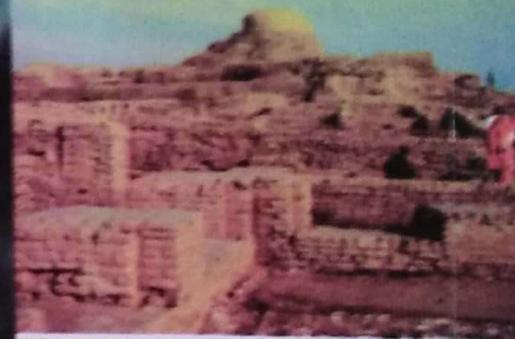
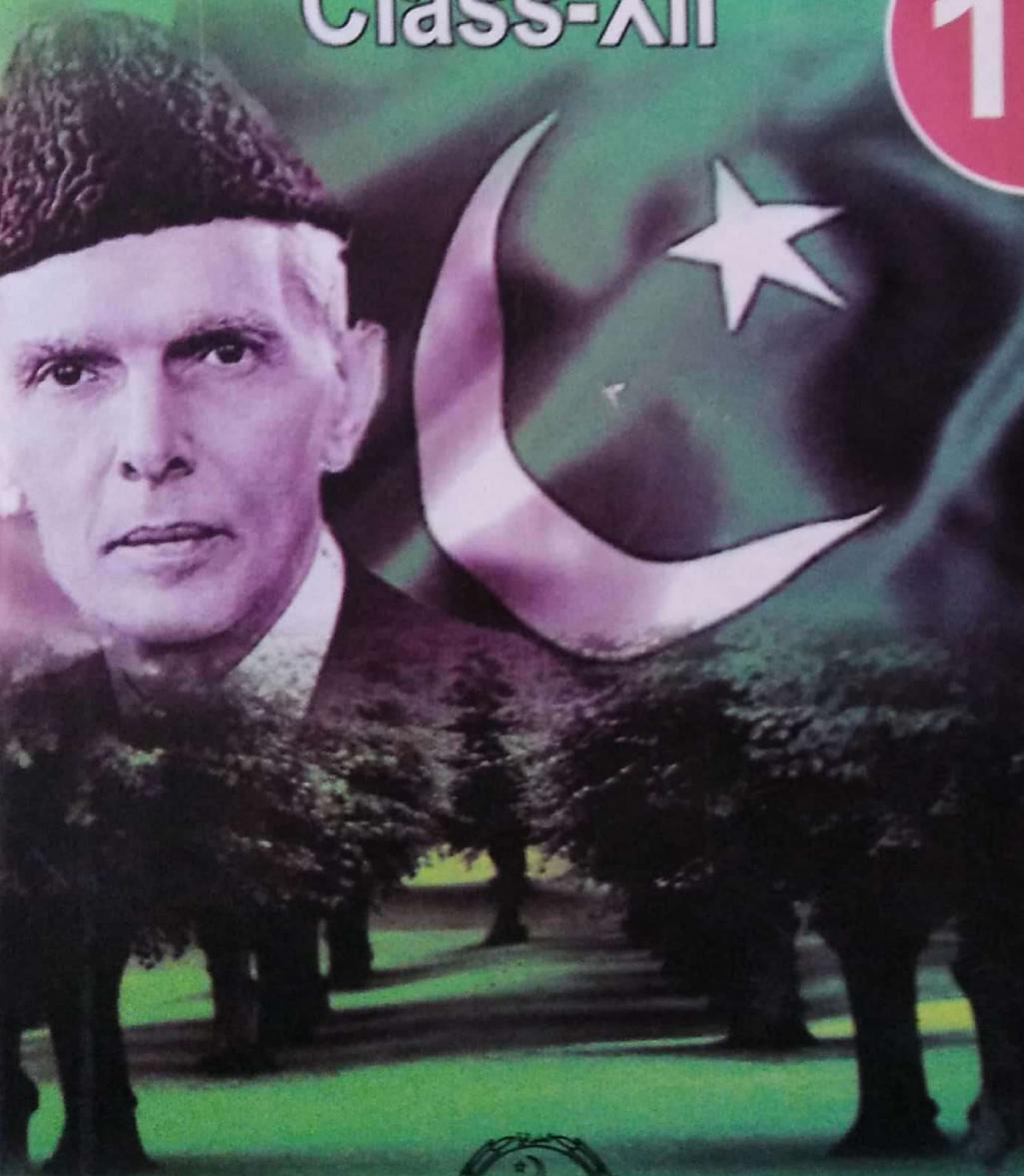


Intermediate English For Class-XII

12



Khyber Pakhtunkhwa Textbook Board
Peshawar

It's all about character

Watch your thoughts;
they become words.

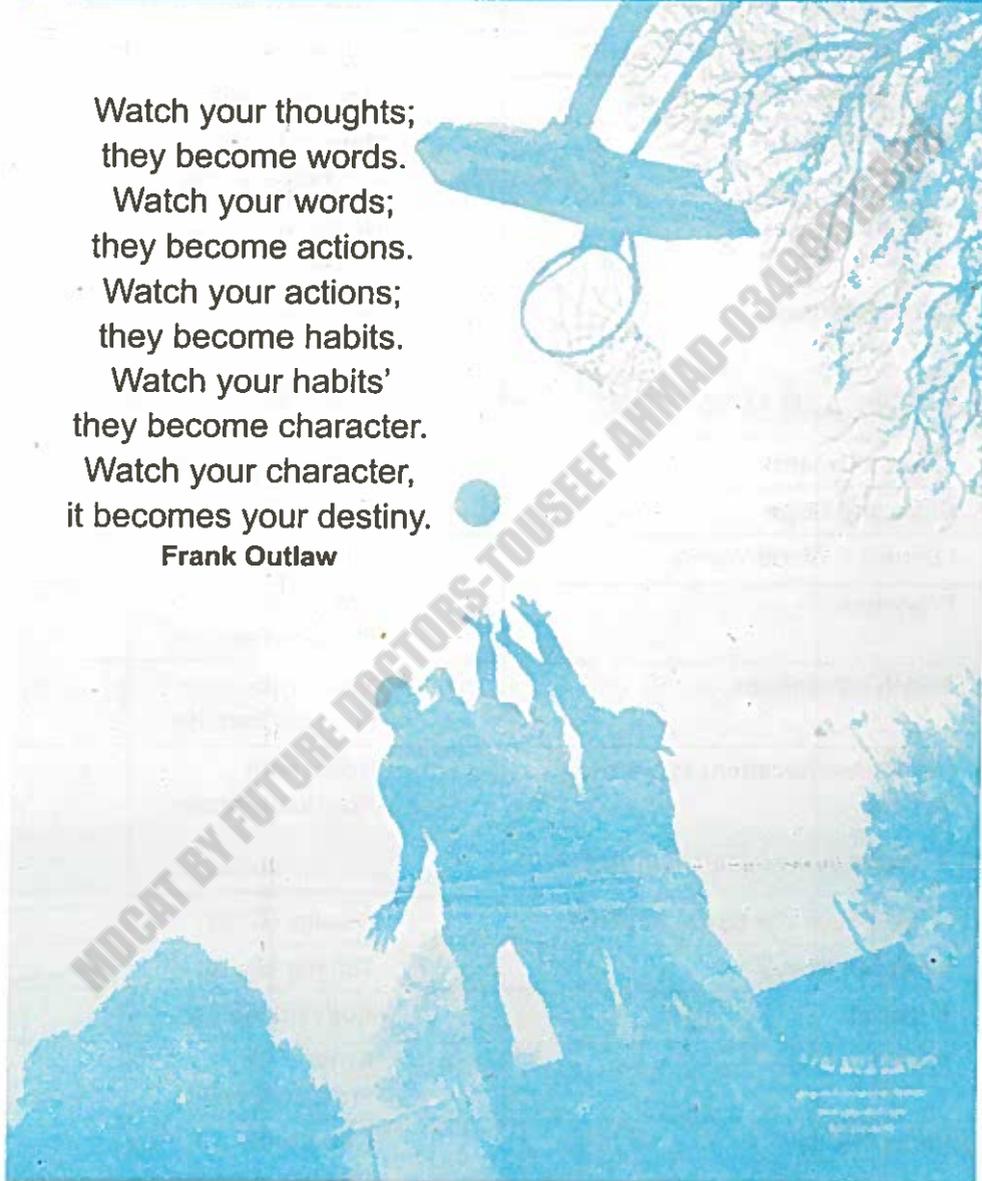
Watch your words;
they become actions.

Watch your actions;
they become habits.

Watch your habits'
they become character.

Watch your character,
it becomes your destiny.

Frank Outlaw



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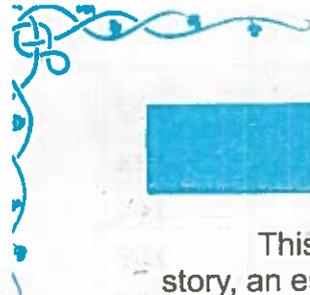
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Preface

This volume consists of seven units ; each comprising a short story, an essay/article/speech and one or two poems, all related to each other in terms of theme. Every unit has notes and exercises/practice in grammar, essay writing and speaking. The reading material contained in this volume will provide pleasure as well as education to students of Higher Secondary School (commonly known as the Intermediate) level. Young people of this age group are in a period of life that may be termed as the age of mixed blessings — mixed blessings in the sense that these young people look back at their childhood with nostalgia and forward to adulthood with eagerness. This is a very crucial period of their lives, and they need guidance to make the best of this period.

More important to them than anything else are the problems that concern them deeply at this point in their lives, such as what kind of person they will become, how they may bring real meaning into their lives, how they can achieve what they want, how they can make themselves agreeable and likeable, how they can make their peers admire them, and how they can make their parents and other adults understand them. These are genuine problems and the adults must understand them as such.

Literature is the best means of entertainment as well as guidance. Literary pieces, if chosen well, not only give pleasure but also provide unobtrusive instruction to the youth. Children and young people easily identify with the characters they like, particularly, if these are of the same age.

The stories, essays, poems, and the speeches in this anthology deal with things and issues facing young people of this age, such as, the value of human relationships, the importance of personal values, cultures and conflicts, the difference between reality and fantasy, ambitions, success and failure, loss and gain, achievements, struggle, opportunity, maturity, virtues of a successful man/woman, virtues and values, making decisions, and growing up.

We hope students and teachers will find this selection entertaining and educating.



To the Teacher

This textbook is designed in accordance with the National Curriculum for English Language (Grades XI-XII) 2006 which prescribes a number of competencies, standards and benchmarks to evaluate students learning outcomes. It would be appropriate if they are reproduced here so that you know what you, as teacher, are supposed to achieve at the end of the year. The curriculum lists the following FIVE skills that the students are required to acquire.

1. **Reading and Thinking Skills:**

All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment. They should become able to:

- Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text.
- Analyse, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies.
- Analyse and synthesize information from a visual cue or a graphic organizer to summarize, highlighting the key areas and main trends.
- Gather, analyse, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills.

All students will read and analyse literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature. They should become able to:

- Analyse and evaluate short stories, poems, essays and one-act plays; relate how texts affect their lives, and connect the texts to contemporary and historical ideas/issues across cultures.

2. **Writing Skills:**

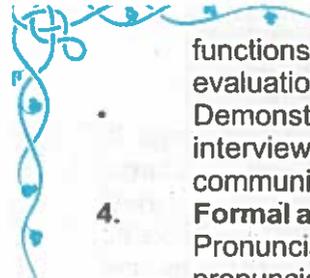
All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process. They should become able to:

- Analyse and evaluate a variety of written discourse to [learn] . . . , techniques of effective text organization, development, and author's techniques that influence reader so as to use them in their own compositions.
- Write expository, persuasive analytical essays, research reports, and extended narratives for multiple purposes and audiences.
- Write a variety of interpersonal and transactional texts e.g. business letters / applications / job advertisements, and resumes for a range of purposes in real life situations, using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.
- Plan, draft, revise and edit their own texts in areas such as cohesion and coherence, effectiveness of arguments / opinions, sufficient supporting details, creativity, appropriate punctuation and vocabulary.

3. **Oral Communication Skills:**

All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings. They should become able to:

- Use a variety of linguistic expressions to communicate appropriately for various



functions and co-functions of inquiries, persuasions, arguments, comparisons, evaluations, etc., in a wide range of contexts.

- Demonstrate, through formal talks, individual oral presentations and job interviews, the social and academic conventions and dynamics to communicate information/ideas.

4. Formal and Lexical Aspects of Language:

Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication. They should become able to:

- Pronounce (acceptably) new lexical items, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.

Vocabulary: All students will enhance their vocabulary for more effective communication. They should become able to:

- Evaluate different kinds of texts to understand how lexical items change meaning and style; use lexical items to show finer shades of meaning and style in their own speech and writing.

Grammar and structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written language. They should become able to:

- Apply grammatical functions and concepts of tense and aspect, transitional devices and modal verbs in their speech and writing.
- Recognize and use correct punctuation, to evaluate complex texts for style and changes in meaning brought about by changes in punctuation.
- Analyse sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks for increased effectiveness in communication.

5. Appropriate Social and Ethical Development:

All students will develop ethical and social attributes and values relevant in a multicultural, civilized Islamic society. They should become able to:

- Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

- Develop and portray through actions, a sense of importance of an individual's worth; simultaneously valuing diversity and equality among people.

- Understand and evaluate contemporary social, economic and scientific, developments/issues so as to participate in the global society as conscious and thinking individuals.

You, as teacher, must make sure that you exploit the readings to the full to help your students acquire these skills.

Teaching Instructions:

As you will notice, every unit comprises reading selections that are related in theme or purpose. It, therefore, becomes essential that students be made aware of this relationship. This could be achieved by making students discuss all the reading selections after you have completed a particular unit. This will not only make them aware of the running theme but also how the essayists, the story writers, and the poets communicate their thoughts to us.

Unit Outcomes

By the end of unit I, the students will be able to:

- read and understand the character of the role models.
- comprehend the messages and themes in the text.
- enjoy reading the poem and tracing out the message conveyed by the poet.
- understand and learn the parts of speech.
- develop the sense of patriotism.
- improve their vocabulary.
- have the knowledge of Nouns, phrases and clauses.
- understand the meanings of the given lesson.
- understand the importance of the text (lessons)
- improve reading, thinking, speaking and writing skills.

Unit

1

Vision and Mission

This Unit contains THREE readings:

1. The Farewell Sermon (Speech)
2. Jinnah's Vision of Pakistan (Speech)
3. The Blades of Grass (Poem)

Pre Reading:

The Farewell Sermon:

You must be familiar with *Khutba-e-HujjatulWida*. Most of you must have read it in Urdu in your school days as part of your Islamiyat or history curriculum. Can you recall the main points of the last *Khutba* by the Holy Prophet (ﷺ)? Make a list of them and then read the lesson and see how much you have correctly recalled.

Jinnah's Vision of Pakistan:

Again, you have read a lot about the Father of the Nation, Quaid-i-Azam. From your knowledge of history, try to recall what our Quaid stood for. You may not have read his speeches but you must have been told about his principles, what he stood for and what he envisioned for us as Pakistanis. After reading the lesson, try to relate what you have been told and what the Quaid himself says in this speech, which perhaps was his last significant speech, too.

The Blades of Grass:

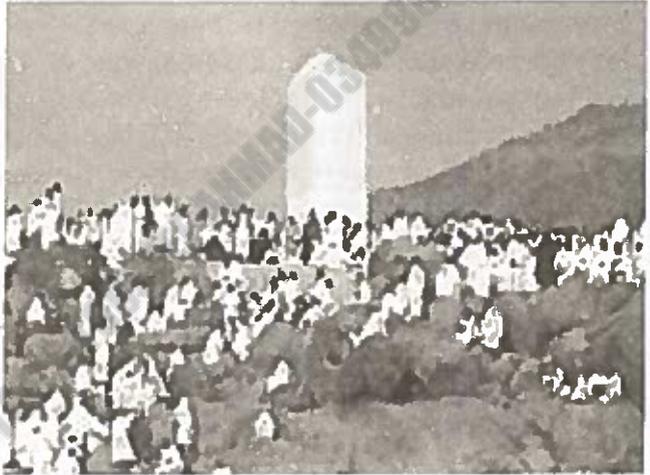
In this poem, Stephen Crane creates a dialogue between a few blades of grass and God in Heaven. What do you think the dialogue between them is about?

The Farewell Sermon

Prophet Muhammad (صلى الله عليه وآله وسلم)

This sermon, the Holy Prophet Muhammad (صلى الله عليه وآله وسلم) delivered on the Ninth Day of DhulHijjah 10A.H. (632 CE) in the 'Uranah valley of Mount Arafat' (in Mecca), at the end of his first and last pilgrimage to Makkah.

The Farewell Sermon is mentioned in almost all books of Hadith. Sahih Al-Bukhari refers to the sermon and quotes part of it. Imam Ahmed ibnHanbal has given the longest and perhaps the most complete version of this sermon in his Musnad.



Muhammad (صلى الله عليه وآله وسلم) led the Pilgrims from Makkah through the Valley of Mina and up to the Mountain of Arafat and then stopped them in the Valley of Uranah. They stood in front of him silently as he sat on his camel and delivered this sermon. With a crowd of over 120,000 pilgrims, his voice could not reach out to all those who were present. He, therefore, asked Rab'ah Ibn Umayya Ibn Khalaf, who was known to have a loud voice, to repeat the sermon after him, sentence by sentence so that everyone could hear. The sermon is as follows:

After praising and thanking Allah, the Holy Prophet (صلى الله عليه وآله وسلم) said:

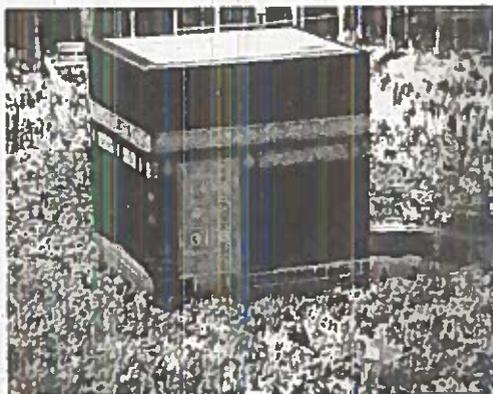
"O People, lend me an attentive ear, for I know not whether after this year, I shall ever be amongst you again. Therefore, listen to what I am saying to you very carefully and take these words to those who could not be present here today.

"O People, just as you regard this month, this day, this city as sacred, so regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners. Hurt no one so that no one may hurt you. Remember that you will indeed meet your LORD, and that HE will indeed reckon your deeds. ALLAH has forbidden you to take usury (interest), therefore, all interest

obligations shall henceforth be waived. Your capital, however, is yours to keep. You will neither inflict nor suffer any inequity. Allah has judged that there shall be no interest...

"Beware of Satan, for the safety of your religion. He has lost all hope that he will ever be able to lead you astray in big things, so beware of following him in small things.

"O People, it is true that you have certain rights with regard to your women, but they also have rights over you. Remember that you have taken them as your wives only under Allah's trust and with His permission. If they abide by your right then to them belongs the right to be fed and clothed in kindness. Do treat your women well and be kind to them for they are your partners and committed helpers.



And it is your right that they do not make friends with any one of whom you do not approve, as well as never to be unchaste.

"O People, listen to me in earnest, worship ALLAH, say your five daily prayers (Salah), fast during the month of Ramadan, and give your wealth in Zakat. Perform Hajj if you can afford to.

"All mankind is from Adam and Eve, an Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; also a white has no superiority over a black nor does a black have any superiority over a white except by piety and good action. Learn that every Muslim is a brother to every other Muslim and that the Muslims constitute one brotherhood. Nothing shall be legitimate to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly. Do not, therefore, do injustice to yourselves.

"Remember, one day you will appear before ALLAH and answer your deeds. So beware, do not stray from the path of righteousness after I am gone.

"O People, NO PROPHET OR APOSTLE SHALL COME AFTER ME AND NO NEW FAITH SHALL BE BORN. Reason well, therefore, O People, and understand words which I convey to you. I leave behind me two things, the QURAN and my example, the SUNNAH, and if you follow these (two) you will never go astray.

"All those who listen to me shall pass on my words to others and those to others again; and may the last ones understand my words better than those who listen to me directly. Be my witness, O ALLAH, that I have conveyed Your message to Your people".

Note:

As part of the sermon, the Holy Prophet (ﷺ) recited to them a revelation from Allah which he had just received, and which completed the Quran, for it was the last passage to be revealed:

“This day the disbelievers despair of prevailing against your religion, so fear them not, but fear Me (Allah)! This day I have perfected for you your religion and fulfilled My favour unto you, and it hath been My good pleasure to choose Islam for you as your religion. (Surah 5, Ayah 3)

Towards the end of his sermon, the Holy Prophet (ﷺ) asked, “O people, have I faithfully delivered unto you my message?” A loud murmur of assent, “Prophet of Allah! Yes!” arose from thousands of pilgrims, and the vibrant words, “Allahumma Na’ am,” roared like thunder throughout the valley. The Holy Prophet (ﷺ) raised his forefinger and said: “O Allah bear witness that I have conveyed Your message to Your people.

New Vocabulary

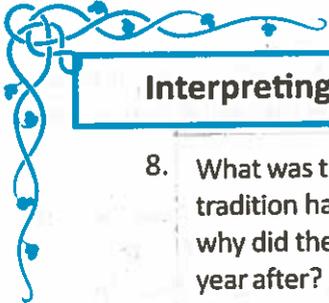
Words	Meanings
Apostle	An ardent supporter of a cause, reform movement; messenger; preacher;
Assent	Agreement as to a statement, proposal; acceptance; compliance; consent; accord
Astray	Out of correct path or direction into error; amiss; off the right course or track;
Be ware	Be cautious or wary of; be on one's guard; take heed
Capital	Material wealth owned by an individual or business enterprise invested for production of further wealth
Henceforth	From this time forward; from this time on; henceforward
Legitimate	Lawful; legal; authentic; genuine; admissible; valid
Murmur	A continuous low indistinct sound; humming; mumble
Piety	Dutiful devotion to God and observance of religious principles; to be pious; godliness; piouness;

Pilgrimage	A journey to a shrine or other sacred place
Revelation	The act of disclosing something previously secret or obscure; God's disclosure of his purpose for mankind through the words of a human being
Righteousness	In accordance with accepted standard of morality, justice or uprightness; virtue, honesty
Sermon	An address of religious instruction
thunder	A loud cracking or deep rumbling noise
To abide by	To accept or submit to; to comply with; to put up with
To constitute	To make up; compose; to comprise; to set up
To entrust	To put into the care or protection of someone; to assign; to give custody of
To inflict	To impose something unwelcome, such as pain, sufferings;
To prevail upon	To succeed in persuading or inducing; to gain mastery; to overcome; to persuade; to convince; to influence
To reckon	To settle account with; to take into account; to calculate or ascertain; to consider or regard

STUDY QUESTIONS

Recalling:

1. When and where did the Holy Prophet (ﷺ) deliver his last sermon?
2. Whom did the Holy Prophet (ﷺ) ask to repeat the sermon sentence by sentence after him and why?
3. State in your own words what did the Holy Prophet (ﷺ) say about the sanctity of the life and property of Muslim Brethren?
4. What did the Holy Prophet (ﷺ) instruct the people with regard to their women?
5. What did the Holy Prophet (ﷺ) say about the superiority of one individual over another? What it depends upon?
6. What did he say about *Khatme Nabuwwat*?
7. What did the Holy Prophet (ﷺ) ask the people towards the end of the sermon?



Interpreting:

8. What was the significance of the verses recited by the Holy Prophet (ﷺ)? One tradition has it that Abu Bakr Siddiq (RA) cried when he heard these verses. Why? And why did the Holy Prophet (ﷺ) say that he may not be amongst his people the year after?

Extending:

9. There is only one clause about worshipping Allah. The rest are all about the rights of men and women and how they should live in the society and their obligations with regard to one another. Why is there more emphasis on man in society?
10. What do the religious scholars of today emphasise most often upon? What has it resulted in?

Oral Activity

- The students will be asked to narrate the main points of the last address of the Holy Prophet (Sal-Allah-u-Alaihe Waalehi Wasallam) in their own words.
- What has the Holy Prophet (Sal-Allah-u-Alaihe Waalehi Wasallam) said about women and slaves in his last address?

Writing Skills

The Last Sermon is in direct narration. Change the following paragraphs to indirect speech.

1. "O People, just as you regard this month, this day, this city as sacred, so regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners. Hurt no one so that no one may hurt you. Remember that you will indeed meet your LORD, and that HE will indeed reckon your deeds. ALLAH has forbidden you to take usury (interest), therefore all interest obligations shall henceforth be waived. Your capital, however, is yours to keep. You will neither inflict nor suffer any inequity. Allah has judged that there shall be no interest..."

2. "Beware of Satan, for the safety of your religion. He has lost all hope that he will ever be able to lead you astray in big things, so beware of following him in small things."
3. "O People, it is true that you have certain rights with regard to your women, but they also have rights over you. Remember that you have taken them as your wives only under Allah's trust and with His permission. If they abide by your right then to them belongs the right to be fed and clothed in kindness. Do treat your women well and be kind to them for they are your partners and committed helpers. And it is your right that they do not make friends with any one of whom you do not approve, as well as never to be unchaste."
4. "All mankind is from Adam and Eve, an Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; also a white has no superiority over a black nor does a black have any superiority over a white except by piety and good action. Learn that every Muslim is a brother to every other Muslim and that the Muslims constitute one brotherhood. Nothing shall be legitimate to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly. Do not, therefore, do injustice to yourselves."

Language Study

(1.4) → Parts of Speech

Words are divided into different kinds or classes, called parts of speech, according to their use; that is, according to the work they do in a sentence. The parts of speech are eight in number:

- | | | |
|----------------|-----------------|----------------|
| 1. Noun | 2. Adjective | 3. Pronoun |
| 4. Verb | 5. Adverb | 6. Preposition |
| 7. Conjunction | 8. Interjection | |

1. A **Noun** is a word used as the name of a person, place, or thing; as,
 - Akbar was a great king.
 - The rose smells sweet.
 - His courage won him honour.
 - Lahore is on the Ravi.
 - The sun shines brightly.

Note: The word 'things' includes (i) all objects that we can see, hear, taste, touch, or smell; and (ii) something that we can think of, but cannot perceive the senses.

- 
2. **An Adjective** is a word used to add something to the meaning of a noun; as,
 - He is a brave boy.
 - There are twenty boys in this class.
 3. **A pronoun** is a word used instead of a noun; as,
 - Aslam is absent because he is ill.
 - The books are where you left them.
 4. **A verb** is a word used to say something about some person or thing; as,
 - The girl wrote a letter to her cousin.
 - Peshawar is a big town.
 - Iron and copper are useful metals.
 5. **An Adverb** is a word used to add something to the meaning of a verb, an adjective, or another adverb; as,
 - He worked the sum quickly.
 - This flower is very beautiful.
 - She pronounced the word quite correctly.
 6. **A preposition** is a word used with a noun or a pronoun to show the person or thing denoted by the noun or pronoun stands in relation to something else; as,
 - There is a cow in the garden.
 - The girl is fond of music.
 - A fair little girl sat under a tree.
 7. **A conjunction** is word used to join words or sentences; as,
 - Javed and Javeria are cousins.
 - Two and two make four.
 - I ran fast but missed the train.
 8. **An Interjection** is a word which expresses some sudden feeling;
 - Hurrah! We have won the game.
 - Alas! She is dead.

As words are divided into different classes according to the work in sentences, it is clear that we cannot say to which part of speech a word belongs unless we see it used in a sentence.

- They arrived soon after. (Adverb)
 - They arrived after us. (Preposition)
 - They arrived after we had left. (Conjunction).
- ❖ From the above examples we see that the same word can be used as different parts of speech.

Exercise 1

Name the part of speech of each italicized word in the following sentences, giving each case your reason for the classification:

1. *Still* waters run deep.
2. He *still* lives in the house.
3. *After* the storm comes the calm.
4. The *after* effects of the drug are bad.
5. The *up* train is late,
6. It weighs *about* a pound.
7. He told us all *about* the battle.
8. He was *only* a yard *off* me.
9. Suddenly one of the wheels came *off*.
10. Mohammedans *fast* in the month of Ramzan.
11. He kept the *fast* for a week.
12. He is *on* the committee.
13. Let us move *on*.
14. Sit down and rest a *while*.
15. I will watch *while* you sleep.
16. They *while* away their evenings with books and games.

The Noun: Kinds of Nouns

A noun is a word used as the name of a person, place or thing

Note: The word thing is used to mean anything that we can think of.

Look at the following sentence:

- Asoka was a wise king.

The noun Asoka refers to a particular king, but the noun king might be applied to a other king as well as to Asoka. We call Asoka a proper Noun, and king a common Noun

Def. A **common Noun** is a name given in common to every person or thing of the same class or kind.

[common here means shared by all]

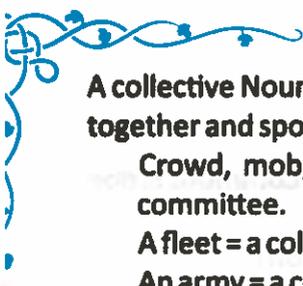
Def. — A **proper Noun** is the name of some particular person or place [proper means one's own. Hence a Proper Name is a person's own name]

Note 1:—Proper Nouns are always written with a capital letter at the beginning.

Note 2:—Proper Nouns are sometimes used as Common Nouns as,

1. He was the Lukman (=the wisest man) of his age.
2. Kalidas is often called the Shakespeare (=the greatest dramatist of India)

Common Nouns include what are called **collective Nouns** and **Abstract Nouns**.



A collective Noun is the name of a number (or collection) of persons or things taken together and spoken of as one whole; as,

Crowd, mob, team, flock, herd, army, fleet, jury, family, nation, parliament, committee.

A fleet = a collection of ships or vessels.

An army = a collection of soldiers.

A crowd = a collection of people

The police dispersed the crowd.

The French army was defeated at Waterloo.

The jury found the prisoner guilty.

A herd of cattle is passing.

An **abstract Noun** is usually the name of quality, action, or state considered apart from the object to which it belongs; as,

Quality – Goodness, kindness, whiteness, darkness, hardness, brightness, honesty, wisdom, bravery.

Action – Laughter, theft,

Movement, judgement, hatred.

State – Childhood, boyhood, youth, slavery, sleep, sickness, death, poverty

The names of the Arts and Science (e.g. grammar, music, chemistry etc.) are also Abstract Nouns.

[We can speak of a brave soldier, a strong man, beautiful flower. But we can also think of these qualities apart from any particular person or thing and speak of heavy strength, beauty by themselves. So also we can speak of what persons do or feel apart from the persons themselves, and give it a name. The word abstract means drawn off]

Abstract Nouns are formed

(1) From adjectives; as,

Kindness from kind, honesty from honest.

[Most abstract nouns are formed thus]

(2) From Verbs; as

Obedience from obey; growth from grow.

(3) From Common Nouns; as,

Childhood from child, slavery from slave.

Exercise 2

Point out Nouns in the following sentences and say whether they are Common, Proper, Collective or Abstract:

1. The crowd was very big.
2. Always speak the truth.
3. We all love honesty.
4. Our class consists of twenty pupils.
5. The elephant has great strength.
6. Solomon was famous for his wisdom.
7. Cleanliness is next to goldliness.
8. We saw a fleet of ships in the harbour.
9. The class is studying grammar.
10. The Nile overflows its banks every year.
11. A committee of five was appointed.
12. Nelson is famous for his victory at Trafalgar.
13. The soldiers were rewarded for their bravery.
14. Without health there is no happiness.
15. He gave me a bunch of grapes.
16. I recognized your voice at once.
17. Our team is better than theirs.
18. Never tell a lie.
19. Wisdom is better than strength.
20. He sets a high value on his time.
21. I believe in his innocence.
22. This room is thirty feet in length.
23. I often think of the happy days of childhood.
24. The streets of some of our cities are noted for their crookedness.
25. What is your verdict, gentlemen of the jury?

Objects without life are often personified that is spoken of as if they were living beings. We then regard them as males or females.

The Masculine Gender is often applied to objects remarkable for strength and violence; as,

- The Sun, Summer, Winter, Time, Death,
- The Sun sheds his beams on rich and poor alike.

The Feminine Gender is often applied to objects remarkable for beauty, gentleness, and gracefulness; as,

The Moon, the Earth, Spring, Autumn, Nature, Liberty, Justice, Mercy, Peace, Hope, Charity

- The Moon has hidden her face behind a cloud.
- Spring has spread her mantle of green over the Earth.
- Peace hath her victories no less renowned than war.

This use is most common in poetry but certain nouns are personified in prose too. A ship is always spoken of as she; as,

- The ship lost all her boats in the storm.

Ways of Forming the Feminine of Nouns

(1) By using an entirely different word; as,

Masculine	Feminine	Masculine	Feminine
Bachelor	maid	Hart	roe
Boy	girl	Horse	mare
Brother	sister	Husband	wife
Buck	doe	King	queen
Bull (or ox)	cow	Lord	lady
Bullock	heifer	Man	woman
Cock	hen	Monk (or friar)	nun
Colt	filly	Nephew	niece
Dog	bitch	Papa	mama
Drake	duck	Ram	ewe
Drone	bee	Sir	madam
Earl	countess	Son	daughter
Father	mother	Stag	hind
Gander	goose	Uncle	aunt
Gentleman	lady	Wizard	witch

(2) By adding a syllable (-ess, ine, -trix, -a, etc.) as,

Masculine	Feminine	Masculine	Feminine
Author	authoress	Mayor	mayoress
Baron	baroness	Patron	patroness
Count	countess	Peer	peeress
Giant	giantess	Poet	poetess
Heir	heiress	Priest	priestess
Host	hostess	Prophet	prophetess
Jew	jewess	Steward	stewardess
Lion	lioness	Shepherd	Shepherdess
Manager	manageress		

[Note that in the following –ess is added after dropping the vowel of the masculine ending]

Masculine	Feminine	Masculine	Feminine
Actor	actress	Preceptor	preceptress
Benefactor	benefactress	Prince	princess
Conductor	conductress	Songster	songstress
Enchanter	enchantress	Tempter	temptress
Founder	foundress	Seamster	seamstress
Hunter	huntress	Tiger	tigress
Instructor	instructress	Traitor	traitress
Negro	negress	Waitor	waitress
Abbot	abbess	Master	mistress
Duke	duchess	Murderer	murderess
Emperor	empress	Sorcerer	sorceress
Marquis	marchioness		

Note: The suffix –ess is the commonest suffix used to form feminine nouns from the masculine, and is the only one which we now use in forming a new feminine noun.

Masculine	Feminine	Masculine	Feminine
Hero	heroine	Czar	czarina
Executor	executrix	Sultan	sultana
Testator	testatrix	Signor	signora
		Fox	vixen

(3) By placing a word before or after; as,

Masculine	Feminine	Masculine	Feminine
Bull-calf	cow-calf	Grandfather	grandmother
Cock-sparrow	hen-sparrow	Great uncle	great aunt
He-goat	she-goat	Landlord	landlady
He-bear	she-bear	Milkman	milkmaid
Jack-ass	jenny-ass	Peacock	peahen
Man-servant	maid-servant	Washerman	washerwoman

The Noun: Number

Notice the change of form in the second word of each pair:

Tree	Box	Ox	Man
Trees	Boxes	Oxen	Men

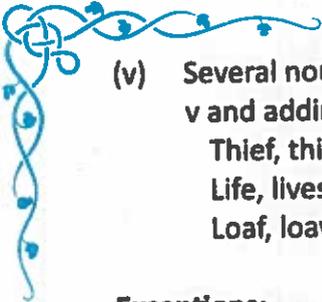
The first word of each pair denotes one thing, the second word of each pair denotes more than one.

A Noun that denotes one person or thing is said to be in the Singular Number; as, Boy, girl, cow, bird, tree, book, pen.

Thus there are two Numbers in English – Singular and the Plural.

How Plurals are Formed

- (i) The Plural of nouns is generally formed by adding **-s** to the singular; as,
Boy, boys girl, girls Book, books
Pen, pens desk, desks cow, cows
- (ii) But Nouns ending in **-s, -sh, -ch (soft), or -x** form the plural by adding **-es** to the singular; as,
Class, classes dish, dishes brush, brushes
Match, matches watch, watches branch, branches
Tax, taxes box, boxes
- (iii) Most Nouns ending in **-o** also form the plural by adding **-es** to the singular; as,
Buffalo, buffaloes mango, mangoes hero, heroes
Potato, potatoes cargo, cargoes echo, echoes
Negro, negroes volcano, volcanoes
- (iv) A few nouns ending in **-o**, generally those which are in less common use as abbreviations, merely add **-s**; as,
Dynamo, dynamos solo, solos ratio, ratios
Canto, cantos memento, mementos quarto, quartos
Piano, pianos photo, photos
- (v) Nouns ending in **-y**, preceded by a consonant, form their plural by changing **-y** into **-i** and adding **-es**; as,
Baby, babies lady, ladies city, cities
Army, armies story, stories pony, ponies



(v) Several nouns ending in -f or -fe form their plural by changing -f or -fe into v and adding -es; as,

Thief, thieves

wife, wives

wolf, wolves

Life, lives

calf, calves

leaf, leaves

Loaf, loaves

knife, knives

shelf, shelves

Exceptions:

Chief, chiefs

dwarf, dwarfs

hoof, hoofs

Roof, roofs

safe, safes

proof, proofs

Gulf, gulfs

serf, serfs

strife, strifes

Grief, griefs

brief, briefs

belief, beliefs.

A few nouns form their plural by changing the inside vowel of the singular; as,

Man, men

woman, women

foot, feet

Tooth, teeth

goose, geese

mouse, mice

Louse, lice

There are a few nouns that form their plural by adding -en to the singular; as,

Ox, oxen

child, children

Some nouns have the singular and the plural alike; as,

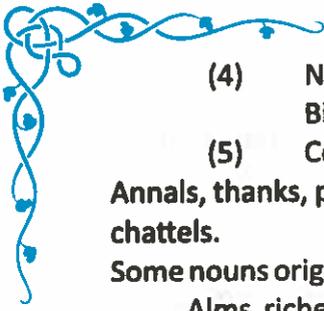
Swine, sheep, deer, cod, trout, salmon,

Pair, dozen, score, gross, hundred, thousand (when used after numerals)

- I bought three dozen oranges
- Some people reach the age of three score and ten
- The car cost me five thousand rupees.
- Stone, hundred weight.
- He weighs above nine stone.
- Twenty hundredweight make one ton.

Some nouns are used only in the plural.

- (1) Name of instruments which have two parts forming a kind of pair; as,
Bellows, scissors, tongs, pincers, spectacles.
- (2) Names of certain articles of dress; as,
Trousers, drawers, breeches
- (3) Names of diseases; as,
Measles, mumps



(4) Names of games; as,
Billiards, draughts

(5) Certain other nouns; as,
Annals, thanks, proceeds (of a sale), tidings, environs, nuptials, obsequies, assests, chattels.

Some nouns originally singular are now generally used in the plural; as,
Alms, riches, eaves.

- Riches do many things.

The following plural forms are commonly used as singular:

Mathematics, physics, mechanics, politics, news, innings.

- Mathematics is his favourite study.
- No news is good news.
- Pakistan won by an innings and ten runs.

'Mean' is used either as singular or plural. But when it has the meaning of 'wealth' it is always plural; as,

- He succeeded by this means (or, by, these means) in passing the examination.
- His means are small, but he has incurred no debt.

Certain Collective Nouns, though singular in form, are always used as plurals; as,
Poultry, cattle, vermin, people, gentry.

- These poultry are mine.
- Whose are these cattle?
- Vermin destroy our property and carry disease.
- Who are those people (= persons)?
- There are few gentry in this town.

Note: As a common Noun 'people' means a 'nation' and is used in both singular and plural; as,

- The French are a hard-working and brave people.
- There are many different peoples in Europe.

A Compound Noun generally forms its plural by adding -s to the principal word; as,

Singular	Plural
Commander-in chief	Commanders-inchief
Coat-of-mail	Coats-of-mail
Son-in-law	sons-in-law
Daughter-in-law	daughters-in-law
Step-son	step-sons



Step-daughter
Maid-servant

step-daughters
maid-servants
(but man-servant, plural men-servants)

Passer-by
Looker-on
Man-of-war

passers-by
lookers-on
men-of-war

We say spoonfuls and handfuls because spoonful and handful are regarded as one word.

Note that the Proper Nouns Brahman and Mussulman are not compound of man: therefore, their plurals are Brahmans and Mussulmans.

Many nouns taken from foreign languages keep their original plural form; as,

From Latin—

Erratum, errata;
Index, indices;
Radius, radii;

formula, formulae (or formulas)
memorandum, memoranda
terminus, termini (or terminuses)

From Greek

Axis, axes:
Crises, crises
Basis, bases
Analysis, analyses

parenthesis, parentheses
hypothesis, hypotheses
phenomenon, phenomena
criterion, criteria

From India

Bandit, banditti, (or bandits)

From French

Madame (madam), Mesdames; monsieur, messieurs

From Hebrew

Cherub, cherubim (or cherubs); seraph, seraphim (or seraphs).

Some nouns have two forms for the plural, each with some what different meaning.

Singular

Brother

Cloth

Die

Fish

Plural

brothers, sons of the same parent
brethren, members of a society
or a community.

cloths, kinds or pieces of cloth
clothes, garments.

dice, small cubes used in games.

Fishes, taken separately.

Fish
Genius

fish, collectively
Geniuses, persons of great talent
genii, spirits
Indexes, tables of contents to books

Index

indices, signs used in algebra

Penny

Pennies, number of coins
pence, amount in value.

Some nouns have two meanings in the singular but only one in the plural.

Singular

Light: (1) radiance;
(2) a lamp
People: (1) nation;
(2) men and women
Powder: (1) dust;
(2) a dose of medicine in
fine grains like dust.
Practice: (1) habit;
(2) exercise of a profession

Plural

Lights: lamps
peoples: nations
powders: doses of medicine
practices: habits

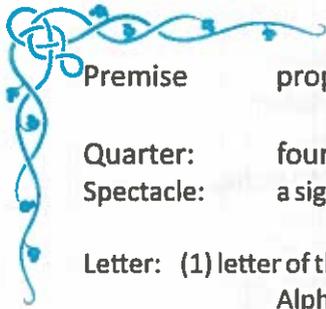
Some nouns have one meaning in the singular, two in the plural.

Singular

Colour: hue
Custom: habit
Effect: result
Manner: method
Moral: a moral lesson
Number: a quantity
Pain: suffering

Plural

Colours: (1) hues;
(2) the flag of a regiment
Customs: (1) habits;
(2) duties levied on imports
Effects: (1) results;
(2) property
Manners: (1) methods
(2) correct behaviour
Morals: (1) moral lessons;
(2) conduct
Numbers: (1) quantities
(2) verses
Pains: (1) sufferings
(2) care, exertion



Premise	proposition	(Premises):	(1) propositions; (2) buildings
Quarter:	fourth part	Quarters	(1) fourth parts;(2) small houses
Spectacle:	a sight	Spectacles:	(1) sights; (2) eye-glasses
Letter:	(1) letter of the the Alphabet; (2) epistle	Letters:	(1) letters of the alphabet (2) epistles (3) literature
Ground:	(1) earth; (2) reason	Grounds:	(1) enclosed land attached to house (2) reasons (3) dregs

Some nouns have different meaning in the singular and the plural.

Singular

Advice: counsel
Air: atmosphere
Good: benefit, well-being
Compass: extent, range
Respect: regard
Physic : medicine
Iron: a kind of metal
Force: strength

Plural

Advices: information
Airs: affected manners
Goods: merchandise
Compasses: an instrument for drawing circles
Respects: compliments
Physics: natural science
Irons: fetters
Forces: troops

Letters, figures and other symbols are made plural by adding an apostrophe and s; as,

- There are more e's than a's in this page.
- Dot your i's and cross your t's.
- Add two 5's and four 2's.

It is usual to say

- The Miss Smiths. (singular, Miss Smith)
- But we also say
- The Misses Smith.

Abstract Nouns have no plural

Hope, charity, love, kindness

When such words do appear in the plural, they are used as common nouns; as,

Provocations = instances of cases of provocation

Kindnesses = acts of kindness

Name of substances or materials, called Material Nouns, are also not used in the plural.

Copper, iron, tin, wood

When such words are used in the plural, they become Common nouns with changed meaning; as,

Coppers = copper coins ; irons = fetters;

Tins = cans made of tin ; woods = forests.



Jinnah's Vision of Pakistan

Muhammad Ali Jinnah

(Mr Jinnah's presidential address to the Constituent Assembly of Pakistan)

Muhammad Ali Jinnah's 11th August Speech is one of the most famous speeches made by Muhammad Ali Jinnah, the founding father of Pakistan and known as the Quaid-i-Azam (Great Leader). Today, there is hardly a more contentious issue in Pakistan than the issue of Jinnah's vision. While Pakistan was created as a result of what could be described as Indian Muslim nationalism, Jinnah was



widely held as a competent barrister who had once championed the cause of Hindu-Muslim Unity and a United India. When the partition of India finally occurred, Jinnah, soon-to-be Governor General of the Dominion of Pakistan, gave expression to his vision of Pakistan in an address to the Constituent Assembly on August 11, 1947. He spoke of an inclusive and impartial government, religious freedom, rule of law and equality for all. He also seemed to advocate the ideology of Pakistan:

Mr President, Ladies and Gentlemen!

"I cordially thank you, with the utmost sincerity, for the honour you have conferred upon me — the greatest honour that is possible to confer — by electing me as your first President. I also thank those leaders who have spoken in appreciation of my services and their personal references to me. I sincerely hope that with your support and your co-operation, we shall make this Constituent Assembly an example to the world. The Constituent Assembly has got two main functions to perform. The first is the very onerous and responsible task of framing the future constitution of Pakistan and the second of functioning as a full and complete sovereign body as the Federal Legislature of Pakistan. We have to do the best we can in adopting a provisional constitution for the Federal Legislature of Pakistan. You know really that not only we ourselves are wondering but, I think, the whole world is wondering at this unprecedented cyclonic revolution which has

brought about the plan of creating and establishing two independent sovereign Dominions in this sub-continent. As it is, it has been unprecedented; there is no parallel in the history of the world. This mighty sub-continent with all kinds of inhabitants has been brought under a plan which is titanic, unknown, unparalleled. And what is very important with regards to it, is that we have achieved it peacefully and by means of an evolution of the greatest possible character.

“Dealing with our first function in this Assembly, I cannot make any well-considered pronouncement at this moment, but I shall say a few things as they occur to me. The first and the foremost thing that I would like to emphasize is this: remember that you are now a sovereign legislative body and you have got all the

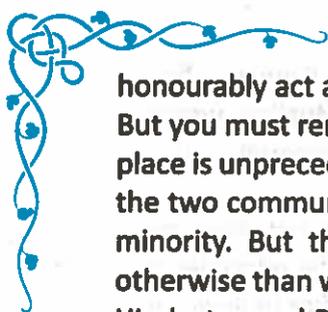


powers. It, therefore, places on you the gravest responsibility as to how you should take your decisions. The first observation that I would like to make is this: You will no doubt agree with me that the first duty of a government is to maintain law and order, so that the life, property and religious beliefs of its subjects are fully protected by the State.

“The second thing that occurs to me is this: One of the biggest curses from which India is suffering — I do not say that other countries are free from it, but, I think our condition is much worse — is bribery and corruption. That really is a poison. We must put that down with an iron hand and I hope that you will take adequate measures as soon as it is possible for this Assembly to do so.”.....

“The next thing that strikes me is this: Here again it is a legacy which has been passed on to us. Along with many other things, good and bad, has arrived this great evil, the evil of nepotism and jobbery. I want to make it quite clear that I shall never tolerate any kind of jobbery, nepotism or any influence directly or indirectly brought to bear upon me. Whenever I will find that such a practice is in vogue or is continuing anywhere, low or high, I shall certainly not countenance it.

“I know there are people who do not quite agree with the division of India and the partition of the Punjab and Bengal. Much has been said against it, but now that it has been accepted, it is the duty of every one of us to loyally abide by it and



honourably act according to the agreement which is now final and binding on all. But you must remember, as I have said, that this mighty revolution that has taken place is unprecedented. One can quite understand the feeling that exists between the two communities wherever one community is in majority and the other is in minority. But the question is, whether it was possible or practicable to act otherwise than what has been done. A division has to take place. On both sides, in Hindustan and Pakistan, there are sections of people who may not agree with it, who may not like it, but in my judgement there was no other solution and I am sure the future history will record its verdict in favour of it. And what is more, it will be proved by actual experience as we go on that it was the only solution of India's constitutional problem. Any idea of a united India could never have worked and in my judgement it would have led us to terrific disaster. Maybe that view is correct; maybe it is not; that remains to be seen. All the same, in this division it was impossible to avoid the question of minorities being in one Dominion or the other. Now that was unavoidable. There is no other solution. Now what shall we do? Now, if we want to make this great State of Pakistan happy and prosperous, we should wholly and solely concentrate on the well-being of the people, and especially of the masses and the poor. If you will work in co-operation, forgetting the past, burying the hatchet, you are bound to succeed. If you change your past and work together in a spirit that every one of you, no matter to what community he belongs, no matter what relations he had with you in the past, no matter what is his colour, caste or creed, is first, second and last a citizen of this State with equal rights, privileges, and obligations, there will be no end to the progress you will make.

"I cannot emphasize it too much. We should begin to work in that spirit, and in the course of time all these angularities of the majority and the minority communities, the Hindu community and the Muslim community — because even as regards Muslims you have Pathans, Punjabis, Shias, Sunnis and so on, and among the Hindus you have Brahmins, Vashnavas, Khattris, also Bengalis, Madrasis and so on — will vanish. Indeed if you ask me, this has been the biggest hindrance in the way of India to attain freedom and independence . . . [else] we would have been a free people long ago. No power can hold another nation . . . especially a nation of 400 million souls in subjection; nobody could have conquered you, and even if it had happened, nobody could have continued its hold on you for any length of time, but for this. Therefore, we must learn a lesson from this. You are free; you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this State of Pakistan. You may belong to any religion or caste or creed that has nothing to do with the business of the State. . . .

"Now I think we should keep that in front of us as our ideal, and you will find that in the course of time Hindus would cease to be Hindus and Muslims would cease to be Muslims, not in the religious sense, because that is the personal faith of each individual, but in the political sense as citizens of the State.

"Well, gentlemen, I do not wish to take up any more of your time and thank you again for the honour you have done to me. I shall always be guided by the principles of justice and fair play without any, as is put in the political language, prejudice or ill-will, in other words, partiality or favouritism. My guiding principle will be justice and complete impartiality, and I am sure that with your support and co-operation, I can look forward to Pakistan becoming one of the greatest nations of the world."

New Vocabulary

Words	Meanings
Abide by (ph.)	To tolerate; to put up with; to accept or submit to; to comply with;
Angularity (n)	The state of being placed at an angle; difference; disparity; discrepancy;
Appreciation (n)	Thanks or gratitude; an assessment of the true worth of persons and their actions and worth
Barrister (n)	Barrister-at-law: a lawyer who has been called to the bar and is qualified to plead in the higher courts
Champion (v.)	To support or defend a cause or an ideal
Contentious (adj.)	Controversial; debatable; disputed; open to question
Cordially (adv.)	Warmly and amicably;
Curse (n)	Something that brings or causes great trouble or harm;
Cyclonic (adj.)	Great awesome and stormy like a cyclone; remarkable; momentous;
Dominion (n)	Self-governing division having its own rule of law and authority; a state
Emphasise (v)	To give emphasis or prominence to; underscore; highlight;
Foremost (adj.)	First in time, place or rank, etc.; chief; primary; principle
Give expression to	The choice of words, phrases, syntax, intonation, etc. to communicate one's ideals, feelings, emotions, etc.

Gravest (adj.)	(Superlative of grave); extremely serious; solemn; of great significance;
Hindrance (n)	An obstruction; obstacle; a snag; an impediment;
Impartial (adj.)	Not prejudiced against or towards any particular side or party; fair, just and unbiased;
In vogue (ph.)	A popular practice or fashion at a particular time;
Inclusive (adj.)	Comprehensive; considered together; without exceptions
Inhabitants (n)	permanent residents of a particular place or region
Iron hand (n)	Harsh or rigorous control; firm; stern; strict; stringent, etc.
Jobbery (n)	The practice of making private/ personal profit out of a public office through corruption or graft
Legacy (n)	Something handed down or received from an ancestor or predecessor
Legislature (n)	A body of persons (the parliament) vested with the power to make, amend and repeal laws for the state;
Liberal (adj.)	Relating to or having social and political views that favour progress and reform; advocating individual freedom; generous in temperament and behaviour; tolerant of the views of others
Nepotism (n)	Favouritism shown to relatives or close friends by those with power or influence
Obligation (n)	A moral or legal requirement; duty; agreement; bond; commitment; promise;
Onerous (adj.)	Laborious or oppressive; burdensome; demanding; difficult;
Privileges (n)	Fundamental rights guaranteed to the citizens of a country by its constitution; a benefit or immunity granted in certain conditions;
Pronouncement (n)	An official or authoritative statement or announcement
Secular (adj.)	Of or related to worldly things as opposed to the sacred; not concerned with or related to religion; not within the control of the church/religion
Sovereign (adj.)	Supreme in rank or authority; absolute; chief; dominant;
Subjection (n)	The act/process of bringing under control or authority;
Temple (n)	Hindu place of worship; a building or place dedicated to worship of a deity or deities;

Titanic (adj.)	Huge; colossal; enormous; gigantic; massive
To advocate (v)	To support or recommend publicly; plead for or speak in favour of
To bury the hatchet	To cease hostilities and become reconciled or friends;
To countenance (v)	To support or encourage; to sanction; to tolerate; to endure;
To vanish (v)	To disappear, esp. suddenly or mysteriously; fade away
Unavoidable (adj.)	That which cannot be avoided; inevitable; certain; inescapable;
Unprecedented (adj.)	Having no precedent; unparalleled; exceptional; extra ordinary; unrivalled;
Utmost (adj.)	Of the greatest possible degree or amount
Verdict (n)	A decision; judgment or conclusion;
Vision (n)	The act, faculty or an instance of great perception, esp. of future development; farsightedness; foresight; insight ; intuition

STUDY QUESTIONS

Recalling:

1. When and where did MA Jinnah deliver this speech?
2. What two functions of the Constituent Assembly did MA Jinnah refer to in the beginning of his speech?
3. What did he say about the first function of the Assembly?
4. What did he say about the second function?
5. Which legacy does MA Jinnah refer to in his speech?
6. What are the Quaid's views about the division of India?
7. What does he say about the minorities?
8. What kind of freedom does MA Jinnah envision for the people of Pakistan in general?

Interpreting:

9. What does MA Jinnah mean by "Hindus would cease to be Hindus, and Muslims would cease to be Muslims"? Explain.
10. Make a list of the fundamental principles that comprise Jinnah's vision of Pakistan?

Extending:

11. Having read Jinnah's vision of Pakistan, and the list of fundamental principles that you made in answer to question 10 above, say:
- What have we achieved and what not with regard to Jinnah's vision of Pakistan?
 - Do we have the Pakistan that Jinnah wanted? Why 'yes' or why 'not'?
 - Where did we go astray as regard to achieving the Pakistan that Jinnah wanted for us?

It would appear that we, as Pakistanis, have failed to achieve the vision of the Father of the Nation so far; what is the best way now for us to realise his vision? Discuss

Oral Activity

- ❖ Express your views in simple words what the mission of the Quaid-e-Azam was before 1947.
- ❖ Tell in your own words what the vision of M.A Jinnah was after 1947.

