

**What will I learn?****8.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
  - extract main idea and supporting detail.
  - make simple inferences using context of the text and prior knowledge.
  - distinguish between what is clearly stated and what is implied.
  - deduce meaning of difficult new words/phrases from context.
  - comprehend/interpret text by applying critical thinking.
- Generate questions to understand text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.

**8.2 Writing**

- Write a report (formal and informal).

**8.3 Oral Communication**

- Evaluate and comment orally on the following aspects of their peers' presentation:
  - clear and cohesive main idea.
  - effective speaking style.
  - appropriate body language, dress, and posture.
  - appropriate interaction with the audience.

**8.4 Grammar**

- Illustrate the use of direct and indirect speech incorporating accurate punctuation, quotation marks and tenses.
- Deduce the meaning of unfamiliar/new words from the context using contextual clues and use them in new contexts.

## 8.1 READING COMPREHENSION

## Pre-reading

1. Which country you would like to visit and why?
2. Have you ever heard about the 'City of Lions'?



## Reading Text

**A Voyage to the City of Lions**

Singapore is only at six hours' journey from Port Klang of Malaysia. At night, we anchored in Singapore. From our ship, the lights of Singapore's streets and high-rise buildings were shimmering as if decorated for a wedding. All the other vessels of various countries were anchored there too. Their reflections in the water provided a wonderful view, and it seemed as if each vessel were a small island. From a geographical perspective, Singapore is located at a maritime crossroad where almost every ship sailing to or from the Pacific to the Indian Ocean or the South China Sea anchors here. It's a free port as well as a major centre of fuel for ships. She seemed like an earthen lamp, surrounded by moths. Singapore's jetty was quite large. Small motorboats were moving in the water like taxis to get people to and from the ship to port. As soon as any such taxi came near, it was hailed, and the fare was haggled.

**Note for teacher:** Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.



Singapore is a small island country. The largest inland river is only nine miles long, which floods in the sea. The river was filled with huge boats and barges. Cargo was loaded into trucks, which arrived at the river, from where it was sent to ships through barges. These barges did not have any engines. When four to five barges were loaded, a large motorboat pulled them to ships. From afar, they looked like camel caravans. The island of Singapore is not far from Malaysia. It has the same relation as the Island of Monora has with Karachi. As we have Kiamari, so is the Malaysian city of Johor, which lies just a quarter of a mile away from Singapore. There is a bridge that connects Johor with Singapore. Just cross the bridge, and you can jump from one country to another. There is a causeway as well as a railway track along the bridge.

Singapore is a country of many religions and nations. Among its population are Muslims, Buddhists, Hindus, Christians, and Sikhs. Various languages are widely spoken, but there are four national languages: English, Malay, Chinese, and Tamil. Signboards appear in those languages so do programs on TV and radio. Masjid Sultan is the biggest and the most beautiful mosque in Singapore. There is a sizable Muslim population in the city.

Singapore is known in the world as one of the prosperous and wealthiest countries in the area. People might mistake it for a large country with abundant agricultural products or minerals. But,

Singapore is a small island, which is just like a dot on the world map. The area of the whole country is only two hundred and twenty-five square miles. Eighty percent of the population lives in just twenty-eight square miles of land around the port. Like Japan, she imports every raw material and most of the food products. However, like Japan, she is wise in matters of money and wealth. Much of her income depends on the arrival of tourists, trade, and ships from overseas. Tourists and traders from all over the world come here for business, shopping, and leisure.

Singapore is a shoppers' paradise where one can buy almost everything at cheaper rates than even the country of its origin. Tourists stay in big hotels but eat meals in small restaurants to enjoy the cuisine of the East and the West. Most of Singaporean workforce depends on the outsiders in different ways. Comfortable and spacious public buses ply on roads to ease traffic on the roads. Even, wealthy people and high officials often travel in these buses instead of their own cars. Many of these buses are air-conditioned, but the fare is quite low.

