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Semester: Autumn 2026

Allama Iqbal Open University

Functional English (221)

Level: Matric

Department of English

Semester: Autumn 2026

Assignment No. 2 (UNITS 5-9)

Total Marks: 100 Pass Marks: 40

SOLVED ASSIGNMENT GUIDE — For Study & Reference

Note to students: This guide is for study and reference only. Read each answer, understand it, and then write your assignment in your own words. Do not copy it word for word. Where a model letter, CV or personal description is given, replace every personal detail with your own. Details in model pieces that are not taken from the printed booklet are illustrative.

Booklet notes: (1) Assignment 2, Question 3 prints a table in which the pairs are repeated in the meanings columns with the meaning space left blank — the guide preserves the five printed pairs in order and supplies the meanings, with examples. (2) Assignment 2, Question 5 prints the word list 'Which, What, How, Where, Which' with Which twice — both occurrences are genuinely required, as shown in that answer. (3) Model personal documents (notably the CV in Question 6) use clearly labelled illustrative details which students must replace with their own true details.

Question 1

Q.1 Read Unit 5. Have you been to the library? Write at least five practical suggestions to motivate your class fellows. (10)

Introduction

Unit 5 introduces the library, and this question is personal before it is academic: 'Have you been to the library?' A student who has been can speak with the authority of experience; a student who has not should say so honestly and still complete the task. The model answer below answers yes — the student may change that opening honestly if his or her experience differs — and then does the real work of the question, which is to motivate class fellows with suggestions that are practical. Practical is the key word in the question: a suggestion is practical when a class fellow can act on it this week, at no great cost, and can see a result. 'Read more' is a wish, not a suggestion. 'Come with me on Tuesday and take one storybook on my recommendation' is a suggestion, and the five given below are built to that standard.

Answer to the First Part: Have You Been to the Library?

Yes, I have been to the library, both to our school library and, on a visit with my teacher, to the public library of our town. I remember my first visit clearly: the silence, the smell of paper, the long shelves arranged by subject, the catalogue, and the surprise of learning that all of this could be used by an ordinary student simply by becoming a member and following a few rules. I borrowed a book of stories first, then a book about animals, and later I began to consult the library for my assignment work, for general knowledge and for preparing short speeches. That personal experience is what I now use with my class fellows, because motivation offered by someone who has actually enjoyed a thing carries more weight than advice copied from a notice board.

Five Practical Suggestions to Motivate Class Fellows

Suggestion	How to act on it this week	Why it motivates
1. Start with one interesting book, not with 'study'	Take a class fellow to the shelf of stories, jokes, sports	Success with one enjoyable book breaks the fear that

	or animal books and let him choose one thin, attractive book himself.	library books are heavy and dull.
2. Visit together at a fixed time	Fix one period or one afternoon a week as library time and go as a small group.	A fixed habit and friendly company remove the hesitation of going alone the first time.
3. Use the library for real needs	Show fellows how the library helps in assignments, essays, speeches, quizzes and examination notes.	When a book visibly raises marks or wins a quiz, motivation becomes self-interest.
4. Share and recommend books	After finishing a book, tell the class in two minutes what was best in it and lend your recommendation, not pressure.	A friend's honest recommendation is trusted more than a teacher's instruction.
5. Join and use membership properly	Help each fellow make his library card, learn the rules, return books on time and keep a small record of books read.	Membership creates belonging; a reading record creates quiet pride and competition.

Each suggestion is deliberately small at the start. Motivation fails when it demands a sudden transformation — a boy who reads nothing will not become a scholar in a week because a speech

was made at him — but it succeeds by steps: one visit, one thin book, one finished story, one useful fact found for an assignment, and then the habit pulling the student forward by itself. The order of the five suggestions is therefore a ladder, not a heap: interest first, companionship second, usefulness third, sharing fourth, and regular membership and record-keeping last, when the student is ready to make the library a permanent part of school life.

More Ways to Keep the Motivation Alive

A class can support these suggestions with small institutions. A two-minute 'book talk' by one student each Monday, a classroom chart on which finished books are entered beside readers' names, a suggestion box for new books the students themselves want, and a display of the best new arrivals near the library door all keep reading visible and social. Teachers help most by taking the class to the library themselves in the early weeks, by asking in class about books being read, and by never using the library period as a spare period to be sacrificed. Parents help by asking at home what the current library book is, as they already ask about homework. None of these measures costs much; all of them announce that reading is a normal, valued activity of the school rather than a private hobby of a few.

Obstacles and Honest Answers to Them

Class fellows give three usual reasons for staying away, and a motivator should answer them honestly rather than dismiss them. 'Library books are boring' usually means 'I have only seen textbooks'; the answer is the fiction, sports, science and story shelves. 'I have no time' usually means time is spent without a plan; the answer is that twenty minutes with a book replaces twenty of the many minutes given to idle scrolling or gossip, and a library book travels home in the bag. 'I cannot understand English books' is answered by beginning with easy, graded and Urdu books and rising gradually; the library holds books at many levels, and starting below one's

class level to build speed and confidence is wisdom, not shame. Answering objections respectfully converts more fellows than scolding them for not reading.

Conclusion

Yes, I have been to the library, and what I found there — free books, quiet, help for study and unexpected pleasure — is exactly what I now offer my class fellows through five practical suggestions: begin with one interesting book of your own choosing, visit together at a fixed time, use the library for real study needs, share and recommend what you read, and become a proper member who keeps a record of his reading. Each suggestion can be acted on within a week and costs nothing but a decision. A library full of students is not built by a rule; it is built when one student who has enjoyed a book takes one friend by the hand, literally or figuratively, and says: come, I will show you where the good books stand.

Question 2

Q.2 Read Unit 5. What is an online library catalogue? Explain electronic and card catalogues and how you can find books with respect to author name or book title in a library? (10)

Introduction

A large library may hold lakhs of books, and no reader can walk shelf by shelf hoping to meet the one book he needs. The library catalogue is the system that rescues him: it is the complete, organised record of what the library holds and where each item stands. Unit 5 teaches the catalogue in its forms — the traditional card catalogue, the electronic catalogue used inside the library's own system, and the online catalogue that can be searched from anywhere — and this question asks for all three, together with the practical skill of searching by author name and by book title. The student should think of the catalogue as the library's index and map combined: the book is on the shelf, but the road to the book is in the catalogue.

What Is an Online Library Catalogue?

An online library catalogue — often known by the initials OPAC, Online Public Access Catalogue — is the library's catalogue placed on a computer network and the internet, so that any reader can search the library's holdings from a computer or mobile phone, inside the library or from home, at any hour. In it, every book is represented by a record showing its title, author, publisher, year, subject and, most importantly, its call number, which tells where the book stands, and its availability, which tells whether the book is on the shelf or issued to another reader. The reader types a search, the system shows matching records within seconds, and the reader goes to the shelf with the call number written down instead of wandering. Many online catalogues also allow the reader to reserve an issued book, renew a loan and see new arrivals.

