

Teaching
Guide

8

The **GRAMMAR TREE**

ESSENTIALS OF ENGLISH GRAMMAR AND COMPOSITION

SECOND EDITION



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TV

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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 exercises. 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.
- Exercises 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 exercises 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 exercises 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 exercises that follow each passage are meant to develop the ability of inference, teach usage through vocabulary exercises and to help the learners remember the fundamental rules of grammar already discussed. The exercises 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 exercises 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 exercises 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 exercises 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; collective; material; countable; uncountable; difference made by usage; possessive form of nouns
2. Pronouns	personal; demonstrative; interrogative; distributive; reflexive; relative; pronouns of number and quantity; indefinite; possessive pronouns; emphatic pronouns
3. Adjectives	qualitative; quantitative; demonstrative; interrogative; possessive; proper; distributive; emphasising; participial; nominal; position, order and comparison of adjectives
4. Verbs	present, past, and future forms—simple, perfect, continuous, and perfect continuous
5. Subject-Verb Agreement	agreement of person in the present, past, and future time; compound subjects; modal auxiliaries; concord in other constructions
6. Non-Finite Verbs	infinitives; gerunds; participles; full infinitives; bare infinitives; split infinitives; the uses of bare infinitives
7. Modal Verbs	pure and marginal; meaning of modal verbs; negated modal verbs and contraction; characteristics of modal verbs; modal verbs and tenses
8. Adverbs	kinds—time, place, manner, frequency, degree; interrogative adverbs; sentence adverbs; relative adverbs; comparison of adverbs; adverbs with subject-verb inversion
9. Prepositions	simple and compound; prepositions of place and time; use of <i>for</i> and <i>since</i> ; use of <i>during</i> , <i>while</i> , <i>until</i> and <i>by</i> ; prepositions of movement; other prepositions; omission of prepositions
10. Comprehension: The Gardener	non-finite verbs; adjectives; modal auxiliaries
11. Determiners	adjectives and determiners; central determiners, predeterminers, postdeterminers; the correct use of some determiners using <i>a</i> ; using <i>an</i> ; using <i>the</i>
12. Conjunctions	coordinating; subordinating; correlative; sentence conjunctions
13. Active and Passive Voice	characteristics of active and passive voice; transformation of active voice into passive voice; more about passive voice; structures in the passive voice; change of voice in interrogative sentences; change of voice in imperative sentences; when to use the passive voice
14. Direct and Indirect speech	general rules for change of narration; change of narration for different types of sentences
15. Comprehension: Journey across the Arctic	nouns formed from verbs; active and passive voice

Unit	Grammar Topic
16. Comprehension: The Muddle-head	determiners; non-finite verbs; direct and indirect speech; prepositions; adverbs
17. The Sentence: An Overview	definition of a sentence; features; kinds of sentence based on purpose and function; elements of a sentence
18. The Sentence	the sentence: kinds of sentences based on meaning; kinds of sentences based on structure
19. Clauses	kinds of subordinate clauses; noun clause; adjective clause; adverb clause; kinds of adverb clauses
20. Sentence Construction and Synthesis	sentences; two simple sentences into one; two simple sentences into a compound sentence; two simple sentences into a complex sentence
21. Transformation of Sentences	simple to compound or complex; compound to simple; compound to complex; changing degrees of comparison; transforming sentence types based on meaning; substitution of one part of speech for another; different ways of expressing a condition
22. Conditional Sentences	characteristics; kinds—real and unreal conditionals
23. Punctuation	full stop; question mark; exclamation mark; comma; semi-colon; colon; dash; hyphen; quotation marks; apostrophe; capital letters
24. Vocabulary	as prepositions, adverbs and conjunctions; as nouns, verbs and adjectives; as adjectives, adverbs and conjunctions; as verbs, adverbs, nouns and prepositions; as adjectives, verbs and adverbs; as pronouns, adverbs and conjunctions
25. Idioms and Phrases	understanding idioms—prepositional phrases; adverbial phrases; verb idioms; adjective phrases; noun phrases
26. Comprehension: Leonardo da Vinci	subject and verb; synonyms; verb tense; part of speech; non-finite verbs
27. Comprehension: The Secret Door	prefix and suffix
28. Composition: Book Review	characteristics of a good book review; sample book review
29. Composition: Biosketch	features of a biosketch; sample biosketches
30. Composition: Writing a Letter	parts of a formal letter; guidelines to plan an official letter; sample formal letters; sample résumé
31. Composition: Note Making	features of good notes; sample notes
32. Composition: Writing an Essay	types—descriptive, narrative, argumentative, analytical; how to write an essay; the writing process; components of an essay; sample essays; picture composition
33. Composition: Advertisements	classifieds and their features; non-classified or display advertisements
34. Comprehension: The Red Planet	active and passive voice; subordinate clauses and conjunctions; non-finite verbs; verb tense
35. Comprehension: Lena's Dreams	active and passive voice; adverbs; subordinate clauses; same words as different parts of speech



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: SYNONYMS AND ANTONYMS

1. You will need as many squares of paper as there are students in the class.
2. Get a list of words along with their synonyms or antonyms (use either synonyms or antonyms for a game). Choose words from what you have taught in class or words which are level appropriate.
3. Divide the squares into two bunches (even number) so that you can have pairs of squares. Use each pair to write a word on one square and its synonym (or antonym) on the other square.
4. Instruct students to approach you one by one and stick one square at the back of each student. Ask them to stand in another part of the classroom and tell them not to read aloud the words yet.
5. It is important that students do not know which word they are carrying.
6. When all the squares have been stuck, ask the students to go around the class reading one another's words.
7. The goal of the search is to form pairs by combining words with their synonyms (or antonyms as the case may be).
8. The students will have to help one another by reading aloud the word stuck on their backs so that they can then look for their corresponding partners.
9. You could have prizes for the first three places and these would go to the three pairs of students who form pairs by finding the word, and the synonym (or antonym) that go together.

ACTIVITY 2: PARTS OF SPEECH: ADJECTIVES AND NOUNS

1. You will need about twenty to twenty-five squares of paper.
2. Write a noun on each of the squares. Use only those nouns from which adjectives can be easily derived, for example, clarity (clear), disappointment (disappointed/disappointing), mystery (mysterious), etc.
3. Now divide the class into four or five teams, depending upon the number of students and to each team give a set of paper squares. Explain the game and its rules clearly.
4. One team member at a time will read aloud one noun from the set they have received and the team next in sequence will have to call out the adjective that can be derived from that noun.
5. You will be the time keeper as well as the score keeper. You can set a maximum time limit within which the teams will have to answer and you can decide the points you award for a correct answer.
6. This game could also be turned around.

Instead of writing out nouns on the paper slips, you can write adjectives and in this case, the teams will be required to call out the noun from which the adjective is derived.

ACTIVITY 3: PARTS OF SPEECH: SAME WORDS

1. For this game too, the students will need to divide themselves into five teams.
2. Prepare five sets of six cards each. On each set write the following six parts of speech: preposition, noun, verb, adjective, adverb, and conjunction.
3. Each team will receive one set of these six cards.
4. For the game, you will write one word on the board (choose your words carefully) and the teams will take turns at playing.
5. The members of the playing team will discuss the word among themselves and make a sentence, using the word as one of the six parts of speech. They will have two minutes to do so or else the word will pass to the next team.
6. Then, one member will go to the board, write out their sentence, underline the word, and tell the class which part of speech the team has used the word as.
7. Now each of the remaining four teams will have to say 'right' or 'wrong', to express their opinion on whether or not the playing team has used the word correctly as the part of speech it mentions.
8. Teams that say 'right' or 'wrong' correctly will each score a point. Teams which say 'right' or 'wrong' incorrectly will each lose a point. Also, if the playing team has used the word correctly as the part of speech it mentions, it will score a point; otherwise it will lose a point.
9. Thus, with each word, all the teams either score or lose points.
10. In the end, the team which has scored the highest will win.

ACTIVITY 4: ANTONYMS: USING PREFIXES

1. Select six or seven prefixes such as 'dis-', 'un-', '-il', etc, which could be attached to adjectives to get their opposites.
2. Now for each prefix, select five to six adjectives so that if that prefix is attached to any of those adjectives, you get its antonym. So if you have six prefixes, you should have thirty to thirty-six adjectives in all.
3. You will be forming teams for this game. Prepare as many sets of small cards as there will be teams of students in your class. On each set, write out the prefixes you have chosen. Thus, each team will have a set of cards with the chosen prefixes.
4. Type out a list of the adjectives you have selected. Make copies of this list so that you may give two lists per team. The teams will be referring to the list.
5. Explain the rules of the game well. Every team will take turns to call out one prefix. The team that is next in sequence will have to quickly scan the list of adjectives, select an adjective which goes with the prefix, attach the prefix to that adjective, and call out the antonym of the adjective they have selected from the list.
6. The same prefix cannot be used twice with the same adjective. So every adjective whose antonym is called out must be crossed out on the list by all teams. You should cross it out on your list too in order to keep a check.
7. You could keep time and score. Deduction of points for an incorrect answer often helps to keep the students' focus on the game.
8. The team with the highest points wins.

ACTIVITY 5: IDIOMS

1. Make a list of ten common or well-known idioms.
2. Type these out in slightly bigger point-size on the computer in such a way that there is a blank line between each idiom—you will have to cut each idiom out in the form of strips. Ensure that the idiom does not run into two lines but finishes in one line.

3. Once you have the sheet(s) with the list of idioms, make photocopies of it equal to the number of teams you plan to make in class. So if you have five teams, make five copies.
4. Now cut out the idioms as paper strips, one sheet at a time. Leave the other sheets aside.
5. Once you have the individual idioms, cut each idiom into two parts. For example, if you have the idiom, 'Make hay while the sun shines', you could cut it into: 'Make hay while' and 'the sun shines'.
6. In this way, you will have all the idioms cut into two parts and now you should mix up all these parts together. Then, put these strips neatly into an envelope. In this way, prepare five envelopes for five teams.
7. The team members should take out all the strips from their envelopes and spread them out on the desk. They will be required to join together the correct parts so that ten complete and correct idioms are formed.
8. The first team to make all the idioms correctly will be winner. However, there should not be any errors in any of the idioms.

ACTIVITY 6: DETECTING ERRORS: MIXED STRUCTURES

1. This is a popular game, often referred to as 'auction'.
2. The game involves individual students and they will bid for grammatically correct sentences. The highest price for a correct sentence is Rs 100.
3. 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 value.
4. You will need to have 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.
5. For the game, you will 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.
6. Tell students that they may use only a set number of price denominations— ten, twenty-five, fifty, seventy-five, and hundred.
7. Depending upon whether the students assess a sentence to be correct or erroneous, they will bid for it.
8. On your list of sentences, keep space so that you can note down the name of the students who buy the sentences.
9. This game rests upon the students' ability to spot errors in sentences. These errors could be of any kind.
10. The winner of the game is the student who buys the maximum number of correct sentences.

ACTIVITY 7: 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.

ACTIVITY 8: ADVERBS

1. This game involves the following types of adverbs: time, place, manner, degree, and frequency.
2. You will need to form five teams for this game. Make five sets of five cards (one set for each team) and write out the names of the five kinds of adverbs on them.
3. So you will have five sets of five cards with the five kinds of adverbs in each set.
4. Now make a list of twenty-five verbs.
5. Divide these verbs into five groups of five each.
6. For the game, form five teams and give each team a set of five cards with the names of the five kinds of adverbs written on them.
7. Also give each team the list of five verbs, so that each team will have five different sets of verbs.
8. Explain the rules: one member of a team will call out one verb and then call out the name of one kind of adverb. The next team will have to respond by attaching a suitable adverb of the kind mentioned to the verb called out. Thus, if a team calls out the verb 'fight' and then calls out 'place' as the kind of adverb, the responding team could say, 'fight outside'.
9. You will keep the score and award points for correct verb-adverb links. The question could pass on to the next team, if the responding team fails to answer within the stipulated time or gives an incorrect answer. You could decide whether you would deduct points in such cases.

ACTIVITY 9: ACTIVE AND PASSIVE VOICE

1. Instruct students to form five teams.
2. Ask each team to brainstorm and make a list of ten sentences. Of these, some should have verbs that can be converted into the passive voice while some should have verbs that cannot have a passive form.
3. For example, a sentence such as 'The Mayor inaugurated the hospital on Monday,' can be converted into the passive voice, whereas a sentence such as 'We all felt very happy at the announcement,' cannot be converted into the passive voice.
4. While the teams are preparing their list of sentences, go about the class, and gently ensure that the sentences are correct.
5. For the game, one member of a team will read out a sentence and the responding team has to decide if the sentence can be converted into the passive voice or not.
6. If the responding team says 'yes', there are two options:
 - a. The questioning team can say 'pass' and you decide if the answer is correct. If 'yes' is the correct answer, award points only to the responding team.
 - b. The questioning team can say 'dare' and a member of the responding team will have to come up to the board and write out the passive construction of the sentence. If the sentence is correct (you will decide) then the responding team will score double the points for accepting the challenge. If the sentence is incorrect, then the questioning team will be awarded half a point for daring the responding team.
7. The challenging team, therefore, should consider whether or not to dare the playing team.
8. In the end, the team with the highest score will win.

ACTIVITY 10: MODAL VERBS

1. Prepare a list of sentences, using modal verbs. The more number of sentences you have, the better.
2. Each sentence should express the various meanings of modal verbs mentioned on pages 39–40 in the book.
3. For this game you could form pairs of students and to each pair, give one photocopied sheet of the list of sentences you have made.

4. Tell the pairs that they will have the responsibility of keeping their scores.
5. In the beginning, allow the pairs to carefully read through the sentences for a few minutes without telling them anything.
6. For the game, you will call out a particular meaning, such as 'permission', 'necessity', or 'advice' and the playing pair will get a minute to locate and read out a sentence from the list which correctly expresses that meaning.
7. If the sentence is correct, the pair is awarded points. Once a sentence is read out, it should be crossed out from the list so that it cannot be used again.
8. In your copy of the list of sentences, you should write all possible meanings which each sentence can express.

ACTIVITY 11: SUBORDINATE CLAUSES

1. This game is similar to the one for modal verbs above.
2. Refer to Unit 19 on clauses on page 111 in the book. Based on the different types of subordinate clauses taught in the unit, make a list of sentences which contain examples of various kinds of subordinate clauses.
3. Ask students to form groups of three for this game. To each group, give a photocopied sheet with the list of sentences. Let them read the sentences carefully for a few minutes.
4. In your own copy, mark the type of subordinate clause which is exemplified by each sentence.
5. For the game, you will name a type of subordinate clause and the teams will take turns at reading out a sentence which fits as an example of that kind of subordinate clause.
6. Allow each team two minutes in which they have to answer. If the answer is incorrect, you may either deduct points from the team's score, or you may allow the question to pass to the next group.

ACTIVITY 12: 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:
 - I like watching the television. (incorrect)
 - She does not own a dog. (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 13: CONJUNCTIONS

1. For this game, first of all 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: Some people went out of their houses at night even though curfew had been imposed.

This sentence could be cut into the following two parts:

| some people went out of their houses |
| even though curfew had been imposed |

5. Mix up all the cut parts together, and put them in a hat or 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 a main clause.
9. Thus, pairs have to be formed. 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 14: CONDITIONAL SENTENCES

1. Divide the class into five teams and provide each team with chart paper, some sketch pens and scissors.
2. Every member of the team has to write one conditional sentence. The teams have to ensure that they have a mix of the different types of conditional sentences.
3. Check the sentences to ensure that they are grammatically correct.
4. The teams should then write out their sentences neatly on chart paper and cut them out in the form of strips.
5. Then, they should cut each sentence into half so that the main clause and the 'if' clause are separate.
6. Thus, if the sentence is:
We would not have missed the bus if we had started early from home.
It should be cut into the following two parts:
| We would not have missed the bus |
| if we had started early from home. |
7. Tell the students to carefully keep the two parts separate.
8. Have two boxes ready on your desk—one to collect all the main clauses and one to collect all the 'if' clauses. Ask the teams to carefully drop the clauses into the right boxes.
9. Mix the two boxes well.
10. Now ask two members of each team to come up again. One should pick out five main clauses, and one should pick out five 'if' clauses.
11. For the game, the teams will take turns at reading out one main clause at a time. The other teams will have to see if they have the 'if' clause that fits correctly with the main clause to complete the conditional sentence.
12. When a team responds with an 'if' clause, check with the team that had originally written the sentence if the answer is correct. Award points accordingly.
13. The team with the highest score will win the game.



5 Key to Exercises Book 8

(Unless otherwise indicated, answers to unnumbered exercises are given columnwise, i.e. from top downwards, left to right.)

Though only preferred answers have been given, any answer, which is acceptable from the point of view of usage, should be given full credit. In most exercises, question 1 is solved in the book. Hence, answers are from question 2 onwards).

CHAPTER 1: NOUNS (Pages 1–7)

Exercise A

1. Anita drew some funny cartoons in her painting class.
2. Basketball and cricket are Rehan's favourite games.
3. My friend keeps his two dogs in a kennel.
4. Salman lives in Zhob with his mother, father, and sister.
5. The teacher asked the students to leave their notebooks in a pile on her table.
6. These cotton dresses are quite inexpensive.
7. The captain steered the ship towards the island.
8. Kathy fed bananas to the elephants at the zoo.
9. Old songs were played on the radio on Monday night.
10. My mother got me a bouquet of red carnations on my birthday.

Exercise B

1. ship—concrete; crew—collective
2. height—abstract; Mt Everest—proper; metres—abstract
3. The National Museum—proper noun; collection—collective; artefacts—concrete
4. audience—collective; play—concrete; applause—concrete
5. buildings—concrete; concrete—material; steel—material
6. forgiveness—abstract; virtue—abstract
7. accused—concrete; innocence—abstract; jury—collective
8. furniture—collective; flea market—concrete
9. sleep—abstract; night—abstract
10. Annie—proper; wall—concrete

Exercise C

1. vacancy
2. flattery
3. choice
4. advice

5. observations
6. increase; indication
7. refusal; disappointment
8. carelessness
9. poverty
10. permission; absence

Exercise D

Proper nouns: Rija; Bistro; June

Concrete Nouns: restaurant; place; roses

Abstract Nouns: suggestion; birthday; fun; day

Collective Nouns: family; party; friends; presents; bouquet

Material Nouns: coffee; gold; diamonds; ring

Exercise E

1. difficulty
2. anxiety
3. reference
4. roughness
5. judgement
6. responsibility
7. seriousness
8. performance
9. modesty
10. denial

Exercise F

1. Countable
2. Uncountable
3. Uncountable
4. Countable
5. Uncountable
6. Countable
7. Uncountable
8. Countable
9. Countable
10. Countable

Exercise G

1. my sister-in-law's daughter
2. the actor's new film
3. this month's special offer
4. my neighbour's garden
5. today's programme list
6. even a moment's silence
7. only two weeks' salary

8. my grandmother's necklace
9. the President's last year in office
10. the people's revolt against the monarch

Exercise H

1. We have to reach the principal's office in fifteen minutes.
2. The leaves of the trees turn red in autumn.
3. Have you seen the mess in the children's room?
4. The teacher's notes are available online.
5. All the migratory birds' flight routes are mapped scientifically.
6. My picture will appear on the cover of the magazine next month.
7. The climate of a country affects the structures of houses constructed there.
8. All my brother's old bikes have been sold.
9. I must confirm the price of the cupboard before placing the order.
10. A new wing will be added to the students' hostel.