Near the port is the Change Alley. You may find every currency of the world being exchanged and traded in this narrow and dark market. After exchanging money, we decided to go for a visit to the city. The largest market in Singapore was Raffles Pulse, which was very close to the port. All the shops there were large and multi-story. Different types of items were sold on each site. Walking into the big shops with a small pocket was putting one in the inferiority complex. But, there was no bar to window shopping. Bargaining was common in Singapore as in Hong Kong, Malaysia, and nearly all Asian countries. One of the markets here is 'Arab Street,' known throughout Singapore for reasonable prices.

Although the rain falls almost incessantly, Singapore is very clean. One can see the cleanliness, greenery, and rows of flowers next to each house. Singapore is recognized as the 'Mr. Clean' of the world. The spirit of cleanliness is present in everyone, from children to elders. The



Japanese saying that 'keep your house and the front of the street clean so you see the whole city clean' is practiced here in letter and spirit by the people. Besides, the government is also strict in the matter of cleanliness. Large fines are imposed on small transgressions: fifty dollars on spitting, and huge penalties or even jail terms for littering on roads. Garbage bins are placed in every nook and corner. There is minimal noise and air pollution. Laws are strict, and the police force is honest.

After visiting worth seeing sights in the city of Singapore, we decided to visit the countryside. We boarded the bus that would take us to Changi Village, which lay at the island's end. We left the city's hustle and bustle and passed through the beautiful and serene atmosphere of the countryside. There was greenery everywhere. A coastline also ran along the road. There were orchards of pineapple and forests of the rubber tree. As our bus made a brief stop on the ways, half a dozen girls got into the bus and tried to sell us pineapples. The top of the pineapple was cut open, and the flesh of the fruit was sliced. Each of us bought one or two pineapples and enjoyed the fruit.

The word Singapore means 'City of Lion'. One can find the marble statues of lions everywhere. Singapore is a fusion of the East and the West. One finds modern buildings and lifestyles coexisting with the traditional way of life. Government spends twenty-five percent of its income on education. Citizens are encouraged to get education, and there is enough provision in schools to accommodate every child of the country. Besides providing them quality education, students are encouraged to participate in debates, speeches, and sports. We visited one such speech competition, and we were quite impressed with the students' talent and confidence.

*From Travelogue of Altaf Shaikh translated by Professor Manoj Kumar.*

## While-reading

## Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.

No.	Column A	Column B
1	shimmering	
2	anchored	
3	moth	
4	haggle	
5	hail	
6	causeway	
7	incessantly	
8	transgression	
9	serene	
10	vessel	
11	docked	
12	crew	

## Exercise 2

Work in groups. Read the text and find out the following information mentioned in the text and note down.

Name of Cities

Name of Communities

Products

Transport Resources

Educational Activities

Famous Places

## Exercise 3

Read the statements and encircle the correct option.

1. Singapore is located in\_\_\_\_\_.  
a) South Asia                      b) Africa  
c) Central Asia                      d) Europe
2. \_\_\_\_\_ is not a national language of Singapore.  
a) English                              b) French  
c) Chinese                              d) Malay
3. \_\_\_\_\_the population of Singapore is living far away from the port.  
a) 20%                                  b) 30%  
c) 50%                                  d) 80%
4. One of the largest markets in Singapore is\_\_\_\_\_.  
a) Change alley                      b) Changi  
c) Raffles pulse                      d) Barges
5. Singapore is called Mr. Clean because of\_\_\_\_\_.  
a) rows of flowers                      b) greenery  
c) cleanliness                      d) seeing sights
6. \_\_\_\_\_street of Singapore is reasonable for purchase.  
a) Arab                                  b) Club  
c) Amoy                                  d) Bugis
7. \_\_\_\_\_ city is one mile away from Singapore.  
a) Kiamari                              b) Johar  
c) Jatty                                  d) Raffles pulse
8. The land of Singapore consist of \_\_\_\_\_ area.  
a) 225 square miles                      b) 2025 square miles  
c) 200 square miles                      d) 2005square miles
9. In Singapore, we can find every currency of the world in\_\_\_\_\_.  
a) Change Valley                      b) Raffle Pulse  
c) Mr. Clean                              d) Arab Street
10. Which one is common in Singapore markets?  
a) fixed prices                              b) bargaining  
c) free discounts                              d) Govt. subsidy

## Post-reading

## Exercise 4

Read the text and answer the following questions.

