

Teaching
Guide

7

The **GRAMMAR TREE**

ESSENTIALS OF ENGLISH GRAMMAR AND COMPOSITION

SECOND EDITION



OXFORD
UNIVERSITY PRESS

Contents

Chapter	Page
1. Introduction	2
2. Using The Grammar Tree	4
3. Detailed Contents	6
4. Activities to Teach Grammar	9
5. Key to Exercise Book 7	16
6. Key to End of the Year Tests	72
7. Worksheets	78
8. Key to Worksheets	126
9. Key to Checkpoints	134
10. Delayed Post-tests	138



1 Introduction

The Grammar Tree 1–8 is a series developed to address the need for a graded, rule-based grammar course with extensive explanations and Exercise. The series is based on the actual classroom experience of the authors and their interaction with teachers of the subject. For more than sixteen years, the series has received widespread acceptance among teachers and learners alike, and has seen two revisions based on their feedback. The second edition has been published as *The Grammar Tree (Second Edition)*.

SPECIAL FEATURES OF THIS EDITION

- The series has been revised in the light of current teaching and learning requirements which has necessitated the introduction of some new topics.
- Exercise have been extensively revised and new comprehension passages have been added at all levels.
- An attempt has been made to arrange the chapters, as far as possible, in such a manner that similar or inter-related topics follow one another.
- The broader topics have been broken down into smaller, and more manageable units.
- Explanations are followed by examples and Exercise to ensure that fundamental concepts are understood and assimilated before a new or related topic is introduced.
- Care has been taken to draw the attention of learners to exceptions to rules, correct usage, and common errors.

SERIES DESIGN

Books

Grammar: The books present a guided approach and comprehensive coverage of topics to aid the understanding and learning of English grammar. Each grammatical concept is introduced and explained in a conversational tone, and reinforced with ample examples. The Exercise and cross-references will help learners to assimilate and remember what is learnt at each stage.

Comprehension: The passages selected for comprehension will not only help to develop the reading skills of learners, but also familiarise them with grammar in actual use. The Exercise that follow each passage are meant to develop the ability of inference, teach usage through vocabulary Exercise and to help the learners remember the fundamental rules of grammar already discussed. The Exercise aim at developing the writing skills of the learners through independent composition linked to the themes of the comprehension passages.

Writing: The separate units on writing are carefully structured; young learners are helped to move gradually from a given model to planning, organising, drafting, editing, and finalising a piece of independent composition, like paragraphs, letters, dialogues, diary entries, essays, autobiographies, and stories.

Teaching Guide

A Teaching Guide for each level is also available. Besides providing a bird's-eye view of how the same topic is graded across levels 1 to 8, it also includes teaching tips, an answer key to all the Exercise in the books, and additional worksheets with answers. Also included are suggestions as to how the book can be put to the best use.

Key Features:

- Ideas for teaching
- Answer keys to Exercise in books
- Worksheets
- Answer keys to worksheets
- Assessments

Recommended Schedule for an Active and Student-centered Classroom:

Exploring background knowledge	5 minutes
Discussion-based or practice-based learning (learners solve Exercise in groups or individually)	25 minutes
Reflection/assessment	10 minutes



2 Using The Grammar Tree

SUGGESTIONS TO TEACHERS

How to Use *The Grammar Tree (Second Edition)*

The books in *The Grammar Tree (Second Edition)* series have been designed to help young learners become comfortable with the fundamentals of English grammar. For the teacher, these books provide ample material to cover almost the entire range of topics that feature on the English language syllabus in schools across the various boards.

The contents of the books have therefore been presented in a format and language which are not only learner-friendly but also useful for teachers for classroom interaction. This attribute of the series will make it possible for the teacher to work through the lessons together with learners. Lessons are designed in such a way that there is always scope for discussion and conversation—the very language used for explanations is often conversational. At the same time, explanations provided for a topic or sub-topic will be found neither too extensive nor inadequate for any particular level and the teacher will find that in most cases, it will be possible to work quickly through the explanations without the risk that the learner might not be able to comprehend.

The teacher should use the examples to check whether the rules explained are clear to the learner. In most cases, the teacher may also ask the learner to provide another example on the model of the ones given. Also, the teacher can use the special text boxes provided in the book to draw the learners into a discussion of how language functions. It is important for learners to realise that while the grammar of a language is made up of rules, those rules do not function like the rules of mathematics. In other words, the exceptions to the rules and the variety of contextual usages of a particular grammatical element show that language is as fascinating and sometimes as unpredictable as the human beings who invented and use it. Exercises in the book have been designed to focus the learner's attention on the specific grammar elements that are taught in a lesson. These exercises are as important for the learner as they are for the teacher. Under no circumstances should a careful checking and discussion of the answers to the exercises be ignored, as that would seriously undermine the objective of the lessons. The discussion of answers will not only help the learner be sure of what has been learnt but it will also give a clear indication to the teacher about whether the objectives set for the lesson have been met. Exercises in the comprehension units also contain questions on grammar derived from the text. This provides an opportunity for learners to work with the contextual application of the grammatical elements they have learned. While discussing the answers to these questions, the teacher should draw the attention of the learners to how the element is used in the text in its particular context. The composition units allow learners to apply the grammar they have learned. The teacher must use these same writing tasks to reinforce grammatical correctness. It will thus be seen that the grammar, comprehension, and composition units are linked together in each book of the series.

The Key

Teaching Guides include teaching tips, an answer key to all the exercises in the books, and additional worksheets with answers.

In some cases, more than one answer is possible. Any answer that is grammatically acceptable should be given full credit and teachers should point out why each answer deserves full credit.

Delayed Post-tests and Additional Worksheets

As a further aid for teachers, there are Delayed Post-tests in the Teaching Guides to determine retention of concepts and students' ability to apply learning in different contexts. There are also worksheets in the Teaching Guides which will help teachers assess graded grammatical concepts in new situations. The thorough assessment strategy—consisting of formative and summative assessments—that has been employed in this edition of The Grammar Tree series will empower teachers to assess students' progress individually and in comparison to the entire class.

It is sincerely hoped that this revised edition of the series and its teaching guide will be found useful both by teachers and learners in the years to come. We would like to thank the users of The Grammar Tree whose valuable feedback has guided us in revising the series. As always, suggestions for improvement will be gratefully received and acknowledged.



3 Detailed Contents

Unit	Grammar Topic
1. Nouns	proper; common; countable; uncountable; rules for countable and uncountable nouns; concrete; abstract; collective; material; compound; plural forms of compound nouns
2. Pronouns	personal; possessive; reflexive; reflexive pronouns for emphasis; interrogative; relative; demonstrative; distributive; indefinite; use of <i>few</i> , <i>a few</i> , and <i>the few</i>
3. Adjectives	adjectives of quality; adjectives of quantity; demonstrative; interrogative; proper; participles as adjectives; compound adjectives; comparison of adjectives
4. Verbs: Transitive and Intransitive	transitive verbs; intransitive verbs; intransitive verbs of incomplete predication; transitive verbs of incomplete predication; kinds of complements for intransitive verbs
5. Verbs: Tenses and Time	uses of the various tenses; future time; uses of the four future types
6. Verbs: Finite and Non-Finite	finite verbs; non-finite verbs; types of non-finite verbs—participles, gerunds, infinitives
7. Subject–Verb Agreement	compound subjects; the principle of proximity; special cases of subject–verb agreement
8. Articles	uses of the indefinite article <i>A</i> ; uses of the indefinite article <i>An</i> ; uses of the definite article <i>The</i> ; omission of articles
9. Comprehension: To Blossoms	alliteration; adjectives
10. Comprehension: Climbing the Everest	parts of speech; verb tense; participle form of verbs
11. Determiners	commonly used determiners; determiners and adjectives; uses of determiners—articles, demonstratives, possessives, cardinals and ordinals, quantifiers, distributives
12. Modal auxiliaries	primary auxiliaries; modal auxiliaries; pure modals; modals in reported speech
13. Phrasal Verbs	characteristics; phrasal and prepositional verbs; uses of some phrasal verbs

Unit	Grammar Topic
14. Adverbs	kinds of adverbs – time, place, manner, frequency, degree; other kinds of adverbs – duration, stance, connection
15. Adverbs: Position	initial, middle, and final positions; placement of adverbs of manner, place, time, frequency, and sentence adverbs; sequence of adverbs; adverbs with subject-verb inversion; adverbs and adjectives
16. Prepositions	simple prepositions; compound prepositions—verb and preposition, adjective and preposition, multiple prepositions; participial prepositions; prepositions and adverbs
17. Conjunctions	kinds of conjunctions – coordinating, correlative, subordinating; kinds of subordinating conjunctions – manner, place, time, reason, result, purpose, condition, contrast, comparison
18. Sentence Kinds: Based on Meaning	assertive or declarative; interrogative; imperative; exclamatory; optative; transformation of sentences; transforming affirmative and negative sentences
19. Phrases and Clauses	phrases; kinds of phrases – noun, adjective, prepositional, adverb, verb; finite verb phrase; non-finite verb phrases; kinds of clauses; kinds of subordinate clauses; kinds of adverb clauses
20. Comprehension: The Feathered Weavers	nouns; adjectives; subordinate clauses and conjunctions; complex sentences; non-finite verbs
21. Sentence Kinds: Based on Structure	simple; compound; complex; compound-complex; transformation of simple sentences into compound and complex sentences
22. Relative Pronouns and Clauses	characteristics; defining and non-defining relative clauses
23. Comprehension: Peruvian Marvels	verb tense; subject and predicate; modal verbs; relative clauses; adjectives; objects
24. Active and Passive Voice	changes that occur in the passive voice; passive voice with modal auxiliaries; using the passive voice
25. Direct and Indirect Speech	changes that occur in indirect speech; questions in indirect speech; question tags in indirect speech; imperative sentences in indirect speech
26. Comprehension: The Banyan Tree	verbs in the present tense; adjectives; finite and non-finite verbs; nouns
27. Comprehension: Back from the Brink	verb tense; direct and indirect speech; clauses—main and subordinate; non-finite verbs; prepositions
28. Word Formation	the role of prefixes and suffixes; suffixes to form nouns and adjectives; compound nouns, adjectives and verbs; blend words
29. Vocabulary	synonyms and antonyms; homophones; commonly confused words; idioms and phrases; similes; metaphor

Unit	Grammar Topic
30. Composition: Summarising	important points to consider while summarising a passage; sample passage and summary
31. Composition: Paragraph Writing and Diary Writing	important points to consider in a paragraph; sample paragraphs; sample diary entry and the essential features of diary writing
32. Composition: Report Writing	reporting an event; sample report; newspaper report and its basic features
33. Composition: Story Writing	features of a short story—plot, narration, characterisation, tone; tips on writing a short story; sample short story and its features
34. Composition: Letters and Notes	personal letters; a sample personal letter; official letters; letter of complaint; letter to the editor; a formal note of invitation, acceptance and regret; an informal note of invitation, acceptance and regret
35. Comprehension: Children Living on the edge	idiomatic phrases; prefixes and suffixes; adjectives; subject and predicate; non-finite verbs; prepositions



4 Activities to Teach Grammar

Activities should involve groups or teams as much as possible and should take the form of team challenges whenever possible. It is also a good idea to have a real reward, even if something small, for the winning team. Teachers generally tend to avoid negative scoring in such activities. The teacher should keep the pedagogical purpose in mind so that learners can derive the most out of the various fun activities.

ACTIVITY 1: NOUNS

1. Divide the class into small groups of five and to each group provide a dictionary.
2. Each team has to prepare a list of five nouns. Against each noun, the team should write a small, clear, and precise definition or description of the noun.
3. For the game, a member of a team will say: It is a ... -letter word and it means ... (definition/description).
4. The answering team members will have a minute to say what the noun is. They may use their dictionary. If they can answer correctly, award them full credit.
5. Answering teams may ask for help in the form of a clue. In such a case, the questioning team will only give them the first letter of the noun. If the answering team says the noun correctly, they score half the credit.
6. If you like, you can also raise the stakes by making the rule that if the answering team asks for help in the form of a clue and is still unable to answer, then they lose half a point. This will encourage the answering teams to think hard before they risk asking for a clue.

ACTIVITY 2: WORD FORMATION (a)

1. Divide the class into five or six small teams.
2. Create a small list of the common suffixes used to create nouns from adjectives and verbs. You can use the suffixes given on pages 150–152 in the book.
3. Also, carefully create a list of words—verbs and adjectives—to which these suffixes could be attached in order to get nouns.
4. Create small flash cards, each of which will show one verb or adjective to be used in conjunction with the suffixes. These cards should remain with you.
5. Each team will receive a copy of the list of suffixes.
6. For the game, you will read aloud one word and one team will field that word. The team will have to select an appropriate suffix from the list and create a noun from the verb or adjective that has been read out.
7. For a correct answer, award the team full credit. Keep checking off the words on your word list once you have called out the word.

ACTIVITY 3: WORD FORMATION (b)

1. The game just mentioned under Word Formation (1) lends itself very well to be used, with slight modifications, for the following as well:
 - a. Forming antonyms of adjectives, using appropriate prefixes
 - b. Forming verbs, using appropriate prefixes
 - c. Forming adjectives, using appropriate suffixes
 - d. Forming correct blend words by using two separate, complete words
2. In the game with blend words, you will need to prepare a list of blend words with their break-up into the words from which each is derived.
3. Then, you should write out all the constituent words on small flash cards and keep the list of blend words with you.
4. Divide the class into small groups of five— you will need as many sets of flash cards as there are teams. Hence, it is a good idea to print out the words on sheets of paper and cut squares out of the sheets. This will help you to create five or six sets of words.
5. This team challenge involves working against time. You can allow ten minutes within which the teams are required to brainstorm and find out how many separate words they can join correctly to form blend words. They should note down the blend words and their constituent words.
6. After ten minutes, go to each team and check their results. The team that forms the most number of correct blend words will win.

ACTIVITY 4: TRANSITIVE AND INTRANSITIVE VERBS

1. On a sheet, prepare a list of transitive and intransitive verbs written in slightly larger point-size.
2. Divide the class into five teams. To each team, hand over two of these sheets so that members may share and read the list.
3. Taking turns, each team will have to call out a transitive verb from the list. The team should take care and not call out any intransitive verbs.
4. Another team will listen to the transitive verb called out and provide an appropriate object to go with the transitive verb. For example, if the verb called out is 'throw', the other team could add 'stones'.
5. Points will be awarded to both teams if a correct verb is called out and an appropriate object is named.
6. Do not award any points to the answering team if the object named is not appropriate. For example, 'the house' for the verb 'throw' is not acceptable.
7. The team with the highest points will be winner.

ACTIVITY 5: ADVERBS

1. Prepare a stack of cards and on each one write a verb in bold letters.
2. Divide the class into five small teams. The stack of cards will pass from one team to another, face down, and each time, one member will shuffle the cards and pull one out.
3. He/she will show the verb to the class and then, in consultation with the other team members, add an appropriate adverb to it to qualify it. For example, if a team member draws a card with 'clean' written on it, she/he could say, 'clean carefully' or use another appropriate adverb such as 'cleaned slowly'.

4. Tell learners that they do not have to worry about the tense of the verb as long as the adverb used is appropriate. For example, it would not be acceptable to say 'running clearly'.
5. You could set a time limit within which each team must give its answer or else the stack of cards passes to the next team.
6. Make a list of all the adverbs that are used by the teams. Encourage the teams not to repeat adverbs that have already been used. You could have the rule of awarding only half a point if adverbs are repeated.
7. You could make the game more challenging by asking learners to construct complete sentences, using the verb on the card they pull out, instead of only supplying an adverb.
8. The greater the number of verbs you have, the more challenging the game will be.

ACTIVITY 6: COMPOUND PREPOSITIONS

1. For this game, make a list of compound prepositions which can be categorised under the following:
 - a. verb + preposition
 - b. adjective + preposition
 - c. preposition + preposition
2. Next, type out each preposition one below the other with enough space in between—you will cut out each preposition as a small strip.
3. It is better to use large fonts so that the strips are not too small or narrow.
4. You will need a mix of ten prepositions for each team. You could use the same ten prepositions for all the teams or you could use a few different ones here and there.
5. Once you have the sets, the next step is to cut each strip in such a way that the two parts (verb/ preposition; adjective/ preposition; preposition/ preposition) are separate. Thus, you will now have twenty pieces for each team.
6. Explain to the teams that they are required to pair the twenty pieces in such a way that they form ten prepositions from one of the three categories (write this on the board):
 - a. verb + preposition—*hope for*
 - b. adjective + preposition—*blessed with*
 - c. preposition + preposition—*in view of*
7. Time this challenge. Give the teams five or ten minutes and they will have to do two things in this time:
 - a. Pair the pieces correctly to form prepositions.
 - b. Write down to which of the three categories each preposition belongs.
8. After the allotted time is up, each team will read out the compound prepositions they have formed and to which category it belongs.
9. Award points as follows:
 - correct pairing resulting in a correct compound preposition—half credit
 - correct category named—half credit
10. Thus, if a team gets both correct for an item, they will get full credit for that item.
11. The team that scores the highest will win the challenge.

ACTIVITY 7: CONJUNCTIONS (a)

1. Make a list of the subordinating conjunctions that have been taught in the class.
2. Then type out complex sentences using subordinating conjunctions—you will need one sentence for every two students in your class. So the total number of sentences will be equal to half your class strength.
3. If your class has an odd number of students, then write out an extra sentence.
4. Cut out the strips of sentences. Then cut each sentence in such a way that the main clause and the subordinate clause are separate. For example, if your sentence is:
The teacher gave us chocolates whenever we did well in a test.
This sentence could be cut into the following two parts:
| The teacher gave us chocolates |
| whenever we did well in a test |
5. Mix up all the parts together and put them in a hat or in a box on your desk.
6. Ask students to come up one by one and pick out only one strip each.
7. If your class has an odd number of students, then ask the last student to pick out two strips.
8. Explain the game to the class. Tell them that they should read the part of the sentence on the strip they have. If it is a main clause then they have to look for the person carrying a subordinate clause which would correctly and meaningfully complete the sentence. If they have a subordinate clause then they have to look for the corresponding main clause.
9. Students will work in pairs. If a student has two strips of paper, then there will be three members in that group if the sentences are completed correctly. (explain this to the students).
10. The first three pairs will win the top three prizes. You must check to see if the sentences are correct.

ACTIVITY 8: CONJUNCTIONS (b)

1. Type out ten complex sentences with subordinating conjunction that belong to any of the following categories:
 - a. subordinators of time
 - b. subordinators of place
 - c. subordinators of reason
 - d. subordinators of purpose
 - e. subordinators of condition
 - f. subordinators of contrast
 - g. subordinators of comparison
 - h. subordinators of result
 - i. subordinators of manner
2. You could have a mix of sentences so that two to three sentences might belong to one category. Your mix might also exclude one of the categories.
3. For the game, first write out the nine categories on the board. Then tell the teams that they will be given ten strips of paper with ten complex sentences. They will have to do two things:

- a. underline the subordinating conjunction in each sentence
- b. say to which category each subordinating clause belongs
4. This will be a timed challenge and once the allotted time is up, the teams will be awarded points on two aspects:
 - a. have they underlined the subordinating conjunctions correctly? (half credit, if they have)
 - b. have they categorised the subordinating clause correctly? (half credit, if they have)
5. Depending upon how many sentences the teams get correct on both of the above counts, award points. The team with the highest points wins.

ACTIVITY 9: ARTICLES

1. Divide the class into five teams.
2. Each team should prepare a list of ten sentences. It is important that the sentences are short. Five of these should have an article and the other five should be without an article. Tell them to make correct as well as incorrect sentences.
3. Write the following two examples on the board:
 - Anees dislikes playing the cricket. (incorrect)
 - We would like to ask a question. (correct)
4. For the game, a member of one team will read out one sentence and the team next in sequence would have to say whether the article has been used or omitted correctly.
5. The responding team could thus say 'correct' or 'incorrect'. But if they say 'incorrect', they will have to give the correct version of the sentence to score a point.
6. If you keep negative scoring, you should allow the responding team to choose to pass the question to the next team which, if it gives the correct answer, should be given the full score.

ACTIVITY 10: NON-FINITE FORMS

1. This game involves distinguishing between gerunds and participles and before starting this game, it will help to refresh learners' memory about gerunds and participles.
2. Make a list of sentences in which gerunds appear both in the subject and the object positions. Add to this list sentences which use participles.
3. Do not make very long sentences as the game involves reading out and listening to sentences.
4. You will need to give each team five sentences. Each team will have five different sentences. These will have a mix of gerunds and participles.
5. For the game, a member of one team will clearly read out one sentence twice to the answering team. The answering team will have to point out within a minute of the second reading which word is being used as a gerund/participle and if it is being used as a gerund or a participle. Also, the reading team will have to say if the answer is correct or incorrect.
6. Thus, at every turn, both the reading team and the answering team will be scored. The answering team will be scored on whether or not they identify the gerund/participle correctly and the reading team will be scored on whether or not they judge the answer correctly. Award equal points for correct answers to both the answering and the reading teams.
7. Use your discretion in awarding points to the teams. The team which has the highest score finally will win.