Exercise I

1. That man cannot be relied upon—he is a wolf in a sheep's clothing.
2. My aunt is the president of the Reader's Club.
3. I have requested my boss for three weeks' leave next month.
4. She is giving a party on the occasion of her brother-in-law's promotion.
5. I reached work late today because of the auto-drivers' strike.
6. My father studied in a boys' school till Class X.
7. Last night the Jatoi's house was burgled.
8. I was offered a high-profile job in my father-in-law's firm.
9. I stayed in Charles's house for the holidays.
10. An Achilles heel is a person's weak spot.

CHAPTER 2: PRONOUNS (Pages 8–10)

Exercise A

1. She
2. She
3. They
4. Them

Exercise B

1. she
2. they
3. they
4. it
5. him
6. myself
7. nobody
8. ourselves
9. It
10. it

11. us
12. her
13. These
14. Which
15. all

Exercise C

1. This is my own car.
2. Both of these two boys were awarded./Each of these two boys was awarded.
3. We had to wait because someone had lost his/her ticket.
4. (*This sentence is correct.*)
5. I can't go to the party. I haven't got anything decent to wear.
6. If you want to have the pie, you can heat it in the microwave.
7. Is there a post office somewhere close by, please?
8. The two friends still see each other occasionally.
9. I gave the books to them.
10. Are these the cars that have been confiscated by the police?
11. They painted the whole house themselves.
12. The man who is talking to the policeman robbed my house.
13. This used to be a busy area, now only a few people live here.
14. I can't see anything because of the mist.
15. May I borrow that pen of yours please?

CHAPTER 3: ADJECTIVES (Pages 11–15)

Exercise A

1. wise
2. chocolate
3. unconscious
4. daily
5. early

Exercise B

1. heavy—Qualitative
2. several—Quantitative
3. faithful—Qualitative; its—Possessive
4. his—Possessive
5. few—Quantitative
6. successful—Qualitative
7. color—Qualitative
8. long; cold—Qualitative

Exercise C

1. hard-working (*Other answers may also be considered if they fit the context*)
2. German (*Other answers may also be considered if they fit the context*)
3. these
4. a lot of

5. who

Exercise D

1. mine
2. my
3. it/she/he
4. my
5. hers; her
6. yours
7. their
8. mine
9. yours
10. his

Exercise E

1. a beautiful wooden picture frame
2. some ancient hexagonal German coins
3. four red plastic kitchen chairs
4. an attractive carved oval mirror
5. a curious miniature painting
6. an antique gold Pakistani cup
7. an early-twentieth-century Swiss fountain pen
8. two African copper cooking vessels
9. new colourful soft satin cushion
10. a round pink Chinese porcelain teapot.

Exercise F

Among the many (Quantitative) girls who attended Shirley School was Cassandra Weldon. She was approaching the proud (Qualitative) position of prefect in the school. She had entered Shirley School when quite a little (Qualitative) child, had gone steadily up through the different (Qualitative) classes, until she found herself nearly at the head of the sixth (Quantitative) form. In appearance, Cassandra was a tall (Qualitative) girl, graceful (Qualitative) in her (Possessive) movements and very self-possessed (Qualitative) in manner. Her (Possessive) face was full (Qualitative) of intelligence. She had bright (Qualitative), intelligent (Qualitative), brown (Qualitative) eyes, a pleasant (Qualitative) voice, and an agreeable (Qualitative) way. Cassandra was looked up to by all (Quantitative) her (Possessive) classmates, and this not because she was rich (Qualitative), nor because she was beautiful (Qualitative), but simply because she was good (Qualitative) and honourable (Qualitative) and trustworthy (Qualitative); she possessed a large (Quantitative) amount of sympathy for everyone, her (Possessive) judgement was unfailing, and she was intelligent (Qualitative).

Exercise G

1. much (Quantitative)
2. which (Interrogative)
3. six (Quantitative)
4. All (Quantitative)
5. silly (Qualitative)
6. wet (Qualitative)
7. own (Possessive)

8. long (Qualitative); our (Possessive)
9. complete (Qualitative)
10. some (Quantitative); shocking (Qualitative); my (Possessive)
11. some (Quantitative)
12. dozen (Quantitative)

CHAPTER 4: VERBS (Pages 18–27)

Exercise A

1. We play tennis every Sunday.
2. I own two dogs and a cat. I love animals.
3. My suitcase weighs four kilos.
4. When Mary came in, I was talking to mother on the phone.
5. We passed the hotel two minutes ago.

Exercise B

1. newspaper headlines
2. facts and things that are always or generally true.
3. repeated or habitual actions
4. repeated or habitual actions
5. repeated or habitual actions
6. newspaper headlines
7. facts that are true at the present time
8. events in the future
9. facts and things that are always or generally true
10. events in the future.

Exercise C

1. writing
2. rain; is raining
3. rises; are travelling
4. wants; is saving
5. is; is baking
6. is washing; help
7. work
8. enjoys; does not like; is reading
9. disturb; is playing
10. are you not drinking; is getting

Exercise D

1. has told
2. Have; met
3. Have; decided
4. has not; opened
5. have; blocked
6. have been
7. has worked

8. haven't seen
9. has paid
10. Have; driven

Exercise E

Column A	Column B
1. Would you like something to eat?	e. No, thanks. I have just had a heavy lunch.
2. I want to meet Mrs James, please.	h. She has not come to office yet. Please wait for some time.
3. When is the train arriving?	f. It has already arrived.
4. What are the headlines today?	g. I have not seen the newspaper yet.
5. Is Rehan coming to the movie with us?	a. No, he says he has already seen the film.
6. What does your father think about your plans?	c. I don't know because I have not discussed it with him yet.
7. Amir, let me introduce you to Naheed.	d. But we have already met.
8. Mother can't find her little mirror.	b. I'm sorry; I have just broke it by mistake.

Exercise F

1. has been playing
2. have been walking
3. has been making
4. have; been learning
5. have been living
6. has been teaching
7. has been working
8. have been trying

Exercise G

1. Shakespeare died in the year 1616.
2. Our Maths teacher gave us a surprise test today.
3. The curious bird dodo became extinct around 1681.
4. The Shandur Polo Festival originated in Chitral.
5. Algeria gained independence in the year 1962.
6. The court awarded life sentence to the criminal.
7. Thirty skiers were trapped in the avalanche.
8. The municipality closed the park despite protests.
9. Thieves broke into our house last night.

Exercise H

1. was having; jumped
2. was talking; picked
3. were watching; stole
4. entered; were discussing

5. met; was travelling

Exercise I

1. had; left
2. had broken
3. had not seen
4. had not visited
5. had gone
6. had paid
7. had changed
8. had; disconnected

Exercise J

1. had been preparing; had; been working
2. had been fighting
3. had been travelling
4. had not been paying
5. had been crying

Exercise K

1. going to tear
2. going to paint
3. going to call
4. going to visit
5. going to sell
6. going to dine
7. going to build
8. going to fall

Exercise L

1. The flight leaves at 9.30 a.m.
2. At what time does the movie start?
3. The flight does not leave for an hour yet.
4. Do we have a test on Thursday?
5. This term ends on March 15.
6. At what time do you arrive in Singapore?
7. The market closes at 4 p.m. tomorrow.
8. Make sure that the patient does not leave the bed.

Exercise M

1. will be running; will be earning
2. will be discussing
3. will be watching
4. will be vacating
5. will be writing
6. will be arriving
7. will be needing
8. will be spending
9. will be having

10. will be having

Exercise N

1. will have received
2. will have left
3. will have started
4. will have disappeared
5. will have finished
6. will have started
7. will have entered
8. will have cleared

Exercise O

1. will have been living
2. will have been working
3. will have been going
4. will have been teaching
5. will have been working

Exercise P

have begun; come; feel; will be; sent; called; spoke; had switched; wanted; will feel; make

CHAPTER 5: SUBJECT-VERB AGREEMENT (Pages 28–32)

Exercise A

1. work
2. was
3. walk
4. has
5. attends

Exercise B

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

Exercise C

1. The price of these items has risen.
2. Every one of the players deserves a prize.
3. Two and two make four.
4. A series of matches is being played in this tournament.
5. There is no shortage of new jobs for young graduates.

6. Time and tide wait for none.
7. The coach and the players are given refreshment after the match.
8. The principal along with the staff members is present in the hall.
9. Many a man has suffered due to illiteracy.
10. The jury has finally reached a decision.

Exercise D

1. One of my childhood photos is missing.
2. Neither of these cameras works properly.
3. The number of cars on the roads is increasing alarmingly.
4. A hundred metres isn't far to walk.
5. These jeans look really good on you.
6. Each team wears a different colour.
7. All my friends were present at the party.
8. Some of the food has been wasted.
9. My brother along with his classmates is going to the museum.
10. The members of the manging committee are all over 60 years of age.

Exercise E

Every officer has to take special training for six months. Each day is a different experience with different people, places, and situations. Traffic officers have to spend hours standing in the midst of noise and pollution, regardless of the weather. Traffic management is one of the most stressful jobs a person can opt for. There is also some amount of danger involved in the job. All officers have to stay in touch with one another.

A traffic cop often has to step into quarrels that take place among drivers. While this is not directly part of his duty, he cannot ignore it, as he has to ensure that traffic flows smoothly all the time. This coordination is vital in keeping roads free of jams and obstructions. Most of us are not aware how important and difficult the work of a traffic cop is.

CHAPTER 6: NON-FINITE VERBS (Pages 33–37)

Exercise A

1. You needn't ask for permission.
2. I used to live in the next street.
3. May I use your phone?
4. They refused to accept my gift.
5. I'd like him to go to the library, but I can't make him go.
6. She would prefer to visit the art class.
7. You seem to know him well.
8. Where would you like to have dinner?
9. You must leave the room at once.
10. Please permit me to stay in your house.

Exercise B

1. Playing cricket on this ground should not be allowed.
2. I love swimming in a clean swimming pool.
3. He received an award for singing well.
4. She gets a lot of pleasure in reading good books.

5. He is hoping to be famous one day because of his passion for music.

Exercise C

1. We couldn't help laughing (gerund) at the incident.
2. He always refuses to obey (participle) orders.
3. She is looking (gerund) for another job.
4. I cannot allow you to be (infinitive) out so late.
5. Clearing (participle) her throat, she began her speech.
6. I saw a man riding (gerund) a donkey.
7. Hearing (participle) the noise, he ran to the window.
8. She is really good at confusing (gerund) people.
9. To succeed (infinitive) is always a wonderful feeling.
10. Knowing (participle) her, she is unlikely to take (infinitive) any help.
11. Having (participle) seen the movie before, he did not go with friends.
12. They are having (participle) their breakfast; don't disturb them.
13. You need to stop (infinitive) making (gerund) so much noise.
14. I am going (participle) to the market right now.
15. Frightened (participle) by the storm, we sought shelter in a bus shelter.

Exercise D

1. to eat
2. to buy
3. complaining
4. is getting
5. to answer
6. being
7. to cry
8. wearing

Exercise E

1. helping
2. running
3. parked
4. talking
5. depressing
6. Disowned
7. regained
8. reached
9. singing
10. Frustrated

Exercise F

1. been walking
2. to stop
3. not complain
4. eaten
5. Why worry

6. cutting of trees
7. frightened
8. been released
9. go to the market quickly
10. To play tennis

CHAPTER 7: MODAL VERBS (Pages 38–44)

Exercise A

1. Sadiq can sing well but he is very shy. (ability)
2. She may leave this job if her salary is not increased. (possibility)
3. Shayan could be waiting for us at the other entrance. (possibility)
4. I need to pay the semester fees soon. (admonition)
5. Can I pay by cheque? I don't have enough cash right now. (permission)
6. We ought to tell the teacher about the broken window pane. (advice)
7. 'You may go back to class now,' said the principal. (formal permission)
8. The child couldn't lift the heavy box. (ability)
9. Success doesn't come easily. You should not give up. (advice)
10. I dare not tell my parents about the fight today. (admonition)

Exercise B

- | | |
|------------|-----------|
| 1. can | 2. may |
| 3. may | 4. can |
| 5. must | 6. dare |
| 7. should | 8. ought |
| 9. needn't | 10. Could |

Exercise C

1. Could you please give me a receipt?
2. Can we see the menu?
3. Can you wait a minute?
4. Could you please tell me the time?
5. Could you please put me through to the manager?
6. Could you please pick her up at the airport?
7. Could I borrow a book from her?
8. Could you please pass me the salt?
9. Can you please leave immediately?
10. Can you practice more?

Exercise D

1. should
2. wouldn't
3. cannot
4. could
5. must
6. dared not
7. should

8. would
9. Could
10. must not

Exercise E

1. need
2. Need
3. needn't
4. needn't
5. needn't

Exercise F

1. Notice at the zoo: You (must not/need not) feed the animals.
2. You (must not/need not) take leave from work, but you must take the medicines regularly.
3. We (must not/need not) drive so fast; there is plenty of time.
4. Notice at the school: Lifts (must not/need not) be used during the fire drill.
5. You (must not/need not) send me a formal invitation. I'll be very happy to be present at the ceremony.

Exercise G

1. mustn't
2. shouldn't
3. couldn't
4. won't
5. couldn't
6. wouldn't
7. shan't
8. can't
9. shouldn't
10. won't

CHAPTER 8: ADVERBS (Pages 47–52)

Exercise A

1. The visitors have just left.
2. The car slowly rolled down the hill.
3. He carefully removed the broken glass from the floor.
4. I think you behaved very selfishly.
5. I sometimes feel angry at our noisy neighbours.
6. Do you often go out in the evening?
7. Fortunately, the weather stayed fine through the week.
8. We'll soon find out the result.
9. Rehan was in a hurry so he ate his breakfast quickly.
10. Alice and John are happily married.

Exercise B

1. Adverb of manner—safely
2. Adverb of degree—quite
3. Adverb of time—still

4. Adverb of frequency—always
5. Adverb of manner—willingly
6. Adverb of place—inside
7. Adverb of manner—boring
8. Adverb of manner—colder
9. Adverb of manner—softly
10. Adverb of time—today;
Adverb of frequency—unusually

Exercise C

1. great; fresh
2. careful; rashly
3. very; close
4. lazy; up
5. attentively;
6. busy; never
7. annoyed; truly
8. hard
9. incredible; difficult
10. regularly

Exercise D

1. harder
2. earlier
3. more politely
4. closer
5. more occasionally
6. faster
7. louder
8. higher
9. later
10. more regularly
11. older
12. darker

Exercise E

1. Never before had I been asked to pay in cash.
2. Not only did they rob us, they also broke everything in the house.
3. On no account should this window be opened.
4. Scarcely had she started her performance, when the electricity went off.
5. Only by shouting was he able to make himself heard.
6. He had no money, nor did he know anyone from whom he could borrow.
7. Under no circumstances are students allowed to enter the examination hall without the admit card.

8. Seldom were students given a feast at the hostel.

Exercise F

1. surprisingly
2. clearly
3. sincerely
4. deliberately
5. miraculously
6. silently
7. lightly
8. noisily

CHAPTER 9: PREPOSITIONS (Pages 53–58)

Exercise A

1. after
2. near
3. on
4. at
5. into
6. on
7. through
8. in
9. through
10. in
11. throughout
12. in
13. on
14. in
15. at

Exercise B

1. on
2. off
3. near
4. off
5. at
6. across
7. around
8. near
9. on
10. at

Exercise C

Kashif: I have some time to spare on the 10th. Can we meet at 11 a.m.?

Areej: 10th is a Friday. Let me see ... No, I'm sorry I can't see you on Friday. I have a packed schedule.

Kashif: That's too bad. You see, I'd like to have this meeting in this month, as I'm going to be travelling

in April.

Areej: I was wondering, can't we meet on the weekend, say on Saturday or Sunday? That's fine with me.

Kashif: Weekends are difficult for me. I'm always in one relative's place or another. It's family time, you see.

Areej: I can understand. Well then, are you free on the 13th? Let's say, sometime in the afternoon?

Kashif: 13th should be fine. Shall we say, we meet at 4 p.m.?

Areej: 4 p.m. is fine. See you on Monday, then.

Exercise D

1. for
2. since
3. for
4. since
5. for
6. since
7. for
8. since

Exercise E

1. during
2. while
3. while
4. during
5. while
6. during
7. during
8. during

Exercise F

1. until
2. until
3. by
4. until
5. by
6. until
7. by
8. until

Exercise G

1. down; along
2. into; to
3. over; through
4. along; towards
5. off; on; off
6. across
7. along

8. inside
9. towards
10. through; over

Exercise H

1. into
2. in
3. on
4. onto
5. at
6. to
7. by; in
8. in

Exercise I

1. The show begins at four o'clock and we should reach the venue half an hour in advance.
2. She won't talk to me until I promise never to laugh at her again.
3. The lady sitting at the corner table with my mother is a famous writer.
4. I went to see the film with my little sister and she cried most of the time.
5. The chief guest spoke a few words to the audience before the programme began.
6. Among all my cousins, I get along the best with Nina.
7. The painting hanging above the fireplace was made by my father.
8. Walking along the river bank, she saw hundreds of crabs scurrying about.
9. The rope was tied securely at both ends at a height of a hundred metres.
10. While we waited for the doctor, we watched a boring show on television.
11. Don't save all your homework for the last few days of the vacation.
12. I put a coin in the beggar's bowl and was surprised to see him smile.

CHAPTER 10: THE GARDENER (Pages 59–60)

Exercise A

1. does not like to talk; does not like to be spoken to
2. keep the gravel walk
3. cook would need access to the fruits and vegetables in the garden
4. old, serious, brown, big, silly
5. biting cold that nips at the extremities
6. by playing with him
7. carefree childhood summer days

Exercise B

1. The gardener does not love to talk.
2. He makes me keep the gravel walk.
3. Far in the plots, I see him dig.
4. He never seems to want to play.

Exercise C

1. He makes me keep the gravel (nominal) walk.
2. Silly (qualitative) gardener! summer goes,

And winter comes with pinching (participial) toes.

3. How much wiser (qualitative) you would be

To play at Indian (proper) wars with me!

Exercise D

According to the speaker, the gardener ought to try to enjoy himself a little. He is too serious and quiet. The speaker dare not talk to him because the gardener doesn't like talking. By an unspoken rule, nobody can step into the garden except the cook. The speaker thinks the gardener is silly and he could be much wiser. After all, the gardener needn't work round the year—in winter, he can lay his tools down. So the speaker thinks the gardener must learn to appreciate the beauty of the summer garden—he should put down his barrow and become the speaker's playmate.

Exercise E

Away behind (place) the currant row

Where no one else but cook may go,

Far in (place) the plots, I see him dig,

Old and serious, brown and big.

CHAPTER 11: DETERMINERS (Pages 61–67)

Exercise A

1. a
2. much
3. her
4. Which
5. Those

Exercise B

1. only
2. most
3. a few
4. My; my
5. a; any
6. no
7. a little
8. first
9. two
10. some
11. The
12. any
13. many
14. much
15. third

Exercise C

1. I saw a programme on television about dangers to the environment. There was also an article on pollution in the *City Times*. The ozone layer will continue to disappear if we don't find a way to stop its depletion. The world's climate is changing drastically, and pollution is having an adverse effect on our weather.