1. What is the geographical location of Singapore city?
2. What are barges and how are these operated?
3. How is Singapore connected to Malaysia?
4. Describe briefly the significance of Singapore port?
5. What are reasons for prosperity of Singapore in spite of very little area?
6. How is Singapore one of the attractive areas for tourists?
7. How does Singapore keep itself clean?
8. Describe any four interesting aspects of Singapore.
9. Why is Singapore called the fusion of the East and the West?
10. Describe briefly the education in Singapore.

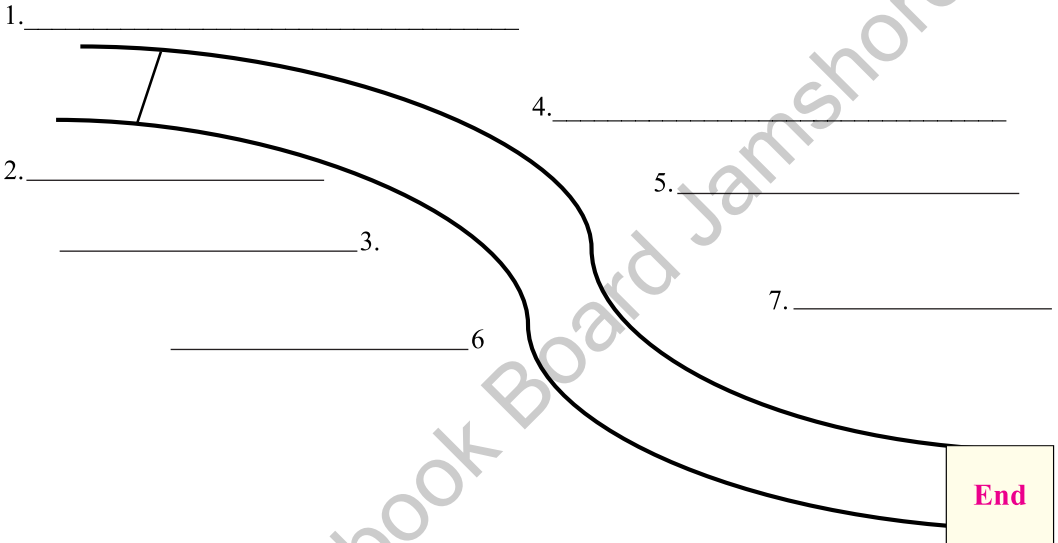
## Exercise 5

Work individually and read the given idioms and phrasal expressions in the text. Write their meanings and use them in your own sentences. After you have completed, share your work with your class fellows.

No.	Idiom/Phrasal Expression	Meaning	Sentence
1	narrow and dark		
2	every nook and corner		
3	hustle and bustles		
4	fusion of the East and the West		
5	dot on the map		
6	earthen lamp surrounded by moths		
7	in letter and spirit		
8	shopper's paradise		

**Exercise 6**

Work in pairs and read the text again. Write the names of places that the writer has mentioned and what did he see there? After you have completed, share your work with your partner.

**Start**

## 8.2 WRITING

## Report Writing

A report is a highly structured written document. Normally, a report is based on your reading and some form of practical work such as an investigation, survey, experiment or review of practice. Reports generally draw conclusions based on findings and may suggest a course of action or areas of further research.

## Reports generally aim to:

1. set out the issue and explain why the activity was undertaken.
2. describe what was done and how it was done.
3. present findings, conclusions, and any recommendations.

There are two types of report, i.e. formal report and informal report. The characteristics of both reports are given below.

Head	Informal Report	Formal Report
<b>Length</b>	Short in length	Long in length
<b>Nature</b>	Deals with routine matters	Deals with major complex problems
<b>Format</b>	Written in letter format	Written in manuscript (narrative style) format
<b>Style</b>	First and second person style is used	Third person style is used
<b>Writing</b>	Deductive writing style	Draws conclusion and recommendation
<b>Formality</b>	Do not require extended planning and uses varieties of formats	It needs proper planning
<b>Coherence</b>	As informal reports are short so the need for coherence is lessened	As the formal reports are lengthy, so all the parts of the report needs to be in coherence
<b>Use of supplement</b>	A short report does not need any added document as it deals with the routine matters	As this reports deals with special parts so it needs extra documents and supplements to make the report valid and authentic

**Note for teacher:** Emphasise the importance of report writing in daily life. Next, explain to students the defining characteristics of each report. Make sure that all the students have understood the difference between an informal report and a formal report.