ACTIVITY 11: DIRECT AND INDIRECT SPEECH

1. Divide the class into five small teams and give each team three strips cut out from a chart paper. Also provide the teams with sketch pens to write on the strips.
2. Ask each team to think of a creative name for itself and write the name on one side of each strip.
3. Now ask each team to write one sentence on the other side of each strip, with the following in mind:
 - a. The sentence should be in indirect speech.
 - b. There should be one error in the sentence.
 - c. The error should relate only to the changes in indirect speech.
4. Write the following two examples on the board to illustrate these points:
 - a. he asked me if I know the answer.
 - b. he asked me if I knew a answer.

The second sentence is not acceptable because the error in it does not relate to indirect speech but to the article.
5. Tell the teams that if they include more than one error into their sentences or an error which does not have to do with indirect speech, they will be helping the other teams score points. This will serve as a control measure.
6. Each team will now pass on its set of three strips with the sentences to the next team so that each team has another team's sentences.
7. Now each team will read out the sentences that it has, one at a time, and say where the error in it lies and what the correction should be. On doing this correctly, the team scores a point.
8. If the sentence has any other errors and the team picks that out as well, award bonus points. The team with the highest score wins.

ACTIVITY 12: DETECTING ERRORS

1. In this game, individual students will bid for grammatically correct sentences. The highest price for a correct sentence is Rs 100.
2. Depending upon the students' judgment of the grammatical correctness of a sentence, its price may be high or low. Thus, a sentence which is perceived as absolutely correct would carry a high price.
3. You will need a list of sentences with varying degrees of correctness. Several of them should have no errors at all while others may have one, two, or more errors.
4. For the game, write one sentence at a time on the board. This sentence will be up for auction and it will be purchased by the highest bidder.
5. Tell learners that they may use only a set number of price denominations— ten, twenty-five, fifty, seventy-five, and hundred.
6. Depending upon whether learners assess a sentence to be correct or incorrect, they will bid for it.
7. On your list of sentences, keep space so that you can note down the name of the learner who buys a sentence.
8. This game rests upon the learner's ability to spot errors in sentences. The errors could be of any kind.
9. The winner of the game is the learner who buys the maximum number of correct sentences.

ACTIVITY 13: PHRASAL VERBS

1. You will need a list of as many phrasal verbs as there are students in your class.
2. Write out the phrasal verbs on small pieces of paper or small cards and for each also write out its meaning on a separate strip of paper.
3. For the game, you will distribute all the cards carrying phrasal verbs to some students in the class and you will distribute the paper strips carrying the meaning of those phrasal verbs to the remaining students.
4. It is important to keep the two groups separate and not let them interact before you have explained the rules of the game.
5. The task of the students is to form pairs in such a way that the phrasal verbs on the cards are correctly matched with their meanings on the paper strips.
6. The first three correctly formed pairs should be awarded prizes.



5 Key to Exercise Book 7

CHAPTER 1: NOUNS (Pages 1–5)

Exercise A.

1. band, music
2. truth, lies
3. grandfather, patience
4. fragrance, sandalwood
5. information, baggage, airport

Exercise B.

Proper nouns—The Loch Ness Monster, Loch Ness, Scotland, Alex Campbell, August, the Inverness Courier, George Spicer, London, Plesiosaurus, the Mesozoic Period, Nessie

Common nouns—creature, highlands, existence (abstract noun) monster, world, notice, journalist, report, person, species, reptiles

Exercise C.

Countable:

Concrete—fruits, apples, basket, orange, child, jug, token, street, employees, workers, students, area, rose, junction, interviewers, candidates, Farah

Abstract—promises, doubt, wish, movement, incident, sweetness, gratitude, sincerity, integrity, peace, beauty, fragrance, traffic, intelligence, money, appreciation, devotion, loyalty, confusion

Uncountable:

Concrete—water, sand, cement

Collective: bouquet, crowd, battalion, police, family, mob

Exercise D.

1. years
2. teeth
3. clothing
4. feet
5. chiefs
6. schedules
7. scissors
8. furniture
9. information
10. sugar

Exercise E.

1. runners-up
2. commanders-in-chief
3. vice-chancellors
4. furniture
5. sons-in-law
6. equipment
7. jewellery

Exercise F.

1. Karachi—proper, concrete; cities—countable, concrete; Pakistan—proper, concrete
2. Neil—proper, concrete; table—countable, concrete; paint—uncountable, concrete
3. uncertainty—uncountable, abstract; project—concrete, countable
4. people—concrete, countable, collective; rumours—uncountable, abstract; incident—countable, abstract
5. a flock of sheep—collective; meadow—concrete, countable
6. silence—abstract, uncountable; source—countable, abstract; strength—abstract, uncountable
7. a swarm of insects—collective, concrete; heap—concrete, countable; garbage—uncountable, concrete
8. butter—uncountable, concrete; slice—countable, concrete; bread—concrete, uncountable
9. news—uncountable, abstract; rescue—abstract, uncountable; hope—abstract, uncountable
10. cement—uncountable, concrete; bricks—material, countable; construction—abstract; uncountable; buildings—concrete, countable

CHAPTER 2: PRONOUNS (Pages 6–11)

Exercise A.

1. they;
2. her;
3. us;
4. ours;
5. they, you

Exercise B.

1. my teacher and I;
2. you and I;
3. Maya and I;
4. him and me;
5. you and Tariq;
6. you and he;
7. you and her;
8. you and him;
9. you and I

Exercise C.

1. I;
2. it;
3. them;
4. ourselves;
5. us;
6. you;
7. him;
8. them, mine, theirs;
9. yourself;
10. themselves

Exercise D.

1. who;
2. somebody;
3. itself;
4. these;
5. they;
6. who;
7. what;
8. everything;
9. anyone;
10. neither;
11. themselves;
12. none;
13. them;
14. themselves;
15. her

Exercise E.

1. relative;
2. relative;
3. interrogative;
4. relative;
5. demonstrative

Exercise F.

1. himself;
2. himself, me;
3. themselves;
4. I, he, me;
5. I, you;

6. he;
7. we;
8. all;
9. somebody;
10. my parents and I;
11. you and I;
12. you and Minahil;
13. you and her

CHAPTER 3: ADJECTIVES (Pages 12–19)

Exercise A.

1. Swede, French;
2. which;
3. a few;
4. unique;
5. twenty;
6. purer;
7. that;
8. hard-working;
9. dependable;
10. whose;
11. sweet;
12. new;
13. some;
14. Japanese, green;
15. gold

Exercise B.

1. fierce—adjective of quality
2. Little—quantity, blue—adjective of quality
3. no—quantity
4. which—interrogative
5. naive—quality
6. these—demonstrative
7. this—demonstrative
8. many—quantity, Pakistani, American—proper
9. glorious, clear blue—quality
10. little—quantity

Exercise C.

1. puzzling;
2. interested;

- engaging;
- burnt/burned;
- performing;
- annoyed;
- trapped;
- increasing;
- sparkling;
- worried

Exercise D.

- e;
- h;
- a;
- g;
- b;
- i;
- c;
- d;
- f;
- j

Exercise E.

- able-bodied;
- hard-pressed;
- broad-minded;
- thick-skinned;
- well-known;
- single-minded

Exercise F.

- sturdier
- more fortunate
- cleverer
- worse
- older
- better;
- happier/the happiest;
- more crowded;
- nicer;
- more expensive;
- brighter;
- more fascinating;
- farther/further;
- clearer;
- faster

Exercise G.

1. nice, spacious, new, sports;
2. peaceful, smooth, long, train;
3. beautiful, old, white, marble;
4. slender, tall, coconut, palm;
5. wet, new, blue, bath;
6. tight-fitting, short, old, leather;
7. elegant, expensive, Persian, woollen;
8. sweet, creamy, cold, vanilla

Exercise H.

1. a few—quantity;
2. some—quantity (number);
3. any—quantity;
4. any—quantity (number);
5. that—demonstrative;
6. lead—proper;
7. French—proper;
8. silver—proper

Exercise I.

1. noblest;
2. taller;
3. younger;
4. wealthiest;
5. best

Exercise J.

1. They walked through the busy, congested, narrow, old street of the city.
2. It was difficult to walk along the uneven, slippery, old, stone pavements.
3. That film is an exciting, new, family entertainer.
4. Children enjoyed the big, crunchy, new, chocolate bar.
5. The visitors were fascinated by the fabulous, latest, German, electronic gadget.

Exercise K.

Positive—Comparative—Superlative:

1. strong—stronger—strongest;
2. bad—worse—worst;
3. delicious—more delicious—most delicious;
4. friendly—friendlier—friendliest;
5. bright—brighter—brightest;
6. broad—broader—broadest;
7. important—more important—most important;
8. immense—more immense—most immense;
9. much—more—most;
10. many—more—most

CHAPTER: 4 VERBS: TRANSITIVE AND INTRANSITIVE (Pages 22–28)

Exercise A.

1. smiled—N (intransitive);
2. slept—N (intransitive);
3. was snoring—N (intransitive);
4. are singing—Y (transitive);
5. are playing—Y (transitive);
6. laughed—N (intransitive);
7. has read—Y (transitive);
8. giggled—N (intransitive);
9. loves—Y (transitive);
10. has composed—Y (transitive)

Exercise B.

1. finished;
2. locked;
3. adopted;
4. accompanied;
5. revealed;
6. snapped;
7. swallowed;
8. told;
9. sent;
10. unwrapped

Exercise C.

	Subject	Verb	DO	IO
1.	my grandparents	tell	wonderful stories	me
2.	Anwar	asked	a very difficult question	me
3.	the teacher	promised	a picnic	her students
4.	Furqan	wrote	an email	his mother
5.	the Sheikhs	showed	their huge house	us
6.	(you)	lend	some money	me
7.	the father	made	pancakes	children
8.	Adam	paid	half the money	the vendor
9.	she	gave	a lecture on punctuality	Her sister
10.	the watchman	offered	timely help	those people

Exercise D.

1. is—verb of incomplete predication;
2. have paid—transitive;
3. feel—verb of incomplete predication;
4. seemed—verb of incomplete predication;
5. have lost—transitive;
6. are—verb of incomplete predication;
7. decide—intransitive;
8. showed—transitive;
9. were—verb of incomplete predication;
10. live—intransitive

Exercise E.

1. angry—adjective;
2. that something was wrong with my computer—clause;
3. in good governance—prepositional phrase;
4. absent—adjective;
5. your aunt—noun phrase

Exercise F.

1. away;
2. with the pressure;
3. for excellence;
4. the correct address;
5. enraged;
6. that Atlantis really exists;
7. in;
8. to my friend;
9. a student;
10. three hours;
11. out of the room;
12. right from wrong;
13. a magician;
14. in that tree;
15. in a polite manner

Exercise G.

1. gave (verb), the poor man (IO), some food (DO);
2. blew (verb), his whistle (DO);
3. rang (verb), the school bell (DO);
4. looked at (verb), the fish (DO);
5. should tell (verb), them (IO), the truth (DO);

6. sells (verb), his customers (IO), mobile phones (DO);
7. told (verb), his friend (IO), his big secret (DO);
8. showed (verb), the children (IO), a movie (DO);
9. promised (verb), him (IO), a surprise gift (DO);
10. asked (verb), her students (IO), a number of questions (DO)

Exercise H.

1. Sajid Siddiqui (noun)
2. my neighbour (noun phrase)
3. you (pronoun)
4. me (pronoun)
5. at the old photographs (prepositional phrase)
6. late (adverb)
7. fast (adverb)
8. past (adverbial particle)
9. upset (adjective)
10. closed (adjective)
11. that monsoon will be normal this year (clause)
12. why they couldn't eat too many chocolates (clause)

Exercise I.

1. Ms Maira Saad
2. an English teacher
3. here
4. her
5. with the student leaders
6. excited
7. fluently
8. up
9. pleased
10. that everything will be just fine

CHAPTER 5: VERBS: TENSES AND TIME (Pages 29–34)

Exercise A.

1. past perfect
2. future continuous
3. past continuous
4. simple present of to be
5. present perfect continuous
6. present perfect
7. simple past
8. simple future

9. past perfect continuous
10. present continuous
11. future perfect
12. future perfect continuous

Exercise B.

1. is snowing
2. carry
3. will get
4. kept
5. will be sitting
6. has been working
7. think, we will travel
8. hope, will not close
9. reached, was leaving
10. walk, were running

Exercise C.

1. feed, gets
2. played
3. was
4. asked, agreed
5. went

Exercise D.

1. is leaving
2. had told
3. have not met
4. had come
5. had decided
6. was walking
7. was thinking
8. have been working
9. am thinking/have been thinking
10. are going
11. is performing
12. are you locking/have you locked
13. have been complaining
14. has been telling
15. have been warning

Exercise E.

1. will be calling
2. will have been studying
3. will be addressing
4. will have completed
5. will go
6. will be studying
7. will have cleaned
8. will have been dancing
9. will have constructed
10. will not be singing

Exercise F.

1. has planned
2. are
3. have made
4. X, hopes, will fall
5. believe
6. will be performing
7. see, appear
8. starts, start
9. walk, travel
10. wake, woke
11. looks, was
12. will begin, will reopen
13. comes, is
14. inaugurates, is
15. are, comes
16. will be playing, lost, have been practising, wants

CHAPTER 6: VERBS: FINITE AND NON-FINITE (Pages 35–39)

Exercise A.

1. to remind;
2. carrying;
3. looking;
4. is trying to get;
5. am telling, to stay;
6. to give

Exercise B.

1. are ... going—F, to allow—NF;
2. have made—F;

3. will see—F;
4. is—F, explaining—NF;
5. was hoping—F; to make—NF;
6. started—F, finding—NF, bored—NF, organising—NF;
7. don't like—F, to tell—NF, attending—NF;
8. decided—F, had planned—F, to let—NF

Exercise C.

2. She likes riding her motorcycle every day.
3. I prefer reading and watching television.
4. Waving his hat, Sabih acknowledged the crowd.
5. Waiting for his turn for too long, he is now tired of it.
6. He saw an airplane flying in the air.

Exercise D.

2. She travelled to Peshawar to visit the Jamrud Fort.
3. I am working very hard to win the scholarship.
4. They kept flying the kites to see who was the best.
5. He tried hard to make us understand the mechanism.
6. It is a kind gesture to help those in need.
7. He was too scared to try anything new.
8. She dared to dream to achieve the impossible.

Exercise E.

2. Encouraged by his teacher, he persevered and won the competition.
3. Being busy at that time, she could not meet us.
4. Having rested for a while, he resumed mowing the lawn.
5. Having studied my lessons at the last moment, I soon forgot them.
6. Feeling my way about in darkness, I reached the back door.

Exercise F.

1. non-finite
2. finite
3. finite
4. non-finite
5. finite
6. finite
7. non-finite
8. non-finite
9. non-finite
10. finite

Exercise G.

1. standing—participle;
2. meeting—gerund;
3. spending—gerund;
4. eating—gerund;
5. visiting—gerund;
6. walking—gerund;
7. doing—gerund;
8. blooming—participle

Exercise H.

1. Taking part in the competition, Rafia won the first prize.
2. Holding the trophy in his hand, Tahir ran to his beaming parents.
3. Seeing the lady in trouble, the children rushed to help her.
4. Having sat on the ground for some time, he got up.
5. Glancing at the broken vase, the girl began to cry.

Exercise I.

1. The teacher expects every one of us to do their part.
2. He was too scared to admit his mistake.
3. He must apologise to them to stay friends with them.
4. We went to Islamabad to visit the Faisal Mosque.
5. They work hard on their farm to support their family.

CHAPTER 7: SUBJECT–VERB AGREEMENT (Pages 40–45)

Exercise A.

1. eat, ruin;
2. caters, live;
3. plants;
4. drives;
5. organise

Exercise B.

1. Either Mr Baloch or Mr Ali is wrong.
2. Mrs Wajid, the director of two schools, was the chief guest.
3. My best friend and the most severe critic is my sister.
4. Either the teachers or the administration have to take the decision.
5. I am quite sure that the dog or the cat has eaten up the cookies.
6. Either the police or the citizens have to be on guard.
7. Neither the residents nor the president of the society is worried.
8. Do Gracie and Daisy walk to school?
9. Not only Sara and Dia but also Geti wants to read this book.
10. Neither an ambulance nor two private vehicles have been called.

Exercise C.

Encourage conversations in the class. Students should be able to justify their answers.

2. The tunes of the gentle waves of the sea are like a lullaby to me.
3. The last ten pages of this four-hundred-page novel are the most exciting.
4. The ability to apply knowledge defines true education.
5. The major problems plaguing the project have been identified.
6. My suspicion about his activities in the last two days has very concrete reasons.
7. Signs left by the ransacking intruder were present everywhere in the room.
8. Every single player of the World Cup-winning team cherishes the memory.
9. The capability of the builders to undertake a project of this magnitude is in doubt.
10. The underlying reason for my confidence is the presence of great leadership.

Exercise D.

1. has;
2. are;
3. is;
4. means;
5. appear;
6. are;
7. are;
8. have;
9. has;
10. are

Exercise E.

1. were;
2. has;
3. are;
4. is;
5. is;
6. was;
7. was;
8. is;
9. are;
10. were

Exercise F.

1. We are happy that buildings in our school are getting repaired.
2. The construction work of the two new blocks is in full swing.
3. The officers' quarters and the building next to it are getting renovated.
4. The plastering work of the rooms is being done now.
5. However, the labourers of the contractor seem to be underpaid.
6. They and not the supervisor are doing all the hard work.
7. Many proposals to stop the exploitation of the workers are put forward now and then.
8. People in power need to do something to help these poor people.
9. The school management that cares for thousands of students is now taking special interest to help the workers.
10. Students, their parents and the well-wishers of the school often offer their services as well.

Exercise G.

1. is;
2. is;
3. was;
4. was;
5. like;
6. are;

7. is; 8. is;
9. have; 10. needs

CHAPTER 8: ARTICLES (Pages 48–52)

Exercise A.

1. the, a, the, a
2. a, an
3. an, a
4. the, a, a
5. an, the
6. the, a, the

Exercise B.

1. an; 2. a;
3. a; 4. the;
5. a; 6. the;
7. a; 8. the;
9. the; 10. the;
11. an; 12. the;
13. the; 14. the

Exercise C.

1. What/terrible sight this is!—a
2. She is/MLA from the reserved constituency of Chitral.—an
3. He bought ten and/half kilos of apples.—a
4. The king needs/heir to the throne.—an
5. This is/untold story about/unsung hero.—an, an
6. What/beautiful courtyard you have!—a
7. There is/great deal of confusion here.—a
8. There is no entry here—it is/one-way lane.—a
9. They have/European guest for dinner.—a
10. He will come back in/hour.—an

Exercise D.

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

Exercise E.

1. the, an
 2. a, X, the
 3. the, the, the
 4. the, a
 5. the, a
 6. X, the, the
 7. X, X, the, X
 8. the, X, the
 9. the, X
 10. X, the, the
- F. 1. the; 2. a;
3. the; 4. the;
5. the; 6. a;
7. the; 8. the;
9. the; 10. a;
11. an; 12. the;
13. the; 14. the;
15. the; 16. the;
17. a; 18. an;
19. the; 20. a;
21. the; 22. the

CHAPTER 9: TO BLOSSOMS (Pages 53–54)

Exercise A.

1. a. ye b. 'twas c. ne'er
2. a. develop a pink tinge from embarrassment;
b. great pleasure;
c. value;
d. pass gently and change gradually
3. b. the blossoms of the tree
4. In the first stanza the imagery is that of newly blossomed flowers blushing and smiling gently and after staying for a while, falling away.
5. In the second stanza the poet conveys the idea that the life span of these lovely blossoms is very short by saying that they were born to spread joy in this world for an hour or half and then bid goodbye.
6. The poet feels sad at the short lifespan of a beautiful flower. He feels that it is a pity that Nature brings such a beautiful thing to show its worth and soon takes it away.
7. By portraying the short life of the beautiful blossoms, Nature teaches human beings a valuable lesson. Everything on the earth has an end ultimately. We should realise how soon things come to an end like the flowers, however splendid they might be.
8. Encourage students to think creatively and formulate their own answers. Ask them to first identify the theme of the poem and then provide a title for the poem.

Exercise B.

1. Fair pledges of a fruitful tree
2. An hour or half's delight

Exercise C.