2. This is a story about a man who used to roam in the jungles to look for a unique animal. He had heard that the animal looked like a goat, and had a horn on its head. The animal was actually a unicorn.
3. He was just in the middle of describing a rather terrifying experience he once had when his small sailing boat was carried out to sea in a storm, when there was a loud crash from the bedroom above, the one where my brother and I were going to sleep. 'It sounds as if the roof has fallen in!' exclaimed my uncle with a loud laugh.
4. Just then, a taxi came slowly down the road. Mini knew that the fare to the station was at least one hundred rupees which was more than she could afford; but she quickly made up her mind that it would be well worth the extra expense in order to be sure of catching her train. So she stopped the taxi, and got in. She told the driver that she had to catch the train that left at half past two.
5. While I was walking along the road the other day, I happened to notice a small leather purse lying on the pavement. I picked it up, and opened it to see if I could find out the owner's name. There was nothing inside it except some small change and a rather old photograph—a picture of a woman, and a young girl who appeared to be the woman's daughter.

Exercise D

1. a. any
2. d. either
3. b. this
4. a. a few
5. c. some
6. c. Each
7. d. Both
8. b. whole
9. c. none
10. b. Most

Exercise E

1. a little
2. many
3. many/a few
4. the few
5. the little
6. little
7. few
8. a few

Exercise F

1. Come here and look at these photographs.
2. Could you pass me those plates?
3. I don't have any extra pencils.
4. All the cars here are white in colour.
5. He already has some grey hair.
6. Would you like a little more tea?
7. I don't have any free time.
8. I want to tell you an interesting story.

9. Many friends and relatives attended the function.
10. The man has caught many fish.
11. Could you pass the butter, please?
12. I have packed a few books.
13. After the rival team scored three goals, there was not much hope of our winning the match.
14. After trying to open the door gently a few times, he started banging on it with his fists.
15. Is this the exercise which the teacher gave us as homework today?
16. Do you think half a kilo of sugar would be enough for such a big cake?

CHAPTER 12: CONJUNCTIONS (Pages 70–73)

Exercise A

Zohaib was late in reaching the meeting point as his bicycle had a flat tyre half way on his ride. His friends, Najam and Arish, had been waiting patiently for quite some time, but they were now beginning to get restless. Zohaib was well-known for not keeping his promise. Moreover, he was not very punctual by habit. They decided that if Zohaib did not appear for another fifteen minutes, they would go to the magic show without him. Just then, they spotted him, speeding up to them, shouting, and waving one hand wildly to catch their attention.

Exercise B

1. after
2. whenever
3. because
4. even though
5. Neither; nor
6. so that
7. Not only; but also
8. since
9. either; or
10. else
11. If
12. Therefore

Exercise C

1. I'll be so glad when this job is finished.
2. I will go to the market when I have finished my work.
3. We went very early; so we got the best seats.
4. Although we didn't like the film at all, we watched it till the end.
5. We drove very slowly as it was raining very hard.
6. I can neither sing, nor play any musical instruments.
7. I made a lot of friends when I was in Lahore.
8. You could stay at home or come with me.
9. You must tell the truth; else you'll be punished.
10. He was tired but he still went to the party.
11. If you do that again, I'll be very angry.
12. She was hungry since she hadn't eaten anything.
13. I don't like coffee, but I can have some tea.
14. I don't like Fariha as she always spreads lies about other people.

15. The children must have gone to bed; otherwise, the house would not have been so quiet.
16. Since incidents of burglary have increased in our locality, we have decided to keep a dog.
17. Although we are not the best of friends, he always helps me if I ask him.
18. As visitors to the library have showed interest, we are now introducing a daily membership scheme.
19. Talk softly on the phone; else go to the other room.
20. Neither did they send us our order, nor did they refund our money.

CHAPTER 13: ACTIVE AND PASSIVE VOICE (Pages 74–80)

Exercise A

1. A song is sung by Hina.
2. The doctor was called in at once.
3. An interesting story was told to us by grandpa.
4. Neha was praised by her father.
5. A queue was formed on the road by people.

Exercise B

1. The plants are watered by him every day.
2. The jewels were stolen by the thief.
3. An experiment is being demonstrated by the teacher.
4. The war hero has been forgotten (by people).
5. A photograph is being taken by Robin.
6. Fruits and vegetables are being sold by Ammar in the market.
7. A letter of apology had been written by Shehryar.
8. Our school will have been inspected by tomorrow (by the inspector).
9. Fortunately, the fire did not do much damage.
10. The police were stopping the protestors.
11. The principal has given her a notice.
12. Alisha decorated the house.
13. His conduct displeases his officers.
14. They will have received the books by tomorrow.
15. This dog has bitten several people.

Exercise C

1. She was given a pair of binoculars by her cousin.
2. His weak points are known to me.
3. A watch was bought for me by my father.
4. I am interested in your case.
5. I was selected the leader of our group (by them).
6. We are taught English by Mr Kashan.
7. He was considered a genius by many people.
8. Mr Raheel was appointed as the new officer by the management.
9. Our invitation was accepted.
10. She was called a genius by the villagers.

Exercise D

1. Which room was reserved for the minister (by them)?
2. Can this be written in English (by them)?
3. Who was the police called by?
4. Has his family been informed (by him)?
5. Is the party being hosted by Mrs Kashif?
6. Where was the purse found (by them)?
7. Who are you taught Arabic by?
8. When will the bridge be built (by them)?
9. Is a Chinese dish for dinner being cooked by Abeer?
10. When was the first play written by Shakespeare?

Exercise E

1. An apple is eaten by me.
2. A parcel was delivered by Rehana.
3. Sumaya wrote a letter.
4. He bought a car.
5. I lost my purse yesterday.
6. A seat was offered by him to the elderly woman.
7. Was my pen found by you?
8. Who painted the walls?
9. A year is made up by twelve months.
10. Grass is overgrown in the field.
11. The book is very well-researched.
12. Are such films liked by you?
13. Did you break the window?
14. Will Mathematics be taught to me by you?
15. When did you write the essay?

CHAPTER 14: DIRECT AND INDIRECT SPEECH (Pages 81–86)

Exercise A

1. Laiba said it gave her great pleasure to be there that evening.
2. She told him, 'Wait for my return.'
3. The teacher asked the students to put their pencils down.
4. Dania asked me if she could stay with me.
5. Shahwar said, 'Mother, I have won the prize.'

Exercise B

1. He said that he was learning French those days.
2. Newton said that we are standing on the Earth because of the gravitational pull.
3. He asked me if I was not feeling well that day.
4. Malik informed Shaheen that he had composed a new song.
5. She asked him when he wanted her to finish that work.
6. The officer asked the soldiers how many of them had fought a war before.
7. The students requested their teacher to allow them to watch the cricket match.

8. My mother told me to buy a loaf of bread on my way home.
9. The driver asked the passer-by whether she knew the way to the market.
10. Father said that it was time we had begun planning our holidays.
11. Rabia told her mother that she didn't buy anything for herself but bought a saree for her.
12. The judge told the accused that since he committed a robbery again, he would get a longer sentence.
13. Rubab asked her friend if she would look after her cat while she was away to see her mother.
14. He said they went to the banks of the Indus everyday when they lived in Hyderabad.
15. Father told Danial to return his friend's car immediately.

Exercise C

1. We wished that our friendship may live long.
2. Everybody exclaimed how well she sang.
3. She exclaimed with sorrow that there was nobody to support her.
4. The players said that it was a wrong decision and that it was extremely unfair.
5. The professor told them sternly to leave the class.
6. He exclaimed his strong desire for a glass of water.
7. The coach congratulated the team for a superb performance.
8. She wished that she hadn't spent all her pocket money.
9. The teacher wished for the best team to win.
10. The poor man cursed them that they will never succeed in their evil plans.

Exercise D

1. She requested me not to drive very fast and said that she felt sick at such a speed.
2. Father asked me if I didn't have a test the following day, and told me to sit down and study.
3. The monitor told the class that the teacher would come in a few minutes and requested them to stay quiet and do their work.
4. My brother asked me if I was interested in coming with him and his friends on a cycling trip. I declined his offer politely, and said that they rode too fast.
5. She asked her brother where all these chocolates had come from, how he had got them and to whom they belonged.
6. The tourist begged my pardon and asked me if I knew the shortest route to the airport. I apologised to him saying that I didn't know the route and advised him to take a taxi and ask him for help.
7. I asked my mother if she was going shopping and advised her not to take a bus but to take a taxi because it was Eid and the buses would be overcrowded.
8. The decorator asked Ms Bloom why she didn't take the heavy curtains down and switch to blinds because it would let in more light and make the room brighter. Ms Bloom said that she thought that he was right.
9. Teena informed the doctor that she was running a temperature and had bodyache and had lost her appetite. She asked him what he thought was wrong with her. The doctor replied that she had a viral infection and advised her to stay in bed, avoid exertion, and take plenty of fluids. He added that he was prescribing her some medicines too.
10. Seema exclaimed in despair that she had lost her favourite pen. Her friend told her not to worry, and assured her that she would help her find it.
11. I told her that I didn't know the way and asked her if she did. She asked me why I always sounded so scared. She told me that we would find our way, and if we didn't, we would ask somebody.
12. The teacher told the pupils that they would go on a picnic the following day. They pupils exclaimed in joy and said that it would be a lot of fun. The teacher asked them where they would like to go.

Exercise E

Bob asked Clara how she was and if she is settled into her new home.

Clara replied that she is fine and was waiting for her furniture to arrive.

Bob asked her how her new apartment is.

Clara said she loves it; that it is on the 6th floor and has a beautiful view from the window.

Bob asked her who her neighbours are.

Clara replied saying that there was a very kind and helpful couple staying just opposite her apartment. She added that they had invited her for coffee. She asked Bob to come over the next weekend to see her new home.

Bob thanked her and told her that he will definitely visit her on Sunday.

CHAPTER 15: JOURNEY ACROSS THE ARCTIC (Pages 89–91)

Exercise A

1. The sledge with all his supplies began to break, its runners came loose, and its Kevlar coating cracked and was worn by the sharp edges of new pack ice—next morning he couldn't find snow to melt for fresh water—attempts to repair the sledge failed.
2. (a) unsettled
(b) expedition
3. He was unable to decide between whether to call in a chopper from Siberia to fetch him and try again next year, or whether to order another sledge.
4. A situation in which something bad almost happens, but is avoided narrowly.
5. The delivery of the new sledge unsettled the author as the helicopter crew that delivered it represented home, and warmth.
6. One has to always walk on frozen seawater. There's no land anywhere underneath. One has to take off the skies, and walk through rough sections. It's like scrambling through bomb wreckage.
7. Global warming causing melting ice caps.
8. He sounds defeated in the beginning. But overcoming the hardships has its advantages, and he starts to enjoy the loneliness and feels one with nature. He feels confident by the end of the passage.
9. (c) The crew represented warmth and home.
10. *Students will write their own answers.*

Exercise B

Word	Meaning
1. excerpt	g. a small portion of a film, text, music, etc.
2. motivated	d. enthusiastic and optimistic about doing or achieving something
3. brutal	j. very harsh, unpleasant; violent
4. scrape	a. use a sharp or hard object to remove something from a surface
5. improvise	h. do or create something without preparation, or from whatever is available
6. fetch	c. bring something for someone
7. solitude	i. the state or situation of being alone
8. navigate	b. plan and direct the course of a ship, aircraft, or other form of transport
9. forbidding	f. hostile and threatening
10. wreckage	e. the remains of something that has been badly damaged or destroyed

Exercise C

1. navigation
2. improvisation
3. measurement
4. performance
5. preparation

Exercise D

1. The North Pole was crossed from Russia to Canada by Borge Ousland on his own.
2. I was nearly defeated by the first week of the expedition.
3. I was unsettled by the delivery of the new sledge.
4. One brutal night, my camp was nearly swallowed by the Arctic Ocean.

CHAPTER 16: THE MUDDLE-HEAD (Pages 92–95)

Exercise A

1. 'You've got your coat inside out!' and 'You've put a saucepan on your head!'
2. The conductor was so frightened because the muddle-head had told him 'Parding your beggon, Kister Monductor, I'm off for a week's vacation; I stop you to beg your tramway car as soon as we reach the station.'
3. The tramcar never left Petushkee, because he was in a carriage awaiting repairs.
4. The man got so angry towards the end of the poem because he thought that he had been treated shabbily.
5. The following lines are repeated in the poem:
What a muddle-head was he,
That man who lived in Petushkee!
They are repeated to underline how disorganised and forgetful the man from Petushkee was.
6. I think this man is so muddle-headed because he is always thinking of something else and not paying attention. (*Encourage students to come up with their own answers*)
7. Each pair of lines rhyme with each other for most of the poem. For some lines, (for example, *He walked up to a tram one day/And climbed in very sprightly./Conductor thought that he would pay,/Instead, he said politely:*) the alternate lines rhyme.
8. (i) Petushkee: name of several inhabited localities in Russia
(ii) Kharkove; in Ukraine
(iii) Kiev: the capital and largest city of Ukraine
(iv) Nalchik: capital city of the Kabardino-Balkar Republic, Russia
(v) Baku: the capital and largest city of Azerbaijan
9. Begging your pardon,
Mister Conductor,
I'm off for a week's vacation;
I beg you to stop your tramway car
As soon as we reach the station

Exercise B

Word	Meaning
1. muddle-headed	e. mentally disorganized or confused
2. mittens	f. gloves with one section for the thumb and a broad one for all four fingers
3. rack	a. shelf with rails and bars for holding things
4. sprightly	b. full of energy; lively
5. siding	c. a short track where trains or trams are kept standing
6. nap	d. a short sleep, especially during the day

Exercise C

1. He spread some butter on his head.
2. He rushed into the first cafe.
3. Half of his luggage he put on a shelf.
4. That's no way to treat a man!

Exercise D

1. He passed the man collecting (participle) the fares,
And entered the carriage awaiting (participle) repairs.
2. Conductor thought that he would pay (infinitive).
3. I stop you to beg (infinitive) your cramway tar.

Exercise E

1. They told him that he had got his coat inside out.
2. He requested the man for a railway ticket.
3. He asked agitatedly what stop that was.
4. He implored people to tell him what it was called.

Exercise F

He always got mixed up with (manner) clothes;
He wore his mittens on (place) his toes,
Forgot his collar in (place) his haste;
And tied his tie around (place) his waist.

Exercise G

Up qualifies walked; sprightly qualifies climbed; politely qualifies said

CHAPTER 17: THE SENTENCE: AN OVERVIEW (Pages 96–102)

Exercise A

1. ×
2. ×
3. ✓; He loves playing football.
4. ×
5. ✓; The game was called off when it began to rain.
6. ×

Exercise B

1. T
2. F
3. T

4. F
5. T
6. T
7. T
8. F
9. T
10. T

Exercise C

1. declarative
2. exclamatory
3. interrogative
4. optative
5. imperative
6. imperative
7. declarative
8. interrogative
9. exclamatory
10. declarative
11. imperative
12. interrogative
13. exclamatory
14. optative
15. imperative

Exercise D

1. She had an enjoyable time at the party.
2. You don't have enough money to buy a car./Don't you have enough money to buy a car?
3. Does your aunt teach at the university?
4. Be careful when the traffic lights turn red.
5. We drove from Multan to Lahore yesterday.
6. Did Anna make tea when she came home?
7. My father has worked hard all his life.
8. What a pity! My brother has lost his phone.
9. Didn't I tell you to submit your assignment today?
10. Wow! What a brilliant catch the wicket-keeper just took!

Exercise E

1. Don't you like junk food at all?
2. Please do not make noise in the class.
3. What an interesting book this is!
4. Am I not right?
5. Madiha did not pass the exam last year.
6. What a polite girl she is!
7. Was it raining yesterday?

8. Ameen wants to be a doctor.
9. Should I also not go to the party?
10. Please open the door for me.

Exercise F

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

Exercise G

1. I;
2. D;
3. I; D;
4. D;
5. I; I

Exercise H

1. (He left the examination hall) although he had not completed all his answers.
2. If you wish to represent the country in national games, (you must train sincerely).
3. (The clown), who was dressed in a funny costume, (failed to make us laugh.)
4. (The new Principal) addressed the whole school at morning assembly.
5. (She plays the guitar) and (she dances very well too).

Exercise I and J

Encourage the students to formulate the answer. Dependent clauses are underlined and independent clauses are in brackets.

Exercise K

1. When you have finished your work, (I would like to talk to you).
2. (I find Danish a very methodical student) even though he is a bit slow in his work.
3. (We will not reach the venue in time) if we spend so much time getting ready.
4. Since the time you advised me, (I have been consciously watching my diet).
5. (My library book was under my desk) where I had left it yesterday.
6. (I cannot go ahead) unless the chairman gives me the permission to do so
7. Before leaving for school, (she put some water in the bowl for her turtle).
8. (He cannot get this job) as he is not qualified for it.
9. That boy, who is wearing a red jacket, (lives in England).
10. (We can go to the party) if we are invited.

CHAPTER 18: THE SENTENCE (Pages 103–110)

Exercise A

1. He sprang up and sped away.
2. I called out loudly again as I received no response.
3. He decided to stop studying because he was exhausted.
4. He stopped playing football because he injured his leg.
5. As the police arrived on the scene, the crowd melted away.

Exercise B

1. Milk is a valuable food produced by the cow.
2. He showed me his beautiful painted work of art.
3. The first prime minister of Pakistan, Liaquat Ali Khan, died in 1952.
4. We had to stay indoors as it rained heavily.
5. He didn't have any friends because he was selfish.
6. He is admired for his intelligence.
7. The criminal got a lighter punishment due to his confession.
8. His father was opposed to him marrying a girl from the USA.

Exercise C

1. Realising that he was defeated, he immediately surrendered.
2. William Shakespeare, the greatest English dramatist, died in 1616.
3. The soldiers defended their post courageously.
4. We are going to the café at John's birthday party.
5. The police acted very quickly to prevent further damage.
6. People lost faith in him because of his suspicious behaviour.
7. The thief stole money from a bank before fleeing to Lahore.
8. He gets appreciation for thinking about others.
9. Rover, my pet dog, passed away in a road accident last evening.
10. They left immediately as they were told to vacate the building.

Exercise D

1. but, 2. yet, 3. so, 4. nor, 5. or

Exercise E

Encourage students to write answers on their own.

Exercise F

1. who
2. because
3. whether
4. unless
5. When
6. that
7. so that
8. after
9. Although
10. but

Exercise G

1. Compound
2. Complex
3. Complex
4. Complex
5. Complex
6. Compound
7. Compound
8. Complex
9. Compound
10. Complex
11. Complex
12. Complex
13. Compound
14. Complex
15. Compound

Exercise H

1. (When my mother comes from work) she teaches the street children who live in our locality.
2. (Though I was very tired) I completed my project (for I had to submit it the next morning).
3. We left the party early (as it was getting late), (but we had enjoyed ourselves).
4. Unless you eat nutritious food you will not be healthy (nor will you be happy).
5. The farmers who were on a hunger strike began to fall ill, (yet refused to give in).

Exercise I

1. The sun started shining again when the storm ceased.
2. We are very impressed that our History teacher knows a lot about the subject.
3. I have bought a fierce Alsatian dog to protect my house from burglars.
4. Mr Bean, an internationally famous actor visited our school yesterday.
5. I had no difficulty during the exam because I studied my work thoroughly.
6. He had no money to buy even a single roti.
7. We admire him most because he is very compassionate.
8. Mr Malik, the District Magistrate lives in Dadu, which is a large town.
9. He took a different route as he was warned of the danger.
10. Everyone praised him because he solved the problem.

Exercise J

1. CD
2. CC
3. CD
4. C
5. C
6. CD
7. CC
8. CC
9. C
10. CC

CHAPTER 19: CLAUSES (Pages 111–120)

Exercise A

1. *Already done in the book.*
2. Whoever scores the highest marks will win the award.
3. Give him what he wants.
4. He asked me why I was sad.
5. Knowing that she likes new fashion, I sent her an invitation to the fashion show.
6. Believing he would not betray me, I told him the secret.
7. He wrote to say that he hoped to visit Karachi soon.
8. My sister phoned to inform me that our mother was very ill.
9. Your health depends on you taking care of it.
10. No one will agree to your suggestion.