**Guidelines for writing an informal report**

- Provide a suitable title/heading.
- Write the name of the reporter.
- Mention the place, date, time and other relevant facts about the event.
- Include information collected from the people around or affected by the event.
- Write in past tense.
- Write in reported speech and use passive form of expression.
- Develop ideas (causes, reasons, consequences, opinions) logically.
- Write briefly in an informal manner.
- Present your ideas and impressions to make the report interesting.

**Exercise 1**

Work individually and write an informal report on ‘Celebration of Independence Day on 14<sup>th</sup> August at your college. Follow the guidelines given above. Once you have completed, edit your work for correct spellings, grammar, and punctuations.

Next, exchange your report with your partner. Read each other’s work and give useful feedback. Make changes in your report after your receive feedback if needed.

**Note for teacher:** After the students have read the above guidelines, have a whole class discussion. Show them a sample of any informal report, so that all the students understand how an informal report is to be written.

## Guidelines for Writing a Formal Report

<b>1. Title page</b>	It must include the subject of the report, who the report is for, who the report is by and the date of submission.
<b>2. Abstract</b>	<p>An Abstract is usually 100 to 200 words and should include the following:</p> <ul style="list-style-type: none"> <li>• Why the report has been written (<i>i.e.</i> what question or problem is it addressing?)</li> <li>• How the study was undertaken</li> <li>• What the main findings were</li> <li>• What the significance of the findings is.</li> </ul>
<b>3. Table of Contents</b>	The Table of Contents should be on a separate page. It helps the reader to find specific information and indicates how the information has been organised and what topics are covered. The table of contents should also include a list of figures and a list of tables if any are used in the report.
<b>4. Introduction</b>	<p>The Introduction has three main components.</p> <ol style="list-style-type: none"> <li>1. The Background which describes events leading up to the existing situation like what projects have been done previously, and why this project or study is necessary.</li> <li>2. The Purpose which defines what the project or study is to achieve like who authorised it and the specific terms of reference.</li> <li>3. The Scope which outlines any limitations imposed on the project such as cost, time, etc.</li> </ol>
<b>5. Body</b>	The Body varies according to the type of report. Basically, it answers the Wh-questions. In an investigative report, it would consist of all the information required to convince the reader that the conclusions and recommendations are valid/reliable. This information must be presented in a systematic way.

**6. Conclusion**

The Conclusion should be as brief as possible. Findings should be presented in descending order of importance and should not suggest action. Conclusions should be free from speculation (i.e. ideas for which you have presented no evidence), have no new thoughts or references introduced and contain no further discussion of points raised.

**Exercise 2**

Work individually and write a formal report on the facilities provided by the college administration. The facilities need to be divided into academic (access to library, computer lab, auditorium, etc.) health and hygiene (clean washroom, availability of water, proper food at college canteen etc.) And co-curricular (playground, sports material, gymnasium etc.)

Follow the guidelines given above. After you have completed, edit your work for correct spellings, grammar, and punctuations.

Next, exchange your report with your partner. Read each other's work and give useful feedback. Make changes in your report after you receive feedback if needed.

**Note for teacher:** After the students have read the above guidelines, have a whole class discussion. Show them a sample of any informal report, so that all the students understand how a formal report is to be written.

## 8.3 ORAL COMMUNICATION

**Evaluation of Presentation**

Evaluating presentation is equally important as it will identify areas for improvement and allow you to prepare professionally for the next presentation.

Oral presentations are evaluated for originality and creativity, organization of content, knowledge of material and overall presentation. Following are some of the elements used in evaluation of any presentation.