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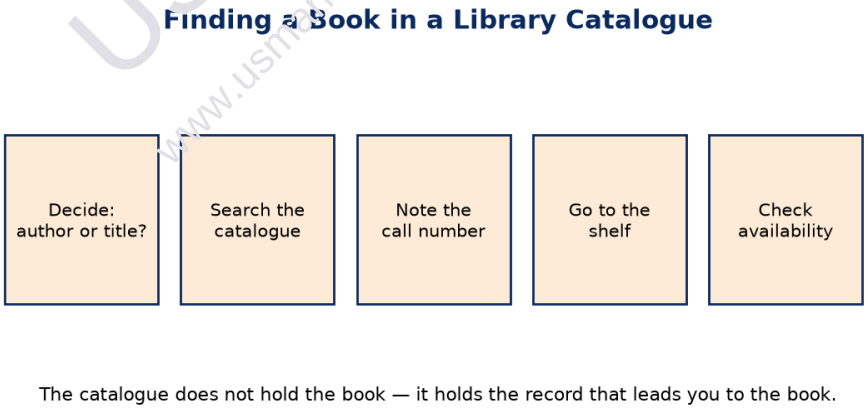


Figure: Finding a book through a catalogue — decide the search, search, note the call number, and go to the shelf.

The Card Catalogue Explained

The card catalogue is the older, manual form, still found in many school and public libraries in our country. For every book, the library prepares small uniform cards, traditionally of a standard size, and files them in the drawers of a wooden or steel cabinet in alphabetical order. Usually

there are at least three sequences or three cards for a book: an author card filed under the author's surname, a title card filed under the first important word of the title, and a subject card filed under the subject. Each card carries the same essential information — author, title, publisher, year and call number. The reader pulls the drawer for the letter he needs, flips through the cards with his fingers, finds his book's card and notes the call number. The system's virtues are simplicity and independence from electricity; its weaknesses are slowness, the space the cabinets occupy, the damage and misfiling of cards, and the fact that only one reader can use a drawer at a time and only inside the library building.

The Electronic Catalogue Explained

The electronic catalogue stores the same information as data in a computer instead of words on cards. In its local form it is searched on computers placed inside the library; in its online form, described above, it is the same database opened to the internet — the two are therefore not rivals but stages of one development, and the distinction this question intends is between the computerised catalogue (electronic / online) and the manual card catalogue. Searching is by typing rather than by flipping: the reader may search by author, by title, by subject, by a word anywhere in the record, or by combinations — for example, books by one author on one subject after one year. Results appear instantly, can be sorted, and show availability at once. One record serves hundreds of readers at the same moment, corrections are made once for all, and no cabinet space is consumed. Its weaknesses are dependence on electricity, equipment and a working system, and the need for the reader to spell his search correctly.

Point	Card catalogue	Electronic / online catalogue
Form	Printed cards in drawers	Records in a computer database

Search	By hand, alphabetically, one drawer	By typing author, title, subject or keywords
Place of use	Only inside the library	Inside the library and, online, from anywhere
Availability shown	No — reader must go and check the shelf	Yes — issued or on shelf is displayed
Speed	Slow for large libraries	Almost instant

How to Find a Book by Author Name

To find a book by its author, first write the author's name in the library's order, which is surname first: for Allama Muhammad Iqbal, the filing and usual search name is Iqbal, Muhammad. In a card catalogue, open the author drawer for the letter I, move alphabetically to Iqbal, and read the cards filed under that name; every book by that author in the library will be found together, each with its call number. In an electronic or online catalogue, choose the Author search, type the surname and then the other name if asked, and the system lists the author's books, often with counts beside each name to separate different authors of similar name. Then note the call number of the exact book wanted, check its availability, and go to the shelf. If an author writes under different forms of a name, catalogues connect them with cross-reference cards or linked records saying 'see' the main form.

How to Find a Book by Book Title

To find a book by its title, ignore the opening articles a, an and the when filing or, in most electronic systems, simply type the title as known. In a card catalogue, the title cards stand in the title sequence (or in a combined dictionary catalogue) under the first important word: a book titled The Reconstruction of Religious Thought in Islam is sought under Reconstruction. In an

online catalogue, choose Title search, type the title, and select the exact record from the results, checking author and year to be sure the edition is the one wanted — many different books share similar titles, and many editions of one book exist. In both systems the work ends the same way: from the record, copy the call number accurately, read the location note if the book is in a special section such as reference, and only then walk to the shelves, where books stand arranged by call number, so that the number leads to the exact place

Conclusion

An online library catalogue is the library's searchable record of its holdings, available through a network, showing for each book its details, its call number and its availability. The card catalogue performs the same duty manually through author, title and subject cards in drawers — slow, local, but simple and independent. The electronic catalogue performs it by computer — instant, combinable, and open to many readers at once. By author, the reader searches under the surname; by title, under the first important word of the title; and in every system the search ends not with the record but with the call number copied correctly and the short walk to the shelf where that number stands. Mastering this one skill converts a library from a maze into an instrument.

Question 3

Q.3 Read Unit 6, page 111.You have learnt about Homophones. Homophones are words that have similar sounds but different meanings .For example bare (which is not covered) and bear (It is an animal).Now here are some pairs of words or homophone in the book. Consult a dictionary and write the meanings of each word. (10) Words / Meanings: Peal / Peel; Flour / Flower; Hail / Hale; Bridle / Bridal; Check / Cheque

Introduction

Homophones are words that sound the same, or nearly the same, when spoken, but differ in spelling and in meaning. English is rich in them because its spelling preserves history while its pronunciation has moved on, and because it has borrowed words from many languages. The booklet's own example is the clearest possible introduction: bare, meaning not covered, and bear, the animal, are pronounced identically, so a listener cannot tell them apart from sound alone; only the sentence around them reveals which is meant. That is precisely why homophones matter in study: they are harmless in speech and dangerous in writing. A spoken error disappears in the air, but 'the peal of the orange' written in an examination stays on the page. This question names five pairs, and each word is given below with its meaning and an example sentence that fixes the meaning in the mind.

The Five Pairs with Meanings

Word	Meaning	Example in a sentence
Peal	A loud ringing sound, especially of bells; also a loud burst, as of thunder or laughter.	A peal of bells rang out from the tower.
Peel	The outer skin of a fruit or vegetable; also (verb) to remove that skin.	She peeled the orange and divided it among the children. / The peel was thrown in the bin.
Flour	The fine powder made by grinding wheat or other grain, used for bread and baking.	My mother kneaded the flour to make rotis.