Exercise B

1. who
2. where
3. whom

4. when
5. whose
6. that
7. how
8. which
9. where
10. whom

Exercise C

1. The man who has been sent to prison had robbed a bank.
2. The scientist who won the Nobel prize had found the cure for cancer.
3. The bomb that caused a lot of damage exploded in the market.
4. The shop that was robbed last night sells jewellery.
5. The young woman who had come to meet the chairman is in the cabin.
6. The place, that was once known for its natural beauty, is now in ruins.
7. The athlete who has been banned from games had cheated.
8. The little girl who was found safe and sound was missing since Sunday.
9. I have returned the book that I had borrowed from the school library.
10. We struggled to go up the hill that was steep in places.

Exercise D

1. My only niece, who lives in China, has sent me a parcel by speedpost.
2. *No comma required.*
3. Asim, who is my best friend, has emigrated to Australia.
4. The shirt which I bought last month, does not fit me any more.
5. My friend Mary, whose father is English, speaks four European languages.
6. *No comma required.*
7. Leonardo da Vinci, who painted the Mona Lisa, was a skilled engineer and inventor.
8. The new supermarket which we visited yesterday, is remarkable.
9. *No comma required.*
10. My son, who started playing the piano when he was seven, is famous today.

Exercise E

1. When I reached the station, the train had already left.
2. I shall go to the same hill station where you are going.
3. She walks home as she wants to get some exercise.
4. I am taller than he is.
5. The child cried in fear because he saw a snake.
6. Babar is as kind as Ghazala.
7. He is happy because he got the job.
8. You should not go out, because you are very weak.
9. When the bell rang, the teacher left the class immediately.
10. I went to the same school where my father studied 30 years ago.

Exercise F

1. We left home early so that we could reach the station in time.
2. Wear a pullover so that you don't catch a cold.
3. You must ride carefully lest you fall down.
4. Ships carry lifeboats so that the crew can escape if the ship sinks.
5. I always keep candles in the house lest there should be a power cut.
6. You must study diligently so you can do well in your final exams.
7. We must meet him once so as to persuade him to change his mind.
8. Set the alarm clock lest you may oversleep.
9. The farmers staged a demonstration to put forward their demands.
10. Talk to him with respect so that he doesn't feel insulted.

Exercise G

Encourage students to complete the sentences on their own

1. This place is so beautiful that we have been taking pictures all day.
2. There was such a noise that I was scared.
3. My mother is such a good cook that she can make the tastiest dishes with the simplest ingredients.
4. They had so much money that they bought a yacht for their cat.
5. Tie up your shoelaces so that you don't trip.
6. The artists were so late that the show was almost cancelled.
7. The storm was so severe that the ships flipped upside down.
8. They fought so fiercely that every body had to say to stop the fight.
9. His explanation was so convincing that everyone listened attentively.
10. He spoke in such a quiet manner that the teacher had to come to his place to listen.

Exercise H

1. Although the rich have money, they want to make more money.
2. The teacher gave him sixty marks even though he deserved less.
3. Although you may say it's true, I don't believe a word of it.
4. Even though he is poor, he is happy.
5. Although life has been very difficult for him, he has never given up hope.
6. Even if it is raining heavily, I shall go to school.
7. She lent me money even though she did not have much herself.
8. Although he drove very carefully, he couldn't avoid an accident.
9. I will not help you even if you beg me to.
10. It doesn't matter how much you may want to be in the Olympic team because you cannot achieve this without years of dedicated training.

Exercise I

1. The child ran as if a ghost was behind him.
2. The sky is so grey it seems like a storm is on its way.
3. She walked around in her new dress as though she was a fashion model.
4. In a state of shock, he walked around as if he was in a trance.
5. He stared at me as though I had gone mad.

Exercise J

1. if
2. unless
3. if
4. if
5. Whether
6. until
7. If
8. if
9. Unless
10. if

Exercise K

1. If you are hungry, why don't you cook something?
2. If we can catch the first bus, we can be in Sukkur by 10 a.m.
3. Please tell me if you take out books from my bag.
4. If I can't sleep, I get up and read.
5. If we don't speed up, we won't reach on time.
6. You can't leave unless the rain stops.

Exercise L

Encourage the students to formulate their own answers.

CHAPTER 20: SENTENCE CONSTRUCTION AND SYNTHESIS (Pages 121–127)

Exercise A

- a. Sentence
- b. Fragment
- c. Fragment
- d. Sentence
- e. Sentence
- f. Fragment
- g. Fragment
- h. Sentence
- i. Fragment
- j. Sentence.

Exercise B

I have been spending a lot of time with my older brother, Jack, an accomplished public speaker. He is captain of his college debating team as well as a member of the local 'Toastmaster's Club'. He is sure to be selected to represent the club at the national Toastmaster's Convention in Islamabad in December this year. He spends a lot of time sharpening his speaking skills but at the same time, he doesn't neglect his college work. He has promised to help me prepare for my inter-house debating competition by teaching me a number of useful skills such as repartee, the logical development of my arguments, and how to capture the attention of an audience. He is a great guy to have displayed so much interest in me.

Exercise C

1. Run-on
2. NR
3. Run-on

4. Run-on
5. Run-on
6. NR

Exercise D

1. Complete
2. F
3. C
4. F
5. R
6. Complete
7. F
8. C
9. C
10. Complete

Exercise E

1. We went shopping and bought a lot of fruits, especially apple, grapes, and oranges.
2. We will meet at Mary's house for the party. Don't forget to bring the popcorn.
3. You will not be allowed to enter the nightclub even though you have an invitation.
4. The old man's hair is grey, and he has no teeth in his mouth.
5. My younger brother is a handsome boy, who loves to play the violin.
6. This was the most difficult match we had ever played.
7. This is an interesting book. Is anyone interested in reading it?
8. I just couldn't fall asleep since there was complete silence all around me.
9. Since I finished early, my teacher allowed me to check my laptop.
10. I came to England after college to learn better English. Since my parents were here already, they knew English.

Exercise F

Encourage students to formulate their own answers.

CHAPTER 21: TRANSFORMATION OF SENTENCES (Pages 129–139)

Exercise A

1. My brother arrived. We played a game of badminton together.
2. You must make a serious effort in order to break the record.
3. Unwilling to disappoint his son, so the man borrowed money to buy him a present.
4. The man had extreme wealth but still remained unhappy all his life.
5. He was not a very clever boy, he won a scholarship to a prestigious college.
6. The boys of the class did not attend the assembly. The girls did not either.
7. He committed a foul and spoke rudely to the referee.
8. The sports shoes look old and shabby; they could not belong to Sophie.
9. He was not selected for the post of manager because of his lack of experience.
10. In spite of it being very noisy in the room, I heard my name being called out by someone.

Exercise B

Answers will vary

Exercise C

1. He wants to play for his team today although he has high fever.
2. Please bring me the blue file which is kept on the topmost shelf.
3. Until he offers me a formal apology, I will not talk to him.
4. When the child saw her father after months, she ran into his arms.
5. If you have trouble locating the address, give me a call.
6. Since Mrs Butt took over as mayor, the city looks much cleaner.
7. She is not carrying any money because you did not tell her to.
8. Just sit down wherever there is an empty seat.
9. Though I repeatedly tell him to be quiet, he doesn't listen to me.
10. Since my father is very ill, I took leave from work to be with him.

Exercise D

1. Being careless, she lost her new watch.
2. He is so poor that he cannot buy a warm coat for winter.
3. He suffered a heavy loss, yet he is cheerful.
4. He is sure of succeeding.
5. He was punished in addition to being fined.
6. He explained to us what the plan was.
7. I can prove that I am the winner of this lottery.
8. Although he had built the beautiful house only last year, he sold it.
9. In addition to playing the violin, he composes his own music too.
10. His plan wasn't expected to succeed.

Exercise E

1. He is a better teacher than most I have seen.
2. No other sum in this chapter is as difficult as this one.
3. Platinum is the most valuable metal.
4. He is less clever than his friend.
5. It not as easy to act as it is to speak.
6. comparative: This book is more popular than most others.
superlative: This is one of the most popular books.
7. positive: No other flower is as beautiful as the rose.
comparative: The rose is more beautiful than all other flowers.
8. positive: This food is not as good as what we had this morning.
9. comparative: No other city in the country is more polluted than Karachi.
superlative: Karachi is one of the most polluted cities in the country.
10. positive: No other journalists I know are as informative as him.
superlative: He is the most informative of all journalists I know.

Exercise F

1. No sooner did the chief guest arrive than the band began to play.
2. Few countries in the world are as populated as Pakistan.
3. She is too humble to not ask for help.
4. He did not succeed in keeping his promise.

5. The sage was not an unwise man.
6. No one disagrees that this is the best plan.
7. I am not a better student than him.
8. It is too hot not to have a slice of watermelon.
9. No other building in the world is taller than the Burj Khalifa.
10. I was not sure if he would come.

Exercise G

1. Karachi is the most populated Pakistani city.
2. As soon as the match began, it started to rain.
3. The general said everything.
4. He is too honest to tell a lie.
5. Only a coward would act in this manner.
6. The birds fell silent as soon as the Sun went down.
7. He was too short to be seen in the back row.
8. I could not say anything to make him feel any better.
9. Everyone was present on the last day of school.
10. There is only smoke where there is fire.

Exercise H

1. Does it matter if we are late?
2. Can you please everybody?
3. Can I ever repay your kindness?
4. Would anyone like to see such a sight?
5. Should we waste time doing such unproductive work?
6. What do you mean?
7. Do you have no manners?
8. Do I know you?
9. How can I forget those happy days that I spent in the school library?
10. Has everyone heard of Allama Iqbal?

Exercise I

1. I don't care if no one likes me.
2. Everyone likes freedom.
3. A man's riches are of no use to him on his deathbed.
4. This is no way to behave with your elders.
5. I would give anything for some peace of mind.
6. You have not been taught the rudiments of etiquette.
7. Everyone has heard of William Shakespeare.
8. We should not be wasting time watching this boring movie.
9. You should sit quietly and stop distracting the class.
10. I can never thank you for all that you have done for me.

Exercise J

1. What a terrible tragedy it is!
2. It is a silly excuse.
3. It is very sad that we have lost all hope.

4. We are very thirsty.
5. How miserly he is!
6. I wish I could only see my child once.
7. It is unusual that a student is afraid of hard work.
8. How busy we were yesterday!
9. You've had a brilliant idea.
10. Alas! How she is suffering.

Exercise K

1. noun: Pay attention to what I say.
adverb: Listen to me attentively.
2. noun: He met with success in his efforts to get a job.
adjective: He was successful in getting the job.
3. noun: Exercise provides our body with strength.
verb: Exercise strengthens our body.
4. noun: She always has sympathy for the poor.
adjective: She is always sympathetic to the poor.
5. You cannot be admitted without a pass.
6. He has no intention of studying overseas.
7. He was reprimanded by his boss for being negligent and incompetent.
8. She worked on her painting carefully.
9. We agreed that we would study in the same college.
10. His criminal activity was a disgrace to his family.

Exercise L

1. You will be back on your feet very soon provided that you take complete rest.
2. If it starts raining again, the match will have to be cancelled.
3. He is willing to move to Lahore, should he get a well-paying job.
4. Provided that you have finished washing up, you can go to the dining hall.
5. If they shout again and disturb others, call the warden at once.
6. If you require further assistance, please call customer care.
7. You could borrow my umbrella, if you promise to return it as soon as you can.
8. If the children come home hungry, I have kept food in the fridge.
9. If we don't start the work early enough, we will not be able to finish it on time.
10. If you lose your way, call me and I will give you further directions.
11. We finished washing up and then went out.
12. We sang loudly and kept up our spirits.
13. I shall grant him leave provided that he informs me beforehand.
14. The children were robbed of their free period, so they were unhappy.
15. If I had known that he would deceive me, I would not have trusted him.

Exercise M

1. He won the contest in a fair manner.
2. I found my dog after searching thoroughly.
3. She works for a reputed company.
4. He could not remember whom he had met in the market.

5. I was not sure whether it was you.
6. But for his working tirelessly and efficiently, the project would not have been completed on time.
7. No sooner had the chief guest arrived, the programme began.
8. My father's only sister is the oldest of his siblings while there is no one in his family as young as him.
9. Not only does Babar have excellent writing expression but he is also an expert in debate.
10. He was so hot-tempered that he was involved in heated arguments too.
11. If you do not develop a positive attitude, you will never achieve success in life.
12. Not only does he have a home in Paris but also owns a private jet.
13. Is this the way to dress for a formal occasion?
14. Despite leaving his home very early, he missed his train due to heavy traffic.
15. The evidence against him was so strong that he could not deny that he had carried out the crime.
16. What I wouldn't give to see you happy!
17. On the occasion of his birthday, the king was generous to his subjects, even his enemies.
18. He was not allowed to enter the venue even though he had a ticket for the concert.
19. No one at the convention was wearing a suit except him.
20. Alas! What a terrible mistake you've made!

CHAPTER 22: CONDITIONAL SENTENCES (Pages 140–143)

Exercise A

Column A	Column B
1. If you work on the computer for too long,	f. your eyes will start to hurt.
2. If you heat air,	k. its volume increases.
3. If my friends and I have free time,	l. we go to the field to play football.
4. If we want to survive on this planet,	c. we have to ensure that trees survive.
5. If nothing was stolen from the house,	a. the thief must have wanted something else.
6. If the child is ten years old,	j. the mother must be about thirty-five.
7. If you leave for the airport now,	h. you will reach too early.
8. If you ever call me names again,	d. I will never talk to you.
9. If you want a good discount,	e. you will have to bargain hard with the seller.
10. If I had read the newspaper this morning,	b. I would have known about the bus strike.
11. If I were a singer,	g. I would travel around the world to do shows.
12. If we had lots of money,	i. we would buy a nice little house in the hills.

Exercise B

1. If we want to go on a school picnic this year, the students will have to volunteer to organise it.
2. If the frequency of buses in peak hours is increased, school children, and office-goers can travel more easily.
3. If your mother has such frequent headaches, she should see the doctor rather than having painkillers all the time.
4. If she does not improve her sitting posture, she will develop backache and shoulder pain.
5. If I were a doctor or a surgeon, I would never ask for money from those who could not pay.
6. If Pakistan continues to have a progressive outlook, it could be one of the most powerful nations in the world.
7. If you hadn't been so angry and rash, you would not have said things which you regret now.
8. If my sister were a celebrity, I would automatically become famous too.
9. If there is no sunlight for long periods, tropical plants would be unable to survive.
10. If she had agreed to contest the elections, she would have had very high chances of winning.
11. If we had asked them for help, I am sure they would not have refused to come forward.
12. If I knew how to solve this sum, I would not have to ask my teacher for help.

Exercise C

1. This door will unlock if you turn the handle.
2. You will not meet with a road accident, if you drive carefully.
3. If you pay attention in class, you will not forget what you have to do for homework.
4. Your health will improve if you stop smoking.
5. If you play in the street, you will probably get run over by a vehicle.
6. If we want to go on a school picnic this year, the students will have to volunteer to organise it.
7. If she will not improve her sitting posture, she will develop a backache.
8. If the frequency of buses in peak hours was increased, school children and office goers would travel more easily.
9. If you had controlled you temper you would not have said things you now regret.
10. If I know how to solve this sum, I would not ask my teacher for help.

Exercise D

Answer will vary.

CHAPTER 23: PUNCTUATION (Pages 144–147)

1. 'Heard anything from Billy?' Hanson asked. 'I guess he's curious to know what I found about that little animal he left there.' 'Yes sir, yesterday he said he was going to call you right after Christmas.' 'It might take longer then to solve this biological mystery. Those little furry things may seem simple enough, but so far they've defied classification. They look like mammals and sometimes they act like reptiles but they aren't either, at least not in the classical sense.'
2. 'Who is it?' asked a weak voice from inside. Malik did not reply. He quietly entered the room, and stood beside his father's bed. His father opened his eyes, and looked at the boy standing there before him. 'Hello, Malik,' said the sick man. 'It's good to see you, son. How is your schoolwork going? I'm sorry I cannot help you these days.'
3. Two hikers stopped at a café for lunch. The waiter brought them two grilled fish—one large and the other tiny. Human nature being what it is, neither wanted to serve the fish. Eventually, however, one of them was prevailed upon to do so. He gave his friend the small one, and kept the large one himself. 'Well,' remarked his friend, 'If I had been serving, I think I would have given you the large one.' 'What are you grumbling about?' replied the other. 'I've given you the small one, haven't I?'

4. A traveller who had spent many a year in Africa was telling his friends of his adventures. 'When I was in Nigeria,' he said, 'I single-handedly made twenty elephants run. 'How did you manage it?' asked one of his friends, greatly impressed. 'Oh, it was nothing very wonderful,' replied the traveller. 'I ran, and they ran after me.'
5. Delicate pieces of china had been lifted from the lower shelves of the crockery closet, and placed upon the table and the window seats. Even the piano had two dainty cups which the visitor, whoever he might have been, had placed there. 'Nothing is stolen,' the housekeeper said, in reporting the event to Captain Atherton. 'And all the mischief is on the first floor.'
6. The doves flew down and lit upon his shoulders. Taro took a few rice kernels from the sleeve of his kimono, which he used as a pocket, and fed the birds from his hand. 'I will feed the fish too,' Taki said, and she ran to the kitchen where the maids were preparing breakfast. She came back with some white rice wafers in her fingers. First, she threw some tiny bits of the wafer into the water. The fish saw them, and came to the surface. Then, Taki reached down, and held the wafer in her fingers. The little fish came all about her hand, and nibbled the wafer without fear.
7. George had this in mind for some days before he discussed the matter with the professor. 'Did I understand you correctly that if we had synthetic foods we could carry several weeks' rations with us, and the load would not be a heavy or perceptible one at that. If such is the case, why can't we prepare some of the food in that way as a matter of precaution?'
8. After careful examination, the detective said, 'Judging by the different prints, there must have been at least half a dozen of them. Look! This one has a deformed foot or the big toe is missing, and this one must be a large man, judging from the deep impression made. Beyond the vicinity of the stream, all footprints were again lost.'

CHAPTER 24: VOCABULARY (Pages 148–155)

Exercise A

Encourage students to formulate answers.

Exercise B

1. a. inedible
2. b. incredible
3. c. inexplicable
4. d. indelible
5. e. inaccessible
6. f. inevitable
7. g. inseparable
8. h. insensitive
9. i. industrious
10. j. inaudible
11. k. intolerant
12. l. ineligible
13. m. indecisive
14. n. intrepid
15. o. incompetent

Exercise C

1. f.
2. h.
3. j.

4. a.
5. o.
6. i.
7. g.
8. c.
9. e.
10. k.
11. m.
12. b.
13. l.
14. d.
15. n.

Exercise D

1. submissive
2. naive
3. cynical
4. conservative
5. aggressive
6. arrogant
7. compassionate
8. conscientious
9. devious
10. devout

Exercise E

1. a. ethical
2. b. submissive
3. c. arrogant
4. d. cynical
5. e. self-conscious
6. f. conscientious
7. g. eloquent
8. h. aggressive
9. i. naive
10. j. devout
11. h. compassionate
12. i. impulsive
13. k. conservative
14. l. cynical
15. m. domineering

Exercise F

1. The inquisitive man enquired where I lived.
2. The security man at the gate demanded to know who I was and what I wanted.