1. fair;
2. fruitful;
3. lovely

CHAPTER 10: CLIMBING THE EVEREST (Pages 55–58)

1. a. accolades
b. savoured
c. ordeal
2. *Encourage students to think creatively and formulate their own sentences. Sample answers have been provided.*
 - a. Nothing could dissuade him from going on a trek to the Himalayas.
 - b. He was overwhelmed by happiness when his friends organised a birthday party for him.
 - c. The country made a tryst with destiny when it got its independence.
 - d. The local government needs mammoth efforts to rebuild the region after the recent floods.
3. b. he grew up listening to tales of mountaineers.
4. The important step that Temba took in Kathmandu towards fulfilling his dream was that he joined a basic mountaineering course and set his mind on his life's ambition to scale the Everest.
5. Temba had to retreat before reaching the summit in 2000 because the weather had turned very bad and five of his fingers were frostbitten.
6. His father accompanied the boy on both occasions as expedition kitchen staff. He carried the gear to the higher camps, a mammoth task in the oxygen-deficient atmosphere of the peaks. It was a private ordeal for him. Each time he watched his own young son disappear behind the mountains, he would be filled with anxiety.
7. Temba broke the record of Bertrand Roche, a French climber who reached the summit at the age of 17.
8. Conquering the Everest had been a childhood dream of Temba's. All through his early years, as he trained to become a mountaineer and once failed in reaching the summit, he must have felt that he was following his destiny. To Temba, being able to reach the summit of Mount Everest was not just a dream but it was almost as if he had been chosen by his destiny for the feat. When at last Temba reached the summit, it was as if he was keeping secret promise which he had made to destiny.
9. *Encourage students to follow the passage accurately and formulate their own answers.*
10. *Encourage students to think creatively and formulate their own answers.*

Exercise B.

Encourage students to look up the words in a dictionary. Remind the students that the same word can be used as more than one parts of speech and have many different meanings.

1. customary (adjective)—according to the customs or usual practices associated with a particular society, place, or set of circumstances
2. frostbite (noun)—injury to body tissues caused by exposure to extreme cold, typically affecting the nose, fingers, or toes and often resulting in gangrene
3. horde (noun)—a large group of people

4. lush (adjective)—growing luxuriantly
5. recount (verb)—tell someone about something; give an account of an event or experience; (noun)—an act or instance of giving an account of an event or experience
6. scale (verb)—climb up or over (something high and steep)
7. sturdy (adjective)—strongly and solidly built
8. summit (noun)—the highest point of a hill or mountain

Exercise C.

1. climbed
2. saw
3. held, died
4. lost
5. was
6. became
7. achieved
8. overcame, reached
9. set
10. are, were

Exercise D.

1. Savouring their triumph, the mountaineers remained at the summit for ten brief moments.
2. Growing up in the shade of Mount Gaurishanker, Temba was exposed to tales of adventure.
3. Climbing from the south side the previous spring season, Temba was forced to turn back.
4. Spending six weeks in anxiety, Temba's mother went through her own share of the ordeal.
5. Temba's family moved to Kathmandu, wanting the youngsters to get better education than was possible in the village.
6. Carrying the mountaineering gear to the higher camps, Temba's father accompanied the boy on two occasions as expedition kitchen staff.

CHAPTER 11: DETERMINERS (Pages 59–64)

Exercise A.

1. a;
2. many;
3. one;
4. a;
5. an;
6. the;
7. their;
8. her;
9. those;
10. all;
11. every

Exercise B.

Adjectives are in italics.

1. There are many *important* papers in this folder.
2. Let's watch out for every *secretive* move of theirs.
3. Several *adventurous* people joined the trek.

4. Their *brave* attempt is *praiseworthy* indeed.
5. My father's colleague has a *new* house by the sea.
6. We discarded all the *unnecessary* things from the shelf.
7. Our old classroom looks *neat* and *tidy*.
8. Let us replace that *faulty* equipment.
9. The *rusty* machine is not functioning properly
10. Gardening is Fatima's *latest* hobby.

Exercise C.

- | | |
|----------|----------|
| 1. the; | 2. the; |
| 3. a; | 4. the; |
| 5. the; | 6. an; |
| 7. an; | 8. the; |
| 9. an; | 10. the; |
| 11. the; | 12. the |

Exercise D.

- | | |
|------------|-------------|
| 1. the; | 2. his; |
| 3. its; | 4. her; |
| 5. their; | 6. his; |
| 7. my/our; | 8. the/his; |
| 9. my; | 10. his |

Exercise E.

- | | |
|------------|----------|
| 1. much; | 2. few; |
| 3. some; | 4. some; |
| 5. any; | 6. any; |
| 7. little; | 8. many; |
| 9. any; | 10. some |

Exercise F.

- | | |
|-----------|-------------|
| 1. every; | 2. either; |
| 3. every; | 4. neither; |
| 5. each; | 6. each; |
| 7. each; | 8. every; |
| 9. each; | 10. every |

Exercise G.

- | | |
|--------------|-------------|
| 1. a little; | 2. some; |
| 3. either; | 4. their; |
| 5. a few; | 6. their; |
| 7. my; | 8. no; |
| 9. every; | 10. neither |

Exercise H.

error—correction

1. much—many
2. few—little
3. other—another
4. either—every
5. any—no
6. little—few
7. any—a
8. one—first
9. that—those
10. several—much

Exercise I.

1. any;
2. some;
3. few;
4. few;
5. little;
6. some;
7. any;
8. any;
9. some;
10. any

CHAPTER 12: MODAL AUXILIARIES (Pages 65–69)

Exercise A.

Helping verbs are in italics.

1. They *can* help you whenever needed.
2. The little boy *can* ride a cycle all by himself.
3. They *could* not complete the work in time.
4. *Could* I talk to you for a minute?
5. The chief *could* arrive any minute.
6. She *will* never agree to do such a dishonest thing.
7. He said that he *would* monitor the work for some time.
8. We *should* consult a doctor.
9. He *may* stitch a dress for his daughter.
10. You *must* come to school in time for the assembly.

Exercise B.

1. possibility;
2. possibility;
3. suggestion;
4. permission;
5. ability;
6. suggestion;
7. possibility;

8. suggestion;
9. possibility;
10. possibility

Exercise C.

1. can;
2. should;
3. could;
4. could;
5. could;
6. may;
7. might;
8. should;
9. could;
10. may

Exercise D.

1. You may not take photographs here.
2. You can buy tickets in advance.
3. Could he be planning his comeback?
4. There might be a taxi strike tomorrow.
5. I told her that she must submit her work today.
6. It is Jazil who could have shared this information.
7. Could they have made a mistake?
8. You should consult a lawyer at once.
9. She cannot open the lock.
10. They will demolish the old theatre next month.

Exercise E.

1. suggestion;
2. permission;
3. ability;
4. necessity;
5. possibility;
6. possibility;
7. possibility;
8. possibility;
9. suggestion;
10. suggestion

Exercise F.

1. could;
2. might;

3. may/should;
4. may;
5. shall;
6. must;
7. must;
8. should;
9. should;
10. might

Exercise G.

1. Umar said that he could easily cycle to the market.
2. Paras said that she could join a computer course during the vacation.
3. The teacher told Rafia that she might read out the first paragraph of the lesson.
4. The teacher told the children to inform their parents that they might plan a picnic on Saturday.
5. My mother said that she would not allow the dogs to sleep on the bed.
6. The receptionist told the lady that she might wait for some time.
7. My father asked her whether he could keep the puppy in a kennel.
8. Hussain asked his brother if he could repeat that statement.
9. Arsalan asked his friends if anyone would accompany that boy to the office.
10. Seema wondered whether she should tell Sharon her parents' plans for her birthday.

CHAPTER 13: PHRASAL VERBS (Pages 70–74)

Exercise A.

1. set to; 2. set up;
3. set out; 4. set in;
5. set on; 6. set off;
7. set down; 8. set aside;
9. set about; 10. set back

Exercise B.

1. He took over as the manager.—phrasal verb
2. Take the message over to the manager.—prepositional verb
3. They keep their books on that shelf.—prepositional verb
4. If they keep on asking for postponement, we will not finish the project on time.—phrasal verb
5. The child broke the vase into pieces.—prepositional verb
6. Thieves broke into the Butts' house.—phrasal verb
7. Let's run down the hill.—prepositional verb
8. He has been behaving poorly, always running people down.—phrasal verb
9. They pulled up the child who had fallen into the well.—prepositional verb
10. They were pulled up by the principal for irregular attendance.—phrasal verb

Exercise C.

1. pulled down
2. put off
3. runs, down
4. put down
5. broke down
6. put forward
7. putting aside
8. running down
9. broke up
10. running out

Exercise D.

1. fall back;
2. fall behind;
3. fall upon;
4. fall out;
5. fall apart;
6. fall about;
7. fall through;
8. fall for;
9. fall to;
10. fall in

Exercise E.

1. fall for;
2. fell upon;
3. fell about;
4. fell to;
5. falling apart;
6. falling behind;
7. fell through;
8. fell out;
9. fell in;
10. fall back

Exercise F.

1. d;
2. e;
3. a;
4. b;
5. c;

CHAPTER 14: ADVERBS (Pages 77–80)

Exercise A.

1. melodiously
2. very
3. temporarily
4. obviously
5. however
6. surely
7. briefly
8. distinctly, here
9. easily
10. daily
11. upstairs
12. soon

Exercise B.

1. We were sleeping when suddenly we *heard* a noise. (adverb suddenly modifies the verb, *heard*)
2. I was walking really slowly when I heard a car honking. (adverb really modifies the adverb, *slowly*)
3. When I reached home my family had already finished dinner. (adverb, already modifies the verb, *finished*)
4. My uncle is very artistic—he routinely paints pictures. (adverb routinely modifies the verb, *paints*)
5. This new trend has caught on very fast with teenagers. (adverb very modifies the adverb, *fast*)
6. If you ask me, I think the game was quite interesting. (adverb quite modifies the adjective, *interesting*)

Exercise C.

1. extremely—(answers ‘How much?’) adverb of degree;
2. away—(Where?) adverb of place;
3. outside—(Where?) adverb of place;
4. hardly—(How much?) adverb of degree;
5. nearly—(How much?) adverb of degree;
6. gladly—(How?) adverb of manner;
7. distinctly—(How?) adverb of manner, somewhere—(Where?) adverb of place, before—(When?) adverb of time;
8. upstairs—(Where?) adverb of place;
9. exclusively—(How?) adverb of manner;
10. seriously—(How?) adverb of manner

Exercise D.

1. never
2. admirably
3. almost
4. frequently
5. questioningly
6. outside
7. hardly
8. seldom
9. daily
10. generously

Exercise E.

1. suddenly, loudly, away;
2. happily, up, high;
3. quite, high;
4. down, softly, everywhere;
5. very, inside, outside;
6. brightly, clearly, here;
7. undoubtedly, there, delightfully;
8. evidently, terribly, badly;
9. really, indifferently, suitably;
10. beautifully, certainly, gracefully

Exercise F.

1. twice;
2. always;
3. before;
4. surely;
5. often;
6. again;
7. very;
8. frequently;
9. so;
10. therefore

CHAPTER 15: ADVERBS: POSITION (Pages 81–87)

Exercise A.

1. There was only one hostess.
2. She just gave the bouquet and did nothing else.
3. She didn't give the bouquet to anyone else.
4. There was only one girl in the group.
5. She gave the bouquet to the girl in the group and not individually.
6. She gave a bouquet and nothing else.
7. She gave a bouquet and nothing else.

Exercise B.

1. I have **rarely** seen him at the weekly meetings of the club.
2. We should **never** indulge in unfair means.
3. They **often** go out on such winter evenings.
4. I must say, he performed his part **well** tonight.
5. Remember to play the last line of the song **softly**.
6. She is the one person on whom we can **always** rely.
7. Of all his friends, **only** Shaheen came to her help.
8. I **really** love swimming.
9. We **quite** agree with their decision of lowering the membership fee.
10. Let them rest a little, for they have **just** finished mowing the lawn.

Exercise C.

1. I saw her working patiently in the laboratory.
2. Initially, they used to often visit me on Sundays.
3. The cat sat on the ground happily swishing her tail.
4. He responded angrily to their queries during the meeting.
5. The accused sat silently throughout the trial and spoke just once.
6. They were just approaching the airport at that time.
7. He drew the picture badly on the screen yesterday.
8. The boy gave the packet gladly to his friend at the gate in the evening.
9. The students were practising the play patiently in the hall on the previous day.
10. The workers repaired the wall near the gate hurriedly two days before the inauguration.

Exercise D.

1. Not until they reached the site did they understand the real impact of the new school.
2. At no time had he faced such a problem in his village.
3. Seldom do you realise what you have till you lose it.
4. Never had he imagined that playing tennis could be such a good exercise.
5. By no means is she going to agree to your proposal.
6. Under no circumstance can we accept such unreasonable demands.
7. At no time have they experienced such a scarcity of drinking water.
8. Nowhere was seen such a harmonious existence as in that village.
9. Not until the rescue teams arrived, could the local people pull the victims out.
10. Never have I seen such a spectacular sight as the Pakistan Day Parade in Islamabad.

Exercise E.

1. He has given up his claim reluctantly at the meeting recently.
2. Raana wrote the slogans clearly on the wall.
3. She donated money generously at the event this morning.
4. He accepted the position happily at a group meeting.
5. He went there in the morning.

6. She was injured a little on the playground a week ago.
7. He spoke to the teacher wisely in the class yesterday.
8. He behaved badly at a reception two days ago.
9. I will write the story in detail at my country house very soon.
10. She works hard in her office the whole day.
11. Haris came hurriedly into the room in the morning.
12. He talked to me emotionally at the door two days ago.
13. He read the letter eagerly at the office during the break.
14. The old woman walked slowly to the bus stop in the evening.
15. A change occurred gradually in the entire organisation two years ago.

Exercise F.

1. Clearly ... sum.—sentence adverb, modifies the entire sentence
She ... clearly.—the sum was not clear to her
2. Earlier ... evening.—sentence adverb, modifies the entire sentence, they may not be meeting now
They ... evening.—the meetings were in the evening.
3. Finally ... again.—sentence adverb, modifies the entire sentence
He ... again.—at the end
4. Slowly ... other.—sentence adverb, modifies the entire sentence
They ... slowly.—taking time, not fast
5. She ... him.—she didn't say it at all
She ... him.—it is not a good idea at all according to her

Exercise G.

1. You are absolutely right.
2. I had completely forgotten about the movie.
3. We finished our snacks very quickly.
4. She answered the questions correctly.
5. We are always hungry for knowledge.
6. I could hardly believe my eyes.
7. I played table tennis yesterday.
8. Our group was praised greatly for our hard work.
9. I will probably go to the park after lunch. I am not sure.
10. I saw her briefly when I was waiting at the traffic signal.
11. I seldom read newspapers so I miss important news.
12. If we get enough time tonight, we can catch a show before our train.
13. Some species of shark live deep in the ocean and are rarely seen.
14. I used to go to the market earlier, but now I order things online.
15. I may not be able to call you often as I have to study for a test.

Exercise H.

(When?) Adverbs of time: now, soon, then, after lunch, today, the next day, on weekdays, at night,

(Where?) Adverbs of place: here, somewhere, at school, at the village, in hospital, there, at home, in the city, on board, everywhere

(How often?) Adverbs of frequency: always, never, periodically, rarely, usually, scarcely, once a month

(How?) Adverbs of manner: quickly, seriously, calmly, gladly, slowly, generously, heavily, well, fast

(How much?) Adverbs of degree: quite, almost, nearly, hardly

Exercise I.

Error—Correction:

1. correct—correctly
2. clear—clearly
3. steep—steeply
4. bad—badly
5. brisk—briskly
6. loud—loudly
7. swift—swiftly
8. hopeless—hopelessly
9. bad—badly

CHAPTER 16: PREPOSITIONS (Pages 88–93)

Exercise A.

1. since, for
2. between, among
3. in, into
4. inside, outside
5. beside, besides
6. to, towards
7. along, across
8. of, off
9. on, in
10. at, in

Exercise B.

1. about;
2. in;
3. of;
4. on;
5. in;
6. for;
7. with;
8. to;
9. from;
10. in

Exercise C.

1. after;
2. before;
3. at;
4. during;
5. around;
6. in;
7. for;
8. by;
9. in;
10. on

Exercise D.

1. to;
2. in;
3. with;
4. to;
5. beyond;
6. beside;
7. in;
8. about;
9. with;
10. from

Exercise E.

1. The lamp hung above the table.—P
2. I kept calling but he simply walked away.—A
3. We sat by candlelight and had dinner.—P
4. His mother was waiting outside the classroom.—P
5. They grabbed the thief and threw him outside.—A
6. Forget the dispute, let us move on.—A
7. Keep the books on the shelf.—P
8. His friend stood behind him.—P
9. The passers-by handed the culprit over to the police.—A
10. His decision prevails over all his business establishments.—P

Exercise F.

1. about;
2. in;
3. for;
4. on;
5. in;
6. with;
7. for;
8. between;
9. on;
10. to

Exercise G.

1. Will they arrive in this morning?—Will they arrive this morning?
2. She will go on tomorrow.—She will go tomorrow.
3. We met them on last month.—We met them last month.
4. They reached their destination on yesterday.—They reached their destination yesterday.
5. You can come on any time.—You can come any time.
6. It was raining on all day.—It was raining all day.
7. I'll meet him on next Sunday.—I'll meet him next Sunday.
8. I think I will go to home now.—I think I will go home now.
9. We will meet on the day after tomorrow.—We will meet the day after tomorrow.
10. They were working on the whole day.—They were working the whole day.

Exercise H.

1. to;
2. of;
3. of;
4. by;
5. through;
6. as;
7. to;
8. in;
9. to

CHAPTER 17: CONJUNCTIONS (Pages 95–98)

Exercise A.

1. and;
2. but;
3. or;
4. so;
5. if;
6. since;
7. or;
8. and;
9. and;
10. yet

Exercise B.

1. I have bought the plane tickets, but I have not got my visa yet.
2. Let us search for your keys again where you saw them last in that cupboard.
3. The thieves not only stole the jewellery but also took away the bathroom fittings.
4. I suspect she will forget the appointment even though I have reminded her twice.
5. I didn't want anyone to see the tattoo so I rolled my sleeves down.
6. They went to see him in his last days whenever they found time.
7. He will persuade his brother to either do the project or go to his father for help.
8. The situation got out of control because people panicked.
9. Remember to take your medicine before you go to bed.
10. The judge is not going to show them any mercy unless they confess.

Exercise C.

1. until;
2. when;
3. where;
4. though;
5. even if;
6. so, that;
7. if;
8. because;
9. unless;
10. while;
11. since;
12. until;
13. than;
14. for;
15. after

Exercise D.

1. and;
2. but;
3. or;
4. but;
5. yet;
6. because;
7. and;
8. neither, nor;
9. because;
10. if

Exercise E.

1. not only ... but also
2. as soon as
3. both ... and
4. either ... or
5. when/ as soon as
6. whether ... or
7. so ... that
8. neither ... nor
9. not only ... but also
10. so ... that

CHAPTER 18: SENTENCE KINDS: BASED ON MEANING (Pages 99–103)

Exercise A.

1. (optative) to wish
2. (exclamatory) to show surprise
3. (interrogative) to ask
4. (imperative) to request
5. (interrogative) to ask
6. (assertive) to state
7. (exclamatory) to show surprise
8. (interrogative) to ask
9. (optative) to wish
10. (imperative) to request

Exercise B.

1. imperative
2. optative—a wish
3. assertive/declarative
4. imperative
5. exclamatory
6. optative—a wish
7. interrogative
8. interrogative
9. assertive/declarative
10. interrogative

Exercise C.

1. It is a nice compliment.
2. The children are well-behaved.
3. We are great chefs.
4. It is a shame.

5. You have a fantastic idea.
6. Your brother is good-natured.
7. That is a splendid mansion.
8. This house is well-maintained.
9. It was a horrific crime.
10. It is terrible.

Exercise D.

2. Will the head boy be in charge of this duty?
3. Is he a chartered accountant?
4. Can she run fast?
5. Should we inform them?
6. Has he submitted his notebook?
7. Do we all want to play different sports?
8. Did the watchman open the gate?
9. Should we stop the car?
10. Should I put this away?
11. Is this a wasteful expenditure?
12. Has he gone to school?
13. Are you in the team?
14. Will he benefit from this arrangement?
15. Did the child sleep well?

Exercise E.

2. This is not a permanent solution.
3. Your friend is not cowardly.
4. It is not known for its inferior quality.
5. This paint is not meant for the interior walls.
6. I am not sure about his sincerity.
7. Not a single participant came early.
8. The students do not clean the park poorly.
9. They do not have a shortage of books.
10. It was not a welcome development.

Exercise F.

2. I can reach his place after five.
3. She can keep her eyes open when she sits in her uncomfortable sofa.
4. Members can borrow three books at a time.
5. These two dresses are the same.
6. They lack enough support.
7. We will have sufficient time.
8. You should take warm food items.

9. He has cotton clothes.
10. The distant view of the picture is good.

Exercise G.

1. It was not clear to me what we had to do.
2. The news is not reliable.
3. He is not a very lucky man.
4. He is not known for his kindness.
5. This is not an ordinary race.
6. This slice of bread is not fresh.
7. They cannot free the accused.
8. This is not the departure lounge.
9. He is not the senior manager.
10. He was not certain about the timing.
11. He is not an educated man.
12. She is not very strict towards her students.
13. She does not speak in a harsh voice.
14. This is not a delightful scene.
15. There is no friendship between the two neighbours.

Exercise H.

1. It is an exciting journey.
2. The winter will be harsh this time.
3. Can they fulfil their promises?
4. Are those mountainous areas?
5. The summer was too hot last year.
6. They have built a palatial house.
7. Does his brother live in that charming house?
8. He is a dentist.
9. Does the girl seem to be lost in her thoughts?
10. The doctor will attend to him immediately.