**Evaluative Elements of a Presentation:**

<b>Evaluative Elements</b>	<b>Explanation</b>
<b>Clarity</b>	<ul style="list-style-type: none"> <li>• The topic must be put forward clearly with its purpose.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Clear and concise language.</li> <li>• Accuracy and fluency.</li> <li>• Confidence.</li> </ul>
<b>Cohesion</b>	<ul style="list-style-type: none"> <li>• Use of cohesive markers for connectivity.</li> </ul>
<b>Sufficiency</b>	<ul style="list-style-type: none"> <li>• Sufficient details and evidences.</li> </ul>
<b>Appearance</b>	<ul style="list-style-type: none"> <li>• Formal and appropriate dress.</li> <li>• Hair and nail cleaned.</li> </ul>
<b>Body Language / facial Expressions</b>	<ul style="list-style-type: none"> <li>• Less gestures.</li> <li>• Pleasant smile throughout the presentation.</li> <li>• Eye contacts.</li> </ul>

**Exercise 1**

Now, work individually and prepare a presentation on any of the following topics. Follow the evaluative elements of delivering presentation as it will be evaluated.

- i. Tourism and its Impacts
- ii. Natural Beauty of Pakistan
- iii. Tolerance
- iv. Any other topic of your choice

**Note for teacher:** Explain each element of presentation evaluation and discuss in the class. Make sure that every student has understood. Next, you may incorporate the elements of a presentation in your own presentation and present in front of the students.

## Exercise 2

Evaluate the presentations of your class fellows. Use following form to evaluate the presentations.

Items	Excellent	Good	Fair	Satisfac-tory	Unsatis-factory
Clear and cohesive main idea					
Consistent organization of ideas					
Sufficient supporting details					
Effective communication style					
Appropriate dress and body language					
Appropriate interaction with audience and eye contact					

**Note for teacher:** Define rubric for comments after presentation is delivered and give feedback. Moreover, tell them to use a pencil for evaluating each presentation.

## 8.4 GRAMMAR

## Direct and Indirect Speech

You have already learnt about Direct and Indirect Speech in your previous classes. Now, Direct and Indirect Speech is taken to a more advanced level.

## Exercise 1

A conversation between Raza and Ali is given below in direct speech. Orally discuss the conversation in the class.

**Raza:** What are you doing here, Ali? I haven't seen you since June.

**Ali:** I've just come back from my holiday in Turkey.

**Raza:** Did you enjoy it?

**Ali:** I love Turkey. And the Turkish people were so friendly and hospitable.

**Raza:** Did you visit Istanbul?

**Ali:** It was my first trip. I can show you some pictures. Are you doing anything tomorrow?

**Raza:** I must arrange a couple of things. But I am free tonight.

**Ali:** You might come to my place. What time shall we meet?

**Raza:** I'll be there at eight. Is it all right?

**Ali:** Fine.

## Exercise 2

Now, work in pairs and fill in the following blanks after applying rules of narration. After completing, exchange your work with your class fellows.

- i. Raza **asked** Ali \_\_\_\_\_. He said \_\_\_\_\_ since June.
- ii. Ali **explained** that \_\_\_\_\_ back from holiday in Turkey.
- iii. Raza **wondered** if \_\_\_\_\_ it.
- iv. Ali **told** him that he \_\_\_\_\_ Turkey and that the Turkish people \_\_\_\_\_ so friendly.
- v. Raza wanted to know \_\_\_\_\_ to Turkey.
- vi. Ali **said** that it \_\_\_\_\_ first trip and that he \_\_\_\_\_ some pictures.
- vii. And then he further **questioned** him if he \_\_\_\_\_
- viii. Raza elucidated that he \_\_\_\_\_ a couple of things.
- ix. But he added that he \_\_\_\_\_ free at night.
- x. Ali **suggested** that he \_\_\_\_\_ place and asked him what time \_\_\_\_\_.
- xi. Raza **confirmed** that he \_\_\_\_\_ there at eight.



**Exceptional Rules of Narration**

There is no change in verb tenses in indirect speech when:

- The reporting verb is in the Presenter Future tense.
- If the reported sentence deals with a fact or general truth.
- The verb of reported sentence is in the unreal past (the second or the third conditional).
- Had better, could, would, used to, should, might, ought to and must remain unchanged.

**Exercise 3**

Work in pairs and change the direct speech of following sentences into indirect speech. Use the words given below. After you have completed, share your work with your partner.

exclaimed with sorrow	advised	exclaimed	with joy
warned	requested	wished	exclaimed with disgust
ordered		exclaimed with wonder	allowed

1. The poor man said to me, 'Please help me.'

.....