3. The prisoner of war was tortured and interrogated to get strategic information in a harsh and rough manner.
4. Our Biology teacher quizzed us on the previous day's lesson.
5. The prosecuting lawyer cross-examined the defendant to prove his involvement in the crime.
6. The prime minister appealed to the people to remain calm, and not indulge in violence.
7. The stranger tried to find out if my father was at home.
8. My friend invited to me to his birthday party.

Exercise G

1. accept
2. climb
3. lose
4. standing
5. permission
6. now
7. ineligible
8. imaginative
9. shocked
10. fall
11. opposition
12. retrieve
13. illegal
14. eminent
15. coming
16. humans
17. kind
18. spirits
19. they're
20. who is

CHAPTER 25: IDIOMS AND PHRASES (Pages 156–161)

Exercise A

1. Do not build castles in the air, be practical think what is achievable.
2. My uncle is a straightforward person; he always calls a spade a spade.
3. Our teacher is not saying anything at the moment, but I think it is the calm before the storm.
4. Although he worked very hard, he could not make ends meet.
5. Bahadur is a really nice and simple man, he is the salt of the earth.
6. My brother and I do not see eye to eye on many issues.
7. Many characters in these movies are larger than life.
8. I have joined the office very recently, I am still learning the ropes.
9. It was his sixth consecutive win and a feather in his cap.
10. After the peace negotiations failed, the situation was back to square one.

Exercise B

1. o.
2. q.
3. j.
4. m.
5. a.
6. p.
7. l.
8. r.
9. t.
10. e.
11. c.
12. s.
13. h.
14. k.
15. g.
16. b.
17. i.
18. d.
19. n.
20. f.

Exercise C

1. hand in glove
2. up to the mark
3. the apple of her eye
4. hard up
5. beating around the bush
6. at daggers drawn
7. on the verge of
8. on the spur of the moment
9. see eye to eye
10. poke his or her nose into
11. on cloud nine
12. rock the boat

Exercise D

1. Better safe than sorry.
2. Practice makes perfect.
3. Penny wise, pound foolish.
4. Two wrongs do not make a right.
5. Beggars can't be choosers.
6. Birds of a feather flock together.
7. Least said soonest mended.

8. A bad workman blames his tools.
9. Don't put all your eggs in one basket.
10. No pain, no gain.
11. A friend in need is a friend indeed
12. Pride comes before a fall.
13. Make hay while the sun shines.
14. The early bird catches the worm.
15. Every cloud has a silver lining.
16. Where there is a will there is a way.
17. The grass is always greener on the other side.
18. Don't put off for tomorrow what you can do today.
19. There is no use crying over spilt milk.
20. Look before you leap.

Exercise E

1. c. raining heavily
2. a. face a terrifying prospect
3. a. an important day
4. c. bought or sold very cheaply
5. c. something which is almost impossible to find
6. c. behave politely and observe social conventions
7. a. no choice at all

CHAPTER 26: LEONARDO DA VINCI (Pages 164–167)

Exercise A

1. A swallow's nest clinging to the bare, steep rocks.
2. Leonardo's eyes were blue and clear, with a mysterious light in them. They were happy eyes too, when he laughed, but underneath they always had a strange cold look.
3. Leonardo detested lessons and refused to learn, so when he was seven years old he was sent to school.
4. The other boys at school were rough and tortured animals. So Leonardo did not like them.
5. Leonardo loved watching the birds the most and he longed to learn the secret power in their wings.
6. As Leonardo listened to the singing of the birds, and bent his head to catch the gurgling of the mountain-streams, the love of music began to grow in his heart.
7. Biography
8. An Unusual Child.

I would choose this title as it would capture the essence of how unusual, and special Leonardo was as a child.

The answers may vary from student to student

Exercise B

1. On the sunny slopes of Mount Albano, between Florence, and Pisa, (the town of Vinci) (subject) lay high among the rocks that crowned the steep hillside.
2. (He) (subject) had the most wonderful waving hair, falling in ripples, like the waters of a fountain, the colour of bright gold, and soft as spun silk.

3. The colourful butterflies, the buzzing bees, the little sharp-tongued green lizards, (Leonardo) (subject) loved to watch them all.
4. When the sun began to sink, (he) (subject) would turn sadly homewards, very hungry, with awfully soiled clothes and tired feet, but with a heap of joy in his heart.
5. As (he) (subject) listened to the singing of the birds and bent his head to catch the gurgling of the mountain-streams, the love of music began to grow ever stronger in his heart.

Exercise C

1. appeal
2. hated
3. captivated; thin
4. scared
5. beguiled; delicately

Exercise D

Leonardo detests these lessons and refuses to learn, so when he is seven years old he is sent to school. He despises school too, for he cannot stand the rough play of the boys. When he sees them tear the wings off butterflies, or torture any animal that falls into their hands, his face grows white with pain and he never takes part in their games.

Exercise E

1. adverb; noun
2. conjunction; preposition
3. adverb

Exercise F

1. He had the most wonderful hair, falling (participle) in ripples, like the waters of a fountain.
2. When his father, Ser Piero, returned to Vinci, he began to give (infinitive) Leonardo lessons.
3. When he saw them tear (bare infinitive) the wings off butterflies, his face grew white with pain.
4. For hours he would lie perfectly still as he watched a spider weave (bare infinitive) its web.
5. Then when the sun began to sink (infinitive), he would turn sadly homewards.

Exercise G

‘Maybe he is,’ said others. ‘But he sure has the voice of an angel.’ For every one stopped to listen when the boy’s voice was heard singing through the streets of the little town. He was a puzzle to everyone. Little did they know then that this strange child was destined to be the greatest painter, sculptor, architect, musician, scientist, mathematician, engineer, inventor, anatomist, geologist, cartographer, botanist, and writer the world has ever known.

CHAPTER 27: THE SECRET DOOR (Pages 168–170)

Exercise A

1. a.
2. d.
3. c.
4. b.
5. c.
6. She had seen something under it.
7. The robin kept twittering and singing away...the robin was as excited as she was.
8. To indicate a constant rhythm. (*Accept relevant answers*).
9. Mary cradled the bird using both hands. She was being careful. (*Accept relevant answers*).

10. The phrases, 'No one was coming/No one ever did come/she slipped through it, and shut it behind her, and stood with her back against it, looking about her and breathing quite fast with excitement, and wonder, and delight' convey that she is doing it secretly.
11. *Accept any relevant answer.*

Exercise B

1. wonder
2. tilted
3. untrimmed
4. twittering
5. trail
6. thumped
7. delight
8. swung

Exercise C

1. She put her hands under the leaves and began to pull and push them aside.
2. The robin kept singing and twittering away and tilting his head on one side.
3. Mary's heart began to thump and her hands to shake a little in her delight and excitement.
4. She put the key in and turned it.
5. She took a long breath and looked behind her up the long walk to see if any one was coming.

CHAPTER 28 BOOK REVIEW (Pages 171–173)

- (a) The author's name, the name of the book, the publisher's name, the price, and the number of pages.
- (b) • information about book
 - what the book is about; the characters involved
 - plot and character discussion of a few of the stories
 - information about the author
- (c) the characters, the settings, the time period, a brief outline of the stories
- (d) a simple yet informative style of language—almost informal, but not overly casual

Value points:

The Hitchhiker's Guide to the Galaxy

Douglas Adams

506 pages

Pan Books, Rs 225/-one of the best works of comic science fiction main characters: Arthur Dent, Ford Prefect, Zaphod Beeblebrox —starts with the earth getting destroyed for building a bypass— Arthur narrowly escapes Earth's destruction—has many adventures all over space and time an iconic work—made into a film and a TV and Radio series—a must read for all fans of comedy and science fiction

CHAPTER 29 BIO-SKETCH (Pages 174–176)

1. George Orwell was born as Eric Arthur Blair in 25 June 1903 in Motihari, Bihar —assumed the pen name George Orwell—went to Covent School in Henley-on-Thames; Eton College—was a part of Indian Police Service, and was posted in Burma—left his job and became a writer—got married to Eileen O' Shanghnessy on 9 June 1936—he was a prolific writer—wrote extensively on varied subjects—poetry, fiction, journalism—his best known works include Animal Farm, Nineteen Eighty-Four—he died on 21 January 1950 in London

2. Sir Charles Spencer (Charlie) Chaplin was a British comedian/actor and film-maker—he was born on 16 April 1889 in London—he had an unhappy childhood—his parents were poor theatre actors—his stage debut came at the tender age of five—his Hollywood career started in 1914—he made 35 films—he created one of the most iconic images in movies—the famous caricature of the tiny tramp with his bowler hat and cane, moustache and turned out feet—his most famous and well-known movies include screen classics like *The Kid*, *City Lights* and *The Great Dictator*—he received many honours—he was knighted at 80 by Queen Elizabeth—he died on 25 December 1977
3. S. M. Iqbal was a poet, philosopher, politician and—barrister (1877—19938)—he was born on 9 November 1877 in Sialkot—was known as ‘Poet of the East’—he completed his M. A. from the University of Punjab in 1899—became professor of Philosophy at Orient College in 1904—studied at Ludwig Maximilian University of Munich in Germany and became Doctor of Philosophy in 1980—started his career as a barrister—practiced law at Chief Court Lahore—started writing poetry in Persian—his works are on Sufi ideology, spiritual path, improvement of human society—was awarded the title ‘Knight Bachelor’ in 1923—his famous writings include *Asrar-e-Khudi*, *Rumuz-i-Bekhudi*, and *Payam-e-Mashriq*—he died on 21 April 1938 in Lahore
4. Sana Mir was born on 5 Jan 1986 in Abbottabad—She was the former captain of Pakistan’s women team—is well known as a bowler with a bowling style called right-arm offspring—did her Bachelors in Statistics and Finance—is ranked as no. 1 bowler in ICC ODI ranking—she is the first Pakistani woman to become no. 1 in bowling—she won two gold medals for Pakistan during the Asian Games in 2010 and 2014.

CHAPTER 30: WRITING A LETTER (Pages 177–184)

Use the formats as given in the book. The following value points are provided to help you write the letters.

1. I request you to consider upgrading the school science laboratories—experimentation is the backbone of science—laboratories provide us with means to conduct experiments—many instruments in our laboratory are currently dysfunctional or broken—urgent need to replace them—new instruments are required to demonstrate new experiments to students so that they develop a scientific outlook—I hope you will grant your approval for the upgradation—thanking you in anticipation
2. I want to share my concerns with you regarding the unhygienic conditions in the animal enclosures in our city’s zoological park—the enclosures are dirty and full of rotting food—the animals are prone to developing infections if they live in such unhygienic environment—my suggestion would be to clean the enclosures regularly and maintain a hygienic environment where the animals can thrive—I hope you will consider my concerns and suggestions and treat them with due urgency
3. I would like to draw your attention to the English question paper in the final examination this year—the paper was unfairly lengthy and difficult—most of the questions demanded very long and involved answers—furthermore, the answers to questions 7 and 8 required the knowledge of topics not included in the syllabus—as a result, many students fared badly and many others could not finish the paper—I urgently request you to take the difficulty and lengthiness of the paper into account when marking the answer scripts
4. I want to take this opportunity to draw your attention to how call-centre jobs with their night shifts can lead to health hazards for those working in this industry—many of the call centres work around the clock, and the demanding working hours take a toll on the body—many workers are facing severe issues related to mental and physical health—as most of the workforce consists of young people, this is a serious threat to the well-being of the youth of the nation—steps must be taken urgently to counter this trend—work hours should be normalised and number of night shifts must be limited below a safe value—I urge you treat this matter with the utmost urgency and take the necessary steps to ensure the safety and health of the workers
5. I am writing this letter in response to your advertisement of 14 April 2018—I would like to apply for the position of the Public Relations Officer for the leading newspaper *The News*—Since, 2010, I

have been working as the public relations officer for the reputed local newspaper *Sun News*—I am well versed in handling personal and office communications and the handling of a wide range of correspondence—I am enclosing my résumé for your kind perusal and do look forward to a positive response from you—Encl. Résumé

Résumé

Name Rija Hammad
Address 92 F, Rooftop Apartments, P.E.C.H.S, Karachi 110019
Telephone 021-34123451
E-mail rija.hammad@gmail.com
Date of Birth 26 November 1981

Experience

2010–present *Sun News* Public Relations Officer
2005–2007 *Azad Times*
Media Officer

Education

2002–2005 Post Graduate Diploma in Public Relations Institute of Advanced Management, Karachi Ranked third in class, with 78% in the finals
1999–2002 Bachelor of Arts in English Horizon College, Karachi Secured first class, with 72%
1999 ISC Certificate (Class XII) St Mary's Convent, Hyderabad Secured first division, with 89%

Others

- Gold Medal in Table Tennis Inter-State Championship, 1998
- President's Scholarship for Academic Merit, 2004

Interests Computers, Skating

References

1. K.N. Mehnaz, Senior Editor, The News, 44-45 P.E.C.H.S., Karachi 110043
 2. Dr P.K. Rana, Principal, English Horizon College, Mall Road, Karachi 110014
6. I purchased a new X-Ultra television set with the model number UD8669938A7 from your shop, Bonny Electronics, on 20.08.2018—the receipt number is D70344—I have enclosed a copy of the receipt with this letter—the display screen of the television set is not up to the mark—there are several unresponsive pixels on the screen, leading to a patchy display screen—as the set is still within the warranty period, I want you take a look at the television set and replace the screen or the set as required at the earliest
7. Apropos of the article 'Harmful Advertisements' which appeared in your newspaper on 20.08.2018, I want to inform you and your readers about this obnoxious advertisement I came across in a prominent magazine—it claims to reduce body fat without dieting or exercise—this is scientifically impossible—I think this is a way to scam innocent and gullible people—such practises must be stopped immediately—more awareness needs to be developed on the harmful effects of such misleading and harmful advertisements making wild claims—companies issuing such advertisements should be boycotted widely

8. I request you to organise extra classes for maths for Class X students during the winter break—we will have our examinations immediately after the winter break—the maths syllabus has not yet been completed—several topics need further discussion and practise—all the students will benefit from the extra classes—this will help ensuring better results for the students of the school in the coming Board examinations—thanking you in anticipation

CHAPTER 31: NOTE-MAKING (Pages 185–187)

Exercise A

Three kinds of rocks: igneous, sedimentary, metamorphic

Made in three different ways:

Igneous rocks: made from molten material became cooler and solidified, e.g. granite

Sedimentary rocks: formed when sediment brought down rivers was slowly pressed and cemented together by other substances into rock, e.g. shale, limestone, and chalk.

Metamorphic rocks: made by change due to heat, i.e. when the lava thrown out by volcanoes affected the material over which it flowed, e.g. slate and marble.

Exercise B

1. Stages in earth's crust formation:
 - (a) 2,500 million years ago the earth was a ball of gas which cooled to liquid.
 - (b) liquid continued to cool giving off some of its heat by radiation, subsequently formed solidified top layer called the earth's crust.
2. State of crust below ground: a mass of molten material which has not cooled as much as the outer crust.
3. Study of earthquakes tells us that many earthquakes originate at the bottom of the sea, and near the coast of a continent or a large island.
4. Origin of earthquakes: plates of land moving in different directions.

CHAPTER 32: WRITING AN ESSAY (Pages 188–194)

Exercise A

1. Students should be allowed to carry mobile phones to school.

Mobile phones are a marvel of modern technology—they have provided a paradigm shift in the way in which we communicate with each other—laid the foundation of a society where the members are always connected to each other, however remotely they may be located—students in school should be allowed to carry mobile phones in school—they provide an important means of communication with family members—communication with family is essential during emergencies of any kind—educational videos and applications on phones can also help students understand and learn their lessons better.

2. The most forgetful person I ever knew

My brother, Imran, is one of the most forgetful persons I know in my life—he is always forgetting things—when we go on trips, he would always forget to pack even the most important and basic things—he frequently turns up at movie theatres and forgets to carry the ticket—he once boarded a train without carrying a valid ticket, because he had left the ticket and his purse at home—my parents are very worried that someday something bad might happen to him because of his forgetfulness.

3. Women and men are equally suitable for all professions.

I do not agree with the idea that women are not suitable for certain professions—women have been discriminated against and treated unfairly for long—they have been barred from taking part in many fields and activities traditionally—even now women are treated unequally in many societies—in the modern days, many people point to the fact that there are not many women in

certain professions—however, this data is skewed by the fact that women have not been allowed or encouraged to be a part of these or other related fields—I believe a free and fair society would remove this bias and allow women to shine in their chosen fields

4. Advertisements and their effect on children.

Advertisements have become an integral part of the commercial endeavour that modern existence has become—everywhere we look around us we see billboards and hoardings—we are constantly bombarded by advertisements on TV and radio—even our online activities are being constantly peppered with advertisements—these have a profound effect on the society as a whole and on children in particular—in many families, children are often the decision makers when it comes to the choosing of brands—advertisements are used by companies to create false needs and desires in children—this creates a psychological bent in the mind of the child that is exploitative and harmful—we, as a society, need to take stock of the situation and protect our children and our future from this menace.

5. Computers and their importance in school education computers have become an ubiquitous part of most contemporary societies—they are tools which have expanded our horizons in varied disciplines and brought about major cultural changes—they serve many important purposes in the field of education: from fun games and interactive stories to the use of computer programming to solve intricate problems of quantum physics—computers are beginning to make their presence felt in our classrooms—many books nowadays have accompanying CDs or apps, which are used as supplementary material for the topic being taught—the internet which is a vast repository of information, is also accessible through the computers in school—computers are already an integral part of our schools and going to become more essential in the coming days

6. Examination Stress, its causes and how to deal with it—stress is a bane of our fast-paced high-pressure modern existence—as students, the examinations are a source of stress in our lives—often examinations are designed to test what we do not know, rather than what we know—so, a fear of the examination, rising from a fear of failure, is deep-rooted—the modern society has a tendency of judging us as human beings on the basis of our successes—hence, the pressure to succeed is more—consequently the fear of failure, and the accompanying stress is more—as students, we must be aware of this and take steps to avoid stress—we need to assess our abilities and weaknesses rationally, and base our expectation of success on that—we must also be willing to take help when required from our peers and elders—in the end, we must try to remember that we although succeeding is important, failure is not the end of the world.

Exercise B

Encourage students to think creatively and write answers on their own.

CHAPTER 33: ADVERTISEMENTS (Pages 195–197)

1. Educational

Sunshine Coaching Academy, which has had a success rate of 80%, requires dedicated physics and biology teachers with excellent academic record and teaching experience of 5 years. Qualified and deserving teachers would be paid handsomely.

2. Situations Vacant

Person required to manage florist shop in the evening from 3–7 p.m. Candidate should be young and pleasant, male or female, and must own a vehicle. Candidates with some knowledge of flowers will be preferred. The salary would be Rs 3,000 per month. Contact: Rahila, phone 98763322144.

3. Sale

Sale of household goods as owner is going abroad. A variety of items in good condition on offer at very low prices. Contact: Mr Shariq Faisal Sundays between 10 a.m. to 8 p.m. Call 8554409761 to set up an appointment.

4. To Let

Unfurnished three-roomed house with parking space, servant room, 24 hour water supply. Located near the metro station, shopping centre, and hospital. Small family preferred as tenants. Expected rent is Rs 14,000 per month. Contact Mrs Faraz at 6237484590.

5. Sale

Bicycle (Humber D1030 Roadstar) manufactured in 2010 for sale. Includes 8 speed gears and is in top notch condition with functioning lights, and undamaged solid rubber tyres. Expected price is Rs 15,000. Interested buyers call Waqar at 4123434647.