Writing Skills

- Write an essay on "The Great Leader, M.A Jinnah".
- What should we do to make Pakistan a stable and prosperous country?

Language Study

(1.5) → Noun Phrases

A **noun phrase** is any phrase that has a noun as its head and that can occupy the same slot as a single noun or pronoun in a larger phrase or in a sentence.

- Dogs frighten me. (noun)
- Big dogs frighten me (noun phrase)
- She ran outside to play (pronoun)
- The little girl ran outside to play (noun phrase)
- Don't touch that (pronoun)
- Don't touch those books (noun phrase)
- She came with Margaret (noun)
- She came with her older sister (noun phrase)

- ❖ Other examples of noun phrase are:
 - She gave him a big sweet piece of cake.
 - They're both excellent teachers.
 - There's a tall, good-looking man outside who wants to talk to you.
 - They're in the back garden.
 - He had been watching her all evening.
 - He's such a kind man.
 - I started this project without very much enthusiasm.
 - He picked up the ornately decorated wine-glass and took a small sip.

The head of a noun phrase is the noun being described or referred to in the phrase:

- Her older sister
- A big sweet piece of cake
- Many pleasant days
- ❖ Sometimes a pronoun can be the head of a noun phrase:
 - That's a big one.
 - I'd like those red ones.
 - They both knew the truth.
 - Are all these for me?
 - Have you anything new to tell me?

Word Order in Noun Phrases

The words that precede a noun or pronoun in a noun phrase follow a certain order.

- In first position in noun phrases come the predetermines, determiners, quantifiers and numerals, in that order:
 - She was carrying several large black books.
 - Who owns those two cars?
 - They own both these big yachts.
- ❖ Ordinal numbers (first, second, third, etc, and also last) come before cardinal numbers (one, two, three, etc):
 - The first six contestants
 - The last two riders
- ❖ After this group of words come the adjectives and other descriptive words. It is important to note that the order of adjectives in a noun phrase is not entirely free. Certain categories of adjective must always precede or follow others within the phrase:

- A big green car NOT a green big car
- An old Russian car NOT a Russian old car
- ❖ Closest to the determiners, etc come the general descriptive adjectives:
 - A disturbing outlook on life
 - An amazing coincidence
 - A beautiful tapestry
 - An urgent telephone call
- ❖ Continuing towards the head of the phrase, next again are adjectives denoting age (new, old young, etc) and then adjectives denoting colour (for example black, brown, red, white, etc):
 - A beautiful old car
 - A pretty new blue dress
- ❖ To the right again come participles (for example broken, cut, laughing, singing, woven, etc), sometimes preceding and sometimes following the colour adjectives:
 - A strange carved idol
 - A lovely green woven scarf OR a lovely woven green scarf
- ❖ To the right again come adjectives denoting countries, peoples, tribes, and so on, for example Californian, French, Japanese, Roman, etc:
 - An excellent French perfume
 - A little Japanese doll
- ❖ Nearest to the head of the phrase stand:
 - * adjectives and nouns that describe what the substance is made out of or what it resembles (for example brass, cardboard, iron, leather, metal, paper, steel, stone, wooden, woollen, etc):

A brass ban

A long iron rod

A strange Celtic stone carrying

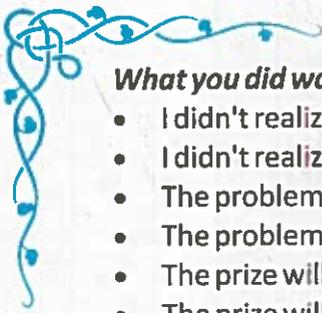
- * Adjectives that mean 'relating to—' (for example atomic, biological, criminal, historical, medical, moral, philosophical, political, social, etc)

A new medical centre

Noun Clauses

A **noun clause** is a subordinate clause that can have the same function or fill the same slot in a sentence as a noun or pronoun.

- It was quite unforgivable (pronoun)



What you did was quite unforgivable (noun clause)

- I didn't realize **that** (pronoun)
- I didn't realize **that you were coming with us** (noun clause)
- The problem is **money** (noun)
- The problem is **that no-one came to the party** (noun clause)
- The prize will go to **Raymond** (noun)
- The prize will go to whoever answer the questions correctly (noun clause)

❖ **Noun clauses** may begin with subordinating conjunction **that**, other subordinating conjunctions such as **if, whether, how, when, where** and **why**, interrogative pronouns such as **who, whose, what** and **which**, and interrogative determiners such as **what, which** and **whose**:

- I am saying **that we must look for new market for our product.**
- I'm sure aware **that we've been waiting for more than an hour?**
- I wonder **if Iris will be coming with us.**
- Ask her **whether she's coming.**
- Do you know **why the rainbow has seven colours in it?**
- I wondered **where he was.**
- I don't know **who won the prize.**
- I wondered **what he was doing.**
- Have you any idea **which is Akram's?**
- She wants to know **whose that is.**
- **Which book I should choose** is the big question.
- I wasn't sure about **what clothes I should be taking with me.**
- The police want to know **whose car that is.**

Noun clauses also include the nominal relative clauses which are formed with the pronouns and determiners **what, whatever, whichever** and **whoever**.

- The price is **what is most important** (=... the thing that is most important)
- According to **what she said**, a lot of people are going to lose their jobs.
- She can do **whatever she likes.**
- Take **whatever books you need.**
- Take **whichever ones you want.**
- **Whoever answer the question correctly** will win the prize (=the person who answer...)
- I'll give **whoever answer the question correctly** a prize.

Functions of Noun Clauses

A noun clause can have any of the same functions in a sentence as a noun or pronoun. It can, for example, be the subject of the sentence:

- ***That I forgot your birthday*** was quite unforgivable.
- ***What you did*** was quite unforgivable or the direct object:
- I didn't realize ***that you were coming with us***.
- I didn't realize ***what I had done*** or the indirect object.
- I'll give whoever answers the questions correctly a prize.

Or a complement:

- The worry is ***that no-one might turn up at all***.
- The problem is ***who we should invite***.

Or the complement of a preposition:

- The money will go to ***whichever charity you choose***.

Direct and Indirect Speech

One common type of noun clause is known as ***indirect speech*** or ***reported speech***.

Indirect speech reports what someone has said, as opposed to ***direct speech***, which consists of the person's exact words.

- She said, '***Jamil is coming too***'. (direct speech)
- She said that ***Jamil was coming too***. (indirect speech)
- ***I'll be there***, 'she promised. (direct speech)
- She promised ***that she would be there***. (indirect speech)

Direct and indirect speech may involve questions rather than statements. These are known as ***direct questions*** and ***indirect questions*** respectively:

- ***Are you singing with us?***' she asked me. (direct question)
- She asked me ***if I was signing with them*** (indirect question)'
- ***When does the London train arrive?***' I required. (direct question)
- I inquired ***when the London train would arrive***. (indirect questions)

Reading Selection 1.3

The Blades of Grass

Stephen Crane

In Heaven,
Some little blades of grass
Stood before God.
"What did you do?"
Then all save one of the little blades
Began eagerly to relate
impatiently narrate
The merits of their lives.
This one stayed a small way behind,
Ashamed.

Presently, God said,
"And what did you do?"
The little blade answered, "Oh, my Lord,
Memory is bitter to me,
For, if I did good deeds, I know not of them."
Then God, in all His splendour,
grandeur; brilliance
Arose from His throne.
"Oh, best little blade of grass!" He said.

About the Poet:

Stephen Crane (1871–1900) was born in New Jersey, USA. He worked as a journalist in New York before attempting to publish his first novel which was too grim to find a readership. However, his next novel, *The Red Badge of Courage* (1895) was hailed as a masterpiece. He came to England in 1897 where his novel was more warmly received. His other works include two volumes of poetry and short stories. He died of tuberculosis in 1900.

Study Questions

Understanding the Poem

1. Stephen Crane, in "The Blades of Grass," uses an interesting personification to express the idea that the best deeds are those done without a thought of reward: "Truly virtuous are those who are virtuous, not for fear of punishment or hope of reward, but for the love of virtue." This poem has the structure of a narrative with a dialogue between God and blades of grass. The setting is Heaven:
 - Read the first stanza. What does God ask the little blades of grass? What do the blades of grass say in response?
 - Read the second stanza. What does the little blade of grass say when it is addressed by God? Why was God moved by the blade's answer?
1. This poem uses a personification. Personification is talking about inanimate and abstract objects as if they were human. Why does the poet use blades of grass to communicate such a fundamental idea? Why didn't he use man to convey his idea?

Writing

2. Now that you have understood the poem, write a paraphrase/explanation of the poem in your own words.

1.6 Language Study (Grammar)

Noun Clauses

Examine the groups of words in italics in the following sentences:

1. I expect *to get a prize*. [Expect *what?*]
2. I expect *that I shall get a prize*. [Expect *what?*]

The first group of words, *to get a prize*, does not contain a subject and a Predicate of its own. It is therefore a phrase. This phrase is object of the verb *expect* and hence does the work of a Noun. It is therefore a Noun Phrase.

The second group of words, *that I shall get a prize*, contains a subject and a Predicate of its own. It is therefore a clause. This Clause is the object of the verb *expect* and so does the work of a Noun. We therefore call it a Noun Clause.

Now examine the sentence,

- *That you have come* please me.

Here the Clause, *That you have come*, is the Subject of the verb please.

It, therefore, does the work of a Noun, and it is what we call a Noun Clause.

Def. – A Noun Clause is a group of words which contains a Subject, had a Predicate of its own, and does the work of a Noun.

Exercise 1

Point out the Noun Clauses in the following sentences:

1. I often wonder how you are getting on.
2. I fear that I shall fail.
3. He replied that he would come.
4. Do you deny that you stole the watch?
5. I thought that it would be a fine day.
6. That you should cheat me hurts me.
7. No one knows who he is.
8. He saw that the clock had stopped.
9. That you should say this is very strange.
10. I don't see how you can get out of this mess.
11. I learn whatever I can.
12. I do not know what he wants.
13. There were no complaints except that the day was too hot.
14. I went to see what had happened.
15. I do not understand how it all happened.
16. Pay careful attention to what I am going to say.
17. It grieved me to hear that she was ill.
18. I want to know how far it is from here.
19. Where we were to lodge that night was the problem.
20. He begged that his life might be spared.
21. I think you have made a mistake.
22. Can you guess what I want?
23. How the burglar got in is mystery.
24. It is uncertain whether he will come.
25. I do know what he will do.

Exercise 2

Complete by adding suitable Noun Clauses.

1. I cannot understand _____.
2. They all said _____.
3. I think _____.
4. This is just _____.
5. He told me _____.
6. _____ is a well known fact.
7. Do you know _____?
8. I wonder _____.

9. I do not know _____.

11. _____ is quite certain.

13. Tell him _____.

15. His father was anxious _____.

17. It is certain _____.

19. _____ do with your might.

10. Pleases how me _____.

12. I feel certain _____.

14. Will you tell me _____?

16. You got _____.

18. Have you heard _____?

20. He was pleased with _____.

More about Noun Clauses

❖ We have seen that there are three kinds of **Subordinate Clauses**:

The Noun Clause, the adjective Clause and the Adverb Clause.

We have also seen that a Noun Clause is subordinate clause which does the work of a noun in a complex sentence.

Since a Noun Clause does the work of a Noun in a complex sentence, it can be:

1. The subject of a verb.
2. The Object of a transitive verb.
3. The Object of a preposition.
4. In Apposition to a Noun or Pronoun.
5. The Complement of a verb of incomplete predication.

❖ In each of the following Complex sentences, the Noun Clause is the subject of a verb:

- *That you should say so surprises me.*
- *What he said was true.*
- *How he could assist his friend was his chief concern.*
- *Why he left is a mystery.*
- *Whether we can start tomorrow seems uncertain.*
- *That it would rain seemed likely.*
- *When I shall return is uncertain.*

❖ In each of the following Complex sentences, the Noun Clause is the Object of a transitive verb:

- He says *that he won't go.*
- She denied *that she had written the letter.*
- I do not know *when I shall return.*
- Tell me *why you did this.*
- No one knows *who he is.*
- I hoped *that it was true.*
- I cannot tell *what has become of him.*
- I asked the boy *how old he was.*
- Tell me *where you live.*
- I earn *whatever I can.* Ask if he is *at home.*

❖ In each of the following Complex sentences, the Noun Clause is the object of a preposition:

- Pay careful attention to *what I am going to say*.
- There is no meaning in *what you say*.
- There were no complaints except *that the day was too hot*.

❖ In each of the following Complex sentences, the Noun Clause is in Apposition to a Noun or Pronoun:

- Your statement *that you found the money in the street* will be believed.
- His belief *that some day he would succeed* cheered him through many points.
- You must never forget this *that honesty is the best policy*.
- It is feared *that he will not come*.
- It was unfortunate *that you were absent*.

❖ In each of the following Complex sentences, the Noun Clause is used as the Complement of a verb of incomplete prediction:

- My belief is *that he will not come*.
- Her constant prayer was *that the child might live*.
- His great fear is *that he may fail*.
- My wish is *that I may please you*.
- Their request will be *that they may be allowed to resign*.
- Life is *what we make it*.
- This is *where I live*.

❖ A Clause coming after a construction consisting of an interactive verb (particularly the verb *to be*) and an adjective does the work of a noun and is, therefore, treated as a Noun Clause.

In each of the following Complex sentences, the Noun Clause comes after an intransitive verb construction:

- The child was afraid *that he would fall down*.
- All of us are keen *that you should succeed*.
- They felt sorry *that they lost the match*.
- The patient was sure *that he would recover*.
- She did not seem hopeful *that he would arrive*.

It will be seen that the preposition *of, about or for* necessary to connect the intransitive verb construction to the succeeding Noun Clause in each of the above sentences is omitted. If we put a noun or gerund instead of the Clause, we

would say *afraid of, keen about, sorry for, sure, helpful of*, and the noun or gerund would be the object of the preposition in each case. The Noun Clause in each of the complex sentences may also be regarded as the object of the missing preposition after the intransitive verb construction. However, such Noun Clauses are often said to be used *adverbially*.

Note

From the above examples it will be seen that a Noun Clause is generally introduced by the subordinating Conjunction *that*. Sometimes, however, the Conjunction *that* is omitted; as,
I know (that) he did it.

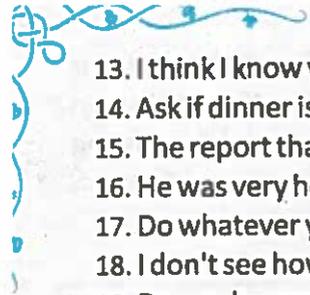
Exercise 3

Write down a dozen Complex sentences, each containing a Noun Clause. Make the Noun Clause a subject in the first three, an object in the next three and in apposition to a Noun or Pronoun in the next three. Use the Noun Clause predicatively in the last three.

Exercise 4

Point out the noun clause and say whether it is the object of some verb or the Complement of some verb, or in apposition to some noun or pronoun, or the object of some preposition:

1. Tell me how you found that out.
2. That he will succeed is certain.
3. I think you have made a mistake.
4. She says her mother is ill.
5. How long I shall stay here is doubtful.
6. I did not know that he had come.
7. It is clear that he was guilty.
8. I do not understand how it all happened.
9. Can you tell who wrote *Shakuntala*?
10. All depend on how it is done.
11. Do you deny that you stole the purse?
12. The law will punish whosoever is guilty.

- 
13. I think I know your face.
 14. Ask if dinner is ready.
 15. The report that he was killed is untrue.
 16. He was very hopeful that he would succeed.
 17. Do whatever you think is right.
 18. I don't see how you can get out of this mess.
 19. Do you know when the train will arrive?
 20. Whoever came was made welcome.
 21. I understand you know the situation.
 22. My verdict is that the prisoners shall die.
 23. I cannot express how sorry I'm.
 24. They guessed what he meant.
 25. I am afraid that she will be angry.
 26. Will you explain why you behaved so?
 27. No one can tell how this will end.
 28. The truth is that we have been deceived.
 29. It is not clear who has done this.
 30. I do not know how I can deal with this rascal.
 31. I did not know whether I should laugh or cry.
 32. We are desirous that you should succeed.

Sometimes, instead of a Noun Clause introduced by *that*, the Accusative with the Infinitive is used.

1. (a) He thought *that he was safe there*.
(b) He thought *himself to be safe there*.
2. (a) I believed *that he was a true friend*.
(b) I believed *him to be a true friend*.
3. (a) This proved *that the man had stolen the horse*.
(b) This proved *the man to have stolen the horse*.
4. (a) We know *that Rabia is alive*.
(b) We know *Rabia to be alive*.

Unit Outcomes

By the end of unit 2, the students will be able to:

- read and comprehend the lesson.
- understand the messages conveyed in the lessons.
- comprehend the themes of the text.
- enjoy reading the poem and find out the message conveyed to the readers.
- write short essays on Martin Luther King and Nelson Mandela.
- improve their vocabulary.
- have the knowledge of pronouns/relative pronouns etc.
- understand the importance of the text .
- improve reading, speaking, thinking and writing skill.

Unit

2

Hope and Aspiration

This Unit contains **THREE** readings:

- 1. **I have a Dream . . .**(Speech)
- 2. **Glory and Hope** (Speech)
- 3. **I Dream a World!** (Poem)

Pre Reading:

I have a Dream:

Have you heard the name of Martin Luther King, Jr.? He fought for the rights of black people in the United States of America in the 1950s. This was a momentous speech that paved the way for the Negroes to have their rights. What kind of dream Dr King, Jr. is talking about? Do some research to find the conditions in which the Black people lived that prompted this speech.

Glory and Hope:

Have you heard the name of Nelson Mandela? He fought for the rights of black people in South Africa throughout his life and achieved his mission by abolishing apartheid and giving rights and dignity and freedom to the Black people of South Africa. He became the President of South Africa. What glory and what hope is he talking about? Do some research about the life and struggle of Nelson Mandela.

I Dream a World:

This poem is by the great American Black poet, Langston Hughes. What kind of world do you think Langston Hughes is dreaming?
What ideals does he share with King and Mandela? Compare the dreams and hopes these three persons share?

Reading Selection 2.1

"I HAVE A DREAM..."

Martin Luther King, Jr.

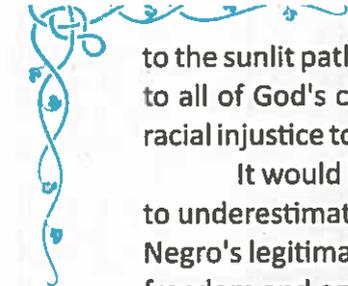
Five score years ago, a great American, in whose symbolic shadow we stand, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition.

In a sense we have come to our nation's capital to cash a cheque. When the architects of our republic wrote the magnificent words of the constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the Negro people a bad cheque; a cheque which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this cheque — a cheque that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America and the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing of gradualism. *Now is the time to make real the promises of Democracy. Now is the time to rise from the dark and desolate valley of segregation*





to the sunlit path of racial justice. *Now is* the time to open the doors of opportunity to all of God's children. *Now is* the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three (1963) is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquillity in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundation of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvellous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of



persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana and go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing:
Land where my fathers died,
Land of the pilgrims' pride.
From every mountain-side
Let freedom ring.



Martin Luther King addressing Negroes

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania! Let freedom ring from the snow-capped Rockies of Colorado!

Let freedom ring from the curvaceous peaks of California!

But not only that; let freedom ring from Stone Mountain of Georgia! Let freedom ring from Lookout Mountain of Tennessee! Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

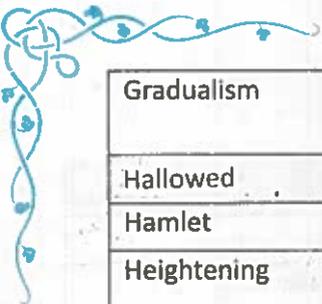
When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God almighty, we are free at last!"

About the Author

Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia. King, both a Baptist minister and civil-rights activist, had a seismic impact on race relations in the United States, beginning in the mid-1950s. Among many efforts, King headed the SCLC. Through his activism, he played a pivotal role in ending the legal segregation of African-American citizens in the South and other areas of the US, as well as the creation of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. King received the Nobel Peace Prize in 1964, among several other honours. King was assassinated in April 1968, and continues to be remembered as one of the most lauded African-American leaders in history, often referenced by his 1963 speech, "I Have a Dream."

New Vocabulary

Words	Meanings
Alleghenies	A mountain range in Pennsylvania
Appalling	Causing extreme dismay, horror or revulsion; alarming; frightening; horrifying;
Baptist minister	Someone who administers baptism to adults who profess to be Christians
Beacon	A signal fire or light on a hill or tower to guide or warn; a beacon of hope – someone who guides or inspires
Catholics	Related to the Roman Catholic Church
Creed	A statement or system of beliefs or principles; essential articles of a religion
Curvaceous	With well-defined curves; buxom; shapely; curvy
Decree	An edict, law; an order or judgment of a court or someone in authority
Desolate	Uninhabited; deserted; depopulated; deprived; barren; abandoned; dejected; gloomy; miserable
Devotee	A zealous follower of something or someone; devoted to something or someone; devotee of a religion
Discontent	Lack of contentment in life; absence of peace of mind or satisfaction
Discord	Lack of agreement or harmony; strife; conflict; dispute; dissonance; jarring sound; harsh sounds
Discrimination	To single out a particular person or group for disfavour on the basis of race, colour, gender, etc. bias; prejudice
Emancipation	The act of freeing or the state of being freed; liberation
Fatigue	Physical or mental exhaustion; drained of energy; overtiredness
Gentile	A Christian (as opposed to a Jew)
Ghetto	A densely populated slum area of a city where socially and economically deprived minority people live;



Gradualism	The policy or principle of seeking to change something or achieve a goal gradually rather than quickly or violently;
Hallowed	Holy; sacred; sanctified
Hamlet	A small village or group of houses;
Heightening	that makes something high or higher, extreme or intense; amplify, enhance, increase, strengthen; elevate, uplift, ennoble, magnify
Heir	The person legally succeeding to all property of a deceased person; inheritor; scion; successor; next in line
Interposition	Intervention; intermediate; to come in between two parties to resolve a conflict
Invigorating	Something that gives vitality and vigour to; animating; fresh invigorating morning breeze
Jangling	The act of creating discordant, harsh or unpleasant sound; jarring; clanging; cacophony
Lodgings	A rented room or rooms to live in a building;
Manacles	Shackles; fetters; handcuffs
Molehill	The small mound of earth thrown up by a burrowing mole
Momentous	Of great significance; historic
Nullification	Rendering something ineffective or legally void or of no effect; abrogation; annulment; abolishment
Oasis	A fertile patch of land in a desert with water; a place of peace, safety or happiness in the midst of difficulty or harshness
Obligation	A moral or legal requirement; duty; responsibility; commitment
Oppression	Subjugation by cruelty, force; affliction; tyranny; reign of terror
Persecution	The act of oppression, harassment because of race or religion; torment; torture; victimisation; maltreatment
Pivotal	Of crucial importance; central; crucial; focal or vital
Pledge	A formal or solemn promise or agreement; assurance, oath, word of honour;
Proclamation	Public announcement or declaration;
Prodigious	Vast in size, extent or power; wonderful; or amazing; colossal, enormous; huge, immense; massive, monstrous



Prodigious	Vast in size, extent or power; wonderful; or amazing; colossal, enormous; huge, immense; massive, monstrous
Promissory	Containing, relating to, or having the nature of a promise;
Protestants	Followers of Protestantism as opposed to Roman Catholicism
Quest	An act or an instance of seeking, searching; expedition; exploration; mission; journey
Quicksand	A deep mass of loose wet sand that sucks anything on top of it;
Redemptive	The act of redeeming or regaining ownership by payment; to make amends for; to be restored to someone's favour;
Righteousness	In accordance with accepted standards of morality, justice or uprightness; virtuous
Rude awakening	A rough or harsh wakeup call; harsh or rough arousal or revival
Sacred	Worthy of or regarded with reverence, awe, or respect; holy; hallowed; sanctified; divine
Segregation	To set or be set apart from others or from the main group on the basis of race, gender, position, etc. discrimination; separation
Seismic	Relating to or caused by earthquakes or earth tremors
Sweltering	Oppressively hot and humid; a sweltering day in July
Symbolic	Of or relating to a symbol or symbols; figurative; representative
Symphony	A piece of instrumental music; anything distinguished by harmonious composition
To batter	To hit repeatedly with heavy blows using a club or some heavy instrument; to pound; to thrash
To cripple	To disable; to make deficient in some way; to debilitate; to impair
To default	A failure to act; failure to meet a financial obligation; to fail to make a payment when due; to fail to fulfil an obligation
To exalt	To raise or elevate in rank, position or dignity; to praise highly, to extol; to elate, to fill with joy or delight
To languish	To lose or diminish in strength or energy; to sicken; to suffer
To sear	To scorch or burn the surface of; to cause to wither or dry up



To stagger	To walk unsteadily as if about to fall; to falter; to sway or waver when walking
To wither	To droop; to shrivel; to decay; to fade; to go waste
Tranquillising	Something that makes calm or calmer; from tranquiliser
Tranquillity	A state of calm and quietude; peace; serenity
Trials and tribulations	Refers collectively to troubles, hardships, sufferings and afflictions of life; hard times; ordeals
Unalienable	Or inalienable; not able to be transferred to another; not alienable; not transferrable
Unmindful	Careless; heedless or forgetful; negligent
Veteran	A person or a thing that has given long service in some capacity; a veteran soldier; a veteran car – a car manufactured before 1919, esp. before 1905
Wallow	To roll about in mud, water, for pleasure; to indulge oneself in something
Whirlwind	A column of air whirling around; rapid motion; hasty, hurried, speedy, swift

STUDY QUESTIONS

Recalling:

1. Who does Dr King refer to by the epithet, "great American?"
2. After reading the first paragraph, can you guess what the Emancipation Proclamation might mean?
3. How does King describe the life of the Negro in the US one hundred years after the Emancipation Proclamation?
4. Why is 1963, according to Dr King, not an end but a beginning? A beginning of what?
5. What is Dr King's advice to the black people while marching on the road to freedom?
6. When will they, the Negro, be satisfied or not satisfied, according to Dr King?
7. Dr King speaks repeatedly of his dream. What is his dream?
8. What does Dr King mean by "This is the faith with which I return to the South?" What faith? Faith in what?

Interpreting:

1. What does Dr King mean by cashing a cheque, bad cheque, and a cheque that has come back marked "insufficient funds"?
2. Read the last few paragraphs aloud, beginning with "This will be the day" followed by the poem until the end, placing emphasis on "Let freedom ring." What effect is produced by the repetition of the phrase? Don't forget that Dr King refers to mountains all the time; and when you shout in the mountains, what happens?
3. Granting that King knew well his audience, examine the appropriateness of his word choice, his sentence structure, his use of metaphor and analogy.
4. What is the most prominent structural feature in this speech?

Extending

5. What is freedom? Using the internet, collect different definitions of freedom and write a comprehensive essay on freedom.
6. Write an essay examining King's position in the light of today's events.

Oral Activity

- The students will be asked to express their views about Martin Luther King and his efforts in creating Civil Rights Act of 1964 and the Voting Rights Act of 1965.
- The students will be asked to describe in their own words why Martin Luther King was assassinated in April 1968.

Writing

- The students will be asked to write an essay on the achievements and efforts of the great African-American leader, Martin Luther King.
- Write a short note on the assassination of Martin Luther king?

(1.4) → Language Study

DEMONSTRATIVE, INDEFINITE AND DISTRIBUTIVE PRONOUNS

Consider the following sentences:

- *This* is a present from my uncle.

- *These* are merely excuses.
- Both cars are good, but *this* is better than that.
- Bombay mangoes are better than *those* of Bangalore.
- Make haste, *that's* a good boy.
- [Here *that* = one who makes haste]
- My views are quite in accordance with *those* of the university commission.
- I may have offended, but *such* was of my intention.

He is the representative of the King and as *such* (= the representative of the King) we are bound to honour him.

- The stranger is welcomed as *such*.
- *That* is the fort of Bala Hisar.

It will be noticed that the Pronouns in italics are used to *point out* the objects to which they refer, and are, therefore, called **Demonstrative Pronouns**. (Latin *demonstrare*, to show clearly).

- *This, that*, etc, are (Demonstrative) *Adjectives* when they are used with nouns; as,
- *This* book is mine.
- *That* pen is yours.
- *These* books are mine.
- *Those* pens are yours.
- *That* was that noise?
- *This* horse is better *than* that horse.
- All *such* people ought to be avoided.

This refers to what is close at hand and nearest to the thought or person of the speaker; *that* refers to what is 'over there' farther away and more remote.

- *This* is better *than* that.
- *That*, with its plural *those*, is used to avoid the repetition of a preceding Noun; as,
- The climate of Murree is like *that* of Swat.
- The streets of Peshawar are worse *than* those of Lahore.
- Our soldiers were better drilled than *those* of enemies.
- The rivers of America are larger than *those* of Europe.

When two things which have been already mentioned are referred to, *this* refers to the thing last mentioned, *that* to the thing first mentioned; as,
Virtue and vice offer themselves for your choice; *this* (i.e. vice) leads to misery, *that*

(i.e. virtue) to happiness.

Alcohol and tobacco are both injurious, *this* perhaps, less than *that*.

Indefinite Pronouns

Consider the following sentences.

- *One* hardly knows what to do.
- *One* does not like to say so, but it is only too true.
- *One* cannot be too careful of *one's* (not, his) good name.
- *One* must not boast of *one's* own success.
- *One* must use *one's* best efforts if one wishes to succeed.
- *One* must not praise *oneself*.
- *None* of his poems are well known.

(None is a shortened form of a *not one*; yet it is commonly used with plural verbs).

They (= people in general) say he has lost heavily.

They say that one of the local banks has stopped payment. (They say = it is said by some persons].

- *All* were drowned.
- *Some* say he is a sharper.]
- *Nobody* was there to rescue the child
- *Many* of them were Hindus.
- *One* or *other* of us will be there.
- Did you ask *anybody* to come?
- *Some* are born great.
- *Somebody* has stolen my watch.
- *Few* escaped unhurt.
- We did not see *any* of them again.
- Do good to *others*.
- What is *everybody's* business is nobody's business.
- His words are in *everyone's* mouth.

All these Pronouns in italics refer to persons or things in a *general way*, but do not refer to any person or thing in particular. They are, therefore, called **Indefinite Pronouns**.

Most of these words may also be used as Adjectives.

- I will take you there *one* day.
 - He is a man of *few* words.
 - *Any* fool can do that.
 - *Some* milk was spilt.
- In referring to *anybody*, *everybody*, *everyone*, *anyone*, *each* etc, the pronoun *he* or *she* is used according to the context; as,
I shall be glad to help *everyone* of my boys in *his* studies.
But when the sex is not determined, we use the pronoun of the *masculine* gender, as

there is no singular pronoun of the third person to represent both male and female.

- *Everyone* likes to have *his* way.
- *Each* must do *his* best.
- *Everybody* is discontented with *his* lot in life.
- *Everybody* has his own ideas which he hates to change.
- *Everybody* knows the truth, let *him* tell it.
- Let *each* esteem other better than *himself*.
- *Anyone* can do this if he tries.

Note: Many good English authors disregard the rule and use the pronoun of the third person *plural*; as

- Let *each* esteem other better than *themselves*.
- *Everybody* is discontented with *their* lot in life.
- *Everybody* has *their* own ideas which *they* hate to change.

Distributive Pronouns

Consider the following sentences:-

- *Each* of the boys gets a prize.
- *Either* of these roads leads to the railway station.
- *Neither* of the accusations is true.
- *Each* took it in turn.
- *Either* of you can go.

Each, either, neither are called Distributive Pronouns because they refer to persons or things *one at a time*. For this reason they are always *singular* and as such followed by the verb in the *singular*.

Note

Each is used to denote every one of a number of persons or things taken singly.

Either means the one or the other of two.

Neither means not the one nor the other of two. It is the negative of *either*.

Hence *either* and *neither* should be used only in speaking of *two* persons or things.

When *more than two* are spoken of, *any, no one, none* should be used.

The position of the pronoun *each* should be noticed. It may have three positions.

1. *Each* of the men received a reward.
Each of these horses cost five hundred rupees.
I bought *each* of these mangoes for ten paise.
2. These men received *each* a reward.
The horses cost *each* five hundred rupees.

3. These horses cost five hundred rupees *each*.

I bought these mangoes for ten paise *each*.

The third order is usual after a numeral. We do not say, 'The men received a reward *each*'; but we say, 'The men received five hundred rupees *each*'.

In the following sentences, *each*, *either* and *neither* are used as Adjectives; they are followed by nouns of the *singular* number.

- *Each* boy took his turn. *Neither* accusation is true.
- At *either* end was a marble statue. (Here *either* = *each* or *both*)

Study the following sentences.

1. The two men hate *each other*.
2. They cheated *one another*.

If we analyse them, they mean ____

1. The two men hate, *each* hates the *other*.
2. They cheated, *one* cheated *another*.

Each and *one* really belong to the subject, *other* and *another* are objects. But *each other* and *one another* have become in practice compound pronouns (called **Reciprocal pronouns**) and are rarely separated even by a preposition. Thus we say:

- The brothers quarreled *with each other*.
- They all gave evidence *against one another*.

Note: The one-time rule that *each other* should be used in speaking of two persons or things, *one another* in speaking of more than two is no longer strictly observed. 'The three brothers quarreled with *each other*' is now accepted as idiomatic.

Relative Pronouns

Read the following pairs of sentences:

1. I met Hari. Hari had just returned.
2. I have found the pen. I had lost the pen.
3. Here is the book. You lent me the book.

Let us now combine each of the above pairs into one sentence. Thus:

1. I met Haris *who* had just returned.
2. I have found the pen *which* I had lost.
3. Here is the book *that* you lent me.

Now let us examine the work done by each of the words, *who*, *which* and *that*. The word *who* is used instead of the noun Haris. It, therefore, does the work of a Pronoun.

The word *who* joins or connects two statements. It, therefore, is the word of a Conjunction.

The word *who*, therefore, does double work --- the work of a Pronoun and also the work of a Conjunction.

We might, therefore, call it a Conjunctive Pronoun.

It is, however, called a Relative pronoun because it *refers* or *relates* (i.e. carries us back) to some noun going before (here, the noun is *Haris*), which is called its **Antecedent**.

Let the pupil show why, *which* and *that* are also Relative pronouns in the second and third sentences.

- What is the Antecedent of *which* in the second sentence?
- What is the Antecedent of *that* in the third sentence?

Forms of the Relative pronouns

The Relative Pronoun *who* has different forms for Accusative and Genitive.

Singular and Plural

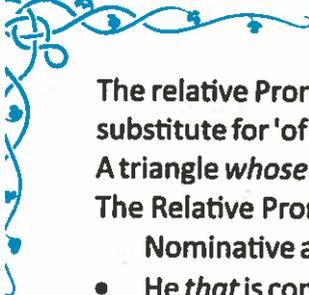
Nominative	:	who
Genitive	:	whose
Accusative	:	whom

- This is the boy (or girl) *who* works hard.
- This is the boy (or girl) *whose* exercise is done well.
- This is the boy (or girl) *whom* all praise.
- These are the boys (or girls) *who* work hard.
- These are the boys (or girls) *whose* exercises are done well.
- There are the boys (or girls) *whom* all praise.

It will be noticed that the forms are the same for singular and plural, masculine and feminine.

The relative Pronoun *which* has the same form for the Nominative and Accusative cases.

- This is the house *which* belongs to my uncle.
- The house *which* my uncle built cost him Rs. 50,000.



The relative Pronoun *which* has no Genitive Case, but *whose* is sometimes used as a substitute for 'of which'; as,

A triangle *whose* three sides are equal is called an equilateral triangle.

The Relative Pronoun *that* has the same form in the Singular and Plural and in the Nominative and Accusative. It has no Genitive case.

- He *that* is content is rich.
- They *that* touch pitch will be defiled.
- Take anything *that* you like.

The Relative Pronoun *what* is used only in the Singular, and has the same form in the Nominative and Accusative.

- *What* has happened is not clear.
- I say *what* I mean.
- He failed in *what* he attempted.

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Glory and Hope

Nelson Mandela

Your majesties, your royal highnesses, distinguished guests, comrades and friends: Today, all of us do, by our presence here, and by our celebrations in other parts of our country and the world, confer glory and hope to newborn liberty.

Out of the experience of an extraordinary human disaster that lasted too long must be born a society of which all humanity will be proud.

Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for a glorious life for all.

All this we owe both to ourselves and to the peoples of the world who are so well represented here today.

To my compatriots, I have no hesitation in saying that each one of us is as intimately attached to the soil of this beautiful country as are the famous jacaranda trees of Pretoria and the mimosa trees of the Bushveld.

Each time one of us touches the soil of this land, we feel a sense of personal renewal. The national mood changes as the seasons change.

We are moved by a sense of joy and exhilaration when the grass turns green and the flowers bloom.

That spiritual and physical oneness we all share with this common homeland, explains the depth of the pain we all carried in our hearts as we saw our country tear itself apart in terrible conflict and as we saw it spurned, outlawed and isolated by the peoples of the world, precisely because it has become the universal base of the pernicious ideology and practice of racism and racial oppression. We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom, that we, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil.





We thank all our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity.

We trust that you will continue to stand by us as we tackle the challenges of building peace, prosperity, nonsexism, nonracialism and democracy.



We deeply appreciate the role that the masses of our people and their democratic, religious, women, youth, business, traditional and other leaders have played to bring about this conclusion. Not least among them is my Second Deputy President, the Honourable F. W. de Klerk.

We would also like to pay tribute to our security forces, in all their ranks, for the distinguished role they have played in securing our first democratic elections and the transition to democracy from bloodthirsty forces which still refuse to see the light.

The time for the healing of the wounds has come.

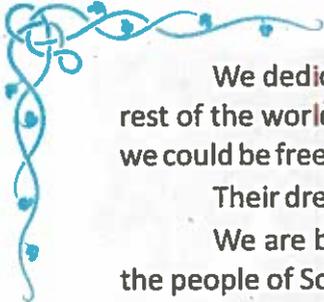
The moment to bridge the chasms that divide us has come. The time to build is upon us.

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

We succeeded to take our last steps to freedom in conditions of relative peace. We commit ourselves to the construction of a complete, just and lasting peace.

We have triumphed in the effort to implant hope in the breasts of the millions of our people. We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity — a rainbow nation at peace with itself and the world.

As a token of its commitment to the renewal of our country, the new Interim Government of National Unity will, as a matter of urgency, address the issue of amnesty for various categories of our people who are currently serving terms of imprisonment.



We dedicate this day to all the heroes and heroines in this country and the rest of the world who sacrificed in many ways and surrendered their lives so that we could be free.

Their dreams have become reality. Freedom is their reward.

We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us as the first President of a united, democratic, nonracial and nonsexist South Africa, to lead our country out of the valley of darkness.

We understand it still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must, therefore, act together as united people, for national reconciliation, for nation building and for the birth of a new world.

Let there be justice for all. Let there be peace for all.

Let there be work, bread, water and salt for all.

Let each know that for each, the body, the mind and the soul have been freed to fulfil themselves.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

The sun shall never set on so glorious a human achievement! Let freedom reign. God bless Africa!

About the Author

Nelson Mandela was born on July 18, 1918, in Transkei, South Africa. Becoming actively involved in the anti-apartheid movement in his 20s, Mandela joined the African National Congress in 1942. For 20 years, he directed a campaign of peaceful, non-violent defiance against the South African government and its racist policies. In 1993, Mandela and South African President F.W. de Klerk were jointly awarded the Nobel Peace Prize for their efforts to dismantle the country's apartheid system. In 1994, Mandela was inaugurated as South Africa's first black president. In 2009, Mandela's birthday (July 18) was declared Mandela Day to promote global peace and celebrate the South African leader's legacy. Now 94, Nelson Mandela continues to be a source of inspiration for civil rights activists worldwide.

New Vocabulary

Words	Meanings
Amnesty	A general pardon, esp. for offences against a government
Apartheid	The official government policy of racial segregation in South Africa against which Nelson Mandela fought
Bosom	The chest or breast of a person; a protective centre or part; the core
Chasm	A deep cleft or gap in the ground; abyss; gorge, ravine
Compatriots	fellow countrymen; fellow citizens
Comrades	An associate or companion; a fellow member of a political party, originally used for fellow communist or socialist
Covenant	A binding agreement; contract; pact; commitment; treaty
Defiance	Open or bold resistance to or disregard for authority, position or power; a challenging attitude or behaviour
Deprivation	Prevention from possessing or enjoying certain essentials of life
Discrimination	Unfair treatment of a person, racial group or minority on the basis of prejudice
Dismantle	To take apart; to demolish or raze to ground; disassemble
Emancipation	The act of freeing or state of being freed; liberation
exhilaration	Liveliness; cheerfulness; delight; thrilling
Glorious	Having or full of glory; illustrious; brilliantly beautiful; distinguished, magnificent, majestic, eminent
Inalienable	Not able to be transferred to another; non-transferable;
Intimately	Characterised by a close or warm personal relationship; deeply personal, private
Jacaranda	A tropical American tree of the genus Jacaranda with fernlike leaves and pale purple flowers
legacy	Something handed down or received from an ancestor or predecessor; a gift by will of money or personal property; bequest; inheritance
Mimosa	A tropical shrub or tree of the genus Mimosa with yellow flowers that are sensitive to touch or light
Pernicious	Wicked or malicious; evil, hurtful, offensive, harmful

Privilege	A benefit, immunity, or an advantage enjoyed by a small usually powerful group or class; claim, concession
Racism	Abusive or aggressive behaviour towards members of another race; prejudice on the basis of race and colour
Racist	Someone who believes that his/her race is better than others and show abusive and aggressive behaviour towards them
Reconciliation	The act of removing hostilities, opposition or settling a quarrel and bringing peace between two parties; to become friendly;
Reign	A period of rule by a monarch, a person or something; the reign of Babar; the reign of terror
Skunk	A mammal that ejects an unpleasant-smelling fluid when attacked; a despicable or disgusting person
To elevate	To raise in rank or status; to put in a cheerful mood; elate; to uplift
To humble	To cause to become humble; to humiliate; abase, abash
To inaugurate	To commence officially or formally; to initiate; to institute; to launch; to install
To spurn	To reject with contempt; scorn, slight, contempt, despise
To triumph	To win a victory or control; to succeed; to rejoice after victory; to flourish; to overcome; to celebrate

Study Questions

Recalling:

1. Who are the people Nelson Mandela is addressing and what is the occasion?
2. What figurative language does Nelson Mandela use to communicate his profound feelings of patriotism and sense of belonging to his homeland?
3. What was the situation like in South Africa before this very celebration of liberty and glory that Nelson Mandela is speaking about?
4. What emancipation and liberation is Nelson Mandela speaking about?
5. What does Nelson Mandela mean by South Africa being once the "skunk of the world"?

Interpreting

6. Considering that South Africa was once "the skunk of the world" why does Nelson Mandela give his speech the title "Glory and Hope"? Glory of what and hope for what?

- 
7. What does Nelson Mandela mean by “a rainbow nation at peace with itself and the world”?
 8. What does Mandela mean by “humanity has taken us back into its bosom . . . who were outlaws not so long ago”?

Extending

9. Both Dr King and Mandela use the word freedom in their speeches. Write an essay in which you compare and contrast King's and Mandela's use of the word in an attempt to arrive at each man's definition of freedom.
10. Nelson Mandela also uses another word, liberty in his speech which Dr King does not. Are they different in meanings or similar?
11. Both Dr King and Mandela are advocating emancipation and freedom for the Black people of their countries, fourteen hundred years after the Holy Prophet (PBUH) in his “Farewell Sermon” granting freedom and equality to all humanity, declared: “a white has no superiority over a black nor does a black has any superiority over a white except by piety and good actions.” Discuss.

Oral Activity

- The students will be asked to describe in their own words, the struggles and efforts of Nelson Mandela for the liberation of the people of South Africa.
- They will be asked to analyze the speech “Glory and Hope” delivered by Nelson Mandela.

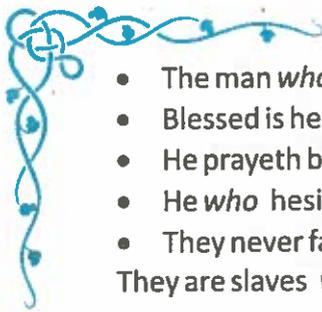
Writing

- The students will be directed to pen down their views about Nelson Mandela.
- “Freedom is a gift of God” write your ideas about the blessing of freedom.

2.5 Language Study

Use of the Relative Pronouns

As a general rule, *who* is used for *persons* only. It may refer to a Singular or a Plural Noun.

- 
- The man *who* is honest is trusted.
 - Blessed is he *who* has found his work.
 - He prayeth best *who* loveth best.
 - He *who* hesitates is lost.
 - They never fail *who* die in a great cause.

They are slaves *who* dare not be

in the right with two or three.

Who is sometimes used in referring to animals.

Whose (the Genitive form of *who*) is used in speaking of persons, but sometimes of things without life; as,

The sun, *whose* rays give life to the earth, was regarded by the ancients as a god.

This is the question *whose* solution has baffled philosophers of all ages.

[More properly, 'This is the question the solution of *which* has baffled philosophers of all ages].

Which is used for *things without life* and for *animals*. It may refer to a Singular or Plural Noun.

- The moment *which* is lost is lost for ever.
- The books *which* help you most are those which make you, think most.
- The horse *which* I recently bought is an Arab.

Which was formerly used to refer to persons; as,

Our Father, *which* art in heaven.

Which may also refer to sentences; as,

- The man was said to be drunk, *which* was not the case.
- He said he saw me there, *which* was a lie.
- He is here, *which* is fortunate.

Note: The relative pronouns *who* and *which* can be used:

(i) To restrict, limit, or define more clearly the antecedent; that is, where the clause introduced by a relative pronoun is **restrictive** or **defining**; as,

- The man *who* had cheated me was yesterday arrested by the police.
- The book *which* you see on the table cost me two rupees.

(ii) To give some additional information about **the** antecedent; that is, where the clause introduced by a relative pronoun is **continuative non-defining**; as,

- The teacher sent for the boy *who* (= and he) came at one.
- I gave him a rupee *which* (= and it) was all I had with me.

Note that non-defining clauses are separated from the main clause by commas.

Compare:

- My brother who is a doctor has gone to America.
- My brother, who is a doctor, has gone to America.

The first sentence implies that the speaker has several brothers, and the clause *who is a doctor* distinguishes a particular one of them. In the second, the clause does not define and the implication is that the speaker has only one brother.

That is used for persons and *things*. It may refer to a Singular or a Plural Noun. *That* has no genitive case and it is never used with a preposition preceding.

- This is the boy *that* I told you of.
- I know the house *that* he lives *in*.
- Uneasy lies the head *that* wears the crown.
- Thrice is he armed *that* hath his quarrel just.
- A city *that* is set on a hill cannot be hidden.
- He *that* is not with me is against me.
- Happy is the man *that* findeth wisdom.
- He *that* is slow to anger is better than the mighty.
- The crowd *that* gathered cheered him to the echo.
- Who *that* has met him can escape his influence?
- All *that* I said had no effect on him.
- He was the most eloquent speaker *that* I ever heard.

It will be noticed that the relative pronoun *that* is used only in defining clauses, i.e. clauses that restrict, limit, or define the antecedent.

That may be used as an adverbial accusative = *on which, in which, at which; as, I remember the day that he came.*

On the day that thou eatest thereof thou shalt surely die.

As the Relative Pronoun *that* has a restrictive force, it sometimes becomes unsuitable as the substitute for *who* or *which*. Thus I cannot say:

My father *that* is a schoolmaster is fifty years old.

I must say.

My father, *who* is a schoolmaster, is fifty years old.

But if I happen to have more than one sister, I can say:

My sister *that* has been adopted by my uncle is ill.

The Relative Pronoun *that* is used in preference to *who* or *which*:

(1) After Adjectives in the Superlative Degree; as,

- He was the most eloquent speaker *that* I ever heard
 - The wisest man *that* ever lived made mistakes.
 - This is the best *that* we can do.
- (2) After the words, *all, same, any, none, nothing, (the) only; as*

- All is not gold *that* glitters.
- He is the same man *that* he has been.
- It is only donkeys *that* bray.
- It was not for nothing *that* he studied philosophy.
- Man is the only animal *that* can talk.

(3) After the interrogative pronouns *who, what; as*

- Who *that* saw her did not pity her?
- Who am I *that* I should object?
- What is it *that* troubles you so much?
- What is there *that* I do not know?

(4) After two antecedents, one denoting a *person* and the other denoting an *animal* or a *thing; as,*

The boy and his dog *that* had trespassed on the club premises were turned out.

What refers to *things* only. It is used without an antecedent expressed, and is equivalent to *that which* (or the *thing which*).

What (= that which) cannot be cured must be endured.

I say *what* (= that which) I mean.

- *What* is done cannot be undone.
- *What* man has done, man can do.
- *What* is one man's meat is another man's poison.
- Give careful heed to *what* I say.
- *What* I have written, I have written.
- He found *what* he was looking for.

It will be noticed that *what* is used in the Nominative and Accusative singular only.

The word *as* is used as a Relative Pronoun after *such* and sometimes after *the same; as,*

- These mangoes are not *such as* I bought yesterday.
- He is *such* a man *as* I honour.
- We have never had *such* a time *as* the present.
- His answer was *such as* I expected him to give.
- My trouble is *the same as* yours (is)



- This is not *the same as* that (is).

'The same as' usually means 'of the same kind'.

'The same that' means 'one and the same'.

The word *as* is also used as a Relative Pronoun after *as* followed by an adjective; as, I collected *as* many specimens *as* I could find.

[Note: The first *as* is here an Adverb].

The word *but* after a negative, often has the force of a Relative Pronoun; as,

- There is none *but* will agree with me. (*but* will agree = *who will not agree*)
- There is no man *but* wishes to live.
- There is no rose *but* has some thorn. (*but* = whichno)
- There is scarcely a child *but* likes candy.
- There is no man *but* knows these things. (*but* = who does not).

It will be seen that the pronoun *but* is here equivalent to *who..... not, which ...not.*

Agreement of the Relative pronoun and its antecedent

As the Relative Pronoun refers to a Noun or pronoun (called its Antecedent) it must be of the same *number* and *person* as its Antecedent. (Remember that the verb shows the number and person of the Relative pronoun)

- The *boy who was* lazy was punished.
- The *boys who are* lazy were punished.
- *I, who am* your king, will lead you.
- We who seek *your protection, are strangers here.*
- *You who are mighty,* should be merciful.
- He *that is* not with me is against me.
- *He that is* down, needs fear no fall.
- *He that eats* till he is sick must fast till he is well.
- *They who live* in glass houses should not throw stones.
- They who seek *only for faults see nothing else.*
- *The flowers which grow* in our gardens are not for sale.
- This is the only *one* of his poems *that is* worth reading.
[= Of his poems this is the only one that is worth reading].



I Dream a World

Langston Hughes

I dream a world where man
No other man will scorn,
Where love will bless the earth And peace its path adorn.

contempt; despise

I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul

deplete; weaken

Nor avarice blights our day.

greed; blast, destroy

A world I dream where black or white, Whatever race you be,
Will share the bounties of the earth
And every man is free.

wealth, riches

Where wretchedness will hang its head,
And joy, like a pearl,
Attend the needs of all mankind. Of such I dream --
Our world!

poverty; misery



About the Poet:

James Langston Hughes, (1902–1967), a black poet, was born in Missouri, USA. He was a versatile writer, a poet, novelist and playwright who wrote more than 35 books. He held posts at the University of Chicago and Atlanta.



Understanding the Poem

1. This simple but beautiful poem presents before us the dream vision of a Utopia, an ideal world which has perfect peace and harmony; where freedom rules supreme and everyone lives a blessed life. Let's study the poem stanza by stanza.
 - The first stanza envisions a world that is blessed with love and peace, where no one despises another.
 - The second stanza envisages a world where all enjoy freedom, where greed and avarice do not destroy people's peace of mind.
 - The third stanza visualises a world which is free of discrimination on the basis of colour and race, where all share natural resources.
 - The last stanza dreams of a world where there is no poverty, no misery; where joy and happiness serve all mankind. The poet says that he dreams of such a world for all.
2. Do you think such a world is possible? If not, why not?

Writing

3. Now that you have understood the poem, write a paraphrase/explanation of the poem in your own words.
4. Incidentally, all three writers in this unit, Dr King, Nelson Mandela, Langston Hughes, are Black. And you must have noted that they have used very forceful language to communicate their message to the people. Write an essay about the circumstances that led them to be so passionate, so vocal and so forceful? Who do you think is more forceful and why? You will need to do some research to answer this question. Internet is a great source of such information.
5. Compare and contrast Dr King's dream and Nelson Mandela's hope with that of Langston Hughes.
6. Use the following chart to record your statement of the meaning of the poem and your observations about the techniques of the poem. Each column in the chart deals with one of the poetic techniques.

Meaning/Theme: _____

STANZA TYPE	SPEAKER	SOUND	IMAGERY	FIGURATIVE LANGUAGE
Stanza:	Human:	Rhyme:	Sight (Visual):	Similes:
Couplets	The Poet			
Tercets	Man/Woman	Rhythm:	Hearing (Aural):	Metaphors:
Quatrains	Mother/Father			
Quintets	Young/Old	Alliteration:	Smell (Olfactory):	Implied metaphors:
Sestets	Boy/Girl			
Octave	Son/Daughter	Consonance:	Taste: (Gustatory)	Other Devices:
Strophes:	Non-human:			
	Animals	Assonance:	Touch (Tactile):	
	Wild			
	Domestic	Onomatopoeia:		
	Plants			

Language Study

ARTICLES

The Adjectives *a*, *an* and *the* are usually called **Articles**. They are really Demonstrative Adjectives.

There are two Articles ___ *a* (or *an*) and *the*.

A or *an* is called the Indefinite Article because it leaves *indefinite* the person or thing spoken of; as,

a doctor, that is, *any* doctor.

The is called the Definite Article because it points out some *particular* person or thing; as,

He saw *the* doctor; meaning some *particular* doctor.

A or An

The choice between *a* and *an* is determined by *sound*. Before a word beginning with a vowel sound *an* is used; as,

An ass, *an* enemy, *an* inkstand, *an* orange, *an* umbrella, *an* hour, *an* honest man, *an* heir.

It will be noticed that the words *hour*, *honest* and *heir* begin with a vowel sound, as the initial consonant *h* is not pronounced.

Before a word beginning with a consonant sound *a* is used; as, *a* boy, *a* reindeer, *a* woman, *a* yard, *a* horse, *a* hole, also *a* university, *a* union, *a* European, *a* ewa, *a* useful article.

Because these words (*university*, *union* etc) begin with a consonant sound, that of *you*.

Similarly we say,

a one-rupee note, such *a* one, *a* one-eyed man.

Because *one* begins with the consonant sound of *w*.

Before words beginning with *h* and not accented on the first syllable, *an* is often used; as,

An historical novel, *an* hotel.

Note: The article 'a' can also be used with it.

Use of the Definite Article

The Definite Article *the* is used _____

- (1) When we speak of a *particular* person or thing or one *already referred to*; as,
- *The* book you want is out of print.
 - I dislike *the* fellow.
 - Let us go to *the* club.
- (2) When a *singular* noun is meant to represent a whole class; as
- *The* cow is a useful animal.
[Or we may say, "Cows are useful animals"]
 - *The* horse is a noble animal.
 - *The* cat loves comfort.
 - *The* rose is the sweetest of all flowers.
 - *The* banyan is a kind of fig tree.
 - [Do not say, "a kind of a fig tree". This is a common error.