2. Rida said, 'Ah! My cat is dead.'

.....

3. The teacher said to the students, 'Respect elders.'

.....

4. He said to the customer, 'Come in, please.'

.....

5. She said, 'Ugh! It's very hot today.'

.....

6. The policeman said to the prisoner, 'Do not fight in the prison.'

.....

7. He said to me, 'Don't stay here anymore.'

.....

8. Eman said, 'What a beautiful house it is!'

.....

9. Ghazala said, 'Hurrah! I have passed ultimately.'

.....

10. They said to me, 'Eid Mubarak.'

.....

#### Exercise 4

Work in pair and insert punctuations where required. After completing, share it with your partner. An example has been done.

"What country do you come from," said Bilal.

1. How long have you been here said Kinza
2. Are you working as well as studying asked Persia
3. Have you got a work permit Bilal wanted to know
4. What are you going to study asked Anny
5. Have you enrolled for more than one class inquired Jamil
6. Do you want to buy any second-hand books said Bilal
7. Have you seen the library asked Anny
8. Do you play rugby said Jamil
9. Will you have time to play regularly he said
10. Did you play for your school team said Bilal Are you interested in acting asked Anny

#### Exercise 5

Now, work individually. After inserting the appropriate punctuations in Exercise 5, convert them into indirect speech.

## Vocabulary

## Exercise 1

Work in pairs and encircle the option of the best meaning for the underlined word as it is used in context. Use thesaurus for your help. After you have completed, share your work with your partner.

- a) My brother said, "I just freed myself from a very loquacious neighbour."
- a. pretentious                      b. grouchy  
c. talkative                         d. worried
- b) There is no doubt that the idea of living in such a benign climate was appealing.
- a. tropical                            b. not malignant  
c. kind                                 d. favourable
- c) It is difficult to imagine a surfeit of talent in one individual.
- a. excess                              b. variety  
c. superiority                       d. lack
- d) There is a large demand all over the United States for plants indigenous to the desert.
- a. native                               b. necessary  
c. foreign                              d. alien
- e) Increase in racial attacks on immigrants is the result of xenophobia.
- a. honesty                              b. fear of foreigners  
c. kindliness                         d. stubbornness

## Exercise 2

Work individually and use the bold words in Exercise 7, in your own sentences. Write the sentences in your notebook. After you have completed, exchange the work with your class fellows.

**Note for teacher:** For thesaurus, ask students to refer Unit 9.4 of this book. Additionally, assist students to learn how to identify contextual clues to guess the meanings of the unfamiliar words in texts.

## Exercise 3

Work in pairs and use the contextual clues given in the sentences with an appropriate word. Use the required words from the box given below in sentences. You can use one word twice. After completing, share your work with your partner.

cordially	conferred	onerous	unprecedented	cyclonic
revolution	sovereign	dominions	inhabitants	titanic
pronouncement	colossal	grievous	undermine	starvation

1. His successor, Mustafa Pasha, continued the work and cooperated \_\_\_\_\_ with the English officials.
2. Two years later, the same prize was \_\_\_\_\_ on him without competition.
3. From 20 to 30 animals perished of \_\_\_\_\_ diseases caused by insufficient food.
4. The University of the Punjab \_\_\_\_\_ upon him the honorary degree of PhD.
5. Cleaning your coffee pot is not an/a \_\_\_\_\_ chore.
6. However, during the late 1950s a dramatic and \_\_\_\_\_ increase in public concern for the environment occurred.
7. After the \_\_\_\_\_ in Russia, western Turkestan became a member of the Federation of Soviet Republics.
8. The latest government \_\_\_\_\_ stipulated that a "Line in the Sand" had been drawn at Orakpur.
9. Some of the figures are of \_\_\_\_\_ size; one, for instance, is 57 ft.
10. A heavy backpack is destined to \_\_\_\_\_ your travelling pleasure.
11. Ramiz offered a hand to Sana and she accepted it \_\_\_\_\_.
12. When he hides his face, trouble becomes more \_\_\_\_\_.