Flower	The coloured, seed-producing part of a plant; the blossom.	A red flower had opened in the pot.
Hail	Small balls of frozen rain falling from the sky; also (verb) to greet or call out to	Hail damaged the standing crops. / The crowd hailed the chief guest.
Hale	Healthy and strong, especially of an old person; used in the phrase 'hale and hearty'	His grandfather is ninety but still hale and hearty.
Bridle	The straps and bit fitted on a horse's head by which the rider controls it.	The rider held the bridle and mounted the horse.
Bridal	Relating to a bride or a wedding.	The bridal dress was beautifully embroidered.
Check	To examine or verify; also a pattern of squares; also to stop or control.	Please check your answers before submitting the paper. / a checked shirt.
Cheque	A written order to a bank to pay a stated sum of money to a person.	He paid the school fees by cheque.

A note on the booklet's table: the printed table repeats the first word of each pair in its middle column and the second word in its last column, leaving the meaning space effectively blank for the student to fill. The table above therefore preserves the five printed pairs in the printed order

and supplies what the question actually demands — the meaning of each word — adding a short example for each, because a meaning remembered with a sentence is remembered far longer than a meaning memorised as a list. Spellings follow the booklet: cheque is the British spelling used in Pakistan, and bridal is an adjective, not a person; the bride is the woman, bridal describes her dress, her party and her day.

Why Each Pair Is Confused — and How to Remember It

Each pair has a memory hook, and learning the hook is the practical fruit of this exercise. Peal is heard — bells peal — while peel is handled — fingers peel a fruit; if your ears are involved, choose peal, if your hands, peel. Flour belongs to the kitchen and to bread, and it shares its letters with nothing prettier; flower belongs to the garden and even contains the idea of blooming in its fuller spelling — the word with the extra letters is the one that grows. Hail falls from the sky in a storm and also calls out a greeting, while hale describes health and lives almost entirely inside the single phrase 'hale and hearty'. Bridle belongs to the horse — both bridle and horse are ridden and held — while bridal belongs to the bride; indeed bridal is simply bride with -al attached, and seeing the word bride inside bridal ends that confusion forever. Check is the general word — examine, verify, a square pattern, even the tick mark itself — while cheque is the special bank word, always about money on paper; in American spelling the bank word is also written check, but in the British spelling used in this course and in Pakistan, cheque is kept distinct and should be used.

Homophones in Listening, Speaking and Writing

In listening, homophones are resolved by context, and a trained ear automatically uses the surrounding words: no one who hears 'knead the flour' imagines flowers in the dough. This is why students should not fear homophones in conversation; native listeners do the same work

unconsciously. In dictation and in examinations, however, the writer alone bears the responsibility, and the only defences are vocabulary and proofreading. Reading the finished answer once, slowly, with the specific question 'have I used the right twin anywhere?' catches most such errors. Writers should also know that examiners treat a homophone error as a spelling and vocabulary error combined, because choosing the wrong twin shows that the word was never properly learned — only its sound was learned.

A Wider Note on the Homophone Family

Unit 6 opens a door onto a large family. Words identical in sound and spelling but different in meaning are homonyms in the strict sense, such as bank of a river and bank for money; words identical in spelling but different in sound and meaning, such as lead (metal) and lead (guide), are homographs. Students need not master these labels at Matric level, but knowing that the five pairs in this question are the sound-alike, spelling-different kind helps them file new pairs correctly as they meet them: there/their/they're, to/too/two, right/write, sea/see, week/weak, and the course's own bare/bear. Keeping a personal page of homophones at the back of the notebook, adding each pair when it first causes trouble, is the most reliable long-term remedy, because a pair once written wrongly and then recorded is rarely written wrongly again.

Conclusion

The five pairs, with their meanings secured, are: peal, a loud ringing of bells, against peel, a fruit's skin or removing it; flour, ground grain for baking, against flower, a plant's blossom; hail, frozen rain or a greeting, against hale, healthy and strong; bridle, a horse's head-straps for control, against bridal, concerning a bride or wedding; and check, to examine or a square pattern, against cheque, a written order of payment to a bank. Sound cannot separate these twins; only meaning, spelling and context can. The student who learns each word with its own sentence, as

this answer does, will write them correctly under examination pressure, which is the entire purpose of Unit 6's lesson.

Question 4

Q.4 Read Unit 6. Take any five words from Oxford Advanced Learners Dictionary. Write the root word, verb, noun, adjective, adverb, preposition, prefixes or suffixes, and other word formations with the root word. (10)

Introduction

Words in English are not isolated coins; they are families. One root word grows, by prefixes added before it, suffixes added after it and changes of form, into a verb, a noun, an adjective and an adverb that share a core of meaning. A student who learns decide alone knows one word; a student who learns decision, decisive, decisively and undecided with it knows a family, and can meet any member in a book and guess its meaning. Unit 6 teaches this word-formation skill with the Oxford Advanced Learner's Dictionary as the reference. Transparency note: the question says 'take any five words', so the choice is the student's; the five chosen here — act, create, happy, care and educate — are common, regular and rich in formations. In the table, the 'related preposition' column gives the preposition that idiomatically accompanies the family (act on, care for), because a root word itself does not possess a preposition; that honest explanation is part of the answer.

Five Word Families

Root word	Verb	Noun	Adjective	Adverb	Prefix / Suffix formations and other	Related preposition

					forms	
act	act (act on, act as)	action, activity, actor, actress	active, acting	actively	react, interact, enact; action (-ion), active (-ive), activity (-ity); inactive, overact	on (act on advice), as (act as leader), for (act for someone)
create	create	creation, creativity, creator	creative, created	creatively	recreate; creation (-ion), creative (-ive), creatively (-ly); uncreative	of (creation of), by (created by)
happy	— (no verb of the root; the related	happiness	happy	happily	unhappy, happiness (-ness), happily (-	with (happy with), about (happy about)

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	verb is gladden / make happy)				ly), unhappily; happier, happiest	
care	care (care for)	care, carefulness, carer	careful, careless, caring	carefully, carelessly	careful (-ful), careless (-less), carefully (-ly); uncaring	for (care for the sick), about (care about results)
educate	educate	education, educator	educational, educated	educationally	education (-ion), educational (-al), co-education; uneducated, re-educate	in (educated in), through (educate through)

Reading the table teaches the machinery. The suffix -ion or -tion turns verbs into nouns of action: act becomes action (with a spelling change), create becomes creation, educate becomes education. The suffix -ive or -al turns words into adjectives: active, creative, educational. The suffix -ly turns adjectives into adverbs: actively, creatively, happily, carefully. The suffix -ness turns an adjective into a noun of state: happiness, carefulness. The suffixes -ful and -less are a

famous opposite pair — careful and careless — built on the same root, a pair that by itself justifies this exercise. Prefixes work at the front: un- reverses (unhappy, uneducated, uncreative), in- also negates (inactive), re- repeats (recreate, re-educate, react in the sense of act back), inter- puts an action between people (interact), and co- joins (co-education).