Notice that the two nouns *man* and *woman* used in the general sense to denote the whole class never have either article.

- Man is the only animal that uses fire.
 - Woman is man's mate.
- (3) With names of gulfs, rivers, seas, oceans, groups of islands and mountain-ranges; as,
- *The* Persian Gulf.
 - London is on *the* Thames.
 - *The* Red sea.
 - *The* Indian Ocean.
 - *The* British Isles.
 - *The* Himalayas lie to the North of India.
 - *The* Alps.

We also say _____

- The* Ukraine, *the* Crimea, *the* Hague
- (4) Before the names of certain books; as,
The Vedas, *the* Puranas, *the* Iliad, *the* Ramayana.
But we say _____
- Homer's Iliad, Valmiki's Ramayana.
- (5) Before common nouns which are names of things unique of the kinds; as,

The sun, The sky, The ocean, The sea, The earth.

[Note: Sometimes *the* is placed before a Common noun to give the meaning of an Abstract noun; as,

At last *the warrior* (the warlike or martial spirit) in him was thoroughly aroused.

- (6) Before a Proper noun only when it is qualified by an adjective or a defining adjectival clause; as,
The great Caesar; the immortal Shakespeare.
The Mr. Abrar whom you met last night is my uncle.
- (7) With Superlatives; as,
The darkest cloud has a silver lining.
This is the best book of elementary chemistry.
- (8) With ordinals; as,
He was *the* man to arrive.
The ninth chapter of the book is very interesting.
- (9) Before musical instruments; as,
He can play *the* flute.
- (10) Before an adjective when the noun is understood; as,
The poor are always with us.
- (11) Before a noun (with emphasis) to give the force of a Superlative; as,
The Verb is the word (= the chief word) in a sentence.
- (12) As an Adverb with Comparatives; as,
The more the merrier.
(= *By how much more, by so much the merrier*)
The more they get, the more they want.

Use of the Indefinite Article

- The Indefinite Article is used ____
- (1) In its original numeral sense of *one*; as,
- Twelve inches make *a* foot.
 - Not *a* word was said.
 - *A* word to the wise is sufficient.
 - *A* bird in the hand is worth two in the bush.
- (2) In the vague sense of *a* certain; as,

A Ranchod Pitamber (= a certain person named Ranchod Pitamber) is suspected by the police.

One evening *a* beggar came to my door.

- (3) In the sense of *any*, to single out an individual as the representative of a class; as,
- A pupil should obey his teacher.
 - A cow is a useful animal.
- (4) To make a common noun of a proper noun; as,
A Daniel came to judgment ! (A Daniel = a very wise man).

Omission of the Article

The Article is omitted _____

- (1) Before a common noun used in its widest sense; as,
- *Man* is mortal.
 - What kind of *flower* is it?
- (2) Before names of materials; as,
- *Gold* is a precious metal.
 - *Cotton* grows in America, Egypt and Pakistan.
- (3) Usually before Proper nouns; as,
- Islamabad is the capital of Pakistan.
 - Lahore is a big city.
 - Newton was a great philosopher.

Note: When the Article is used before Proper nouns, they become common nouns; as,

- This man is a second Newton [i.e. a philosopher as great as Newton].
 - He was *the* Napoleon of his age [i.e. the greatest general of his time]
 - Bombay is *the* Manchester of India [i.e. the greatest manufacturing city]
 - He is *the* Shakespeare of the country (i.e. the greatest poet)
- (4) Before Abstract nouns used in a general sense; as,
- *Wisdom* is the gift of heaven.
 - *Falsehood* is odious.
 - *Honesty* is the best policy.
 - *Virtue* is its own reward.

Note: An Abstract noun, when it is qualified by an adjective or an adjectival phrase or clause, may have the article, as,

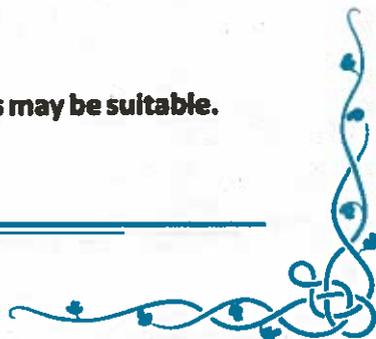


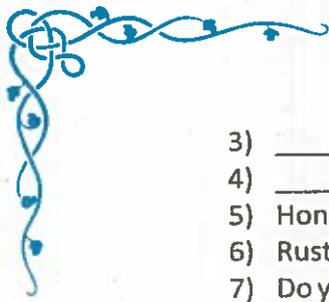
- *The wisdom of Solomon is famous.*
 - *He showed a courage worthy of an older man.*
 - *I cannot forget the kindness with which he treated me.*
- (5) Before languages; as,
- *We are studying English.*
 - *He prefers French.*
- (6) Before *school, college, church, bed, table, hospital, market and prison* when these places are visited or used for their primary purpose; as,
- *The school is very near my home.*
 - *I met him at the market.*
 - *The bed is broken.*
 - *I went to the hospital to see your uncle.*
- (7) Before names of relations, like *father, mother, aunt, uncle*, and also *cook and nurse*, meaning 'our cook', 'our nurse', as,
- *Father has returned.*
 - *Aunt wants you to see her.*
 - *Cook has given notice.*
- (8) Before predicative nouns denoting a unique position, i.e. a position that is normally held at one time by one person only; as,
- *He was elected chairman of the Board.*
 - *Mr. Babar became Principal of the college in 1965.*
- (9) In certain phrases consisting of a transitive verb followed by its object; as, *To catch fire, to take breath, to give battle, to cast anchor, to send word, to bring word, to give ear, to lay siege, to set sail, to lose heart, to set foot, to leave home, to strike root, to take offence.*
- (10) In certain phrases consisting of a preposition followed by its object; as, *At home, in hand, in debt, by day, by night, at daybreak, at sunrise, at noon, at sunset, at night, at anchor, at sight, on demand, at interest, on earth, by land, by water, by river, by train, by steamer, by name, on horseback, on foot, on deck, in jest, at dinner, at ease, under ground, above ground.*

Exercise

Complete the following sentences by filling in *a* or *an* or *the* as may be suitable.

- 1) Copper is _____ useful metal.
- 2) He is not _____ honourable man.





- 3) _____ able man has not always a distinguished look.
- 4) _____ reindeer is a native of Norway.
- 5) Honest men speak _____ truth.
- 6) Rustum is _____ young Parsee.
- 7) Do you see _____ blue sky?
- 8) Aladdin had _____ wonderful lamp.
- 9) The world is _____ happy place.
- 10) He returned after _____ hour.
- 11) _____ school will shortly close for the Eid holidays.
- 12) _____ sun shines brightly.
- 13) I first met him _____ year ago.
- 14) Yesterday _____ European called at my office.
- 15) Pashto is _____ difficult langue.
- 16) _____ Ganga is _____ sacred river.
- 17) _____ lion is _____ king of beasts.
- 18) You are _____ fool to say that.
- 19) French is _____ easy language.
- 20) _____ French defeated the Germans.
- 21) Which is _____ longest river in Pakistan.
- 22) Raja has come without _____ umbrella.
- 23) Islamabad is _____ very dear place to live in.
- 24) She is _____ untidy girl.
- 25) The children found _____ egg in the nest.
- 26) I bought _____ horse, _____ ox, and _____ buffalo.
- 27) If you see him, give him _____ message.
- 28) English is _____ language of _____ people of England.

Unit Outcomes

By the end of unit 3, the students will be able to:

- read and comprehend the given lessons
- develop the sense of responsibility and duty
- understand the themes of the text
- improve their vocabulary
- enjoy reading the poem and trace out the message of the poet
- have the knowledge of Articles and Verbs
- understand the importance of the text (lesson)
- improve reading, thinking, and writing skills
- describe the events mentioned in the unit

This Unit contains THREE readings:

- ➔ 1. Lesson from the Battle of Uhūd (History)
- ➔ 2. The Linguan Gorge (Story)
- ➔ 3. "IF" (Poem) Rudyard Kipling's

Pre Reading:

Lesson from the Battle of Uhūd

You must have read about the Battle of Uhud, the second battle between the followers of the Holy Prophet (ﷺ) and Ahle Qureish. What do you think is the lesson referred to in this essay?

The Linguan Gorge:

The narrator of the story is on his way to reach the site of his job but cold and snow detain him and he meets a little kid looking after his little sister while his parents are working down below in the mountains. Though very sleepy, the little kid refuses to go to sleep. Hearing what the little kid says, the narrator at once jumps to his feet and gets ready to reach the place of his duty. Why? What do you think the little kid said to him?

If: (Poem)

The poet in this poem advises his son to be an enthusiastic young man. He tells his son that if he is truthful, dutiful, studious, steadfast and resourceful, then this earth and everything that is in it, are for him and he will be a successful man.

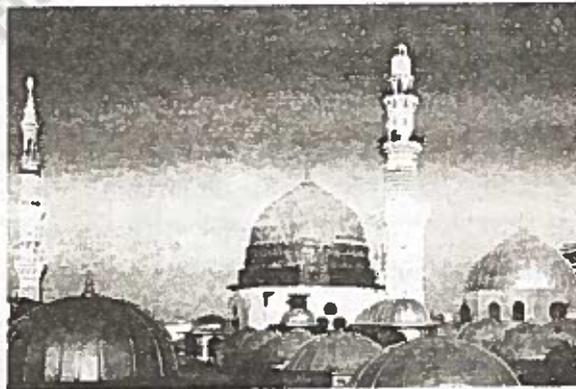
Reading Selection 3.1

Lesson from the Battle of Uhud

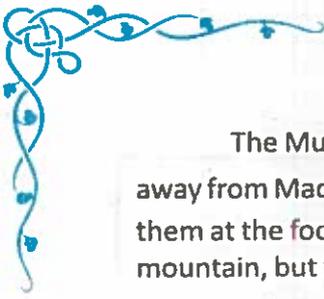
It was fury: it was wrath: it was vengeance: and above all it was the ignominy of defeat in the Battle of Badr that brought the Qureish of Makkah at the threshold of Madina to settle the score of Badr with Muslims. Abu Sufyan, the commander-in-chief, was leading the mighty force of three thousand seasoned warriors; seven hundred men in armour and two hundred men on horseback, accompanied by fiery band of women under the direction of Hind, thumping tambourine and singing enthusiastic war ballads.

When the news of the marching enemy reached the beloved Prophet Hazrat Muhammad (ﷺ), he convened the meeting of his comrades to work out strategy for defense. Looking at the strength of enemy, the beloved Prophet (ﷺ) wanted to adopt defensive strategy; allowing the enemy to besiege the city of Madina. This act of beleaguering would have greatly dissipated the strength of enemy and the Muslims could have easily decimated them in phases. But the

younger elements amongst Muslims, seething with intense desire to annihilate the belligerent enemy, insisted on battle in the open field, away from Madina. In deference to the enthusiasm of youth, the beloved Rasool (ﷺ) agreed to confront the enemy in open outside Madina. When the Prophet of Allah (ﷺ) gave order for march to battlefield, seven



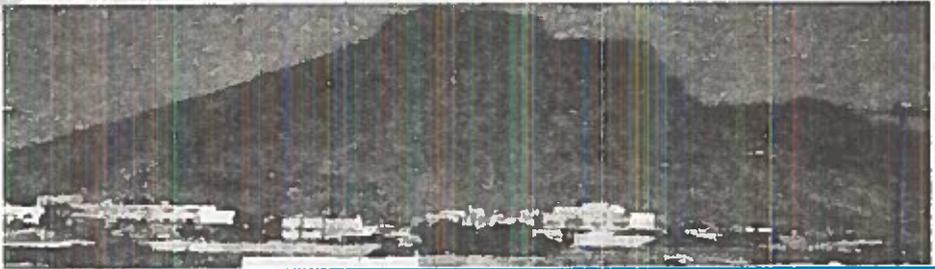
hundred devotees placed themselves at his (ﷺ) command. Initially, the strength of Muslim army was one thousand but Abdullah Bin Ubbay, the hypocrite, withdrew his three hundred men on the pretext that his suggestions were not entertained by the Holy Prophet (ﷺ).



The Muslim army positioned itself at Uhud, a barren mountain, a few miles away from Madina. To cover the rear of his army, the beloved Prophet (ﷺ) posted them at the foot of Mountain Uhud. Their right flank and rear were covered by the mountain, but their left flank lay in open ground and was thus exposed to a charge by enemy's cavalry. To guard against this, the beloved Nabi (ﷺ) posted fifty archers on this flank with strict directives of never to abandon their post without his permission.

The battle started with duels. Talha, the standard-bearer of the idolaters, was the first challenger. As he stepped out of the ranks of polytheists, Hazrat Ali (رضي الله عنه) stepped out of the ranks of Muslims. Talha never stood a chance. Hazrat Ali's (رضي الله عنه) scimitar flashed in the morning sun and the head of the standard-bearer leaped from his shoulder and rolled away on the sand. 'Allah-o-Akbar!' chanted the Holy Prophet Hazrat Muhammad (ﷺ), 'Allah-o-Akbar!' 'Allah-o-Akbar!' echoed from the eagerly watching Muslim army. When Hazrat Ali (رضي الله عنه) returned to his line, Talha's brother made an attempt to retrieve the banner. But Hazrat Hamza (رضي الله عنه) came out of his line and sent him to hell. The Muslims had won the first round and gave fatal blow to the morale of the enemy.

After duels, the battle began. It appeared that the happening of events at the beginning of battle were going the same way as the Prophet (ﷺ) had imagined. The charge of Ali (رضي الله عنه), Hamza (رضي الله عنه) and Abu Dujana (رضي الله عنه) spread panic and consternation in the ranks of enemy and they began to waver. The unsteadiness and the confusion of the army of Makkah had become very much visible and the Muslims assumed that they had already won a victory. This manoeuver was seen by the archers who had been posted by the Prophet at the strategic pass. They also thought that the enemy had already been beaten, and was in retreat. They left their post and made a tactical mistake to descend into the plain below against the express orders of the Prophet (ﷺ). Their captain, Abdullah ibn Jubayr, adjured them not to abandon the pass but they paid no heed and swept





into the valley and started collecting Mal-e-Ghanimat. Khalid bin al-Walid, who had not yet converted to Islam, noticed that the strategic pass to the left of the army of Muslims was unguarded. He immediately seized the opportunity to attack the handful of the pickets, still at the pass, with his cavalry. The pickets fought bravely but all of them including Abdullah ibn Jubayr (رضي الله عنه) were overpowered and martyred. Khalid bin Walid captured the pass and attacked the army of the Muslims from the rear.

The Muslim army was busy in gathering Mal-e-Ghanimat, utterly oblivious of everything else. Suddenly, they were startled by the charge of enemy's cavalry in its rear. Abu Sufyan also noticed the manoeuver of Khalid, and the bewilderment of the Muslims. He rallied his troops, returned to the scene of action and launched a frontal attack upon them. The Muslims found themselves caught in a pincer movement of the enemy, and they panicked. In a short time the tables were turned on them, and victory was wrenched out of their hands.

The Prophet (ﷺ) had given the banner of Islam to Masaab ibn Umayr (رضي الله عنه). He was martyred by the enemy, and the banner of Islam fell on the ground. But Hazrat Ali seized the sacred banner, and bore it aloft amidst the storm of battle. As Masaab resembled the Prophet (ﷺ) in person, a shout was put up by the enemy that Hazrat Muhammed (ﷺ), God forbid, was martyred. The morale of the polytheists of Makkah was beefed up by this shout but demoralized Muslim army.

The beloved Prophet (ﷺ), who was fighting in the other part of the battlefield, had been wounded, and his head and holy face were bleeding. A few Muslims, mainly the Ansar, were defending him. It was this little group, and its battle cries that caught Ali's (رضي الله عنه) attention. He tore his way through the enemy lines and came up to his comrades-in-arms. They stood surrounding the Prophet (ﷺ), led by Abu Dujana (رضي الله عنه). They were doing their best to shield him from the weapons of the enemy. Ali (رضي الله عنه) was thrilled to see his master alive. The idolaters renewed their attacks, charged repeatedly but Hazrat Ali (رضي الله عنه) repulsed them each time. The strong defense of Hazrat Ali (رضي الله عنه) and other Sahabas, therefore, prevented the non-believers to take advantage of the victory and averted destruction. The battle that would have otherwise ended in annihilation of Muslims, ended in draw.

The price for disregarding the commands of the Holy prophet (ﷺ) and neglect of duty and responsibility by the band of the archers was paid by Muslims with seventy martyrs, stress, woes, and grief. But they learnt a valuable lesson: never to disobey the orders of the holy prophet (ﷺ) in future.

New Vocabulary

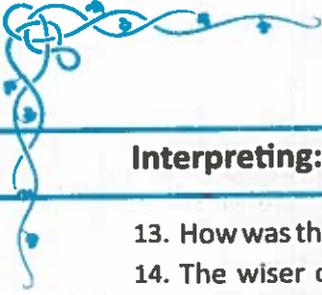
Words	Meanings
ignominy	Public shame or disgrace
threshold	A point of entry
tambourine	an instrument resembling a shallow drum with metal discs in slots around the edge, played by being shaken or hit with the hand.
besiege	surround (a place) with armed forces in order to capture it or force its surrender
beleaguering	Lay siege to
dissipated	becomes less or becomes less strong until it disappears or goes away
decimated	to destroy a large part of something
seething	filled with or characterized by intense but unexpressed emotions
annihilate	to destroy something completely so that nothing is left
belligerent	hostile and aggressive
flank	the right or left side of a body of people such as an army, a naval force, or a soccer team
scimitar	a short sword with a curved blade that broadens towards the point,
consternation	a feeling of anxiety or dismay, typically at something unexpected.
manoeuvre	a clever and planned action, movement or activities to gain advantage or avoid something
adjured	to urge or advise earnestly
pickets	a soldier or small group of soldiers performing a particular duty, especially one sent out to watch for the enemy
bewilderment	a feeling of being perplexed and confused

pincer movement	a movement by two separate bodies of troops converging on the enemy/ a situation involving pressure from two different sides or forces.
beefed up	to make something stronger or more effective
comrades-in-arms	someone who has worked for the same cause or purpose as you and has shared the same difficulties and dangers

STUDY QUESTIONS

Recalling:

1. What was the composition of the army of the Qureish that Marched to Madina?
2. What, in the opinion of the Holy Prophet (ﷺ), was the best course of action with regard to the strength of the enemy?
3. What strategy did the Holy Prophet (ﷺ) have in mind when he thought of allowing the enemy to besiege Madina?
4. What were the two opinions regarding facing the army of the Qureish?
5. What did the Holy Prophet (ﷺ) decide finally?
6. How did the Holy Prophet (ﷺ) arrange his army at Uhud in preparation for the battle?
7. What instruction did the Holy Prophet (ﷺ) give to the band of archers who were posted at the pass?
8. What did the archers do when they saw the enemy retreating in defeat?
9. What changed the course of the Battle of Uhud?
10. What was the confusion regarding the companion who bore resemblance to the Holy prophet (ﷺ)?
11. How was the mistake of the archers a tactical mistake?
12. What did the companion of the Holy Prophet (ﷺ) learn from the battle of Uhud?



Interpreting:

13. How was the battle of Uhud an extension of the Battle of Badr?
14. The wiser ones were in favour of staying in Madina while the younger ones wanted to meet the enemy in the open. What light do these strategies throw on the nature of the old and the young in war?
15. Why were the Muslims demoralized at one stage of the battle?
16. Why were the Qureish unable to take advantage of their short-lived victory?

Extending:

17. If the Archer had not left their high post, the Qureish would have been handed another humiliating defeat. What far-reaching consequences could it have had for the future of the Muslims?
18. Recalling your knowledge of the Muslim history, which battle proved that the Holy Prophet Muhammad (ﷺ) was right in proposing to stay in Madina and let the Qureish besiege the City?

Oral Activity

- The student will be divided into two groups. The first group will describe the background and causes of the Battle of Uhud
- The second group will relate the consequences and results of the Battle of Uhud.

Writing

- The student will be asked to write in their own words the summary of the lesson.
- The student will be asked to write a short essay on "It is wise to act upon the advice of the leader"

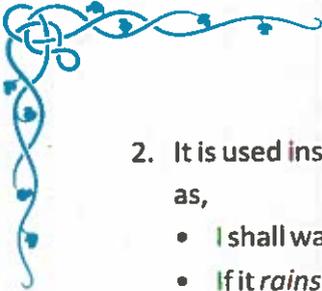
THE USE OF THE TENSES

The simple present is used: _____

1. To express a habitual action; as,
 - He takes milk every morning.
 - I get up every day at five o'clock.
 - My watch keeps good time.
2. To express general truths; as,
 - The sun *rises* in the east.
 - Honey *is* sweet
 - Fortune *favours* the brave.
3. In exclamatory sentences beginning with *here* and *there* to express what is actually taking place in the present; as,
 - Here *comes* the bus!
 - There she *goes*!
4. In vivid narrative, as substitute for the Simple Past; as,
 - Soharb now *rushes* forward and *deals* a heavy blow to Rustum.
 - Immediately the Sultan *hurries* to his capital.
5. To indicate a future event that is part of a plan or arrangement; as,
 - We *go* to Bombay next week.
 - They *leave* for London by the next mail.
 - We *sail* for America next Saturday.
 - When *does* the college *reopen*?

Note also the other uses of the Simple Present Tense.

1. It is used to introduce quotations; as,
 - Keats *says*. 'A thing of beauty is a joy for ever'.

- 
2. It is used instead of the Simple Future Tense, in clauses of time and of condition; as,
 - I shall wait till you *finish* your lunch.
 - If it *rains* we shall get wet.
 3. As in broadcast commentaries on sporting events, the Simple Present is used instead of the Present Continuous, to describe activities in progress where there is stress on the succession of activities in progress and on the succession of happenings rather than on the duration.
 4. The Simple Present is used instead of the Present Continuous with the type of verbs referred to in S.No.20 below. We must say, for example, 'I see an aeroplane', not 'I'm seeing an aeroplane'.

Present Continuous Tense

The Present Continuous is used:

1. For an action going on at _____ of speaking; as,
 - She *is singing* (now)
 - The boys *are playing* hockey.
2. For a temporary _____ which may not be actually happening at the time of speaking.
 - I *am reading* 'David Copperfield' but I am not reading at this moment.
3. For an action that is planned or arranged to take place in the near future; as,
 - I *am going* to the cinema tonight.
 - My uncle *is arriving* tomorrow.

It has been pointed out before that the Simple Present is used for a habitual action. However, when the reference is to a particularly obstinate habit something which persists, for example, in spite of advice or warning __ we use the Present Continuous with an adverb like *always, continually, constantly*.

My dog is very silly; he *is always running* out into the road.





The following verbs, on account of their meaning, are not normally used in the continuous form:

- 1) Verbs of perception, e.g. *see, hear, smell, notice, recognize*.
- 2) Verbs of appearing, e.g. *appear, look, seem*.
- 3) Verbs of emotion, e.g. *want, wish, desire, feel like, love, hate, hope, refuse, prefer*.
- 4) Verbs of thinking, e.g. *think, suppose, believe, agree, consider, trust, remember, forget, know, understand, imagine, mean, mind*.
- 5) Have (= possess) *own, possess, belong to, contain, consist of, be* (except when used in the passive)

These verbs are used in the Simple present. They may, however, be used in the continuous tenses with a change of meaning; as

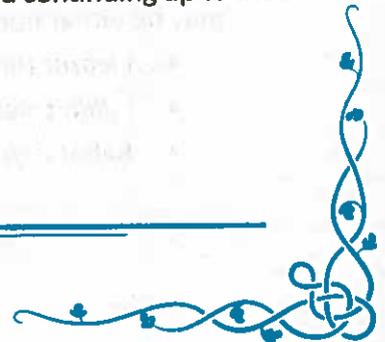
I *am thinking of* (= considering the idea of) going to America.

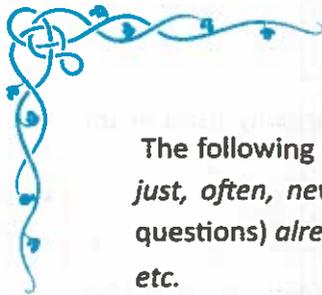
Mr. Sajid is *mind*ing (= looking after) the baby while his wife is out shopping.

Present Perfect Tense

The Present Perfect is used:

1. To indicate completed activities in the immediate past; as,
 - He *has just gone out*.
 - It *has just struck* ten.
2. To express past actions whose time is not given and not definite; as,
 - *Have you read* 'Gulliver's Travels'?
 - I *have never known* him to be angry.
 - Mr. Abrar *has been* to Japan.
3. To consider past events when we think more of their effect in the present than of the action itself; as,
 - Gul *has eaten* all the biscuits (i.e. there aren't any left for you)
 - I *have finished* my work (= now I am free)
4. To denote an action beginning at some time in the past and continuing up to the present moment; as,
 - I *have known* him for a long time.
 - He *has been ill* since last week.
 - We *have lived* here for ten years.
 - We *haven't seen* Padma for several months.





The following adverbs (or adverb phrases) can be used with the Present Perfect: *just, often, never, ever* (in question only) *so far, till now, yet* (in negatives and questions) *already, since* ___ phrases, *for* ___ phrases, *today, this week, this month* etc.

Note that the Present Perfect is never used with adverbs of past time. We should not say, for example, 'He *has gone* to Calcutta yesterday'. In such cases the Simple Past should be used ('He *went* to Calcutta yesterday)

Present Perfect Continuous Tense

The Present Perfect Continuous is used for an activity which began at some time in the past and is still continuing; as,

- He *has been sleeping* for five hours (and is still sleeping)
- They *have been building* the bridge for several months.
- They *have been playing* since four o'clock.

The tense is sometimes used for an action already finished. In such cases the continuity of the activity is emphasized as an explanation of something.

Why are your clothes so wet? ___ I *have been watering* the garden.

Simple Past Tense

The Simple Past is used to indicate an action completed in the past. It often occurs with adverbs or adverb phrases of past time.

The steamer *sailed* yesterday.

- I *received* his letter a week ago.
- She left *school last year*.

Sometimes this tense is used without an adverb of time. In such cases the time may be either implied or indicated by the context.

- I *learnt* Hindi in Nagpur.
- I *didn't* sleep well (i.e. last night)
- Babar *defeated* Rana Sanga at Kanwaha.



The Simple Past is also used for past habits; as,

- He *studied* many hours every day.
- She always *carried* an umbrella.

Past Continuous Tense

The Past Continuous is used to denote an action going on at some time in the past. The time of the action may or may not be indicated.

- We *were listening* to the radio all evening.
- It *was getting* darker.
- The light went out while I *was reading*.
- When I saw him, he *was playing* chess.

This tense is also used with *always, continually etc.*, for persistent habits in the past.

- He *was always grumbling*.

Past Perfect Tense

The Past Perfect describes an action completed before a certain moment in the past; as,

I met him in New Delhi in 1970. I *had seen* him last five years before.

If two actions happened in the past, it may be necessary to show which action happened earlier than the other. The Past Perfect is mainly used in such situations. The Simple Past is used in one clause and the Past Perfect in the other; as,

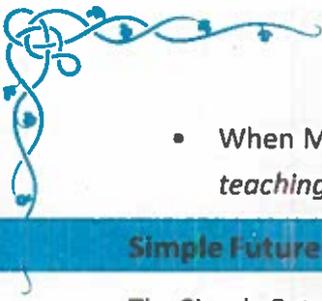
When I reached the station the train *had started* (so I couldn't get into the train)

- I *had done* my exercise when Hari *came* to see me.
- I *had written* the letter before he arrived

Past Perfect Continuous Tense

The Past Perfect Continuous is used of an action that began before a certain point in the past and continued up to that time; as

- At that time he *had been writing* a novel for two months.

- 
- When Mr. Sufyan came to the school in 1965, Mr. Abrar *had already been teaching* there for five years.

Simple Future Tense

The Simple Future Tense is used for an action that has still to take place; as,

- I *shall see* him tomorrow.
- Tomorrow *will be* Sunday.

Note that the Simple Future Tense generally expresses pure or colourless future. When the future is coloured with intention, the *going to + infinitive* construction is preferred, e.g. He *is going to build* a new house.

Future Continuous Tense

The Future Continuous represents an action as going on at some time in future time; as,

- I *shall be reading* the paper then.
- When I get home, my children *will be playing*.

This tense is also used for future events that are planned; as

- I'll *be staying* here till Sunday.
- He *will be meeting* us next week.

Future Perfect Tense

The Future Perfect is used to indicate the completion of an action by a certain future time; as

- I *shall have written* my exercise by that time.
- Before you go to see him, he *will have left* the place.

Future Perfect Continuous Tense

The Future Perfect Continuous indicates an action represented as being in progress over a period of time that will end in the future; as,

- By next July we *shall have been living* here for four years.
- When he gets his degree, he *will have been studying* at Oxford for four years.



Exercise 1

Choose the correct verb form from those in brackets:

- 1) The earth _____ round the sun. (move, moves, moved)
- 2) My friends _____ the Prime Minister yesterday. (see, have, seen, saw)
- 3) I _____ him only one letter up to now. (sent, have, sent, shall, send)
- 4) I shall telephone you when he _____ back. (comes, will come, came)
- 5) It started to rain while we _____ tennis. (are playing, were playing, had played)
- 6) Can I have some milk before I _____ to bed? (go, am going, shall go)
- 7) He _____ asleep while he was driving. (falls, fell, has fallen)
- 8) I'm sure I _____ him at the party last night. (saw, have seen, had seen)
- 9) He _____ a mill in this town (have, has, is having)
- 10) He _____ here for the last five years (worked, is working, has been working)
- 11) He thanked me for what I _____. (have done, had done, have been doing)
- 12) _____ a strange noise. (hear, am hearing, have been hearing)
- 13) I _____ him for a long time. (know, have known, am knowing)
- 14) We _____ English for five years. (study, am studying, have been studying)
- 15) Don't disturb me. I _____ my homework (do, did, am doing)
- 16) Abdul _____ to be a doctor. (wants, wanting, is wanting)
- 17) I _____ forty next birthday. (am, shall be, have been)
- 18) If you _____ at once, you will arrive by six o'clock. (start, started, will start)

- 19) He _____ out five minutes ago. (has gone, had gone, went)
- 20) When he lived in Hyderabad, he _____ to the cinema once a week. (goes, went, was going)
- 21) The baby _____ all morning (cries, has been crying)
- 22) She _____ in the concert tomorrow evening. (is playing, has played, has been playing)
- 23) I _____ Kumar this week. (haven't seen, didn't see, am not seeing)
- 24) His paper _____ twice weekly. (is appearing, appearing, appears)
- 25) By this time next year Abrar _____ his University degree. (takes, will take, will have taken)

Exercise 2

Choose the correct alternative from those given in brackets:

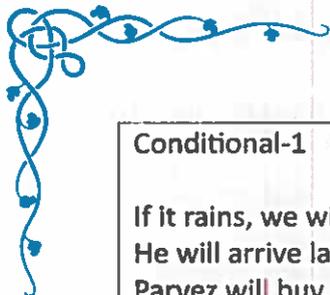
- 1) The Headmaster _____ to speak to you. (wants, is wanting, was wanting)
- 2) I _____ a new bicycle last week. (bought, have bought, had bought)
- 3) Here are your shoes: I _____ them. (just clean, just cleaned, have just cleaned)
- 4) Its _____ since early morning. (rained, is raining, has been raining)
- 5) I _____ a lot of work today. (did, have done, had done)
- 6) I _____ something burning. (smell, am smelling, have been smelling)
- 7) He will explain it to you when he _____ back. (comes, will come, came)
- 8) She _____ unconscious since four o'clock. (is, was, has been)
- 9) He used to visit us every week, but he _____ now. (rarely comes, is rarely coming, has rarely come)
- 10) If he _____ of your marriage, he will be surprised. (hears, will hear, heard)
- 11) Every day last week my aunt _____ a plate. (breaks, broke, was breaking)
- 12) I know all about that film because I _____ it twice. (was, have seen, had seen)
- 13) My uncle _____ tomorrow. (arrives, will have, been arriving)

- 14) I _____ him since we met a year ago. (didn't see, haven't seen, hadn't seen)
- 15) We _____ our breakfast half an hour ago. (finished, have finished, had finished)
- 16) She jumped off the bus while it _____. (moved, had moved, was moving)
- 17) When we went to the cinema, the film _____ (already started, had already started, would already start)
- 18) When I pay him tomorrow, he _____ everything I owe him. (has received, has been receiving, will have received)
- 19) Did you think you _____ me somewhere before? (have seen, had seen, were seeing)
- 20) The town _____ its appearance completely since 1960. (is changing, changed, has changed)
- 21) When I get home my dog _____ at the door waiting for me. (sits, will be sitting, has been sitting)
- 22) We can't have a fire here until we _____ the chimney. (sweep, shall sweep, shall be sweeping)
- 23) I meant to repair the radio, but _____ time to do it today (am not having, haven't had, hadn't)
- 24) The train _____ before we reach the station. (left, has left, will have left)
- Men _____ to abolish wars up to now but may be they will find a way in the future. (never managed, have never managed, will have never managed)

Conditionals

Listed below are examples, usage and formation of Conditionals.

Examples	Usage
<p>Conditional-0</p> <p>If I am late, my father takes me to school.</p> <p>She doesn't worry if Jamal stays out after school.</p>	<p>Situations that are always true if something happens.</p> <p>NOTE</p> <p>This use is similar to, and can usually be replaced by a time clause using 'when' (example: when I am late, my father takes me to school).</p>



<p>Conditional-1</p> <p>If it rains, we will stay at home. He will arrive late unless he hurries up. Parvez will buy a new car, if he gets his raise.</p>	<p>Often called the “real” conditional because it is used for real – or possible – situations. These situations take place if a certain condition is met.</p> <p>NOTE</p> <p>In the conditional 1 we often use <i>unless</i> which means ‘if.... Not’. In other words, ‘..... unless he hurries up.’ Could also be written, ‘..... if he doesn’t hurry up’.</p>
<p>Conditional-2</p> <p>If he studied more, he would pass the exam. I would lower taxes if I were the president.</p>	<p>Often called the “unreal” conditional because it is used for unreal, impossible or improbable situations. This conditional provides an imaginary result for a given situation.</p> <p>NOTE</p> <p>The verb ‘to be’ when used in the 2nd conditional, is always conjugated as ‘were’.</p>
<p>Conditional-3</p> <p>If he had known that, he would have decided differently. Jamil would have found a new job if she had stayed in Peshawar.</p>	<p>Often referred to the “past” conditional because it concerns only past situations with hypothetical result. Used to express a hypothetical result to a past given situation.</p>

Structure

Conditional 0 is formed by the use of the present simple in the *if* clause followed by a comma + the present simple in the *result* clause. You can also put the *result* clause first without using a comma between the clauses.

If he comes to town, we have dinner.

We have dinner if he comes to town.

Conditional 1 is formed by the use of the present simple in the *if* clause followed by a comma + *will* + verb (base form) in the *result* clause. You can also put the *result* clause first without using a comma between the clauses.

If he finishes on time, we will go to the movies.

We will go to the movies if he finishes on time.





Conditional 2 is formed by the use of the past simple in the *if* clause followed by a comma + *would* + verb (base form) in the *result* clause. You can also put the *result* clause first without using a comma between the clauses.

If they had more money, they would buy a new house.

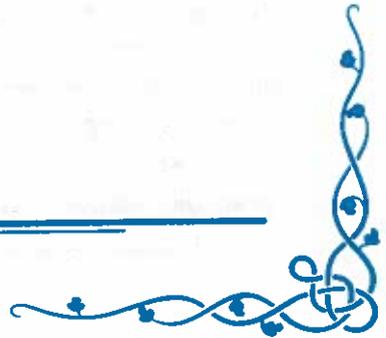
They would buy a new house if they had more money.

Conditional 3 is formed by the use of the past perfect in the *if* clause followed by a comma + *would have* + past participle in the *result* clause. You can also put the *result* clause first without using a comma between the clauses.

If Ayesha had won the competition, life would have changed.

Life would have changed if Ayesha had won the competition.

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Lingkuan Gorge

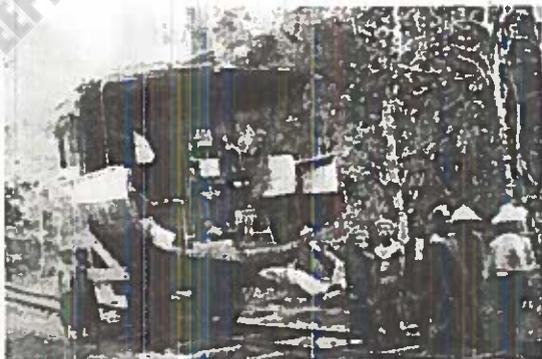
(A Man Should Never Leave His Post)

Tu Peng-Cheng

The snow, already more than half a foot deep, obliterated the line between earth and sky behind a hazy white curtain. I had been following the path of the future railway for forty kilometres. Although I could hear the roar of machinery further back in the hills, I had seen neither work sites nor workers.

Entering Lingkuan Gorge, my irritation increased. Even in clear weather, in this gorge the sun never shone. It didn't matter where you looked up along the twisting course — the most you could see of the sky was a patch no bigger than the palm of your hand. Now it was dusk and the swirling snowflakes and the gale made every step a struggle.

Construction in the gorge was very busy. Everywhere people were at work. Generators, cement-mixers, air compressors shook the ground. Hundreds of light bulbs gleamed dim and yellow. Electric wires, crisscrossing like a giant spider web, were scarcely visible, but I could see the overhead cables and their pulley cars sliding back and forth loaded with materials.



Hungry, cold, I tripped and fell, scraping my hands. Enough! I'd find some place under a cliff, out of the wind, and rest a few hours. If I reached the materials depot tomorrow morning by ten o'clock, that still wouldn't be too late. Stumbling around in the dark like this, I was liable to fall into some deep ravine and that would be the end of this Materials Department chief; I'd have to be put on the "used up" list!

I noticed a path leading to a cave in the cliff-side. A door curtain hanging in the entrance way showed that the cave was undoubtedly occupied by workers. Grasping branches along the steep path, I hauled myself up to the door and entered.

Strange! Seated on a small stool in the doorway was a little boy, seven or eight years old, elbows on his knees, supporting his face in his hands. His cheeks were red



with cold. He had been peering at the opposite cliff-side through a rent in the curtain. He glanced at me briefly as I came in, then went back to his observation.

The cave was large, but quite warm. It had a stove and eating utensils. On the wall above a bed was a coloured New Year picture of "Chubby Children Pulling the Turnip." All the walls had been papered with old newspapers, now blackened by smoke from the stove.

"Why isn't anybody home?" I asked, shaking the snow from my coat and hat.

The little boy turned his head. His eyes flashed. "Aren't I anybody, uncle?" He rose and walked towards me, his hands behind his back, his chest extended, as if to say: Not only am I somebody, I'm a very grown-up somebody! I cupped his round little face in my hands. "You're pretty sharp, young imp!"

He pushed my hands aside. Doubling up his fists, he cocked his head to one side and demanded: "Who are you calling imp! I have a name!" Pointing at the baby girl asleep on the bed, he informed me: "Her name is Pao-cheng, mine is Cheng-yu."

No doubt about it. These kids were like thousands of others I had met, born and raised on construction sites. The workers liked to name their children after the projects where they were born. Cheng-yu probably had first seen the light of day on the railway project between Chengtu and Chungking, also known as Yu. His baby sister Pao-cheng very likely had been born right here at the site of the future Paoki-Chengtu Railway.

I sat by the stove, smoking and rubbing the drying mud from my hands.

Cheng-Yu crawled on to my lap and looked into my eyes, "Is it going to snow tomorrow, uncle?"

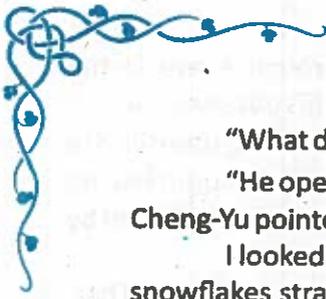
I pressed his icy red little nose. "As soon as we get our telephone line connected up with heaven, I'll ask for you..."

Angrily, he leaped down and stood a meter away, scowling at me. "Quit your kidding! You've got a newspaper in your pocket. Why don't you look at the weather report?"

He resumed his seat in the doorway, clamped his elbows on his knees, rested his face in his hands, and peered out through the rent in the curtain. When I asked him where the kettle was, he ignored me. I certainly was sorry I had offended my small host!

"Why do you want to know about the snow, Cheng-Yu?" I asked him. "Is it because you can't go out and play when it's snowing?"

He didn't even bother to look at me. "Papa says if it's still snowing tomorrow, we'll have to quit work."



"What does your pa do?"

"He opens up mountains!" the child replied proudly. "Where?"

Cheng-Yu pointed with pursed lips at the work site opposite.

I looked. All I could see was a searchlight beam, shining through the drifting snowflakes straight up into the heavens. In its light, I could vaguely discern a few dozen men, who seemed pasted to the side of the towering cliff, drilling holes for dynamite charges. The holes were like the steps of a ladder to the sky.

"How can you tell which one is your father at this distance?" I asked.

"I can't see him plainly but pa says he can see me. He says all he has to do is turn around. I often sit here so he can see me."

Ah, so that was it!

The icy snow melted from my boots. My numbed legs, thawing out, ached painfully. I stamped to help the circulation.

Cheng-Yu waved his hand warningly. I understood. He was afraid I'd wake his baby sister.

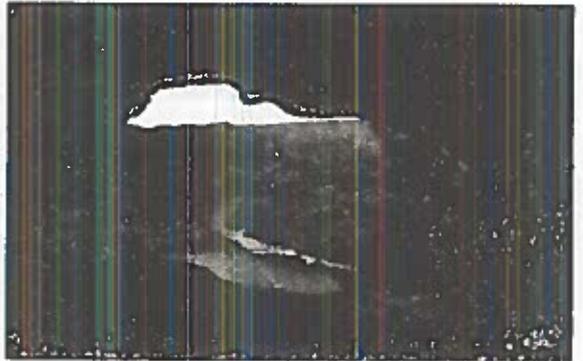
"You really take good care of your sister," I commended. "Mama says my job is to look after her. When mama comes home, I can knock off."

"So, you're on the job every day?" I hugged him. "What does mama do?"

He pointed to the road below the cave.

I could see a person standing by a telephone pole beside the road. Covered with snow, she looked like a white stone image. Apparently she was directing traffic. The road, not very wide, had been blasted through the rock. Ordinarily, carts, mules, donkeys and people . . . no doubt streamed in both directions along that road twenty-four hours a day. Someone had to keep the traffic in order.

Today, because of the big snow, there weren't many people or vehicles on the road. She could very well have spent the day at home. But there she stood and there she would remain, three months, five months, or three years, five years, if need be. Perhaps, from time to





time, she raised her head to gaze up at her child or at her husband who was scaling the cliffs between the mountains and the sky. When he paused to wipe the sweat from his brow, could he see the determined figure of his wife or the tiny image of his little boy? Even though it was a snowy, windy night, even though the worker, his wife and children couldn't see one another clearly, I was sure they could feel a mutual loving encouragement and sense that each was looking forward to the moment of family reunion.

I glanced at Cheng-Yu. The child had placed his hands in his sleeves and pulled his neck into his collar. He kept dozing off.

"You're liable to catch a chill. Better get into bed and go to sleep."

He looked at me dreamily for a moment, probably thinking that his parents had returned.

When he realized who I was, he shook his head violently. "No. I won't!" "Why not?"

He rubbed his eyes with his fists. "Papa and mama say a man should never leave his post."

I hugged him tightly and pressed my cheek against his. Then I rose, buttoned my coat, pulled my hat down firmly, left the cave and walked down the path. Following the road that had been blasted through the rock, I pushed on, the words of the child echoing in my head, "A man should never leave his post." A job was waiting for me. I wanted to reach my destination without any further delay.

[Translated anonymously from the Chinese]

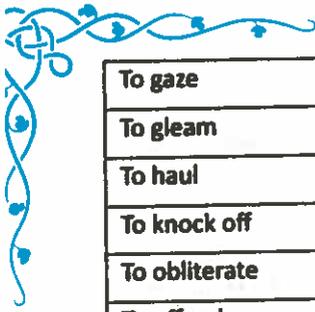
About the Author

After growing up in a poor family in the province of Shenshi (also spelled Shaanxi) Tu Peng-cheng (born 1921) worked as a correspondent for the *New China News* during China's civil war in the late 1940's. His many notes about battles he witnessed, became important sources for his later fiction, including his acclaimed war novel, *Defend Yen-an*, published in 1954.

Winning praise throughout China for his depiction of military life, Tu enjoyed a flourishing career throughout the 1950s. In 1958 he published his next major novel *In Peacetime*, which describes workers constructing the Paoki to Chengtu (Baoji to Chengdu) Railway. Tu fell from favour in the 1960s when the government rewrote its history and condemned several former leaders whom Tu had praised in his fiction. His work was banned in China until 1978 when a thaw in the nation's totalitarian regime allowed Tu to resume his writing career.

New Vocabulary

Words	Meanings
Apparently	Readily seen or understood; evident, obvious
Crisscrossing	To move or cause to move in a crosswise pattern
Depot	A storehouse or warehouse for supplies, usually the military
Dusk	Twilight or the darker part of twilight; evening; sunset, nightfall
Gale	A strong wind; a blast, storm
Gorge	A deep ravine, esp. one through which a river runs; canyon
Hazy	Characterised by reduced visibility; misty; foggy
Imp	A small demon or devil; a mischievous child
Irritation	Something that irritates, bothers, annoys, enrages, provokes
Mutual	Experienced or expressed by each of two or more persons about the other; reciprocal; common or shared by two or more parties
Numbed	Deprived of feeling in limbs through cold; paralysed
Pretty sharp	Quite intelligent
Ravine	A deep narrow steep-sided valley, esp. one formed by the action of running water; a gorge
Rent	A slit or opening made by tearing; a tear or breach
Snowflakes	Delicate, fluffy mass of snow that falls as snow
Swirling	To turn or cause to turn in a twisting spinning fashion; spinning
To clamp	To fix or fasten with a clamp
To cock	To raise, perk up;
To commend	To present or represent as being worthy or regard; recommend; to praise; to express a good opinion of
To discern	To recognise or perceive clearly
To doze off	To fall into a light sleep
To flash	To burst or cause to burst suddenly or intermittently into flame; to move very rapidly like a flash



To gaze	To look long and fixedly, in wonder or admiration; to stare
To gleam	A small beam or glow of light appearing momentarily;
To haul	To drag or draw something with effort; to transport as in a truck
To knock off	To finish work;
To obliterate	To destroy every trace of; to wipe out completely
To offend	To hurt the feelings, sense of dignity of someone
To peer	To look intently with or as if with difficulty
To scale	To climb to the top of a mountain by a ladder
To scowl	To contract the brows in a threatening or an angry manner
To stamp	To put the foot down heavily on the ground
To stumble	To trip or fall while walking or running
Undoubtedly	Without any doubt;
Vaguely	Not clearly; fuzzily, dimly

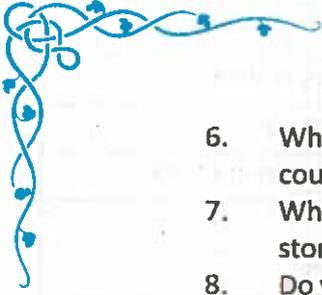
STUDY QUESTIONS

Recalling

1. What is the narrator's job and the purpose of his journey? What physical conditions persuade him to rest for a few hours?
2. About how old is Cheng-yu? What does he respond when the narrator asks, "Why isn't anybody home?"
3. What work do Cheng-yu's parents do? What "job" has Cheng-yu been assigned, and what explanation does he give for refusing the narrator's advice to go to sleep?
4. What does the narrator do in the final paragraph? What does he realize is waiting for him?

Interpreting

5. What sort of child is Cheng-yu? What attitude does he display towards his parents and his responsibilities?

- 
6. What change in mood or outlook does the narrator experience in the course of the story? What causes the change?
 7. What ideas about work does the story convey? What else does the story suggest is valuable?
 8. Do you think the story is overly moralistic? How does Tu make his story entertaining despite its rather heavy-handed message?

Extending

9. Do you think the motto, 'a man should never leave his post,' has any significance in different spheres of life? Discuss.

Oral Communication Skills

- After reading the lesson, the students will be asked to express their views about the character of the narrator of the story and the small child, Cheng-Yu.
- The students will be asked to find out and explain, who was more dutiful, the narrator or Cheng-Yu?

Written Skills

- The students will be assigned the task of writing the character of Cheng-Yu.
- Write an essay on "A man should never leave his post".

3.5 Language Study (Grammar)

The Meaning and Uses of the Modal Verbs

Modal verbs, also known as modal auxiliaries or modals, are mainly used to add to the lexical verb a feeling of the action being, for example, possible, likely, necessary, certain, compulsory, allowed or advisable.

The modal verb **can** is used to express the idea that something is *possible* or that someone is *able* to do something or *allowed* to do something. **Could** is the past tense of **can** but is also used in a number of other ways.



The modal verb **may** is used to express the idea that something is *possible* or *permitted*. It is also used to express *opinions* and *wishes*. **Might** is the past tense of **may** but has a number of other meanings and uses as well.

The main use of the modal verb **will** is to form the *future tense* of lexical verbs, but it has other uses as well, such as *asking* someone to do something or saying that you are *willing* to do something. **Shall** is sometimes used to form future tenses with *I* and *we*, expressing intentions.

Would and **should** are the past tenses of **will** and **shall** but they too have a number of other uses.

The modal verb **must** is used to express the idea that something is *necessary* or *obligatory* or that something is *certain* or *probable*. **Need to** and **have to** also express the idea of being *necessary* or *obligatory*.

The Meanings and Uses of Can and Could

The modal verb **can** is used with a bare infinitive to express the idea that something is *possible* or that someone is *able* to do something or *allowed* to do something.

Could is the past tense of **can** but is also used in a number of other ways.

Present tense

Past tense I know I **can** help them.

I knew I **could** help them. They say they **can't** come.

They said they **couldn't** come. 'I **can** help you', he said.

He said he **could** help us. 'We **can** come back tomorrow', I told them.

I told them we **could** come back the next day. '**can**' I have another biscuit? He asked.

He asked if he **could** have another biscuit.

Describing Possibilities

Can is used to talk about what is *possible* or what someone or something is *able* to do.

You **can** see for miles from the top of that hill.

Nowadays you **can** use online search facilities to find the best bargains.

Elephants **can** run surprisingly quickly.

You **can** no doubt understand how upset I was when I heard the news.

Can a python really swallow a whole antelope?

I simply **cannot** answer all these questions in the time we have left.

Ostriches are birds but they **can't** fly.

We'd like a new car but we **can't** afford one.

I **can't** reach the packets of soup on the top shelf. **Can** you reach them?

In this sense of **can**, the past tense is **could**:

From the top of the hill, we **could** see for miles.

Could mammoths run as fast as elephants can now?

Like ostriches, the moas that once lived in New Zealand **couldn't** fly.

When I was young, we **couldn't** afford a car.

It's a pity they **couldn't** come with us yesterday.

- **Can** and **could** are often used with verbs that describe the use of the mind or the senses (sight, hearing, touch, etc) but without much idea of 'possibility' or 'ability' at all:

I **can** see you. (= I see you)

We know that the lions **can** hear us from the way they are looking in this direction. (= ... the lions are hearing us.....)

I **can't** remember where I put the money. (= I don't remember where I put it)

I **could** feel something crawling up my leg. (= I left something crawling up my leg)

We **could** see he wasn't happy. (= We saw that he wasn't happy)

When I got to the shop, I **couldn't** remember what I had wanted to buy. (= I didn't remember what I had wanted to buy)

I **couldn't** understand a thing she said. (= I didn't understand her)

- **Couldn't** is used when politely refusing an offer of something to eat or drink:
'would you like another piece of cake?'
'Oh, I **couldn't** eat another one'.
- **Couldn't** and **couldn't have** are used as a way of simply emphasizing what you are saying:
I **couldn't** agree with you more. (= I don't agree with you completely)
They **couldn't have** been more surprised to find they had won the prize.
Could is used to refer to less certain or more doubtful possibilities in the **present** or the **future**.
Could a python really swallow a whole antelope? (= would it be possible for a python to eat an antelope)
You'd **better take your umbrella** with you. It could rain later on. (= it might rain)
The parcel **could arrive tomorrow**.
That **could** be the explanation for this strange behaviour.

When referring in this way to more doubtful possibilities, we use I **could have** when referring to the past.

Could a python really have swallowed a whole antelope?

I suppose a bird **could have** stolen the ring but it rather doubted it.

The police are not sure what was used to kill him. It **could have been** a pipe or an axe handle.

Could is also used to refer to something that is possible in theory but which does not actually happen or is not actually done:

The police **could** do more to prevent riots. (but they don't)

A lot of crime **could** be prevented if people take more care.

When referring to the past, you again use I **could have**:

I suppose I **could have** gone with them, but I didn't really want to. (so I didn't go)

We **could have** stayed another day, but we decided not to.

Can and **could** may both be used when you are wondering about something.

Who **can** be knocking at our door so late at night?

I wonder who that **could** be, knocking at our door so late at night.

What on earth **can** have happened to him?

Where on earth **could he be at this time of night?**

In this sense, there is little difference between **can** and **could**. The past tense is **could have**.

Who **could have** been knocking at my door so late in the night.

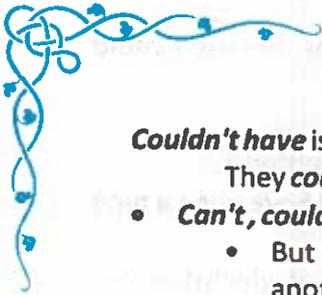
Could is used to describe something a person wants to do but which they may or may not do; **could have** is used to describe what a person wanted to or felt like doing but didn't do.

I feel so angry, I **could** just stamp my feet and scream.

I feel so angry, I **could have** hit him.

Sometimes **cannot**, **can't** and **couldn't** are used to express the opinion or hope that something is not possible or not true.

- That story in the paper **can't** be true, surely.
- What she told you **couldn't** be true.
- The conflict in the Middle East **can't** last forever.
- The town council surely **can't** be expecting us to pay for the repair to the pavement.
- **They can't** be out. I can hear a radio playing in the front room.



Couldn't have is used to refer to the past;

They **couldn't have** been out. I could hear a radio playing in the front room.

- **Can't, couldn't, can't have**, etc may express surprise or disbelief or disapproval:
 - But we **can't have** spent all our money yet! We should have at least another \$200.
 - How **could** we **have** spent all that money in just two days?
 - That **can't** be your parents here already! They are not due to arrive until this evening.
 - She **couldn't have** been one of the terrorists!

The same is true of question forms:

- How **could** you **have** been stupid? OR
- How **could** you be so stupid?

Describing Knowledge of Skills

Can is used to say that someone knows how to do something.

- Her brother **can** speak German.
- My little daughter is only three but she **can** already write her name.
- Help! I **can't swim**.
- Some children still **cannot** read by the time they leave school.

In this sense, the past tense is **could**:

- I **could** speak French when I left school but I can't any more.
- I never **could** speak French.
- He **could** compose music by the age of four.

Referring to what is permitted

Can is used to ask for or give permission or to say that something is allowed.

- **Can** I borrow your bike? "No, you **can't**."
- **Can** we ask questions at the meeting?
- We **can** take book with us into the exam room.
- European Union regulations now tell us what fish we **can** and **cannot** catch.
- **Could** is also used to ask permission. It is slightly more polite than **can**:
 - **Could** I possibly borrow your car?