6. Purchase

Interested in buying a German Shepherd puppy not more than three months old. Puppies with pedigree will be preferred. The price should not be more than Rs 20000. Interested persons contact Mehtab at 82342962342 between 5 pm and 7 pm on Saturdays and Sundays.

7. To Let

Required basic two-room unfurnished accommodation near New City College. First floor would be preferred. Rent cannot exceed RS 10,000 per month. Interested parties please contact Suresh at 92342356467.

CHAPTER 34: THE RED PLANET (Pages 198–201)

Exercise A

1. The scientists checked everything extremely thoroughly before Odyssey was launched into space because nothing could be left to chance with one of the most significant space expeditions in the history of space travel.
2. The questions about the Red Planet that have puzzled people the most for many years are:
Is there life on Mars? Does the planet have habitable conditions? Is there water on Mars, if it resembles Earth so much?
3. Thousands of images sent by the Odyssey Orbiter have now convinced scientists that Mars once had large amounts of water flowing across its surface. This discovery by Odyssey could possibly explain the formation of channels on the planet's surface which Schiaparelli first saw through his telescope.
4. The Mars Polar Lander suffered a technical fault, and smashed into Mars when landing on it.
5. The following sentence from the text tells us that the superhuman effort which NASA scientists put into preparing the Odyssey Orbiter has been worthwhile:
Their efforts have paid off because the Mars Odyssey Orbiter now holds the record for being the longest-surviving continually active spacecraft to orbit around a planet other than Earth.
6. Based on what the text tells us about the Thermal Emission Imaging System and the Gamma Ray Spectrometer on board Odyssey, the main focus of their analyses has been to discover whether there was water on the surface of Mars at any point in its history.
7. Mars is known to have a very dry, thin, and harsh atmosphere with very low pressure and temperature. It, therefore, cannot support water in liquid form.
8. The data sent by the GRS have shown that the surface of Mars is riddled with massive craters, canyons, valleys, and channels which scientists believe could have been caused by flowing water or even liquid carbon dioxide.
9. *Accept all relevant answers.*

Exercise B

Column A	Column B
1. sophisticated	e. advanced, complex, and sensitive
2. scurrying	h. running about in quick, short steps
3. awed	j. felt a mix of fear, respect, and admiration
4. mystified	a. confused; puzzled
5. habitable	c. suitable for people to live in
6. colossal	b. immense; very big
7. setback	i. a difficult problem that delays something or makes a situation worse
8. trajectory	f. the path of something that has been fired, hit, or thrown into the air
9. mishaps	d. accidents or events that can cause setbacks
10. riddled	g. full of holes; pock-marked

Exercise C

1. Scientists have been awed for more than a century by the Red Planet.
2. No stone was left unturned by NASA scientists to ensure the success of the Odyssey.
3. Minerals will be studied by THEMIS to show the presence of water on Mars.
4. GRS will be used by Odyssey to analyse chemicals on the surface of Mars.
5. Scientists have been convinced by thousands of images sent by Odyssey that Mars had water on its surface.

Exercise D

1. The Red Planet has awed scientists for more than a century since the 19th-century Italian astronomer Giovanni Schiaparelli spotted certain channels on the planet.
2. In 1999, NASA's Mission to Mars programme suffered a colossal setback when the Mars Climate Orbiter and the Mars Polar Lander met with fatal accidents.
3. The Climate Orbiter went dangerously off its trajectory, and crashed because the engineers had made an error in calculation.
4. Since it has a very dry, thin, and harsh atmosphere with very low pressure and temperature, Mars cannot have liquid water.

Exercise E

1. The Mars Odyssey Orbiter was being made ready to blast (infinitive) off into space.
2. The planet's surface is riddled with valleys, and channels which could have been caused by flowing (participle) water or liquid carbon-dioxide.
3. The Polar Lander suffered a technical fault, and smashed into Mars when it tried to land (infinitive) on it.

Exercise F

1. past continuous
2. past perfect
3. present perfect
4. simple present
5. past perfect
6. simple present
7. present perfect

8. future continuous
9. past continuous
10. past perfect
11. present perfect
12. simple present
13. simple present

CHAPTER 35: LENA'S DREAMS (Pages 202–204)

Exercise A

1. The hotel was called Quarrymen's Hotel as it was near a quarry and the men who worked there were the most common boarders in the hotel.
2. Lena wasn't happy with her job.
Two examples to support this:
Since daylight she had slaved, doing the work of a full-grown woman, scrubbing the floors, washing the plates and cups, making the beds and supplying wood, and water to the roommates in the depressing hotel.
Her back and limbs were sore and aching.
3. Lena derived comfort and hope from Grimm. Whichever tale she read, she found in it an analogy to her own condition. When the troubles got unbearable, there came the good fairy or the gallant prince to the rescue.
4. The author calls Lena's condition a 'wicked enchantment', as like the spell of a wicked witch, it was robbing her of her childhood.
5. The author is referring to the hotel where Lena worked by the phrase 'an ogre's castle'.
6. Mrs Maloney is the person who owns the hotel. She took Grimm away declaring sharply that it would was not right for servants to read at night; as they lost sleep and did not work briskly the next day.
7. The last in a series of bad events, etc. that makes it impossible for someone to accept a situation any longer.
8. *Accept all relevant answers.*

Exercise B

Word	Meaning
1. toil	g. work extremely hard for long hours
2. din	d. loud, unpleasant, and prolonged noise
3. quarry	j. extract stone or minerals from a large, deep pit
4. enchantment	a. the state of being under a magical spell
5. analogy	b. a comparison between two things
6. persecute	k. treat with hostility and aggression
7. disguise	c. something that hides one's original identity
8. gallant	l. chivalrous; heroic; brave
9. ogre	e. a man-eating giant from folklore
10. spell	f. a form of words used as a magical charm
11. prevail	i. prove more powerful or superior
12. deprive	h. prevent a person from having something

Exercise C

1. The stump of the candle was lit by Lena.
2. She would be delivered from the wicked enchantment by the prince or fairy.
3. The book had been found in her room, and carried away by Mrs Maloney.
4. Grimm had been taken away (by them).

Exercise D

1. Lena lit the stump of a candle and sat limply (manner) upon her wooden chair.
2. Mrs Maloney had carried the book away (place), declaring sharply (manner) that it would not do for servants to read at night.
3. Can one, only (degree) eleven years old, live entirely (manner) deprived of Grimm?

Exercise E

1. However tired she might be (adverb), she had turned to Grimm for comfort and hope.
2. Whichever tale she read (noun), she found in it an analogy to her own condition.
3. When the troubles got unbearable (adverb), there came the good fairy or the gallant prince to the rescue.
4. Even though Lena felt exhausted at the end of the day (adverb), she found comfort in Grimm's tales.
5. Mrs Maloney had removed the book because she said that servants should not be allowed to read at night. (adverb)
6. If your most precious possession is taken away from you (adverb), it breaks your heart.

Exercise F

stump

1. The batsman was stumped by the wicket keeper.
2. The old man sat on the stump of a tree cross.

cross

1. The manager has put a cross on the map to show us where the hotel is.
2. We crossed the river in the morning.

sharp

1. The knives in the kitchen are very sharp.
2. Be here at six o' clock sharp.

pump

1. Water is pumped from the river to the fields for irrigation.
2. Our next stop will be a petrol pump fifty miles along the road.

pool

1. Let us pool our resources together.
2. The children were swimming in the pool.

bank

1. My mother has gone to the bank.
2. The women were washing clothes on the bank of the river.

crop

1. Do you think I should crop this photo?
2. The yield of crops this year has been good.

refuse

1. The manager refused to accept that there was an issue with the refrigerator.
2. The refuse dump is located a few miles away from the city.

tramp

1. An old tramp was sitting on a bench in the park.
2. The children tramped across the muddy banks to reach the river.

spell

1. How do you spell your name?
2. The witch had put her under a spell.

spring

1. The coming of spring meant that the flowers started to bloom.
2. The spring inside the watch was broken.

trust

1. After you betrayed me once, I cannot trust you anymore.
2. The rich man set up a trust for his children.



6 Key to End of the Year Tests

TEST 1

Exercise A

1. brakes
2. course
3. assent
4. idol
5. principles
6. stationary
7. sore
8. sole
9. barren
10. canvas

Exercise B

1. Besides
2. due to
3. on
4. for
5. by
6. since
7. off
8. along
9. in
10. from

Exercise C

1. pitiful
2. ridiculous
3. progressive
4. mountainous
5. communicative; creative
6. careful; slippery
7. motivated
8. thoughtful
9. impressive
10. inventive

Exercise D

1. kindness
2. suggestion
3. proud
4. doubtful
5. attentive
6. lively
7. central
8. Depending

Exercise E

1. The elderly gentleman was the last person to leave the room.
2. It is unlikely for our country to declare war.
3. To jump into the river to save the child was very brave of him.
4. He told me to do whatever he wanted.
5. I was happy to learn that my aunt was going to visit us.
6. She was not able to take photographs in the museum as it was not allowed.
7. The monsoon is expected to arrive in five days' time.
8. To lose one's way in a forest even in bright daylight is easy.
9. It is considered impolite to forget people's names.
10. It will not be very difficult to find out the truth of this matter.

Exercise F

1. couldn't
2. won't
3. should
4. might
5. must
6. ought to
7. should
8. may not
9. can't
10. Could
11. dare
12. couldn't

TEST 2

Exercise A

1. She said that she didn't want to buy that house because it was on the main road.
2. Paul told me that he would help me complete the science project.
3. Saba told her father where his tea was.
4. The conductor politely requested to see the ticket.
5. The lady asked if they were allowed to eat inside the hall.
6. The man asked at what time the flight was.
7. The students said that they had been told not to bring their books that day.

8. Reena said that she was taking the driving test the next day.
9. Father told me to help my brother with his homework and added that we would go to the market after that.
10. Shariq asked me if I would stay back after school the following day to watch the cricket match.

Exercise B

1. The woman who lives next door is a pilot.
2. The machine which broke down has been repaired.
3. The waiter who served us was very polite and pleasant.
4. The lady who answered the phone told me you were away.
5. She is the person whose house was burgled last week.
6. I met a girl at a party whose mother is a writer.
7. I went back to the town where I was born.
8. We stayed at a hotel which was very clean.
9. The lady has lodged a complaint with the police that her servant has been missing for days.
10. The road which leads to the railway station through the marketplace is shorter.

Exercise C

1. is used
2. was closed
3. was told
4. will be done
5. is being washed
6. was found
7. is being rebuilt
8. have been cleaned
9. had been questioned/was being questioned
10. It is assumed

Exercise D

1. When we were standing on the bridge, a plane flew above us.
2. Ask for help if you do not find your way.
3. The office was deserted as it was a holiday.
4. For sale by a gentleman—a dining table with carved legs.
5. She picked up the jar which had broken into many pieces.
6. An old temple could be seen while going up the hill.
7. We saw a few trees laden with fruit.
8. The tired traveller sat down to rest by the roadside.
9. A staircase was seen by her when she opened the door.
10. I don't understand why you are so upset.

Exercise E

1. The students can do a project on either insects or birds.
2. Even though I have many books on sharks, I have not read all of them.
3. His car broke down on the way; so he reached his office late.
4. The weather was neither too hot, nor too cold.
5. I will go to either Abbottabad or Quetta in my holidays.

6. Though we had kept plenty of money, we ran short of it.
7. Anila or Kamal will represent the school.
8. My teacher is not only very jolly, but she is also very helpful.

Exercise F

1. have been
2. was looking
3. am going
4. have been trying
5. had spent
6. had been working
7. opened
8. had been walking
9. had been trying
10. was broken

Exercise G

1. finished
2. opening
3. to eat
4. applying
5. not to be
6. playing
7. to not having
8. dozing
9. laughing
10. to reach

Exercise H

1. Nobody will disagree that she is the best dancer.
2. No sooner did he reach the hotel than he called up his home.
3. He tried all the plans.
4. How wonderful the ways of nature are!
5. It is foolish of you to behave like this.
6. How stupid of me to forget your name!
7. Would you find a place more beautiful than Kashmir anywhere in the world?
8. Would we have learnt anything without your help?

Exercise I

1. He is too poor to afford a house.
2. Tennis is an interesting game; so everyone should play it.
3. It is going to snow, and I am sure of it.
4. We could not work because the children made a lot of noise.

Exercise J

1. Although she is ill, she does not rest at all.
2. Noman promised to work hard.
3. Now there will be only one paper in English instead of two.
4. An important experiment is being done by him.
5. The previous principal was less popular than the new one.
6. Getting ready for a walk they went.
7. Every hotel was full.
8. Neither of the chairs is comfortable.
9. Nothing is more convenient than this train.
10. Nothing exciting ever happens here.



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:

Underline the correct option for each of the following nouns.

1. Closet (concrete/abstract)
2. Glue (countable/uncountable)
3. Country (proper/common)
4. Fleet (collective/uncountable)
5. Phenomena (singular/plural)
6. Memory (concrete/abstract)
7. Drops (countable/uncountable)
8. Florida (proper/common)
9. Teeth (singular/plural)
10. Jealousy (concrete/abstract)
11. Cheese (countable/uncountable)
12. Parrot (proper/common)
13. Fortress (singular/plural)
14. Cloud (concrete/abstract)
15. Box (countable/uncountable)
16. Wilson (proper/common)
17. Lens (singular/plural)
18. Peace (concrete/abstract)
19. Words (countable/uncountable)
20. Jupiter (proper/common)

PRONOUNS

Worksheet 2

Name:

Class:

Date:

A. Match the following types of pronouns with their examples.

- | | |
|------------------|---------|
| 1. reflexive | each |
| 2. personal | who |
| 3. interrogative | theirs |
| 4. distributive | himself |
| 5. possessive | they |

B. Identify whether the underlined pronouns are demonstrative, interrogative, or relative.

1. Out of these books, which one is more interesting?
2. Have you seen a cat which has brown stripes and grey eyes?
3. That is the poster which was made by Rija.
4. I found the bag that I was looking for.
5. This is the place where I found the chain.

C. Fill in the blanks by choosing appropriate pronouns given below.

these	each	who	neither	everyone
her	theirs	myself	us	that

1. I make all my assignments
2. I asked Tina and Farah but of them has the book I want.
3. are the pencils which I bought from a shop near my house.
4. I ate all of the cake my grandmother had made.
5. My sister and I both did well in our exams. Mother was proud of
6. We have a cricket match against St. Paul's School tomorrow. Our team is stronger than
7. of the students was asked to read out a poem.
8. won the boxing championship this year?
9. was relieved to hear that the earthquake did not cause any casualties.
10. Julie is my best friend. I share all my secrets with

ADJECTIVES

Worksheet 3

Name:

Class:

Date:

A. Identify the adjectives used in the following sentences and write their kind in the spaces provided.

1. Wahaj is always busy in his work.
2. There are some biscuits in the tin.
3. Donia has very long hair.
4. Many people came to attend the function.
5. This is my new bicycle.
6. Which poem did you recite in the competition yesterday?
7. I have already seen both of those movies.
8. That red car looks very expensive.
9. Whose house did you stay at when you went to Jhelum?
10. She gave me a large piece of cake.
11. Can you tell me where I can buy a bottle of water?
12. These shoes are too old for trekking.
13. There is enough room in the lift for eight people to stand.
14. It was impossible to step outside in the scorching heat.
15. Do you know whose gloves these are?
16. Can you please help me in carrying this heavy suitcase?
17. I think that blue tie will look better than this grey one.
18. Sami knew answers to all the twenty questions asked in the question paper.
19. There was a large white box on my table.
20. There is a beautiful village on the other side of those hills.

B. Underline the correct comparative forms for the given adjectives.

1. bright (brighter/brightest)
2. simple (simpler/more simple)
3. delicious (deliciouser/more delicious)

4. new (newer/latest)
5. narrow (narrower/more narrow)
6. shy (shyer/more shy)
7. far (farer/farther)
8. bad (badder/worse)
9. ancient (ancienter/more ancient)
10. charming (charminger/more charming)

C. Tick the correct order of adjectives.

1. a. a large brown cupboard
b. a brown large cupboard
2. a. an old German man
b. a German old man
3. a. a nice little bow
b. a little nice bow
4. a. a red beautiful dress
b. a beautiful red dress
5. a. an iron heavy rod
b. a heavy iron rod
6. a. a lovely pink flower
b. a pink lovely flower
7. a. a silly young boy
b. a young silly boy
8. a. an old Greek sculpture
b. a Greek old sculpture
9. a. leather brown shoes
b. brown leather shoes
10. a. a round big building
b. a big round building

VERBS

Worksheet 4

Name:

Class:

Date:

A. Fill in the blanks by following the instructions given in brackets.

1. I cricket after a long time yesterday. (past tense of play)
2. Shaheen all her homework already. (present perfect of finish)
3. By the time you reach the station, the train (future perfect of leave)
4. I back home when it began to rain. (past continuous of walk)
5. Saman the lead role in the play to be staged next Friday. (future continuous of play)
6. I a lot of trouble with my car lately. (present perfect continuous of have)
7. The doctor told her that she wrong medicines for about a year. (past perfect continuous of take)
8. It to rain early in the morning and it went on till evening. (past perfect of start)
9. There no need to tell her about this. (simple present of be)
10. He many plays but never published them. (simple past of write)

B. Fill in the blanks with suitable tenses of the words given in brackets.

It (be) a cold morning in the month of December. It (snow) continuously for the last two days. All the roads were blocked. But that morning, finally the snow (stop) falling and we could see a bit of sunshine. We kids, who (sit) inside the house for three days, were already getting restless. All we (want) to do was to go outside and play in the thick lovely snow. But Mother had already given us a strict warning against (step) outside the house. She said that if we went out, we (catch) a cold or get chilblains on our feet. So we had to content ourselves with (look) out of the window and thinking about all the games we could play. We could see the kids of the neighbourhood making a huge snowman and felt jealous of them. Then, all of a sudden the delicious smell of freshly baked cookies (waft) into the room and, (forget) all about the snow and the snowman, we ran towards the kitchen.

SUBJECT-VERB AGREEMENT

Worksheet 5

Name:

Class:

Date:

A. Match the following.

- | | |
|--------------------------------|-------------------------|
| 1. The clothes in the basket | (a) needs repair |
| 2. The students | (b) live in my backyard |
| 3. My car | (c) is rusted |
| 4. Those cats | (d) are dirty |
| 5. This pair of scissors have. | (e) finished their exam |

B. Underline the wrong verbs in the following sentences and write the correct words in the blanks provided.

1. The man who live next to my house is very old.
2. My friend have already seen this movie.
3. Shayan's group of friends are a large one.
4. Most of the books I read is detective stories.
5. Areej practise for the competition every day.
6. The higher parts of the mountain was more difficult to climb.
7. I has bought a new bag.
8. My grandfather go for walks in the evening.
9. The price of these clothes are too much.
10. The match between those two teams were very interesting.

C. Say whether the following sentences are right or wrong.

1. One thousand rupees are a lot of money. (right/wrong)
2. This pair of trousers is old. (right/wrong)
3. Farah and Kanwal has met Hammad. (right/wrong)
4. The owner of these malls are a rich man. (right/wrong)
5. Everybody was happy with the news. (right/wrong)

NON-FINITE VERBS

Worksheet 6

Name:

Class:

Date:

A. Underline the non-finite verbs in the following sentences.

1. My mother has told me to clean my room.
2. I like reading novels that are about crimes and detectives.
3. Rafia's teacher told him to read out his essay to the class.
4. Having lived in the village all his life, Akmal had never seen a mall before.
5. Cycling is a good form of exercise.
6. Farah was busy studying when I called her up.
7. Lost in thought, Shehryar didn't hear them calling his name.
8. To keep a secret is a tough task for some people.
9. Seema must be enjoying herself on a holiday in Gawadar these days.
10. Taking his fishing rod, Dan left for the river with his father.