One Family Worked Slowly: ACT

Take act as the specimen. As a verb it means to do something or to perform: 'The student acted wisely', 'She acts in the school play' — and note how those two senses, doing and performing, generate two branches of the family. The doing branch gives action (what is done), activity (being busy, or a thing to do), active (full of action) and actively. The performing branch gives actor and actress, and acting used as a noun ('Her acting was praised') and as an adjective ('the acting principal'). Add prefixes and the family widens: react is to act in response, interact is to act upon one another, enact is to make a law by acting it into force, and overact is to act too much, in the theatre and in life. A single three-letter root has produced more than a dozen usable words, all of them guessable once the root and the common prefixes are known. This multiplication is why examiners love word formation: it is the cheapest vocabulary a student can buy.

How to Use the Dictionary for This Work

The Oxford Advanced Learner's Dictionary organises this information if the student knows where to look. At the head of an entry the word is given with its pronunciation and its part of speech; related words are either entered at their own alphabetical places or shown at the end of the main entry, and the dictionary's examples show each form inside a real sentence, which is where the related prepositions are learned — no list can replace the example 'act on the doctor's advice'. The practical method for this question, and for private study, is: choose a root you

already half-know, find its entries, list the forms by part of speech, note the prefix and suffix that made each form, and write one sentence of your own for the two forms you did not know before. Ten minutes of this daily builds a vocabulary that cramming word-lists cannot match.

Common Mistakes

Three mistakes recur. First, students invent forms English does not have — happify, educative misused where educational is meant, or decisiveness distorted — because the pattern felt regular; the dictionary exists precisely to check such inventions, and the question names the dictionary for that reason. Second, spelling changes at the joins are missed: happy drops its y for i in happily and happiness, create drops its final e in creation's cousin creating, and care keeps or drops its e according to the suffix, careful but caring. Third, students present forms without meanings or sentences, which proves nothing; a form is only learned when it can be used, so the specimen treatment of act above, with sentences, is the standard every row of the table should be able to meet if the examiner probes it.

Conclusion

Five roots — act, create, happy, care and educate — have yielded, by the ordinary machinery of prefixes and suffixes, more than forty correct English words, arranged as verbs, nouns, adjectives and adverbs, with their idiomatic prepositions noted and the honest explanation that prepositions accompany words rather than belonging to roots. The lesson of Unit 6 is economy: learn roots deeply rather than words singly, learn the dozen common prefixes and suffixes once and use them for ever, and verify every doubtful formation in the Oxford Advanced Learner's Dictionary instead of guessing. A student who adopts this habit will find every later unit of English — reading, essay and letter alike — noticeably easier, because unknown words will begin to introduce themselves as members of known families.

Question 5

Q. 5 Read Unit 7. 5 questions and answers have been provided here. Supply the missing Question Word from the list below, to complete the questions. (10) 1. Question: did you hear about this job vacancy? Answer: I heard about it through a newspaper advertisement. 2. Question: _many years of work experience do you have? Answer: I have three years of work experience. 3. Question: _department would you like to work in? Answer: I would like to work in the customer service department. 4. Question: _skills do you have for this job? Answer: I have good communication, computer, and teamwork skills. 5. Question: _company did you work for before? Answer: I worked for ABC Logistics Company before. WH-words to choose from: Which, What, How, Where, Which

Introduction

Unit 7, which deals with jobs and interviews, here tests the question words — the WH-words — by the most honest method possible: the answers are given, and the student must work backwards to the only question word that could have produced each answer. This reverse method is excellent teaching, because in real life we choose a question word by deciding what kind of information we want: a place, a number, a selection from a known set, or a general kind of thing. Each answer below announces its own kind. A source or place answers Where, a counted quantity answers How many, a choice between departments or companies takes Which, and an open enquiry about the kind of thing takes What. Note that the printed list — Which, What, How, Where, Which — contains Which twice, and that is not an error to be corrected by the student: two of the five questions genuinely require Which, as the answer shows.

The Completed Questions

No.	Completed question	Answer (as printed)	Why this word

1	Where did you hear about this job vacancy?	I heard about it through a newspaper advertisement.	The answer names the source / where the information came from — Where.
2	How many years of work experience do you have?	I have three years of work experience.	The answer is a counted number — three years — so How, completed as How many.
3	Which department would you like to work in?	I would like to work in the customer service department.	A choice of one department from the departments of one company — Which.
4	What skills do you have for this job?	I have good communication, computer, and teamwork skills.	An open question about the kind of things — What skills.
5	Which company did you work for before?	I worked for ABC Logistics Company before.	One company selected from the companies that exist — Which.

Two points in the table deserve a slow look. In item 2, the word supplied from the list is How, but the living question is the phrase How many, because years are countable; How much would

be used for an uncountable amount such as salary or time in bulk ('How much experience' is heard, but with years counted the precise form is How many years). In items 3 and 5, Which is preferred to What because the range of choice is limited and known: a company has a fixed set of departments, and a candidate has worked for particular, identifiable companies. What would not be ungrammatical in item 5 in casual speech, but in a textbook exercise testing the Which/What distinction, Which is the answer the distinction exists to produce, and the doubled Which in the printed list confirms that the paper-setter intended it twice.

The WH Family and What Each Member Asks

For revision, the family should be learned as a set of information-types. Who asks about a person ('Who is the manager?'), Whose about possession, Whom about a person as object in formal English, What about a thing or kind in an open range, Which about a thing in a limited range, Where about place, When about time, Why about reason, and How about manner — and How eagerly forms phrases: How many (countable), How much (uncountable or price), How long, How often, How far, How old. In every case the answer's shape proves the choice: an answer containing a place-name or a source takes Where or a phrase like 'through a newspaper', a numeral takes How many, a named department or company takes Which, and a list of kinds — communication, computer, teamwork skills — takes What. A student stuck in an examination should simply read the answer and ask, 'What sort of thing is this?' The sort is the question word.

These Questions as an Interview

Read in sequence, the five exchanges form the skeleton of a real job interview, which is Unit 7's larger purpose. The employer establishes how the candidate found the vacancy, measures his experience in years, tests his preference and suitability by department, inventories his skills, and checks his employment history — five questions that between them sketch the whole candidate.

A student preparing for an actual interview should therefore treat this exercise as rehearsal: prepare truthful, brief answers of exactly these shapes to exactly these questions. 'Where did you hear about us?' deserves the honest source; 'How many years of experience?' deserves a number without exaggeration; 'What skills do you have?' deserves the three strongest, most relevant skills named in the printed answer's pattern — communication, computer and teamwork being a model trio for a service job; and the company question deserves a name and no complaint about the former employer.

Common Mistakes

The commonest error is choosing What where Which is meant, and its cure is the limited-range test explained above. Students also forget that the question word does not remove the need for the helping verb: the completed questions keep did, do and would in their printed places, and the word order after the WH- word is auxiliary before subject — 'Where did you hear', never 'Where you did hear'. A further error is supplying How alone in item 2 and leaving the sentence headless; the sentence as printed reads '_many years', which shows that the blank itself covers How standing immediately before many, and the pair must be written together. Finally, capitalisation: the supplied word begins the question and takes a capital letter, while the word printed in the list for item 3's twin, Which, is capitalised in the list for the same reason.