If I **could** just interrupt you for a moment, there is something I would like to say.

Note that although you can use **could** to ask for permission, you use **can** when giving permission.

Could I possibly borrow your car? 'Yes, of course you **can**.'

Making requests and Suggestions

Can is used to make a request or to invite someone to do something.

- **Can** you tell me what time it is?
- **Can** you help me, please? I'm afraid I'm lost.
- Now, if you **can** just wait here a moment, I'll see whether the manager is free to speak to you.

Requests formed with **could** are slightly more polite;

- You **couldn't** move along a bit, could you?
- **Could** I open a window, please? It's very hot in here.

Requests formed with **can** and **could** may also show some annoyance or impatience.

- **Can** you make a little less noise, please!
- **Could** you hurry up there!

In negative questions, **can't** also expresses impatience or angry requests or complaints.

Can't you be a little quieter when you're playing? I'm trying to get some sleep.

Why **can't** men be as sensible as women?

- **Could** is used to make suggestion:

If the car won't start, you **could** try pushing it along the road.

You **could** always ask your father to lend us the money.

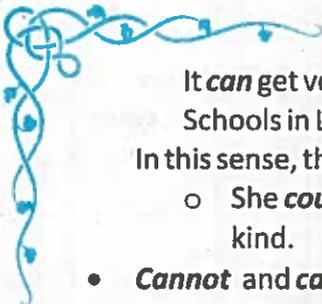
Sometimes **could** and **could have** are used to make suggestions that show that the speaker is annoyed;

You **could** be more of a help to me, you know!

Well, you **could have** told me you weren't coming.

Other uses of **Can** and **Could**

- **Can** may be used to describe something that sometimes or frequently happens:
She **can** be a little rude at times but she doesn't mean it.



It **can** get very cold here in winter.

Schools in London **can** have pupils from many different ethnic backgrounds.
In this sense, the past tense is **could**:

- She **could** be very rude at time but then at other times she **could** be very kind.
- **Cannot** and **can't** are used to suggest that something should not happen:
 - We **can't** leave yet. We've only been here five minutes.
 - We **can't** just walk out in the middle of the meal, can we? We'll have to stay till the end.

Both **couldn't** and **couldn't have** are used to refer to the past:

- We **couldn't** leave after only five minutes.
- We **couldn't have** left after only five minutes.
- **Can** and **could** are used to express willingness:
 - Yes, I **can** come back again tomorrow if you want me to.
 - I **could** come back tomorrow if that is more convenient.
 - The management **cannot** accept any responsibility for damage to customers care left in the car park.
 - Its kind of you to offer to pay for my trip, but I'm afraid, I **can't** accept your help.
- **Could** and **could have** are used to say that something is like something else or has the **appearance** of something else;
 - The sea is so smooth, It **could** be glass. (= it looks like glass)
 - From the top of the hill, the cars looked so small that they **could have** been little insect.
- **Can** is sometimes used to express an order.
You **can** stop that nonsense right now!
Since you can't behave yourself, you **can** just go home.

Practice Exercise

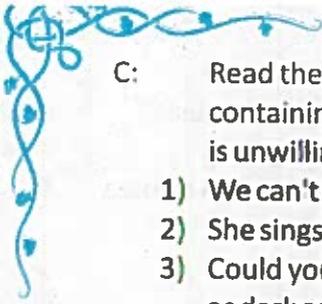
A: Correct the following sentences using **can**, **could** or **could have**.

1. I want to get some sleep this afternoon so that I _____ stay awake all night tonight.

- 
2. If animals _____ talk, what would they tell us?
 3. We weren't very busy yesterday, so we _____ come if you'd asked us.
 4. Do you have anything in this shop that _____ take ink for fingers.
 5. I was so pleased when the girl told me she had the shoes I wanted in my size that I _____ praised her.
 6. Let's make a list of the things we _____ do this weekend.
 7. Try to think of all the places where you _____ left your umbrella.
 8. When I was young I _____ run a marathon.
 9. All of his brothers _____ been avoided if you had asked my advice in this first place.
 10. _____ I have a clean knife, please?

B: Complete the answers to the questions given below, using, **Can't; couldn't, or couldn't have.**

1. Why didn't you phone me?
Because I _____ remember your telephone number
 2. Why are the police so sure that those boys didn't kill the old man?
Because they have not been in the area at the time he died.
 3. Why don't you switch the light on?
Because I _____ find the light switch.
 4. Why didn't you take the money he was offering you?
Because I felt I _____ be in his debt.
 5. How do you know the key is still here?
Because it _____ disappeared into thin air.
 6. Why didn't you introduce me to that woman you were talking to?
Because I _____ think what her name was.
 7. Why didn't you come with us to the concert?
Because I _____ stand modern jazz. You know I don't like jazz.
 8. Why don't you come with us to the concert?
Because the orchestra would be too loud. I _____ stand the noise.
 9. Why did you leave the room when Mary was practicing on her violin?
Because I _____ stand the noise.
 10. Why did you leave the room when Mary brought out her violin?
Because I knew she was going to start playing and I _____ stood the noise.
-



C: Read the following sentences and say whether the subject of each sentence containing the word **can't** is unable to do what is described in the sentence, is unwilling to do it, is not allowed to do it or doesn't know how to do it.

- 1) We can't smoke here. There is a "No smoking" sign over there on the wall.
- 2) She sings beautifully but she can't read music.
- 3) Could you switch the light on, please. I can't read my book when the room is as dark as this.
- 4) You can't go any faster than seventy miles an hour on a motorway.
- 5) You can't go faster than seventy miles an hour in this old car anyway. Its engine isn't powerful enough.
- 6) I can't come with you to the cinema this evening. My mum says I've got to do my homework first.
- 7) I can't come with you to the cinema this evening because I don't have any money.
- 8) She can't drive a car in her own because she hasn't passed her driving test yet.
- 9) Surprisingly she still can't drive. She is never wanted to and she has never taken any lesson.
- 10) I really can't accept this award. I just don't deserve it.



IF

Rudyard Kiplings

If you can keep your head when all about you
 Are losing theirs and blaming it on you,
 If you can trust yourself when all men doubt you,
 But make allowance for their doubting too;

to allow for

If you can wait and not be tired by waiting,
 Or being lied about, don't deal in lies,
 Or being hated, don't give way to hating,
 And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
 If you can think—and not make thoughts your aim;

If you can meet with Triumph and Disaster
 And treat those two impostors just the same;

having false identity

If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
 Or watch the things you gave your life to, broken,
 And stoop and build them up with worn-out tools:

a rogue

If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,

a game of chance

And lose, and start again at your beginnings
 And never breathe a word about your loss;

utter; say

If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,

muscle; strength

And so hold on when there is nothing in you
 Except the will which says to them: "Hold on!"

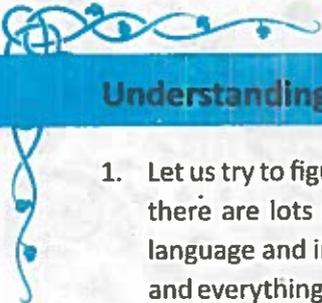
If you can talk with crowds and keep your virtue,
 Or walk with kings—nor lose the common touch,

If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;

If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,



Yours is the earth and everything that's in it,
 And—which is more—you'll be a man, my son!



Understanding the Poem

1. Let us try to figure out the structure of this poem. You should have already noticed that there are lots of 'ifs' in this poem, one of the most important words in the English language and in life, too. If you can fulfil all these conditions, the earth belongs to you and everything that's in it and, most important, you will be a man:
 - The First stanza talks about keeping one's sanity in the humdrum of human relationships — blaming, doubting, self-trust, waiting, lying and hating, etc.
 - The Second stanza warns against obsession with one's dreams and thoughts, successes and failures, and advises one to have the courage to accept the bare truth.
 - The Third stanza is about bearing one's losses bravely, and having one's will power to do the work when there's nothing in one.
 - The Last stanza is about not losing touch with oneself, whether one is in the company of kings or laity, friends or foes — not very many expectations from anyone.
2. The poet lists many qualities of maturity which he believes make certain adults superior to others. Select those characteristics that you feel are the most important and explain why you feel as you do.
3. The poet believes that these values must be understood by all young people who wish to become truly adult. Do you agree?

Language Study

4. A sentence that has an IF is called a conditional sentence. There are three types of conditionals in the English language: the first, the second and the third conditional.
 - ☞ **First:** If you work hard, you will earn good grades. (It's likely you will work hard; hence, this reminder, this suggestion)
 - ☞ **Second:** If you worked hard, you would earn good grades. (It's not likely you would work hard, but just in case ...)
 - ☞ **Third:** If you had worked hard, you would have earned good grades. (But unfortunately you didn't work hard and you didn't earn good grades.)
 5. Which conditional has the poet used in this poem? Does he think that his son is capable of achieving the virtues or not?
 6. Write five sets of conditional sentences of your own with all the three conditionals.
-

Composition

- Now that you have understood the poem, write a paraphrase/explanation of it in your own words. You may title it as "Characteristics of a Mature Adult".
- Use the following chart to record your statement of the meaning of the poem and your observations about the techniques of the poem. Each column in the chart deals with one of the poetic techniques.

Meaning/Theme: _____

STANZA TYPE	SPEAKER	SOUND	IMAGERY	FIGURATIVE LANGUAGE
Stanza:	Human:	Rhyme:	Sight (Visual):	Similes:
Couplets	The Poet	Rhythm:	Hearing (Aural):	Metaphors:
Tersest	Man/Woman	Alliteration:	Smell (Olfactory):	Implied metaphors:
Quatrains	Mother/Father	Consonance:	Taste:	Other Devices:
Quintets	Young/Old	Assonance:	Touch (Tactile):	
Sestet	Boy/Girl	Onomatopoeia:		
Octave	Son/Daughter			
Strophes:	Non-human:			
	Animals			
	Wild			
	Domestic			
	Plants			

About the Poet:

Rudyard Kipling (1865–1936) was born in Bombay, India; his father was the curator of the Lahore Museum. He went to school in England and returned to India as a journalist in 1882. He achieved rapid fame as a poet and short-story writer in England. He was the first Englishman to receive the Nobel Prize for Literature in 1907. His two *Jungle Books* (1894, 1895) are set in Indian jungle; and *Kim*, a novel, is set in pre-partition Lahore.

A **phrasal verb** is an expression that consists of a lexical verb plus an adverb or a preposition or both an adverb and a preposition.

Some *phrasal verbs* are formed with **adverbs**, (i.e. words such as *away, back, by, down, off, on* or *out*).

- Please **sit down**.
- I wish these dogs would **go away**.
- **Come back** and see us sometime.
- He **broke off** a piece of the chocolate and gave it to her.
- She **blew out** the candles of her birthday cake.
- After the storm passed, the wind gradually **died down**.

Some *phrasal verbs* are formed with **prepositions** (i.e. words such as *at, by, for, into, of, on, to* or *with*).

- The horse suddenly broke into a gallop.
- I came across a friend of yours the other day.
- The robbers were making for the frontier.
- I just asked her how she was feeling and she flew into a rage.
- She's at least seventy but she could pass for a woman in her fifties.
- That's a problem we're going to have to deal with sometime.

Some *phrasal verbs* are formed with **adverbs** and **prepositions**.

- I don't know how you **put up** (adverb) **with** [preposition] her complaining all the time.
- We wanted to stay longer but we were **running out of** money.
- Her son has decided to **go in for** dentistry.
- One should always try to **get along with** one's colleagues.
- He says he's going to complain but he probably won't **go through with** it.
- She says that if he won't marry her, she'll **do away with** herself.



Note that in phrasal verbs formed with both adverbs and prepositions, the adverbs (e.g. **up, out, in, along, through, away**) always precede the prepositions (such as **with, of, for**)

Many phrasal verbs have meaning that can be completely understood from the meanings of the verbs and particles that form them.

- Please **come in**.
- Quick! **Run away** and hide!
- How long would it take to drive to London and then **drive back**?
- She **went out**, waited for a moment, then **came in** again.

However, many phrasal verbs have quite unpredictable meanings:

- When she was late for work for the third day in a row, her boss just **blew up** (= became very angry)
- I'm off to Japan for my holidays this year, so I must **brush up on** my Japanese. (= refresh my knowledge of Japanese)
- John and I **get on** very well. (= are friendly)
- I had to **fork out** for two new tyres this week. (= spend money, pay for the tyres)
- You can always rely on me to **stick up for you**. (= support you)

Phrasal verbs formed with prepositions (with or without an adverb) are always transitive verbs, that is, they always have a direct object.

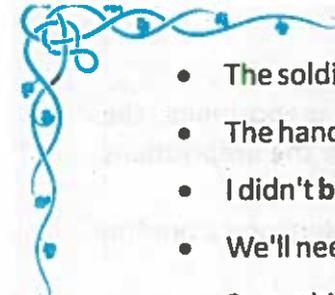
Whether it is a noun, pronoun or phrase, the direct object always follows the preposition.

Her mother **looks after the children** (direct object) while she is at work.

- I don't think I could **do without coffee**.
- He **takes after his father**. They both love golf.
- You can **rely on me to stand up for you**.

Phrasal verbs formed with adverbs alone may be either intransitive or transitive:

- Fortunately, the rain **held off** till the match, (intransitive)

- 
- The soldiers **held off** the enemy until reinforcements arrived. (transitive)
 - The handle of the jug just **broke off**. (intransitive)
 - I didn't **break** it **off** deliberately. (transitive)
 - We'll need to **set off** first thing tomorrow morning. (intransitive)
 - Something must have **set off** the alarm. (transitive)

The rules governing the position of the object of a transitive 'verb + adverb' phrasal verb are slightly complicated.

1. If the direct object is a noun or noun phrase. It may stand either behind or in front of the adverb:
 - You **deal out** the cards. OR you **deal** the card **out**.
 - **Hand over** the money! OR **Hand** the money **over**!
 - Somebody **turn the light on**, please. OR Somebody **turn on** the **light**, please.
 - You shouldn't **bottle up** your emotion it's bad for you to **bottle things up**.
2. If the direct object is a *pronoun*, the pronoun *must* come *between* the verb and the adverb:
 - Of course we'll come and **see you off** at the station.
 - The smell of the cheese **puts me off**.
 - **Put that down** at once!
 - I'll **pick you up** at school and **drop you off** at the cinema.
3. An indirect object *always* comes between the verb and the adverb:
 - **Give me back** my pencil!
 - **Give your sister back** her book at once!
4. If there is both an indirect and a direct object, the indirect object precedes the direct object:
5. Please give me (indirect object) it (direct object) **back**.

Exercise 1

A: For each of the following pairs of sentences, choose the correct word from the list in brackets to complete the second sentence so that it means the same as the first sentence.

Example:

Question: I will not tolerate his rudeness.

I will not put up ___ his rudeness. (for, with, to)

Answers: I will not put up **with** his rudeness.

1. I don't appreciate opera.

I don't care _____ opera. (for, with, to)

2. We all have to obey the rules.

We all have to abide _____ the rules. (to, by, in)

3. I think I am catching cold.

I think I am coming _____ with a cold (out, down, up)

4. Can you suggest a better plan?

Can you come _____ with a better plan? (through, down, up)

5. He received a lot for criticism.

He came in _____ a lot of criticism. (for, with, at)

6. I'm sure she would never break a promise.

I'm sure she would never go _____ on a promise (off, out, back)

7. She would never even consider doing such a thing.

She would never even think _____ doing such a thing. (of, at, in)

8. This situation requires a lot of tact.

This situation calls _____ a lot of tact. (for, to with)

9. My brother has fallen in love with the girl next door.

My brother has fallen _____ the girl next door. (at, with, for)

10. Put the meat in the cupboard so that the cat can't reach it.

Put the meat in the cupboard so that the cat can't get _____ it. (of, for, at)

11. If Tom can't be the goalie, we'll need someone to replace him.

If Tom can't be the goalie, we'll need someone to stand _____ for him. (out, in, back)

12. Their new baby definitely resembles her grandmother.'

Their new baby definitely takes _____ her grandmother. (to, after, from)

13. What do these little circles on the map represent?

What do the little circles on the map stand _____?(as, in, for)

14. We met an old friend of ours in the supermarket the other day.

I ran _____ an old friend of ours in the supermarket the other day. (in, into, at)

15. "I'll visit you again tomorrow," said the doctor.

"I'll look in _____ you again tomorrow," said the doctor. (for, at, on)

B: For each of the following pairs of sentences, complete the second sentence by choosing one of the verbs in the box below that has the same meaning as the phrasal verb in the first sentence.

Example:

Questions: I bumped into Tom when I was in town this afternoon.

I _____ Tom, when I was in town this afternoon.

Answer: I met Tom when I was in town this afternoon.

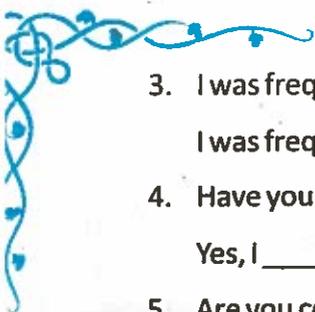
Appear, deceive, die, discuss, find, happen, improve, investigate, leave, resemble, scold, start.

1. The police are looking into the recent state of burglaries.

The police are _____ the recent state of burglaries.

2. His grandmother passed away last night.

His grandmother _____ last night.

- 
3. I was frequently told off by my teacher for day-dreaming in class.
I was frequently _____ by my teacher for day-dreaming in class.
4. Have you played billiards before (often)
Yes, I _____ billiards.
5. Are you coming? (just)
Yes, I _____
6. Must I wait at the gate for you? (always)
Yes, you _____ at the gate for me.
7. Will they ever come back again? (almost certainly)
Oh, they _____ back again.
8. Can you see them yet? (just)
Yes, I _____ them now.
9. Are you going away on holiday this year? (Definitely)
Yes, we _____ away on holiday this year.
10. Would I be right in thinking they lost all their money?
Yes, you _____ right in thinking they lost all their money.
11. Could there be another reason for her disappearance?
Yes, there _____ another reason for her disappearance.
12. Do you like lychees? (-n't)
No, I _____ lychees at all.
13. Have you been waiting long? (-n't)
No, we _____ very long.

Transitive and Intransitive Verbs

Transitive Verbs

A lexical verb that has a *direct object* is a transitive verb. Some transitive verbs have both a *direct object* and an *indirect object*.

- I like dogs.
- The boys were **kicking** a ball.
- They could **hear** a strange noise.
- The little girl was **wearing** a red jersey.
- Don't **disturb** Daddy. He's **reading** the newspaper.
- Why did you **hit** your little brother?
- I **cut** my finger when I was slicing the meat.
- Please **put** your shoes in the cupboard.
- I've only **got** \$4 and I need \$5.50.
- Can you **lend** me \$1.50?

All transitive verbs are **action verbs**.

- The **direct object** of a transitive verb is the person or thing that is most directly affected by the action or condition described by the verb. For example, the direct object may describe what the subject of the verb *has, gets, thinks, likes, does something to or does something with*.
 - I like **dogs**.
 - The boys were **kicking a ball**.
 - He **got \$5** from his uncle.
 - She **hugged him and kissed him**.
 - Foxes **eat rabbits, mice and other small animals**.
 - **What** are you holding in your hand?
 - **Who** did you see?
 - **Which cake** do you want?

The direct object of a transitive verb may not always be a noun or a noun phrase. It may sometimes be a clause with another verb in it.

- I hope **you will join us**.

- I like paddling in the sea.
- We were wondering **where you were**.
- I'd hate to be poor.

- The **indirect object** of a transitive verb is the person or thing that the direct object is given to, done for, etc.
 - I gave her my book. (= I gave my book to her)
 - He bought the children some sweets. (= He bought some sweets for the children)
 - I'd love to show you my garden. (= I'd love to show my garden to you)
 - Keep me a seat, will you? (= keep a seat for me, will you?)

Depending on what follows the verb in the sentences, transitive verbs fall into three different classes:
monotransitive, ditransitive and complex transitive verbs.

(1) **Monotransitive verbs** have only one object, a **direct object**.

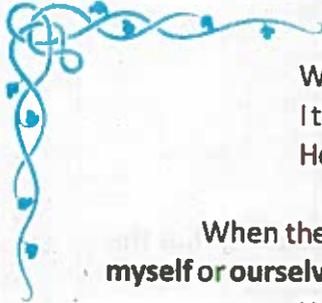
- I **know the answer**.
- I **need a new dictionary**.
- He **cut himself**.
- We **saw a lovely pair of shoes** in the shop window.
- Some silly boys **threw a stone** through our window.

(2) **Ditransitive verbs** have two objects, a **direct object** and an **indirect object**.

- I **told (verb) him (indirect object) the answer (direct object)**.
- I **gave her my dictionary**.
- She **took her mother a bunch of flowers**.
- **Lend me five dollars, will you?**
- He **awarded himself a bar of chocolate**.

(3) **Complex transitive verbs** have a **direct object** and a complement (a word or phrase that says something about the direct object):
 They've **painting (verb) their house (direct object) purple (complement)**

At the first meeting of the committee, they **elected Joe chairman**.



We find your allegations absolutely ludicrous.
I think she is calling you a liar.
He calls himself the king of rock and roll.

When the object of a transitive verb is a reflexive pronoun, such as **himself**, **myself** or **ourselves**, the verb is sometimes called a **reflexive verb**.

- He warmed himself at the fire.
- I cut myself while shaving this morning.
- Have you ever asked yourself that question?
- You two should consider yourselves lucky. You might have hurt yourselves.
- We ate so much of the cake that we made ourselves ill.

Intransitive verbs

A lexical verb that has *neither* a complement nor a direct object is an **intransitive verb**.

- We all laughed.
- She speaks with a strong American accent.
- Are you going with them or are you staying here?
- Our guests should be arriving at any moment.
- The little girl was crying in the corner of the room.
- She blushed furiously.
- The tortoise live in the garage.
- Have you talked to your husband about your worries?
- The hounds were howling in the kennels.

Unit Outcomes

By the end of unit 4, the students will be able to:

- read and understand the texts (lessons)
- develop the virtues of courage and determination
- improve vocabulary
- develop the sense of national services
- enjoy reading the poem
- have the knowledge of Adjectives
- understand the importance of courage and determination
- improve reading, speaking and writing skills
- speak simple and fluent English
- express his ideas in easy, simple and correct English
- understand the importance of trees

Unit

4

Hope, Courage and Determination

This Unit contains THREE readings:

1. **Determination** (Story)
2. **The Man who Planted Trees** (Story)
3. **It Couldn't be Done** (Poem)

Pre Reading:

Determination

This real life story is about the determination and courage of two engineers, father and son (the father died in an accident on site and the son was confined to bed due to injuries, unable to move) to build the Brooklyn Bridge, a bridge in New York City which is one of the oldest suspension bridges in the United States. Completed in 1883, it connects the boroughs of Manhattan and Brooklyn by spanning the East River. It is considered a feat of engineering, even by today's standards. Do a project on Brooklyn Bridge and collect as much information as possible.

The Man who Planted Trees

This story is about a man who planted trees on a mountain site and converted hundreds of acres of wasteland into a rich forest single-handed. The land did not belong to him. Why did he do it? And how do you think he managed it – all alone?

It Couldn't be Done:

People are usually discouraging in their attitude towards those who try to achieve something great. All great people of the world have faced opposition. What do you think the poet is trying to tell you in this poem? Do you expect him to be discouraging or encouraging?

Determination

Anonymous

In 1883, a creative engineer named John Roebling was inspired by an idea to build a spectacular bridge connecting New York with the Long Island. However, bridge building experts throughout the world thought that this was an impossible feat and told Roebling to forget the idea. It just could not be done. It was not practical. It had never been done before.

Roebling could not ignore the vision of the bridge he had in his mind. He thought about it all the time and he knew deep in his heart that it could be done. He just had to share the dream with someone else. After much discussion and persuasion he managed to convince his son Washington, a budding engineer, that the bridge in fact could be built.

Working together for the first time, the father and son developed concepts of how it could be accomplished and how the obstacles could be overcome. With great excitement and inspiration and the headiness of a wild challenge before them, they hired their crew and began to build their dream bridge.

The project started well but when it was only a few months underway a tragic accident on the site took the life of John Roebling. Washington was injured and left with a certain amount of brain damage, which resulted in him not being able to walk, talk or even move.

"We told them so."

"Crazy men and their crazy dreams!" "It's foolish to chase wild visions."

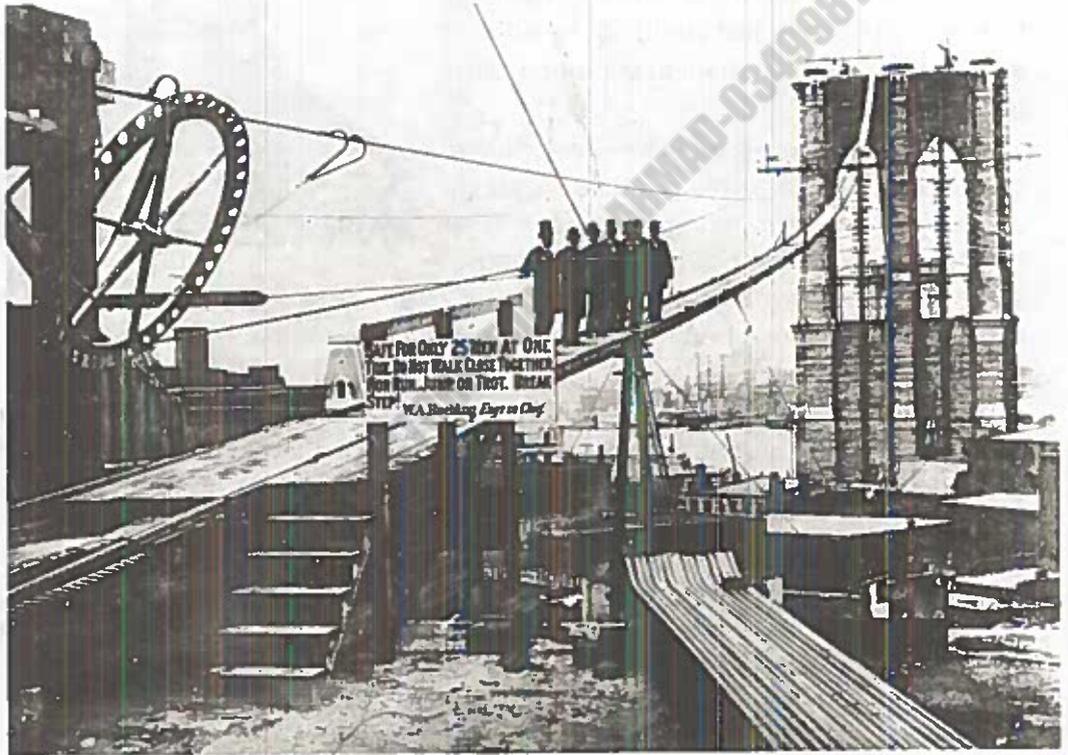
Everyone had a negative comment to make and felt that the project should be scrapped since the Roeblings were the only ones who knew how the bridge could be built. In spite of his handicap, Washington was never discouraged and still had a burning desire to complete the bridge and his mind was still as sharp as ever.



He tried to inspire and pass on his enthusiasm to some of his friends but they were too daunted by the task. As he lay on his bed in his hospital room, with the sunlight streaming through the windows, a gentle breeze blew the flimsy white curtains apart and he was able to see the sky and the tops of the trees outside for just a moment.

It seemed that there was a message for him not to give up. Suddenly an idea hit him. All he could do was move one finger and he decided to make the best use of it. By moving his finger, he slowly developed a code of communication with his wife.

He touched his wife's arm with that finger, indicating to her that he wanted her to call the engineers again. Then he used the same method of tapping her arm to tell the engineers what to do. It seemed foolish but the project was under way again.



For 13 years Washington tapped out his instructions with his finger on his wife's arm until the bridge was finally completed. Today the spectacular Brooklyn Bridge stands in all its glory as a tribute to the triumph of one man's indomitable



spirit and his determination not to be defeated by circumstances. It is also a tribute to the engineers and their team work and to their faith in a man who was considered mad by half the world. It stands too as a tangible monument to the love and devotion of his wife who for 13 long years patiently decoded the messages of her husband and told the engineers what to do.

Perhaps this is one of the best examples of a never-say-die attitude that overcomes a terrible physical handicap and achieves an impossible goal.



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New Vocabulary

Words	Meanings
Breeze	A gentle or light wind
Budding	At an early stage of development but showing promise or potential
Concept	An idea, esp. an abstract idea; conception, notion
Crew	The men who man a ship, boat, aircraft
Daunted	To intimidate; to frighten off; to scare; to deter; discourage
Devotion	Strong attachment or affection for a cause, a person marked by dedicated loyalty
Feat	A remarkable, skilful or daring action; exploit; achievement
Flimsy	Not strong or substantial; fragile; light and thin; unconvincing or inadequate
Headiness	Rashness; impetuosity; extreme excitement
Indomitable	Difficult or impossible to defeat or subdue; invincible; resolute, steadfast; unyielding; unflinching
Long Island	An island in SE New York State
Monument	Something that is erected in commemoration of a person or event or in celebration of something
Obstacles	A person or thing that opposes or hinders; hurdles
Persuasion	The act of inducing, urging or prevailing upon successfully
Spectacular	Impressive, grand or dramatic; breath-taking, dazzling
Tangible	Real; something that can be touched or felt; having a physical existence;
To decode	To convert a message from code into ordinary language
To inspire	To exert a stimulating or beneficial effect upon; to spur; to stimulate; to excite; to enkindle
To scrap	To abandon; discard; ditch
To stream	To move in unbroken succession like a trail of light or stream of water
To tap out	To produce by striking lightly something, like a table
Tribute	A gift or statement in acknowledgment, gratitude or admiration



Study Questions

Recalling

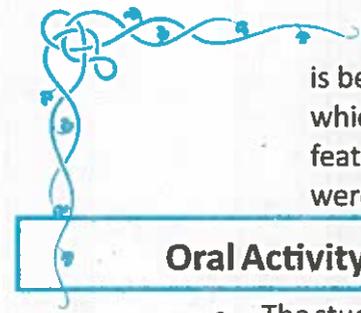
1. What two cities John Roebling thought of connecting through the bridge?
2. What did the bridge building engineers throughout the world think of Roebling's plan?
3. How did Roebling finally succeed in convincing that the project could be accomplished?
4. What happened when the project was underway for only a few months?
5. What was the response of the people after the accident on the site?
6. Unable to speak or write, what method did Washington use to communicate with his wife?
7. How did Washington communicate with his engineers for 13 long years?

Interpreting

8. Why did John Roebling ignore when other engineers said that it was an impossible idea, that it could not be done?
9. Why did Washington not abandon the idea of building the bridge after the accident which left him totally paralysed?
10. The Brooklyn Bridge is called a tribute, a monument by the author. Why?

Extending

11. Can you think of an example from any sphere of life in which someone achieved an impossible feat through sheer courage and indomitable spirit against all odds, obstacles and opposition?
12. "Crazy men and their crazy dreams!" "It's foolish to chase wild visions." Is it really foolish to chase wild visions? Isn't the world that we now have



is because of crazy men and their impossible crazy dreams and visions which they realised? Do some research and find examples of deeds or feats which were considered impossible or crazy or foolish but which were finally accomplished.

Oral Activity

- The students will be divided into two groups.
- The first group of students will express their views about John Roebling who was determined to build a spectacular bridge connecting New York with the Long Island.
- The second group of students will express their views as how he succeeded in tiding over the hardships that he had to face.

Writing Skills

- The students will be asked to write the “summary of the lesson “Determination”.
- Write a paragraph to illustrate the moral “Labour and determination conquer all”.

4.1 → Language Study (Grammar)

The Adjectives

Read the following sentences:

1. Saira is a *clever* girl. (*Girl of what kind?*)
2. I don't like *that* boy. (*which boy?*)
3. He gave me *five* mangoes. (*How many mangoes?*)
4. There is *little* time for preparation. (*How much time?*)

In sentence 1, 'clever' shows *what kind* of girl Saira is; or, in other words, 'clever *describes* the girl Saira.

In sentence 2, 'that' *points out* which boy is meant.

In sentence 3, 'five' shows *how many* mangoes he gave me.

In sentence 4, 'little' shows *how much* time there is for preparation.



A word used with a noun to *describe* or *point out*, the person, animal, place or thing which the noun names, or to tell the *number* or *quantity*, is called an **Adjective**.

So we may define an Adjective as a word used with a noun to *add something to its meaning*.

[*adjective* means *added to*.]

Look at the following sentences:

1. The *lazy* boy was punished.
2. The boy *is lazy*.

In sentence 1, the Adjective *lazy* is used along with the noun *boy* as an *epithet* or *attribute*. It is, therefore, said to be used **Attributively**. In sentence 2, the Adjective *lazy* is used along with the verb *is*, and forms part of the Predicate. It is, therefore, said to be used **predicatively**.

Some Adjectives can be used only predicatively; as,

She *is afraid* of ghosts.

I am quite well.

Kinds of Adjectives

Adjectives may be divided into the following classes:

Adjectives of Quality (or **Descriptive Adjective**) shows the *kind* or *quality* of a person or things; as,

- Lahore is a *large* city.
- He is an *honest* man.
- The *foolish old* crow tried to sing.
- This is a Grammar of the *English* language.

[Adjectives formed from Proper Nouns (e.g, *French perfume*, *Pakistani cotton*, *Indian tea*, etc.) are sometimes called **Proper Adjectives**. They are generally classed with Adjectives of Quality.]

Adjectives of Quality answer the question: *of what kind?*

Adjectives of Quantity show *how much* of a thing is meant;

- I ate *some* rice.
- He showed *much* patience.
- He has *little* intelligence.
- We have had *enough* exercise.
- He has lost *all* his wealth.

- You have *no* sense.
- He did not eat *any* rice.
- Take *great* care of your health.
- He claimed his *half* share of the booty.
- There has not been *sufficient* rain this year.
- The *whole* sum was expended.

❖ Adjectives of Quantity answer the question: *How much?*

Adjectives of Number (or numeral Adjectives) show *how many* persons or things are meant, or *in what order* a person or thing stands; as,

- The hand has *five* fingers.
- *Few* cats like cold water.
- There are *no* pictures in this book.
- I have taught you *many* things.
- *All* men must die.
- Here are *some* ripe mangoes.
- *Most* boys like cricket.
- There are *several* mistakes in your exercise.
- Sunday is the *first* day of the week.

Adjectives of Number answer the question: *How many?*

Adjectives of Number (or Numeral Adjectives) are of three kinds:

- (i) **Definite Numeral Adjectives:** Which denote an *exact* number; as,
 One, two, three, etc. These are called **Cardinals**.
 First, second, third, etc. These are called **Ordinals**.

[A Cardinal denotes *how many*, and an Ordinal the *order* of things in a series. It will be seen that Ordinals really do the work of Demonstrative Adjectives.]

- (ii) **Indefinite Numeral Adjectives:** Which refer to each one of a number; as,

All, no; many, few, some, any, certain, several, somebody

- (iii) **Distributive Numeral Adjectives:** Which refer to each one of a number; as,

- *Each* boy must take his turn.
- *England* expects every man to do his duty.
- *Every* word of it is false.
- *Either* pen will do.
- *On either* side is a narrow lane.
- *Neither* accusation is true.



The same Adjective may be classed as of Quantity or Number, according to its use.

Adjectives of Quantity

I ate *some* rice.

He has lost *all* his wealth.

You have *no* sense.

He did not eat *any* rice.

I have *enough* sugar.

Adjectives of Number

Some boys are clever.

All men must die.

There is *no* picture in his book.

Is there *any* mango-tree in this garden?

There are not *enough* spoons.

Demonstrative Adjectives *point out* which person or thing is meant; as,

- *This* boy is stronger than Haris.
- *That* boy is industrious.
- *These* mangoes are sour.
- *Those* rascals must be punished.
- Don't be in *such* hurry.
- I hate *such* things.

Demonstrative Adjectives answer the question: *Which?*

[It will be noticed that *this* and *that* are used with Singular nouns, *these* and *those* with Plural nouns]

What, *which*, and *whose* when they are used with nouns to ask questions are called **Interrogative Adjectives**; as,

- *What* manner of man is he?
- *Which* way shall we go?
- *Whose* book is this?

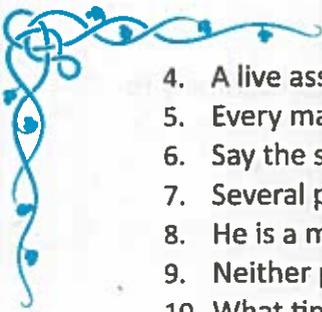
[It will be seen that *what* is used in a general sense, and *which* in a selective sense.]

Exercise 1

Pick out all the Adjectives in the following sentences, and say to which class each of them belongs:

1. The ship sustained heavy damage.
2. I have called several times.
3. Every dog has his day.



- 
4. A live ass is better than a dead lion
 5. Every man has his duties.
 6. Say the same thing twice over.
 7. Several persons were present at the time.
 8. He is a man of few words.
 9. Neither party is quite in the right.
 10. What time is it?
 11. Which pen do you prefer?
 12. The way was long, the wind was cold, the minister was infirm and old.
 13. He comes here every day.
 14. I have not seen him for several days.
 15. There should not be much talk and little work.

❖ In the following sentences the words *own* and *very* are used as **Emphasizing Adjectives**:

- I saw it with my *own* eyes.
- He was beaten at his *own* game.
- Mind your *own* business.
- He is his *own* master.
- That is the *very* thing we want.
- When all else left my cause.
- My *very* adversary took my part.

The word *what* is sometimes used as an **Exclamatory Adjective** as,

- *What* genius!
- *What* a folly!
- *What* an idea!
- *What* a blessing!
- *What* a piece of work is man!

As already pointed out this and that are the only Adjectives which are inflected or changed in form to show number.

- *This* girl sings.
- *That* boy plays.
- *These* girls sing.
- *Those* boys play.

This, these include something near to the speaker.
That, those indicate more distant objects.

Formation of Adjectives

(i) Many Adjectives are formed from Nouns:

<u>Noun</u>	<u>Adjective</u>	<u>Noun</u>	<u>Adjective</u>
Boy	boyish	Dirt	dirty
Fool	foolish	Storm	stormy
Care	careful	Pardon	pardonable
Play	playful	Laugh	laughable
Hope	hopeful	Outrage	outrageous
Venture	venturesome	courage	courageous
Trouble	troublesome	Glory	glorious
Shame	shameless	Envy	envious
Sense	senseless	Man	manly
Silk	silken	King	kingly
Gold	golden	Gift	gifted

(ii) Some Adjectives are formed from verbs.

<u>Verb</u>	<u>Adjective</u>	<u>Verb</u>	<u>Adjective</u>
Tire	tireless	Cease	ceaseless
Talk	talkative	Move	moveable

(iii) Some Adjectives are formed from other Adjectives

<u>Adjective</u>	<u>Adjective</u>	<u>Adjective</u>	<u>Adjective</u>
Tragic	tragical	Black	blackish
Whole	wholesome	White	whitish
Three	threefold	Sick	sickly

Exercise 2

1. The town stood a ____ siege.
2. The ____ prize was won by a Pakistani.
3. The ____ woman lives in a wretched hut.
4. This is a very ____ matter.
5. The battle of Waterloo ended in a ____ victory.
6. Suddenly there arose a ____ storm.

- 
7. It is a _____ lie.
 8. The _____ tidings were a heavy blow to the old man.
 9. Here is a rupee, pay the fare and keep the _____ money.
 10. His reading is of a very _____ range.
 11. The injured man wants _____ advice.
 12. You cannot have it _____ ways.
 13. England expects _____ man to do his duty.
 14. The _____ bird catches the worm.
 15. Have you any _____ reason to give?
 16. _____ anxiety has undermined his health.
 17. There were riots in _____ places.
 18. An _____ man will not reason calmly.
 19. He stands _____ feet in his stockings.
 20. Nelson won for himself _____ fame.

Exercise 3

❖ From Adjectives from the following Nouns:

[Attach each Adjective to a suitable noun]

Ease, pity, time, heaven, health, wealth, love, hill, need, green, room, cost, pain, doubt, wonder, peace, child, prince, mountain, ridicule, picture, labour, wood, pomp, artist, progress, slave, contempt, tempest, sense, quarrel, thought, hope, friend.

Exercise 4

Use each of the following Adjectives in a sentence:

[Models. A soft answer turned away wrath.

His polite manners have endeared him to all.

Swimming is a healthy exercise.

A certain man fell among thieves].

Happy, industrious, lazy, big, small, soft, harsh, hard, polite, rude, wise, foolish, rich, poor, young, new, old, long, short, quick, slow, strong, weak, handsome, ugly, clever, dull, kind, cruel, healthy, dutiful, distant, certain.

Exercise 5

Use a suitable Adjective with each of the following Nouns:

Models. A violent storm

- A long siege.
- A decisive victory.
- A populous city.
- A devoted husband

Storm, siege, sleep, victory, advice, blow, silence, hands, water, servant, flower, city, artist, dealer, voice, husband, subject, child, king, dog.

Exercise 6

Use as many suitable Adjectives as you can with each of the following Nouns: [Models. A narrow street, a wide street, a crooked street, a dirty street, a clean street.

A deliberate lie, a black lie, a white lie].

Fortune, man, news, storm, health, novel, progress, room, incident

Formation of Comparative and Superlative

Most Adjectives of *one* syllable, and some of more than one form the Comparative by adding *er* and the superlative by adding *est* to the Positive.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Sweet	sweeter	sweetest
Small	smaller	smallest
Tall	taller	tallest
Bold	bolder	boldest
Clever	cleverer	cleverest
Kind	kinder	kindest
Young	younger	youngest
Great	greater	greatest

When the positive degree ends in *e*, only *r* and *st* are added.

Brave	braver	bravest
Fine	finer	finest

White	whiter	whitest
Large	larger	largest
Able	abler	ablest
Noble	nobler	noblest
Wise	wiser	wisest

When the Positive ends in *y*, preceded by a consonant, the *y* is changed into *i* before adding *er* and *est*.

Happy	happier	happiest
Easy	easier	easiest
Heavy	heavier	heaviest
Merry	merrier	merriest
Wealthy	wealthier	wealthiest

When the Positive is a word of **one** syllable and ends in a *single* consonant, preceded by a *short vowel*, this consonant is doubled before adding *er* and *est*.

Red	redder	reddest
Big	bigger	biggest
Hot	hotter	hottest
Thin	thinner	thinnest
Sad	sadder	saddest
Fat	fatter	fattest

Adjectives of *more than two* syllables, and many of those with **two**, form the Comparative by using the adverb *more* with the Positive and the Superlative by using the adverb *most* with the Positive.

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Splendid	more splendid	most splendid
Beautiful	more beautiful	most beautiful
Difficult	more difficult	most difficult
Industrious	more industrious	most industrious
Courageous	more courageous	most courageous
Learned	more learned	most learned
Proper	more proper	most proper

- The new palace is *more splendid* than the old one,
- Which do you consider his *most splendid* victory?

- Abdul is *more courageous* than Karim.
- Rahim is the *most courageous* boy in the village.

❖ The Comparative is not used when we compare two qualities in the same person or thing. If we wish to say that courage of Raheela is greater than the courage of Rahim, we say,

- Raheela is *braver* than Karim.

But if we wish to say that the courage of Raheela is greater than her prudence, we must say,

- Raheela is *more brave* than prudent.

When two objects are compared with each other, the latter term of comparison must exclude the former; as,

- Iron is more useful than any *other* metal.

If we say,

- Iron is more useful than any metal.

This is the same thing as saying 'Iron is more useful than iron' since iron is itself a metal.

Irregular Comparison

Positive

Good, well

Bad, evil, ill

Little

Much

Many

Late

Old

Far

Nigh

Fore

(Fore)

(In)

(Up)

(Out)

Comparative

better

worse

less, lesser

more

more

later, latter

older, elder

farther

nigher

former

further

inner

upper

outer, utter

Superlative

best

worst

least

most (quantity)

most (number)

latest, last

oldest, eldest

farthest (distanced)

nighest, next

foremost, first

furthest (movement)

inmost, innermost

upmost, uppermost

utmost, uttermost

Note: The forms enclosed in parentheses are not used as Adjectives; they are Adverbs.

Exercise 1

Compare the following Adjectives:

Black, excellent, ill, gloomy, mad, safe, bad, unjust, gay, able, dry, timid, ugly, true, severe, exact, agreeable, difficult, little, few, numerous, merry.

Later, latter; latest, last. *Later* and *latest* refer to time; *latter* and *last* refer to position.

- He is *later* than I expected.
- I have not heard the *latest* news.
- The *latter* chapters are lacking in interest.
- The *last* chapter is carelessly written.
- Ours is the *last* house in the street.

Elder, older; eldest, oldest. *Elder* and *eldest* are used only of person, not of animals or things; and are now confined to members of the same family. *Elder* is not used with *than* following. *Older* and *oldest* are used of both persons and things.

- Kamran is my *elder* brother.
- Rehman is my *eldest* son.
- He is *older* than his sister.
- Jamal is the *oldest* boy in the eleven.
- This is the *oldest* temple in Peshawar.

Farther, further, *Farther* means more distant or advanced; *further* means additional. Karachi is *farther* from Peshawar.

- After this he made no *further* remarks.
- I must have a reply without *further* delay.

Note: The forms *farther* and *further* are not always differentiated by writers.

Nearest, next – *Nearest* denotes distance; *next* denotes position.

Karachi is the seaport *nearest* to UAE.

Osler's shop is *next* to the Post Office.

My uncle lives in the *next* house.

Exercise 2

(a) Fill in the blank spaces with 'later' or 'latter':-

1. The majority accepted the _____ proposal.
2. The _____ part of the book shows signs of hurry.

- 
3. At a _____ date, he was placed in charge of the whole district.
 4. I prefer the _____ proposition to the former.
 5. Is there no _____ news than last week's?

(b) Fill the blank spaces with 'older' or 'elder':-

1. I have an _____ sister.
2. Karam is _____ than Hari by two years.
3. His _____ brother is in the Pakistan Civil Service.
4. She is the _____ of the two sisters.
5. The nephew is _____ than his uncle.

(c) Fill the blank spaces with 'oldest' and 'eldest':-

1. Rustam is the _____ of my uncle's five sons.
2. He is the _____ member of the School Committee.
3. That is Antonio, the duke's _____ son.
4. The _____ mosque in the town is near the railway station.
5. Mr. Smith is the _____ European resident of Jamshedpur.

(d) Fill the blank spaces with 'farther' or 'further':-

1. Broach is _____ from Bombay than Surat.
2. No _____ reasons were given.
3. He walked off without _____ ceremony.
4. Until _____ orders Mr. K.S. Dave will act as Headmaster of Government High School.
5. To let a bungalow at Ridge road. For _____ particulars apply to Box No.65.

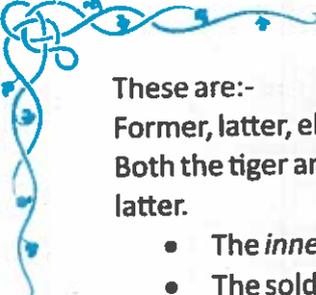
(e) Fill the blank spaces with 'latest' or 'last':-

1. The _____ news from China is very disquieting.
2. The _____ time I saw him, he was in high spirits.
3. To-day is the _____ day for receiving tenders.
4. We expect to get the _____ news in a few hours.
5. The _____ Moghul Emperor came to an ignominious end.

(f) Fill the blank spaces with 'nearest' or 'next':-

1. This is the _____ Post office to my house.
2. The pillar-box is _____ to my house.
3. The burglar was taken to the _____ police station
4. His house is _____ to mine.
5. The _____ railway station is two miles from here.

❖ Certain English Comparatives have lost their comparative meaning and are used as Positive. They cannot be followed by *than*.



These are:-

Former, latter, elder, hinder, upper, neither, inner, outer, utter.

Both the tiger and the leopard are beasts; the *former* animal is much larger than the latter.

- The *inner* meaning of this letter is not clear.
- The soldiers ran to defend the *outer* wall.
- My *elder* brother is an engineer.
- This man is an *utter* fool.

❖ Certain Comparatives borrowed from Latin have no Positive or Superlative degree. They all end in *or*, not *er*. They are twelve in all. Five of them have lost their Comparative meaning and are used as Positive Adjectives. These are:

Interior, exterior, ulterior, major, minor.

- The *exterior* wall of the house is made of stone; the *interior* walls are of wood.
- His age is a matter of *minor* importance.
- I have no *ulterior* motive in offering you help.

The other seven are used as Comparative Adjectives but are followed by *to* instead of *than*.

The comparative degree is generally followed by *than*; but Comparative Adjectives ending in *-or* are followed by the preposition *to*; as,

Inferior, superior, prior, anterior, posterior, senior, junior

- Haris is *inferior* to Raheema in intelligence.
- Raheema's intelligence is superior to Haris.
- The death of King Edward was *prior* to the Great War.
- He is *junior* to all his colleagues.
- All his colleagues are *senior* to him.

❖ Adjectives expressing qualities that do not admit different degrees cannot, strictly speaking, be compared; as,

Square, round, perfect, eternal, universal, unique

Strictly speaking, a thing cannot be more *square*, more *round*, more *perfect*. But we say, for instance,

- This is the *most perfect* specimen I have seen.

Exercise 3

Point out the Adjectives and name the Degree of Comparison of each:-

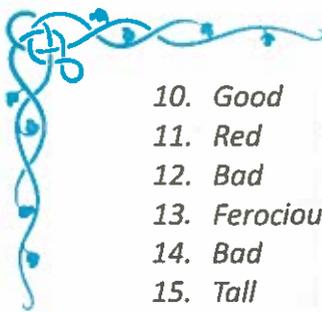
1. The poor woman had seen happier days.
2. Do not talk such nonsense.
3. Make less noise.
4. That child has a slight cold.
5. A live ass is stronger than a dead lion.
6. Say the same thing twice over.
7. Soloman was one of the wisest men.
8. Hunger is the best sauce.
9. His simple word is as good as an oath.
10. There was not the slightest excuse for it.
11. My knife is sharper than yours.
12. Small people love to talk of great men.
13. Of two evils choose the less.
14. I hope the matter will be cleared up some day.
15. Your son makes no progress in his studies.
16. Open rebuke is better than secret love.
17. We never had such sport.
18. I have other things to attend to.
19. Haris is the idlest boy in the class.
20. I promise you a fair hearing.

Exercise 4

Supply the proper form (Comparative or Superlative) of the Adjective:-

[Note: The Comparative and not the Superlative should be used to compare two things].

- | | |
|------------------|--|
| 1. <i>Good</i> | How is your brother to-day? Is he _____? |
| 2. <i>Hot</i> | May is _____ here than any other month. |
| 3. <i>Pretty</i> | Her doll is _____ than yours. |
| 4. <i>Idle</i> | Haris is the _____ boy in the class. |
| 5. <i>Sharp</i> | Your knife is sharp, but mine is _____. |
| 6. <i>Dear</i> | Honour is _____ to him than life. |
| 7. <i>Rich</i> | He is _____ man in our town. |
| 8. <i>Old</i> | Maria is two years _____ than Maryam. |
| 9. <i>Large</i> | Name the _____ city in the world. |

- 
- | | |
|----------------|--|
| 10. Good | He is the _____ friend I have. |
| 11. Red | He is the _____ boy of the two. |
| 12. Bad | Rehman's work is bad, Haris's is _____. |
| 13. Ferocious | There is no animal _____ than the tiger. |
| 14. Bad | The trade is in a _____ condition to-day than it was a year ago. |
| 15. Tall | He is the _____ of the two. |
| 16. Dry | Sindh is the _____ part of Paksitan. |
| 17. Useful | Iron is _____ than any other metal. |
| 18. Useful | Iron is the _____ of all metals. |
| 19. Great | Who is the _____ living poet? |
| 20. Nutritious | I think he requires a _____ diet. |

Exercise 5

Supply appropriate Comparatives or Superlatives to each of the following:

1. Prevention is _____ than cure.
2. Akbar had a _____ reign than Babar.
3. London is the _____ city in the world.
4. The pen is _____ than the sword.
5. The _____ buildings are found in America
6. *The Mail* has a _____ circulation than any other paper.
7. Which of the two girls has the _____ dress?
8. Honour is _____ to him than life.
9. This pen is _____ than the other.
10. Who is the _____ boy in the class?
11. The Eiffel Tower is _____ than Kutab Minar.
12. My uncle is _____ than my father.
13. The multi-millionaire Mr. Sen is the _____ in this town.
14. Wordsworth is a _____ poet than Cowper.
15. Balu is the _____ bowler in the eleven.
16. The streets of Bombay are _____ than those of Ahmedabad.
17. Peshawar is _____ than Murree.
18. The piano was knocked down to the _____ bidder.
19. Mount Everest is the _____ peak of the Himalayas.
20. He sings _____ than that of his brother.

Exercise 6

Change the following sentences by using less or least without changing the meaning.

1. The mango is sweeter than the pine-apple.
2. Silver is more plentiful than gold.
3. This is the most useless of all my books.
4. Wolfram is one of the rarest minerals.
5. The wild-apple is the sourest of all fruits.
6. Iron is more useful than copper.

Interchange of the Degree of Comparison

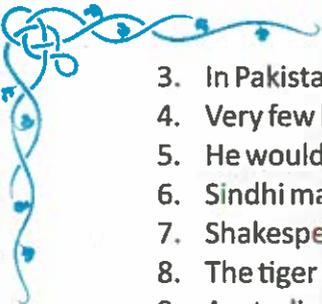
As the following examples show, it is possible to change the Degree of Comparison of an Adjective in a sentence, without changing the meaning of the sentences:-

<i>Superlative</i>	- Lead is the heaviest of all metals.
<i>Comparative</i>	- Lead is heavier than all other metals.
<i>Comparative</i>	- Abbottabad is cooler than Peshawar.
<i>Positive</i>	- Peshawar is not so cool as Abbottabad.
<i>Positive</i>	- He is as wise as Sulman.
<i>Comparative</i>	- Sulman was not wiser than he is.
<i>Superlative</i>	- <i>Waris</i> is the best drama in Urdu.
<i>Comparative</i>	- <i>Waris</i> is better than any other drama in Urdu.
<i>Positive</i>	- No other drama in Urdu is so good as <i>Waris</i> .
<i>Superlative</i>	- Karachi is one of the biggest of Pakistani cities.
<i>Comparative</i>	- Karachi is bigger than most other Pakistani cities.
<i>Positive</i>	- Very few Pakistani cities are so big as Karachi.
<i>Positive</i>	- Some poets are at least as great as Tennyson.
<i>Comparative</i>	- Tennyson is not greater than some other poets. Some poets are not less great than Tennyson.
<i>Superlative</i>	- Tennyson is not the greatest of all poets.

Exercise 7

Change the Degree of Comparison, without changing the meaning:-

1. *The Times* is the most powerful newspaper in England.
2. Some beans are at least as nutritious as meat.

- 
3. In Pakistan, no other exercise is so healthy as Hockey.
 4. Very few boys are so industrious as Latif.
 5. He would sooner die than tell a lie.
 6. Sindhi mango is the best in Pakistan.
 7. Shakespeare is greater than any other English poet.
 8. The tiger is the most ferocious of all animals.
 9. Australia is the largest island in the world.
 10. Lead is heavier than any other metal.
 11. Some people have more money than brains.
 12. A wise enemy is better than a foolish friend.
 13. I know him quite well as you do.
 14. You do not know him better than I do.
 15. No other man was as strong as Behram.
 16. Some Pathans were at least as faithful as the Sikhs.
 17. Mount Everest is the highest peak of the Himalayas.
 18. Very few countries are as rich as England.
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The Man Who Planted Trees

Jean Giono

For a human character to reveal truly exceptional qualities, one must have the good fortune to be able to observe its performance over many years. If this performance is devoid of all egoism, if its guiding motive is unparalleled generosity, if it is absolutely certain that there is no thought of recompense and that, in addition, it has left its visible mark upon the earth, then there can be no mistake.