Exercise I.

1. She does not sing film songs. She sings folk songs.
2. They are not willing to help. We are willing to do so.
3. I don't want to accompany him. They want to go with him.
4. He does not paint landscapes. He paints portraits.
5. They don't have to call the mechanic. They have to call the dealer.
6. He doesn't speak highly of her. He speaks ill of her.
7. I may not invite their friends. But I may invite them.
8. She will not forget this easily. She will forget other things.
9. He hasn't repaid the money. He has paid only the interest.
10. He did not steal the money. He stole the jewellery instead.

Exercise J.

1. It is easy to be misled by appearances.
2. What a miraculous recovery he has made!
3. It was a soothing experience to read a book in a hammock.
4. How very quickly the child has forgotten us!
5. It was kind of you to offer to be our guide.
6. It is a pity you cannot come with us.
7. How peaceful the place is!
8. We've had a horrible day.
9. What a spectacular landscape this is!
10. She is a wonderful person to work with.

CHAPTER 19: PHRASES AND CLAUSES (Pages 104–111)

Exercise A.

- | | |
|-------|-------|
| 1. P; | 2. S; |
| 3. S; | 4. P; |
| 5. C; | 6. C; |
| 7. C; | 8. P; |
| 9. C; | 10. S |

Exercise B.

1. An old man was sitting beneath the banyan tree.
2. His pet dog was sleeping outside his house.
3. By six o'clock everyone had arrived.
4. This is strictly between you and me.
5. You can never take him on his word.
6. There is a lot of unrest among the employees.
7. Amidst all the rejoicing there was a trace of sadness.
8. Confusion prevailed within the classroom.
9. Beyond the river lies the wasteland.
10. A stretch of turf could be seen around the house.

Exercise C.

1. She is just not willing to understand the problem facing us.—infinitive phrase
2. Choosing the right dish from a menu is always a challenge for me.—gerund phrase
3. I don't want to choose Chemistry as my major at the University.—infinitive phrase
4. Remember to leave the first two turns and then take the third to the right.—infinitive phrase
5. Leaving the sprawled child, the puppy turned its attention to the father.—participial phrase, present participle
6. Stolen fifty years ago, the painting suddenly turned up in an abandoned house.—participial phrase, past participle
7. Drinking too much water can lead to a loss of vital minerals.—gerund

8. Having dismissed the minister, the king took charge himself.—perfect participle
9. Enthusiasm for the work in hand is the master key to make you feel great. - infinitive phrase
10. It boosts one's energy to a higher level, opening up a world of opportunities.—participial phrase, present participle

Exercise D.

- | | |
|-------|-------|
| 1. P; | 2. P; |
| 3. C; | 4. C; |
| 5. C; | 6. C; |
| 7. C; | 8. C; |
| 9. C; | 10. C |

Exercise E.

1. Concentrate on the task while you are working on it.—adverb clause of time
2. As they prepared to leave, everyone requested them to stay on.—adverb clause of time
3. You cannot eat wherever you like.—adverb clause of place
4. She was cheerful and amiable so that she quickly made friends in her new school.—adverb clause of result
5. As soon as he arrived, he asked for lunch.—adverb clause of time
6. Come and see me with your report card as soon as you finish dinner.—adverb clause of time
7. Where there is peace, there is happiness.—adverb clause of place
8. Why can't you do it as I have showed you?—adverb clause of manner
9. Since you are tired right now, you should go to bed.—adverb clause of reason
10. The teacher explained every step of the solution again when he saw the puzzled look on the students' faces.—adverb clause of time

Exercise F.

1. Save some money while you are still working.
2. Don't disturb me while I am at work.
3. As soon as he arrived, he asked for you.
4. Before she left the room, she tidied up the place.
5. Before you retire from service, you should build a house.
6. There was silence in the house after the children left.
7. When I saw the broken lock on the door, I called the police at once.
8. We ran out to play when it stopped raining.
9. When you have finished tidying up your room, you may take rest.
10. Just as I entered the room, I noticed the broken glass.

Exercise G.

1. I have stayed where you live now.
2. Let the cat run around wherever it likes.
3. I will live wherever you live.
4. They should stay where they have a house.

5. Wherever the boat takes me, I shall go.
6. You cannot walk wherever you like.
7. Go and live where it is peaceful and quiet.
8. Wherever he is posted, he takes his family along.

Exercise H.

1. Since you are tired, you should take rest.
2. I am happy that you have come back.
3. Because you are in need, I shall help you.
4. He is sad that nobody finds him a likely candidate.
5. I completed the work fast because I wanted to relax afterwards.
6. Since I have some spare time, I will help my dad with housework.

Exercise I.

1. between Muree and Patriata
2. throughout the day
3. towards evening
4. since Wednesday
5. till tomorrow
6. beside me
7. to the end of the road
8. against a wall
9. across the road
10. among themselves

Exercise J.

1. C; 2. P; 3. P; 4. C; 5. P; 6. P

Exercise K.

1. as you are taller than me;
2. whenever you need help;
3. as I have shown you before;
4. Since it is a holiday;
5. than my teacher does;
6. while he is talking on the phone;
7. where you find some empty land;
8. before you forget them;
9. so that he didn't have to use an eraser;
10. as if he owned the place

CHAPTER 20: THE FEATHERED WEAVERS (Pages 113–115)

Exercise A.

- ornithology;
 - genetic;
 - inborn
- c. nest-building as a learned skill in birds.
- Scientists chose to study Southern Masked Weaver birds because these birds build multiple nests out of grass during the breeding season. Researchers chose the colourful African bird because they build complex nests, which is potentially a sign of intelligence.
- Weaver birds varied their technique from one nest to the next. Some birds build their nests from left to right, and others from right to left. As the birds gained more experience in building nests, they dropped blades of grass less often, so they could build the nest in shorter time.
- The fact that the same bird builds different kinds of nests, using different approaches, suggested to the scientists that birds learn nest-building through experience.
- The birds' ability to make nests has been compared with the inborn ability of humans to use their hands.
Encourage students to think carefully about how they feel about the comparison and formulate their own answers.
- By the line 'Even for birds, practice makes perfect', the author suggests humour.
- Encourage students to do some research and present their findings in class. If possible, ask the students about what they know and understand about genes before reading the passage.*
- Encourage students to follow the passage accurately and formulate their own answers.*
- Encourage students to think creatively and formulate their own answers.*

Exercise B.

nests, birds, creatures—common nouns, countable, concrete; research— abstract noun; ornithology—abstract noun; researchers—common noun, countable, nest-building—common noun; skill, experience—abstract noun

Exercise C.

Scientists filmed male Southern Masked Weaver birds in Botswana. These birds build multiple nests out of grass during the breeding season. The findings of the scientists contrast with the commonly held assumption among ornithologists that nest-building is an inborn ability in birds, like using the hand among humans.

Exercise D.

- As the birds gained more experience in building nests, they dropped blades of grass less often. Adverb Clause of time
- Researchers chose the colourful African bird because they build complex nests. Adverb Clause of reason
- If birds build their nests according to a genetic template, you would expect all birds to build their nests in the same way each time. Adverb Clause of condition

Exercise E.

- Scientists filmed male Southern Masked Weaver birds in Botswana because they build multiple nests out of grass during the breeding season.
- Southern Masked Weaver birds build complex nests which is potentially a sign of intelligence.

Exercise F.

1. The findings (gerund) of the scientists contrast with the commonly held (past participle) assumption among ornithologists that birds have an inborn ability to build (infinitive) nests.
2. The researches may help to explain (infinitive) whether birds have the mental capacity to learn (infinitive) the skill of building (present participle) nests.

CHAPTER 21: SENTENCE KINDS: BASED ON STRUCTURE (Pages 116–122)

Exercise A.

1. The child sleeps in the afternoon.—one independent clause
2. *The sun came out* and the clouds vanished.—two independent clauses
3. He *couldn't go to school* because he had fever—one independent, one dependent
4. When I sent the letter, *I hoped* that it would reach my sister before her birthday *but it didn't* and we were both very disappointed.—Compound-two independent, one independent
5. Since you have made a request, *we will look* into the matter.—one independent, one dependent
6. Forgetting his tiffin box, the boy walked in a hurry to the bus stop.—one independent
7. Walking with difficulty, my grandmother climbed up the staircase.—one independent
8. *The quiz was so simple* that the team won the prize easily.—one independent, one dependent
9. *Their final examination was over* and the summer vacation started. two independent clauses
10. His brother gets annoyed because he keeps forgetting his lunch-box and *it happens very often*.—two independent, one dependent

Exercise B.

1. Better put the room in order, else father is going to be angry.—Compound
2. Being absent is not an excuse for not having done your homework.—Simple
3. We should keep our promises so that we don't lose trust.—Complex
4. The public has been angered by his false and irresponsible statements.—Simple
5. Please find out from him if he is interested in joining us.—Complex
6. You don't need to tell us what we are supposed to do.—Complex
7. I am ready to listen to you if you don't scream at me.—Complex
8. Please go home and get some rest since you are so tired.—Complex
9. The doctor had advised him a day's rest but the boy confidently claimed that he would come first in the race, even though he had sprained his ankle.—Compound-Complex
10. Our teacher advised us to answer all the questions and not to leave out any.—Simple
11. Since those boys were not punctual in their habits, they missed out a number of opportunities to participate in the play.—Complex
12. We should cultivate good habits like self-discipline and integrity from childhood.—Simple
13. There was not much rain although it was the monsoon season.—Complex
14. When I was younger, gardening was my hobby and I would plant a new sapling every month.—Complex
15. I used to read a lot and my sister would draw and paint in her sketch book.—Compound

Exercise C.

1. You have to tell me everything **or** I cannot help you.
2. **Neither** the police **nor** the detective has any leads in the case.

3. They tried everything to convince her **but** she refused to agree.
4. **Neither** I want to change schools **nor** my friends want me to change schools.
5. I knew father was feeling unwell **so** I decided to talk to him later.
6. We ask our teacher questions all the time **yet** she answers all our questions patiently.
7. **Both my** best friend **and** I like playing games too.
8. They have to accept his proposal **or** there is going to be a lot of trouble.
9. The cold hasn't lessened a bit **nor** the chilly wind died down.
10. We could **either** go out and play cricket **or** go swimming.

Exercise D.

1. Danny is a hard-working boy although he is a bit careless in his work.
2. Enter through the green door which is the last door on the left.
3. I will be busy until my exams end on Thursday.
4. She tries to visit her mother whenever she can manage some time.
5. They have selected a project site which is on the banks of a river.
6. Anything is possible if you believe in yourself.
7. Since he has started going to the new school, the child doesn't talk much.
8. I keep my bag and uniform ready so that I need not waste time looking for them in the morning.
9. He keeps his books carelessly wherever he finds some space.
10. As soon as they reach school, the students go straight to the assembly hall.

Exercise E.

1. Since it was a rainy day, ~~so~~ we decided not to go out.
2. Because he broke the club rules, ~~therefore~~ his membership was cancelled.
3. Although we had taken great care, ~~but~~ we still fell short of supplies.
4. Since we have shifted to the new building, ~~then~~ things look neat and tidy.
5. Though he hadn't invited her, ~~and~~ she decided to go to the party.
6. Although the karate tournament was not easy, ~~and~~ we could reach the final round.
7. When you come back from school, ~~and~~ we will go to Aunt Jenny's.
8. Why he ever did such a thing, ~~that~~ I simply cannot understand.
9. Although we had planned everything carefully, ~~but~~ there were some last-minute changes.
10. When we discussed the matter, ~~and~~ he could not give any satisfactory answer.

Exercise F.

1. Hurry up or you will miss the school bus.
2. He is lazy so he could not complete the work by the deadline.
3. They reached in time and (they) bought tickets.
4. Two new trains were introduced yet there was no decrease in the rush.
5. I rang him up but there was no reply.
6. He got a promotion yet he is not happy.
7. She could not run fast as she had sprained her ankle.
8. Dawood cleaned his shoes as well as polished them.

9. The road was not familiar to her but her service dog guided her the entire way.
10. He did not go to school and missed a test.
11. He drew an outline of the picture and filled it with colours.
12. Neither does he eat fruits nor does he drink milk.
13. He was in a good mood and he was humming a popular tune.
14. She was tired but she kept on doing her work.
15. Usually these children play in the park or in our backyard.

Exercise G.

1. I finished the work that you had told me to do.
2. My Science paper is on Thursday which is the last day of examinations.
3. I have a reliable friend who does everything perfectly.
4. The boy who is the captain of the team got hurt yesterday.
5. He was scared that he would fail.
6. This is my friend who loves to sing karaoke with me.
7. This is the hospital that the minister inaugurated.
8. I help my parents with household chores whenever I have time.
9. He hasn't come as he is not keeping well.
10. You can go ahead if you have the determination. / If you have the determination, you can go ahead.
11. We went to look for my phone where I thought I might have dropped it.
12. She was silent and morose because she was upset about something.
13. Although there was a forecast about likely rain, they went about their plan for the match.
14. They have made many changes in the plan since we met last month.
15. The workers were so tired by the end of the day that they slept soundly.

Exercise H.

1. Underline all the errors in the passage before/as you edit and proofread it
2. It was a beautiful and clear day but we saw a lot of people carrying umbrellas.
3. I have found the address of the lady who had forgotten her purse in the train.
4. If we don't reach the airport well in time, the check-in counters might close.
5. After we have moved into the new house closer to school, I am never late in reaching school.
6. Unless we finish all our homework first, our mother is not going to let us watch television.
7. Would you please hang the clothes out to dry, while I finish washing the dishes?
8. Ours was the only school that won the 'Friends of Nature Award' this year and the teachers were proud.
9. If it continues to rain like this for another day, most areas will be flooded.
10. When I stepped out of the house, I saw a man waiting at the gate.
11. The police have recovered the famous painting which was stolen from the museum last week.
12. Although she is not interested in watching plays, she accompanied her friend to the theatre.
13. As the public transport employees were on strike, we had to walk all the way and saw a boy happily riding a horse.

CHAPTER 22: RELATIVE PRONOUNS AND CLAUSES (Pages 123–127)

Exercise A.

1. which;
2. whom;
3. whose;
4. which;
5. whom;
6. that;
7. who;
8. which;
9. which;
10. who

Exercise B.

1. The boy, who has been elected the head boy of the school, is in class XII.
2. This is the hostel room that has been allotted to my brother.
3. The boy whose mother is a math teacher solved all the problems on the test.
4. I have misplaced the book that you gave me last month.
5. I gave him my sketch pen which was all I had at that time.
6. He wrote the mobile number that they had given him with my sketch pen.
7. Their grapes, which they grow in their orchard, are pesticide-free.
8. My uncle, who is a college professor, works in the university.
9. Those two ladies whom you saw today near the office are our new teachers.
10. The man, who is standing at the corner of the street, is a stranger.

Exercise C.

1. The house that my uncle bought last month needs to be painted.
2. Tina's house, which is located at the centre of the town, is near a shopping mall.
3. The man who tried to snatch your bag is a petty thief.
4. Jamal, who lives next door, is a good friend of mine.
5. The stranger whose luggage was missing was a foreigner.
6. Jimmy, whose dog barks all the time at night, says sorry to his neighbours.
7. The girl who joined our school last month is Faiz's cousin.
8. Jamila, who has written this poem is in class VII.

Exercise D.

1. in which the
2. woman, who was
3. man who was
4. vehicle whose was
5. rage which the
6. driver, who lost
7. fight that followed
8. witness, who reported
9. policeman who stopped

Exercise E.

1. that;
2. where;
3. that;
4. whose;
5. whom;
6. where;
7. whose;
8. which;
9. whose;
10. whom;
11. whose;
12. that;
13. whom;
14. whose;
15. where

Exercise F.

1. DC;
2. NDC;
3. DC;
4. NDC;
5. DC;
6. NDC;
7. NDC;
8. DC;
9. DC;
10. DC

Exercise G.

1. The school that gives a lot of importance to sports and games hired many new professional coaches for different sports.
2. Shirley's school, which is considered to be the most prestigious of all, is one of the oldest in the city.
3. The boy who got admission to the school yesterday is the son of a school teacher.
4. Sajid, who is a brilliant student, has been elected the head boy.
5. The girl whose family shifted to this locality last week has now joined our school.
6. Anoosha, whose essay is the prize-winning entry from the school, will be felicitated at tomorrow's function.
7. The building that was going to be demolished soon caught fire yesterday.
8. The Capital Plaza which my aunt patronises a lot is located near her house.
9. The city where a number of factories have been set up in recent years faces a lot of problems related to pollution.
10. Hunza where we are going for the vacation, still retains a lot of greenery.

CHAPTER 23: PERUVIAN MARVELS (Pages 128–130)

Exercise A.

1. a. he was very unhappy;
b. it used to be glorious previously;
c. the action of excavating something, especially an archaeological site
2. *Encourage students to refer to the context of the words as used in the passage and for their own sentences.*
3. The Moche were a civilisation that ruled Peru's north coast a millennium before the Inca.
4. Huaca Cao Viejo is a mud pyramid built by the Moche at El Brujo.
5. When Regulo Franco first saw the ruins of El Brujo, his heart sank because there was evidence of merciless looting at the site.

6. Archaeologists learnt about the Moche culture mostly through what is portrayed by their artwork.
7. c. religious centre for the community.
8. The Moche artefacts are expensive as they are found in the Moche pyramids which are held sacred by many cultures and also because they are very few in number.
9. *Encourage students to follow the passage accurately and formulate their own answers.*
10. *Encourage students to think creatively and formulate their own answers.*

Exercise B.

1. g; 2. d; 3. i; 4. a; 5. h;
6. b; 7. e; 8. j; 9. c; 10. f

Exercise C.

1. The Moche civilisation displays a vibrant culture.
2. Huaca Cao Viejo had revealed little of its former splendour.
3. What could have happened to the Moche?
4. Centuries of flooding have transformed the grand cathedral of the Moche era into a mud mound.
5. The Moche were a civilisation that ruled Peru's north coast a millennium before the Inca.
6. When archaeologist Regulo Franco first saw the ruins of El Brujo, his heart sank. –Adverb Clause of Time
7. The Moche did not leave a written language.
8. Spanish explorers and others looted most of the pyramids' treasures.

CHAPTER 24: ACTIVE AND PASSIVE VOICE (Pages 131–135)

Exercise A.

1. It was a bright sunny day. ✗
2. The family has gone on a holiday. ✗
3. The mother was driving the car. ✓
4. She has taken her camera along. ✓
5. They will look around the place. ✗
6. The children have packed a lot of story books. ✓
7. The eldest son lifted the heavy suitcase. ✓
8. They will sing and dance and enjoy themselves. ✗
9. They will pick up sea shells on the beach. ✓
10. They will come back next Sunday. ✗

Exercise B.

1. A; 2. P; 3. A; 4. P; 5. A;
6. P; 7. P; 8. P; 9. P; 10. A

Exercise C.

2. A new travelogue has been published.
3. The volleyball team's victory in the tournament was praised by everybody.
4. The Class X results will be announced by the Board today.

5. The missing carton has finally been found.
6. They were asked by him to write a letter of apology.
7. A house is being built by the workers on that plot.
8. Those forms were filled by the applicants before the papers were submitted at the counter.
9. The tickets had been bought much earlier.
10. The accused has been asked certain questions by the police.

Exercise D.

1. The picture was painted by Mr Bilal.
2. The students in the class were taught by the teacher.
3. The goldfish was fed by Ruby.
4. The poor farmers were given money by the moneylender.
5. The national anthem will be sung by Sami and Shiza.

Exercise E.

1. active;
2. active;
3. passive;
4. passive;
5. passive

Exercise F.

1. active;
2. passive;
3. passive;
4. active;
5. active;
6. passive;
7. active;
8. passive;
9. active;
10. active

Exercise G.

1. was gifted—P;
2. has made—A;
3. has stitched—A;
4. have been designed—P;
5. bought—A
6. has presented—A;
7. has been inspired—P;
8. can create—A;
9. has been picked up—P;
10. are appreciated—P

Exercise H.

1. (a) three men were arrested;
(b) the stolen goods were recovered
2. (a) has been planned;
(b) active participation is expected

CHAPTER 25: DIRECT AND INDIRECT SPEECH (Pages 136–141)

Exercise A.

1. Mother asked me what I was doing.
2. She asked me when I would start packing.
3. Father asked me when I was planning to go.

4. My brother asked me what time my train was.
5. My sister asked me when I would come back.
6. She asked me what I would bring for her.
7. My grandpa asked me where I was going.
8. My grandma asked me how I would spend two days in that cold place.
9. My friend asked me if he could come with me.
10. My neighbour asked me if I was going to miss all of them.

Exercise B.

1. The doctor asked the patient how he was feeling that day.
2. The employee asked the guest how he could help him.
3. He asked the receptionist whether all the visitors had written their names.
4. The hostess asked the guests if they were all comfortable.
5. She asked me whether I liked my gift.
6. Anila asked me if I was going to the hospital.
7. Grandpa asked Tahira whether she knew where he had kept his spectacles.
8. Shahla asked her father if he had invited their relatives and her friends.
9. Hussain asked his friend how he did the sum.
10. My neighbour asked me if I knew how that window pane was broken.