B. Identify the type of non-finite verb used in each of the following sentences and write it in the blanks.

1. I like to play hockey more than cricket.
2. Kashaf likes sketching portraits in her free time.
3. Wrapped up in a warm jacket, I stepped outside the house.
4. My nephew loves to eat chocolates.
5. I keep looking for rare stamps, and coins for my collection.
6. I saw Tina buying gifts for her friends.
7. Walking back from school, I met a strange man on the road.
8. Elsy tried opening the window, but it was stuck.
9. Lucy wants to travel around the world.
10. Having finished his work, he went to sleep.

Worksheet 7

Name:

Class:

Date:

A. Underline the modal verbs in the following sentences.

1. Could you please lend me a pen?
2. There might be a holiday tomorrow.
3. I can help you carry the luggage.
4. You should stay indoors. It is too hot outside.
5. I will take care of this matter. You needn't worry.
6. You must follow the traffic rules while driving.
7. I have to finish this work by tomorrow.
8. How dare he use my phone without asking me?
9. Such behavior shouldn't be allowed in the classroom.
10. You ought to do your work responsibly.
11. The dentist said that I may eat chocolates but not every day.
12. I am sure that I will do well in my exam.
13. I shall never eat at that restaurant again.
14. I will be going to my friend's house tomorrow.
15. You needn't write the test if you are unwell.
16. She has to travel for an hour to reach office every day.
17. If you like mystery novels, you might like the one I have just finished reading.
18. His plane must have landed by now.
19. Be careful with that knife. You could hurt yourself.
20. Jamal can speak fluently in five different languages.

ADVERBS

Worksheet 8

Name:

Class:

Date:

A. Underline the adverbs in the following sentences.

1. I listened to her quietly.
2. Mother told me not to go outside, because it was cold.
3. I am saving money, and soon I will buy my own bike.
4. I was extremely happy to meet my old friends.
5. You have to keep cleaning the aquarium regularly, or the fish will die.
6. Sometimes my friends come over to my house, and all of us watch a movie.
7. I packed my bag hurriedly, and left for school.
8. The parcel that came for you this morning is kept there.
9. Maheen rarely has the time to join us for a party.
10. Sana seemed to be very upset about something.

B. Fill in the blanks with the adverbs given here.

anywhere	almost	yesterday	usually	politely
----------	--------	-----------	---------	----------

1. There is an hour left for the movie to start.
2. Gohar is again wearing the same shirt that he was wearing
3. Kanwal refused my offer of lending her money.
4. You can keep that bag in my room.
5. There is a half an hour break between two innings of a cricket match.

C. Complete the following sentences by adding a suitable adverb.

1. They are opening a new office early.
2. Dua's house is quite well.
3. I visit my uncle soon.
4. Kiran is used to waking up frequently.
5. Anne can play the flute far.

PREPOSITIONS

Worksheet 9

Name:

Class:

Date:

A. Circle the prepositions used in the following sentences.

1. My house is opposite the park.
2. I was walking towards the shop when I saw her.
3. According to him, these calculations are wrong.
4. Everyone except Shariq came to school today.
5. There was a lovely blue-coloured lace around the silk handkerchief.
6. Beside his photograph was his wife's painting.
7. He is interested in Physics more than Maths.
8. I will have to stay here until my work is over.
9. He had left before I woke up.
10. She kept talking throughout the movie.
11. I was feeling so cold that I had to wear a jacket over my sweater.
12. The swimmer dived into the water with a splash.
13. The dog had a collar round his neck.
14. I found my keys hidden beneath a pile of clothes.
15. He looks a lot like his father.

B. Fill in the blanks with suitable prepositions.

1. Martin was worried his brother's health.
2. She distributed the chocolates her friends.
3. I have been studying morning.
4. There was a letter you in today's post.
5. I am tired carrying this heavy bag around.

DETERMINERS

Worksheet 10

Name:

Class:

Date:

A. Identify the determiners in the following sentences.

1. This mango is ripe.
2. Maliha wants to be a doctor.
3. Mr Qamar has no knowledge of what happened the other day.
4. Have you got any novel of Nadeem Aslam?
5. Some boys broke the glass of the window.
6. This is my book.
7. A buffalo was grazing in the meadow.
8. I like the oranges of Bhawalpur.
9. The Butts are very helpful.
10. Your mother is very talented.
11. Fifty boys were playing in the field.
12. Many boys were called for the interview.
13. Their dresses are old and worn out.
14. These tables are ours.
15. Every girl in my class is very obedient.
16. There was not any money in the box.
17. You have little control over your son.
18. Some girls are very wise.
19. There is little water in the jug.
20. Her purse is lost.

B. Underline the articles in the following sentences.

1. A dog barks.
2. An ostrich has wings but it cannot fly.
3. The tiger is a wild animal.
4. What a beautiful day!
5. A cat was sitting there.
6. When it rains, we use an umbrella.
7. I have read the story.

8. The donkey is used to carry loads.
9. We need a Wasim Akram to win this match.
10. The dog was big and ferocious.

C. Select the correct articles for the following sentences.

1. (The/A) Himalayas are always covered with snow.
2. What (the/a) decent man is he!
3. (A/An) hen lays eggs.
4. (A/The) city Karachi is very polluted now.
5. (An/a) egg a day keeps you healthy.
6. (An/a) honest man has nothing to worry about.
7. (A/An) European athlete won the race.
8. Your uncle is (an/a) MLA.
9. He wears (a/an) uniform.
10. Have you ever seen (an/a) unicorn?

CONJUNCTIONS

Worksheet 11

Name:

Class:

Date:

A. Underline the conjunctions in the following sentences.

1. She ate her breakfast and left for school.
2. He must work hard or he will lose one year.
3. So far as I know Farheen is very intelligent.
4. Although Riaz was not well, he went out to play.
5. Farhana worked hard lest she should fail.
6. Laiba was poor but honest.
7. The nightingale sat on the tree and began to sing.
8. I am stronger than you.
9. In order to get the work finished on time, the company hired more people.
10. I could not go to the market yesterday because I was not feeling well.
11. Wait here till I come back.
12. Mr Kamran is old but he is still healthy.
13. We reached the auditorium before the play started.
14. You will win that match if you work hard.
15. Ronnie is quick but Johnnie is slow.
16. Is this car new or old?
17. The box was very heavy, so I could not pick it up.
18. She talks as if she were a princess.
19. We started to run for shelter, as soon as it began to rain.
20. You can perform well, if you get proper guidance.

ACTIVE AND PASSIVE VOICE

Worksheet 12

Name:

Class:

Date:

A. Identify whether the following sentences are written in active or passive voice.

1. Tea will have to be taken by you. (active/passive)
2. My comment offended her. (active/passive)
3. You are requested to lend me your book. (active/passive)
4. By the end of the day I shall have learnt the lesson. (active/passive)
5. What is she sewing? (active/passive)
6. My friend sent me a gift. (active/passive)
7. Rice has been boiled by her. (active/passive)
8. I have solved the sums. (active/passive)
9. Who has broken that window? (active/passive)
10. Who was called by you? (active/passive)
11. This sum can be done by me. (active/passive)
12. I shall help you. (active/passive)
13. Does your mother beat you? (active/passive)
14. My bag is being carried by me. (active/passive)
15. My car was being driven by me. (active/passive)
16. You were writing a story. (active/passive)
17. Which present was bought by you? (active/passive)
18. By 10 o'clock I shall have caught the train. (active/passive)
19. Do not mix with bad boys. (active/passive)
20. You are ordered to leave the class at once. (active/passive)

DIRECT AND INDIRECT SPEECH

Worksheet 13

Name:

Class:

Date:

A. Change the following from direct to indirect speech. Write your answers in the spaces provided.

1. She said, 'I like this song.'

.....

2. 'Where is your brother?' she asked me.

.....

3. 'I don't speak Urdu', she said.

.....

4. 'Say hello to the kids', my mother said.

.....

5. 'The film began at the right time', he said.

.....

6. 'Don't make a noise', she said to me.

.....

7. 'Where is your book?' she asked him.

.....

8. He said to me, 'I never make mistakes.'

.....

9. Roman said to me, 'I am not able to walk.'

.....

10. Tina said to him, 'Do not disturb me.'

.....

11. 'I am very happy', she said to me.

.....

12. 'Be careful, Nadia', she said.

.....

13. 'I will buy myself a dress', she says.

.....

14. 'I cannot drive them home', he said.

.....

15. 'Larry, do you prefer tea or coffee?' she says.

.....

16. I said to him, 'I will not clean the car.'

.....

17. Naheed said to Yasmeen, 'You are very greedy.'

.....

18. Komal says, 'I love to eat chocolates.'

.....

19. The old man said to his son, 'Get a stick for me quickly.'

.....

20. He said to us, 'Don't go too far.'

.....

4. We will watch a movie. We come back from school. (when)

.....

5. Having read the book, he knew the answers. (because)

.....

C. Change the following sentences to compound sentences using the words given in brackets.

1. Mary does not invite her colleagues. She does not go out with them. (neither ... nor)

.....

2. He wrote an award-winning novel. He was nominated best scriptwriter. (not only ... but also)

.....

3. You should leave early. You will miss the train. (or else)

.....

4. He saw some men breaking the lock. He informed the police. (so)

.....

5. We wanted to watch the show tonight. The tickets were sold out before we could reach the venue. (but)

.....

CLAUSES

Worksheet 15

Name:

Class:

Date:

A. Identify whether the underlined group of words is a subordinate clause or an independent clause in each sentence.

1. When you call Faraz, ask him for that book. (subordinate clause/ independent clause)
2. When she came to my house, I was not at home. (subordinate clause/ independent clause)
3. I know the woman who owns the toy store. (subordinate clause/independent clause)
4. Kingfisher is a bird which is liked by all. (subordinate clause/independent clause)
5. John is the boy who won the first prize. (subordinate clause/independent clause)
6. If you need me, I will help you. (subordinate clause/independent clause)
7. Whenever my mother dusts the cupboards, I sneeze. (subordinate clause/ independent clause)
8. I am going to the market in order to buy some vegetables. (subordinate clause/ independent clause)
9. I am not going to the movie as I have no time for it. (subordinate clause/ independent clause)
10. When you reach the end of the gallery, turn right. (subordinate clause/ independent clause)
11. I do not understand why he behaves in this manner. (subordinate clause/ independent clause)
12. Preheat the oven if you wish to bake a cake. (subordinate clause/independent clause)
13. I read because I love stories. (subordinate clause/independent clause)
14. If she does not call me, I will not go to her party. (subordinate clause/ independent clause)
15. If you do not listen to me, you will not be able to clear the examination. (subordinate clause/independent clause)
16. She moved downstairs, with a vase in her hands. (subordinate clause/ independent clause)
17. As he loves animals, he doesn't want them to be caged. (subordinate clause/ independent clause)
18. The child began to weep because he was hungry. (subordinate clause/ independent clause)
19. I shouted as I thought you did not hear me. (subordinate clause/independent clause)
20. The book, which I had not read, was torn. (subordinate clause/independent clause)

SENTENCE CONSTRUCTION AND SYNTHESIS

Worksheet 16

Name:

Class:

Date:

A. Tick the correctly structured compound sentences.

1. The sun rose. The light entered the room.
 - a. The sun rose and the light entered the room.
 - b. The light entered the room, and the sun rose.
2. She is foolish. She is careless.
 - a. She is foolish because she is careless.
 - b. She is foolish and careless.
3. He is slow. He is confident.
 - a. He is slow as well as confident.
 - b. He is slow, but confident.
4. He was praised. He was honoured by the audience.
 - a. He was not only praised, but also honoured by the audience.
 - b. He was praised while being honoured by the audience.
5. I was angry. I kept quiet.
 - a. Though I was angry, I kept quiet.
 - b. I was angry, but not quiet.
6. She is beautiful. She is smart.
 - a. She is not only beautiful, but also smart.
 - b. She is beautiful, because she is smart.
7. He was all right. He was fatigued.
 - a. He was all right while he was fatigued.
 - b. He was all right; only he was fatigued.
8. Hurry up. You will be late.
 - a. Hurry up while you will be late.
 - b. Hurry up, or you will be late.

9. Come in. Go out.
 - a. Come in, or go out.
 - b. Come in as you go out.
10. Do not be a borrower. Do not be a lender.
 - a. Be neither a borrower, nor a lender.
 - b. Be a borrower, as well as a lender.
11. He was impudent. He was punished.
 - a. As he was impudent he was punished.
 - b. He was impudent, because he was punished.

TRANSFORMATION OF SENTENCES

Worksheet 17

Name:

Class:

Date:

A. Given below are positive sentences with three options each for the corresponding negative sentences. Tick the correctly structured negative sentences.

1. She will return home before the sunset.
 - a. She cannot return home before the sunset.
 - b. She will not return home before the sunset.
 - c. She will not stay away from home after sunset.
2. I shall help you.
 - a. I shall not help you.
 - b. You should not doubt my willingness to help you.
 - c. Not only I shall help you.
3. I have a lot of work to do.
 - a. I do not have much work to do.
 - b. I will not have work to do.
 - c. I do not have any free time.
4. Many people want to buy the cars.
 - a. Very few people don't want to buy cars.
 - b. Not many people want to buy the cars.
 - c. Many not people want to buy the cars.
5. The amusement park is far away.
 - a. Not only the amusement park is far away.
 - b. The amusement park is not nearby.
 - c. The amusement park is not far away

B. Change the following positive sentences into interrogative sentences.

1. I am writing a letter.
 - a. Am I writing a letter?
 - b. Will I be writing a letter?
2. She is reading a book.
 - a. Will she be reading a book?
 - b. Is she reading a book?

3. She will be singing a song.
 - a. Does she sing a song?
 - b. Will she be singing a song?
4. He was having tea in his room.
 - a. Was he having tea in his room?
 - b. Is he having tea in his room?
5. I have done my work.
 - a. Had I done my work?
 - b. Have I done my work?

C. Change the following interrogative sentences into positive sentences.

1. Shall I go to the school today?
 - a. I shall go to the school today.
 - b. Maybe I will go to the school today.
2. Can you run fast?
 - a. You will run fast.
 - b. You can run fast.
3. Should you work hard?
 - a. You can work hard.
 - b. You should work hard.
4. Will it rain?
 - a. It would rain.
 - b. It will rain.
5. Will you ride a horse?
 - a. You may ride a horse.
 - b. You will ride a horse.

D. Change the following positive sentences into exclamatory sentences.

1. She is very beautiful.
 - a. How beautiful she is!
 - b. She is how beautiful!
2. It is very generous of you to help her like this.
 - a. How generous of you to help her like this!
 - b. Is it generous of you to help her like this.

3. It is a beautiful view.
 - a. Is it a beautiful view!
 - b. What a beautiful view!
4. It is indeed a great pleasure.
 - a. What a great pleasure it is!
 - b. Why a great pleasure it is!
5. It was an amazing victory for our team.
 - a. Was it an amazing victory for our team!
 - b. What an amazing victory for our team!

CONDITIONAL SENTENCES

Worksheet 18

Name:

Class:

Date:

A. Match the 'if clauses' in Column A to the outcomes in Column B to form meaningful sentences.

Column A	Column B
1. If you do not let me play outside	a. please ask her to call me.
2. If you had hired a good lawyer	b. I might look her up.
3. If I were an actor	c. you would have won the case
4. If you meet her	d. I will not talk to you.
5. If I knew her address	e. my face would be on the cover of all the famous magazines.
6. If you are feeling tired	f. I will convey the message to him.
7. If you want to shed weight	g. we might have bought the house.
8. If we had saved some money	h. you must exercise.
9. If I see him	i. take a rest.
10. If you had listened to your parents	j. you would not have landed in such a big trouble.

B. Join the two parts (condition and result) in each case using 'if' to form a conditional sentence. Write your answers in the spaces provided.

Condition	Result
1. You have finished your dinner	you can call for the bill.
2. I study hard	I can beat all my classmates.
3. We had known that the entrance examination was going to be so tough	we would have worked harder.
4. I were you	I would have been skydiving at this point of time.
5. You do not listen to me	I will not make that pudding for you.

6. I had the money	I would be too happy to help you.
7. I were rich	I would travel around the world.
8. She had woken up earlier	she would not have missed the flight.
9. I am able to finish my work in time	I will come with you.
10. I wake up early	I will go for jogging.

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

SYNONYMS AND ANTONYMS

Worksheet 19

Name:

Class:

Date:

A. The words in the brackets have similar meanings. Read the sentence carefully and tick the right synonym to replace the italicised word.

1. The woman at the reception desk was *polite*. (courteous/helpful)
2. His injury has *diminished* his chances of winning the tournament. (depreciated/decreased)
3. The facts available about the meeting are *sparse*. (scanty/thin)
4. It is a *risky* expedition. (dangerous/alarming)
5. It was the last class and the students looked *uninterested*. (aloof/indifferent)
6. Indiscriminate use of chemicals can be *harmful*. (damaging/malicious)
7. He was *forced* to move to another city. (pushed/compelled)
8. Even after the confrontation, the man was *calm* and composed. (unruffled/inactive)
9. The thief was a smooth talker and too *cunning* to be caught. (wily/skillful)
10. The *gaunt* beggar stood at the corner of the street. (unwell/ thin)

B. In the sentences given below, underline the synonyms of the words in italics.

1. One should never *abandon* pets. It is cruel to forsake them.
2. The customers were *beguiled* into buying the fake souvenirs. The salesman who had influenced, and wheedled them into purchasing the goods left the town with the money.
3. The *coach* had asked them to come early in the morning. They thought the instructor was too strict. They found the training too strenuous.
4. The villagers found a snake in the well. They knew it was *harmless*. They took the innocuous creature and left it in the fields.
5. The little child was scared, and was found *cowering* in a corner. He had been hiding there since morning.
6. They had a *lively* debate in the auditorium today. It was stimulating and informative.
7. Many people *sacrificed* their lives for the freedom of our country. This emancipation was not won easily.
8. You must *acquire* the document for this case. Unless you obtain it, we cannot proceed.
9. The *stubborn* child refused to leave the shop without a toy. His mother asked him to behave, but he was adamant.
10. The con-man easily tricked the *naive* old woman. She was too credulous to see through his lies.

IDIOMS AND PHRASAL VERBS

Worksheet 20

Name:

Class:

Date:

A. Tick the correct idioms and proverbs.

1. a. Great minds think alike.
b. Great minds think differently.
2. a. Never slap the hand that feeds you.
b. Never bite the hand that feeds you.
3. a. New kid on the building
b. New kid on the block
4. a. Rise and shine
b. Rise and prize
5. a. The best of both worlds
b. The best of every world
6. a. The whole one yard
b. The whole nine yards
7. a. Under the weather
b. Under the heavy stone
8. a. Water under the bridge
b. Petrol under the bridge
9. a. You are what you buy.
b. You are what you eat.
10. a. Your dress is as good as mine.
b. Your guess is as good as mine.
11. a. Between the devil and the deep blue sea
b. Between the devil and the angels
12. a. A penny saved is a penny earned.
b. A penny saved is a penny spent.