About forty years ago I was taking a long trip on foot over mountain heights quite unknown to tourists, in that ancient region where the Alps thrust down into Provence. All this, at the time I embarked upon my long walk through these deserted regions, was barren and colourless land. Nothing grew there but wild lavender.

I was crossing the area at its widest point, and after three days' walking, found myself in the midst of unparalleled desolation. I camped near the vestiges of an abandoned village. I had run out of water the day before, and had to find some. These clustered houses, although in ruins, like an old wasps' nest, suggested that there must once have been a spring or well here. There was indeed a spring but it was dry. The five or six houses, roofless, gnawed by wind and rain, the tiny chapel with its crumbling, steeple, stood about like the houses and chapels in living villages, but all life had vanished.

It was a fine June day, brilliant with sunlight, but over this unsheltered land, high in the sky, the wind blew with unendurable ferocity. It growled over carcasses of the houses like a lion disturbed at its meal. I had to move my camp.

After five hours' walking I had still not found water and there was nothing to give me any hope of finding any. All about me was the same dryness, the same coarse grasses. I thought I glimpsed in the distance a small black silhouette, upright, and took it for the trunk of a solitary tree. In any case I started toward it. It was a



shepherd. Thirty sheep were lying about him on the baking earth.

He gave me a drink from his water-gourd and, a little later, took me to his cottage in a fold of the plain. He drew his water — excellent water — from a very deep natural well above which he had constructed a primitive winch.



The man spoke little. This is the way of those who live alone, but one felt that he was sure of himself, and confident in his assurance. That was unexpected in this barren country. He lived, not in a cabin, but in a real house built of stone that bore plain evidence of how his own efforts had reclaimed the ruin he had found there on his arrival. His roof was strong and sound. The wind on its tiles made the sound of the sea upon its shore.

The place was in order, the dishes washed, the floor swept, his rifle oiled; his soup was boiling over the fire. I noticed then that he was cleanly shaved, that all his buttons were firmly sewed on, that his clothing had been mended with the meticulous care that makes the mending invisible. He shared his soup with me and afterwards, when I offered my tobacco pouch, he told me that he did not smoke. His dog, as silent as himself, was friendly without being servile.

It was understood from the first that I should spend the night there; the nearest village was still more than a day and a half away. And besides I was perfectly familiar with the nature of the rare villages in that region. There were four or five of them scattered well apart from each other on these mountain slopes, among white oak thickets, at the extreme end of the wagon roads. They were inhabited by charcoal burners and the living was bad. Families — crowded together in a climate that is excessively harsh both in winter and in summer — found no escape from the unceasing conflict of personalities. The men took their wagonloads of charcoal to the town and then returned while the women nursed their grievances.

The shepherd went to fetch a small sack and poured out a heap of acorns on the table. He began to inspect them, one by one, with great concentration, separating the good from the bad. I smoked my pipe. I did offer to help him. He told



me that it was his job. And in fact, seeing the care he devoted to the task, I did not insist. That was the whole of our conversation. When he had set aside a large enough pile of good acorns, he counted them out by tens, meanwhile eliminating the small ones or those which were slightly cracked, for now he examined them more closely. When he had thus selected one hundred perfect acorns, he stopped and we went to bed.

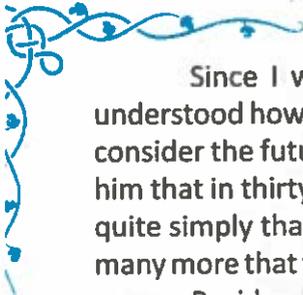
There was peace in being with this man. The next day I asked if I might rest here for a day. He found it quite natural — or, to be more exact, he gave me the impression that nothing could startle him. The rest was not absolutely necessary but I was interested and wished to know more about him. He opened the pen and led his flock to pasture. Before leaving he plunged his sack of carefully selected and counted acorns into a pail of water.

I noticed that he carried for a stick an iron rod as thick as my thumb and about a yard and a half long. Resting myself by walking, I followed a path parallel to his. His pasture was in a valley. He left the dog in charge of the little flock and climbed toward where I stood. I was afraid that he was about to rebuke me for my indiscretion but it was not that at all: this was the way he was going, and he invited me to go along if I had nothing better to do. He climbed to the top of the ridge, about a hundred yards away.

There he began thrusting his iron rod into the earth, making a hole in which he planted an acorn; then he refilled the hole. He was planting oak trees. I asked him if the land belonged to him. He answered no. Did he know whose it was? He did not. He supposed it was community property, or perhaps belonged to people who cared nothing about it. He was not interested in finding out whose it was. He planted his hundred acorns with the greatest care.

After the midday meal he resumed his planting. I suppose I must have been fairly insistent in my questioning, for he answered me. For three years, he had been planting trees in this wilderness. He had planted one hundred thousand. Of the hundred thousand, he had expected to lose half, to rodents or to the unpredictable designs of Providence. There remained ten thousand oak trees to grow where nothing had grown before.

That was when I began to wonder about the age of this man. He was obviously over fifty. Fifty-five, he told me. His name was Elzéard Bouffier. He had once had a farm in the lowlands. There he had his life. He had lost his only son, then his wife. He had withdrawn into this solitude where his pleasure was to live leisurely with his lambs and his dog. It was his opinion that this land was dying for want of trees. He added that, having no very pressing business of his own, he had resolved to remedy this state of affairs.



Since I was at that time, in spite of my youth, leading a solitary life, I understood how to deal gently with solitary spirits. But my very youth forced me to consider the future in relation to myself and to a certain quest for happiness. I told him that in thirty years his ten thousand oaks would be magnificent. He answered quite simply that if God granted him life, in thirty years he would have planted so many more that these ten thousand would be like a drop of water in the ocean.

Besides, he was now studying the reproduction of beech trees and had a nursery of seedlings grown from beechnuts near his cottage. The seedlings, which he had protected from his sheep with a wire fence, were very beautiful. He was also considering birches for the valleys where, he told me, there was a certain amount of moisture a few yards below the surface of the soil.

The next day, we parted.

The following year came the War of 1914, in which I was involved for the next five years. An infantry man hardly had time for reflecting upon trees. To tell the truth, the thing itself had made no impression upon me; I had considered as a hobby, a stamp collection, and forgotten it.

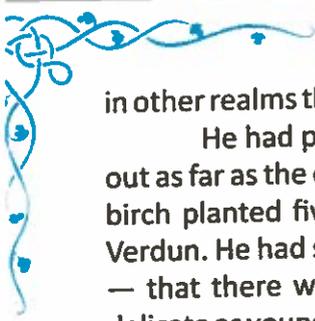
The war was over, I found myself possessed of a tiny demobilization bonus and a huge desire to breathe fresh air for a while. It was with no other objective that I again took the road to the barren lands.

The countryside had not changed. However, beyond the deserted village I glimpsed in the distance a sort of greyish mist that covered the mountaintops like a carpet. Since the day before, I had begun to think again of the shepherd tree-planter. "Ten thousand oaks," I reflected, "really take up quite a bit of space."

I had seen too many men die during those five years not to imagine easily that Elzéard Bouffier was dead, especially since, at twenty, one regards men of fifty as old men with nothing left to do but die.

He was not dead. As a matter of fact, he was extremely spry. He had changed jobs. Now he had only four sheep but, instead, a hundred beehives. He had got rid of the sheep because they threatened his young trees. For, he told me (and I saw for myself), the war had disturbed him not at all. He had imperturbably continued to plant.

The oaks of 1910 were then ten years old and taller than either of us. It was an impressive spectacle. I was literally speechless and, as he did not talk, we spent the whole day walking in silence through his forest. In three sections, it measured eleven kilometres in length and three kilometres at its greatest width. When you remembered that all this had sprung from the hands and the soul of this one man, without technical resources, you understand that men could be as effectual as God



in other realms than that of destruction.

He had pursued his plan and birch trees as high as my shoulder, spreading out as far as the eye could reach, confirmed it. He showed me handsome clumps of birch planted five years before — that is, in 1915, when I had been fighting at Verdun. He had set them out in all the valleys where he had guessed — and rightly — that there was moisture almost at the surface of the ground. They were as delicate as young girls and very well established.

Creation seemed to come about in a sort of chain reaction. He did not worry about it; he was determinedly pursuing his task in all its simplicity; but as we went back toward the village I saw water flowing in brooks that had been dry since the memory of man. This was the most impressive result of chain reaction that I had seen. The wind, too, scattered seeds. As the water reappeared, so there reappeared willows, rushes meadows, gardens, flowers, and a certain purpose in being alive. But the transformation took place so gradually that it became part of the pattern without causing any astonishment. Hunters, climbing into the wilderness in pursuit of hares or wild boar, had of course noticed the sudden growth of little trees, but had attributed it to some natural caprice of the earth. That is why no one meddled with Elzéard Bouffier's work. If he had been detected he would have had opposition. He was undetectable. Who in the villages or in the administration could have dreamed of such perseverance in a magnificent generosity?

To have anything like a precise idea of this exceptional character one must not forget that he worked in total solitude: so total that, toward the end of his life, he lost the habit of speech. Or perhaps it was that he saw no need for it. I saw Elzéard Bouffier for the last time in June of 1945. He was then eighty-seven. I had started back along the route through the wastelands; by now, in spite of the disorder in which the war had left the country, there was a bus running between the Durance Valley and the mountain. I attributed the fact that I no longer recognized the scenes of my earlier journeys to this relatively speedy transportation. It seemed to me, too, that the route took me through new territory. It took the name of a village to convince me that I was actually in that region that had been all ruins and desolation.

The bus put me down at Vergons. In 1913, this hamlet of ten or twelve houses had three inhabitants. Everything had changed. Even the air! Instead of the harsh dry winds that used to attack me, a gentle breeze was blowing, laden with scents. A sound like water came from the mountains: it was the wind in the forest. Most amazing of all, I heard the actual sound of water falling into a pool. I saw that a

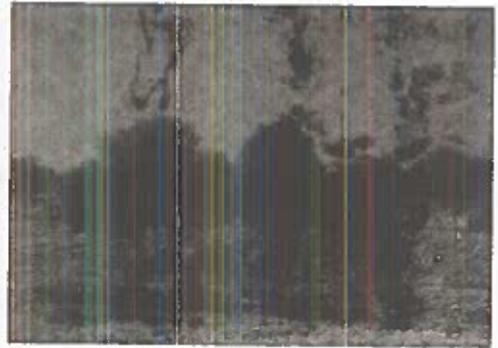
fountain had been built, that it flowed freely and — what touched me most — that someone had planted a linden beside it, a linden that must have been four years old, already in full leaf, the incontestable symbol of resurrection.

Besides, Vergons bore evidence of labour at the sort of undertaking for which hope is required. Hope, then, had returned. Ruins had been cleared away, dilapidated walls torn down and five houses restored. Now there were twenty-eight inhabitants, four of them young married couples. The new houses, freshly plastered, were surrounded by gardens where vegetables and flowers grew in orderly profusion, cabbages and roses, leeks and snapdragons, celery and anemones. It was now a village where one would like to live.

From that point on I went on foot. The war just finished had not yet allowed the full blooming of life. On the lower slopes of the mountain, I saw little fields of barley and of rye; deep in the narrow valleys the meadows were turning green.

It has taken only the eight years since then for the whole countryside to glow with health and prosperity. On the site of ruins I had seen in 1913 now stand neat farms, cleanly plastered, testifying to a happy and comfortable life. The old streams, fed by the rains and snows that the forest conserves, are flowing again. Their waters have been channelled. On each farm, in groves of maples, fountain, pools overflow on to carpets of fresh mint. Little by little the villages have been rebuilt. People from the plains, where land is costly, have settled here, bringing youth, motion, the spirit of adventure. Along the roads you meet hearty men and women, boys and girls who understand laughter and have recovered a taste for picnics. Counting the former population, unrecognizable now that they live in comfort, more than ten thousand people owe their happiness to Elzéard Bouffier.

When I reflect that one man, armed only with his own physical and moral resources, was able to cause this land of Canaan to spring from the wasteland, I am convinced that in spite of everything, humanity is admirable. But when I compute the unfailing greatness of spirit and the tenacity of benevolence that it must have taken to achieve this result, I am taken with an immense respect for that



old and unlearned peasant who was able to complete a work worthy of God.

Elzéard Bouffier died peacefully in 1947 at the hospice in Banon.

About the Author

Jean Giono, (1895–1970) was a French novelist, a celebrant of nature whose works are set in Provence and whose rich and diverse imagery has been widely admired. A love of nature came to Giono from his mountain town and from the shepherd family with whom, as a boy, he spent his summers. He was largely self-taught. As an infantryman in World War I, he was one of his company's 11 survivors at Verdun. This is a translation of one of his story, *L'homme qui plantait des arbres*, first published in 1954.

New Vocabulary

Words	Meanings
Ancient	Dating from very long ago; very old, aged
Carcasses	The dead body of an animal
Chapel	A place of Christian worship in a church or cathedral
Clustered	Grouped together; assemblage, clump, bunch
Coarse	Rough in texture, structure, taste, refinement
Ferocity	Savagery, cruelty; brutality; ruthlessness
Glimpse	A brief or incomplete view; a vague indication
Meticulous	Very precise about details, even trivial ones; painstaking
Primitive	Of or belonging to the beginning; original; earliest, uncivilised, unrefined; undeveloped
Provence	A former province of France on the Mediterranean
Servile	Submissive; slave-like attitude
Silhouette	The outline of a solid figure as cast by its shadow
Solitary	All alone; following or enjoying a life of solitude; single, sole
Steeple	A high ornamental tower that forms the superstructure of a church
The Alps	A mountain range in Central Europe extending over 1000 km from the Mediterranean coast of France and NW Italy
To crumble	To break or be broken into crumbs or fragments
To embark	To board a ship or aircraft; to commence or engage in a new project, venture

To gnaw	To bite or chew upon constantly little by little
To growl	To utter a sound in a low articulate manner; to utter words in a gruff or angry manner
To mend	To repair something; to improve something
Unendurable	Something that cannot be endured, tolerated, undergone
Upright	Vertical or erect; honest, honourable or just
Vestige	A small trace, mark or amount; a hint, indication, remnant
Water-gourd	A small bottle shaped like a gourd, a dried shell
Winch	A hand or power-operated crank by which a machine is driven

Study Questions

Recalling:

1. What does Jean Giono say about his long trip on foot over mountain heights?
2. Where did Jean Giono find himself after three days' walking?
3. What does Giono say about the shepherd's living conditions?
4. Why does Giono decide to stay for the night at the shepherd's house?
5. What did the shepherd do with the heap of acorns?
6. What did the shepherd carry instead of a stick and what did he do with it?
7. For how long did the shepherd plant acorn trees and how many had grown into full grown trees?
8. What did Giono discover about the shepherd's past life?
9. What was the shepherd studying and for what purpose?
10. What did Giono discover on his second visit to the area after the World War?
11. What was the shepherd doing when Giono met him the second time?
12. What is extent of the oak tree forest measured by Giono?
13. What else has the man been planting in addition to oak trees? And what did Giono find there?

- 
14. What does Giono mean by chain reaction? What chain reaction does Giono describe which he attributes to that man working alone?
 15. When did Giono see the man for the last time?
 16. What did he discover about the area on his last visit (1945) after 35 years of his first visit (1910)?
 17. How old was Bouffier when he died in 1947?

Interpreting:

18. What does the detailed description of Bouffier's abode tell us about the man who planted trees?
19. What does Giono mean by "men could be as effectual as God in other realms"? Explain.
20. Why had the barren valley changed into a fertile valley with brooks and plants and trees and flowers? Remember that Giono could not find water there on his first visit. What could be the explanation?
21. Why does Giono declare the work of Bouffier as "a work worthy of God?"

Extending:

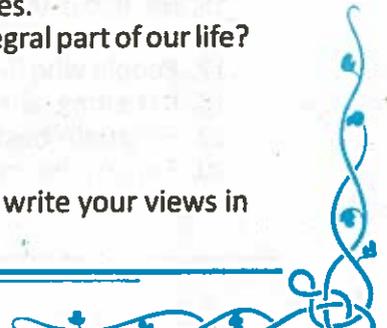
22. Which mountainous area of the Khyber Pakhtunkhwa would you choose to plant trees if you were a Bouffier? How would you like to see it after ten, twenty years? Be imaginative!
23. Write a detailed note on how man is destroying his environment. Discuss the various ways in which the environment is being destroyed.
24. Compare and contrast the description of the area by Giono on his three visits. What are the significant differences that Giono discovered and described?

Oral Communication Skills

- After the students have read the lesson, they will be asked to describe in their own words the role of the MAN who planted trees.
- What is the importance of trees? Why are they an integral part of our life?

Writing Skills

- Write an essay on the advantages of wood
- Why is tree plantation necessary in our country and write your views in the form of a paragraph.



Adjective Clauses

Look at the groups of words in italics in the following sentences:-

1. The umbrella *with a broken handle* is mine [*Which umbrella?*]
2. The umbrella *which has a broken handle* is mine. [*which umbrella?*]

The first group of words, *with a broken handle*, describes the umbrella; that is, it qualifies the noun *umbrella*, and does the work of an Adjective. It is what we call an Adjective Phrase.

The Second group of words *which has broken handle*, also describes the umbrella and so does the work of an Adjective. But because it contains a Subject and a Predicate of its own, it is called an **Adjective Clause**.

Definition:

An Adjective Clause is a group of words which contains a subject and Predicate of its own, and does the work of an Adjective.

Exercise 1

Pick out the Adjective Clauses in the following sentences and tell what noun or pronoun each qualifies:-

1. Mary had a little lamb whose fleece was white as snow.
2. The letter brought money which was badly needed.
3. The house that I live in belongs to my father.
4. I am monarch of all I survey.
5. I have a little shadow which goes in and out with me.
6. The dog that barks does not bite.
7. He tells a tale that sounds untrue.
8. It's an ill wind that blows nobody any good.
9. The boy stood on the burning deck whence all but he had fled.
10. They never fail who die in a great cause.
11. I remember the house where I was born.
12. He that climbs too high is sure to fall.
13. Here is the book you want.
14. Heaven helps those who help themselves.
15. He died in the village where he was born.
16. He never does anything that is silly.
17. People who live in glass houses should not throw stones.
18. It is a long lane that has no turning.
19. He laughs best who laughs last.
20. Thrice is he armed that hath his quarrel just.



Exercise 2

Supply suitable Adjective Clauses:-

1. I know the place _____.
2. He is the man _____.
3. The house _____ is a hundred years old.
4. His offence is one _____.
5. Where is the book _____?
6. Boys _____ will not be promoted.
7. He has lost the book _____.
8. I found the book _____.
9. I know the man _____.
10. No man _____ shall suffer in any way.
11. The boy _____ gained the prize.
12. Pearls come from Ceylon _____.
13. Water _____ should be kept in a covered jar.
14. Any boy _____ will be punished.
15. He went away by the train _____.

Examine the following sentences:-

1. He met a girl *with blue eyes*.
2. He met a girl *whose eyes were blue*.

The group of words, *with blue eyes*, qualifies the noun *girl*. The group of words, *whose eyes were blue*, also qualifies the noun *girl*.

Hence both these groups of words do the work of an Adjective. But the group of words, *with blue eyes*, is a Phrase, while the group of words, *whose eyes were blue*, is a Clause.

We further notice that the Adjective Phrase, *with blue eyes*, is equivalent to the Adjective Clause, *whose eyes were blue*, and can therefore be replaced by it.

Exercise 3

In the following sentences replace Adjective Clauses by Adjectives or Adjective Phrases:-

1. The houses in which the Burmese live are generally built of bamboo.
2. The boy who sits near me is my cousin.
3. That was the reason why he came late.
4. The reason, why he failed, is obvious.
5. The workers, who were weary with their exertions, lay down to rest.
6. The sun, which at mid-day was hot, made the traveller thirsty.
7. Which is the road that leads most quickly to the station?
8. People who eat too much die early.
9. Many men who have not been trained to write become journalists.

10. This is the place where our forefathers landed.
11. The explanation he gave was not satisfactory.
12. Such men as you cannot be easily disheartened.
13. This boy, who has been industrious, has earned prize which he has well deserved.
14. A belief which is generally held is not necessarily one which is true.
15. An author who was famous in the reign of Queen Anne lived in that cottage which overlooks the lake.

More About Adjectives Clauses

As we have seen, an Adjective Clause in a Complex sentence is a subordinate clause which does the work of an Adjective, and sentence qualifies some noun or pronoun in the main clause.

- Uneasy lies the head *that wears a crown*.
- He is the man *whom we all respect*.
- The time *when the boat leaves* is not yet fixed.
- The house *where the accident occurred* is nearby.
- The reason *why I did it*, is obvious.

Sometimes, however, a Relative Pronoun introduces a Co-ordinate clause; as,

- I met Raheema, *who (=and he) gave me your message*.

Here we are using the Relative Pronoun *who* to introduce *co-ordinate* clause.

[It might appear, at first sight, that the clause, *who gave me your message*, is an Adjective clause and, therefore, subordinate. It will be seen that this is not the case however, for it in no way identifies or describes Raheema.

In the sentence,

- He is the boy *who broke the window*.

The clause, *who broke the window*, clearly identifies and describes *boy* and it is, therefore, an Adjective clause].

Below are further examples of *who* (and *which*) used to introduce a co-ordinate clause,

1. I met. Mr. Aurazeb, *who (= and he) shook hands with me*.
2. The prisoner was taken before the Captain, *who (= and he) condemned him to instant death*.
3. He gave me a message, *which (= and it) is this*.
4. He released the bird, *which (= and it) at once flew away*.

The Relative Pronoun or the Relative Adverb, introducing Adjective clause, is sometimes understood and not expressed; as,

1. There was not a boy in the class *^ could answer the question*.
[Here the Relative Pronoun *who* is understood.]
2. Eat all *^ you can*.
[Here the Relative Pronoun *that* is understood.]

3. I saw a man [^] I know.
[Here the Relative Pronoun *whom* is understood.]
4. Where's the book [^] he left for me?
[Here the Relative Pronoun *which* is understood.]
5. On the day [^] you pass the examination I shall give you a reward.
[Here the Relative Adverb *when* is understood.]
6. The reason [^] I have come is to ask for my money.
[Here the relative Adverb *why* is understood.]

In such sentences as the following, *but* is equivalent to a Relative Pronoun followed by *not*, and serves to introduce an Adjective Clauses.

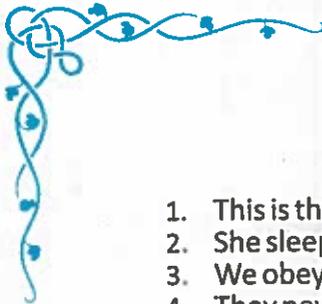
1. There was not a woman present *but* wept to hear such news.
[That is, *who did not* weep to hear such news.]
2. And not a man of the three hundred at Thermopylae *but* died his post.
[that is *who did not* die at his post.]
3. Nor is there a man here *but* loved our Caesar.
[That is, *who did not* love our Caesar.]
4. There was not a widow *but* longed to die upon the pyre of her husband.
[That is *who did not* long to die, etc.]
5. There is no fireside *but* one vacant chair.
[*That has not* one vacant chair.]

Note that *than* ; sometimes used as Preposition before a Relative Pronoun in the Adjective Clause; as,

- They elected Raheema *than* whom no better boy ever went to school.
- We will follow Brutus *than* whom Rome knows no nobler son.
- It was a blow *than* which no crueller was ever struck.
- We came to spot *than* which mine eyes have seldom seen a lovelier.

The infinitive with *to* is often used as the equivalent of an Adjective Clause.

1. (a) Give me some food *which I may eat*.
(b) Give me some food *to eat*.
2. (a) He has no boots *which he can wear*.
(b) He has no boots *to wear*.
3. (a) The doctor has given me medicine *which I must take*.
(b) The doctor has given me medicine *to take*.
4. (a) I have work *which I must do*.
(b) I have work *to do*.
5. (a) His mother gave him a ten-paisa bit *which he might put in his money-box*.
(b) His mother gave him a ten-paisa bit *to put in his money-box*.



Exercise 4

1. This is the house that Ahmad built.
 2. She sleeps the sleep that knows no waking.
 3. We obeyed the order the teacher gave us.
 4. They never fail who die in a great cause.
 5. We love those who love us.
 6. I have a little shadow which goes in and out with me.
 7. It is an ill wind that blows nobody good.
 8. Youth is the time when the seeds of character are sown.
 9. They ever pardon who have done the wrong.
 10. A friend who helps you in time of need is a real friend.
 11. He could not answer the question I asked him.
 12. They that eat balanced diet need no physician.
 13. The plan you propose is a very good one.
 14. It is a long lane that has no turning.
 15. He gave me everything I asked for.
 16. He has tricks that remind me of his father.
 17. I duly received the message you sent me.
 18. He that is down needs fear no fall.
 19. Who lives longest sees the most.
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It Couldn't be Done

Edgar Guest

Somebody said that it couldn't be done,
But, he with a chuckle replied
That "may be it couldn't" but he would be one
Who wouldn't say so till he'd tried.

to laugh softly or to oneself

So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, as he did it.

to get ready; a broad smile

Somebody scoffed: "Oh, you'll never do that;
At least no one we know has done it";
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.

to mock; poke fun at

With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophecy failure;
There are thousands to point out to you, one by one,
The dangers that wait to assail you.

to predict or guess

But just buckle right in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done," and you'll do it.



Edgar Guest



About the Poet:

Edgar Albert Guest (1881–1959) was a prolific English-born American poet who was popular in the first half of the 20th century. In 1891, Guest came with his family to the United States from England. Known as Peoples' Poet, for 40 years, Guest was widely read throughout North America.

Study Questions

Understanding the Poem:

1. This is a beautiful poem of six quatrains which describes a very common attitude towards difficult tasks — it cannot be done. However, after a task has been done, everybody is ready to declare it easy. One reason why people fear to embark upon great enterprises is that they see all the difficulties at once rather than one at a time. You can achieve any purpose whatsoever if you heed not the doubters, meet each problem as it arises and keep ever with you the assurance — “It Can Be Done.” Let us study the poem quatrain by quatrain:
 - *The first quatrain depicts the general attitude of the people towards difficult tasks:* Someone said it couldn't be done. He said may be not but he would not accept it until he had tried to do it;
 - *The second quatrain is about how the 'he' begins to do it:* So he put himself to the task with a smile and began to do what he was told it couldn't be done;
 - *The third quatrain is about people making fun of those who try to achieve what they think impossible:* Someone poked fun at him, saying that he couldn't do it since no-one had done it before but he got ready and found himself doing it;
 - *The fourth quatrain is about those who believe in themselves and achieve the impossible:* With pride and a broad smile and without any doubt in his mind, he started doing what was declared impossible and he did it;
 - *The fifth quatrain is about how people would try to dissuade you from doing something difficult and great:* A thousand will tell you it cannot be done; a thousand will predict failure for you and a thousand will warn you of the dangers;
 - *The last quatrain advises not to listen to such people:* But be ready with a smile and tackle the task while singing; and you will do it which other people said you won't.

Paraphrasing:

- Now that you have understood the poem, write a paraphrase/explanation of it in your own words.

Writing:

- Have you ever accomplished something that other people considered impossible or difficult and tried to dissuade you from doing it?
- Read the story "Determination" again. How is this story an apt demonstration of the poem "It couldn't be done"?
- What would have been the reaction of the people to Bouffier if they had discovered that the shepherd intended to populate a mountain range with oak and birch trees single-handed? Think of the phrases and sentences that they would have used about him.
- Use the following chart to record your statement of the meaning of the poem and your observations about the techniques of the poem. Each column in the chart deals with one of the poetic techniques.

Meaning/Theme: _____

STANZA TYPE	SPEAKER	SOUND	IMAGERY	FIGURATIVE LANGUAGE
Stanza:	Human:	Rhyme:	Sight (Visual):	Similes:
Couplets	The Poet	Rhythm:	Hearing (Aural):	Metaphors:
Tercets	Man/Woman	Alliteration:	Smell (Olfactory):	Implied metaphors:
Quatrains	Mother/Father	Consonance:	Taste: (Gustatory)	Other Devices:
Quintets	Young/Old	Assonance:	Touch (Tactile):	
Sestets	Boy/Girl	Onomatopoeia:		
Octave	Son/Daughter			
Strophes:	Non-human:			
	Animals			
	Wild			
	Domestic			
	Plants			

Learning to Speak Correctly

Minimal Pair Practice /f/ and /p/

Do you have trouble saying words like “perfect”, “pray”, “feel”, and “fan”? If so, here are a few tips for improvement.

To make the [p] sound, have your two lips touching and blow out some air.

Practice the [p] sound with the following words:

Put, Play, Pie, Peel, Pray

To make the [f] sound, put your top teeth onto your bottom lip and blow out some air.

Practice the [f] sound with these words: Fan, Fail, Foot, Feel, Pheasant

Try out these tantalizing tongue twisters!!

Group 1:

Peter Piper picked a peck of pickled peppers. Did Peter Piper pick a peck of pickled peppers? If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

Group 2:

Fresh fried fish, Fish fresh fried, Fried fish fresh, Fish fried fresh.

Group 3:

I'm not a pheasant plucker, I'm the pheasant plucker's son,
And I'm only plucking pheasants until the pheasant pluckers come.

Minimal Pairs

Face	Pace	Suffer	Supper	Cuff	Cup
Fill	Pill	Differ	Dipper	Chief	Cheap
Fan	Pan	Laughable	Lapable	Cough	Cop
Full	Pull	Chiefest	Cheapest	Chaff	Chap
Flop	Plo	Refs	Reps	Beef	Beep
Fast	Past	Coffer	Copper	Laugh	Lap

Fair	Pair	Reefer	Reaper	Puff	Pup
Fail	Pail	Coughs	Cops	Rife	Ripe
File	Pile	Left	Leapt	Strife	Stripe

In Phrases

A cup of coffee, please offer him an apple,
The cup's half empty, keep a
fast pace please pass the fruit,
The first place prize, fair play or foul play,
pay the piper

In Sentences

Stand up and face the press, Mr. President.

In Faye's days, the phrase was "Flower Power." The fish were fresh from the produce shelf. Fools laugh now, but they will pay later.
Fran's plan was referred to the higher-ups.

The party's at a quarter past four.

"Get off the phone, Fred," snapped Father. Paul can't help fumbling the football. "That's enough, Penny," replied Mr. Phillips.

In Poetry

Taffy was a Welshman; Taffy was a thief.

Taffy came to my house and stole a leg of beef. I went to Taffy's house;
Taffy was in bed.

I took the leg of beef and bopped him on the head.

Simple Simon met a pieman going to the fair.

Said Simple Simon to the pieman, "Let me taste your ware." Said the pieman to Simple Simon, "Show me first your penny." Said Simple Simon to the pieman, "Indeed I have not any."



Adjective Phrases

An **Adjective phrase** is any phrase that has an adjective as its head and that can occupy the same position as a single adjective in a noun phrase or fill the same slot as a single adjective in a sentence.

- Her behaviour was **unbelievable**. (adjective)
- Her behaviour was **absolutely unbelievable**. (Adjective phrase)
- We considered her behaviour **unacceptable**. (adjective)
- We considered her behaviour **completely unacceptable**. (Adjective phrase)
- It was a **happy** marriage. (adjective)
- It was a **very happy** marriage. (adjective phrase)

The **head** of an adjective phrase is the adjective in that phrase:

Absolutely **unbelievable**

Quite **good**

Really **easy**

Strong enough

Function of Adjective Phrases

Like Adjectives, adjective phrase has two main functions.

(i) Adjective Phrases **modify** nouns:

- A **very exciting proposal**
- a **surprisingly easy exam**
- a **good enough result**

(ii) Adjective phrases function as **subject-complements** or **object-complements**:

- Her proposal was **very exciting**.
- The results were **good enough**.
- You've made us **very proud**.
- That was **awfully silly** of you, wasn't it?
- Let's consider the subject **pretty well closed**.
- Pat the fruit **completely dry** with some kitchen paper.





Adjective Phrases and Adjectival Phrases

Adjective phrases are sometimes called **adjectival phrases** but, to avoid confusion, the two terms are best kept separate.

An **Adjective phrase** is a phrase that has an adjective as its head:

- *I was **absolutely amazed** at what I saw.*
- *The dog was **extremely protective** of her baby.*
- *She was wearing **quite ridiculous** shoes.*
- *Can't you find something **more sensible** to do?*

An **Adjectival Phrase**, on the other hand, is *any phrase* that can function like an adjective, for example by modifying a noun. Not only adjective phrases, therefore, but also noun phrases, prepositional phrases, and other types of phrase can be classed as 'adjectival phrases':

- *We had a **five-hour** delay at the airport.*
- *It was very much a **last-minute** decision.*
- *This is a good example of a **15th-century** castle.*
- *Our company believes in **on-the-job** training.*
- *We've done an **in-depth** survey.*
- *I must have reliable, **up-to-date** information.*
- *I need a **fast-acting** medicine.*

Spelling Note

Notice that adjective phrases preceding the nouns they modify, do not need hyphens:

- *An **absolutely incredible** idea*
- *A **strong enough** piece of wood*
- *A **widely held** belief*
- ***Socially unacceptable** behaviour*

The other types of Adjectival phrases *are* hyphenated when they precede the nouns they are modifying:

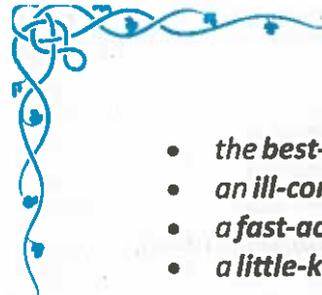
- *an **up-to-date** report*
- *a **slow-moving** vehicle*

However, sometimes a hyphen is added between an adverb ending in *-ly* and an adjective when what is being expressed is felt to be a single idea:

- ***mentally-handicapped** children*
- *a **lightly-boiled** egg*

And if the adverb is *well, better, best, ill, worse* or *worst*, or any adverb (such as *fast* or *little*) that might be confused with an adjective because it doesn't end in *-ly*, then there *must* be a hyphen:

- *a **well-known** writer*

- 
- *the best-loved make of car*
 - *an ill-conceived plan*
 - *a fast-acting medicine*
 - *a little-known fact*

In other position, hyphens are not needed:

- *she is well known as a writer.*

Exercise

A. Underline the adjective phrases in the following stences:

1. That wasn't very sensible, was it?
2. Exercise is very good for you.
3. We knew we were totally lost.
4. She's absolutely impervious to criticism.
5. The trees were completely covered in golden leaves.
6. We're very proud of our children.
7. I'm really surprised at your behaviour.
8. How on earth can you be feeling so calm about all this?
9. There is an extremely small risk of contamination.
10. We were utterly exhausted.

B. Some of the adjectives in the sentences above have complements, identify these complements.

C. Underline the adjectival phrases in the following sentence, and add hyphens where necessary.

1. A first past the post voting system means that the candidate who gets the most votes wins.
2. The most sensible way of going about this would be to borrow the money from a bank.
3. This is all in one solution to all your decorating problems.
4. The country has a serious balance of payments problem
5. She's a totally normal teenager.
6. There was something strangely familiar about the man.
7. Meeting the president was a never to be forgotten experience.
8. She glanced at him with an oh my goodness look on her face.

Unit Outcomes

By the end of unit 5, the students will be able to:

- read and comprehend the lessons
- improve vocabulary
- understand the vitality of technology and science
- understand the negative effects of gender inequality
- inculcate in themselves fair attitude towards opposite gender
- understand the feelings of a school boy in the poem
- improve the skills of reading, speaking and writing
- write and express their ideas about various themes
- enjoy reading the poem
- know about adverbs, adverb phrases and adverb clauses
- know about preposition and prepositional phrases

Unit

5

Technology / Gender Inequality

This Unit contains THREE readings:

- 1) Technology and Society of the future
- 2) Gender inequality is detrimental to society (Essay)
- 3) The School boy (Poem)

Pre Reading:

Technology and society of the future

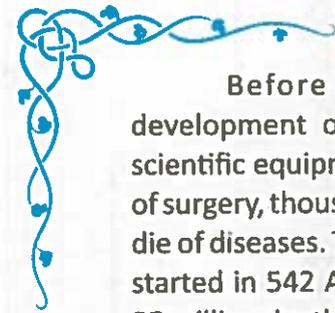
Life without modern technology and science is unconceivable. Life in the past was uncomfortable and arduous. Science and technology are making progress and it is hoped that the future society will be more advanced and prosperous.

Gender inequality is detrimental to society

A society makes progress when its members, male and female work together to attain the national goal. Equal rights should be given to women, otherwise they will not be able to contribute to the nation building.

The School Boy

A school boy is naturally fond of enjoying holidays especially in the summer season which is spring time in England. A school boy wants to stay at home and enjoy the nature. He considers the school to be a prison for children.



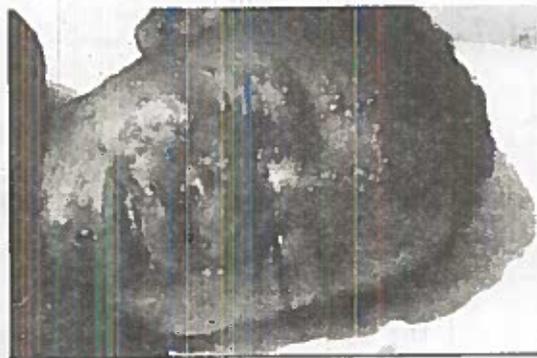
Before the discovery and development of modern medicines, scientific equipments and instruments of surgery, thousands of people used to die of diseases. The great plague which started in 542 AD was responsible for 95 million deaths in 50 years. The Black Death (plague) of fourteenth Century wiped out one-third of the whole population of the world. The pandemic of 1898-1918 caused ten million

deaths in India. The influenza pandemic of 1957 killed 8,000 people in the USA only. Millions of people used to die over the battlefields as a result of septic wounds because no antibiotic and antiseptic were available.

Now with the discovery of various medicines and revolution in surgery, smallpox is eradicated from the world, Malaria is controlled and very few people die of plague, typhoid and cholera. The discovery of Penicillin by Alexander Fleming in 1927 revolutionized the treatment of infections and infectious diseases. Some other discoveries have contributed as much as that of Penicillin (and the antibiotics that followed) to the health and welfare of people worldwide.

Engineering and mechanical technologies have been playing vital role in many fields. Before the inventions of automobiles, aeroplanes, rockets and steam engines, people used to travel on foot or used animals or animal driven carts to travel from one place to another. The speed was terribly slow as compared with that of today's travel. Human beings had to tolerate hardships and sufferings of the olden day travels. It took Marco Polo, his father and his uncle, Maffeo Polo, three years to reach China from Venice (Italy). Many people died during the journey. But at present, the means of transportation have squeezed the distances, overcome the forces of gravity and made possible the exploration of the outer space. Man has reached the moon and is trying to reach other planets. Never was the world so completely integrated or reachable as it is today. Only in a few hours one can fly around the world or travel from one continent to another. Modern networkings of roads have really revolutionized the world and the day to day activities.

Communication technology has brought a tremendous revolution in modern societies. A few scores years back it was very difficult for the people of a



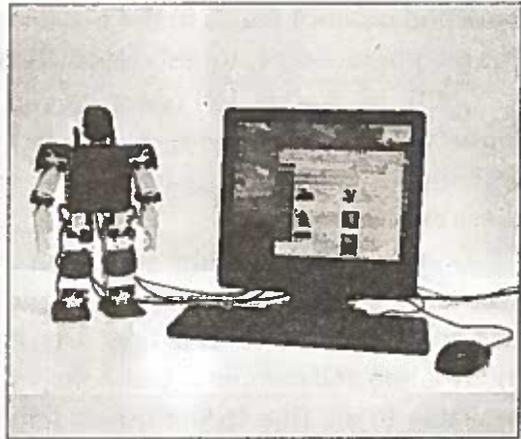
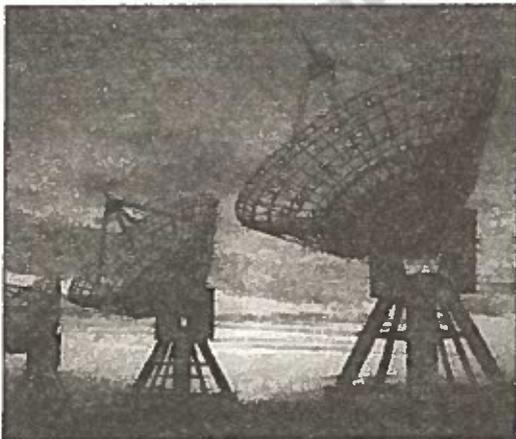
Patient of smallpox

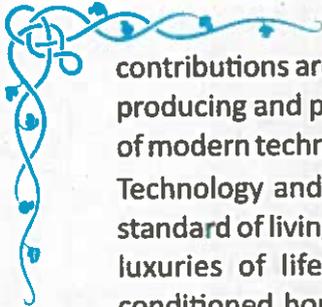




country to get news, letters, information and knowledge from other countries. A large number of people of the world were living in isolation. Now owing to efficient media and quick means of communication, all the nations are constantly in close contact with one another. A series of inventions like telegraph, telephone, radio, television, print media, communication, satellite, electronic mail and internet (information technology) have really converted the world into a global village or a global apartment.

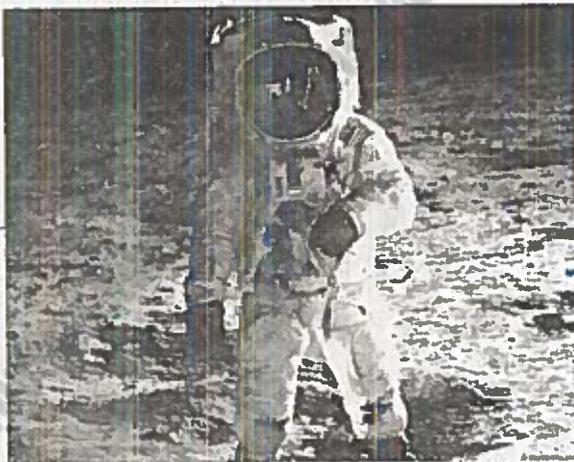
Modern technology is playing a central role in the field of agriculture. It has greatly helped man in developing agriculture, livestock and food industry. It has helped man to bring barren and arid lands under the plough. It has helped man to construct dams for irrigation and generation of electricity. It has enabled the agriculturists to increase their yield per acre. It has helped the farmers to grow bumper crops by using chemical fertilizers. A few out of these vast varieties of





contributions are good quality seeds, better varieties of crops, pesticides, more milk producing and processing and the preservation of food. The farmers with the help of modern technology are now able to produce vegetables and fruit out of season. Technology and science have, altogether, changed the standard of living. Man's standard of living has been uplifted to a great extent. He is enjoying the comforts or luxuries of life. These benefits and comforts include comfortable and air-conditioned houses, hot and cold water, gas, electricity, speedy cars, television, refrigerators and many others. Man has changed his environment. The world has now become a happy abode for living.

Man has been harnessing the forces of nature continuously. New inventions are made and new facts are being discovered. Scientists are busy in making researches in the fields of medicines, engineering and space technology. They are trying to create an environment free of pollution. Their focus is on the solar energy which is safe, powerful and inexhaustible. Besides, they are thinking to use atom for peace. If this goal is achieved, there will be no



load-shedding or energy crisis. The farmers will be able to run their tube-wells round the clock and produce crops and vegetables in abundance. Industries will work and produce goods to the maximum level. There will be no unemployment. The members of the future society will lead a happy and contented life.

Technologists and scientists depict a bright picture of the society of the future. According to them, health facilities will be available to all the citizens without any fail. Fatal diseases will be eradicated and very few people will die of these disease.

Latest and modern education in the fields of various technologies and sciences, space technology, nuclear science and technology, engineering technology, literature and fine Arts etc will be available to all the students. Information and computer technology will make tremendous progress and will be available to all. Due to the use of science and technology on a large scale, the citizens of the society of the future will lead a comfortable and luxurious life. Robots

will work in fields and industries in place of workers and labourers.

A revolution will take place in the field of transportation. There will be fast and speedy railway trains and cargos. Travelling from one place to another will take very short time. Computers will be common even access to super computers will become quite easy. There will be no problem of pollution as the use of solar energy will be common which is more friendly as compared to the coal and fuel energy. The citizens of the society of the future will put an end to mutual grudges and tussles and will settle their disputes through peaceful negotiations. Minerals of all kinds will be unearthed. There will be peace and good will among the citizens of the society. That will be an ideal and peaceful era but to bring that good time, it is the duty of the present generation to devote themselves to the study of science and technology to pave a way for a successful, peaceful and advanced society in the years to come.



About the author

This article has been taken from the English news-paper and has been simplified by Prof. Mohibullah. This article is full of information about technology and science in the past and the present. It presents the picture of the society of the future in the fields of technology and science.

New Vocabulary

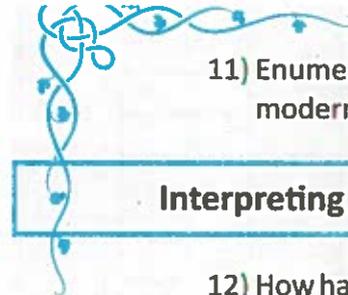
Words	Meanings
Abode	Place for living, residence
Abundance	Large quantity, more than enough
Advances	Progresses, successes
Barren	Dry and tree-less lands, not cultivable
Benefits	Advantages, uses
Besides	Moreover, apart from
Bumper crops	Crops in abundance
Capability	The power to do
Contented	Well satisfied - patient
Create	To bring into existence
Crisis	Hard and difficult time
Disaster	Hard and difficult time, trouble
Efficient	Effective, useful
Enumerate	Mention one by one, one after another
Focus	Concentration
Handle	To tackle, to manage
Harness	Bring under control
Inexhaustible	Everlasting, not ceasing
Infections	Wounds, injuries
Infectious disease	Disease that transmit from one person to another
Isolation	Separation, loneliness, aloofness
Leaps and bounds	With a rapid pace, speed
Live-stock	Rearing cattle like cows, sheep etc.
Luxuries	Comforts, facilities
Means	Sources
Modify	Change, alter
Numerous	Countless, a large number
One score years	Twenty years
Pandemic	Universal disease, epidemic
Pesticides	Pets killing medicines, chemicals
Plague	A fatal disease caused by rats, cats, monkeys etc
Preserve	To protect from being spoiled

Real extent	Great deal
Requirements	Needs, wants
Revolution	Change, alteration
Self-esteem	Self-respect, honour, prestige
Sophisticated	Latest, modern, new
Superstitions	False beliefs
Terribly	Frightfully
Tremendous revolution	Great and huge change
Uplifted	Risen
Variety	Kind, sort, types
Vital	Important, significant
Yield	Product

Study Questions

Recalling

- 1) When did the modern science and technology begin to make progress?
- 2) How have modern science and technology brought a revolution in the life of human beings?
- 3) How has science enabled man to modify his environment?
- 4) What did people believe in before the establishment of science and technology?
- 5) How do people think in the era of technology and science?
- 6) Why did millions of people die in the great plague that started in 542 AD?
- 7) When and by whom was penicillin discovered?
- 8) Has smallpox been eradicated once for all from the world?
- 9) How people travelled from one place to another in olden days. What hardships did they have to suffer?
- 10) What revolution has taken place in the field of transportation due to modern technology?

- 
- 11) Enumerate the various means of communications brought about by modern technology and science.

Interpreting

- 12) How has man succeeded in conquering the space?
- 13) What changes have the modern technology brought in the field of agriculture?
- 14) How can we put an end to load-shedding and energy-crisis?

Extending

- 15) What is solar energy? Can it be a suitable substitute for fuel and coal energy?
- 16) Atomic energy is a big source of energy. How can it be used for peaceful purposes?

Oral Activity

- The students will be divided into three groups.
- The first group will describe the hardships and condition of life of the people in the olden days.
- The second group will express its ideas about the standard of living of the people during the present era of science and technology.
- The third group in the light of the advances, made by technology and science, will depict future society.

Writing

The students will be asked to write an essay on "Technology and science are blessings for humanity".



Formal and Lexical Aspects of Language (Grammar)

The Adverb

Read the following sentences:-

- Rana runs *quickly*.
- This is *a very* sweet mango.
- Gul reads *quite* clearly.

In sentence 1, *quickly* shows **how** (or **in what manner**) Rana *runs* that is, *quickly* modifies the Verb *runs*.

In sentence 2, *very* shows **how much** (or **in what degree**) the mango is *sweet*; that is, *very* modifies the adjective *sweet*.

In sentence 3, *quite* shows **how far** (or **to what extent**) Gul read *clearly*; that is, *quite* modifies the Adverb *clearly*.

A word that modifies the meaning of a verb, an adjective, or another adverb is called an **Adverb**. The word *quickly*, *very* and *quite* are therefore, Adverbs.

Def. _ An Adverb is a word which modifies the meaning of a verb and Adjective or another Adverb.

In the following sentences Adverbs modify phrases:

- She was sitting *close* beside him.
- At what hour is the sun *right* above us?
- Have you read *all* through this book?
- She was dressed *all* in white.
- He paid his debts *down* to the last farthing.

Adverbs standing at the beginning of sentences sometimes modify *the whole sentence*, rather than any particular word; as,

- *Probably* he is mistaken. (= it is probable that he is mistaken.)
- *Possibly* it is as you say. *Certainly* you are wrong.
- *Evidently* the figures are incorrect.

- *Unfortunately* no one was present there.
- *Luckily* he escaped unhurt.

Kinds of Adverbs

Adverbs may be divided into the following classes, according to their meaning:-

1) Adverbs of Time (which show *when*)

- I have heard this *before*.
- We shall *now* begin to work.
- I had a letter from him *lately*.
- He comes here *daily*.
- I have spoken to him *already*.
- He once met me in Cairo; I have not seen him *since*.
- Mr. Gupta *formerly* lived here.
- That day he arrived *late*.

2) Adverbs of Frequency (which show *how often*)

- I have told you *twice*.
- He *often* makes mistakes.
- The postman called *again*.
- He *frequently* comes unprepared.
- I have not seen him *once*.
- He *seldom* comes here.
- He *always* tries to do his best.

3) Adverbs of Place (which show *where*)

- Stand *here*.
- The little lamb followed Mary *everywhere*.

- 
- Go *there*.
 - He looked *up*.
 - Is Mr. Das *within*?
 - The horse galloped *away*?

4) Adverbs of Manner (which show *how* or in what *manner*)

- Abrar reads *clearly*.
- This story is *well* written.
- The child slept *soundly*.
- *Slowly* and *sadly* we laid him down.
- You should not do *so*.

(Note: This class included nearly all those Adverbs which are derived from adjectives and end in *-ly*).

5) Adverbs of Degree or Quantity (which show *how much*, or in what *degree* or to what *extent*)

- He was *too* careless.
- These mangoes are *almost* ripe.
- I am *fully* prepared.
- The sea is *very* stormy.
- He is good *enough* for my purpose.
- I am *so* glad.
- You are *altogether* mistaken.
- Things are *no better* at present.
- She sings *pretty* well.
- Is that *any better*?

6) Adverbs of Affirmation and Negation

- *Surely* you are mistaken.

- He *certainly* went.
- I do *not* know him.

7) Adverbs of Reason

- He is *hence* unable to refute the charge.
- He, *therefore*, left school.

Some of the Adverbs may belong to more than one class.

- She sings *delightfully*. (Adverb of Manner)
- The weather is *delightfully* cool. (Adverb of Degree)
- Don't go *far*. (Adverb of Place)
- He is *far* better now. (Adverb of Degree)

Note: The above are all examples of Simple Adverbs.

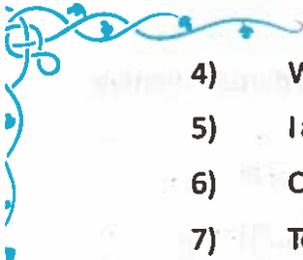
Yes and *no*, when they are used to themselves are equivalents of sentence.

- Have you typed the letter? *Yes*.
(Here *yes* stands for the sentence 'I have typed the letter'.)
- Are you going to Japan? *No*.
- (Here *no* means 'I am not going to Japan')

Exercise 1

In the following sentences (1) pick out the Adverbs and tell that each modifies; (2) tell whether the modified word is a Verb, an Adjective, or an Adverb; (4) classify each Adverb as an Adverb of time, place, manner, degree, etc:-

- 1) He was ill pleased.
- 2) Try again.
- 3) He is too shy.

- 
- 4) We rose very early.
 - 5) I am so glad to hear it.
 - 6) Cut it length wise.
 - 7) Too many cooks spoil the broth.
 - 8) That is well said.
 - 9) Once or twice we have met alone.
 - 10) Have you heard this before?
 - 11) Father is somewhat better.
 - 12) I am much relieved to hear it.
 - 13) The patient is much worse today.
 - 14) She arrived a few minutes ago.
 - 15) She was dressed all in black.
 - 16) Her son is out in China.
 - 17) He could not speak, he was so angry.
 - 18) You are far too hasty.
 - 19) The secret is out.
 - 20) He is old enough to know better.
 - 21) You need not roar.
 - 22) Wisdom is too right for a fool.
 - 23) I see things differently now.
 - 24) Rome was not built in a day.
 - 25) Do not crowd your work too closely together.
 - 26) The patient is not better today.
 - 27) Put not your trust in princes.
 - 28) He has been shamefully treated.
- 

When Adverbs are used *in asking questions* they are called **interrogative Adverbs**; as,

- *Where* is Abdul? (Inter. Adverb of Place)
- *When* did you come? (Inter. Adverb of Time)
- *why* are you late? (Inter. Adverb of Reason)
- *How* did you contrive it? (Inter. Adverb of Manner)
- *How many boys* are in your class? (Inter. Adverb of Number)
- *How high* is the Rajabai Tower? (Inter. Adverb of Degree)

Read the sentences:

- Show me the house *where* (= in which) he was assaulted.

Here the Adverb *where* modifies the verb *was assaulted*.

Further the adverb *where*, like a Relative pronoun, here relates, refers back to its antecedent *house*. It is, therefore, called a **Relative Adverb**.

Further examples of Relative Adverbs:-

- This is the reason *why* I left.
- Do you know the time *when* the Punjab Mail arrives?

1) Simple Adverbs, used to modify the meaning of a verb, and adjective, or an adverb; as,

- I can *hardly* believe it.
- *How* brightly the moon shines?
- You are *quite* wrong.

2) Interrogative Adverbs, used to ask question as,

- *Why* are you late?

3) Relative Adverbs which refer back to a noun as their antecedent; as,

- I remember the house *where* I was born.

It will be noticed that:

- (1) A simple Adverb merely modifies some word.
- (2) An Interrogative Adverb not only modifies some word but also introduces a question.
- (3) A Relative Adverb not only modifies some word but also refers back to some antecedent.

Forms of Adverbs

Some Adverbs are the *same in form* as the corresponding Adjectives; that is, some words are used sometimes as Adjectives, sometimes as Adverbs.