Conclusion

The five missing words, in order, are Where, How (many), Which, What and Which — using every word of the printed list exactly as often as the list prints it, the duplicated Which included. Each choice is proved by its answer: a source, a count, a department chosen from a set, an open list of skills, and a company chosen from a set. Learned this way — answer first, question word justified — the exercise stops being a guessing game and becomes the rule it was designed to

teach: decide what kind of information you want, and the English question word for that kind will present itself, in an examination hall or across an interviewer's desk.

Question 6

Q. 6. Read Unit 7. Using the example given on page 115, create your own Curriculum Vitae (CV). Include the following details about yourself. (10) i. Personal Details ii. Education iii. Experience iv. Certifications v. Skills vi. Languages vii. References

Introduction

A Curriculum Vitae, CV for short, is the written summary of a person's education, experience and abilities that is sent with a job application. Its purpose is narrow and practical: to persuade an employer, in about a minute of reading, that this candidate deserves an interview. Unit 7 teaches its standard sections, and this question lists them: personal details, education, experience, certifications, skills, languages and references. Transparency note: the CV below is a model. Its name, address, dates and details are illustrative placeholders, printed so that the student can see exactly what belongs in each section and in what form. A student must replace every detail with his or her own true details — a CV containing another person's qualifications, or invented certificates, is a dishonest document, and employers verify claims at interview and afterwards.

The Model CV

Section	Model entry (illustrative — replace with your own true details)
Personal Details	Name: Muhammad Ahmad (illustrative). Father's Name: Muhammad Saleem. Date of Birth: 14 March 2009 (illustrative). CNIC: (to be written by the student). Address: House

	No. 12, Street 4, [Town], Pakistan. Mobile: 03XX-XXXXXXX. Email: (student's own email). Nationality: Pakistani. Religion: Islam. Marital Status: Single.
Education	Matric (Science), Board of Intermediate and Secondary Education — in progress / completed, with subjects English, Urdu, Mathematics, Physics, Chemistry, Biology / Computer Science. Earlier: Middle, Government School. (Write board, year and division/grade for each completed examination, most recent first.)
Experience	No full-time employment yet (student). Experience of helping in the family shop during vacations — serving customers, keeping simple accounts (illustrative). Class monitor / library helper at school. Any part-time or family work should be written honestly with the period stated.
Certifications	Three-month Basic Computer Course (MS Word, MS Excel, Internet), [Institute Name], 2026 (illustrative). Certificate in English Language Course, if any. (Only certificates

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	actually received may be listed, with institute and year.)
Skills	Computer: MS Word, MS Excel, typing, internet and email. Communication: dealing politely with customers and visitors. Teamwork, time management, keeping simple records. (List only skills you can demonstrate.)
Languages	Urdu: native — reading, writing, speaking. English: reading and writing good, speaking fair and improving. Punjabi / regional language: speaking. (State each language and level honestly.)
References	1. [Name], Head Teacher / Class Teacher, [School], Contact: _____. 2. [Name], [Relationship / Employer], Contact: _____. References should be persons who know your work and have agreed to be named; their names and contacts are written with their permission. (Alternatively: 'References will be furnished on demand.')

The layout of the model is itself part of the lesson. A CV is not an essay; it is a document of headed sections, short lines and dates, readable at a glance, with no spelling mistakes, no

decorative clutter and no irrelevant information such as hobbies that do not support the application — unless a hobby demonstrates a relevant skill. Education and experience are written most recent first, so that the employer meets the candidate's present level immediately. Contact details must be current and correct; more applications fail through a wrong mobile number than through weak qualifications. The whole document for a Matric student should normally fit on one or two pages; length is earned by a career, not padded by a beginner.

What Each Section Is For

Personal details identify and locate the candidate; they are kept factual and brief, and a photograph is added only where the employer or convention asks for one. Education proves the candidate's formal level, and the board, year and result are its evidence. Experience, for a student, honestly includes family work, vacation work and school responsibilities; employers respect a truthful small record far more than a grand invented one, and they are skilled at exposing invention in two questions. Certifications add tested skills beyond the school certificate — the computer course being the most valuable for most junior posts. Skills translate the person into the employer's language of needs. Languages matter greatly in service jobs in our country, where a worker may speak Urdu to one visitor, a regional language to another and read English documents. References close the document with living witnesses; naming a referee without his permission is a fault, and inventing one is disqualifying.

Adapting the Model and Sending It

To adapt the model, work section by section with your real documents in front of you — result cards, certificates — rather than from memory, because dates and board names must match the papers exactly; an employer who finds a mismatch assumes carelessness or worse. Then tailor: for a computer-related vacancy, bring the computer certification and skills forward; for a shop or

office vacancy, emphasise customer dealing and record-keeping. Send the CV with a short application or covering letter, as earlier units of this course teach, naming the post applied for. Keep the master copy safe, note every place you send it, and update it after every new result or certificate; a CV is a living document that should grow with its owner from the first Matric application onwards.

Common Faults in a First CV

Beginners spoil otherwise truthful CVs with predictable faults, and naming them protects the student from each. The commonest is disorder: education, experience and personal details mixed together so that the reader must hunt for every fact. Next comes exaggeration — languages claimed as fluent that fail at the first interview question, computer skills claimed that cannot be demonstrated, and experience invented that no referee will confirm; a single discovered exaggeration destroys the true parts of the document along with the false. Careless presentation follows: spelling mistakes in a document whose whole claim is care, an untidy handwritten correction, a fashionable email address that sounds like a joke, and a mobile number copied wrongly. Finally, many students send the identical, untailored CV to every employer, although two minutes spent moving the most relevant skill to the top would double its effect. The model above avoids all four faults by order, honesty, neatness and adaptability, and a student should check his finished CV against this paragraph line by line before sending it anywhere.

Conclusion

The model CV above contains all seven sections the question demands — personal details, education, experience, certifications, skills, languages and references — in the standard order and form, honestly labelled as illustrative so that the student substitutes his own true record. Its deeper lesson is that a CV is an argument made of facts: every line either earns the interview or

wastes the reader's second. A Matric student's facts are few, and that is no disgrace; presented neatly, truthfully and in the employer's order of interest, they are enough — as Unit 7 intends — to open the door that the interview questions of Question 5 then walk through.

Question 7

Q. 7 Read Unit 8. Complete the following Zero Conditional Sentence: Example: If you join bad company, you develop bad habits. (10) i. If you heat water at 120 degrees, it _____. ii. If you heat ice, it_____. iii. Your clothes get wet if_____. iv. If you waste time, _____. v. If you don't eat healthy food, _____.