13. a. Charity begins at a function.
b. Charity begins at home.
14. a. Fire is a good servant, but a bad master.
b. Fire is a good servant, but a bad officer.
15. a. Empty vessels make much noise.
b. Empty mouths make much noise.
16. a. A man is known by the wallet he keeps.
b. A man is known by the company he keeps.
17. a. Looks are deceptive.
b. Looks are beautiful.
18. a. Better be safe than sorry.
b. Better commit mistake, and then say sorry.
19. a. Ignorance is bliss.
b. Ignorance is beauty.
20. a. Honey is the best medicine.
b. Laughter is the best medicine.

B. Match these phrasal verbs with their meanings.

- | | |
|-----------------|---|
| 1. a. set to | to build, arrange, or establish something |
| b. set in | to put into writing |
| c. set out | begin doing something in a determined way |
| d. set up | to begin a journey |
| e. set down | to begin and seem likely to continue |
| 2. a. look up | to respect or admire someone |
| b. look up to | take care of |
| c. look after | look for information in a book, etc. |
| d. look back on | to examine something, usually quickly |
| e. look through | think about something in the past |

Picture Comprehension 1

A. Look at the following picture and answer the questions:



1. What do you feel when you look at this picture?
2. Where are you likely to witness this?
3. Do you think it is right to hold animals captive? Give reasons for your answers.
4. Write a composition about a zoo you have visited and the condition of living spaces provided to animals there.
5. Provide a caption for the picture.

Picture Comprehension 2

B. Look at the following picture and answer the questions:



1. What is your first impression of the picture?
2. What do you think the photographer wanted you to think about while looking at the picture?
3. Look at the picture and write a composition using the following words: athletes with special needs; specially designed wheelchairs; training; the Paralympic Games (an international sports event for athletes with physical disabilities)
4. What do you think can be some of challenges faced by athletes with special needs?
5. How do you think participating in sports can help people with special needs?



8 Key to Worksheets

NOUNS

- | | |
|-----------------|----------------|
| 1. concrete | 2. uncountable |
| 3. common | 4. collective |
| 5. plural | 6. abstract |
| 7. countable | 8. proper |
| 9. plural | 10. abstract |
| 11. uncountable | 12. common |
| 13. singular | 14. concrete |
| 15. countable | 16. proper |
| 17. singular | 18. abstract |
| 19. countable | 20. proper |

PRONOUNS

- | | |
|--------------------|-------------|
| A.1. reflexive | himself |
| 2. personal | they |
| 3. interrogative | who |
| 4. distributive | each |
| 5. possessive | theirs |
| B.1. interrogative | 2. relative |
| 3. demonstrative | 4. relative |
| 5. demonstrative | |
| C.1. myself | 2. neither |
| 3. These | 4. that |
| 5. us | 6. theirs |
| 7. Each | 8. Who |
| 9. Everyone | 10. her |

ADJECTIVES

- | | |
|------------------|------------------|
| A.1. qualitative | 2. quantitative |
| 3. qualitative | 4. quantitative |
| 5. demonstrative | 6. interrogative |
| 7. demonstrative | 8. qualitative |
| 9. interrogative | 10. qualitative |

- | | |
|-------------------|-------------------|
| 11. interrogative | 12. demonstrative |
| 13. quantitative | 14. qualitative |
| 15. interrogative | 16. qualitative |
| 17. demonstrative | 18. quantitative |
| 19. qualitative | 20. demonstrative |
- B.1. brighter 2. simpler
 3. more delicious 4. newer
 5. narrower 6. shyer
 7. farther 8. worse
 9. more ancient 10. more charming
- C.1. a. a large brown cupboard
 2. a. an old German man
 3. a. a nice little bow
 4. b. a beautiful red dress
 5. b. a heavy iron rod
 6. a. a lovely pink flower
 7. a. a silly young boy
 8. a. an old Greek sculpture
 9. b. brown leather shoes
 10. b. a big round building

VERBS

- A.1. played
 2. has finished
 3. will have left
 4. was walking
 5. will be playing
 6. have been having
 7. had been taking
 8. had started
 9. is
 10. wrote
- B.1. was 2. had been snowing
 3. had stopped 4. had been sitting
 5. wanted 6. stepping
 7. would catch 8. looking
 9. wafted 10. forgetting

SUBJECT-VERB AGREEMENT

- A.1. The clothes in the basket are dirty.
 2. The students have finished their exam.
 3. My car needs repair.
 4. Those cats live in my backyard.
 5. This pair of scissors is rusted.

B.

1. almost
2. yesterday
3. politely
4. anywhere
5. usually

C.

1. They are opening a new office soon.
2. Dua's house is quite far.
3. I visit my uncle frequently.
4. Kiran is used to waking up early.
5. Anne can play the flute well.

PREPOSITIONS

- | | |
|---------------|----------------|
| A.1. opposite | 2. towards |
| 3. to | 4. except, to |
| 5. around | 6. beside |
| 7. in | 8. until |
| 9. before | 10. throughout |
| 11. over | 12. into |
| 13. round | 14. beneath |
| 15. like | |
| B. 1. about | 2. among |
| 3. since | 4. for |
| 5. of | |

DETERMINERS

- | | |
|------------|-----------|
| A.1. this | 2. a |
| 3. no | 4. any |
| 5. some | 6. my |
| 7. a | 8. the |
| 9. the | 10. your |
| 11. fifty | 12. many |
| 13. their | 14. these |
| 15. every | 16. any |
| 17. little | 18. some |
| 19. little | 20. her |
| B. 1. a | 2. an |
| 3. the, a | 4. a |
| 5. a | 6. an |
| 7. the | 8. the |
| 9. a | 10. the |

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

CONJUNCTIONS

- | | |
|----------------|-------------|
| 1. and | 2. or |
| 3. so far as | 4. although |
| 5. lest | 6. but |
| 7. and | 8. than |
| 9. in order to | 10. because |
| 11. till | 12. but |
| 13. before | 14. if |
| 15. but | 16. or |
| 17. so | 18. as if |
| 19. as soon as | 20. if |

ACTIVE AND PASSIVE VOICE

- | | |
|--------------|-------------|
| A.1. passive | 2. active |
| 3. passive | 4. active |
| 5. active | 6. active |
| 7. passive | 8. active |
| 9. active | 10. passive |
| 11. passive | 12. active |
| 13. active | 14. passive |
| 15. passive | 16. active |
| 17. passive | 18. active |
| 19. active | 20. passive |

DIRECT AND INDIRECT SPEECH

1. She said that she liked that song.
2. She asked me where my brother was.
3. She said that she did not speak Urdu.
4. My mother asked me to say hello to the kids.
5. He said that the film had begun at the right time.
6. She told me not to make a noise.
7. She asked him where his book was.
8. He told me that he never makes mistakes.
9. Roman told me that he was not able to walk.
10. Tina told him not to disturb her.
11. She told me that she was very happy.
12. She asked Nadia to be careful.
13. She says that she will buy herself a dress.

14. He said that he could not drive them home.
15. She asks Larry if he prefers tea or coffee.
16. I told him that I would not clean the car.
17. Naheed told Yasmeen that she was very greedy.
18. Komal says that she loves to eat chocolates.
19. The old man ordered his son to get a stick for him quickly.
20. He advised us not to go too far.

THE SENTENCE

- A.1. a. declarative 2. b. imperative
3. c. exclamatory 4. a. declarative
5. a. declarative 6. b. imperative
7. c. interrogative 8. b. imperative
9. a. declarative 10. b. imperative
- B. 1. She is so busy that she cannot help her friend.
2. Katie is talking to the woman who is Italian.
3. Although she was invited, she did not come./She did not come, although she was invited.
4. When we come back from school, we will watch a movie./We will watch a movie when we come back from school.
5. He knew the answers, because he had read the book.
- C.1. Neither does Mary invite her colleagues, nor does she go out with them.
2. Not only did he write an award-winning novel, but he was also nominated best scriptwriter.
3. You should leave early, or else you will miss the train.
4. He saw some men breaking the lock, so he informed the police.
5. We wanted to watch the show tonight, but the tickets were sold out before we could reach the venue.

CLAUSES

1. subordinate clause
2. independent clause
3. subordinate clause
4. independent clause
5. subordinate clause
6. subordinate clause
7. independent clause
8. subordinate clause
9. subordinate clause
10. independent clause
11. subordinate clause
12. subordinate clause
13. subordinate clause
14. independent clause
15. subordinate clause

16. independent clause
17. subordinate clause
18. independent clause
19. independent clause
20. subordinate clause

SENTENCE CONSTRUCTION AND SYNTHESIS

1. a. The sun rose and the light entered the room.
2. b. She is a foolish and careless.
3. b. He is slow but confident.
4. a. He was not only praised but also honoured by the audience.
5. a. Though I was angry, I kept quiet.
6. a. She is not only beautiful, but also smart.
7. b. He was all right; only he was fatigued.
8. b. Hurry up, or you will be late.
9. a. Come in or go out.
10. a. Be neither a borrower, nor a lender.
11. a. As he was impudent, he was punished.

TRANSFORMATION OF SENTENCES

- A. 1. c. She will not stay away from home after sunset.
2. b. You should not doubt my willingness to help you.
3. c. I do not have any free time.
4. a. Very few people don't want to buy cars.
5. b. The amusement park is not nearby.
- B. 1. a. Am I writing a letter?
2. b. Is she reading a book?
3. b. Will she be singing a song?
4. a. Was he having tea in his room?
5. b. Have I done my work?
- C. 1. a. I shall go to the school today.
2. b. You can run fast.
3. b. You should work hard.
4. b. It will rain.
5. b. You will ride a horse.
- D. 1. a. How beautiful she is!
2. a. How generous of you to help her like this!
3. b. What a beautiful view!
4. a. What a great pleasure it is!
5. b. What an amazing victory for our team!

CONDITIONAL SENTENCES

- A.1. d 2. c
3. e 4. a
5. b 6. i
7. h 8. g
9. f 10. j
- B. 1. If you have finished your dinner, you can call for the bill.
2. If I study hard, I can beat all my classmates.
3. If we had known that the entrance examination was going to be so tough, we would have worked harder.
4. If I were you, I would have been skydiving at this point of time.
5. If you do not listen to me, I will not make that pudding for you.
6. If I had money, I would be too happy to help you.
7. If I were rich, I would travel around the world.
8. If she had woken up earlier, she would have not missed the flight.
9. If I am able to finish my work in time, I will come with you.
10. If I wake up early, I will go for jogging.

SYNONYMS AND ANTONYMS

- A.1. courteous 2. decreased
3. scanty 4. dangerous
5. indifferent 6. damaging
7. compelled 8. unruffled
9. wily 10. thin
- B. 1. forsake 2. wheedled
3. instructor 4. innocuous
5. hiding 6. stimulating
7. emancipation 8. obtain
9. adamant 10. credulous

IDIOMS AND PHRASAL VERBS

- A.1. a. Great minds think alike.
2. b. Never bite the hand that feeds you.
3. b. New kid on the block
4. a. Rise and shine
5. a. The best of both worlds
6. b. The whole nine yards
7. a. Under the weather
8. a. Water under the bridge
9. b. You are what you eat.
10. b. Your guess is as good as mine.
11. a. Between the devil and the deep blue sea.
12. a. A penny saved is a penny earned.

13. b. Charity begins at home.
 14. a. Fire is a good servant, but a bad master.
 15. a. Empty vessels make much noise.
 16. b. A man is known by the company he keeps.
 17. a. Looks are deceptive.
 18. a. Better be safe than sorry.
 19. a. Ignorance is bliss.
 20. b. Laughter is the best medicine.
- B. 1. a. begin doing something in a determined way
b. to begin and seem likely to continue
c. to begin a journey
d. to build, arrange, or establish something
e. to put into writing
2. a. look for information in a book, etc.
b. to respect or admire someone
c. take care of
d. think about something in the past
e. to examine something, usually quickly

ANSWERS TO VISUAL COMPREHENSIONS

Picture Comprehension 1

Encourage students to think creatively and formulate their own answers.

Picture Comprehension 2

Encourage students to think creatively and formulate their own answers.



9 Key to Checkpoints

CHECKPOINT 1

- A.1. some
2. many
3. much
4. few
5. some

B. The family was worried as they could hear footsteps while they were all asleep. Someone has been sneaking into their house at night. Everybody felt scared. They decided to shut their doors and windows at night. They checked if something in the house was taken. Everything was there! They looked at each other, puzzled.

- C.1. Consultant
3. Persuasion
4. Understanding
7. Discussion
2. Tourist
4. Delivery
6. Opposition
8. Appointment

1. Amir: Look at those chairs!

Laiba: Which chairs are you talking about?

Amir: Those on your left.

2. Hina: Whose mobile phone did you use to call the hospital?

Jamal: Which phone are you taking about? This one?

Hina: Yes.

Jamal: It is a gift from Mom.

3. Sara: Nimra had borrowed my books.

Faizan: When did you give them to her?

Sara: Almost a week ago.

4. Sarim: Can we go to the park now?

Mother: Father has gone to get some vegetables from the market. We will have to wait till he is back.

Sarim: We have been waiting for two hours.

Mother: It is alright. He will be back soon.

5. Fiza: Try this egg pudding. I baked it in the morning.

Hina: It is sweet and delicious.

CHECKPOINT 2

- A. 1. We went to visit the National Museum.
2. He has been playing tennis for the past two years.
3. They have lived in our neighbourhood.
4. Rida has not seen her sister for a month.
5. The police arrested the thief.
6. Seerat has spent all her money on shoes.
7. He usually carries his laptop in a grey bag.
8. Next Sunday, I will have finished my homework.
9. The sparrow disappeared into the forest.
10. She has been working at our company since May.
- B. 1. is
2. are
3. is
4. are
5. is
6. is
- C. We didn't expect the train to arrive on time. We had been waiting for four hours. Father was missing. He went to get us some drinks but did not return. Mother kept worrying. We began to look for him. After searching through the crowd, mother saw him with his hands full of water bottles. We were glad that he reached in time.
- D. 1. You should apologise to your mother for your behavior.
2. Mom, Dad can I travel with my friends to Murree?
3. Father, can you help me prepare for my Maths test?

CHECKPOINT 3

- A. 1. before
Adverb Type: Adverb of time
2. fast
Adverb Type: Adverb of manner
3. usually
Adverb Type: Adverb of frequency
4. nowhere
Adverb Type: Adverb of place
- B. 1. According to
2. because of
3. Since
4. decided to
5. with reference to
- C. 1. Some
2. many
3. Every
4. every
5. some
6. little

- D. 1. The
2. an
3. a
4. an, the

CHECKPOINT 4

- A. 1. Moreover
2. However
3. otherwise
4. Therefore
5. whenever
- B. 1. Let the fan be turned off when you leave. (*When a sentence is in the imperative form, it is usually preferred to keep it in active form. However, for the purpose of this activity, children should be taught how to change active imperative sentences into passive*)
2. Let plenty of water be drunk on sunny days. (*When a sentence is in the imperative form, it is usually preferred to keep it in active form. However, for the purpose of this activity, children should be taught how to change active imperative sentences into passive*)
3. The car is being driven by mother.
4. Is cricket played every Saturday by them?
5. Which book was bought from the book shop by you?
- C. 1. Zareen said to her parents, 'I need to visit the State Bank Museum for my history project.'
2. Hania asked Farah 'Who are you speaking to on the phone?'
3. 'Can you please buy a bicycle for my birthday?' Shayan said to his father.
4. Mother said, 'Let's go for a walk in the evening.'
5. 'Stay quiet!' she said to the children.

CHECKPOINT 5

- A. *Accept all relevant answers.*
1. Who has been knocking at the door this afternoon?
2. What are the consequences of breaking construction laws?
3. Why was there a lot of chaos at the supermarket?
4. When will you submit your Science project?
5. Where shall we go on holiday this year?
- B. *Encourage students to write answers on their own.*
- C. *Accept all relevant answers.*
1. They requested us to attend their son's wedding.
2. Saira came to tell me that her family has arrived from Oman.
3. We have bought a car from our uncle at a low price.
4. She polished the glass carefully until it shone like a mirror.
- D. 1. We went to the hospital and took an appointment with the doctor.
2. Areeba was scared because it was dark outside.
3. Fahad went to Punjab where he went to Multan, Sialkot, and Faisalabad.

CHECKPOINT 6

- A. 1. She decided to stay at home because she was sick.
2. What an awful dress!
3. The boy sat on his bed and was crying.
4. Has anybody seen Sara since the morning?

5. They never complain about the weather.

B. *Accept all relevant answers.*

1. If we complete the work today we will be able to go for a picnic tomorrow.
2. If you sleep early you will be able to wake up early in the morning for school.
3. If it rains the whole garden will bloom with fresh flowers.
4. If I knew father was leaving tonight I would have baked him a chocolate cake.
5. If they had allowed me to visit Islamabad I would have visited the Shah Faisal Mosque.

C. 1. What are you doing tonight?

2. They will leave for Lahore on Wednesday.
3. 'This is Fiza's book!,' cried Anum.
4. Father bought twenty-one kilo rice from the Blue Star supermarket.
5. Honesty, determination, and faith are necessary for being successful in life.

D. *Encourage students to write answers on their own.*

E. *Encourage students to write answers on their own.*

CHECKPOINT 7

Answer key not needed.



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.

DELAYED POST-TEST 1

Instructions to the students:

Read the questions carefully and answer them.

(15 Marks)

A. Change the following words into nouns by adding suffixes.

(4 Marks)

1. Consult
2. Tour
3. Persuade
4. Deliver

B. Complete the sentences by adding *some*, *many*, *few*, or *much* in the blanks.

(3 Marks)

1. How money have you spent on chocolates?
2. There were only a Maths exercises in the book.
3. Did you buy butter?

C. Complete the following sentences by choosing the correct form of verb given in the brackets.

(4 Marks)

1. We (gone, went) to visit the National Museum.
2. He has been (played, playing) tennis for the past two years.
3. They have (lived, living) in our neighbourhood for the past ten years.
4. Rida has not (saw, seen) her sister for a month.

D. Fill in the blanks with suitable options.

(3 Marks)

1. of us can repair the coffee machine. (some, every)
2. There were butter cakes at the bakery. (either, many)
3. one of you will have to submit the assignment on time. (every, some)
4. There is time left for the program to begin. (little, either)

DELAYED POST-TEST 2

Instructions to the students: Read the questions carefully and answer them.

(25 Marks)

A. Change the sentences into active or passive voice.

(3 Marks)

1. Turn off the fan when you leave.

.....

2. Drink plenty of water on sunny days.

.....

3. Mother is driving the car.

.....

B. Change the sentences into direct speech using correct punctuation.

(3 Marks)

1. Shayan requested his father to buy him a bicycle for his birthday.

.....

2. Mother suggested to go for a walk in the evening.

.....

3. She angrily told the children to stay quiet.

.....

C. Correct the errors in the sentences given below.

(3 Marks)

1. We went to the hospital we took an appointment with the doctor.

.....

2. Areeba was scared it was dark outside.

.....

3. Fahad went to Punjab he went to Multan, Sialkot, and Faisalabad.

.....

D. Transform the following sentences as directed.

(3 Marks)

1. The boy sat on his bed, crying. (compound)

.....

2. No one has seen Sara since morning. (interrogative)

.....

3. Being sick, she decided to stay at home. (compound)

.....

E. Punctuate the following sentences.

(3 Marks)

1. what are you doing tonight

2. they will leave for lahore on wednesday

3. this is fiza's book cried anum

F. Write a letter of complaint to the principal of your school explaining that the food served in the canteen is not hygienically prepared. Mention the condition of the canteen kitchen and how the unhygienic food is affecting you and other students.

(10 Marks)