Exercise C.

1. Father asked me if I wanted that bike.
2. Shan asked her whether she could drive.
3. Maria asked her friend whether Reshma was an actor.
4. Muneeza asked him if it was over.
5. The child asked his sister if there were no chocolates left.
6. Kinza asked Laique whether Badar had completed the project.
7. The coach asked Ayan if he could swim.
8. He asked his sister whether the cleaner usually came quite early.
9. Kevin asked his brother if the film was getting over.
10. Neil asked Jay to show him his pictures.

Exercise D.

1. Hina proposed that the management should take a decision.
2. Neha suggested to her father that they should go to Hyderabad that weekend.
3. Feroz invited his friend to meet him at the club in ten minutes.
4. The judge told the athletes not to run until they have heard the bell.
5. Ali advised me to see the doctor at once.
6. The manager proposed to his colleague that they should find a solution to that problem.
7. The teacher suggested that the students should clean up after the picnic.
8. His father told him not to wet the wound.
9. His mother told him to do his homework, iron his uniform, and polish his shoes before he went to school.

10. I requested my friend to wait for a minute.
11. I advised the boy to take a shortcut to the market.
12. Rida suggested to her mother that he should find his own way.
13. Anila instructed/ordered Kiran to lock the door.
14. Hussain requested the visitor to wait there.
15. The teacher instructed/ordered the students not to shout and scream in the class.

Exercise E.

1. Samrah requested Ghufuran to lower the volume.
2. Arfa asked Nadeem whether he liked staying in a hill station.
3. His neighbour asked Furqan if he might use his telephone.
4. The stranger asked me if I could tell him the way to St John's Hospital.
5. His uncle asked Ahsan if he would go with them.
6. Molly asked ma'am if she might come in.
7. His friend requested Shayyan to post that letter.
8. His mother asked Moonis if he would like a second helping.
9. His father asked Mansoor if he could depend on them.
10. He asked me if I could him lend my book.

Exercise F.

1. As he saw his sister Ally, Peter asked her how she got in there. Ally said that she had stolen in behind one of the monks. She added that she had seen him going up the street past their house, and she ran out and kept behind him all the way. Peter wondered what he was going to do with her, now that she was there. He said that he couldn't let her out again as he didn't know what the monks would say. The little girl said happily that she would stay out there in the garden and she could sleep in one of those beautiful dolls' cradles, and he could bring her something to eat.
2. Mother said that she had a surprise for May as her Cousin Charlie was there. Charlie said that he had been waiting for her to return since that morning. He suggested that they should go play in the barn. Charlie asked her what they should do next and said that hunting for eggs in the barn was boring. Little May suggested that they should go and pick blackberries in the upper field. On the way, Charlie suddenly asked her whose orchard was that just across the next field. May replied that it was Farmer Giles. She added that she was a good cook and the cake she baked was almost ready. May told Charlie to look at Kamal and commented that he was already ready to pounce on it. Charlie asked her whether Giles would let them have some of her cake. May suggested that they should find out and ran.

CHAPTER 26: THE BANYAN TREE (Pages 144–145)

Exercise A.

1.
 - a. a twisted mass of intertwined roots;
 - b. ruffling of the water's surface;
 - c. plants growing in a place needed where they are not
2. a. (ii); b. (iv)
3. b. used to sit at the window and wonder at the sight of the tree.

4. The phrase, 'shaggy-headed banyan tree' means the banyan tree is covered with long, untidy hanging roots, branches, twigs, and leaves.
5. The poet compares the sunlight dancing on the water to the restless tiny shuttles weaving golden tapestry.
6. The ducks swam close to the shores of the pond.
7. The child longed to be the wind and blow through the branches of the tree or be its shadow and lengthen with the day on the water. He wished to be a bird and perch on its topmost twig, and to float like the ducks among the weeds and shadows.
8. *Encourage students to think creatively and formulate their own answers.*

Exercise B.

1. dances;
2. swim

Exercise C.

1. shaggy-headed, banyan;
2. huge, black

Exercise D.

finite verbs: would come, longed; non-finite verbs: to fill, to be

Exercise E.

bird, twig, ducks, weeds, shadows

CHAPTER 27: BACK FROM THE BRINK (Pages 146–148)

Exercise A.

1. c
2. c
3. Ayman was young and successful, with everything her heart could desire. A gifted conversationalist, her charming and encouraging presence made it easier for her teammates to handle stress and work hard.
4. Ayman was very upset.
5. She was worried about incomplete business and her family and friends.
6. When she called her office about having missed the meeting.
7. She decided to prioritise herself and the people close to her.
8. *Encourage students to think creatively and formulate their own answers.*
9. *Encourage students to think creatively and formulate their own answers.*
10. *Encourage students to think creatively and formulate their own answers.*

Exercise B.

1. had known;
2. could live

Exercise C.

1. The doctor said that the report wasn't good, and it indicated a rare blood disease.
2. Her mother asked her whether she had a meeting to attend and added that it was rather late.

Exercise D.

1. She was impatient—main clause; because she had an important meeting to attend for a new project.—subordinate adverb clause of reason; subordinating conjunction—because.
2. When she greeted the doctor,—subordinate adverb clause of time; he looked up with a start—main clause; subordinating conjunction—when.
3. If only she had known the truth,—subordinate adverb clause of condition; she wouldn't have been so busy with her work.—main clause; subordinating conjunction—if

Exercise E.

1. noticing—present participle, crestfallen—past participle, to worry—infinitive
2. taking—present participle
3. getting—present participle, to go—infinitive
4. approaching—present participle

Exercise F.

1. One day she was waiting at the doctor's clinic to get the results of a routine checkup.
2. She saw the doctor with a report in his hand and shaking his head.
3. The news came like a bolt from the blue indeed.
4. She burst into tears, overwhelmed with grief at the prospect of approaching death.

CHAPTER 28: WORD FORMATION (Pages 149–154)

Exercise A.

1. disadvantage
2. illogical
3. immature
4. illiterate
5. insufficient
6. informal
7. untidy
8. impolite
9. irregular
10. immortal
11. unforgettable
12. irresponsible
13. unreliable
14. disobey
15. uncooperative

Exercise B.

1. enable
2. forsake
3. foresee
4. embody
5. empower

6. embark
7. overdo
8. endear
9. overbid
10. overbear
11. enlarge
12. install
13. overhear
14. forewarn
15. imprint
16. enrage
17. enact
18. enrich

Exercise C.

Note: At times, more than one word is possible

1. noticeable
2. adorable
3. reversible
4. sensible
5. useful
6. spiteful
7. supremacy
8. conspiracy
9. involvement
10. commencement
11. manageable
12. vigorous
13. generosity
14. preference
15. occurrence
16. glamorous
17. monstrous
18. disastrous

Exercise D.

1. baker
2. beggar
3. sailor
4. lawyer
5. happiness
6. wisdom

7. freedom
8. martyrdom
9. kingdom
10. sickness
11. friendship
12. hardship
13. lordship
14. health
15. goodness
16. stealth
17. socialism
18. communalism

Exercise E.

1. boyish
2. greyish
3. girlish
4. perishable
5. prosperous
6. wholesome
7. handsome
8. quarrelsome
9. awesome
10. porous
11. noteworthy
12. newsworthy
13. praiseworthy
14. blameworthy
15. victorious
16. ladylike
17. statesmanlike
18. childish
19. digestible
20. luxurious
21. sinful
22. joyful
23. marvellous
24. ominous

Exercise F.

1. railway, taxpayer
2. sweetheart, blackboard

3. spelling book, looking glass
4. afterthought, downfall
5. diehard, go-between
6. outset, outcome
7. inside, outlaw
8. spendthrift, pickpocket
9. sky-blue, headstrong
10. heart-rending, ear-piercing
11. lukewarm, red-hot
12. never-ending, long-suffering
13. moth-eaten, hand-made
14. backbite, browbeat
15. fulfil, blacklist
16. overhear, undertake

Exercise G.

Blend Word	Word A	Word B
1. soundscape	sound	landscape
2. travelogue	travel	monologue
3. brunch	breakfast	lunch
4. malware	malicious	software
5. smog	smoke	fog
6. sitcom	situation	comedy
7. netizen	internet	citizen
8. freeware	free	software
9. ecotel	ecology	hotel
10. advertorial	advertisement	editorial
11. netiquette	Internet	etiquette
12. webinar	web	seminar
13. emoticon	emotion	icon
14. biopic	biography	picture
15. camcorder	camera	recorder
16. blog	web	log
17. fortnight	fourteen	night

CHAPTER 29: VOCABULARY (Pages 155–160)

Exercise A.

2. ignore; 3. benign;
4. delicate; 5. ignorant;
6. dispute

Exercise B.

1. a. sight; b. cite; c. site
2. a. write; b. rite; c. right
3. a. rain; b. rein; c. reign

Exercise C.

Encourage students to look up the words in a dictionary. They can read the example sentences for a better understanding of the words.

Exercise D.

1. b; 2. c; 3. d; 4. a; 5. h;
6. i; 7. j; 8. e; 9. g; 10. f

Exercise E.

Encourage students to formulate their own sentences.

Exercise F.

1. f; 2. e; 3. j; 4. a; 5. c;
6. h; 7. i; 8. b; 9. d; 10. g

Exercise G.

1. The lady's eyes were fireflies.
2. The lady's hair was a flowing golden river streaming down her shoulders.
3. The white clouds sailed across the blue sky.
4. As I stepped out of the train in Peshawar, I was lost in a sea of nameless faces.
5. The man was mean and his actions proved that he was a wolf.
6. The path of resentment is easier to follow than the road to forgiveness.
7. Her heart swelled with a sea of tears.
8. They feel that life is a fashion show.
9. Waves of spam emails filled his inbox.
10. The woman looked at them with a wooden face.

Exercise H.

Encourage students to formulate their own sentences.

CHAPTER 30: SUMMARISING (Pages 161–164)

Exercise A.

1. The Chihuahua is the world's smallest dog. An adult Chihuahua measures just about six inches and weighs 1–2 kilos. Chihuahuas are of two types—the long coated and the smooth coated. They can be of any colour. Their heads are apple-shaped, the nose is short and the ears are at an angle of 45 degrees to the head. The body is compact, with a long tail and a graceful appearance. They need no particular exercise and are satisfied with their walks within the house. They are sharp, alert, and strong in character and make good guard dogs. Their cost is exorbitant. (102 words)
2. Scientists have discovered fossilised human remains in Iberia that have Neanderthal characteristics. Anthropologist Marvin L. Lubenow has shown that the Neanderthal man was very similar to the earliest modern human species, except for having a much bigger skull. The two species existed more or less at the same time. This confirms the scientists' theory that Neanderthals and the earliest modern humans were closely related. (64 words)
3. *Encourage students to write their own summaries.*

CHAPTER 31: PARAGRAPH AND DIARY WRITING (Pages 165–168)

Exercise A, B, and C

While evaluating the compositions under Paragraph Writing, look for the following:

- a. All the points given in the outline have been included in the paragraph.
- b. There is a logical sequence of the points.
- c. There is a beginning, middle, and end in the paragraph.
- d. The opening sentence gives a clear sense of what the main focus of the paragraph is and the closing sentence gives a sense of closure.
- e. No fresh or new idea is introduced in the closing sentence.
- f. The student does not seem to jump from one idea to another in moving from one sentence to another.
- g. The word limit of roughly 150 words is maintained.
- h. The sentences are grammatically correct and the student uses level-appropriate vocabulary and expressions.

Exercise D

While evaluating the compositions under Diary Writing, look for the following:

- a. The entry begins with a mention of the day and date.
- b. The entry shows the student's point of view or feelings and attitudes towards an incident or thought, or towards the theme of the entry.
- c. The writing is personal and uses informal language which is age-appropriate.
- d. The composition has a coherent flow and the reader is able to understand what is being talked about.
- e. Look for vivid writing—diary entries are often full of life because of very subjective use of language and vocabulary. The composition should not read like a report.
Diary entries cannot be neutral because the writer takes a clear stand about anything that he or she writes. Do not penalise the student if he or she adopts a rigid or one-sided point-of-view towards the subject.

CHAPTER 32: REPORT WRITING (Pages 169–172)

Exercise A

While evaluating the compositions under Report Writing, look for the following in general reports:

- a. There is an appropriate title given to the report.
- b. There is a logical sequence in which the information is provided about the subject of the report (what? why? where? when? who? how?).
- c. There are paragraph divisions showing a logical sequence of the presented information.
- d. Objective, formal language is used and flowery metaphors are avoided—the writer should not inject himself/herself into the report.
- e. A word limit of roughly 200 words is maintained.
- f. Sentences are grammatically correct, and the student uses level-appropriate vocabulary and expressions.

Exercise B

While evaluating the compositions under Report Writing, look for the following in newspaper reports:

- a. There is a headline which is not sensational but objective and which gives a very clear idea of what the news is about.
- b. Place and date are mentioned right at the beginning.
- c. The report gives the most important factual information right at the beginning so that the reader can decide, after reading the first sentence whether or not the news interests him/her and whether or not he/she would like to read further details.
- d. All the relevant information is presented in a logical sequence and the report reads more or less like the actual ones in the newspapers.
- e. Formal and objective language is used and metaphors are avoided—a newspaper report is not a personal or subjective piece of writing.
- f. The final sentence gives a sense of closure to the report.
- g. Journalistic idioms and passive constructions are used, and sentences are grammatically correct.

CHAPTER 33: STORY WRITING (Pages 173–177)

Exercise A

Teachers to discuss the answers in class as a speaking activity:

Exercise B, C, D, and E

While evaluating the compositions under Story Writing, look for the following:

- a. The story has a title which catches interest and is creative rather than objective, flat, and straight forward.
- b. Depending upon the subject of the story, the opening sentence could set the tone of suspense, humour, etc.
- c. The student shows ability to choose adjectives carefully and appropriately for vivid descriptions and can create a sense of ‘atmosphere’.
- d. The opening of the story catches the reader’s attention and makes him/her want to read on.
- e. There are not too many characters—three to four provide a good balance.
- f. The story, unless it is a science fantasy, should give a sense of realism and not include incidents or details that seem far-fetched or that have no contact with everyday reality in the outside world.

- g. The student uses his/her creative imagination without crossing the bounds of the real world.
- h. The story gives a clear idea of setting, plot, narration, characterisation, and maintains an appropriate tone throughout the narration.
- i. At least some dialogues are used, unless there is no context or opportunity.
- j. In stories based on idioms, the student should show a clear understanding of the idiom and the story should bring out the meaning of the idiom.

CHAPTER 34: LETTER AND NOTES (Pages 178–185)

Exercise A

While evaluating the compositions under Letter Writing, look for the following:

- a. Correct details of format for formal or informal letters are used.
- b. All relevant points related to the topic in the question are included.
- c. Length of the letter is appropriate: formal/official letters should not contain anything superfluous and should be succinct.
- d. Idiomatic and appropriate language is used: certain forms of spoken expressions are acceptable in a letter to a friend or a family member.
- e. Look for grammatical correctness, correct spelling, and punctuation.
- f. Letters that require the students to give reasons for their complaint or statements must contain valid and realistic reasons.
- g. Letters of complaint that require the students to offer suggestions for improvement of a situation or condition of something must contain realistic suggestions.

Exercise B

While evaluating the compositions under Notes, look for the following:

- a. Correct details of format for formal or informal notes are used, for example presence or absence of heading, salutation or leave-taking, sender's address, date.
- b. The language is in keeping with the nature of the note, whether formal or informal.
- c. The note is brief, to the point, and does not include superfluous information.
However, the note should include all the relevant information necessary for the receiver of the note to be able to respond appropriately by accepting or declining it.
- d. The note does not read like a formal or informal letter.

CHAPTER 35: CHILDREN LIVING ON THE EDGE (Pages 186–188)

Exercise A.

Encourage students to read the passage carefully and answer the questions.

Exercise B.

Encourage students to formulate their own sentences.

Exercise C.

1. institutional; 2. unhygienic; 3. gravity; 4. casually; 5. labourer

Exercise D.

1. The latest reports published recently suggest that there is no end in sight to the sordid saga of

child labour.

2. Tens of thousands are chiefly engaged in agriculture in rural areas and in a variety of industries in urban areas.
3. The first step can be made by involving the community at large to strike at the roots of child labour.

Exercise E.

1. For thousands of child labourers, childhood is a bitter phase of life.
2. With an estimated 23 million deprived and destitute children in the country, one can imagine the gravity of the problem.
3. Tens of thousands are chiefly engaged in agriculture in rural areas and in a variety of industries in urban areas.

Exercise F.

1. Children undergo nightmarish ordeals to get the basic necessities of life.
2. Young children spend days stitching boxing and cricket gloves for export.
3. The first step can be made by involving the community at large to strike at the roots of child labour.

Exercise G.

1. The latest reports published recently by the National Education Management Information System (NEMIS) working for the elimination of child labour in Pakistan suggest that there is no end in sight to the sordid saga of child labour.
2. Tens of thousands are chiefly engaged in agriculture in rural areas and in a variety of industries in urban areas.
3. For thousands of child labourers, childhood is a bitter phase of life.

Test 1

Exercise A.



6 Key to End of the Year Tests

1. biggest;
2. more inspiring;
3. resignation;
4. healthy;
5. our immediate, they, them, its, them

Exercise B.

1. has written;
2. is;
3. describes;
4. narrates;
5. happened;
6. made;
7. had come;
8. was;
9. had seen;
10. would fill

Exercise C.

1. for;
2. down;
3. out;
4. along;
5. down

Exercise D.

1. The police officer ordered his men to charge.
2. The bad weather helped the thief to escape.
3. The soldier commanded the intruder to surrender.
4. The lady asked the boys to take part in the drama.
5. The volunteers helped the victims to come out of the building.

Exercise E.

1. The boy who live in the house next to mine is my friend, Athar.—lives
2. He have bought a new video game CD.—has

3. Athar's collection of video games are a large one.—is
4. Most of the games is car races.—are
5. Athar complete many levels of a game in one day.—completes
6. The higher levels of the game is more difficult.—are
7. I also plays many video games with Athar.—play
8. Athar know all the tricks of scoring more points in car races.—knows
9. But the speed of my cars are more than his.—is
10. Today's cricket match between us are going to be a tough one.—is

Exercise F.

1. has;
2. have;
3. is;
4. are;
5. is

Exercise G.

A dog lived near a river. One day as he was feeling hungry he stole a piece of bone from a meat shop. The dog ran away with the bone held firmly in its mouth. He came to a bridge near the river. He began to cross the bridge carefully, with the bone in his mouth. When he reached the middle of the bridge, he saw his own reflection in the water. He thought that it was an old enemy of his. He was surprised to notice a piece of bone in the enemy's mouth. Being greedy, he wanted that bone as well. Angry at the other dog, he barked loudly. The piece of bone he had in his mouth fell into the river and the enemy vanished into little ripples of water.

Exercise H.

1. will;
2. could;
3. might;
4. can't;
5. should;
6. shall;
7. would;
8. may

Exercise I.

1. through;
2. around;
3. to;
4. back on;
5. on;
6. into;
7. for;
8. after;
9. on;
10. down

Exercise J.

1. have—has;
2. threatening—threat;
3. need—needs;
4. about—in;
5. promote—promoting;
6. an—the;
7. are—is;
8. form—forms

Exercise K.

Articles: an, the, a; Demonstrative: this, that, these, those; Quantifier: all, both, a few, little, much, many, some, any; Distributive: either, neither, each, every

Test 2

Exercise A.

1. Last year I bought a new bike but I have sold it recently.
2. She surprised everyone by appearing unannounced.
3. They will leave for Margalla Hills tomorrow evening.
4. Has the accountant come yet?
5. My mother turned forty last month.
6. When she was a child, she had lived in a small town.
7. He went to Jacobabad in 2005 and has lived/has been living there ever since.
8. As soon as she reached there, she sent a message.
9. He has written five emails to them in the past four weeks.
10. The last we heard from her was on Monday.

Exercise B.

1. Not till Rabia saw the list on the notice board, did she realise that she had been selected for the play.
2. On no account should this be repeated.
3. Hardly ever have I felt so humiliated in my life.
4. Only by listening patiently was he able to understand her problem.
5. Seldom has there ever been any opposition to our plans.

Exercise C.

It was very beautiful

1. around the mountains that morning. The sun shone brightly
2. on the green pasture land and there were flowers everywhere. Heidi rushed to and fro, wild with excitement
3. at the sight of them. She picked bunches
4. of flowers until her apron was full of them. Peter had a hard time looking
5. after the herd of goats and keeping an eye
6. on Heidi at the same time. They soon reached the foot
7. of a rocky mountain peak and Peter lay down
8. on the grass to rest
9. after the long climb.
He soon fell asleep and the goats climbed about among the bushes. Heidi sat quite still enjoying it all. Suddenly, she heard a loud noise. An enormous bird was flying overhead with its wings outstretched. She woke Peter and together they watched the great bird as it soared
10. high into the sky and disappeared.

Exercise D.