Introduction

The zero conditional is the conditional of facts. It states what always, regularly or by nature happens when a condition is fulfilled: the printed example, 'If you join bad company, you develop bad habits', is not a guess about one occasion but a general truth about how life works. Its grammar is the simplest of all the conditionals — present simple in both halves: If + present simple, present simple. No will, no would, no past tense, because nothing here is imaginary or doubtful. Unit 8 uses it for scientific facts and standing habits, and the five completions below all obey that double rule: the grammar must be present simple, and the content must be something that is generally true. Either half may come first; when the if-half comes second, as in item iii, no comma is used.

The Completed Sentences

No.	Completed zero conditional sentence	Note
i	If you heat water at 120 degrees, it boils and turns into	See the note on the printed temperature below.

	steam (vapour).	
ii	If you heat ice, it melts and turns into water.	A pure scientific fact.
iii	Your clothes get wet if you stand in the rain. (Also correct: if you pour water on them / if they fall into water.)	The if-clause comes second, so there is no comma.
iv	If you waste time, you lose something that you can never get back. (Short textbook form: you repent later / you fail in life.)	A standing truth about a habit, like the printed example.
v	If you don't eat healthy food, you become weak and fall ill. (Also correct: you suffer from diseases / your health suffers.)	The condition itself is negative; the result stays in the present simple.

A note on item i, exactly as printed: the booklet prints 'at 120 degrees'. At ordinary pressure, water boils at 100 degrees Celsius, so at 120 degrees it has certainly boiled and turned to steam; the completion above answers the printed sentence faithfully while remaining scientifically true. A student should not alter the printed number in the question, and need not raise the point in a short examination answer — it is recorded here so that the guide itself is accurate. The bracketed alternatives in items iii to v are given because the zero conditional, unlike a sum, can have

several true completions; the examiner's requirement is a completion that is grammatically present simple and factually general, and the first completion in each row is the recommended one to learn.

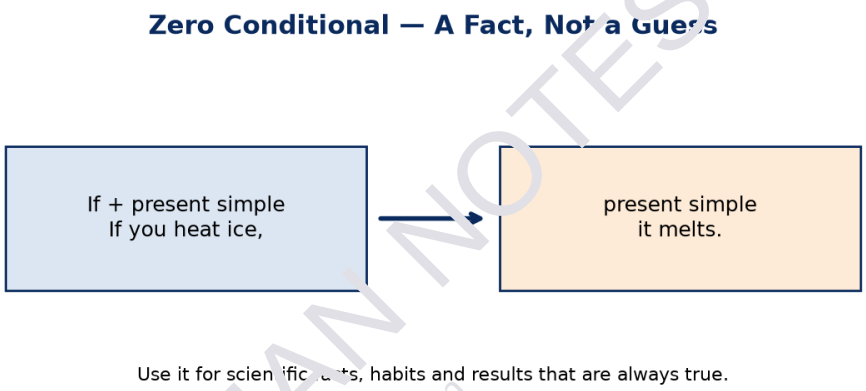


Figure: Zero conditional structure — If + present simple, present simple — used for facts and regular results.

The Form, Point by Point

Four checks make any zero conditional correct. First, verb check: both verbs in the present simple — heat, melts, get, waste, lose, don't eat, become — with the third-person -s added where the subject requires it: 'If a man wastes time, he loses it.' Second, the negative check: don't and doesn't do the negating inside the if-clause ('If you don't eat healthy food'), and the main clause then states the plain result. Third, the comma check: comma when the if-clause opens the sentence, no comma when it closes it — compare items i and iii. Fourth, the when check: in zero conditionals, when can almost always replace if without changing the meaning — 'When you heat ice, it melts' — which is a useful self-test: if when sounds wrong, the sentence is probably not a factual zero conditional at all but a future possibility needing the first conditional, 'If it rains tomorrow, we will stay at home.'

Zero Conditional in Daily Life and in This Course

The structure is everywhere once it is noticed. Science speaks in it: 'If you mix blue and yellow paint, you get green.' The kitchen speaks in it: 'If you add salt to ice, it melts faster.' Health, the subject of Units 2 and 3, speaks in it: 'If you smoke, you damage your lungs', 'If you drink dirty water, you fall ill.' Moral teaching speaks in it, as the printed example shows: bad company reliably produces bad habits just as heat reliably melts ice, and the sentence form gives the moral the authority of a law of nature. That is exactly why Unit 8 places it among newspaper and general-knowledge topics: headlines and proverbs both love statements that are always true. A student who can produce such sentences can also compress an essay's argument into a single memorable line.

Common Mistakes

The invading error is will: 'If you heat ice, it will melt' is a first conditional prediction, common in speech but not the form this exercise is drilling, and in a zero-conditional question it should be corrected to the present simple. Students also write would from the second conditional, mix tenses, or complete the sentence with a fact that is merely possible rather than general — 'If you waste time, you may fail' weakens a law into a chance, where the exercise wants the standing result. Spelling and agreement slips cluster in item v, where don't must be carried into the answer exactly as printed. The safest examination method is to write the completion, then silently re-read the whole sentence twice — once for tense, once for truth.

Conclusion

Completed in correct zero conditional form, the five sentences read: heated water boils and turns to steam; heated ice melts into water; clothes get wet if you stand in the rain; wasted time is lost beyond recovery; and without healthy food a person becomes weak and falls ill. Each obeys the

form — present simple in both clauses, comma only when the if-clause leads — and each states something generally true, in the manner of the printed example about bad company and bad habits. The zero conditional is the smallest conditional in English and the most confident: it does not predict or imagine, it declares how the world works, and these five sentences declare it correctly.

Question 8

Q. 8 Refer to Unit 8. Read the following news headlines carefully and write the name of the newspaper section where each news item would most likely appear. (10) 1. The national cricket team won the final match by 6 wickets. 2. The government announced a new education policy for schools. 3. A famous singer released a new album this week. 4. Heavy rainfall caused flooding in several parts of the city. 5. Scientists discovered a new method to produce clean energy.

Introduction

A newspaper is not a single heap of news; it is an organised building of sections, each with its own readers, so that a sports lover, a businessman and a student can each open the paper at his own pages. Unit 8 teaches this organisation, and the exercise tests whether the student can classify a headline by its subject — the same librarian's skill, incidentally, that Unit 5 teaches for books, now applied to news. The classification depends on the headline's main subject, not on stray words inside it: a flood item is judged by the flood, not by the city; an education-policy item is judged by the policy, even though a government announced it. The five headlines given are deliberately clean examples, one for each of five major sections, and the table names the section, the likely page family, and the reason.