Adjectives	Adverbs
• He spoke in a <i>loud</i> voice.	• Don't talk so <i>loud</i> .
• Rana is our <i>fast</i> bowler.	• Rana can bowl <i>fast</i> .
• He lives in the <i>next</i> house.	• When I <i>next</i> see him, I shall speak to him.
• Every <i>little</i> difficulty ruffles his temper.	• He is <i>little</i> known outside Pakistan.
• This is a <i>hard</i> sum	• He works <i>hard</i> all day.
• It's an <i>ill</i> wind that blows nobody good.	• I can <i>ill</i> afford to lose him.
• He is the <i>best</i> boy in this class.	• He behaves <i>best</i> .
• He is <i>quick</i> to take offence.	• Run <i>quick</i> .
• Are you an <i>early</i> riser?	• We started <i>early</i> .
• The teacher has a <i>high</i> opinion of that boy.	• Always aim <i>high</i> .

- Remember that it is only by noticing *how a word is used* that we can tell what Part of Speech it is.

Exercise 2

- Form sentences to illustrate the use of the following words (1) as Adjectives, (2) as Adverbs:-

very, near, ill, only, clean, long, late, early, fast.

Some Adverbs have two forms, the form ending in *ly* and the form which is the same as the Adjective ; as,

- He sings very *loud*. He sings very *loudly*.

Sometimes, however, the two forms of the Adverb have *different meanings*; as,

- Rana works *hard* (=diligently).
- I could *hardly* (= scarcely) recognize him.
- Stand *near*. (Opposed to *distant*)
- *He arrived late*. (opposed to *early*)
- I have not seen him *lately* (=recently).
- I am *pretty* (= tolerably, fairly) sure of the fact.
- She is *prettily* (= nearly, elegantly) dressed.

❖ Some Adverbs are used as Nouns after preposition; as,

- He lives far from *here* (= this place)
- He comes from *there* (= that place)
- I have heard that before *now* (= this time)
- By *then* (= that time) the police arrived on the scene.
- Since *when* (=what time) have you taken to smoking?
- The rain comes from *above*.

[**Note:** The common use of *from* with *thence* and *whence* is wrong. *Thence* = from there; *whence* = from where. Thus the addition of *from* to either of these words is incorrect].



❖ Certain Adverbs sometimes seem to be used as Adjectives, when some participle or adjective is understood.

- The *then* king = the king *then* reigning.
- A *down* train = a *down -going* train.
- An *up* train = an *up-going* train.
- The *above* statement = the statement *made above*.

❖ In the following sentences *the* is not the definite article but an old demonstrative pronoun used as an Adverb.

- *The more the merrier* (= *by how much* the more *by so much* the merrier; that is the more numerous a party is, the more enjoyable it is)
- *The fewer the better* (= *by how much* the fewer *by so much* the better)
- *The sooner the better* (= *by how much* the sooner *by so much* the better)
- He has tried it and is (so much) *the* better for it.

It will be noticed that *the* is used as an adverb only with an adjective or another adverb in the comparative degree.

Nouns expressing adverbial relations of *time, place, distance, weight, measurement, value, degree*, or the like, are often used as Adverbs. Thus:-

- The siege lasted a *week*.
- He went *home*.
- The load weighs three *tons*.
- The army advanced a few *yards*.
- The wound was *skin* deep.
- This will last me a *month*.



- ' We walked five *miles*.
- It measures five *feet*.
- The watch is worth fifty *rupees*.

A noun so used is called an **Adverbial Accusative**.

Sometimes Verbs are used as adverbs; as,

Smack went the whip.

Comparison of Adverbs

Some Adverbs, like Adjectives, have three degrees of comparison. Such Adverbs are generally compared like Adjectives.

If the Adverb is of one syllable, we form the Comparative ending in *er*, and the Superlative by adding *est*, to the Positive; as,

Fast	faster	fastest
Hard	harder	hardest
Long	longer	longest
Soon	sooner	soonest

Rana runs *faster*. (Comparative)

Haris ran *faster* of all. (Superlative)

- ❖ Adverbs ending in *ly* form the Comparative by adding *more* and the superlative by adding *most*; as,

Swiftly	more swiftly	most swiftly
Skillfully	more skillfully	most skillfully

Abdul played *skillfully*. (Positive)

Karim played *more skillfully* than Abdul. (Comparative)

Of all the eleven, Ahmed played *most skillfully*. (Superlative)

But note *early*, *earlier*, *earliest*.

- I came *early* this morning.
- Abrar came *earlier*.
- Sufyaan came *earliest* of all.

It will be noticed that only Adverbs of Manner, Degree and *Time* admit of comparison.

Many Adverbs, from their nature, cannot be compared; as,

Now, then, where, there, once.

Some of the commonest adverbs form their Comparative and Superlative Degrees *irregularly*.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
Ill, badly	worse	worst
Well	better	best
Much	more	most
Little	less	least
Nigh, near	nearer	next
Far	Farther	farthest
Far	Further	furthest
Late	later	last

- Rana writes *well*.
- Anjum writes *better* than Rana.
- Abrar writes *best* of all.
- Do you work *much*?
- I work *more* than you do.
- Haris works *most* of the three of us.

Exercise 3

Compare the following Adverbs.

Suddenly, often, near, loud, hard, wisely, patiently.

Formation of Adverbs

Adverbs of Manner are mostly formed from Adjectives by adding *ly* (a corruption of *like*); as,

Clever, cleverly, wise, wisely, kind, kindly, foolish, foolishly, quick, quickly, beautiful, beautifully.

Akbar was a *wise* king.

He ruled *wisely* for many years.

- ❖ When the Adjective ends in *y* preceded by a consonant, change *v* into *l* and *ly*; as,

happy, happily: ready, readily: heavy, heavily.

- ❖ When the Adjective ends in *le*, simply change *e* into *y*; as,

single, singly: double, doubly.

- ❖ Some Adverbs are made up of a Noun and a qualifying Adjective; as, Sometimes, meantime, meanwhile, yesterday, midway, otherwise.

- ❖ Some Adverbs are compounds of *on* (weakened to *a*) and Nouns; as

Afoot (= on foot), abed, asleep, ahead, abroad, away.

- ❖ Similarly there are other Adverbs which are also compounds of some Preposition and a Noun; as,

Betimes, besides, to-day, to-morrow, overboard.

Note: The word *be* is an old form of the Preposition *by*.

- ❖ Some Adverbs are compounds of a Preposition and Adjective; as,

Abroad, along, aloud, anew, behind, below, beyond.

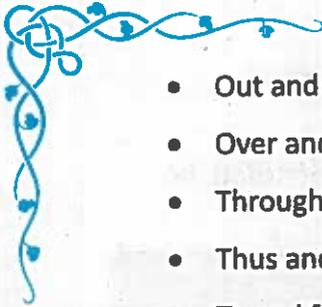
❖ Some adverbs are compounds of a Preposition and an Adverb as,

Within, without, before, beneath.

Here is a class of adverbs which are derived from the Pronouns *the* (= that), *he*, *who*.

Pronouns	Adverbs				
	<i>Place</i>	<i>Motion to</i>	<i>Motion from</i>	<i>Time</i>	<i>Manner</i>
<i>The</i>	There	Thither	Thence	Then	Thus
<i>He</i>	Here	Hither	Hence	When	how
<i>Who</i>	Where	Whither	Whence		

- ❖ Many of the above Adverbs are compounded with Preposition. Thus we get: thereby, therefrom, therein, thereof, thereon, thereto, therewith, hereafter, hereby, herein, hereupon, herewith; wherefore, wherein, whereon, whereof; hitherto; thenceforth, thenceforward;
- ❖ Two Adverbs sometimes go together, joined by the Conjunction; *and*; as
- Again and again (= more than once, repeatedly),
 - By and by (= before long, presently, after a time)
 - Far and near (= in all directions)
 - Far and wide (= comprehensively)
 - Far and away (= by a great deal, decidedly, beyond all comparison),
 - First and foremost (= first of all),
 - Now and then (= from time to time, occasionally),
 - Off and on (= not regularly, intermittently),
 - Once and again (= on more than one occasion, repeatedly)
 - Out and away (= beyond comparison, by far)

- 
- Out and out (= decidedly, beyond all comparison)
 - Over and over (= in addition to, besides, as well as)
 - Through and through (= thoroughly, completely),
 - Thus and thus (= in such and such a way),
 - To and fro (= backwards and forwards, up and down)
 - Good books should be read *again and again*.
 - I warned him *again and again*.
 - *By and by* the tumult will subside.
 - His fame has spread *far and near*.
 - As a statesman he saw *far and wide*.
 - This is *far and away* the best course.
 - He is *far and away* the best bowler in our eleven.
 - He *now and then* writes on fiscal questions.
 - I write to him *now and then*.
 - He worked ten years, *off and on*, on his Pali dictionary.
 - I have told you *once and again* that you must not read such trash.
 - This is *out and away* the best work on Astronomy.
 - He gained *over and above* this, the goodwill of all people.
 - He reads all the novels of Scot *over and over*.
 - I believe Balu is *out and out* the best Hindu bowler.
 - *Thus and thus* only we shall succeed.
 - He *walked to and fro*, meditating.





Position of Adverbs

Adverbs of manner, which answer the question "How?" (e.g. *well, fast, quickly, carefully, calmly*) are generally placed after the verb or after the object if there is one; as,

- It is raining *heavily*.
- The ship is going *slowly*.
- She speaks English *well*.
- He does his work *carefully*.

❖ Adverbs or adverb phrases of place (e.g. *here, there, everywhere, on the wall*) and of time (e.g. *now, then, yet, today, next, Sunday*) are also usually placed after the verb or after the object if there is one; as,

- He will come *here*.
- I looked *everywhere*.
- Hang the picture *there*.
- I met him *yesterday*.
- They are to be married *next week*.

❖ When there are two or more adverbs after a verb (and its object), the normal order is: adverb of manner, adverb of place, adverb of time (MPT).

- She sang *well in the concert*.
- We should go *there tomorrow evening*.
- He spoke *earnestly at the meeting last night*.

❖ Adverbs of frequency which answer the question 'How often?' (e.g. *always, never, often, rarely, usually, generally*) and certain other adverbs like *almost, already, hardly, nearly, just, quite* are normally put between the subject and the verb if the verb consists of only one word; if there is more than one word in the verb, they are put after the first word.

- His wife *never* cooks.
- He has *never* seen a tiger.

- I have *often* told him to write neatly.
- We *usually* have breakfast at eight.
- My uncle has *just* gone out.
- I *quite* agree with you.

❖ If the verb is *am/are/is/was*, these adverbs are placed after the verb, as

- I am *never* late for school.
- He is *always* at home on Sundays.
- We are *just* off.

❖ These adverbs are usually put before an auxiliary or the single verb *be*, when it is stressed; as,

- "Abdul has come late again," Yes, he *always* does come late".
- "When will you write the essay?" "But I *already* have written it".

"Will you be free on Sundays?" "I *usually* am free on Sundays".

"Do you eat meat?" "Yes, I *sometimes* do".

❖ When an auxiliary is used alone in short response, as in the last example above, it is stressed and, therefore, the adverb comes before it.

The auxiliaries *have to* and *used to* prefer the adverb in front of them.

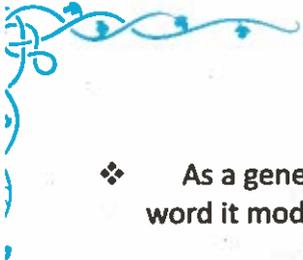
- I *often* have to go to college on foot.
- He *always* used to agree with me.

❖ When an adverb modifies an adjective or another adverb, the adverb usually comes before it;, as

- Rana is a *rather* lazy boy.
- The dog was *quite* dead.
- The book is *very* interesting.
- Do not speak *so* fast.

❖ But the adverb *enough* is always placed after the word which it modifies; as,

- Is the box big *enough*?

- 
- He was rash *enough* to interrupt.
 - He spoke loud *enough* to be heard.
- ❖ As a general rule, the word *only* should be placed immediately before the word it modifies; as,
- I worked *only* two sums.
 - He has slept *only* three hours.
- ❖ In spoken English, however, it is usually put before the verb. The required meaning is obtained by stressing the word which the *only* modifies; as,
- I *only* worked two sums.
 - He has slept *only* three hours.

Exercise 4

- 1) He invited me to visit him (often).
 - 2) I am determined to yield this point (never).
 - 3) I know the answer (already)
 - 4) We have seen her (just, in the square)
 - 5) I have to reach the office (by 9:30, usually)
 - 6) Will he be (there, still)?
 - 7) I shall meet you (this evening, in the park)
 - 8) The train has left (Just)
 - 9) "Can you park your car near the shops? "Yes, I can (usually)."
 - 10) You have to check your oil before starting (always)
 - 11) He is in time for meals (never).
 - 12) We should come (here, one morning)
 - 13) He has recovered from his illness. (quite)
 - 14) She goes to the cinema (seldom)
 15. That is not good (enough)
-

Gender Inequality is Detrimental to Society

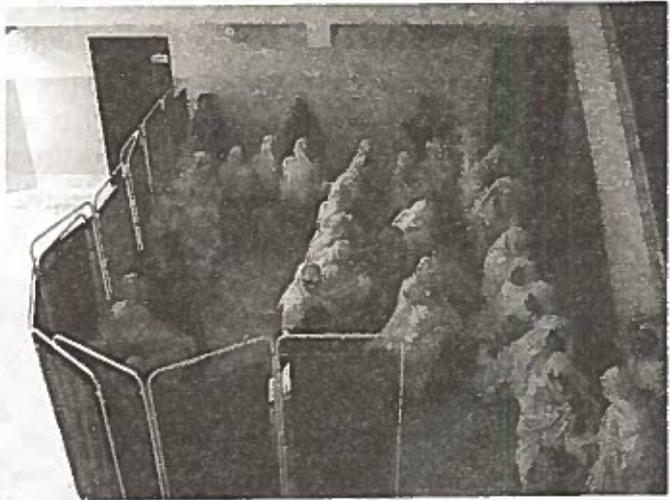
World's population comprises of more than 50% women. Although women account for major portion of population yet they have not been given equal rights. They have been kept deprived of enough education, health facilities and nutrition. Women are considered as "Fragile human beings" both physically and emotionally in our society.



Women, in many poor and under developing countries, lead a miserable life. In Pakistan, women face many hurdles in the race of life. They are not able to get proper education. About 70% of the population lives in rural area. In most rural areas, there are only primary schools for girls in comparison to the schools for men who have high and higher secondary schools. As most of the population is illiterate and conservative, so the parents do not send their daughters to school. That is why the ratio between male and female education is quite alarming. Education is necessary if we want our nation and country make progress. It is said "If you educate a man, you educate an individual, but if you educate a woman, you educate a family". But women in Pakistan are deprived of such facilities. They have not been given equal opportunities of getting education. Man and woman are as the two wheels of a cart in which the function of the one wheel depends on the function of the other wheel. If one of the wheels is out of order, the other wheel cannot function well. Islam teaches its followers that "Seeking of knowledge is the duty of every Muslim" but it is an irony of fate that this golden saying has been totally neglected in the case of women. This gender inequality is a violation of the equal human laws and rules.

In Pakistan, overall general health conditions are not satisfactory but women suffer more than the other members of society. Their worst situation is observed

during maternity period. As hospitals and doctors are not available in remote areas, so most of the women lose their lives during child-birth. Due to this reason maternal and infant mortality rate is much high. It has been observed and surveyed that mortality rate of mothers during child-birth is more than 30/1000 in Pakistan which is a matter of great concern. In rural areas it is twice of this number



because of the non-availability of qualified health care staff i.e. mid-wives and lady health visitors. Besides, the male members of the family do not want to take their women to the male doctors. The poor ailing women die by inches due to the sheer negligence of the male members. This sort of gender inequality indicates that women are not treated fairly as they deserve. If women are pale, weak and frail, it is obvious that their off-springs will also be thin, weak and unhealthy. Weak and unhealthy people cannot contribute much to the progress and prosperity of a country.

Mal-nutrition is another factor responsible for poor female health in Pakistan and some other developing countries. According to medical experts more than 60% women in Pakistan have the deficiency of vitamin D. This situation is quite grave and gloomy. The quality as well as quantity of food for female and male is based on discrimination. The male members of a family are served first with good quality of food while women dine what is left behind on the dining table. It is assumed that women do not



need good nutrition and can survive and grow well with low calorie intake. As a result women fall a victim to many diseases. As a matter of fact, women need good

nutritious food because they have to feed and bring up children. But due to discriminatory attitude of the male members of the family, women are ignored in every walk of life. Such weak and anaemic women produce sick and unnourished next generation. This gender inequality depicts a horrible picture of the health conditions of women in Pakistan. This poor health situation also hampers women participation in the economic growth of the country.

Pakistani women are not independent and self-relying for their financial need. They must depend on their male members of the family. This aspect is another factor for their vulnerability. Due to lack of education, women are not able to get appropriate jobs. Women are given less job opportunities. Their quota in jobs is far less than the quota reserved for men. Women workers in industries, factories and mills are given less wages as



compared to the wages paid to the male workers. Although women workers contribute much to the economy of the country yet there is no effective security plan to safeguard their rights. They are being victimized on the basis of gender. More than 15 million female home-based workers are currently working in Pakistan but their salaries are so small that they hardly earn a square meal. As a result they have to live from hand to mouth. All these sufferings are because of inequality in society specially in the case of women-folk.

Women are also mal-treated in the cases of inheritance. They are not given their proper share in the property left by their parents. Islam has earmarked their due share in the inheritance. This injustice is a crystal clear sign of gender inequality in our country along with some other countries.

Gender inequality, in any form, is detrimental to society. The pace of progress and development stops. The wronged ones feel frustration. They fall a victim to inferiority complex. Their latent potentialities cease to function. They lead a depressed and dejected life. They think that their very existence in the world is good for nothing and futile. They act as they are dumb-driven cattle. Under these circumstances a nation cannot make progress. It can not keep its pace with the ever advancing nations of the globe. This state of affairs is quite grave and worthy of consideration as it adversely affects our society.

New Vocabulary

Words	Meanings
Adversely	Unfavourable, contrary, oppositely
Affairs	Matters
Alarming	Frightening, terrifying, terrible
Anaemic	Blood shortage
Appropriate	Suitable, proper, due
Attitude	Behaviour, treatment
Cease	Vanish, finish, end
Comprise	Composed of, consist of
Conservative	Backward, old, thinking about the past
Deficiency	Shortage, scarce, less
Dejected	Sad or gloomy
Deprive	Take away from, prevent from using
Detrimental	Harmful, damaging, dangerous
Discriminate	Make a difference between
Dominating	Having an upper hand, having control or influence over others.
Facilities	Comforts
Fragile	Easily injured, broken or damaged, destroyed
From hand to mouth	with great difficulty, hardly
Frustration	Prevent from doing, disappointment
Grave and gloomy	Serious and sad
Illiterate	Uneducated, ignorant
Inferiority complex	State of mind in which a person who has a morbid feeling of being, try to win recognition by boasting.
Irony of fate	bad luck, ill-luck, ill-fate
Lack	Shortage, deficiency, scarce
Latent	Hidden
Maternity	Being a mother
Miserable	Full of trouble, very unhappy, wretched
Mortality	State of being mortal
Neglected	Ignored, to give no attention

Pace	Speed, step.
Paralyze	Loss of feeling or power to move or do something
Portion	Part, piece, share
Potentiality	Energy waiting to be released, talent
Remote	Far away in space or time.
Rural areas	Areas outside the city, country areas
Salary	Wages, payment
Seeking	Looking for, searching for
Square meal	Two times meal, food.
Victimized	Ill-treated, wronged
Vulnerability	Not protected against attack, liable to be damaged

Study Questions

Recalling

- 1) What is the ratio between male and female population in the world?
- 2) Do women in the poor and developing countries enjoy equal rights?
- 3) Why are women deprived of their due rights in our society?
- 4) Who consider women as 'Fragile human beings'?
- 5) What is the status of women in Islam?
- 6) Describe the hurdles and hardships faced by women in Pakistan?
- 7) Why do parents in most of the rural areas not send their daughters to schools?
- 8) What has been said about the importance of education for a woman?
- 9) What are the causes of high mortality rate of women during child-birth?
- 10) Why do the male members of a family not want to take their women to the male doctors?

11) Can ailing and weak women contribute much to the progress and prosperity of a country?

Interpreting

12) What are the adverse effects on society when women are mal-treated?

13) Do women deserve to be given due share in inheritance?

Extending

14) There are religious as well as national laws about the rights of women.

How can these laws be enforced?

Oral Activity

- The students will be divided into two groups.
- The first group will be asked to express its views how women are ill-treated in our society.
- The second group will express its views on the consequences about gender inequality.

Writing

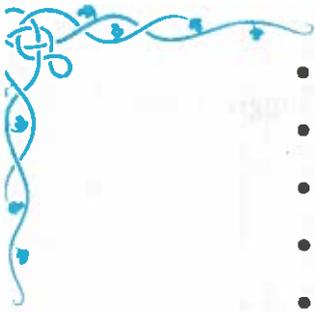
- Write an essay on the status of women in Islam.

Prepositional Phrases

Prepositional Phrases

A prepositional phrase is a phrase that consists of a preposition followed by, for example, a noun, a pronoun, a noun phrase or an adverb.

- Who's that talking to **George**?
- We saw her **in town** the other day.

- 
- They managed it **between** them.
 - Shona was playing **with** her new puppy.
 - Children have to learn to eat **with** a knife and fork.
 - **In 1965**, I was still at school.
 - **To whom** should I address my remarks?
 - **Since when** have you been in charge here?
 - **What's in there?**

❖ A prepositional phrase may sometimes be split into two parts;

- **Who** did you give it **to**?
- **What** can I cut it **with**?
- **What** are we standing here **for**?

❖ The **head** of a prepositional phrase is the preposition, it begins with:

- In silence
- On the bed
- From a distance
- With difficulty
- To my room

❖ The rest of the prepositional phrase is called the **object** or **complement** of the preposition:

- in **silence**
- on **the bed**
- from **a distance**
- with **difficulty**
- to **my room**

❖ Prepositional phrases may themselves be the complements of prepositions in large prepositional phrases;

- There was a lot of noise coming **from behind the door**.
- Some very odd-looking creatures crawled out **from under the stones**.

And there are other word-groups that may be the complements of prepositions:

- **In saying that**, I don't wish to sound rude.
 - **From what John said**, I don't think he was very pleased.
- ❖ A prepositional phrase may be modified (that is, emphasized or limited in some way) by an *adverb*.
- The dog was lying **right beside the gate**.
 - It is **quite beyond belief** that you could be so stupid.
 - The dungeons are **directly beneath** us.
 - I'm not doing this **simply for my benefit**.
- ❖ Prepositional phrases sometimes come in pairs, especially in certain idioms:
- The dog was wagging its tail **from side to side**.
 - I see him **from time to time**.
 - **We're going to clean this house** form top to bottom.
 - Jenny was grinning **from ear to ear**.

Functions of Prepositional Phrases

❖ Two of the main functions of prepositional phrases in sentences are an **adverbial** (adjuncts, disjuncts and conjuncts) and as **complements** (both subject-complements and object-complements).

1) Prepositional phrases as **adjuncts**

- The cat was **on the table**.

- **In Scotland** it sometimes snows in summer.
- I paint **with great enthusiasm** but **with little skill**.
- I even baked a cake **for her**.

2) Prepositional phrases as disjuncts (making a comment on the rest of the sentence;

- **To my surprise**, there was no-one there.
- **To Mrs Brown's relief**, the storm hadn't damaged her fruit plants.
- **In all fairness**, I don't think we can blame her for what happened.

3) Prepositional phrases as Conjuncts (linking sentences:

- You're not going diving. **For a start**, you can't swim.

4) Prepositional phrases as subject-complements:

- Your work is **of great value**.
- His opinion is **of little interest** to me.

5) Prepositional phrases as object-complements:

- We considered the information **of little importance**.
- He found the work boring and **beneath his dignity**.

❖ A Prepositional phrase may **modify** (that is to say, describe or identify) preceding noun in much the same way as an adjective does:

- Who is that man **with red hair**? (= that red-haired man)
- He is a man **of honour**. (= an honourable man)
- They greeted us with screams **of delight**. (= delighted screams)
- The train **at platform 6** is the 10.35 to London Euston.
- The light **at the front door** suddenly went out.
- Who wrote 'The Man in **the Iron Mask**'?



❖ A Prepositional phrase may equally modify the flowing nouns:

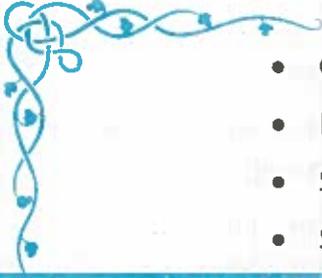
- He made a few **off-the-cuff** remarks and sat down again. (= a few unprepared remarks, thought up at the time of speaking)
- The offences are subject to **on-the-spot** fines. (=immediate fines)
- I don't like his **in-your-face** style of speaking. (= his rather aggressive style of speaking)
- We need an **in-depth** survey of the state of the roads.

❖ A Prepositional phrase may also modify an adjective or the word **not** or **-n't** (that is, it may emphasize them or weaken their force):

- Your behaviour was foolish **in the extreme**. (= extremely foolish)
- We weren't worried **in the slightest**.
- I am not **in the least** surprised.

❖ A Prepositional phrase may function as the complement of an adjective, a verb, a noun or an adverb. The complement of an adjective, verb, noun or adverb is a group of words that follows it and provides further information relating to it:

- My parents are very **keen on opera**.
- She is very **fond of her grandchildren**.
- There's no need to be **afraid of dogs**.
- The dog was very **possessive about its puppies**.
- My daughter is very **good with horses**.
- I've **decided on the black dress**.
- Tom **insisted on a vote**.
- I won't **comment on that**.
- At this very moment there are people who are **dying of hunger**.
- There's no **point in our being here**.
- What is the **purpose of this visit?**

- 
- Could we have a **jug of water**, please?
 - I think I got an **unfair share of the blame**.
 - She shows a remarkable **aptitude for mathematics**.
 - She quickly moved **away from the wall**.

How to distinguish between similar Prepositional Phrases

- ❖ Prepositional phrases that function as adverbials can sometimes look very similar to Prepositional phrases that function as complements of adjectives, verbs, etc.

Notice the differences between the following pairs of sentences:

- Mary was sick **on the bus**. (adverbial – says where she was sick)
- Mary was sick **of waiting**. (complement – says what she was sick of)
- She decided **on the way home**. (adverbial says when she decided)
- She decided **on the black dress**. (complement – says what she chose)
- She shows great skill **in tapestry**. (complement – says what she is skilful at)

- ❖ Notice that adverbials can usually move to the beginning of their sentences:

- **On the bus**, Mary was sick.
- **On the way home**, she decided.
- **For such a young girl**, she shows great skill.

Complements, however, cannot normally do this – they must follow the words that they are complements of.

- ❖ Another difference between adverbials and complements is that prepositional phrases functioning as adverbials can have any or a wide range of prepositions as their head:

- Maryam was sick **on** the bus.
- **in** the car.
- **at** the bus-stop



- **over** the floor
- **beside** the telephone

With complements, however, the choice of preposition is much more restricted.

Mary was sick **of** waiting (BUT NOT sick at waiting, sick in waiting, sick on waiting)

In fact, the prepositions in complements are determined by the words that the complements are attached to. Nouns, verbs, and adjectives, in particular, usually have one, sometimes more than one preposition that they must be followed by:

*keen on, good at, tired of, angry with, annoyed at,
think about, laugh at, sneer at,
belief in, fear of, aptitude for, desire for, love of*

and so on.

- ❖ The choice of customary preposition may depend on the sense of the word or on what follows the prepositions:
 - She is **good at** maths.
 - She is **good with** children.
 - Fruit is **good for** you.
 - He was **angry at** the delay.
 - He was **angry with** you because you were late.
- ❖ Prepositional phrases that modify (that is, describe or identify) nouns are often hard to distinguish from ones that are complements of nouns (that is, that give more information about what the nouns relate to).

Notice the differences between these pairs of sentences:

- The bag **on the table** is mine. (modification – identifies which bag)
- She was holding a bag **of potatoes**. (complement – says what was in the bag)

- The answer **in the book** is wrong. (modification identifies where the answer is)
- The answer **to your problem** lies **in yourself**. (complement – gives information about what the answer relates to)
- The problems **in the office** can easily be sorted out. (modification – say where the problems are)
- The problem **with John** is that he's too shy. (complement – gives information about who the problem relates to)

❖ Prepositional phrases may stand next to each other in a sentence but with different functions:

- Her grandmother was **sitting in an armchair with her cat**.
- Her grandmother was sitting **in an armchair with old, frayed cushions**.

❖ In the first sentence, both *in an armchair* and *with her cat* are adverbials, describing *where* and *how* the grandmother was sitting.

- *Her grandmother was sitting in an armchair.*
- *Her grandmother was sitting with her cat.*

❖ In the second sentence, however, the phrase with *old, frayed cushions* is not an adverbial but **is** modifying (describing) the chair. There **is**, therefore, only *one* adverbial in the sentence: *in an armchair* with old, frayed cushions.

Similarly, in the sentence

- Who lives **in that house on the hill**?

the phrase *on the hill* is modifying (identifying) the house, so again the structure of the sentence is **subject + verb + adverbial**: *Who / lives / in that house on the hill*?

Of course, there may be more than two Prepositional phrases together in a sentence. Here is one with three:

Her grandmother was sitting in an armchair with her cat beside her.

In this sentence, *beside her* is an adverbial, saying where the cat was.

In the next sentence, there are four Prepositional phrases together:

Her grandmother was sitting in an armchair with a cup of tea in her band.

Here the phrases *in an armchair*, *with a cup of tea* and *in her hand* are adverbials, and, in addition, *of tea* is the complement of 'cup'.

Exercise 1

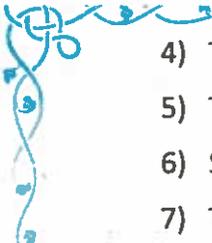
Pick out the prepositional phrases in the following sentences. Underline the head and circle the complement of each Prepositional phrase.

- 1) In the corner, on a blanket, lay a huge black cat.
- 2) The match was cancelled because of the weather.
- 3) In Britain such a thing would never have happened.
- 4) Where are you going to?
- 5) I waited anxiously for her reply.
- 6) Amongst other things, I'm a writer.
- 7) On behalf of my family, I would like to thank you all for your good wishes.
- 8) We got the car started without much trouble.
- 9) Apart from the kitchen it's a lovely flat.
- 10) With increasing alarm, she looked to see if the man was still there.
- 11) She pulled out a box from under the bed.
- 12) He pressed a coin into the man's hand.

Exercise 2

Pick out the Prepositional phrases in the following sentences and say what their function is in the sentence (i.e. is the phrase an adjunct, a disjunct or a conjunct, or is it modifying something?)

- 1) The meal was eaten in silence.
- 2) To their horror, the vase slipped from his grasp and fell to the floor.
- 3) She studied the picture for a few minutes with great interest.

- 
- 4) The man in front of me seemed to have lost his wallet.
 - 5) The dress is meant to be worn off the shoulder.
 - 6) She was wearing an off-the-shoulder dress.
 - 7) The smiths live in the house on the corner of the street.
 - 8) I don't mind in the least.
 - 9) The clothes were lying in a pile on the floor.
 - 10) The clothes in that pile on the floor are mine.
 - 11) In my opinion, we're lost.
 - 12) If you pull and I push at the same time, we should manage to move the car.
 - 13) In that case, I'll let you decide what to do.
 - 14) There's a bird with a broken wing in the garden.

Exercise 3

Say whether the Prepositional phrases in the following sentences are functioning as adjuncts, functioning as complements or modifying nouns.

- 1) He raised the cup to his lips and drank deeply.
 - 2) This is an exception to the general rule.
 - 3) I saw a strange man on the bus.
 - 4) The man on the bus was wearing a tattered old coat.
 - 5) Molly was rather surprised at Tom's behaviour.
 - 6) The boat was heading away at full speed.
 - 7) Mrs. Park wasn't pleased at the delay.
 - 8) There's no doubt about it. That's the man I saw.
 - 9) Gradually the noise behind them died away.
 - 10) The house has rather suffered from neglect recently.
 - 11) Put the toys in that box.
 - 12) The little girl was glowing with pride.
-

Reading Selection 5.3

The Schoolboy

William Blake

I love to rise in a summer morn
When the birds sing on every tree;
The distant hunter winds his horn,
And the skylark sings with me.
Oh, what sweet company!

morning

hunter

But to go to school in a summer morn,
Oh! it drives all joy away;
Under a cruel eye outworn
The little ones spend the day
In sighing and dismay.

exhausted, weary

alarm, distress

Ah! then at times I drooping sit,
And spend many an anxious hour;
Nor in my book can I take delight,
Nor sit in learning's bower,
Worn through with the dreary shower.

exhausted

shady shelter

bleak; depressing

How can the bird that is born for joy
Sit in a cage and sing?
How can a child, when fears annoy,
But droop his tender wing,
And forget his youthful spring?

irritate, trouble

O, father and mother, if buds are nipped
And blossoms blown away,
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay,

clip, cut

to remove the leaves

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what grief destroy,
Or bless the mellowing year,
When the blasts of winter appear?

*maturing, ripening
gusts of wind*



About the Poet:

William Blake (1757–1827), a great visionary poet of the British Romantic Era, had chosen to be an engraver and he held to that choice until he died. He served for several years as an apprentice with booksellers: he ran a paint shop. In fact, Blake, the poet, lived as an engraver. He is acclaimed as a great visionary.

Study Questions

Understanding the Poem

1. This poem is structured as follows:
 - In the first stanza, the speaker (who is the speaker by the way?) tells us what he loves to do in the summer morning (remember, summer in England is the most pleasant season of the year — like the months of March and April in Pakistan);
 - In the second stanza, the speaker says that going to school spoils all the joy since they have to spend their day under a cruel eye (whose cruel eye?);
 - In the third stanza, the speaker laments that later he has to spend many anxious hours — in doing what?
 - In the fourth stanza, the speaker considers himself a caged bird, not allowed to sing and enjoy freedom and deprived of enjoying his youthful spring;
 - The fifth stanza is an appeal to parents, and the speaker asks a series of rhetorical questions continued through to the end.

In short, the poem moves through three stages: (1) what the speaker enjoys to do in the mornings in summer, (2) what he is forced or obliged to do, and (3) his appeal to parents that he should be allowed to enjoy his youth.

2. In English poetry, the SPRING season is usually a symbol of birth or re-birth, SUMMER a symbol of bloom or youth, AUTUMN, a symbol of old age or decay, and WINTER and snow, a symbol of death. What do you think the speaker means by “the blasts of winter appear” in the last line of the poem?
3. Identify one-word metaphors for “youth”, “freedom”, and “instruction” in the poem.

Language Study

4. Make a list of all the adjectives used in the poem. Which nouns do they qualify?
5. In stanza one, there are two words, hunts+man and sky+lark, which are called compound words. Can you think of five such words?
6. The word 'youthful' (an adjective) occurring in the fourth stanza is a

combination of 'youth' (a noun) and 'ful' (a suffix). Can you think of five nouns that can be changed to adjectives by adding 'ful' at the end?

Writing

- How easily can you identify with the speaker of the poem or did you have the same feelings as the speaker of the poem when you were a school going child?
- Now that you have understood the poem, make a paraphrase/ explanation of it in your own words.
- Use the following chart to record your statement of the meaning of the poem and your observations about the techniques of the poem. Each column in the chart deals with one of the poetic techniques.

Meaning/Theme: _____

STANZA TYPE	SPEAKER	SOUND	IMAGERY	FIGURATIVE LANGUAGE
Stanza:	Human:	Rhyme:	Sight (Visual):	Similes:
Couplets	The Poet	Rhythm:	Hearing (Aural):	Metaphors:
Tersest	Man/Woman	Alliteration:	Smell (Olfactory):	Implied metaphors:
Quatrains	Mother/Father	Consonance:	Taste (Gustatory):	Other Devices:
Quintets	Young/Old	Assonance:	Touch (Tactile):	
Sestets	Boy/Girl	Onomatopoeia:		
Octave	Son/Daughter			
Strophes:	Non-human:			
	Animals			
	Wild			
	Domestic			
	Plants			

The Preposition

Read;

- There is a cow *in* the field.
- He is fond *of* tea.



3) The cat jumped *off* the chair.

In sentence 1, the word *in* shows the relation between two things *cow* and *field*.

In sentence 2, the word *of* shows the relation between the attribute expressed by the adjective *fond* and *tea*.

In sentence 3, the word *off* shows the relation between the action expressed by the verb *jumped* and the *chair*.

The words *in*, *of*, *off* are here used as **Prepositions**.

Def. a preposition is a word *placed before* a noun or a pronoun to show in what *relation* the person or thing denoted by it, stands in regard to something else.

[The word preposition means 'that which is placed before']

It will be noticed that ____

in sentence 1 the Preposition joins a Noun to another Noun'

in sentence 2, the preposition joints a Noun to adjective;

in sentence 3, the preposition joints a Noun to Verb.

The Noun or Pronoun which is used with a Preposition is called its Object. It is in Accusative case and is said to be governed by the Preposition.

Thus in sentence 1, the noun *field* is in the Accusative case, governed by the Preposition *in*.

A Preposition is usually placed *before* its object, but sometimes it follows it; as,

- 1) Here is the watch *that* you asked *for*.
- 2) That is the boy (*whom*) I was speaking *of*.
- 3) *What* are you looking *at*?
- 4) *What* are you thinking *of*?
- 5) *Which* of these chairs did you *sit on*?

Note -1: When the object is the Relative Pronoun *that*, as in sentence 1, the Preposition is always placed at the end.

The Preposition is often placed at the end when the object is an interrogative pronoun (as in sentences 3, 4, and 5) or a Relative pronoun understood (as in sentence 2).

Note-2: Sometimes the object is placed first for the sake of emphasis; as,

This insists on. He is known all the world over.

The Preposition *for, from, in, on* are often omitted before noun of place or time; as, We did it last *week*. I cannot walk a yard. Wait a *minute*.

Kinds of Prepositions

Prepositions may be arranged in the following classes:

1) Simple Prepositions

At, by, for, from, in, of, off, on, out, through, till, to, up, with.

2) Compound Prepositions which are generally formed by prefixing Preposition (usually *a = no* or *be = by*) to a Noun, an Adjective or an adverb).

About, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without.

3) Phrase Preposition (Groups of words used with the force of a single Preposition)

According to	in accordance with	in place of
Agreeably to	In addition to	In reference to
Along with	In (on) behalf of	In regard to
Away from	In case of	In spite of
Because of	In comparison to	Instead of
By dint of	In complianc with	In the even of
By means of	In consequence of	On account of
By reason of	In course of	owing to
By virtue of	In favour of	With a view to
By way of	In front of	With an eye to
Conformably to	In lieu of	With reference to
For the sake of	In order to	With regard to

- He succeeded by *dint of* perseverance and sheer hard work.
- In case of need phone to No.32567.
- By virtue of the power vested in me, I hereby order, etc.
- In consequence of his illness he could not finish the work in time.
- Owing to his ill health, he retired form business.
- With reference to your letter of date, we regret we cannot allow any further rebate.
- In order to avoid litigation, be accepted Rs. 300 in full settlement of his claim for Rs. 450.
- In course of time he saw his mistake.
- He died fighting on behalf of his country.
- *On behalf of* the staff he read the address.
- He persevered *in spite of* difficulties.
- *In the event of* his dying without an issue, his nephew would inherit the whole property.
- *Instead of* walking, prove your worth by doing something.
- *By reason of* his perverse attitude, he estranged his best friends.
- He acted *according to* my instructions.
- Why don't you *go along with* your brother?
- *In accordance with* your instructions, we have remitted the amount to your bankers.
- There is a big tree *in front of* his house.
- *Agreeably to* the term of the settlement, we herewith enclose our cheque for Rs. 325.
- *By way of* introduction, he made some pertinent remarks.
- *By means of* rope ladders they scaled the wall.
- For the sake of their beliefs, the puritans emigrated to America.

- *In course of* his researches he met with many difficulties.
- He abdicated the throne *in favour of* his eldest son.
- He could not attend the school *because of* his father's serious illness.
- He accepted the car *in lieu of* his claim for Rs. 2,500.
- *With a view to* an amicable settlement, we offer you without prejudice Rs. 750 in full settlement of all your claims up-to-date.
- *On account of* his negligence the company suffered a heavy loss.
- Whatever he does, he does *with an eye to* the main chance.

Barring, concerning, considering, during, notwithstanding, pending, regarding, respecting, touching and a few similar words which are present participles of verbs, are used absolutely without any noun or pronoun being attached to it. For all practical purposes, they have become Prepositions, and are sometimes distinguished as **Participate Preposition**.

Barring	(= excepting, apart from) accident, the mail will arrive tomorrow)
Concerning	(= about) yesterday's fire, there are many rumours in the bazaar.
Considering	(= taking into account) the quality, the price is not high.
Ulysses is said to have invented the game of chess <i>during</i> he siege of Troy.	
Notwithstanding	(= in spite of) the resistance offered b him, he was arrested by the police.

Pending further orders, Mr. Desai will act as Headmaster.

Regarding your inquiries, we regret to say that at present we are not interested in imitation silk.

Respecting the plan you mention, I shall write to you hereafter.

Touching (= with regard to) this matter, I have not as yet made p my mind.

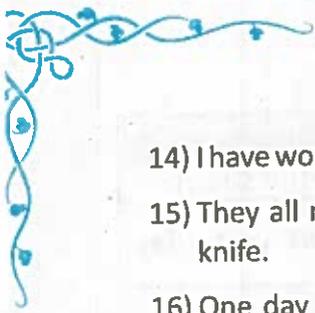
- ❖ Several words are used sometime as Adverbs and sometimes as Prepositions. A word is a Preposition when it governs a noun or pronoun; it is an Adverb when it does not.

Adverb	Preposition
Go, and run <i>about</i> .	Don't loiter <i>about</i> the street.
I could not come <i>before</i> .	I cam the day <i>before</i> yesterday.
Has he come <i>in</i> ?	Is he <i>in</i> his room?
The wheel came <i>off</i> .	The driver jumped <i>off</i> the car.
Let us move <i>on</i> .	The book lies <i>on</i> the table.
His father arrived soon <i>after</i> .	<i>After</i> a month he returned.
Take this parcel <i>over</i> to the post-office	He rules <i>over</i> a vast empire.
I have not seen him <i>since</i> .	I have not slept <i>since</i> yesterday.

Exercise 1

Name the Prepositions in the following sentences, and tell the word which each governs:

- 1) Little Jack Horner sat in a corner.
- 2) Old Mother Hubbard, she went to the cupboard.
- 3) The lion and the unicorn fought for the crown.
- 4) Humpty Dumpty sat on a wall.
- 5) Wee Willie Winkie runs through the town.
- 6) She sat by the first, and told me a tale.
- 7) Rain, rain, go to Spain and never come back again.
- 8) A fair little girl sat under a tree.
- 9) Such a number of rocks came over her head.
- 10) John Gilpin was a citizen of credit and renown.
- 11) "Will you walk into my parlour?" said the spider to the fly.
- 12) Into the street the piper stepped.
- 13) I can never return with my poor dog Tray.

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- 14) I have worked and sang from morn till night.
 - 15) They all ran after the farmer's wife, who cut off their tails with a carving knife.
 - 16) One day the boy took his breakfast, and ate it by a purling brook which through his mother's orchard ran.
 - 17) Old John with white hair, does laugh away care, sitting under the oak, among the old folk.
 - 18) They rise with the morning lark and labour till almost dark.
 - 19) By the nine gods he swore.
 - 20) Under a spreading chestnut - tree the village smithy stands.
 - 21) He goes on Sunday to the church and sits among his boys.
 - 22) I bring fresh showers for the thirsty flowers from the seas and the streams.
 - 23) Her arms across her breast she laid.
 - 24) Mine be a cot beside the hill.
 - 25) Around my ivied porch shall spring each fragrant flower that drinks the dew.
 - 26) One crowded hour of glorious life is worth an age without a name.
 - 27) I tried to reason him out of his fears.

Exercise 2

Distinguish the Prepositions from Adverbs in the following sentences:

- 1) Come down.
- 2) We sailed down the river.
- 3) The man walked round the house.
- 4) He sat on a stool.
- 5) The carriage moved on.
- 6) The soldiers passed by.
- 7) The man turned round.



- 
- 8) We all went in.
 - 9) He is in the room.
 - 10) He hid behind the door.
 - 11) I left him behind.
 - 12) She sat by the cottage door.
 - 13) The path leads through the woods.
 - 14) I have read the book through.
 - 15) The storm is raging outside.
 - 16) We cannot live without water.

Exercise 3

Form sentences to illustrate the use of the following words (1) as Preposition and (2) as Adverbs:-

Behind, up, by, along, in, about, beyond, under, before, after.

We have seen that the object of a Preposition is a Noun or Pronoun. Sometimes, however, the object of a Preposition is an Adverb of Time or Place.

- I will be done by them. (= that time)
- Since then (= that time) he has not shown his face
- Come away from there (= that place)
- He must have reached there by now. (= this time)
- How far is it from here (= this place)?
- It cannot last for ever.

Sometimes the object of a Preposition is an Adverbial Phrase; as,

- Each article was sold at over a shilling.
 - The noise comes from across the river.
 - He was not promoted to the rank of a colonel till within a few months of his resignation.
-



- I sold my car for under its half cost.
- He swore from dawn till far into the night.
- He **did not** see her till a few days ago.
- I was **thinking about how to circumvent** him.

- v A clause can also be the object of a preposition; as,
- Pay careful attention to what I am going to say.
 - There is no meaning in what you say.
- v The **object** to a Preposition, when it is a relative pronoun is sometimes omitted; as,
- He is the man I was looking for. [Here whom is understood].
 - These are the good rules to live by. [Here which is understood]

Exercise 4

Fill blanks with suitable Prepositions.

- 1) The dog ran _____ the road.
- 2) The river flows _____ the bridge.
- 3) The work was done _____ haste.
- 4) He is afraid _____ the dog.
- 5) I am fond _____ music.
- 6) He goes _____ Sunday _____ the church.
- 7) He died _____ his country.
- 8) The steam engine was invented _____ James Watt.
- 9) The burglar jumped _____ the compound wall.
- 10) The village was destroyed _____ fire.
- 11) What is that _____ me.
- 12) It cannot be done _____ offence.

- 
- 13) He spoke _____ me _____ Urdu.
14) They live _____ the same route.
15) I have not seen him _____ Wednesday last.
16) I have known him _____ a long time.
17) The moon does not shine _____ its own light.
18) This is a matter _____ little importance.
19) I am tired _____ walking.
20) He has not yet recovered _____ his illness.

v Prepositions are very commonly used in composition with verbs, to form new verbs. Sometimes they are prefixed; as,

Outbid, overcome, overflow, overlook, undergo, undertake, uphold, withdraw, withhold, withstand.

More frequently Preposition follows the verbs and remains separate; as

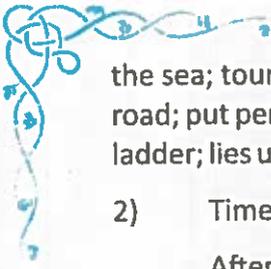
- Boast of, laugh at, look for, send for.
- He boasted of his accomplishments.
- He looked for his watch everywhere.
- Please send for Rana.
- Everyone laughed at him.

Relations expressed by Preposition

The following are some of the most common relations indicated by Prepositions.

1) Place; as,

Went about the world, ran across the road, leaned against a wall; fell among thieves; quarreled among themselves; at death's door; athwart the deck; stood before the door; stood behind the curtain; lies below the surface; sat beside me; plies between Bombay and Alibag; stand by me; rain comes from the clouds; in the sky; fell into a ditch; lies near his heart; Calcutta is on the Hoogly; the cliff hangs over



the sea; tour round the world; marched through the town; came to the end of the road; put pen to paper; travelled towards Nasik; lay under the table; climbed up the ladder; lies upon the table; within the house; stood without the gate.

2) Time; as,

After his death, at an early date; arrived before me; behind time; by three o'clock; during the whole day; for many years; from 1st April; in the afternoon; sat watching far into the night; lived under the Moghuls; on Monday, pending his return since yesterday; lasted through the night; throughout the year; wait till to-morrow; ten minutes to twelve; towards evening; until his arrival; rise with the sun; within a month.

3) Agency, instrumentality; as,

Sell goods at auction; sent the parcel by post; was stunned by a blow; was destroyed by fire; heard this through a friend, cut it with a knife.

4) Manner; as

Dying by inches, fought with courage, worked with earnestness, won with ease.

(5) Cause, reason, purpose; as,

Laboured for the good of humanity; died of fever; the very place for a picnic did it for our good; suffers from gout; died from fatigue; does it from perversity; retreated through fear of an ambush; concealed it through shame; lost his purse through negligence; shivers with fever, took medicine for cold.

6) Possession; as,

There was no money by him, the mosque of Omar, a man of means, the boy with red hair.

7) Measure, standard, rate, value; as

He charges interest at nine per cent. Stories like these must be taken at what they are worth. Cloth is sold by the yard. I am taller than you by two inches. It was one by the tower-clock.

8)

Contrast, concession; as

After (in spite of, notwithstanding) every effort, one may fail. For one enemy he has hundred friends. For (in spite of) all his wealth he is not content. With (in spite of) all his faults I admire him.

9)

Inference, motive, source, or origin; as

From what I know of him, I hesitate to trust him. The knights were braver from gallantry of spirit. He did it from gratitude. Light emanates from the sun. from labour health. From health contentment springs. This is a quotation from Milton. His skill comes from practice.

Note: It will be seen that the same Preposition, according to the way in which it is used, would have its place under several heads.

Exercise 5

Explain the force of the Preposition in:

- 1) I will do it for all you may say.
- 2) This work is beyond his capacity.
- 3) I would do anything before that.
- 4) After this I wash my hands of you.
- 5) It is cool for May.
- 6) She made grand preparations against his coming.
- 7) It was all through you that we failed.
- 8) He was left for dead on the field.
- 9) All that they did was piety to this.
- 10) The lifeboat made straight for the sinking ship.
- 11) I shall do my duty by him.
- 12) He married for money.

13) A man is a man for all that.

14) Nothing will come out of nothing.

15) England, with all thy faults, I love thee still.

The following Prepositions require special notice;

- 1) In is used with names of countries, and large towns; at is more often used when speaking of small towns and villages; as,
 - He is in America. They live in Delhi.
 - He lives at Pabbi in Peshawar.
- 2) In and at are used in speaking of things at rest; to and into are used in speaking of things in motion; as,
 - He is in bed. He is at the top of the class.
 - He ran to school. He jumped into the river.
 - The snake crawled into its hole.
- 3) On is often used in speaking of things at rest; and upon with things in motion; as,

He sat on a chair. The cat sprang upon the table.
- 4) Till is used of time and to is used of place; as,
 - He slept till eight o'clock.
 - He walked to the end of the street.
- 5) With often denotes the instrument and by the agent; as,
 - He killed two birds with one shot.
 - He was stabbed by a lunatic with a dagger.
- 6) Since is used before a noun or phrase denoting some point of time, and is preceded by verb in the perfect tenses; as,
 - I have eaten nothing since yesterday.
 - He has been ill since Monday last.
 - I have not been smoking since last week.



From is also used before a noun or phrase denoting some point of time, but is used with the non-perfect tenses; as,

- I commenced work from 1st January.
- He will join school from tomorrow.

Unlike since and from, for is used with a period of time; as,

- He has been ill for five days.
- He lived in Bombay for ten years.

7) *In* before a noun denoting a period of time, means at the end of, *within* means before the end of; as,

- I shall return in an hour. I shall return within an hour.

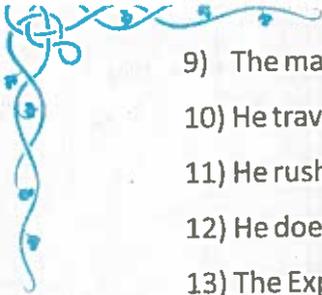
8) *Beside* means at (or by) the side of, while *besides* means in addition to; as,

- Beside the ungathered rice he lay.
- Besides his children, there were present his nephews and nieces.
- Besides being fined, he was sentenced to a term of imprisonment.
- Be careful not to use beside for besides.

Exercise 6

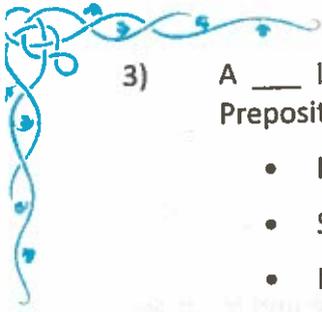
Fill in the blanks with appropriate Preposition:

- 1) He was born _____ a small village _____ Malabr.
- 2) He started _____ six _____ the morning.
- 3) He hanged himself _____ a piece of cloth.
- 4) The portrait was painted by a famous artist who flourished _____ the sixteenth century.
- 5) I must start _____ dawn to reach the situation in time.
- 6) I hope to reach the station _____ an hour at the outside.
- 7) The child has been missing _____ yesterday.
- 8) The caravan must reach its destination _____ sunset.

- 
- 9) The mail train is due _____ 3PM.
10) He travelled seven miles _____ two hours.
11) He rushed _____ my room. Panting for breath.
12) He does not leave his house _____ 9 o'clock.
13) The Express departs _____ 3 PM.
14) Human sacrifices were practiced _____ the Nagas.
15) I received his message _____ eight o'clock _____ the morning.
16) _____ last month I have seen him but once.
17) _____ rice they had curry.
18) The fever has taken a turn for the better _____ yesterday.
19) He has spent his life _____ Calcutta.
20) I saw him felling a big tree _____ a hatcher.

Special Preposition

- 1) Than : ___ This word is usually a Conjunction but is sometimes used as Preposition; as,
- I cannot accept less than fifty rupees for this article.
 - I speak of Shakespeare, than whom there is none greater as a dramatist.
- 2) But : ___ As a rule *but* is a conjunction. When used as a Preposition *but* means 'except', with the exception of;
- What can he do but die?
 - All our ambitions death defeats but one.
 - None but the brave deserves the fair.
 - She returned all his gifts but one.
 - All is lost but honour.



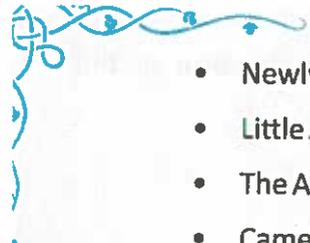
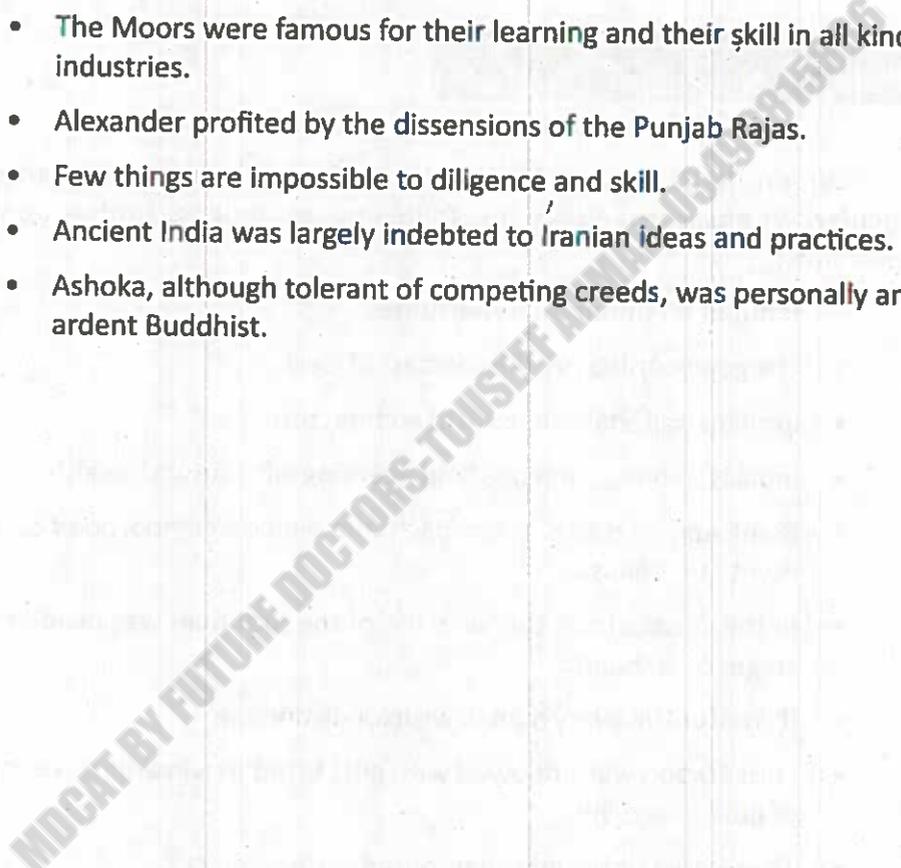
3) A ___ In the following sentences the *a* is a weakened form of the Preposition on:

- Her wages are sixty paise a day.
- Sugar is twenty five paise a seer.
- How jocund did they drive team a field.
- I meet him once a week.
- The house is a building.