1. He did not volunteer as he would have had to give up his free time.
2. Go around the building to the back door as the front door is closed.

3. Although this exercise is difficult, it will greatly benefit your spinal muscles.
4. Because I shifted my bed to the other room, I have been sleeping better.
5. She forgot to switch off the heater and to lock the back gate.
6. We will accept your assignment even though you are submitting it quite late.
7. You will need an interpreter to talk to Mr Hamashita as you don't know Japanese.
8. Neither have we received any email from them nor have they called us.
9. Unless everyone does his duty, it is difficult to keep things clean.
10. Hussain and Junaid are responsible for keeping this shelf neat and tidy. /
Either Hussain or Junaid is responsible for keeping this shelf neat and tidy.

Exercise E.

1. That gentleman whose wife has got an assignment abroad is leaving his job.
2. Anwar was driving a car that looked really old.
3. I tried a new dish of aubergine which I didn't like.
4. The boy who came here is not our friend.
5. There are no buyers for the house that is haunted.
6. That man whom you helped with money is a cheat.
7. We will go to Skardu where summers are so pleasant.
8. I kept searching for the hall where the music competition was happening.
9. This is the town that is famous for handloom weaving.
10. That is the Town Hall where an exhibition of handloom textiles was held last month.

Exercise F.

1. The prizes were given away by the chief guest.
2. Such a thing was not thought of before.
3. I am disturbed by the thought of a long flight.
4. The results were declared in time by the examination board.
5. This horrible crime will not be forgotten for years to come.
6. This piece of land is owned by the government.
7. We will not be allowed inside till the minister is seated.
8. The poem was recited by Naveen in her usual manner.
9. Have the election results been announced?
10. By whom was such a huge amount donated to the charity?

Exercise G.

Fog disrupts rail traffic

Lahore Rail traffic

1. was disrupted on Sunday when eighteen trains
2. were delayed by over eight hours and another seven
3. were cancelled due to poor visibility. Around twelve trains
4. were rescheduled as visibility was reduced to less than a hundred metres in the wee hours of the morning. The authorities claimed that the passengers

5. were informed of the delays and cancellations—through the website but a lot of inconvenience
6. was caused to many as they
7. were caught unawares. A hapless commuter, who
8. could not be contacted by the authorities, complained that an important contract
9. was lost to his firm due to this disruption. Another commuter commented, 'Weather conditions
10. are held responsible for many hit and misses.

Exercise H.

1. Dua asked her friend if she could borrow her pencil.
2. Rizwan's father asked him how long it would take to complete the course.
3. Ghazala asked her brother whether he wanted to learn music.
4. Rizwana asked her sister if she shut the door.
5. Jazi asked Savera how long she had been learning Chinese.
6. Arish asked Neelam what the occasion for that party was.
7. He asked his neighbour if he could explain how that had happened.
8. She asked the boy when his father would return home that day.
9. We asked the teacher if we might have the fifth period free the next day.
10. She asked me if I would mind if she switched the AC off.

Exercise I.

1. She was not able to answer all the questions in the Maths examination.
2. Waking up early in the morning, I took photographs of the rising sun.
3. Sarim does not know the syllabus for the test next week.
4. The doctor said that before he prescribed any medicines, I should get a blood test done.
5. Why have you encircled some dates on the calendar in red?
6. The two old trees in front of our house have been cut down.
7. Her parents take great pride in her achievements at school.
8. All teachers speak in English here as this is an English medium school.
9. Why didn't you ask for a better option?
10. Have you ever been to the Pyramids in Egypt?

Exercise J.

1. It is certain that he will be defeated in this match.— Noun clause in Apposition to the pronoun it
2. Why she does not like to watch cartoons is a mystery.— Noun clause, subject of the verb, is
3. I know that Islamabad is the capital of Pakistan.—Noun clause, object of the verb, know ,
4. Whoever broke the vase will have to pay for it.—Noun clause, subject of the verb
5. He said that he was sick.— Noun clause, object of the verb, said
6. The students who are opting for Computers need to meet the Computer teacher.—Adjective clause ✓
7. The car that she is driving is not hers.—Adjective clause ✓
8. The building where he works is new.— Adjective clause
9. People who cannot swim should not jump into the sea.— Adjective clause

10. People who live in glass houses should not throw stones. .—Adjective clause ✓



7 Worksheets

Note to the Teacher:

The following worksheets can be used to reinforce practice where needed. For struggling students, worksheets may serve as an aid for additional practice. For those students who work fast, these worksheets may solidify their understanding while keeping them busy.

Nouns

Worksheet 1

Name:

Class:

Date:

Fill in the blanks with the correct form of the words given in brackets.

1. Our class teacher told us that while speaking, our (pronounce) of words should be correct.
2. You have to learn to seek (happy) by limiting your desires, rather than in attempting to satisfy them.
3. Vitamin C increases the (absorb) of iron from food.
4. Good (heal) and common sense are two of life's greatest blessings.
5. Proper (grow) depends on nutritional food and a balanced diet.
6. The (describe) given by the tourist guide was enough to identify the monument.
7. (wise) is to the mind what health is to the body.
8. We told them that our (victorious) depended on some collective effort.
9. He showed his (prefer) to the lighter colour of the two.
10. Maintaining discipline is the ultimate (responsible) of all concerned.

Worksheet 2

Name:

Class:

Date:

Fill in the blanks with the correct form of the nouns given in brackets.

1. He bought three sharp _____ (knife) from the shop.
2. The _____ (chief) of five firms are meeting in this office today.
3. They were stunned by the _____ (revelation) of more than three people.
4. They made a list of all the dormant _____ (volcano) in the continent.
5. When all the wooden _____ (shelf) were polished, they looked as good as new.
6. These old _____ (photo) were kept in the lowest shelf.
7. Those _____ (maid) talked among themselves on their way to work.
8. Luckily both the _____ (baby) slept throughout the journey.
9. Their two _____ (daughter-in-law) were decked up for the festivities.
10. Her grandma tells her two _____ (story) every day.

Pronouns

Worksheet 3

Name:

Class:

Date:

Choose suitable pronouns to complete the given sentences.

1. Many tourists come to visit the Badshahi Mosque in Lahore. Look at them. _____ are strolling near the monument.
2. A lady is taking pictures. _____ looks like a foreigner.
3. Her husband is posing in front of the monument. _____ is a bearded man.
4. The Lahore Fort is situated nearby. _____ is a sprawling palace.
5. Sara, Dua, and I want to visit the monument. _____ will go there on a holiday.
6. The Gondrani caves were built somewhere around the century. _____ were cut out of huge chunks of rock.
7. Faiz, have _____ ever been there?
8. We congratulated _____ when they won the match.
9. The white car parked across the road is _____ .
10. This is _____ teacher's handbag.

Worksheet 4

Name:

Class:

Date:

Choose the correct word and fill in the blanks in these sentences.

1. Ghazala said to Sheema, _____ (I/ we/you/they) am going to school now.'
2. Sheema asked her, 'Why are _____ (I, we, you, they) going so early today?'
3. Ghazala packed her bag neatly. _____ (She/I/He/It) has a new school bag.
4. Her brother is Asim. _____ (She/I/He/It) studies in class V.
5. Her mother told _____ (her/him/them/it) to cross the road carefully.
6. When she saw the boy running, she told _____ (her/him/them/it) to walk and not to run on the road.
7. The players told _____ (me/you/us/them) to cheer for them and we did.
8. I think this umbrella is _____ (my/his/her/hers).
9. Rija said, 'I have completed the assignment by _____ (himself/yourself/myself/herself).'
10. The dog wagged _____ (its/their/her/his) tail when it saw its master.

Adjectives

Worksheet 5

Name:

Class:

Date:

Complete the sentences with suitable adjectives given below.

good	hopeful	alert	reckless	gloomy
slow	careful	bad	innocent	soft

1. The young man looks _____ and dejected.
2. Being an optimist, he is _____ of a solution to the problem.
3. He knows that the law is not _____ on law-breakers.
4. He believes firmly that he is _____ at driving.
5. He is sure that at that time in the morning his driving was really _____
6. He feels that he is _____ in this case.
7. Although the situation turned out to be quite _____ he did not lose hope .
8. He has never been _____ or rash while driving his car.
9. Now onwards he will be fully _____ and cautious.
10. He has decided to be extra _____ while driving.

Worksheet 6

Name:

Class:

Date:

A. Fill in the blanks with suitable participles of verbs given in brackets. Choose the correct alternative.

1. There was a _____ (creeping/crept) insect inside the glass box.
2. There is a _____ (growing/grew) concern about its safety.
3. It was an _____ (unknowing/unknown) species.
4. It was found near some _____ (burning/burnt) wood.
5. Scientists and _____ (learning/learned) men spoke about the new species at the meeting.

B. Use the correct form of the verbs (-ing or -ed forms) given in brackets. Fill in the blanks.

1. The widely _____ (report) theft took place last week.
2. The _____ (steal) articles have been kept at the station.
3. The _____ (arrest) man has confessed the crime.
4. It was a _____ (break) promise and nobody would trust him now.
5. Those articles belonged to a _____ (disable) man.

Verbs: Transitive and Intransitive

Worksheet 7

Name:

Class:

Date:

Underline the verbs in the following sentences and say whether they are transitive or intransitive.

1. Sheema walks to school every day. _____
2. Look, her brother is playing in the garden now. _____
3. Her mother goes to the nearby gym every day. _____
4. The lady opened her purse. _____
5. Her father has worked very hard to reach the top position in his company. _____
6. The children distributed some gifts on the festival day. _____
7. Razak bought an ice-cream cone in the afternoon. _____
8. Razia has brought some books for you. _____
9. Hearing the hilarious joke, they laughed aloud. _____
10. He has invented a small machine. _____

Worksheet 8

Name:

Class:

Date:

Complete the given sentences with suitable transitive verbs from the box below.

lend	buy	give	pass	cut
send	bring	have brought	have written	show

1. Would you please _____ that book to me?
2. Could you _____ it to me for a couple of days?
3. I _____ a book for you, mother.
4. Please _____ that parcel to me.
5. Could you please _____ a glass of water for me.
6. Could you _____ apples for the children?
7. I'll _____ an email to you straightaway.
8. Will you _____ a packet of sketch pens for your sister?
9. Please _____ some samples to me tomorrow.
10. They _____ already _____ to them about this proposal.

Verbs: Tenses and Time

Worksheet 9

Name:

Class:

Date:

Identify the verbs in these sentences. State whether the actions take place in the past, the present, or the future.

1. Amphibians evolved into reptiles. _____
2. Running a kitchen involves a lot of discipline and speed. _____
3. They will remove the debris in a couple of days. _____
4. The two speakers of the evening function reached early. _____
5. The principal and the staff are waiting for the dignitary to arrive. _____
6. The new teacher will teach us this topic. _____
7. Rahema ran a short distance to catch the bus. _____
8. Amir gave her a piece of advice. _____
9. The children always listen to her advice. _____
10. People these days have become very selfish. _____

Worksheet 10

Name:

Class:

Date:

Fill in the blanks and complete the following sentences with the most suitable form of the verbs given in brackets.

1. They _____ (organise) this function at the Town Hall on 16th of next month.
2. Tomorrow _____ (be) Sunday.
3. We _____ (devote) some time for practice on holidays.
4. Shehla _____ (read) a lot of books in her leisure time.
5. Look, she _____ (sit) in that room with her brother.
6. Both of them _____ (read) novels now.
7. I _____ (go) by school bus every day.
8. But I _____ (go) with my friend in his car tomorrow.
9. We _____ (come) back soon.
10. She _____ (get) some time to discuss the matter with them.

Verbs: Finite and Non-Finite

Worksheet 11

Name:

Class:

Date:

Choose the 'to' form or '-ing' form and put a tick mark (✓) on the correct one.

1. I like *watching/to watch* cricket matches.
2. Do you enjoy *to travel/travelling* far and wide?
3. *Playing/to play* a game of badminton is a good exercise.
4. I remember *to meet/meeting* my old friend at the stadium.
5. Would you like *to be/being* a squash player?
6. Would you like *to accompany/accompanying* us next time?
7. I want *changing/to change* my spectacles.
8. She is likely *emerging/to emerge* as a consensus candidate.
9. He wants *to practice/practise* every day at least for two hours.
10. *Keeping/to keep* up with the Joneses is not my idea of prosperity.

Worksheet 12

Name:

Class:

Date:

Fill in the blanks with the correct form of the verbs given in brackets.

1. Do the experiment, _____ (keep) in mind the right formula.
2. If you try _____ (make) a working model, it can be exhibited.
3. _____ (go) by the standard, this gadget may fall short of their expectation.
4. _____ (create) a new model at this stage may be tough for him.
5. _____ (have) a knowledgeable friend can help in one's studies.
6. It is of no use _____ (join) the course at this late stage.
7. _____ (travel) all by oneself such a long distance is hard.
8. _____ (take) a wrong turn, he lost his way to their house.
9. He tried _____ (remember) the correct residential address.
10. These potholes on the road look like craters, _____ (say) the least.

Subject–Verb Agreement

Worksheet 13

Name:

Class:

Date:

Choose the correct verbs to complete the given sentences.

1. If someone _____ (asks/ask) you about the tragic event, what will you say?
2. Nothing _____ (is/are) going to be as catastrophic as this deluge, I tell you.
3. Many _____ (has/have) lost all their savings in this devastating flood.
4. (Is/Are) _____ anyone complaining about official apathy?
5. Several among the victims _____ (has/have) complained about lack of food and drinking water.
6. Almost everything _____ (has/have) been washed away.
7. Last year there _____ (was/were) not many casualties, though.
8. Several such cases _____ (has/have) been reported.
9. The number of hours _____ (is/are) well below the required to complete the work.
10. As soon as the chief guest _____ (arrives/arrive), we'll start the function.

Worksheet 14

Name:

Class:

Date:

Choose the correct verbs to fill in the blanks.

1. Everyone who _____ (*work/works*) in these offices _____ (*has/have*) an Identity Card.
2. All his colleagues in the department _____ (*is/are*) qualified people.
3. The few people who _____ (*work/works*) with him _____ (*know/knows*) well.
4. The officers _____ (*look/looks*) forward to meeting their new CEO.
5. It _____ (*seem/seems*) everyone _____ (*has/have*) a demand of his own.
6. Each member of the staff _____ (*is/are*) assigned a duty.
7. The police _____ (*has/have*) been informed of the security requirements.
8. The policeman on duty _____ (*is/are*) standing at the gate.
9. All the things needed for the function _____ (*is/are*) kept there.
10. Everything _____ (*has/have*) a string attached to it, doesn't it?

Articles

Worksheet 15

Name:

Class:

Date:

Read the dialogue. Fill in the blanks with suitable articles.

Amir: It's (1) _____ beautiful day. Let's play (2) _____ game. I have (3) _____ orange coloured ball.

Aleem: Ok. Come on, Amir, take (4) _____ ball. Look, I am throwing it.

Amir: Wait. Can't you see (5) _____ child? Let her get across.

Aleem: Why? She should walk fast. I am not waiting for (6) _____ child.

Amir: She's (7) _____ small child, Aleem. Remember we're playing on (8) lane. If you throw (9) _____ ball now, it might hit her. Oh, no, Aleem, don't.

Aleem: Why are you crying, child? (10) _____ ball didn't hit you. Stop crying. Go home. Luckily she is not hurt.

Amir: Are you all right, child? That won't do, Aleem. What did you do? You threw (11) _____ ball and frightened (12) _____ child. You should say sorry straightaway. That's (13) _____ least you can do for your mistake.

Aleem: I'm so sorry, child.

Worksheet 16

Name:

Class:

Date:

Fill in the blanks with suitable articles.

1. My father is _____ research scholar and works in _____ university.
2. He has _____ lot of work in his office but he completes all his assignments in time.
3. He is _____ honest man who would do anything to uphold his beliefs.
4. His colleagues say that it is _____ honour to work with such a fine person.
5. One day on his way home he was caught in heavy traffic for more than _____ hour.
6. We have shifted from _____ town where we lived for five years.
7. I have completed _____ academic year in my new school.
8. I miss _____ park where we used to play a lot.
9. We don't see _____ one-rupee coin these days.
10. Any period of twelve months is _____ year.

Determiners

Worksheet 17

Name:

Class:

Date:

Choose the correct alternative and fill in the blanks.

1. Taxila, is _____ (a/one) of the oldest cities on _____ (an/the) earth.
2. There are _____ (several/most) historical documents about _____ (that/this) city.
3. Legend has it that Taksha, _____ (an/the) ancient king who ruled in _____ (a/an) kingdom there founded _____ (an/the) city of Takshashila.
4. _____ (An/The) first exercise was easily done by the students.
5. According to _____ (our/my) history, 2500 years ago _____ (an/a) university was thriving there.
6. _____ (a/the) main ruins of Taxila are divided into _____ (three/third) major cities.
7. _____ (Each/Every) city belongs to a distinct time period.
8. The oldest of _____ (these/this) cities dates from the _____ (six/sixth) century B.C.
9. The _____ (two/second) city of Taxila dates from the second century B.C.
10. The third and _____ (first/last) city of Taxila is related to the Kushan kings.

Worksheet 18

Name:

Class:

Date:

Fill in the blanks with suitable determiners.

1. French Beach is _____ favourite destination of _____ of tourists. (a/ thousands)
2. _____ foreigners come here to spend _____ holidays. (their/many)
3. _____ day _____ European tourist came to _____ incredibly beautiful beach. (one/a/an)
4. On _____ way, he was fascinated by _____ ancient mansion nearby. (his/an)
5. _____ hotel presented _____ beautiful picture against _____ palm fringed beach. (the/that/a)
6. According to _____ people _____ hotel building is haunted. (that/ several)
7. Unfortunately _____ story going round among _____ local people unnerves everyone. (that/the)
8. _____ place is deserted although _____ locals believe there is _____ inhabitant in that mansion. (an/that/a few)
9. But there has been _____ news so far, of anyone actually seeing _____ ghost there. (any/no)
10. On hearing _____ an old wives' tale _____ the tourists who plan to stay there, get frightened. (all/such)

Modal Auxiliaries

Worksheet 19

Name:

Class:

Date:

Complete the dialogue with suitable modals and the verbs given in brackets.

Neil: It is the D-day, Kevin. The show (1) _____ (start) at five in the evening.

Kevin: (2) _____ you _____ (come) to pick me up, Neil?

Neil: OK, I will. (3) _____ we _____ (meet) at 4 p.m. sharp?

Kevin: That's too early, Neil. The programme (4) _____ (begin) at 6 p.m. if I remember correctly.

Neil: You (5) _____ (check) the invitation card. They (6) _____ (stage) the first item at six after the preliminaries.

Kevin: (7) _____ you _____ (mind) if I come a little later, Neil?

Neil: Why? We (8) _____ (miss) the first part of the programme. It (9) _____ (take) half an hour to reach the venue, you know.

Kevin: OK, I (10) _____ (get) ready by 4 o'clock.

Worksheet 20

Name:

Class:

Date:

A. Use the right option from the words given in brackets.

1. These are the documents. You _____ (*can/could/should*) read them carefully before signing them.
2. Look at those dark clouds. We _____ (*may/might/can*) have some rain today.
3. Think of some alternatives. This _____ (*may/might/can*) not appeal to them.
4. If you don't mind, _____ (*can/could/should*) I suggest something?
5. Considering the adverse comments, this _____ (*may/might/can*) be disastrous.

B. Use the verbs given and suitable modals such as **must, should, or ought to** and complete the sentences.

1. One _____ (*obey*) the rules of the school.
2. I think Bobby _____ (*teach*) them some good manners.
3. You _____ (*convince*) your friends that they have done something wrong.
4. We _____ (*remember*) that there is no other way out of this predicament.
5. You _____ (*consider*) the fact that they are left with no alternative.

Phrasal Verbs

Worksheet 21

Name:

Class:

Date:

Fill in the gaps with suitable phrasal verbs given in the box in appropriate tense.

take off	tumble off	peel off	switch off	hurry off
fly off	get off	fall off	ran into	jump off

1. The cat _____ the window sill as soon he opened the shutters.
2. The books are lying on the floor. They have _____ the shelf.
3. Remember to _____ the fan before you leave the room.
4. He _____ to the gate as soon as he heard the bell.
5. Take the town bus and _____ at the railway station.
6. He _____ his best friend at the airport.
7. The plane _____ at the right time yesterday.
8. Jamal _____ the ladder and broke his leg.
9. Aleem _____ the outer skin before cutting the potato into pieces.
10. The birds _____ at the sound of the barking dog.

Worksheet 22

Name:

Class:

Date:

A. Fill in the blanks with suitable phrasal verbs.

1. It is cold outside. _____ your overcoat.
2. The light is on. So _____ that candle.
3. The exam has been _____ for a week.
4. He _____ an application to the firm.
5. He _____ an explanation for their dismissal.

B. Rewrite the following sentences, substituting the verb **turn** in the correct tense and the correct preposition (*back/away/over/against/up/down*) for the words in italics, which have the same meaning as the phrasal verb.