The Five Headlines Classified

No.	News item (as	Newspaper section	Reason

	printed)		
1	The national cricket team won the final match by 6 wickets.	Sports section	A match result — cricket — is the classic content of the sports pages.
2	The government announced a new education policy for schools.	National News section (Education news)	A government policy for the whole country is national news; in papers with an education page it is featured there as education news.
3	A famous singer released a new album this week.	Entertainment section (Showbiz / Arts)	Music, film and celebrity releases belong to entertainment.
4	Heavy rainfall caused flooding in several parts of the city.	City / Local News section (Metropolitan)	Rain and flooding within one city is local, city-desk news — with weather information alongside.
5	Scientists discovered	Science and	A scientific discovery

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	a new method to produce clean energy.	Technology section	is science news; its energy application also interests the technology pages.

Two of the five deserve a second sentence of justification because a thoughtful student may hesitate over them. Item 2 mentions the government, which tempts the answer 'Politics'; but newspaper classification follows the subject affected — schools and education — carried as a leading national news story, and many papers print such announcements in national news with education coverage. Writing 'National News (Education)' covers both truths and shows the reasoning. Item 4 mentions heavy rainfall, which tempts 'Weather'; the weather section properly contains forecasts and temperature records, while a flood that has actually damaged parts of a city is a reported event for the city pages — although the same paper will of course carry its weather report nearby. In classification exercises the event outranks the phenomenon: news sections are built around happenings and human concerns, not around vocabulary words.

The Main Sections of a Newspaper

For revision the standard sections should be known as a set. Front page and National news carry the day's biggest stories and the affairs of the country; International or World news carries other countries; City or Metropolitan news carries the reader's own city; Business carries markets, trade and prices; Sports carries all games and their results; Entertainment carries film, music, drama and arts; Science and Technology carries discoveries, inventions, space, health research and computing; Editorials and Opinion carry the paper's own views and readers' letters, which are comment, not news, and must not be confused with reporting. Alongside the sections stand the regular services: weather, obituaries, classified advertisements and, in many papers, a

children's or education page on a fixed day of the week. A reader who knows this map finds any item in seconds and, just as importantly, notices when a story is missing from its proper place.

Why Sections Matter to a Reader and a Student

Sections are a reading strategy. A Matric student with twenty minutes should be able to take the national headlines from the front pages, one education item for general knowledge, and his favourite sport from the back pages, in that order, because he knows where each lives. In examinations of general knowledge and in interviews, questions frequently reproduce one headline from each section, exactly as this exercise does, and the classified reader answers from a whole week's reading without special preparation. Sections also teach critical reading: the same event may be reported as news in the national section and judged in the editorial, and a mature reader keeps report and opinion separate in his mind, believing the first provisionally and weighing the second. Finally, the sections show the division of labour of a newspaper office — reporters attached to beats such as crime, courts, education, health and sport — which is why a flood story and a cricket story in one paper read in recognisably different styles.

A Worked Example of the Classifying Habit

To see the habit in action, take a headline not in the question: 'Prices of vegetables rose sharply in the city markets this week.' A beginner hunts for a familiar word and hesitates between City and Business. The trained reader asks the two questions this answer has used: what is the main subject, and what event is reported? The subject is prices and markets — the world of trade — and the rise of prices is a business event even though it happened in a city and concerns food; the headline therefore belongs to the Business section, and a city paper may additionally mention it in brief city reporting. Apply the same two questions to 'A local school won the national science exhibition' and the answer is Education news carried in National or City news, because the

achievement is educational, its level national and its school local — showing that a real headline can touch two sections, and that naming the main one with the reason is exactly the skill examiners reward.

Conclusion

The five headlines belong, in order, to the Sports section, to National News as education news, to Entertainment, to City or Local News, and to Science and Technology. Each answer follows the headline's main subject and the event it reports, not its incidental words. The skill examined is small but permanent: every newspaper the student ever opens, in English or in Urdu, in print or on a phone, is arranged on this same plan, and the reader who has learned the plan reads faster, remembers more, and is far better prepared for the general-knowledge questions that wait in examinations and interviews beyond this course.

Question 9

Q. 9 Read Unit 9. Fill in the blanks with adjectives given in the box. Try to guess the meanings of the given adjectives through the sentences (10) a. A_____ student always greets the teacher respectfully. b. _____words can make everyone feel happy. c. An _____person always tells the truth. d. A _____friend is ready to assist others. e. _____children listen carefully to their elders. f. A _____student waits for his or her turn. g. _____behaviour helps us make new friends. h. A _____child keeps the classroom clean. i. _____people enjoy sharing with those in need. j. A _____smile makes a good first impression. Box: patient, responsible, Kind, Friendly, Generous, helpful, polite, courteous, honest, Respectful

Introduction

Unit 9 is a unit about good manners and character, and its vocabulary is a set of ten adjectives that name the qualities of a well-brought-up person. The exercise is a matching exercise with a hidden discipline: the box contains exactly ten adjectives and the sentences contain exactly ten blanks, and each adjective is used once and only once. The question also instructs the student to guess the meanings through the sentences — that is, to use the clue inside each sentence (greets respectfully, tells the truth, waits for his turn) as a dictionary. The completed sentences below follow that discipline strictly: every adjective from the box appears exactly once, in the sentence whose clue demands it, and a short meaning is supplied for each word so that the guessing the question asks for is shown and not merely the final choice.

The Completed Sentences

Blank	Completed sentence	Adjective and its meaning
a	A Respectful student always greets the teacher respectfully.	respectful — showing respect to others, especially elders and teachers.
b	Kind words can make everyone feel happy.	kind — gentle, caring and good-hearted in words and acts.
c	An honest person always tells the truth.	honest — truthful; never lying, cheating or stealing.
d	A helpful friend is ready to assist others.	helpful — ready and willing to help; the sentence itself says 'ready to assist'.
e	Polite children listen carefully	polite — having good

	to their elders.	manners in speech and behaviour.
f	A patient student waits for his or her turn.	patient — able to wait calmly without anger or complaint.
g	Courteous behaviour helps us make new friends	courteous — very polite and considerate in behaviour; a near-synonym of polite, used here of behaviour.
h	A responsible child keeps the classroom clean.	responsible — doing one's duty carefully and reliably.
i	Generous people enjoy sharing with those in need.	generous — happily giving and sharing what one has.
j	A Friendly smile makes a good first impression.	friendly — warm and pleasant towards others, like a friend.

The two decisions a careful student must defend are blanks a and e, and blanks g and j, because polite, respectful, courteous and friendly form a close family and can appear interchangeable. The discipline of using each word once resolves them. In blank a, the sentence's own adverb is respectfully, and English delights in matching adjective and adverb from one root — a Respectful student greets respectfully — so Respectful takes a, leaving polite for the children who listen to elders in e, the classic classroom example of politeness. In g, the subject is behaviour, and courteous is the adjective English reserves most often for formal behaviour and conduct, while a smile in j is the classic seat of friendly, the warmest of the family. Any other

arrangement either repeats a word or leaves a box word unused, which is the real error in such exercises; the arrangement above uses all ten exactly once and lets every sentence sound natural.