Words followed by Preposition

Certain Verbs, Nouns, Adjectives and Participles are always followed by particular Prepositions. Read the following sentences, noting appropriate Prepositions:___

- Janupur is famous for its perfumes.
- The goat subsists on the coarsest of food.
- Ibrahim Adil Shah was fond of architecture.
- India is a noble, gorgeous land, teeming with natural wealth.
- Being apprised of our approach, the whole neighborhood came out to meet their minister.
- In the classical age the ideal life of the Brahman was divided into four stages or arshand.
- It is natural in every man to wish for distinction.
- Lord Curzon was endowed with gifts fitted to win eminence in any field of human activity.
- The writer is evidently enamoured of the subject.
- The House of Commons was then almost inaccessible to strangers.
- Ambition does not always conduce to ultimate happiness.
- The true gentleman is courteous and affable to his neighbours.

- 
- Newly acquired freedom is sometimes liable to abuse.
 - Little Jack proved quite a match for the giant.
 - The African elephant is now confined to Central Africa.
 - Camels are peculiarly adapted to life in the desert.
 - He is a man of deep learning but totally ignorant of life and manners.
 - The income derived from the ownership of land is commonly called rent.
 - The Moors were famous for their learning and their skill in all kinds of industries.
 - Alexander profited by the dissensions of the Punjab Rajas.
 - Few things are impossible to diligence and skill.
 - Ancient India was largely indebted to Iranian ideas and practices.
 - Ashoka, although tolerant of competing creeds, was personally an ardent Buddhist.
- 

Unit Outcomes

By the end of unit 6, the students will be able to:

- read and understand the importance of cultural heritage
- understand and learn about the past history
- improve their vocabulary
- differentiate between the attitudes in the past and the present.
- enjoy reading the poem
- have the knowledge of the figures of speech
- learn how to pronounce and speak correctly
- develop thinking and speaking skills

Unit

6

Cultural Heritage, The Past and The Present

This Unit contains THREE readings:

1. Archaeological treasures of Pakistan (Essay)
2. Renaissance (Essay)
3. Once upon a time (Poem)

Pre Reading:

Archaeological treasures of Pakistan

Pakistan is rich in Archaeological treasures. Relics and ruins of the old civilizations and cultures have been discovered in almost all the provinces of Pakistan. These ruins and relics reveal that the people of that period were very intelligent and civilized. From these ruins, we can easily understand what kind of ornaments their women wore and what kind of weapons, agricultural implements and tools they used.

Renaissance

The renaissance period was a rebirth of the human desire to explore and to learn more about the world. This desire awakened the dormant people. Their thinking was challenged by the wave of renaissance. Their quest for knowledge and exploration brought a change. Renaissance provided a base to the modern world.

Once upon a Time

The poet in this poem draws a comparison between the past and the present. People in the past were sincere and selfless. They had a great regard for one another. But the people of the present are selfish and insincere. They give a smile but their smile is without sincerity. The poet loves the people of the past.

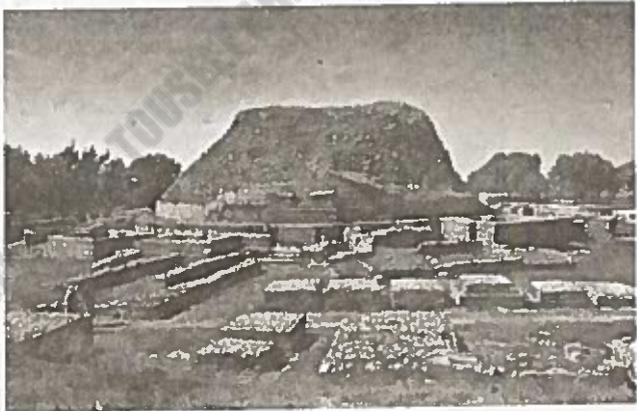
Reading Selection 6.1

Archaeological Treasures of Pakistan

Herbert Feldman

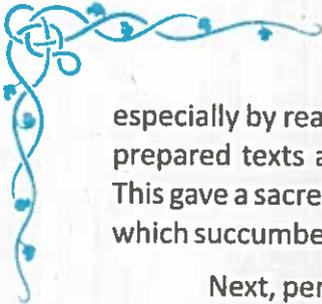
The archaeological treasures of Pakistan are not only rich and varied, but some of these are highly important to the history of civilisation. As sometimes happens, valuable monuments and remains have suffered from neglect or vandalism, but in recent years there had been a rising interest in the subject and valuable work is steadily going on.

No doubt the best known of all Pakistan's archaeological centres is that of Taxila, about thirty miles North-West of Rawalpindi. It is celebrated not only for the richness of what it has yielded but for its associations with Alexander and with Asoka, one of the greatest figures of antiquity in the subcontinent.



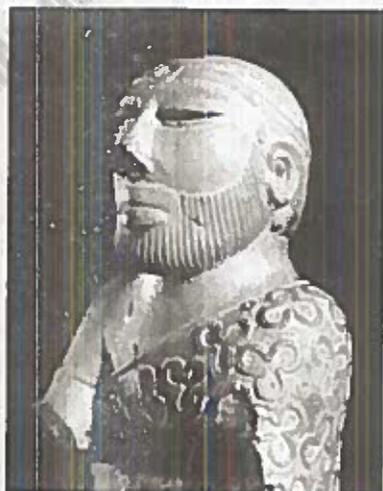
There are four sites at Taxila which became an important centre of Buddhism and the seat of a great university. Already a thriving city when Alexander came in 325B.C, Taxila passed through a series of extraordinary changes. After Alexander, Chandragupta set up the Mauryan Empire in India and his grandson, Asoka who later established Buddhism throughout the sub-continent, went there. A third Taxila, now known as Sirkup, was built by Scythian invaders who followed the Mauryan dynasty.

One of the especial merits of what has been discovered at Taxila is that unique contribution to the world's artistic treasure, the art of Gandhara, a splendid fusion of Buddhist art with Mediterranean (first Greek and later Roman) influences, producing a style of great worth to be found nowhere else. Gandhara is the name of the area around Peshawar which became particularly associated with Buddhism,



especially by reason of the work in the first century A.D., of Buddhist scholars who prepared texts associating local sites with previous incarnations of the Buddha. This gave a sacred character to the region and a great expansion of religious activity which succumbed to the invasions of the White Huns in the fifth century A.D.

Next, perhaps in fame but certainly not inferior in importance, is Mohenjo-Daro, about sixty miles from Sukkar in Sind. Mohenjo-Daro is only one but undoubtedly the best known of the sites which form part of what is now referred to as 'The Indus Valley Civilisation'. This ancient cradle of civilised man goes back about five thousand years to the second and third millennia B.C. and is, therefore, contemporary with the prehistoric sites of Mesopotamia, with which it is often compared.



The discovery is a comparatively recent one and is due to the work of Sir John Marshall whose interest was aroused by the discovery at Harappa in Montgomery District (now Sahiwal), of some seals of apparently prehistoric origin. In 1922 an officer of the Indian Archaeological Department discovered some similar 'seals' while investigating a Buddhist stupa of the Kushan period at Mohenjo-Daro and, in the following year, further investigations were carried out. The results were not unduly interesting but Marshall was sufficiently convinced of the substantial nature of his suspicions to carry on the work under his own direction during the following years and with most rewarding consequences.

One of the most important aspects of the Mohenjo-Daro discovery is its confirmation of the existence of an established civilization in the Indus valley region before the arrival of Aryan invaders and also the fact that more than one ethnic type was then present. The measurement of skulls shows four distinct ethnic categories of which one belongs to the Mediterranean classification; the Alpine and Mongolian types have been identified and also the Proto-Australian group, typical of the aboriginal of south and central India. All



these circumstances lead to very interesting speculations, but a great deal remains to be done. Sites have, in recent years, been investigated which may even antedate the Mohenjo-Daro remains as, for instance, that the Kot Diji near Khairpur. At present, a serious difficulty stands in the way of interpretation of all these important discoveries namely the problem of unlocking the pictographic script found at Mohenjo-Daro. When this, by no means simple, puzzle is ultimately resolved, the results may well lead to great changes in historical and archaeological theories.

Even more recent and of great interest to Pakistan, is the work done at Bhanbore, a site on one of the silted channels of the Indus, about forty miles from Karachi and very easy of access to Karachi-dwellers. The particular interest of Bhanbore lies in the possibility that it is the site of Debul where Mohammad bin Qasim landed. The question of the actual whereabouts of this place has long afforded material for archaeological disputation and although Bhanbore was considered a possibility, serious work was not started there until 1958. The results have so far been well worth the effort and a mosque has already been uncovered which, apparently, dates from about a hundred and fifty years after the commencement of the Muslim era and this begins to get close to the time of Mohammad bin Qasim himself. But, it seems, the site may well yield a good deal more than this and at the present stage it is not possible to say how far the digging may extend. Work is also to be done at Brahmanabad, about forty-three miles northeast of Hyderabad, where Dahir, Mohammad bin Qsim's adversary, made his last stand.

The ebb and flow of different influences, religious, intellectual and military, have left their various marks on the antiquities of Pakistan. Of Buddhist memorials, perhaps enough has been said, although it deserves to be added that they are not confined to the North-West but extend down to Sind; and at Mirpurkhas, East of Hyderabad, Buddhist seals of the seventh and eight centuries A.D. have been discovered.

Some of the monuments, unalloyed, represent the culture of the country where they originated. The celebrated tiled mosques and tombs of Thatta are as purely Iranian as if they had been transplanted. However, despite the interest and importance of all these things, it is probable that the part of Pakistan's antique monuments which excites the principal interest is that associated with the Moghuls. This seems to be so, not merely because of the importance and comparative nearness of that dynasty to our own time, but also for the more obvious reason that their monuments are, not surprisingly, in a better state of preservation and are more accessible.



In this respect Lahore, although an ancient city, is richly endowed. Much, certainly, has suffered during the disturbed times that followed the decline of the Moghuls and, more particularly, during the anarchic state of the Punjab after the death of Ranjit Singh, but there is still a great deal to reward the sightseer. Here, particularly, will be noticed the style which grew out of the architectural ambitions of the conquering Moghuls and the skills of the Hindu stone carvers and masons, applied to the palaces, gardens and tombs which the new rulers built. There is free use of the human and animal forms and the prolixity of detail is unmistakably Hindu in style as well as in conception.

Most visitors to Lahore will wish to see the old city, the Fort, the Badshahi Mosque (one of the important monuments of Aurangzeb's time) and the houses of some of the great families which once flourished there. Some of the old buildings have been put to uses very different from those for which they were once intended.

One such is the tomb built for *Anarkali*, the tragic maiden, names 'Pomegranate Flower' who had a love affair with Prince Salim. When he became Emperor and adopted the name *Jehangir*, he built a tomb over her burial place with an inscription testifying to his love, Later, in the declining days of the Moghuls, the building was



used for residential purposes and was once occupied by *Ventura*, the Italian soldier of fortune who served as one of *Ranjit Singh's* generals. It is now used to keep archives in and is well worth a visit.

New Vocabulary

Words	Meanings
Aboriginal (n)	Existing in a place from the earliest known period; indigenous
Adversary (n)	A person or group that is hostile to someone; enemy
Anarchic (adj)	Chaotic, disorderly; lawless
Antiquities (pl.n)	Remains or relics, such as statues, building or coins that date from ancient times
Archive (n)	A collection of records about the past
Commencement (n)	The beginning, the start
Compendious (adj)	Containing or stating the essential of a subject in a concise form to give forth or supply
Disputation (n)	A formal academic debate on a topic; argumentation
Ebb and flow	(of waves) retreat and advance; flow back and forward
Endowed (adj)	Awarded; favoured;
Ethnic (adj)	Relating to or characteristic of a human group having racial, religious, linguistic, cultural and other traits in common
Fusion (n)	Combination; union
Incarnation (n)	Appearance in body, human form of a good person or thing that typifies or represents a quality or idea.
Indispensable (adj)	Absolutely necessary, essential

Inscription (n)	Something inscribed, esp, words carved or engraved on a tomb
Intrigue (n)	A secret or clandestine love affair
Pictographic script	Writing in the form of pictures or symbols
Prolixity (n)	Verbosity; long-windedness
Silted (adj)	Filled with fine deposits of mud clay as of a river or dam
Speculation (n)	Conjecture; guess; supposition; surmise
Stupa (n)	A domed edifice (large building) housing Buddhist or Jain relics
Substantial (adj)	Of a considerable size or value
Thriving (adj)	Prosperous; flourishing
To antedate (v)	To be or occur at an earlier date than another thing
To succumb (v)	To give way in face of an overwhelming force; submit; surrender
To yield (v)	To give forth or supply
Transplant (v)	To transfer something (esp. a plant) from one place to another
Unalloyed (adj)	Pure; not mixed, genuine; immaculate
Vandal (n)	A person who deliberately causes damage to private or public property
Vandalism, (n)	The wanton or deliberate destruction caused by a vandal or an instance of such destruction
Wanton (adj)	Without motive, provocation or justification

Study Questions

1. What are the most important archaeological sites of Pakistan? What light do they throw on the antiquity in this part of the world?
2. What is the importance of Taxila as an archaeological site?
3. What is one of the most important aspects of the discovery of Mohenjo-Daro?
4. Where is Bhanbore? What is its archaeological interest?
5. Discuss the importance of the archaeological treasures that belong to the Moghul period.



Writing Assignment

Visit to an archaeological site is like travelling through that period of history. Which period of history represented by one of the archaeological sites mentioned in this essay would you like to visit if you were given a chance to travel through time—and why? Write an essay highlighting your imagined experiences.

6.4 Language Study (Grammar)

FIGURES OF SPEECH

A figure of Speech is a departure from the ordinary form of expression or the ordinary course of ideas in order to produce a greater effect.

Figures of Speech may be classified as under;

1. Those based on Resemblance, such as Simile, Metaphor, personification and Apostrophe.
2. Those based on Contrast, such as Antithesis and Epigram.
3. Those based on Association such as Metonymy and Synecdoche.
4. Those depending on Construction such as Climax and Anti-climax.

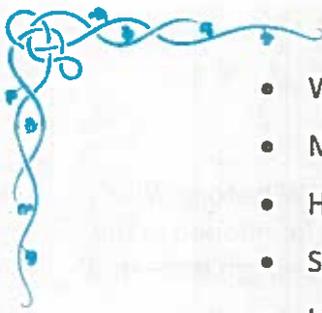
Simile:

In a Simile a comparison is made between two objects of *different* kinds which have, however, at least one point in common.

The Simile is usually introduced by such words as *like, as or so*.

Examples:

- The Assyrian came down like a wolf on the fold.
- The righteous shall flourish as the palm tree.
- As the hart panteth after the water brooks, so _____ my soul after thee, God.



- Words are like leaves and where they most abound,
- Much fruit of sense beneath is rarely found.
- How far that little candle throws his beams!
- So shines a good deed in a naughty world.
- Life is as tedious as a twice told tale
- Vexing the dull ear of a drowsy man.
- The soul was like a star, and dwelt apart.
- Thou hadst a voice whose sound was like the sea.
- O my Love's like a red, red rose
- That's newly sprung in June.
- O my Love's like the melody
- That's sweetly played in tune.

The following are some common similes of everyday speech:

Mad as a March Hare; as proud as a peacock; as bold as brass; as tough as leather; as clear as crystal; as good as gold; as old as the hills; as cool as a cucumber.

Note: A comparison of two things of the *same* kind is not a Simile.

Metaphor: A Metaphor is an *implied* Simile. It does not, like the Simile, state that one thing is *like* another or acts *as* another, but takes that for granted and proceeds as if the two things were on.

Thus, when we say, 'He fought *like* a lion' we use a Simile, but when we say, 'He *was* a lion in the fight', we use a Metaphor.

Examples:

1. The camel is the ship of the desert.
2. Life is a dream.



- 
3. The news was a dagger to his heart.
 4. Revenge is a kind of wild justice.

Note: 1. Every Simile can be compressed into a Metaphor and every Metaphor can be expanded into a Simile.

Thus, instead of saying,

Richard fought like a lion (Simile),

We can say

Richard was a lion in the fight (Metaphor)

Similarly, instead of saying,

The camel is the ship of the desert (Metaphor)

We may expand it and say,.

As a ship is used for crossing the ocean, so the camel is used for crossing desert (Simile).

Other Examples:

Variety is the spice of life (Metaphor)

As spice flavours food, so variety makes life more pleasant (Simile)

The waves broke on the shore with a noise like thunder (Simile)

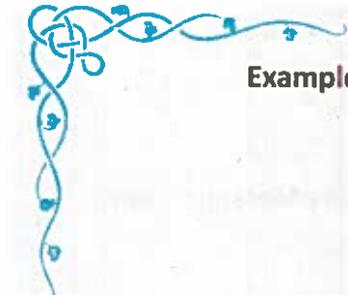
Note 2: Metaphor should never be *mixed*. That is, an object shall not be identified with two or more different things in the same sentence.

The following is a typical example of what is called a Metaphor.

I smell a rat; I see it floating in the air, but I will nip it in the bud.

Personification:

In Personification inanimate objects , abstract notions are spoken of as having life and intelligence.



Examples:

- 1) In Saxon strength that abbey frowned.
- 2) Laughter holding both her sides.
- 3) Death lays his icy hand on kings.
- 4) Pride goeth forth on horseback, grand and gay but cometh back on foot, and begs its way.

Apostrophe:

An Apostrophe is a direct address to the dead, to the absent, or to a personified object or idea. This figure is a simple form of personification.

Examples:

- 1) Milton! Thou should'st be living at this hour.
- 2) O friend! I know not which way I must look for comfort.
- 3) Roll on, though deep and dark blue ocean – roll!
- 4) O death! Where is thy sting? O grave! Where is thy victory?
- 5) O liberty, what crimes have been committed in thy name!
- 6) Wave, Munich, all the banners wave,
And charge will all they chivalry!
- 7) O judgment! Thou art fled to brush beasts.
- 8) O Solitude! Where are the charms?
That sages have seen in the face?

Hyperbole:

In Hyperbole a statement is made emphatic by overstatement.

Examples:

- 1) Here's the smell of blood still; all the perfumes of Arabia will not sweeten this little man.

- 
- 2) Why, man, if the river were dry, I am able to fill it with tears.
 - 3) O Hamlet ! thou hast cleft my heart in twain.
 - 4) Surely never lighted on this orb, which she hardly seemed to touch, a more delightful vision than Marie Antoinette.
Loved Ophelia; forty thousand brothers
Could not with all their quantity of love
Make up the sum.

Euphemism:

Euphemism consists in the description of a disagreeable thing by an agreeable name.

Examples:

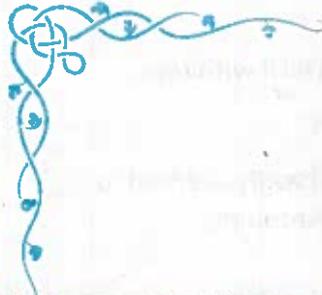
- 1) He has fallen asleep (i.e. he is dead)
- 2) You are telling me a fairy tale (i.e. a lie)

Antithesis:

In antithesis a striking opposition or contrast of words or sentiments is made in the same sentence. It is employed to secure emphasis.

Examples:

- 1) Man proposes, God disposes.
- 2) Not that I loved Caesar less, but that I loved Rome more.
- 3) Better fifty years of Europe than a cycle of Cathay.
- 4) Give every man thy ear but few thy voice.
- 5) Speech is silver but silence is golden.
- 6) To err is human, to forgive divine.
- 7) Many are called but few are chosen.
- 8) He had his jest and they had his estate.

- 
- 9) The Puritans hated bear-baiting, not because it gave pain to the bear but because it gave pleasure to the spectators.
 - 10) A man's nature runs either to herbs or weeds; therefore, let him seasonally water the one and destroy the other.

Oxymoron:

Oxymoron is a special form of Antithesis, whereby two contradictory qualities are predicted at once of the same things.

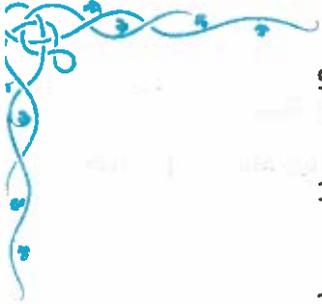
Example:

- 1) His honour rooted in dishonour stood.
And faith, unfaithful kept him falsely true.
- 2) So innocent arch, so cunningly simple.
- 3) She accepted it as the kind cruelty of the surgeon's knife.

Epigram: An Epigram is a brief pointed saying frequently introducing antithetical ideas which excite surprise and arrest attention.

Examples:

- 1) The child is father of the man.
- 2) A man can't be too careful in the choice of his enemies.
- 3) Fools rush in where angels fear to tread.
- 4) In the midst of the life we are in death.
- 5) Art lies in concealing art.
- 6) He makes no friend, who never made a foe.
- 7) Know then thyself, presume not God to scan.
The proper study of mankind is man.
- 8) The fool doth think he is wise, but the wise man knows himself
to be a fool.

- 
- 9) Lie heavy on him, earth, for he
Laid many a heavy load on thee.
 - 10) Here lies our Sovereign Lord, the King
Whose word no man relies on,
 - 11) Who never said a foolish thing
And never did a wise one.

Irony:

Irony is a mode of speech in which the real meaning is exactly the opposite of that which is literally conveyed.

Examples:

- 1) No doubt but you are the people, and wisdom shall die with you.
- 2) The atrocious crime of being a young man, which the honourable gentleman has, with such spirit and decency, charged upon me. I shall neither attempt to palliate nor deny.
- 3) Here under leave of Brutus and the rest
- 4) (For Brutus is an honourable man:
So are they all, all honourable men)
Come I to speak in Caesar's funeral
He was my friend, faithful and just to me;
But Brutus says he was ambitious,
And Brutus is an honourable man.

Pun:

A Pun consists in the use of a word in such a way that it is capable of more than one application, the object being to produce a ludicrous effect.

Examples:

- 1) Is life worth living? __ It depends upon the *liver*.
- 2) An ambassador is an honest man who *lies* abroad for the good of his country.

Metonymy:

In Metonymy (literally *a change of name*) object is designated by the name of something which in general is associated with it.

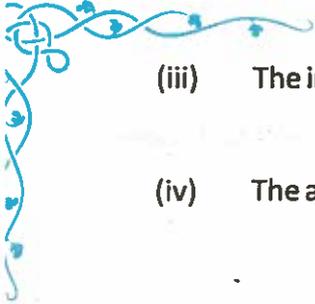
Some familiar Examples:

- 1) The Bench, for the judges.
- 2) The House, for the members of the House of Commons
- 3) The laurel, for success.
- 4) Red-coats, for British soldiers
- 5) Blue jackets, for sailors
- 6) The Crown, for the king.

Since there are many kinds of association between objects, there are several varieties of Metonymy.

Thus a Metonymy may result from the use of __

- (i) The sign for the person or things symbolized; as,
You must address the *chair* (i.e. the chairman)
From the *cradle* to the grave (i.e. from infancy to death)
- (ii) The container for the things contained; as,
The whole *city* went out to see the victorious general.
The *kettle* boils. Forthwith he drank the fatal *cup*.
He keeps a good *cellar*.
He was playing to the *gallery*.
He has undoubtedly the best *stable* in the country.

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- (iii) The instrument for the agent; as,
The pen is mightier than the sword.
- (iv) The author for his works, as
We are reading *Milton*.
Do you learn *Euclid* at your school?
- (v) The name of a feeling or passion for its object;
He turn'd his charger as he spake
Upon the river shore,
He gave the bride-reins a shake,
Sid, Adieu for evermore,
My love!
And adieu for evermore.

Synecdoche:

In Synecdoche a part is used to designate the whole or the whole to designate a part.

- (i) A part used to designate the whole; as,
'Give us this day our daily *bread* (i.e. food),
All *hands* (i.e. crew) to the pumps
Uneasy lies the *head* that wears a crown.
A fleet of fifty *sail* (i.e. ships) left the harbour.
All the best *brains* in Europe could not solve the problem.
He has many mouths to feed.
- (ii) The whole used to designate a part; as,
England (i.e. the English cricket eleven) won the first test match against Australia)

Transferred Epithet:

In this figure an epithet is transferred from its proper word to another that is closely associated with it in the sentence.

Examples:

- 1) He passed a *sleepless* night.
- 2) The ploughman homeward polds his *weary* way.
- 3) A lackey presented an *obsequious* cup of coffee.

Litotes:

In Litotes an affirmative is conveyed by negation of the opposite, the effect being to suggest a strong expression by means of a weaker. It is the opposite of Hyperbole.

Example:

- 1) I am a citizen of *no mean* (= a very celebrated) city.'
- 2) The man is *no fool* (= very clever)
- 3) I am *not a little* (= greatly) surprised.

Interrogation:

Interrogation is the asking of a question not for the sake of getting an answer but to put a point more effectively.

This figure of speech is also known as **Rhetorical Question** because a question is asked merely for the sake of rhetorical effect.

Examples:

- 1) Am I my brother's keeper?
- 2) Do men gather grapes of thorns, or figs of thistles?
- 3) Shall I be wasting in despair?
Die because a woman's fair?



4) Who is here so vile that will not love his country?

5) Breathes there the man with soul so dead

Who never to himself hath said,

This is my own, my native land?

6) Can storied urn or animated bust

Back to its mansion call the fleeting breath?

Exclamation:

In this figure the exclamatory form is used to draw greater attention to a point than a mere bald statement of it could do:

Examples:

- 1) What a piece of work is man!
- 2) How sweet the moonlight upon this bank!
- 3) O what a fall was there, my countrymen!

Climax:

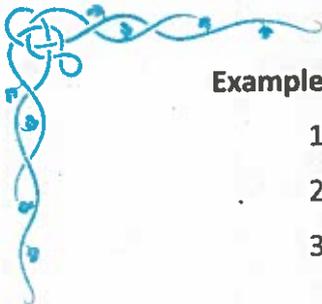
Climax (GK. Klimax = a ladder) is the arrangement of a series of ideas in the order of increasing importance.

Examples:

- 1) Simple, erect, severe, austere, sublime.
- 2) What piece of work is man! How noble in reason, how infinite! In action, how like an angel! In apprehension, how like a god!

Anticlimax:

Anticlimax is the opposite of Climax --- a sudden descent from higher to lower. It is chiefly used for the purpose of satire or ridicule.



Example:

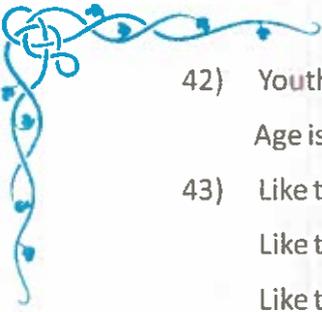
- 1) Here thou, great Anna! whom three realms obey,
- 2) Dost sometimes counsel take __ and sometimes tea.
- 3) And thou, Dalhousie, the great god of war,

Name the various figures of speech in the following:

- 1) The more haste, the less speed.
- 2) I must be taught my duty, and by you!
- 3) Plead, Sleep, my cause and make her soft like thee.
- 4) Charity suffered long and is kind.
- 5) He makes no friend who never made a foe.
- 6) He that planted the ear, shall He not hear? He that formed the eye, shall He not see?
- 7) Let not ambition mock their useful toil.
- 8) To gossip is a fault, to libel, a crime; to slander, a sin.
- 9) Oh! What a noble mind is here overthrown.
- 10) Excess of ceremony shows want of breeding.
- 11) Why all this toil for triumphs of an hour?
- 12) Fools who came to scoff, remained to pray.
- 13) The Puritan had been rescued by a no common deliverer from the grasp of no common foe.
- 14) The cup that cheers but not inebriates.
- 15) You are a pretty fellow.
- 16) Hasten slowly.
- 17) Hail! Smiling morn.
- 18) Can two walk together, except they be agreed.



- 
- 19) Curses are like chickens, they come home to roost.
 - 20) A thousand years are as yesterday when it is past.
 - 21) The prisoner was brought to the dock in irons.
 - 22) We had nothing to do, and we did it very well.
 - 23) Boys will be boys.
 - 24) The cloister opened her pitying gage.
 - 25) Lowliness is young Ambition's ladder.
 - 26) Language is the art of concealing thought.
 - 27) Must I stand and crouch under your testy humour?
 - 28) Exult, O shores, and ring, O bells!
 - 29) He followed the letter but not the spirit of the law.
 - 30) One truth is clear: whatever is, is right.
 - 31) I came, I saw, I conquered.
 - 32) Labour, wide as the earth, has its summit in heaven.
 - 33) Just for a handful of silver he left us.
 - 34) They were swifter than eagles: they were stronger than lions.
 - 35) Swiftly flies the feathered death.
 - 36) It is a wise father that knows his own child.
 - 37) Brave Macbeth, with his brandished steel, carved out his passage.
 - 38) Sweet Thames! Run softly, till I end my song.
 - 39) There is only one cure for the evils which newly acquired freedom produces and that cure is freedom.
 - 40) Sweet Auburn, loveliest village of the plain.
Where health and plenty cheered the labouring swain.
 - 41) So spake the seraph abdiel faithful found.
Among the faithless faithful only he.
- 

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- 42) Youth is full of pleasure,
Age is full of care.
- 43) Like the dew on the mountain,
Like the foam on the river,
Like the bubble on the fountain,
Thou art gone and forever.
- 44) Can Honour's voice provoke the silent dust,
Or Flattery soothe the dull cold ear of Death?
- 45) Golden lads and girls all must,
As chimney-sweepers, come to dust
- 46) Sweet are the uses of adversity,
Which, like the toad, ugly and venomous
Wears still a precious jewel in its head.
- 47) The naked every day he clad
When he put on his clothes.
- 48) O mischief, thou art swift
To enter in the thoughts of desperate men
- 49) Knowledge is proud that it knows so much
Wisdom is humble that it knows no more
- 50) At once they rush'd
Together, as two eagles on one prey
Come rushing down together from the clouds,
One from east, one from west.
- 51) Errors, like straws, upon the surface flow,
He who would search for pearl's must dive below.
- 52) The best way to learn a language is to speak it.
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- 53) Scepter and crown
Must tumble down
And in the dust be equal made
With the poor crooked scythe and spade
- 54) O Solitude! Where are the charms
That sages have seen in thy face?
- 55) I thought ten thousand swords must have leapt from their scabbards to
avenge a look that threatened her with insult.
- 56) The soldier fights for glory, and a shilling a day.
- 57) His honour rooted in dishonour stood,
And faith unfaithful kept him falsely true.
- 58) They speak like saints and act like devils.
- 59) He was a learned man among lords and a lord among learned men.
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The Renaissance

Grace Ciavrella and Angelo Calandra

The Renaissance period was a rebirth of the human desire to explore and to learn more about the world and what could be achieved. Its roots lay in the ancient worlds of Greece and Rome. From these roots grew the ideas which challenged the thinking of the times and which branched off into inquiry into all aspects of the human world. This challenge to old ideas brought enormous change. The fruits of this inquiry and experimentation set the scene for our modern world.

Michelangelo, Shakespeare, Galileo, Columbus — have you heard of them? One was an artist, one a playwright, one a scientist and one an explorer. (Which was which?) Each, in his own way, represented the spirit of the Renaissance — the desire to question and develop human knowledge and achievement. These gifted men, and many more people like them, lived during the fifteenth and sixteenth centuries. Their achievements helped bring about change.

By the end of the thirteenth century, the last of the crusades in the Middle East was over. The Christians had lost their struggle against the Arab Muslims but they brought back to Europe many new ideas and luxury goods. The kings, princes, nobles and their families wanted more of these luxury goods. (Ask yourself—why?) This demand led to a growth in trade. This trade needed bankers, merchants, shopkeepers, craftspeople, sailors, adventurers, warehouses,



Michelangelo



Shakespeare



Galileo



Columbus

ports and labour. Ports flourished and towns on trade routes grew, Merchants and traders were the entrepreneurs of the fourteenth century.

Many people were attracted to the town by the opportunities to learn new skills and gain jobs. Peasants who had fought in the crusades were often given their freedom by their lords and went to the towns. Knights did not always return to their lands. After years of adventure, country life seemed dull. The plague of Black Death (1347-51) killed millions of people, causing a shortage of labour in the countryside. These factors helped caused the breakdown of the feudal system. People had to look for new opportunities.

Look at the map of Europe. As you can see, Italy is central in the Mediterranean area. Most of the new luxuries came from the Middle East and Asia, so Italy's central location enabled its traders to distribute these goods to the rest of Europe. The location of its ports meant the journey to the Middle East was not too long. Despite storms and pirates, the sea was the safest way to trade, as well as the quickest. Overland routes were dangerous, with their mountains, rivers and bandits. Such routes took months, or even years, to complete. This also made them costly in time and resources.



The people of Italy were also the inheritors of the skills and knowledge of the old Roman Empire. The ports and towns had maintained their sea trade and knowledge when other parts of Europe had been taken over by the barbarians, such as the Saxons and Danes. As trade grew, people in Venice, Genoa and Florence took the lead. Along their trade routes, ideas and knowledge also travelled.

Florence: A Renaissance City

Florence in the fifteenth century was marvellous. Florentines believed they were living in a 'golden age'. It was a city that had everything – Successful banks, prosperous business, wealthy citizens, craftspeople, artists and thinkers or intellectuals. All flourished from the city's profits. Just as the gold rush of the 1850s made Melbourne the 'Queen of the South', the same economic vitality flowed through Florence.

Italy was a collection of fourteen states and kingdoms. Florence's geographic position made it a major avenue of trade between the north and the south of Europe.

To be successful in trade, people have to develop initiative, be creative, and take risks. They have to be resourceful, energetic and competitive. Florentines had these attributes. In the 1300s, the citizens had jumped at the trade in silk, wool and flax. They took a risk and invested money into building a textile industry. New ideas in dyeing and manufacturing made Florence the centre of



the European textile industry. From these profits, they used their initiative and lent money to kings and princes – and to the Pope. Banking made further profit. Florence grew into a financial capital.

By the fifteenth century, Florence was wealthy. As a republic, its citizens were used to self-government. It did not have a king making all the rules. The merchants became powerful and the leading families were not only made up of landowners; they were business people and bankers, people who were always ready for new ideas to make money and increase their wealth and power. They competed with each other, not just in business but in their lifestyle. They wanted to impress others and improve the quality of their lives. This was good news for architects, artists, sculptors and artisans such as masons, carvers, gold and silver

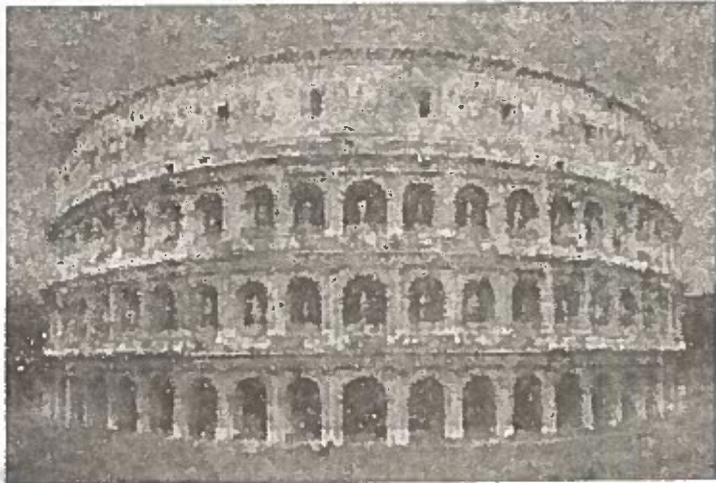
craftspeople and leather workers. In turn, to impress their patrons, the craftspeople experimented in their work. Many talented people flocked to the city.

In the fourteenth and most of the fifteenth centuries, the Medici family (pronounced 'med-ee-chee') was the leading family in Florence.

The Medicis were bankers. The most famous was Lorenzo de Medici, or Lorenzo the Magnificent'. He was wealthy and lived in opulent style. Lorenzo represented the spirit of the times. He was interested not just in money but also in government, literature, art, music, science and philosophy. He conducted business, wrote poetry and songs and was also a patron of Michelangelo and other artists. Like Florence, he was full of life.

Humanism, Art and Architecture

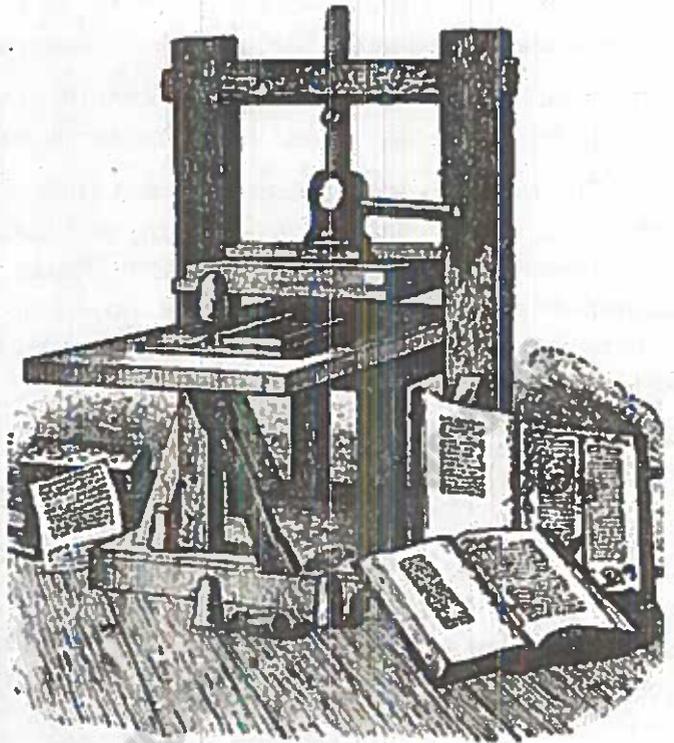
After the collapse of the Roman Empire, life was hard. Very few people could read or write and few knew about the world beyond their own village. However, in the late thirteenth century, Marco Polo, an explorer, brought back to Italy tales of his adventures in China. His travels stirred people's interest in what



lay beyond their own lands. As trade grew, other explorers brought back tales of Spice Islands, fantastic animals and plants, precious metals and gems. Trade and exploration opened up the world and encouraged learning. Wealth from trade meant people with leisure and money to spend, could become educated. Scholars began translating the manuscripts from the ancient world, opening up new areas of thought about politics, religion, science and art. This was considered the beginning of humanism in Europe — an interest in the world and people, the desire to know more.

One invention which helped spread the tales of adventure and ideas from

the classical world was Johann Gutenberg's printing press. He used movable metal type for printing, a process which had been developed in China four centuries earlier. Before this, all writings in Europe had to be copied by hand, so books were very expensive and time-consuming to produce. Printing was revolutionary, just like computers in the 20th Century. Books were printed in people's own languages instead of Latin and this encouraged more people to learn to read and write. Books were cheaper, too, so many people were able to buy them. Ideas could be spread quickly. The world was opening up.



Humanism had a huge impact on art and architecture. Before this time, castles and manors were built for protection, not comfort or beauty. The Church lavished money on its building and decorations but the masons and craftspeople were told what to create. The wealth brought from trade coupled with the teachings of humanism meant more people became interested in spending money on comfort and luxury to enrich their lives.

Craftspeople, artists, sculptors and architects were hired by the rich and encouraged to use their own ideas. Patrons, like the Medici family, wanted buildings with domes, column and rounded arches, in the classical Roman style. Brunelleschi was an architect who achieved this in Florence. Artists experimented and began to paint in three-dimensional style. As the paintings and sculptures from Italy indicate, artists began to paint and sculpt from life and not just on religious themes, investigating the way the body moved and how it was made. Artists like Leonardo da Vinci, Michelangelo, Donatello, Botticelli, Giotto and Raphael wanted to expand human knowledge, not lock it away.

New Vocabulary

Words	Meanings
Artisan (n)	A skilled workman; craftsman
Attribute (n)	A property, quality or feature
Bandits (n)	Armed robbers belonging to a group
Barbarian (n)	A primitive or an uncivilized person, vicious and wild
Carver (n)	Someone who carves in wood or stone or metal
Entrepreneur (n)	The owner or manager of a business enterprise
Famine (n)	A severe shortage of food due to crop failure or overpopulation
Feudal (adj)	Relating to the institution of land, landlords
Flax (n)	Fibre made into thread and woven into linen fabrics
Initiative (n)	The first step or action of a matter
Invasions (n)	The act of invading with armed forces
Manor (n)	The house of a lord and the lands attached to it; a landed estate
Manuscript (n)	The original handwritten or typed version of a book/article
Opulent (adj)	Having or indicating wealth; abundant; plentiful
Pestilence (n)	Any epidemic outbreak of a deadly and highly infectious disease
Resourceful (adj)	Ingenious, capable, and full of initiative
Sculptor (n)	A person who makes figures by carving wood or stone, moulding plaster or casting metal
To flock (v)	To go together in large number as if in a flock
To lavish (v)	To give, spend, or apply abundantly or generously
To stir (v)	To rouse or awaken

Studying Questions

1. Which civilisation provided the inspiration for change?
2. When new ideas were discussed, what was challenged?
3. What was the basis for the success of Florence?
4. Give some examples of why you think traders needed to be resourceful and creative.
5. Why did artists flourish in Florence?

6. What stirred people's interest in the world beyond their own lands?
7. How did humanism begin in Europe and what was its impact on art and architecture?
8. What made the world open up for the people of Florence?

Group Discussion

1. Think of an example from the 20th century or in today's society where an old idea has been challenged and it has resulted in change (e.g., women's rights and child labour).
2. The printing press was a more important invention than the computer.

6.5 Language Study:

Direct and Reported speech

You can answer the question "What did he/she say?" in two ways:

- by repeating the words spoken (direct speech)
- by reporting the words spoken (indirect or reported speech).

Direct Speech

Direct speech repeats or quotes the exact words spoken. When we use direct speech in writing, we place the words spoken between inverted commas ("...") and there is no change in these words. We may be reporting something that's being said NOW (for example a telephone conversation), or telling someone later about a previous conversation

Examples:

She says "What time will you be home?"

She said "What time will you be home?" and I said "I don't know!"

"There's a fly in my soup!" screamed Simone.

John said, "There's an elephant outside the window."

Reported Speech

Reported speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Inverted commas are not used.

She said, "I saw him." She said that she had seen him.

- **'That'** may be omitted:
She told him that she was happy. She told him she was happy.
- **'Say'** and **'tell'**:
Use **'say'** when there is no indirect object:
He said that he was tired.

Always use **'tell'** when you say who was being spoken to (i.e. with an indirect object): He told me that he was tired.

'Talk' and **'speak'** are used: to describe the action of communicating: He talked to us.

She was speaking on the telephone.

— with **'about'** to refer to what was said: He talked (to us) about his parents.

Reported Speech

Tense Changes

Normally, the tense in reported speech is one tense back in time from the tense in direct speech:

She said, "I am tired." She said that she was tired.

The changes are shown below:

Simple present

"I always drink coffee", she said

Simple past

She said that she always drank coffee.

Present continuous

"I am reading a book", he said.

Simple past

"Bill arrived on Saturday", he said.

Present perfect

"I have been to Spain", he told me.

Past perfect

"I had just turned out the light," he explained.

Present perfect continuous

They complained, "We have been waiting for hours".

Past continuous

"We were living in Paris", they told me.

Future

"I will be in Geneva on Monday", he said

Future continuous

She said, "I'll be using the car next Friday".

Past continuous

He explained that he was reading a book

Past perfect

He said that Bill had arrived on Saturday

Past perfect

He told me that he had been to Spain

Past perfect

He explained that he had just turned out the light.

Past perfect continuous

They complained that they had been waiting for hours.

Past perfect continuous

They told me that they had been living in Paris.

Present conditional

He said that he would be in Geneva on Monday.

Conditional continuous

She said that she would be using the car next Friday.

NOTE:

You do not need to change the tense if the reporting verb is in the present, or if the original statement was about something that is still true, e.g.

He says he has missed the train but he'll catch the next one. We explained that it is very difficult to find our house.

These modal verbs do not change in reported speech: *might, could, would, should, ought to, e.g.*

We explained that it could be difficult to find our house. She said that she might bring a friend to the party.

CHANGE OF TIME AND PLACE REFERENCE

Time/place references are also changed in reported speech

Examples:

"I will see you here tomorrow", she said. She said that she would see me there the next day.

The most common of these changes are shown below:

Today

"I saw him today", she said.

Yesterday

"I saw him yesterday", she said.

The day before yesterday

"I met her the day before yesterday", he said.

Tomorrow

"I'll see you tomorrow", he said

The day after tomorrow

"We'll come the day after tomorrow", they said.

Next week/month/year

"I have an appointment next week", she said.

that day

She said that she had seen him that day.

the day before

She said that she had seen him the day before.

two days before

He said that he had met her two days before.

the next/following day

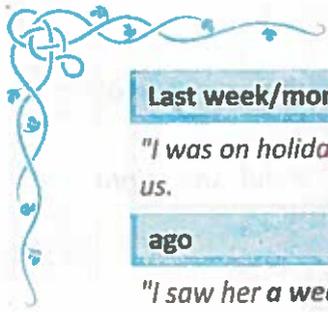
He said that he would see me the next day.

in two days time/ two days later

They said that they would come in two days time/ two days later.

the following week/month/year

She said that she had an appointment the following week.



Last week/month/year

"I was on holiday **last week**", he told us.

ago

"I saw her **a week ago**," he said.

this (for time)

"I'm getting a new car **this week**", she said.

this/that (adjectives)

"Do you like **this shirt**?" he asked

here

He said, "I live **here**".

the previous/week/month/year

He told us that he had been on holiday **the previous week**.

before

He said he had seen her **a week before**.

that

She said she was getting a new car **that week**.

the

He asked if I liked **the shirt**.

there

He told me he lived **there**.

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Once Upon a Time

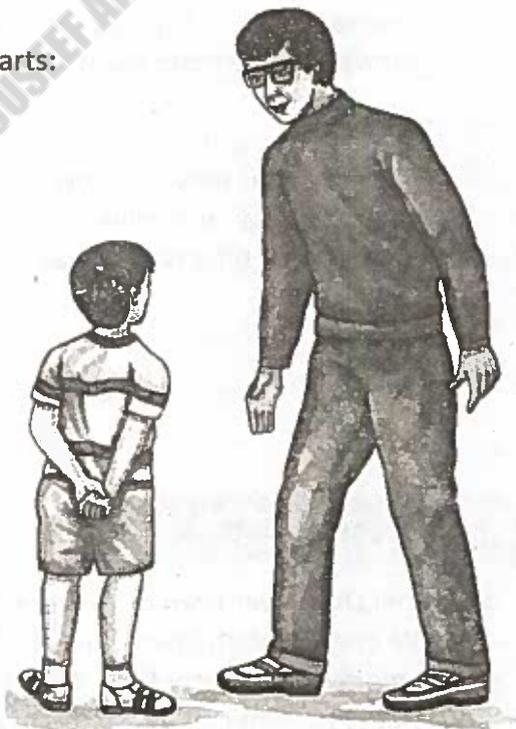
Gabriel Okara

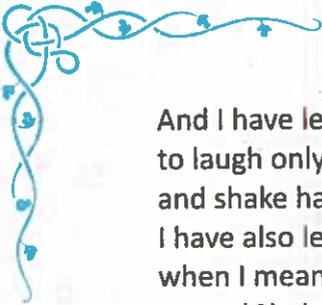
Once upon a time, son,
they used to laugh with their hearts
and laugh with their eyes:
but now they only laugh with their teeth,
while their ice-block cold eyes
search behind my shadow.

There was a time indeed
they used to shake hands with their hearts:
but that's gone, son.
Now they shake hands without hearts
while their left hands search
my empty pockets.

'Feel at home!' 'Come again':
they say, and when I come
again and feel
at home, once, twice,
there will be no thrice —
for then I find doors shut on me.

So I have learned many things, son.
I have learned to wear many faces
like dresses — homeface,
officeface, streetface, hostface,
with all their conforming smiles
like a fixed portrait smile.





And I have learned too
to laugh only with my teeth
and shake hands without my heart.
I have also learned to say, 'Goodbye,'
when I mean 'Good-riddance':
to say 'Glad to meet you',
without being glad;
and to say 'It's been nice talking to you,'
after being bored.

gettign rid of something unpleasant

But believe me, son.
I want to be what I used to be
when I was like you.
I want to unlearn all these muting things.
Most of all, I want to relearn
how to laugh, for my laugh in the mirror
shows only my teeth like a snake's bare fangs!

unspoken; unexpressed

pointed hollow tooth

So show me, son,
how to laugh; show me how
I used to laugh and smile
once upon a time when I was like you.

About the Poet:

Gabriel Okara was born in Western Nigeria in 1921. Okara may be described as a highly original poet, uninfluenced by other poets. In 1979, he was awarded the Commonwealth Poetry Prize. Okara shows a concern regarding what happens when the ancient culture of Africa is faced with the onslaught of western culture.



Study Questions

Understanding the Poem

1. This poem is a beautiful comparison of what used to be like in the old days and what it is like now. The title clearly indicates that it is about the past.

The first three stanzas compare a way of life, a custom, or behaviour from the past with those of the present:

- The first stanza compares how people laughed in the past and how they laugh now. What is the difference?
- The second stanza tells us how people shook hands then and how they do now. What is the difference?
- The third stanza talks about the ever welcoming nature of the people of the past with a less welcoming behaviour of present people.

The next two stanzas are about what the poet has learnt:

- In the fourth stanza, the poet tells us he has learned the ways of the present day people, that is, to wear different faces on different occasions to deceive others. What does 'wearing different faces' mean?
- In the fifth stanza, the poet says that his greetings don't mean what they should mean.

In the last two stanzas, the poet wishes to be what he used to be:

- In the sixth stanza, the poet wishes to be what he was like before, once upon a time.
 - In the last stanza, he asks his son to help him become what he used to be, to show him how to laugh, etc.
2. Why is the poet addressing his son throughout? What is its significance?

Writing

Now that you have understood the poem, write a paraphrase/explanation of the poem in your own words.

Active and Passive Voice

Compare:

- 1) Rana *helps* Haris.
- 2) Haris *is helped* by Rana.

It will be seen that these two sentences express the same meaning. But in sentence 1, form of the Verb shows that the person denoted by the subject **does something**.

Rana (the person denoted by the subject) **does something**.

The Verb *helps* is said to be in the **Active Voice**.

In sentence 2, the form of the Verb shows that something **is done** to the person denoted by the Subject.

Something *is done* to Haris (the person denoted by the Subject)

The verb *helped* is said to be in the **Passive Voice**.

Def. __ A verb is in the Active Voice when its form shows (as sentence 1) that the person or thing denoted by the Subject is doing something; or, in other words, in the *doer* of the action.

The Active Voice is so called because the person denoted by the Subject acts.

Def. __ A Verb is in the Passive Voice when its form shows (as sentence 2) that *something is done* to the person or thing denoted by the Subject.

The Passive Voice is so called because the person or thing denoted by the Subject is not active but *passive*, that is, suffers or receives action.

Def. __ Voice is that form of a verb which shows whether what is denoted by the Subject *does something* or *has something been done* to it.

Note the change from the Active Voice to the Passive Voice in following sentences.



Active Voice	Passive Voice
Abrar <i>loves</i> Sahar.	Sahar is loved by Abrar.
The mason <i>is building</i> the wall.	The wall <i>is being built</i> by the mason.
The peon <i>opened</i> the gate.	The gate <i>was opened</i> by the peon.
Some boys <i>were helping</i> the wounded man.	The wounded man <i>was being helped</i> by some boys.
He <i>will finish</i> the work in a fortnight.	The work <i>will be finished</i> by him in a fortnight.
Who <i>did</i> this?	By whom <i>was this done</i> ?
Why <i>did</i> your brother <i>write</i> such a letter?	Why <i>was</i> such a letter <i>written</i> by your brother?

It will be noticed that when the Verb is changed from the Active Voice to the Passive Voice, the *Object* of the Transitive Verb in *Active Voice* becomes the Subject of the Verb in the *Passive Voice*.

[Thus in sentence 1, Sahar which is the object of *loves* in the Active Voice, becomes the Subject of *is loved* in the Passive Voice]

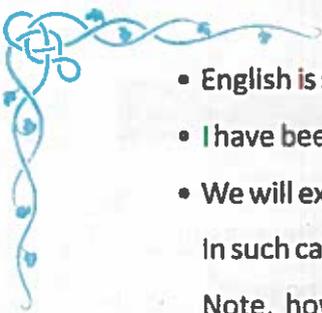
Since the Object of a verb in the active voice becomes the Subject of the passive form, it follows that *only Transitive Verbs can be changed into the Passive Voice*; because an Intransitive Verb has no Object.

Students must know when to use the Active and the Passive voice, the ability to change the Active Voice into the Passive and *vice versa* is not sufficient.

The Active Voice is used when the agent (i.e. doer of the action) is to be made prominent; the Passive, when the person or thing upon which something is done is to be made prominent. The Passive is, therefore, ___ preferred when the active form would involve the use of an _____ or vague pronoun or noun (*somebody, they, people, we, etc*) as object; as,

- My pen has been stolen (Somebody has stolen my pen)
- I was asked my name. (They asked me my name)



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- English is spoken all over the world. (People speak English all over the world).
 - I have been invited to the party. (Someone has invited me to the party).
 - We will execute all orders promptly. (All orders will be executed by us).

In such cases the agent with *by* is usually avoided.

Note, however, that, as in the examples given earlier, the *by*, cannot be avoided where the agent has some importance and is necessary to complete the sense.

Exercise 1

Name the Verbs in the following sentences, and tell whether they are in the Active or in the Passive Voice.

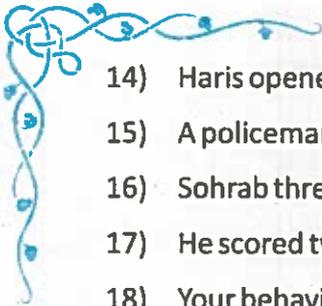
- 1) The cat killed the mouse.
- 2) We compelled the enemy to surrender.
- 3) The boy was bitten by a dog.
- 4) The thief was caught.
- 5) The boy made a kite.
- 6) The house was burned.
- 7) The young man made a disturbance at the meeting.
- 8) The captive was bound to a tree.
- 9) The bird was killed by a cruel boy.
- 10) The sudden noise frightened the horse.
- 11) He is loved by all.
- 12) The exhibition was opened by the Governor.
- 13) I see a dark cloud.
- 14) His command was promptly obeyed.
- 15) Some of the cargo had been damaged by the sea water.
- 16) Nothing will be gained by hurry.