1. The actor *refused* their offer because he was unhappy with them.
The actor _____
2. The patient *moved to the other side* in his bed once more due to pain.
The patient _____
3. The police *did not allow* the protestors to enter the factory gate.
The police _____
4. They tried to *change the direction of* protestors marching towards the main office.
They tried to _____
5. The workers *stopped supporting* the management after his dismissal.
The workers _____

Adverbs

Worksheet 23

Name:

Class:

Date:

A. Fill in the blanks with suitable words given in brackets.

1. Sonia speaks English _____ whereas Tehreem writes _____. (legibly/fluently)
2. My grandfather walks _____ while grandmother ambles along _____. (slowly/fast)
3. His father gave him a few coins _____ but David looked at him _____. (happily/disappointedly)
4. The boy works _____ and his essay is _____ written. (hard/well)
5. Please come _____ now or wait _____ for some time. (in/outside)
6. He is _____ prepared for the test whereas his friend is _____ busy with other things. (rather/fully)
7. I think you are _____ right but your neighbour is _____ mistaken. (altogether/partly)
8. The man _____ makes mistakes but _____ admits them. (often/seldom)
9. _____ he has not understood the problems other people face, _____. (unfortunately/probably)
10. _____ it was a minor mishap. _____ no one was hurt. (luckily/thankfully)

Worksheet 24

Name:

Class:

Date:

Form adverbs by adding *-ly* to the words given in brackets and fill in the blanks.

1. Shehla looked _____ (gloom) around the room.
2. The boy looked at them _____ (sheepish).
3. They took a wrong decision _____ (foolish).
4. He spoke at the function _____ (hesitant).
5. He is _____ (right) called a hero.
6. They _____ (wrong) accused him of partiality.
7. The girl painted the picture _____ (careful).
8. The two friends talked _____ (happy) for an hour.
9. That dress is fitting the child _____ (perfect) well.
10. The moral of the story was presented _____ (beautiful).

Adverbs: Positions

Worksheet 25

Name:

Class:

Date:

A. Insert the adverb in the most suitable place for each sentence.

1. It is an error. (actually)
2. This was her main reason not to do things in a hurry. (precisely)
3. The young lady was shocked. (visibly)
4. After listening to the story, she walked away. (slowly)
5. Any reference to this basic flaw will undermine their great achievement. (obviously)
6. They realised that it was not a successful operation, after all. (belatedly)

B. Arrange the jumbled words given in brackets in order and complete these sentences.

1. As soon as Jamila completed the pending work, _____
(tidied up/her/she/table).
2. (did/she/no sooner/the porridge/gulp down) _____ ,
than she hurried to her room.
3. (her/as soon as/she/school bag/packed) _____ , she was
ready to leave.
4. (No/they/reach/the gate/sooner/did), _____ than they
saw the bus coming.
5. (they/no sooner/did/from school/back/come) _____ ,
than they drank milk.
6. As soon as Jason finished his homework _____ (he ran/
his/friends/with/to play)

Worksheet 26

Name:

Class:

Date:

Rewrite these sentences with an inversion of verbs.

1. My great-grandfather can barely speak due to breathlessness.

2. He is rarely seen at family functions these days.

3. He can hardly walk a few steps.

4. He seldom steps outside the house.

5. He was never like this before, as far as I remember.

6. She seldom speaks on that topic nowadays.

7. They rarely visit their relatives now.

8. I had barely reached home, when it started to rain.

Prepositions

Worksheet 27

Name:

Class:

Date:

Fill in the blanks with suitable prepositions.

1. Rahim, the head boy _____ the school is a good tennis player.
2. He wins most _____ the time during matches.
3. His ambition is to play _____ his country one day.
4. He wears spotless white shorts _____ the matches.
5. Rahim and Salim play together _____ the doubles.
6. It is delightful to watch the pair playing _____ the court.
7. Both are equally good _____ the game.
8. A new pair of shorts has to be bought _____ Salim.
9. The boys, _____ their teacher, stay in the hostel.
10. This tennis racquet seems a bit heavy _____ me, though.
11. This kind of jeans is the latest rage _____ youngsters.
12. These sunglasses belong _____ my brother.

Worksheet 28

Name:

Class:

Date:

Choose the correct alternative and fill in the blanks.

1. Charles Robert Darwin was a British naturalist, best known _____ his contributions to the science of evolution. (for/by)
2. He is famous for his theory of evolution _____ natural selection. (by/over)
3. He was such a prolific writer that he exchanged more than 15,000 letters _____ others. (between/with)
4. His numerous correspondents were all _____ the world. (for/over)
5. He wrote these letters _____ 1821 and 1882, the year he died. (during/between)
6. Born _____ 1809 Darwin wrote to numerous scientists across the world. (in/of)
7. His aim was to collect data in support _____ his theory. (through/of)
8. He got enthusiastic replies _____ them. (with/from)
9. He also wrote to his friends and family _____ his travels. (during/by)
10. He gave a different perspective of his work, research, thoughts, and life in Victorian England _____ those letters. (through/from)

Conjunctions

Worksheet 29

Name:

Class:

Date:

Fill in the blanks with the correct options: but/or/and.

1. The shopping mall is open between 8 a.m. _____ 8 p.m.
2. It is open on Sundays _____ closed on Tuesdays.
3. You can go there in the morning _____ evening.
4. They are doing well _____ the shopkeeper is happy.
5. Day by day they are doing better _____ better.
6. Initially, there was nothing more he wanted, _____ so he thought.
7. Try to write to the dealers _____ call them.
8. Either you can talk to the owner _____ I will.
9. Surprisingly, he spent two _____ a half hours at the mall.
10. The rebate given now is fourteen _____ a quarter per cent.

Worksheet 30

Name:

Class:

Date:

Fill in this short paragraph with suitable conjunctions given below.

after	and	but	whereas	even though
or	when	till	in spite of	although

1. One day Mansoor _____ his friends were playing on the ground.
2. _____ the boys were running, he fell on to a rock.
3. His friend was worried about him _____ the other boys wanted to continue to play.
4. The boy could be taken to the medical room _____ to the class.
5. The injury appeared to be only skin-deep _____ it was bleeding.
6. _____ the attendant applied some antiseptic, the boys sat on a bench.
7. They waited there _____ the doctor came back.
8. _____ Mansoor put up a brave face, his friend could sense his discomfort.
9. _____ his hand was bandaged, he felt the pain.
10. _____ the school bus being crowded, Moonis found a seat for himself.

Sentence Kinds: Based on Meaning

Worksheet 31

Name:

Class:

Date:

Read the following and identify the sentences as (question, statement, instruction, exclamatory).

1. A lift is a device that carries people or goods up and down inside tall buildings. _____
2. Generally people use the lift to go to higher floors in an office or apartment. _____
3. What a wonderful equipment a lift is! _____
4. A lift has mechanical, electrical, and electronic components. _____
5. Don't you think these parts are susceptible to wear and tear? _____
6. Maintenance of lift conveying equipment is of utmost importance. _____
7. Do not enter the lift once the doors start moving towards each other. _____
8. Make sure that the door is closed securely. _____
9. How fast the lift moves up or down! _____
10. The word 'elevator' is used in American English to mean a lift. _____

Worksheet 32

Name:

Class:

Date:

A. Rewrite these sentences as imperative sentences.

1. You should remember to let go of your stresses and worries.
2. It is a good thing to put all your burdens down as early as possible.
3. It is not wise to carry them through the night and into the next day with you.
4. Do you really need to add the weight of yesterday's stress to today's stress?
5. You should learn to lead a stress-free life.

B. Make requests to convey these messages. Use the words given in brackets.

1. The dance class starts at 4 o'clock. (please tell her)
2. There is a birthday party tomorrow at 5 o'clock. (kindly invite them)
3. Come over to my house at 4 p.m. (ask him)
4. The inaugural function has been cancelled. (inform them)
5. The principal wants to meet the head girl immediately. (convey to her)

Phrases and Clauses

Worksheet 33

Name:

Class:

Date:

Read these sentences. Decide whether the italicised group of words are phrases (P) or Clauses (C). Identify them and write P or C.

1. *When I was reading a detective novel at night*, I heard a strange sound outside. _____
2. The lady lost her documents *through sheer negligence*. _____
3. *While my brother was helping mother in cooking*, my sister was helping father in cleaning the car. _____
4. *In spite of all his degrees*, he lacks common sense. _____
5. The man lost his job *because of his own incompetence*. _____
6. They could reach in time *because their driver knows the way to the venue*. _____
7. Haris and Anas could play the match *despite their injuries*. _____
8. They have sent word *because they wanted some workers urgently*. _____
9. They have to prepare the ground *for the next match on Sunday*. _____
10. Their sports teacher was present *whereas their parents could not come*. _____

Worksheet 34

Name:

Class:

Date:

Identify the non-finite verb phrases in the sentences below and say what kind of non-finite phrases they are.

1. Walking up the hill, he whistled to himself happily. _____
2. Washing your hands before every meal is very essential. _____
3. Some of the students are expected to do exceptionally well. _____
4. Having taught them music for a long time, the teacher expected them to sing well. _____
5. Leaving the house in time, he reached the school on time. _____
6. Making these plans in consultation with the chief was a good idea. _____
7. Not having done the final test well, he waited for the result with anxiety. _____
8. Stricken with a feeling of guilt, he was full of remorse. _____
9. To find fault with others is the easiest thing of all. _____
10. Finding fault with others is the easiest thing of all. _____

Sentence Kinds: Based on Structure

Worksheet 35

Name:

Class:

Date:

Combine the two simple sentences into a compound sentence using the words given in brackets.

1. He put a few dots on the paper. He drew an outline of an elephant. (and)
2. She was observing him. She did not offer any help. (but)
3. A cat must have entered the kitchen. I heard a sound. (for)
4. The dog got hurt in the fight. The cat got hurt in the fight. (both ... and)
5. My parents did not like the film. I did not like the film. (nor)
6. Tahira didn't do her work. Sonia helped her in completing it. (yet)
7. Samantha will draw the picture. She will give the finishing touches. (either ... or)
8. My parents don't want to shift the residence. My sisters don't want to travel a long distance to their college. (neither ... nor)
9. He kept postponing the work. He could not finish it in time. (so)
10. Show me the work now. Submit your work tomorrow. (or)

Worksheet 36

Name:

Class:

Date:

Join these pairs of sentences using appropriate subordinating conjunctions: *as, though, because, since, if, after, till, unless etc.*

1. They received the message. They were in the conference room.
2. The date for the Annual Day has been announced. We haven't started the practise.
3. We make up our mind. We will not do anything worthwhile.
4. We hesitate. Nothing can be achieved.
5. You postpone something for tomorrow. It may not happen.
6. You delay the implementation of the project. It will push the cost very high.
7. Their leader faltered in his decision. The followers lacked proper guidance.
8. The football coach was not there. We could not meet him.
9. Will you please wait for me? I will wash my hands.
10. The boy had his dinner. He had finished his homework.

Relative Pronouns and Clauses

Worksheet 37

Name:

Class:

Date:

Choose the correct words fill in the blanks in these sentences.

1. The book _____ became an instant best seller is about magic. (that/whose)
2. The author _____ wrote this innovative book has a highly creative mind. (who/which)
3. The story _____ revolves around Harry happens at a magical school. (that/whose)
4. Harry and his friends _____ stay in the school have a lot of adventure. (who/which)
5. The incidents _____ happen in the story are incredible. (who/that)
6. The experience _____ the narration gives is truly out of the world. (that/who)
7. Everybody feels sympathy for the main character _____ is a loveable boy. (whom/who)
8. Children _____ love for stories is well-known are fascinated by this book. (whose/that)
9. Some kids _____ have read the book have developed a love for reading. (who/which)
10. The characters _____ appear in the story have become household names now. (that/who)

Worksheet 38

Name:

Class:

Date:

Insert the suitable the relative clauses given below in these sentences.

that is located near my uncle's house
whom we saw at the gate this morning
whose shop was looted by miscreants last night
that don't affect our school
who came first in the race yesterday

whom we trusted fully
where we all study
where he grew up
that was painted last month
that will cure the ailment

1. The doctor promised to give me a medicine _____
2. The village _____ has now become a town.
3. The house _____ got badly damaged in the flood.
4. The college _____ has many facilities for students.
5. The school _____ is one of the best in the country.
6. We shouldn't worry about those things _____
7. The neighbour _____ turned to be unreliable.
8. The shopkeeper _____ has made a police complaint.
9. The boy _____ practises a lot daily.
10. The watchman _____ is retiring next month.

Active and Passive Voice

Worksheet 39

Name:

Class:

Date:

Underline the verbs in passive voice in these sentences.

1. The good news is that monsoon birds were sighted in Karachi last week.
2. The crested cuckoos are considered to be the herald of the monsoon season.
3. These birds have been sighted in the coastal metropolis recently.
4. The birds were seen by bird watchers at Karachi some days ago.
5. It is believed that the arrival of these birds signals early onset of the South-West monsoon in the city.
6. It has been pointed out by meteorologists that the monsoon was moderate, so far.
7. Adequate rain has not been received in the northern parts of the Karachi coast.
8. It was announced yesterday that there had been indications of the immediate advance of the monsoon towards the north.
9. It has been predicted that the monsoon will hit Karachi soon.
10. Rain is expected in the city in a couple of days.

Worksheet 40

Name:

Class:

Date:

Rewrite the sentences beginning with words in italics.

1. This non-governmental organisation have recently opened *an orphanage*.
An orphanage _____
2. The NGO has received *a massive* donation for charity.
A massive _____
3. They ensure *the welfare of* the children in that orphanage.
The welfare of _____
4. The people in charge send *the children* to the nearby schools.
The children _____
5. They have enrolled *about twenty children*.
About twenty children _____
6. Some people have sent *several sacks of* food grains and pulses to the orphanage.
Several sacks of _____
7. My family has sent a *bag full of clothes* for their use.
A bag full of _____
8. We have also bought *shoes and slippers* for these children.
Shoes and _____
9. They have employed *five women* to take care of these children.
Five women _____
10. They have distributed *some gifts* among the children during the festival.
Some gifts _____

Direct and Indirect Speech

Worksheet 41

Name:

Class:

Date:

A. Complete the second of these pairs of sentences.

1. The Mayor said, 'We'll build a new bridge to connect the island to the city.'

The Mayor proposed to _____

2. The councillor said, 'Let's extend the main road to this small town.'

The councillor proposed that _____

3. The young man said, 'I can draw the design better than your engineer.'

The young man claimed that _____

4. He said, 'I am a qualified architect.'

He claimed to _____

5. The aggrieved man said, 'I'll resort to legal action and fight to the finish.'

The aggrieved man threatened to _____

B. Report the following statements using the words given in brackets.

1. The professor said, 'We'll introduce a comprehensive course next year.' (planned)

The professor _____

2. He said, 'I don't want to comment on the recent developments.' (refused)

He _____

3. Sajid said, 'I'll do a computer course and take up a job.' (intended)

Sajid _____

4. One of the producers said, 'Who is this talented young lady?' (wanted to know)

One of the producers _____

5. The director said, 'I'll give her a chance in my next venture.' (promised)

The director _____

Worksheet 42

Name:

Class:

Date:

Report the following.

1. Shehla said to me, 'You have an appointment with the doctor on Monday.'

2. The officer said to him, 'Could I please see your passport?'

3. 'Why doesn't he come in time?' I asked his sister.

4. 'Please put off the lights and fans when you leave the room.' said the teacher.

5. 'Let's go to the playground,' said the monitor of the class.

6. 'Open the door', said my brother.

7. 'Use an umbrella,' said my father.

8. 'Can you please lay the table?' said my mother.

9. The receptionist asked the gentleman, 'How may I help you?'

10. 'May I use the telephone?' said the visitor to her.

Word Formation

Worksheet 43

Name:

Class:

Date:

Complete the sentences using the correct form of the words given in brackets. Add suitable suffix from the following: *-some, -ful, -ment, -able, -ity, -ty, -ly, -age*.

1. It was an _____ performance by the dancer. (awe)
2. She is _____ a great dancer. (true)
3. She claims to be of great _____. (line)
4. All _____ measures have been taken. (safe)
5. This dress looks _____ bad. (awe)
6. I depend on your _____ in this matter. (judge)
7. It is not permanent; it is _____ any time. (change)
8. I was struck by the _____ of the two incidents. (similar)
9. The principle of _____ is followed here. (equal)
10. My grandfather has some _____ in walking. (difficult)

Worksheet 44

Name:

Class:

Date:

Match the words in the first two columns to make blend words the meanings of which are given below. Write the blend words in column C.

A	B	C
1. smoke	execute	smog
2. walk	complex	_____
3. electro	solution	_____
4. situation	marathon	_____
5. multiple	comedy	_____
6. internet	entertainment	_____
7. internal	cavalcade	_____
8. aero	etiquette	_____
9. information	fog	_____
10. motor	communication	_____

Vocabulary

Worksheet 45

Name:

Class:

Date:

Read the groups of words given below. Out of the four words given one is an antonym. Pick the odd one out.

1. solemn, formal, ceremonious, informal
2. adamant, obstinate, submissive, inflexible
3. cheerful, joyful, despondent, happy
4. friendly, amiable, affectionate, surly
5. deride, acclaim, extol, praise
6. eccentric, strange, balanced, queer
7. casual, enthusiasm, passion, ardor
8. delight, charm, disgust, excite
9. modest, conceited, humble, unassuming
10. reduce, lower, curtail, enlarge

Worksheet 46

Name:

Class:

Date:

Match the phrases in list A with their meaning in list B. Write them against the idioms.

List A

- | | | |
|--|---|-------|
| 1. to live by one's wits | = | _____ |
| 2. to call to witness | = | _____ |
| 3. to keep up the good work | = | _____ |
| 4. to give in kind | = | _____ |
| 5. be out of one's mind | = | _____ |
| 6. to give oneself airs | = | _____ |
| 7. to carry the weight of the world on one's shoulders | = | _____ |
| 8. to get out on the wrong side of bed | = | _____ |
| 9. to pull/make a long face | = | _____ |
| 10. have a hand in something | = | _____ |
| 11. to come to grief | = | _____ |

List B

- | | |
|--|--|
| (i) to testify | (vii) arrogant |
| (ii) not be in one's right mind | (viii) to be ill humoured |
| (iii) match as good as one gets | (ix) to carry on |
| (iv) to be unhappy or sad | (x) cause difficulty or have a mishap |
| (v) involved in an activity | (xi) to provide for oneself by cunning |
| (vi) to feel heavy with responsibility or troubles | |

Visual Comprehension

A. Look at the given picture and answer the questions.



1. What do you think is the artist trying to convey?
2. Provide a caption for the picture.
3. How is this picture different from reality?
4. Have you ever witnessed a similar situation? Describe your experience.
5. Why do you think people behave like this?

B. Look at the given picture and answer the questions.



1. What do you think is happening in the picture?
2. Do you like meeting people who are different from you? Why?
3. How does it help you when you make friends with different people?
4. What do you think will happen if you make friends only with people who are like you?
5. What kind of behaviour do you think will help you make more friends?