The Ten Adjectives Learned as a Vocabulary Set

These ten words repay being learned together, because they describe one ideal person from ten sides. Respectful and polite and courteous govern our conduct towards others — respect being the inner feeling, politeness its everyday manner, courtesy its polished form. Honest governs our words. Kind and generous and helpful and friendly govern our hearts towards others' needs — kindness feeling, generosity giving, helpfulness acting, friendliness warming. Patient governs our conduct towards delay and difficulty. Responsible governs our relation to duty. A student who can place all ten in one portrait — 'She is a respectful, polite and courteous girl, honest in speech, kind, generous and helpful to the needy, friendly to all, patient in difficulty and responsible in her work' — owns a ready paragraph for character description in any essay, and has incidentally revised the whole box in a single sentence.

Guessing Meaning from Context — the Skill Named in the Question

The instruction 'try to guess the meanings through the sentences' teaches the most useful reading skill a language learner can acquire, because no reader can carry a dictionary in his head for every word. The method is threefold. First, use the sentence's own explanation where one is hidden: 'ready to assist others' defines helpful, 'always tells the truth' defines honest, 'enjoy sharing' defines generous. Second, use grammar: each blank here precedes a noun — student, words, person, friend, children, behaviour, child, people, smile — so the missing word must be an adjective, which confirms the box's part of speech. Third, use the article as a clue: blank c begins 'An ___ person', and among the ten words only honest begins with a vowel sound requiring an, a small proof that grammar itself marks the answer. Students who practise this

method on exercises will find, in examinations, that an unknown word in a passage often explains itself in exactly these ways if they read the whole sentence calmly instead of stopping at the word.

Conclusion

The completed answers, in order, are: Respectful, Kind, honest, helpful, polite, patient, courteous, responsible, Generous and Friendly — the ten adjectives of the box, each used exactly once, each placed where its sentence's clue calls for it, and each defined. Together they describe the well-mannered person who is the subject of Unit 9, and the exercise's second lesson is as valuable as its first: meanings can be recovered from context by attending to definitions hidden in the sentence, to grammar, and even to a humble article like an. A student who internalises both lessons leaves this question with ten usable words and one permanent reading technique.

Question 10

Q.10 Read Unit 9. Write 5 rules of Netiquette. Then provide a reason why each one of them is necessary. (10) Example: Netiquette: Do not share someone else's photos without their permission. Reason: They may not like to share them with your friends.

Introduction

Netiquette is the etiquette of the internet: the set of manners that makes online communication — messages, comments, emails, group chats, social media and online classes — polite, safe and honest, exactly as ordinary etiquette makes face-to-face life so. The word itself is a joining of network and etiquette, and the need for it is greater, not smaller, than the need for manners in person, because online we write to people we cannot see, our words can be copied and forwarded far beyond their intended reader, and a sentence sent in one angry second can live on screens for years. Unit 9 therefore pairs naturally with its lesson on good manners: the respectful, kind,

honest person of Question 9 must remain the same person when he picks up a phone. Following the printed example — which gives a rule about sharing photos and its reason — the five rules below each state a rule and then the reason it is necessary, because a rule with its reason persuades, while a bare rule only commands.

Five Rules of Netiquette, with Reasons

No.	Rule of Netiquette	Reason why it is necessary
1	Use polite and respectful language online; never write abuse, insults or harsh words in messages and comments.	Words written online remain saved and can be read again and again and forwarded, so a moment's rudeness online wounds longer than a spoken word — and it also shows our own character to everyone who reads it.
2	Do not forward messages, news or videos without checking that they are true.	False news spreads very fast online and can frighten people, damage an innocent person's name, or cause real quarrels; checking before forwarding stops us from becoming part of a lie.
3	Respect others' privacy: do not share anyone's personal	Personal information belongs to its owner, and sharing it

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	information, number, address, messages or screenshots without permission.	can expose him to teasing, fraud, danger and embarrassment that cannot be taken back once the material has spread.
4	Do not disturb others with unnecessary messages, calls at late hours, or by adding people to groups without asking.	Everyone's time, sleep and attention deserve respect; unwanted messages and forced group membership make people angry and may cause them to miss the truly important messages among the noise.
5	Write clearly and honestly: use your real identity, do not pretend to be someone else, and do not copy others' work or words as your own.	Honesty is the base of trust online, where we cannot see faces; false identity and copied work are forms of cheating that, when discovered, destroy a person's reputation completely.

The printed example is honoured in the structure of this table: its rule about not sharing another person's photos without permission is a privacy rule, and rule 3 above deliberately generalises it to all personal material — photographs, screenshots of private chats, phone numbers and

addresses — because the principle is one. A student answering in the examination may, of course, use the example's own rule as one of his five, since the booklet offers it as a model; the five given here are additional, so that between the example and this table the student commands six rules and can choose the five he expresses best. In every case the reason must be a real reason — a harm prevented or a good protected — and not a repetition of the rule in other words.

Netiquette in the Places a Student Actually Uses

These rules take concrete shapes in familiar places. In a class WhatsApp group, netiquette means sending study material and genuine questions, greeting the teacher respectfully, not flooding the group with stickers and forwards at midnight, and not mocking a class fellow's wrong answer in writing where the whole class will keep it. In an online class it means joining on time, keeping the microphone silent until one's turn, raising a virtual hand, and never recording or photographing classmates or the teacher without permission. In email — the formal end of online writing, connecting this unit with the letter work of Unit 4 — it means a subject line, a greeting, correct spelling, and a reply within a reasonable time. On social media it means pausing before posting in anger, refusing to join in public shaming, and remembering that teachers, elders and future employers may one day read what a student writes today.

Why Reasons Matter — the Habit Behind the Rules

The question's insistence on a reason for every rule teaches the deepest point of the unit. Manners kept without understanding collapse the first time they are inconvenient, while manners understood as protections — of a person's dignity, safety, time, property and trust — survive inconvenience, because the keeper sees what the rule is guarding. Each reason above names the guard: rule 1 guards feelings and the writer's own name, rule 2 guards truth in the community, rule 3 guards safety and ownership of one's own life, rule 4 guards time and peace, and rule 5

guards trust, without which no online community, class or marketplace can function at all. A student who writes his reasons in this spirit has not merely listed five rules; he has shown that he knows why civilised people bind themselves by rules even where no policeman stands — which, online, is almost everywhere.

Conclusion

Netiquette is ordinary good manners carried into the online world, and its five rules given here — polite language, verifying before forwarding, respecting privacy, not disturbing others needlessly, and honesty of identity and work — are each necessary because each protects something real: feelings, truth, safety, time and trust. Joined with the booklet's example about photographs, they complete Unit 9's portrait of the well-mannered person, now extended from the classroom and the drawing room to the screen. The student who practises them will be recognised online, as offline, by the qualities of Question 9's box — respectful, kind, honest, helpful and responsible — which is the highest compliment either world can pay.

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