please tell me where I can buy beautiful embroidered dresses at reasonable price.
5. Excuse me Do you mind telling me where to get the latest variety in Japanese cloth.

### Exercise 12

1. Do you mind closing the window please?
2. Come and help me lift his bag.
3. I'm sorry but these shoes are too tight. Could you please change them?
4. Will you please take care of my plants?
5. Do you mind giving me the change of the thousand notes?

## UNIT 2

### Exercise 3

1. I think you should drink boiled water.
2. I think you should immediately stop smoking other wise you would ruin your health.
3. I think you should try to keep your house clean and use sprays and mosquito killers.
4. I advise you to consult a doctor and keep your body clean.  
I suggest you take care of your child's health. Include fresh fruits, juices, milk and green vegetables in his routine diet. Also consult a doctor if his health does not improve.

#### Exercise 4

Cold and flu  
Stomach ache  
Suffocation  
Fire burns  
Indigestion  
Weakness  
Acidity  
Exhaustion  
Sleeplessness

Don't drink cold drinks and eat sour things  
Take a light diet  
Go out and breathe fresh air  
Use a suitable anti-burn cream  
Use fruit salt  
Take rest and eat a healthy diet  
Avoid spicy food  
Relax and try to have fun  
Try to overcome your tensions and worries, take light exercises, read a book before going to bed, listen to some light music and drink a glass of warm milk

Knee Injury  
Toothache  
Watery Eyes  
Finger Cut  
Headache  
Ulcer  
Typhoid  
Malaria  
High Blood Pressure  
Dehydration

Consult a bone specialist  
Brush your teeth twice a day

Consult a doctor and take prescribed Medicines

Avoid taking too much salt  
Drink a lot of water, juices and nimkol

#### Exercise 6

Ahdul Ghafoor takes his life easy. He does not worry about old age, death or life after. He has strong faith in God and he follows a strict health routine in his life. He wakes up early in the morning that makes him happy and fresh. He regularly walks. His approach towards life is very positive. He tries to overcome his worries and ignores tensions of life. He leads a very active life and keeps himself busy in his hobbies, and the welfare of his family. He works for others, thinks good, does not always think about the past, and is always hopeful about the future. does not consider himself old and faces the problems boldly.

#### Exercise 8

1. Eat I have ear ache.  
My ear aches.

2.     Head            I have head ache.  
                          I have pain in my head.
3.     Tooth            I have tooth ache.  
                          My tooth aches.
4.     Back             I have back ache.  
                          My back aches.

## UNIT 3

### Exercise I

1.     In Pakistan, one can find crowds in almost all the public places. The markets, streets, parks, bus stops and hospitals etc are always crowded.
2.     a        Too many people living in a small place.  
          b        Crowded.
3.     She mentions rubbish, sticking posters on a clean wall, smoke and dirty water.
4.     She said that the main reasons are over population, industrial waste, smoke, increasing transport and certain new inventions such as plastic bags.

### Exercise II

<b>Cause</b>	<b>Effect</b>
Noise	Headache
Overpopulation	Crowd
Less rain	Dusty atmosphere
Loudspeakers	Noise
Headache	Tension
No sewerage pipes	Dirty Water
Burn oil /gas and wood	More heat
Cut trees	Less rain/more heat

### Exercise 16

1.     There is a cinema here, therefore there is a crowd. The crowd is on the road because of the cinema.
2.     There are loud noises outside, therefore I suffer from headache. I suffer from headache because of loud noises.

3. There is too much traffic on the roads, therefore there is noise pollution. Noise pollution is because of too much traffic on the roads.
4. There is water leakage, therefore the water is wasted. The water is wasted because of water leakage.
5. The posters are pasted on the walls, therefore the walls are dirty. The walls are dirty because the posters are pasted on them.

## UNIT 4

### Exercise 5

Shera is a middle- aged man. He is very fat and has an average height. He has a round face with black moustaches. His hair is short, curly and black. He has a turban on his head and is wearing a check waist coat. He looks like a criminal from his appearance.

### Exercise 7

1 Moin is very kind and helpful person. He feels kinness in his heart for every one. He is ready to help anyone who needs his help. He is friendly with children, young and old people and likes to share their problems, worries and tensions. Every one likes him because of his kind nature.

## UNIT 5

### Exercise 2

1. May I please use your telephone to call my doctor?
2. Excuse me! Do you mind if I borrow your newspaper?
3. Sir, can I please take a break for half an hour?

### Exercise 8

- |                |                  |
|----------------|------------------|
| 1. Poetry      | 2. Asian history |
| 3. Engineering | 4. Music         |
| 5. Computers   | 6. Sports        |
| 7. Politics    | 8. Physics       |
| 9. Fiction     |                  |

### Exercise 9

1. Different
2. Eyes
3. I need to revise my assignments

### Exercise II

1. Dewey decimal number
2. Back issues
3. Card catalogue
4. Periodicals
5. Call number

## UNIT 6

### Exercise I

Bath, best, bite, blood, book, bread, budge, bypass.

### Exercise 6

- |          |            |           |
|----------|------------|-----------|
| 1 fair   | 2 head     | 3 light   |
| 4 trip   | 5 bark     | 6 present |
| 7 bark   | 8 bank     | 9 fair    |
| 10 trip  | 11 present | 12 watch  |
| 13 fly   | 14 light   | 15 bank   |
| 16 watch |            |           |

**Exercise 9**

- |   |              |   |                       |
|---|--------------|---|-----------------------|
| 1 | peace, piece | 2 | our, hour             |
| 3 | know, no     | 4 | see, site, sea, sight |
| 5 | son, sun     | 6 | Where, wear           |
| 7 | sow, sew     | 8 | there, their          |

**Exercise 17**

N	V	Adj	Pron	Pt
Raabia	To share	Personal	You	went
Experience	Will	Most enriching	My	felt
Life	Like	Rich	Me	gave
Umra	To tell	First	It	needed
Time	Made		I	approached