8 Key to Worksheets

Nouns

Worksheet 1

- pronunciation;
- happiness;
- absorption;
- health;
- growth;
- description;
- wisdom;
- victory;
- preference;
- responsibility

Worksheet 2

- knives;
- chiefs;
- revelations;
- volcanoes;
- shelves;
- photos;
- maid;
- babies;
- daughters-in-law;
- stories

Pronouns

Worksheet 3

- they;
- she;
- he;
- it;
- we;
- they;
- you;
- them;
- ours;
- our

Worksheet 4

- I;
- you;
- she;
- he;
- her;
- him;
- us;
- hers;
- myself;
- its

Adjectives

Worksheet 5

- gloomy;
- hopeful;
- soft;
- good;
- slow;
- innocent;
- bad;
- reckless;
- alert;
- careful

Worksheet 6

- A.
 - creeping;
 - growing;
 - unknown;
 - burnt;
 - learned
- B.
 - reported;
 - stolen;
 - arrested;
 - broken;
 - disabled

Verbs: Transitive and Intransitive

Worksheet 7

Transitive: (object)

- opened (purse);
- distributed (gifts);
- bought (ice cream);
- brought (some books);
- invented (machine)

Intransitive: (no object)

- walks;
- is playing;
- goes;
- has worked;
- laughed

Worksheet 8

- pass;
- lend;
- have brought;
- give;
- bring;
- cut;
- send;
- buy;
- show;
- have, written

Verbs: Tenses and Time

Worksheet 9

1. evolved—past;
2. involves—present;
3. will remove—future;
4. reached—past;
5. are waiting—present continuous;
6. will teach—future;
7. ran—past;
8. gave—past;
9. listen—present;
10. have become—present

Worksheet 10

1. are organising;
2. is;
3. will devote;
4. reads;
5. is sitting;
6. are reading;
7. go;
8. will go;
9. will come;
10. will get

Verbs: Finite and Non-Finite

Worksheet 11

1. watching;
2. travelling;
3. playing;
4. meeting;
5. to be;
6. to accompany;
7. to change;
8. to emerge;
9. to practice;
10. keeping

Worksheet 12

1. keeping;
2. to make;
3. going;
4. creating;
5. having;
6. joining;
7. travelling;
8. having taken;
9. to remember;
10. to say

Subject–Verb Agreement

Worksheet 13

1. asks;
2. is;
3. have;
4. is;
5. have;
6. has;
7. were;
8. have;
9. is;
10. arrives

Worksheet 14

1. works, has;
2. are;
3. work, know;
4. look;
5. seems, has;
6. is;
7. have;
8. is;
9. are;
10. has

Articles

Worksheet 15

1. a;
2. a;
3. an;
4. the;
5. the;
6. the;
7. a;
8. a;
9. the;
10. the;
11. the;
12. the;
13. the

Worksheet 16

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

Determiners

Worksheet 17

1. one, the;
2. several, that;
3. an, a, the;
4. the;
5. our, a;
6. the, three;
7. each;
8. these, sixth;
9. second;
10. last

Worksheet 18

1. a, thousands;
2. many, their;
3. one, a, an;
4. his, an;
5. that, a, the;
6. several, that;
7. that, the;
8. that, a few, an;
9. no, any;
10. such, all

Modal Auxiliaries

Worksheet 19

1. will start;
2. would you come;
3. shall we meet;
4. will begin;
5. should check;
6. will stage;
7. would you mind;
8. will miss;
9. will take;
10. will get

Worksheet 20

- A. 1. should; 2. may; 3. might; 4. could; 5. might
- B. 1. must obey; 2. should teach; 3. ought to convince; 4. must remember;
5. should consider

Phrasal Verbs

Worksheet 21

1. jumped off;
2. fallen off;
3. switch off;
4. hurried off;
5. get off;
6. ran into;
7. took off;
8. tumbled off;
9. peeled off;
10. flew off

Worksheet 22

- A. 1. put on; 2. put out; 3. put off; 4. put in; 5. put forward;
- B. 1. turned down; 2. turned over; 3. turned back; 4. turn away; 5. turned against;

Adverbs

Worksheet 23

1. fluently, legibly;
2. fast, slowly;
3. happily, disappointedly;
4. hard, well;
5. in, outside;
6. fully, rather;
7. partly, altogether;
8. often, seldom;
9. probably, unfortunately;
10. luckily, thankfully

Worksheet 24

1. gloomily;
2. sheepishly;
3. foolishly;
4. hesitantly;
5. rightly;
6. wrongly;
7. carefully;
8. happily;
9. perfectly;
10. beautifully

Adverbs: Position

Worksheet 25

- A. 1. It is actually an error.
2. This was precisely her main reason not to do things in a hurry.
3. The young lady was visibly shocked.
4. After listening to the story, she walked away slowly.
5. Any reference to this basic flaw will obviously undermine their great achievement.
6. They realised belatedly that it was not a successful operation, after all.

- B. 1. As soon as Jamila completed the pending work, she tidied up her table.
 2. No sooner did she gulp down the porridge, than she hurried to her room.
 3. As soon as she packed her school bag, she was ready to leave.
 4. No sooner did they reach the gate, then they saw the bus coming.
 5. No sooner did they come back from school than they drank milk.
 6. As soon as Jason finished his homework, he ran to play with his friends.

Worksheet 26

1. Barely can my great-grandfather speak due to breathlessness.
2. Rarely is he seen at family functions these days.
3. Hardly can he walk a few steps.
4. Seldom does he step outside the house.
5. Never was he like this before, as far as I remember.
6. Seldom does she speak on that topic nowadays.
7. Rarely do they visit their relatives now.
8. Barely had I reached home, when it started to rain.

Prepositions

Worksheet 27

- | | | | | | |
|--------|---------|----------|------------|------------|--------|
| 1. of; | 2. of; | 3. for; | 4. during; | 5. in; | 6. on; |
| 7. at; | 8. for; | 9. with; | 10. to; | 11. among; | 12. to |

Worksheet 28

- | | | | | |
|---------|--------|----------|------------|-------------|
| 1. for; | 2. by; | 3. with; | 4. over; | 5. between; |
| 6. in; | 7. of; | 8. from; | 9. during; | 10. through |

Conjunctions

Worksheet 29

- | | | | | |
|---------|---------|--------|---------|---------|
| 1. and; | 2. but; | 3. or; | 4. and; | 5. and; |
| 6. or; | 7. or; | 8. or; | 9. and; | 10. and |

Worksheet 30

- | | | | | |
|-----------|----------|-----------------|--------------|-----------------|
| 1. and; | 2. when; | 3. whereas; | 4. or; | 5. but; |
| 6. after; | 7. till; | 8. even though; | 9. although; | 10. in spite of |

Sentence Kinds: Based on Meaning

Worksheet 31

- | | | | | |
|---------------|-----------------|-----------------|-----------------|---------------|
| 1. statement; | 2. statement; | 3. exclamatory; | 4. statement; | 5. question; |
| 6. statement; | 7. instruction; | 8. instruction; | 9. exclamatory; | 10. statement |

Worksheet 32

- A. 1. Remember to let go of your stresses and worries.
 2. Put all your burdens down as early as possible.
 3. Don't carry them through the night and into the next day with you.

4. Do not add the weight of yesterday's stress to today's stress.
 5. Learn to lead a stress-free life.
- B.
1. Please tell her that the dance class starts at 4 o'clock.
 2. Kindly invite them to the birthday party tomorrow at 5 o'clock.
 3. Please ask him to come over to my house at 4 p.m.
 4. Would you please inform them that the inaugural function has been cancelled?
 5. Please convey to the head girl that the principal wants to meet her immediately.

Phrases and Clauses

Worksheet 33

1. When I was reading a detective novel at night—C
2. through sheer negligence.—P
3. While my brother was helping mother in cooking,—C.
4. In spite of all his degrees— P
5. because of his own incompetence— P
6. because their driver knows the way to the venue— C
7. despite their injuries—P
8. because they wanted some workers urgently.—C
9. for the next match on Sunday—P
10. whereas their parents could not come.—C

Worksheet 34

1. walking up the hill—participial phrase;
2. washing your hands before every meal—gerund phrase;
3. to do exceptionally well—infinitive phrase;
4. having taught them music for a long time—perfect participial phrase;
5. leaving the house in time—participial phrase;
6. making these plans in consultation with the chief—gerund phrase;
7. not having done the final test well—perfect participial phrase;
8. stricken with a feeling of guilt—participial phrase;
9. to find fault with others—infinitive phrase;
10. finding fault with others—gerund phrase

Sentence Kinds: Based on Structure

Worksheet 35

1. He put a few dots on the paper and drew an outline of an elephant.
2. She was observing him but did not offer any help.
3. A cat must have entered the kitchen for I heard a sound.
4. Both the dog and the cat got hurt in the fight.
5. My parents nor I liked the film.
6. Tahira didn't do her work yet Sonia helped her in completing it.
7. Samantha will either draw the picture or give the finishing touches.

8. Neither my parents want to shift the residence nor my sisters want to travel a long distance to their college.
9. He kept postponing the work so he could not finish it in time.
10. Show me the work now or submit your work tomorrow.

Worksheet 36

1. They received the message when they were in the conference room.
2. Though the date for the Annual Day has been announced, we haven't started the practise.
3. Unless we make up our mind, we will not do anything worthwhile.
4. If we hesitate, nothing can be achieved.
5. When you postpone something for tomorrow, it may not happen.
6. If you delay the implementation of the project, it will push the cost very high.
7. Since their leader faltered in his decision, the followers lacked proper guidance.
8. As the football coach was not there, we could not meet him.
9. Will you please wait for me till I wash my hands?
10. The boy had his dinner after he had finished his homework

Relative Pronouns and Clauses

Worksheet 37

- | | | | | |
|----------|---------|-----------|---------|----------|
| 1. that; | 2. who; | 3. that; | 4. who; | 5. that; |
| 6. that; | 7. who; | 8. whose; | 9. who; | 10. that |

Worksheet 38

1. The doctor promised to give me a medicine that will cure the ailment.
2. The village where he grew up has now become a town.
3. The house that was painted last month got badly damaged in the flood.
4. The college that is located near my uncle's house has many facilities for students.
5. The school where we all study is one of the best in the country.
6. We shouldn't worry about those things that don't affect our school.
7. The neighbour whom we trusted fully turned to be unreliable.
8. The shopkeeper whose shop was looted by miscreants last night has made a police complaint.
9. The boy who came first in the race yesterday practises a lot daily.
10. The watchman whom we saw at the gate this morning is retiring next month.

Active and Passive Voice

Worksheet 39

1. The good news is that monsoon birds were sighted in Karachi last week.
2. The crested cuckoos are considered to be the herald of the monsoon season.
3. These birds have been sighted in the coastal metropolis recently.
4. The birds were seen by bird watchers at Karachi some days ago.
5. It is believed that the arrival of these birds signals early onset of the South-West monsoon in the city.
6. It has been pointed out by meteorologists that the monsoon was moderate, so far.

7. Adequate rain has not been received in the northern parts of the Karachi coast.
8. It was announced yesterday that there had been indications of the immediate advance of the monsoon towards the north.
9. It has been predicted that the monsoon will hit Karachi soon.
10. Rain is expected in the city in a couple of days.

Worksheet 40

1. An orphanage has recently been opened by this non-governmental organisation.
2. A massive donation has been received for charity by the NGO.
3. The welfare of the children in that orphanage is ensured by them.
4. The children are sent to the nearby schools by the people in charge.
5. About twenty children have been enrolled.
6. Several sacks of food grains and pulses have been sent to the orphanage by some people.
7. A bag full of clothes has also been sent for their use by my family.
8. Shoes and slippers have also been bought for these children by us.
9. Five women have been employed to take care of these children.
10. Some gifts have been distributed among the children during the festival.

Direct and Indirect Speech

Worksheet 41

- A.1. The Mayor proposed to build a new bridge to connect the island to the city.
2. The councillor proposed that they should extend the main road to that small town.
 3. The young man claimed that he could draw the design better than their engineer.
 4. He claimed to be a qualified architect.
 5. The aggrieved man threatened to resort to legal action and fight to the finish.
- B.1. The professor planned to introduce a comprehensive course the following year.
2. He refused to comment on the recent developments.
 3. Sajid intended to do a computer course and take up a job.
 4. One of the producers wanted to know who that talented young lady was.
 5. The director promised to give her a chance in his next venture.

Worksheet 42

1. Shehla told me that I had an appointment with the doctor on Monday.
2. The officer asked him if he could see his passport.
3. I asked his sister why he didn't come in time.
4. The teacher told us to put off the lights and fans when we left the room.
5. The monitor of the class suggested to us that we should go to the playground.
6. My brother asked me to open the door.
7. My father advised me to use an umbrella.
8. My mother asked me if I could lay the table.
9. The receptionist asked the gentleman how she might help him.
10. The visitor asked her whether he might use the telephone.

Word Formation

Worksheet 43

1. awesome;
2. truly;
3. lineage;
4. safety;
5. awfully;
6. judgement;
7. changeable;
8. similarity;
9. equality;
10. difficulty

Worksheet 44

1. smog;
2. walkathon;
3. electrocute;
4. sitcom;
5. multiplex;
6. intercom;
7. metoqiette;
8. aerosol;
9. infotainment;
10. motorcade

Vocabulary

Worksheet 45

1. informal;
2. submissive;
3. despondent;
4. surly;
5. deride;
6. balanced;
7. casual;
8. disgust;
9. conceited;
10. enlarge

Worksheet 46

1. to provide for oneself by cunning;
2. to testify;
3. to carry on;
4. match as good as one gets;
5. not be in one's right mind;
6. arrogant;
7. to feel heavy with responsibility or troubles;
8. to be ill-humoured;
9. to be unhappy or sad;
10. involved in an activity;
11. cause difficulty or have a mishap.

Visual Comprehension

A.

1. The artist is trying to show relationship of the boy with his parents.
2. Encourage students to think creatively when writing the caption.
3. Guide students to relate the given situation (as shown in the pictures) to their own lives. Then compare their own experiences with the one shown.
4. Encourage students to share their own ideas and opinions.
5. Discuss about emotions like anger, guilt, fear, carelessness, love, respect, responsibility, etc. and how they affect our behaviour and actions.

B.

1. The children are playing in the tree. (Accept different viewpoints of students.)
2. Encourage students to share their opinions and discuss about 'diversity'.
3. Discuss about different qualities of people, and how we learn from our interactions with people.
4. Encourage students to share their opinions and points of view.
5. Discuss about positive character traits like politeness, empathy, forgiveness, respect, etc. that helps in creating a healthy relationship among people.



9 Key to Checkpoints

CHECKPOINT 1

- A. 1. laughing
2. to go
3. cooking
4. to bring
5. to take
- B. 1. a. will wait
2. c. visits
3. b. has been raining
4. a. are flying

C.

The children were excitedly watching the monarch butterfly flutter around the flowers.

The police is keeping a watch on the bank robbery suspects.

Nimra has been playing cricket since she was eight years old.

Repeated playing of the folk song irritated the audience.

- D. 1. has
2. reminds
3. seems
4. needs
5. decide

E.

Nouns	Quantity	Opinion	Size	Age	Colour
1. my house	one	comfortable	large	old	brown and red
2. my school	one	excellent	small	new	white
3. my school bag	one	heavy	big	new	blue
4. my bedroom	one	cozy	huge	two years	purple

CHECKPOINT 2

- A. 1. Tree: comfort, trust, maturity
2. Candle: wisdom, hope, warmth
3. Heart: kindness, loyalty, courage
- B. 1. haircut
2. fingerprints
3. brainstorm
4. daylight
- C. 1. herself
2. yourself
3. themselves
4. myself
- D. 1. 'Stay at my house for the weekend,' said Teena.
2. 'I made a mistake in compiling employee records,' said Rehan.
3. 'Return home from the park before sunset,' said Maheen to her children.
4. 'Remember to get your permission slips signed for the field trip,' said Shaheen to the class.

CHECKPOINT 3

- A. Sameera's family went to a local supermarket on the weekend. Her parents started to pick some vegetables and a lot of meat for the whole week. Her sister searched for salt and spices but found only a few packets lying on the shelf. They picked them up and handed these to Sameera. Sameera looked up on the shelves and saw several different kinds of spices and sauces which did not have price tags on them.
- B. 1. a. little
2. b. few
3. c. much
4. d. many
5. e. few

C.

Example:

Mr. Adeel (career counsellor): Hello Haris! How may I help you?

Haris (student): Hi, Mr. Adeel. I have recently completed my A Levels in Science and I am considering options for an undergrad degree. Could you help me to decide what course of study shall I pursue?

Students will develop a dialogue between a Haris and a career counsellor using the modal verbs (should, could, must, may, etc...).

- D. 1. put up
2. broken into
3. pulled off
4. running (his employees) down
5. fell apart

CHECKPOINT 4

A.

Beenish has always scored the highest marks in Maths.

The car suddenly broke down in the middle of the road.

When the school bus arrived, the boys hurriedly packed their bags and ran outside.

B.

As Jane opened the door (carefully), the kittens (excitedly) raced in towards the milk bowl. They licked the milk (hungrily) with their tails standing up straight with excitement. She patted them (lovingly), smoothing their heads and back.

C. 1. next to

2. opposite

3. opposite

4. next to

5. across

CHECKPOINT 5

A. 1. and

2. or

3. but

4. and

5. because

- B. 1. Father will be coming for Eid next month. (declarative)
2. How beautiful this flower looks! (exclamatory)
3. We will not go to Murree this year. (assertive)
4. Where have you kept the car keys? (interrogative)
5. What a brilliant idea! (exclamatory)

C.

The cat licked and rubbed her paws beneath the neem tree.

I have bought a nice dress for the party.

Amir had brushed his teeth before going to bed.

They were talking about a resort which is built on the hills.

She asked Aqsa to stay just until 6 p.m.

CHECKPOINT 6

A.

The meeting did not start on time, because the employees came late.

The devastating flood destroyed hundreds of houses, so the government set up relief camps on the island.

Samreen gave a phonic interview, while cooking lunch.

The vase is pure gold, and looks antique.

The carpenter polished the furniture, but the scratches were still there.

- B. 1. The apartment was changed by Rija last month.
2. The agreement was signed by the two companies in February.
3. Three robberies in the town were reported by the police.
4. Dinner is cooked every day by Aqeel for his family.
5. The match was won by the green team after a tough competition.

C.

House: This house belongs to the family whom we met at the wedding.

Airport: The Blue-bird airport is the largest in the country which serves over forty airlines.

Lighthouse: On the west coast, the iconic tower whose clock needs repairing, serves as a lighthouse.

- D. 1. Farah exclaimed, "Bushra and Farheen may go to Abbottabad again."
2. Mother said, "The plumber had fixed the sink."
3. Amira told Saad that she will be flying to Lahore the following week.
4. Sheena informed us that the books we ordered would arrive the next day.
5. Rija asked where were the children.

CHECKPOINT 7

- A. The sea looks calm. And Did you see that?
- B. The government has launched an operation against illegal buying and selling of medical drugs.
The prison cell will soon be full of people who try to sell unauthorized drugs.
- C. 1. a. The teacher put her foot down.
2. b. Fit as a fiddle.
- D. 1. metaphor
2. metaphor
3. metaphor
4. simile
5. simile
- E. Encourage students to think creatively to develop their own metaphors and similes. Guide them to differentiate between the two while making sentences.
- F. Students should write the report in an objective way (use appropriate language). Check that they include the points given on page 169 (in the book).
- G. Students should be able to differentiate between major and minor characters with respect to their roles and their impact on the events in the story. They should sequence the events in logical order.
- H. Students should use appropriate language and tone in writing formal letters. Check that they follow the formal letter format correctly. Include the points given on pg 179 (in the book) in writing the formal letter.



10 Delayed Post-tests

Note for the teacher:

This test assesses retention of concepts. It is a combination of questions from checkpoints. The test can be used as a class test to check if students' performance is consistent over a period of time. If students produce consistent results, this is an indication of sound grammatical knowledge. If a student has performed well in the past but does not perform well now, it will indicate rote-memorization and lack of conceptual understanding.

Instructions to the students:

Read the questions carefully and answer them.

DELAYED POST TEST 1

- Identify the underlined noun types in the given sentences. (4 Marks)
 - When she opened the perfume bottle the air was filled with the scent of roses. _____
 - All the tickets to the movie were sold out. _____
 - Danish could not resist the cheese smothered French fries. _____
 - Dad left the bunch of keys in the car. _____
- Complete the sentences by choosing the correct pronoun from the brackets. (3 Marks)
 - _____ (you and Fiza, Fiza and you) will present a bouquet to the guests.
 - There is _____ (something, anything) that Aman is hiding from us.
 - My parents decided to paint the room _____ (ourselves, themselves).
- Underline the compound adjectives in the sentences given below. (3 Marks)
 - The Cakery are well-known for their breads.
 - They are always engaged in self-seeking activities at work.
 - The thick-skinned businessman did not care about the complaints.
- Fill in the blanks with appropriate finite or infinite verb given in the brackets. (5 Marks)
 - _____ (fly) in the air has been her greatest fear.
 - The tourists decided _____ (stay) at Kaghan for another week.
 - The boys went to the sports complex _____ (play) badminton.
 - _____ (watch) fish pond is a mind-relaxing activity.
 - The plumber is here _____ (repair) the water tank.
- Choose the appropriate quantifier from the bracket to complete the sentences. (5 Marks)
 - There were _____ (much, many) people in the hall.

- b. We searched for tea in the supermarket but there wasn't _____ (little, any) left.
- c. _____ (much, some) of the receipts are lying in the blue purse.
- d. One can learn to ride a horse with _____ (many, little) effort.
- e. I do not eat _____ (some, much) during lunch.

DELAYED POST TEST 2

1. Underline the adverbs in the given sentences. (5 Marks)

- a. The author handles the critics admirably.
- b. Shahid visits Islamabad frequently.
- c. Maria's assistant can cope well with clients.
- d. She will inform you about the trip as soon as I reach home.
- e. Hina used to pray here in the hall.

2. Fill in the blanks with appropriate prepositions given in the brackets. (5 Marks)

- a. We will have dinner _____ (in, at) our grandfather's home.
- b. The bus is _____ (about, of) to leave in an hour.
- c. Delawar will discuss the project _____ (by, with) you today.
- d. The chef used corriander _____ (between, in place of) basil.

3. Complete the sentences with appropriate conjunctions. (4 Marks)

- a. The envelope is not opened _____ Monday.
- b. You will have to wait _____ next month to get the delivery.
- c. Abeer has to shift to a new location _____ her house is being renovated.
- d. _____ I was driving, the phone rang.

4. Change the given simple sentences according to instructions given below. (3 Marks)

- a. My father told us that we are going to visit Europe this year. I was delighted. (Change to compound sentence)

- b. We went to buy a new car. Dad could not decide which model to buy. (Change to complex sentence)

- c. I will come an hour early. My appointment with the dentist is scheduled for today.

5. Change the following as mentioned in the bracket. (3 Marks)

- a. 'You should call Faraz this week,' said Shaheen. (Change to indirect speech)

- b. Shan asked her if she could play cricket with them. (Change to direct speech)

- c. The teacher asked, 'Have you all submitted your assignments?' (Change to indirect speech)

Notes

Notes



Notes