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- 17) The dog chased the sheep.
 - 18) This letter was posted last night.
 - 19) The field is ploughed.
 - 20) The dog was teased by the boy.
 - 21) The cat drank all the milk.
 - 22) A stone struck me on the head.
 - 23) The old gentleman takes snuff.
 - 24) The money was lost.
 - 25) The letter has just been posted.

Exercise 2

Turn the following sentences from the Active Voice to the Passive Voice.

- 1) The cat killed the mouse
 - 2) The man cut down the tree.
 - 3) Columbus discovered America.
 - 4) His teacher praised him.
 - 5) The boy teased the dog.
 - 6) The syce feeds the horse every day.
 - 7) The police arrested him.
 - 8) Rana was making a kite.
 - 9) The boy caught the ball.
 - 10) My father will write a letter.
 - 11) I will conquer him.
 - 12) He kept me waiting.
 - 13) The hunter shot the lion.
-

- 
- 14) Haris opened the door.
 - 15) A policeman caught the thief.
 - 16) Sohrab threw the ball.
 - 17) He scored twenty runs.
 - 18) Your behaviour vexes me.
 - 19) Manners reveal character.
 - 20) He made a very remarkable discovery.
 - 21) Little strokes tell great oaks.
 - 22) David will bring the pony.
 - 23) Everyone loves him.
 - 24) My cousin has drawn this picture.
 - 25) We expect good news.
 - 26) The farmer gathers the harvest.
 - 27) His own brother swindled him.
 - 28) The recitation pleased the inspector.
 - 29) Somebody has put out the light.
 - 30) The enemy has defeated our army.
 - 31) They sell radios here.
 - 32) I have sold my bicycle.
 - 33) People will soon forget it.
 - 34) He opened the theatre only last month.
 - 35) We prohibit smoking.

When verbs that take both a direct and an indirect object in the Active Voice are changed to the Passive, either object may become the subject of the Passive verb, while the other is *retained* and is parsed as the **Retained Object** after a passive verb.

Active	Passive
The Durban refused him admittance.	Admittance was refused to him by the Durban. He was refused admittance by the Durban.
Mr. Krishan teaches us grammar.	Grammar is taught to us by Mr. Krishna. We are taught grammar by Mr. Krishna.
The manager will give you a ticket.	A ticket will be given to you by the manager. You will be given a ticket by the manager.
Who taught you French?	By whom was French taught to you? By whom were you taught French?
He handed her a chair.	A chair was handed to her. She was handed a chair.

Compare:

- 1) The window *is broken*.
- 2) He *is gone*. (He *has gone*).

The verb *is broken* is in the Passive Voice.

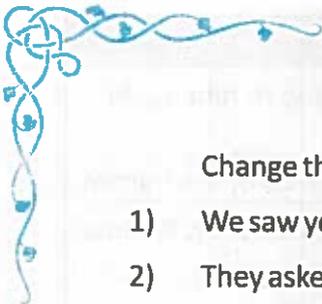
Do not, however, make the mistake of supposing that the verb *is gone* is in the Passive Voice. The verb *go* is Intransitive, and only a **Transitive Verb** can be used in the Passive Voice.

For the same reason the verbs in the following sentences are in the Active Voice.

He *is come*. He *is arrived*. (rare in current English)

There are a few Transitive verbs which, even in an Active form, are sometimes used in a Passive sense; as,

- These mangoes *taste* sour (i.e. are sour when they are tasted)
- The rose *smells* sweet (i.e. is sweet when it is smelt)
- The cakes *eat* short and crisp (i.e. are the short and crisp when they are eaten)
- At least the play *reads* well (i.e. affects the reader well when it is read)



Exercise 3

Change the following sentences so that the Verbs will be in the *Passive Voice*.

- 1) We saw you and him.
- 2) They asked me my name.
- 3) We refuse them admission.
- 4) I bought the baby a doll.
- 5) They found him guilty of murder.
- 6) A thunderstorm often turns milk sour.
- 7) You cannot pump the ocean dry.
- 8) They saw the storm approaching.
- 9) He keeps me waiting.
- 10) They painted the house red.
- 11) He told me to leave the room.
- 12) He promised me a present.
- 13) I shall order the carriage.
- 14) The boy is climbing the cliff.
- 15) One may accomplish many things by a little effort.
- 16) I am watching you very carefully.

Exercise 4

Rewrite the following sentences so that the Verbs will be in the active Voice.

- 1) He was praised by his father.
- 2) The first railway was built by- George Stephenson.
- 3) The horse was frightened by the noise.
- 4) Not a word was spoken by Latif.
- 5) The teacher was pleased with the boy's work.

- 6) He was taken to the hospital by his friend.
- 7) The town was destroyed by an earthquake.
- 8) The road was lined with people.
- 9) The president was welcomed by the people.
- 10) Shakuntala was written by Kalidas.
- 11) The building was damaged by the fire.
- 12) I was struck by his singular appearance.
- 13) The French fleet was defeated by Nelson.
- 14) The streets were thronged with spectators.
- 15) The trees were blown down by the wind.
- 16) We shall be blamed by everyone.
- 17) The child was knocked down by a car.
- 18) Alice was not much surprised at this.
- 19) He will be greatly surprised if he is chosen.

Exercise 5

Write three sentences with the Verbs in the Active Voice, and rewrite them with the Verb in the Passive Voice.

We give below further examples of the interchange of Active and Passive Voice.

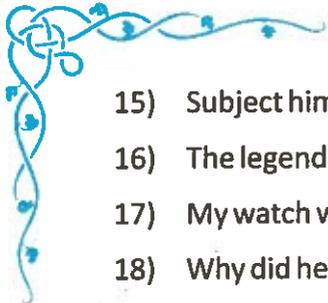
Active	All his friends laughed at him.
Passive	He was laughed at by all his friends.
Active	They made him king.
Passive:	He was made king.
Active:	The Romans expected to conquer Carthage.
Passive:	It was expected by the Romans that they would conquer Carthage.

Active:	One should keep one's promises.
Passive:	Promises should be kept.
Active:	Give the order.
Passive:	Let the order be given.
Active:	Someone has picked my pocket.
Passive:	My pocket has been picked.
Active:	Circumstances will oblige me to go.
Passive:	I shall be obliged to go.

Exercise 6

In the following sentences change the Voice.

- 1) We elected Balu captain.
- 2) I saw him opening the box.
- 3) We must listen to his word.
- 4) Shall I ever forget those happy days?
- 5) By whom was this jug broken?
- 6) His subordinates accused him of various offences.
- 7) One cannot gather grapes from thistles.
- 8) The telegraph wires have been cut.
- 9) Alas! We shall hear his voice no more.
- 10) The French surrendered Quebec to the English in 1759.
- 11) Without effort nothing can be gained.
- 12) Do not insult the weak.
- 13) All desire wealth and some acquire it.
- 14) Why should I be suspected by you?

- 
- 15) Subject him to a sever examination.
 - 16) The legend tells us how the castle received its name.
 - 17) My watch was lost.
 - 18) Why did he defraud you or your earning?
 - 19) The public will learn with astonishment that war is imminent.
 - 20) He made his wife do the work.
 - 21) The master appointed him monitor.
 - 22) The doctor despaired of his recovery.
 - 23) He was refused admittance.
 - 24) They laughed at his warnings and objected to all his proposals.
 - 25) The people regarded him as an impostor and called him a villain.
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Unit Outcomes

By the end of unit 7, the students will be able to:

- read and understand the plays.
- know the after effects of greed and avarice, found in the play “The Merchant of Venice”.
- differentiate between the sincere love of Cordelia for her father, King Lear and the selfish love of Gonerill and Regan.
- improve their vocabulary.
- learn how to write paragraph and essays.
- develop thinking, speaking and writing skills.

Unit

7

TALES FROM SHAKESPEARE

This Unit contains TWO readings:

1. The Merchant of Venice
2. King Lear

Pre Reading:

The Merchant of Venice

This play is about a stone-hearted and merciless Jew, Shylock who lived in Venice. He was a money-lender and lent money to Christian merchants on high interest rates. Anthonio was a rich and noble Christian merchant who lent money to the needy without interest. There was an enmity between Shylock, the Jew and Anthonio. What plan Shylock made to take revenge upon Anthonio and how was he humiliated? We shall read about it in the play.

King Lear

This play is about the old king of Britain, named King Lear. He decided to distribute his dominion among his three daughters, Gonerill, Regan and Cordelia according to the degree of their love for him. Cordelia was disinherited because she was innocent and did not know flattery. She could not use oily tongue to flatter her father. In the last days of the king it was Cordelia who took care of him.

The Merchant of Venice

Shylock, the Jew, lived at Venice: he was a usurer, who had amassed an immense fortune by lending money at great interest to Christian merchants. Shylock, being a hard-hearted man, exacted the payment of the money he lent with such severity that he was much disliked by all good men, and particularly by Antonio, a young merchant of Venice; and Shylock as much hated Antonio because he used to lend money to people in distress and would never take any interest for the money he lent; therefore there was great enmity between this covetous Jew and the generous merchant Antonio. Whenever Antonio met Shylock on the Rialto (or Exchange) he used to reproach him with his usuries and hard dealings; which the Jew would bear with seeming patience while he secretly meditated revenge.



Antonio was the kindest man that lived, the best conditioned and had the most unwearied spirit in doing courtesies; indeed, he was one in whom the ancient Roman honour more appeared than in any that drew breath in Italy. He was greatly beloved by all his fellow-citizens; but the friend who was nearest and dearest to his heart was Bassanio, a noble Venetian, who, having but a small patrimony, had nearly exhausted his little fortune by living in too expensive a manner for his slender means, as young men of high rank with small fortune are too apt to do. Whenever Bassanio wanted money, Antonio assisted him; and it seemed as if they had but one heart and one purse between them.

One day Bassanio came to Antonio and told him that he wished to repair his fortune by a wealthy marriage with a lady whom he dearly loved, whose father, that was lately dead, had left her sole heiress to a large estate; and that in her father's lifetime he used to visit at her house, when he thought he had observed this lady had sometimes from her eyes sent speechless messages, that seemed to say he would be

no unwelcome suitor; but not having money to furnish himself with an appearance befitting the lover of so rich an heiress, he besought Anthonio to add to the many favours he had shown him, by lending him three thousand ducats.

Anthonio had no money by him at that time to lend his friend; but expecting soon to have some ships come home laden with merchandise, he said he would go to Shylock, the rich money-lender and borrow the money upon the credit of those ships.

Anthonio and Bassanio went together to Shylock and Anthonio asked the Jew to lend him three thousand ducats upon any interest he should require, to be paid out of the merchandise contained in his ships at sea. On this Shylock thought within himself, "If I can once catch him on the hip, I will feed fat the ancient grudge I bear him; he hates our Jewish nation; he lends out money gratis; and among the merchants he rails at me and my well-earned bargains, which he calls interest. Cursed be my tribe if I forgive him!"

Anthonio, finding he was musing within himself and did not answer, and being impatient for money, said, "Shylock, do you hear? Will you lend the money?" To this question the Jew replied, "Singor Anthonio, on the Rialto many a time and often you have railed at me about my monies and my usuries, and I have borne it with a patient shrug, for sufferance is the badges of all our tribe; and then you have called me unbeliever, cut-throat dog and spit upon my Jewish garments, and spurned at me with your foot as if I were a cur. Well then, it now appears you need my help; and you come to me and say, *Shylock, lend me monies*. Has a dog money? Is it possible a cûr should lend three thousand ducats? Shall I bend low and say, Fair sir,

you spit upon me on Wednesday last, another time you called me dog, and for these courtesies I am to lend you monies?" Anthonio replied, "I am as like to call you so again, to spit on you again and spurn you too. If you will lend me this money, lend it not to me as to a friend but rather lend it to me as to an enemy, that, if I break, you may with better face exact the penalty." "Why, look you," said Shylock, "how you



storm! I would be friends with you, and have your love. I will forget the shames you have put upon me. I will supply your wants and take no interest for my money." This seemingly kind offer greatly surprised Anthonio; and then Shylock, still pretending kindness, and that all he did was to gain Anthonio's love, again said he would lend him the three thousand ducats, and take no interest for his money; only Anthonio should go with him to a lawyer and there sign in merry sport a bond, that if he did not repay the money by a certain day, he would forfeit a pound of fesh, to be cut off from any part of his body that Shylock pleased.

"Content," said Anthonio: "I will sign to this bond, and say there is much kindness in the Jew."

Bassanio said Anthonio should not sign to such a bond for him; and still Anthonio insisted that he would sign it, for that before the day of payment came, his ships would return laden with many times the value of the money.

Shylock, hearing this debate, exclaimed, "O Father Abraham, what suspicious people these Christians are! Their own hard dealings teach them to suspect the thoughts of other. I pray you tell me this, Bassanio: if he should break this day, what should I gain by the exaction of the forfeiture? A pound of man's flesh, taken from a man, is not so estimable, nor profitable neither, as the flesh of mutton or of beef. I say, to buy his favour I offer this friendship: if he will take it, so; if not, adieu."

At last, against the advice of Bassanio who, notwithstanding all the Jew had said of his kind intentions, did not like his friend should run the hazard of this shocking penalty for his sake, Anthonio signed the bond, thinking it really was (as the Jew said) merely in sport.

The rich heiress that Basanio wished to marry lived near Venice, at a place called Belmont: her name was Portia, and in the graces of her person and her mind she was nothing inferior to that Portia of whom we read, who was Cato's daughter and the wife of Brutus.

Bassanio, being so kindly supplied with money by his friend Anthonio at the hazard of his life, set out for Belmont with a splendid train, and attended by a gentleman of the name of Gratiano.

Bassanio proving successful in his suit, Portia in a short time consented to accept of him for a husband.



Bassanio confessed to Portia that he had no fortune and that his high birth and noble ancestry was all that he would boast of; she, who loved him for his worthy qualities, and had riches enough not to regard wealth in a husband, answered with a graceful modesty, that she would wish herself a thousand times more fair, and ten thousand times more rich, to be more worthy of him; and then the accomplished Portia prettily dispraised herself, and said she was an unlessoned girl, unschooled, unpractised, yet no so old but that she could learn, and that she would commit her gentle spirit to be directed and governed by him in all things; and she said, "Myself, and what is mine, to you and yours is now converted. But yesterday, Basanio, I was the lady of this fair mansion, queen of myself, and mistress over these servants; and now this house, these servants, and myself are yours, my lord; I give them with this ring," presenting a ring to Bassanio.

Basanio was so overpowered with gratitude and wonder at the gracious manner in which the rich and noble Portia accepted of a man of his humble fortunes that he would not express his joy and reverence to the dear lady who so honoured him by anything but broken words of love and thankfulness: and taking the ring, he vowed never to part with it.

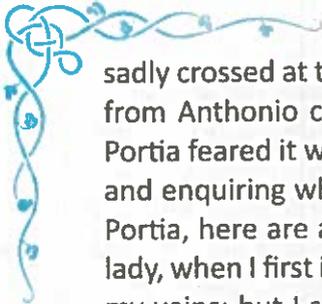
Gratiano and Nerissa, Portia's waiting-maids, were in attendance upon their lord and lady when Portia so gracefully promised to become the obedient wife of Bassanio; and Gratiano, wishing Bassanio and the generous lady joy, desired permission to be married at the same time.

"With all my heart, Gratiano," and Bassanio, "if you can get a wife."

Gratiano then said that he loved the lady Portia's fair waiting gentelwoman, Nerissa, and that she had promised to be his wife, if her lady married Bassanio. Portia asked Nerissa if this was true. Nerissa replied, "Madam, it is so, if you approve of it." Portia willingly consenting, Bassanio pleasantly said, "Then our wedding feast shall be much honoured by your marriage, Gratiano.

The happiness of these lovers was





sadly crossed at this moment by the entrance of a messenger, who brought a letter from Anthonio containing fearful tidings. When Bassanio read Anthonio's letter, Portia feared it was to tell him of the death of some dear friend, he looked so pale; and enquiring what was the news which had so distressed him, he said, "O sweet Portia, here are a few of the unpleasantest words that ever blotted paper: gentle lady, when I first imparted my love to you, I freely told you all the wealth I had ran in my veins; but I should have told you that I had less than nothing, being in debt." Bassanio then told Portia what has been here related, of his borrowing the money of Anthonio, and of Anthonio's procuring it of Shylock the Jew, and of the bond by which Anthonio had engaged to forfeit a pound of flesh, if it was not repaid by a certain day; and then Bassanio read Anthonio's letter, the words of which were, "*sweet Bassanio, my ships are all lost, my bond to the jew is forfeited, and since in paying it is impossible I should live, I could wish to see you at my death; notwithstanding, use your pleasure; if your love for me do not persuade you to come, let not my letter.*". "Oh my dear love," said Portia, "despatch all business and be gone; you shall have gold to pay the money twenty times over, before this kind friend shall lose a hair by my Bassanio's fault; and as you are so dearly bought, I will dearly love you." Portia then said she would be married to Bassanio before he set out, to give him a legal right to her money; and that same day they were married, and Gratiano was also married to Nerissa; and Bassanio and Gratiano, the instant they were married, set out in great haste for Venice where Bassanio found Anthonio in prison.

The day of payment being past, the cruel Jew would not accept the money which Bassanio offered him, but insisted upon having a pound of Anthonio's flesh. A day was appointed to try this shocking cause before the duke of Venice, and Bassanio awaited in dreadful suspense the event of the trial.

When Portia parted with her husband, she spoke cheerily to him, and bade him bring his dear friend along with him when he returned; yet she feared it would go hard with Anthonio, and when she was left alone, she began to think and consider within herself, if she could by any means be instrumental in saving the life of her dear Bassanio's friend; and notwithstanding, when she wished to honour her Bassanio, she had said to him with such a meek and wife-like grace, that she would submit in all things to be governed by his superior wisdom, yet being now called forth into action by the peril of her honoured husband's friend, she did nothing doubt her own powers and by the sole guidance of her own true and perfect judgement, at once resolved to go herself to Venice and speak in Anthonio's defence.

Portia had a relation who was a counsellor in the law; to this gentleman,

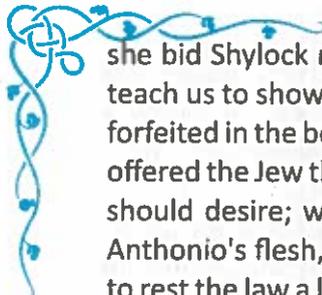
whose name was Bellario, she wrote, and stating the case to him, desired his opinion, and that with his advice he would also send her the dress worn by a counsellor. When the messenger returned, he brought letters from Bellario of advice how to proceed, and also every thing necessary for her equipment.

Portia dressed herself and her maid Nerissa in men's apparel, and putting on the robes of a counsellor, she took Nerissa along with her as her clerk; and setting out immediately, they arrived at Venice on the very day of the trial. The case was just going to be heard before the duke and senators of Venice in the senate-house, when Portia entered this high court of Justice and presented a letter from Bellario, in which that learned counsellor wrote to the duke, saying he would have come himself to plead for Anthonio, but that he was prevented by sickness, and he requested that the learned young doctor Balthasar (so he called Portia) might be permitted to plead in his stead. This the duke granted, much wondering at the youthful appearance of the stranger, who was prettily disguised by her counsellor's robes and her large wig.

And now began this important trial. Portia looked around her, and she saw the merciless Jew; and she saw Bassanio, but he knew her not in her disguise. He was standing beside Anthonio, in an agony of distress and fear for his friend.



The importance of the arduous task Portia had engaged in, gave this tender lady courage, and she boldly proceeded in the duty she had undertaken to perform; and first of all she addressed herself to Shylock; and allowing that he had a right by the Venetian law to have the forfeit expressed in the bond, she spoke so sweetly of the noble quality of *mercy*, as would have softened any heart but the unfeeling Shylock's; saying, that it dropped as the gentle rain from heaven upon the place beneath; and how mercy was a double blessing, it blessed him that gave, and him that received it; and how it became monarchs better than their crowns, being an attribute of God himself; and that earthly power came nearest to God's in proportion as mercy tempered justice: and



she bid Shylock remember that as we all pray for mercy, that same prayer should teach us to show mercy. Shylock only answered her by desiring to have the penalty forfeited in the bond. "Is he not able to pay the money?" asked Portia. Bassanio then offered the Jew the payment of the three thousand ducats, as many times over as he should desire; which Shylock refusing, and still insisting upon having a pound of Anthonio's flesh, Bassanio begged the learned young counsellor would endeavour to rest the law a little, to save Anthonio's life. But Portia gravely answered, that laws once established must never be altered. Shylock hearing Portia say that the law might not be altered; it seemed to him that she was pleading in his favour, and he said, "A Daniel is come to judgment! O wise young judge, how I do honour you! How much elder are you than your looks!"

Portia now desired Shylock to let her look at the bond; and when she had read it, she said, "This bond is forfeited and by this the Jew may lawfully claim a pound of flesh, to be by him cut off nearest Anthonio's heart." Then she said to Shylock, "Be merciful; take the money, and bid me tear the bond." But no mercy would the cruel Shylock show: and he said, "By my soul I swear, there is no power in the tongue of man to alter me." "Why then, Anthonio," said Portia, "you must prepare your bosom for the knife"; and while Shylock was sharpening a long knife with great eagerness, to cut off the pound of flesh, Portia said to Anthonio, "Have you anything to say?" Anthonio with a calm resignation replied, that he had but little to say, for that he had prepared his mind for death. Then he said to Bassanio, "Give me your hand, Bassanio! Fare you well! Grieve not that I am fallen into this misfortune for you. Commend me to your honourable wife, and tell her how I have loved you!" Bassanio in the deepest affliction replied, "Anthonio, I am married to a wife who is as dear to me as life itself; but life itself, my wife, and all the world, are not esteemed with me above your life: I would lose all, I would sacrifice all to this devil here to deliver you."

Portia hearing this, though the kind-hearted lady was not at all offended with her husband for expressing the love he owed to so true a friend as Anthonio in these strong terms, yet would not help answering, "Your wife would give you little thanks, if she were present, to hear you make this offer." And then Gratiano, who loved to copy what his lord did, though he must make a speech like Bassanio's, and he said, in Nerissa's hearing, who was writing in her clerk's dress by the side of Portia, "I have a wife, whom I protest I love; I wish she were in heaven, if she could but entreat some power there to change the cruel temper of this currish Jew." It is well you wish this behind her back, else you would have but an unquiet house," said Nerissa.

Shylock now cried out impatiently, "We trifle time; I pray pronounce the sentence." And now all was awful expectation in the court, and every heart was full





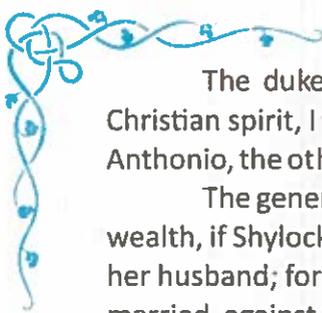
of grief for Anthonio.

Portia asked if the scales were ready to weigh the flesh; and she said to the Jew, "Shylock, you must have some surgeon by, lest he bleeds to death." Shylock, whose whole intent was that Anthonio should bleed to death, said, "It is not so named in the bond." Portia, replied, "It is not so named in the bond, but what of that? It were good you did so much charity." To this all the answer Shylock would make was, "I cannot find it; it is not in the bond." "Then," said Portia, "a pound of Anthonio's flesh is thine. The law allows it, and the court awards it. And you may cut this flesh from off his breast. The law allows it, and the court awards it." Again Shylock exclaimed, "O wise and upright judge! A Daniel is come to judgement!" and then he sharpened his long knife again, and looking eagerly on Anthonio, he said, "Come, prepare!"

"Tarry a little, Jew," said Portia; "there is something else. This bond here gives you no drop of blood; the words expressly are, 'a pound of flesh.' If in the cutting of the pound of flesh you shed one drop of Christian blood, your land and goods are by the law to be confiscated to the State of Venice." Now as it was utterly impossible for Shylock to cut off the pound of flesh without shedding some of Anthonio's blood, this wise discovery of Portia, that it was flesh and not blood that was named in the bond, saved the life of Anthonio; and all admiring the wonderful sagacity of the young counsellor who had so happily thought of this expedient, plaudits resounded from every part of the senate-house; and Gratiano explained, in the words which Shylock had used, "O wise and upright judge! Mark, Jew, a Daniel is come to judgement!"

Shylock, finding himself defeated in his cruel intent, said with a disappointed look, that he would take the money; and Bassanio, rejoiced beyond measure at Anthonio's unexpected deliverance, cried out, "Here is the money!" But Portia stopped him, saying, "Softly, there is no haste; the Jew shall have nothing but the penalty: therefore prepare, Shylock, to cut off the flesh; but mind you shed no blood; nor do not cut off more nor less than just a pound; be it more or less by one poor scruple, nay if the scale turn but by the weight of a single hair, you are condemned by the laws of Venice to die, and all your wealth is foreited to the senate." "Give me my money, and let me go," said Shylock. "I have it ready," Said Bssanio; "here it is."

Shylock was going to take the money when Portia again stopped him, saying, "Tarry, Jew; I have yet another hold upon you. By the laws of Venice, your wealth is forfeited to the State, for having conspired against the life of one of its citizens, and your life lies at the mercy of the duke; therefore, down on your knees, and ask him to pardon you."



The duke then said to Shylock, "That you may see the difference of our Christian spirit, I pardon you your life before you ask it; half your wealth belongs to Anthonio, the other half comes to the State."

The generous Anthonio then said that he would give up his share of Shylock's wealth, if Shylock would sign a deed to make it over at his death to his daughter and her husband; for Anthonio knew that the Jew had an only daughter, who had lately married against his consent to a young Christian, named Lorenzo, a friend of Anthonio's, which had so offended Shylock that he had disinherited her.

The Jew agreed to this: and being thus disappointed in his revenge, and despoiled of his riches, he said, "I am ill. Let me go home: send the deed after me, and I will sign over half my riches to my daughter." "Get thee gone, then," said the duke, "and sign it; and if you repent your cruelty and turn Christian, the State will forgive you the fine of the other half of your riches."

The duke now released Anthonio, and dismissed the court. He then highly praised the wisdom and ingenuity of the young counsellor, and invited him home to dinner. Portia, who meant to return to Belmont before her husband, replied, "I humbly thank your grace, but I must away directly." The duke said he was sorry he had not leisure to stay and dine with him; and turning to Anthonio, he added, "Reward this gentleman; for in my mind you are much indebted to him."

The duke and his senators left the court; and then Bassanio said to Portia, "Most worthy gentleman, I and my friend Anthonio have by your wisdom been this day acquitted of grievous penalties, and I beg you will accept of three thousand ducats due unto the Jew." "And we shall stand indebted to you over and above," said Anthonio, "in love and service evermore."

Portia could not be prevailed upon to accept the money; but upon Bassanio still pressing her to accept of some reward, she said, "Give me your gloves; I will wear them for your sake"; and then Bassanio taking off his gloves, she espied the ring which she had given him upon his finger: now it was the ring the wily lady wanted to get from him, to make a merry jest when she saw Bassanio again, that made her ask him for his gloves; and she said, when she saw the ring, "And for your love I will take this ring from you." Bassanio was sadly distressed, that the counsellor should ask him for the only thing he could not part with, and he replied in great confusion, that he could not give him that ring because it was his wife's gift, and he had vowed never to part with it; but that he would give him the most valuable ring in Venice, and find it out by proclamation. On this Portia affected to be affronted, and left the court, saying, "You teach me, sir, how a beggar should be answered."

"Dear Bassanio," said Anthonio, "let him have the ring; let my love and the



great service he has done for me be valued against your wife's displeasure." Bassanio, ashamed to appear so ungrateful, yielded, and sent Gratiano after Portia, with the ring; and then the clerk Nerissa, who had also given Gratiano a ring, she begged his ring, and Gratiano (not choosing to be outdone in generosity by his lord) gave it to her. And there was laughing among these ladies, to think, when they got home, how they would tax their husbands with giving away their rings, and swear that they had given them as a present to some woman.

Portia, when she returned, was in that happy temper of mind which never fails to attend the consciousness of having performed a good action; her cheerful spirit enjoyed everything she saw: the moon never seemed to shine so bright before; and when that pleasant moon was hid behind a cloud, then a light which she saw from her house at Belmont as well pleased her charmed fancy, and she said to Nerissa, "That light we see is burning in my hall; how far the little candle throws its beams; so shines a good deed in a naughty world": and hearing the sound of music from her house, she said, "Methinks that music sounds sweeter than by day."

And now Portia and Nerissa entered the house, and dressing themselves in their own apparel, they awaited the arrival of their husbands, who soon followed them with Anthonio; and Bassanio presenting his dear friend to the lady Portia, the congratulations and welcomings of that lady were hardly over, when they perceived Nerissa and her husband quarrelling in a corner of the room. "A quarrel already?" said Portia. "What is the matter?" Gratiano replied, "Lady, it is about a paltry ring that Nerissa gave me, with words upon it like the poetry on a cutler's knife: *Love me, and leave me not.*"

"What does the poetry or the value of the ring signify?" said Nerissa. "You swore to me, when I gave it to you, that you would keep it till the hour of death; and now you say you gave it to the lawyer's clerk. I know you gave it to a woman." "By this hand," replied Gratiano, "I gave it to a youth, a kind of boy, a little scrubbed boy no higher than yourself; he was clerk to the young counsellor that by his wise pleading saved Anthonio's life: this prating boy begged it for a fee, and I could not for my life deny him," Portia said, "You were



to blame, Gratiano, to part with your wife's first gift. I gave my Lord Bassanio a ring, and I am sure he would not part with it for all the world." Gratiano in excuse for his fault now said, "My Lord Bassanio gave his ring away to the counsellor, and then the boy, his clerk, that took some pains in writing, he begged my ring."

Portia, hearing this, seemed very angry, and reproached Bassanio for giving away her ring; and she said Nerissa had taught her what to believe, and that she knew some woman had the ring. Bassanio was very unhappy to have so offended his dear lady and he said with great earnestness, No, by my honour, no woman had it, but a civil doctor, who refused three thousand ducats of me, and begged the ring, which when I denied him, he went displeased away. What could I do, sweet Portia? I was so beset with shame for my seeming ingratitude, that I was forced to send the ring after him. Pardon me, good lady; had you been there, I think you would have begged the ring of me to give the worthy doctor."

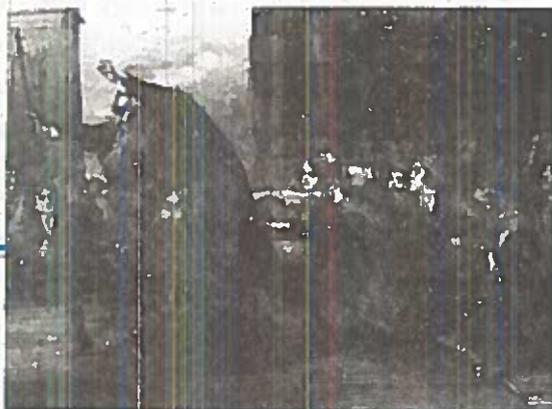
"Ah!" said Anthonio, "I am the unhappy cause of these quarrels."

Portia bid Anthonio not to grieve at that, for that he was welcome notwithstanding; and then Anthonio said, "I once did lend my body for Bassanio's sake; and but for him to whom your husband gave the ring, I should have now been dead. I dare be bound again, my soul upon the forfeit, your lord will never more break his faith with you." "Then you shall be his surety," said Portia; "give him this ring, and bid him keep it better than the other."

When Bassanio looked at this ring, he was strangely surprised to find it was the same he gave away; and then Portia told him, how she was the young counsellor, and Nerissa was her clerk; and Bassanio found, to his unspeakable wonder and delight, that it was by the noble courage and wisdom of his wife that Anthonio's life was saved.

And Portia again welcomed Anthonio, and gave him letters which by some chance had fallen into her hands, which contained an account of Anthonio's ships, that were supposed lost, being safely arrived in the harbour. So these tragical beginnings of this rich merchant's story were all forgotten in the unexpected good fortune which ensued; and there was leisure to laugh at the comical adventure of the rings, and the husbands that did not know their own wives: Gratiano merrily swearing, in a sort of rhyming speech, that ;

"—While he lived, he'd fear no other thing,
So sore, as keeping safe Nerissa's ring."



New Vocabulary

Accomplished	Perfect/successful in doing
Acquitted	Freed
Adieu	Farewell, good bye
Affliction	Suffering, distress
Agony of distress	Painful situation, tormenting
Altered	Changed / amended
Ancestry	Forefathers
Apparel	Clothes, dress, garment
Arduous task	Difficult task
Assisted	Helped, supported
Awful	Terrible, frightening
Badges	Distinctive, symbol, insignia
Beef	Meat of a cow, ox, etc
Beneath	Under
Boast of	To feel proud of something
Bond	Agreement
Bosom	Chest
Consented	Agreed
Cur	A worthless dog
Currish Jew	Dog-like Jew
Daniel	Upright judge
Disguise	Hid original character, change
Displeased	Annoyed, offended
Distress	Trouble
Distressed	Troubled
Endeavour	Try, make effort, struggle
Estate	Property, riches
Expedient	Advantageous, helpful
Fault	Mistake
Feast	Splendid meal with good things
Flesh	Meat
Forfeit	To confiscate

Garments	Clothes, dresses
Granted	Gave, allowed
Gratis	Free of cost
Gratitude	Thankfulness
Gravely	Seriously
Grieve	Sad
Grudge	Enmity, tussle
Hazards	Risk, danger
Immense fortune	A lot of money, wealth, riches
Impatient	Anxious, worried
In his stead	In his place
Intention	Will, determination
Mansion	Building
Mediated	Thought about
Meek	Mild and patient/polite, humble
Merchandise	Trade goods
Merry	Pleasure, happy
Misfortune	Trouble/bad luck
Modesty	Decent, piety
Monarchs	Supreme rulers
Musing	Thinking
Mutton	Meat of a sheep or goat
Offended	Annoyed, commit an offence
Opinion	Idea, thought
Paltry	Useless, valueless
Penalty	Punishment
Peril	Danger
Persuade	Convince
Plead	Advocate, support
Pretend	False show
Proceed	Go ahead
Replied	Answered
Reproach	To find fault with the feeling of sorrow
Resolved	Decided, made up mind

Reward	Prize
Riches	Wealth
Robes	Garments
Sagacity	Wisdom
Scale	A balance for weighing some thing
Severity	Strictness, harsh
Shrug	To give a shake to shoulders
Splendid	Magnificent, excellent
Suitor	Man courting a woman
Tarry	Wait a bit, be patient
Temper	Mood, temperament
Tender	Fragile
Thine	Yours
Tidings	News, informations
Trial	Proceeding of case in a court
Usurer	Money-lender on interest
Veins	Blood vessels
Vowed	Made a promise
Wants	Needs
Wonder	Surprise

Study Questions

Recalling

1. Who was Shylock and where did he live?
2. Who was Antonio. Why did he hate Shylock?
3. How did Antonio help the needy in Venice?
4. Who was Bassanio and why did he need money?
5. Why did Antonio and Bassanio go to Shylock, the Jew?
6. Why did Shylock lend money to Antonio?
7. Who was Nerissa and whom did she marry?
8. What was the condition of the bond?
9. Who was Portia and whom did she marry?

10. Why did Shylock refuse to take back the money he lent to Anthonio?
11. What role did Portia play in the court?
12. How was Anthonio's life saved?
13. Was, in your opinion, the verdict of the court just and fair?

7.3 Language Study (Grammar)

Writing the paragraph

1. What is a Paragraph?

A paragraph is a collection of related sentences dealing with a single topic. To be as effective as possible, a paragraph should contain each of the following: *Unity*, *Coherence*, *a Topic Sentence*, and *Adequate Development*. As you will see, all of these traits overlap. Using and adapting them to your individual purpose will help you construct effective paragraphs.

1.1 Unity:

The entire paragraph should concern itself with a single focus. If it begins with one focus or major point of discussion, it should not end with another or wander within different ideas.

1.2. Coherence:

Coherence is the trait that makes the paragraph easily understandable to a reader.

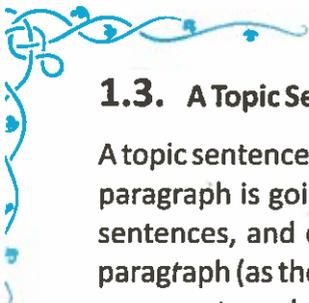
You can maintain coherence in your paragraphs by creating logical bridges and verbal bridges.

Logical bridges:

- The same idea of a topic is carried over from sentence to sentence.
- Successive sentences can be constructed in parallel form.

Verbal bridges:

- Key words can be repeated in several sentences.
- Synonymous words can be repeated in several sentences.
- Pronouns can refer to nouns in previous sentences.
- Transition words can be used to link ideas from different sentences.



1.3. A Topic Sentence:

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph, is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it).

1.4. Adequate Development

The topic (introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers should avoid paragraphs that have only two or three sentences. It's more likely that the paragraph is not fully developed if it is that short.

Here are some methods to make sure your paragraph is well-developed:

- Use examples and illustrations
- Cite data (facts, statistics, evidence, details and others)
- Examine testimony (what other people say such as quotes and paraphrases)
- Use an anecdote or story
- Define terms in the paragraph
- Compare and contrast
- Evaluate causes and reasons
- Examine effects and consequences
- Analyze the topic
- Describe the topic
- Offer a chronology of an event (time segments)

2. Paragraph Development

In developing a paragraph, the writer usually (1) begins with a topic sentence, (2) develops the main idea by a series of related sentences that explain the idea fully, and (3) concludes with a sentence that restates or summarizes the main idea. Look at the diagram below which shows the development of a paragraph.



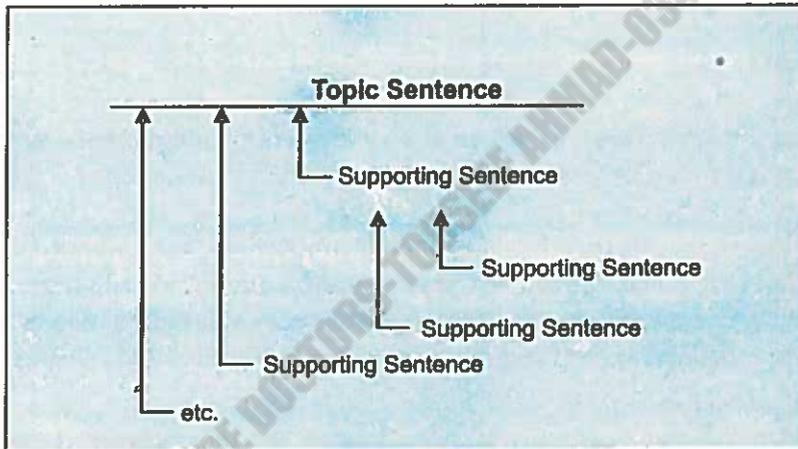
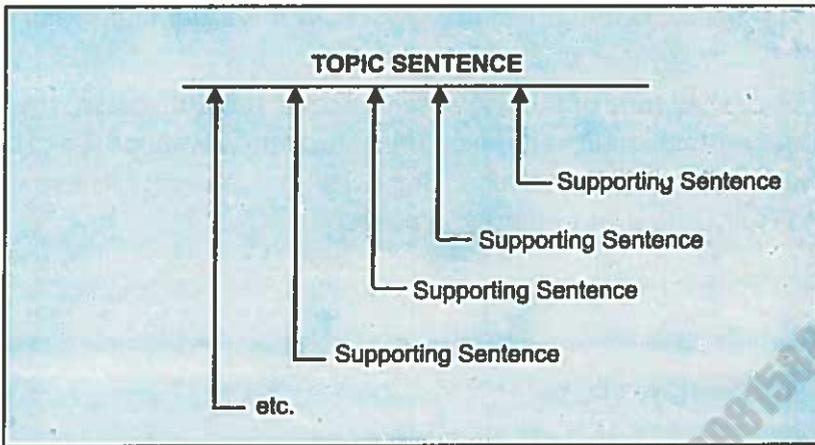
First Sentence	Topic Sentence
Development: Series of related sentences	Sentence 2
	Sentence 3
	Sentence 4
	Sentence 5 (or more)
Final Sentence	Concluding Sentence

Bear in mind that a paragraph is more than a group of sentences. A paragraph must be unified, meaning that it must deal with one single idea (the main idea) and that each sentence must be related to this idea. It must be coherent—that is, it must state the main idea clearly—and the sentences that develop the main idea must be arranged according to some logical order that will allow the reader to follow your thoughts through the paragraph without stumbling or backtracking. Finally, a paragraph must be complete. It should develop the main idea fully enough so that the reader will understand and appreciate what you are saying.

In the sample paragraph that follows, the main idea (or topic) of the paragraph is stated in the first sentence.

Topic Sentence <i>(Italics)</i>	<p><i>The next discipline we might call the Discipline of Culture, of Society, of What People Really Do. Man is a social, a cultural animal. Children sense around them this culture, this network of agreements, customs, habits, and rules binding the adults together. They want to understand it and be a part of it. They watch very carefully what people around them are doing and want to do the same. They want to do right; unless they become convinced they can't do right.</i></p> <p style="text-align: right;">John Holt "Three Disciplines for Children"</p>
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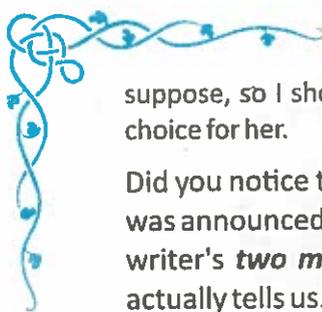
Remember also that some of the sentences may support the topic sentence directly and some indirectly; that is, some sentences may be related to the preceding supporting sentences by providing examples, details, or further explanation. However, all these sentences must be related to the topic in some way and must refer back to the topic sentence. Notice the following two diagrams.



If a paragraph does all this — that is, 1) if it announces its main idea in the topic sentence, and 2) if all the supporting sentences contribute to the reader's understanding of the main idea — we say that the paragraph is *unified*, or that it has *unity*. If the paragraph fails to do this, we say that it lacks unity.

Now study the following paragraph. It lacks unity. You should be able to say why it lacks unity.

There are two main reasons why I have decided to attend Crichton University next year. Applying to a college is a terribly complicated process. Some of my friends chose colleges for very bad reasons. John has never been to college. I've met his grandfather, and he still has an incredibly sharp mind for a man of his age. Susan chose a university because the food in the region was said to be quite good. Susan is really not too clever, I



suppose, so I shouldn't criticise her. Actually, I think it was her father who made the choice for her.

Did you notice that *none* of the above sentences actually discusses the topic which was announced in the topic sentence? The paragraph was supposed to be about the writer's *two main reasons* for choosing Crichton University. However, he never actually tells us. Do you know his two reasons?

If we keep the same topic sentence and rewrite the paragraph in a more unified fashion.

Paragraph Patterns

You will be able to improve both your writing and reading comprehension if you recognize a few of the most common ways in which paragraphs are organized.

As you already know a paragraph is usually about a single topic, part of a larger subject perhaps, but still a self-contained topic by itself. Although a paragraph may include several ideas about this topic, one idea will be more important than the others. What is this idea called? How is it stated? And where do you usually find it in a paragraph?

Five common paragraph patterns will be demonstrated here. Recognizing each kind should help you not only follow the writer's presentation more quickly and accurately but also should help you write effective paragraphs of your own. You should realize, however, that there is often overlapping, and several patterns may be mixed within a single paragraph

Paragraphs of Analysis

In this kind of paragraph pattern, a topic is analysed. The topic is broken down into causes, effects, reasons, methods, purposes, or other categories that support the main idea. This main idea may be presented as a general statement at the beginning of the paragraph. This kind of *deductive* organization moves from the general to the particular. Or the main idea may be presented as a general conclusion at the end of the paragraph. This kind of *inductive* organization moves from the particular to the general.

Here is an example of a paragraph of analysis with *deductive* organization: Modern man, in spite of his superior scientific knowledge, often seems as superstitious as his ancestors. Astrology is a half-billion-dollar business. Intelligent persons still believe that lines on their palm or the arrangement of tea leaves in a cup predict the future. Airplanes do not have a row of seats numbered 13, and buildings omit a thirteenth floor. Black cats, broken mirrors, and spilled salt create fear and anxiety in many people. And ouija boards continue to be a popular pastime.



The main idea of this paragraph is stated in the first or topic sentence. This is followed by examples to prove the author's point. If it is important, the examples can be taken out of the paragraph and listed in outline form:

Topic Sentence: Modern man seems as superstitious as his ancestors.

1. Astrology is a half-billion-dollar business.
2. Intelligent persons still believe that lines on their palm or the arrangement of tea leaves in a cup predict the future.
3. Airplanes do not have a row of seats numbered 13 and buildings omit a thirteenth floor.
4. Black cats, broken mirrors, and spilled salt create fear and anxiety in many people.
5. Ouija boards continue to be a popular pastime.

Here is an example of a paragraph of analysis with *inductive* organization: From Italian

we get such words as *balcony, cavalry, miniature, opera, and umbrella*. Spanish has given us *mosquito, ranch, cigar, and vanilla*. Dutch has provided *brandy, golf, measles, and wagon*. From Arabic we have borrowed *alcohol, chemistry, magazine, zenith and zero*. And Persian has loaned us *chess, checkers, lemon, paradise, and spinach*. It is clear that English is a language that borrows freely from many sources.

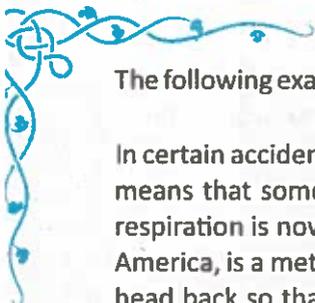
In this example, particular examples are given first, followed by the general conclusion that English has borrowed words from many different languages.

Paragraphs of Description

A second type of paragraph pattern is one in which something is described. This may be a physical description, as of a person or place, or it may be a description of a process, a step-by-step explanation of how something is done.

The following paragraph describes an octopus:

An octopus appears to be just a huge head with eight long, fearful arms. Its head is soft and rubberlike. Its eyes stick out on stalks so that it can see in all directions. Its mouth is on the underside of its body and has powerful jaws shaped like a beak. The long arms or tentacles have double rows of suckers. These can fasten onto objects with such suction that they cannot be pulled off.



The following example describes the method of mouth-to-mouth artificial respiration:

In certain accidents, if breathing stops, it is possible to save life by artificial respiration. This means that someone else causes air to enter a person's lungs. The method of artificial respiration is now recommended by the U.S. Army, the Red Cross, and the Boy Scouts of America, is a method of mouth-to-mouth breathing. First, place the victim face up. Tilt his head back so that his chin is pointing upward. Next, if there is any foreign matter in his mouth, wipe it out quickly with your fingers. Then, with your right-hand thumb, pull his jaw down to clear his tongue from the air passage in the back of his mouth. With your left hand, pinch his nostrils to prevent the air you blow into his mouth from escaping through his nose. Now, place your mouth tightly over the victim's and blow into his mouth until you see his chest rise. Remove your mouth, turn your head to the side and listen to the outrush of air that indicates air exchange. Repeat blowing. For an adult, blow vigorously at a rate of about twelve breaths a minute; for a young child, take relatively shallow breaths, at a rate of about twenty a minute.

Paragraphs of Comparison and Contrast

A third type of paragraph pattern is one in which several things are compared or contrasted. Paragraphs of this kind usually state the main idea — the things being demonstrated as similar or different — in the first sentence. Then the idea is developed in subsequent sentences, often with examples. The following extract is an illustration:

Discovery and invention are sometimes confused. Essentially, however, they are quite distinct. Discovery is the finding of something that has always been there, though its existence or its meaning has remained hidden. Invention is the design of something new to be made from known materials. America, for example, was discovered; the United States was invented. America has always been there, though its existence was unknown, at least to Europeans, until navigating explorers found it. But the United States was a combination of known materials: land, law, and people.'

The purpose of this paragraph is to draw a distinction between discovery and invention. It therefore includes definitions. The following paragraph compares and contrasts two kinds of elephants. It also includes description.

There are two kinds of elephants—the African and the Indian. The African elephant is larger and darker; it also has larger ears and a more sloping forehead. Both can be tamed but the Indian elephant is more easily trained to do work. When an African elephant sleeps, it usually stands up, but its Indian cousin usually sleeps lying down.



Paragraphs of Analogy

A fourth type of paragraph pattern is one which is organized around an analogy for the purpose of clarifying a particular point. There may be no topic sentence, but the main idea is clearly implied by the use of analogy. In the following example, the main purpose is to explain the distinction between Newton's and Einstein's ideas about gravitation. This distinction is made clear by reducing it to a common, easily comprehended situation.

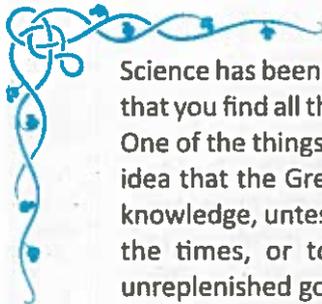
The distinction between Newton's and Einstein's ideas about gravitation has sometimes been illustrated by picturing a little boy playing marbles in a city lot. The ground is very uneven, ridged with bumps and hollows. An observer in an office ten stories above the street would not be able to see these irregularities in the ground. Noticing that the marbles appear to avoid some sections of the ground and move toward other sections, he might assume that a "force" was operating which repelled the marbles from certain spots and attracted them to others. But another observer on the ground would instantly perceive that the path of the marbles was simply governed by the curvature of the field. In this analogy Newton is the upstairs observer who imagines a "force" is at work, and Einstein is the observer on the ground who has no reason to make such an assumption.

Paragraphs of Definition

In this fifth type of paragraph pattern, the purpose is to define, explain, or clarify the meaning of something. Because of the nature of definition, it may involve analysis, comparison or contrast, description, or perhaps even an analogy. In the following example, the author is defining what a pupil is.

A pupil is one who is under the close supervision of a teacher, either because of his youth or because of specialization in some branch of study. In England pupil is used to describe one in school, which means up through public schools such as Eton or Harrow, or through the secondary schools, equivalent to American high schools. In America pupil is now usually restricted to one who is in an elementary school. Those called pupils regardless of age because of their specialization in some branch of study are designated by the subject they are studying, as art pupils, music pupils, etc.

In the following example, the author explains why a common definition of *science* is unsatisfactory. His own definition is stated in the final sentence which can be considered the main idea of the paragraph.



Science has been defined as a body of knowledge. But that means about as much as saying that you find all the works of Shakespeare in the dictionary because all the words are there. One of the things which blocked scientific progress for nearly two thousand years was the idea that the Greeks had had the last word for it, that the knowledge existed. And such knowledge, untested by experiment, could be adapted or interpreted to suit the beliefs of the times, or to conform to doctrine. A "body of knowledge" unchallenged and unreplenished goes sick and may become itself superstition--like astrology, which started off as that exercise of observation and reason which we call astronomy, the charting of the stars in their courses. No science is not just knowledge; it is knowledge working for its living, correcting itself and adding to itself.

Exercise: Analysing Paragraphs

Directions: Read each of the following paragraphs. On the line after each one, write whether the main pattern of organization is (1) analysis, (2) description, (3) comparison and contrast, (4) analogy, or (5) definition.

1. English is clearly an international language. It is spoken by pilots and airport control operators on all the airways of the world. Over 70 percent of the world's mail is written in English, and more than 60 percent of the world's radio programs are in English. _____
2. During the early days of the American colonies, all mail was delivered on horseback. The first rider, in 1673, took three weeks to carry mail from New York to Boston and back. In the middle of the following century, mail was delivered between Philadelphia and New York three times a week in good weather, and twice a week in the winter. Delivery in 36 hours was usual. Official mail was sent free; private letters cost 2 cents for each 100 miles. This cost was paid not by the person who sent the letter but by the one who received it.

3. The human vocal apparatus is often compared to a wind instrument. The lungs are the bellows, and the larynx is the reed. The pharynx, mouth, and nose form resonating chambers. This wind instrument is not fully formed at birth. The vocal cords, for example, are shorter than in later life. The "change of voice" that an adolescent boy undergoes is evidence of how long this instrument continues to develop after birth.

9. The liver is the largest organ in the body. It weighs a little more than three pounds in an adult. It is wedge-shaped and is situated under the diaphragm,



mostly on the left side of the body where it is protected by the lower ribs. Somewhat like an intricate chemical factory, the liver takes the particles of glucose (which come from digested starch and sugar) and changes them into another kind of carbohydrate called glycogen, which it then stores. When the body needs sugar, the liver turns the glycogen into glucose again and sends it to the body tissues through the blood stream.

4. English is spoken by pilots and airport control operators on all the airways of the world. Over 70 percent of the world's mail is written in English, more than 60 percent of the world's radio programs are in English. Clearly English is an international language.
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5. What is likely to happen when molecules of ice begin to vibrate faster and faster? A picture from everyday life will help us here. What does a boy do when he wants a specially fine apple that is far out on a thin branch of the tree? He climbs part way up the tree and shakes the branch. The apples of the tree all shake violently backward and forward, swinging sharply on their stems. The extra motion makes them break their stalks and down they fall, not only the one special apple but many others as well. The stems were strong enough to hold the apples to the tree when they were relatively quiet, but the increased energy of motion caused them to break off. In much the same way, single molecules escape from heated ice and flow away as liquid water.
-

6. The differences between American and British English are not as great as some people imagine. Differences of pronunciation are perhaps the most immediately noticeable: *schedule* for *shedule*, for example, or *cah* for *car*. Pronunciation differences of this kind, however, are minor and quite consistent. In grammar there are perhaps even fewer differences. One of the most obvious is in the British question form *Have you?* —as opposed to the more common American pattern *Do you have* —? It is probably in the area of vocabulary that the greatest number of differences occur. An American *flat* is a British *puncture*, for example, but a British *flat* is an American *apartment*. Different meanings for the same word or the same meaning for different words seldom cause many serious difficulties of communication. All things considered, there seem to be greater differences among the many dialects of British English than there are between the standard dialects of British English and American English.
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King Lear

Lear, king of Britain, had three daughters; Gonerill, wife to the duke of Albany; Regan, wife to the duke of Cornwall; and Cordelia, a young maid, for whose love the king of France and duke of Burgundy were joint suitors, and were at this time making stay for that purpose in the court of Lear.

The old king, worn out with age and the fatigues of government, he being more than fourscore years old, determined to take no further part in state affairs, but to leave the management to younger strengths, that he might have time to prepare for death, which must at no long period ensue. With this intent he called his three daughters to him, to know from their own lips which of them loved him best, that he might part his kingdom among them in such proportions as their affection for him should seem to deserve.

Gonerill, the eldest, declared that she loved her father more than words could give out, that he was dearer to her than the light of her own eyes, dearer than life and liberty, with a deal of such professing stuff which is easy to counterfeit where there is no real love, only a few fine words delivered with confidence being wanted in that case. The king, delighted to hear from her own mouth this assurance of her love, and thinking truly that her heart went with it, in a fit of fatherly fondness bestowed upon her and her husband one third of his ample kingdom.



Then calling to him his second daughter, he demanded what she had to say. Regan, who was made of the same hollow metal as her sister, was not a whit behind in her professions, but rather declared that what her sister had spoken came short of the love which she professed to bear for his highness: insomuch that she found all other joys dead, in comparison with the pleasure which she took in the love of her dear king and father.



Lear blest himself in having such loving children, as he thought; and could do no less, after the handsome assurances which Regan had made, than bestow a third of his kingdom upon her and her husband, equal in size to that which he had already given away to Gonerill.

Then turning to his youngest daughter Cordelia, whom he called his joy, he asked what she had to say; thinking, no doubt that she would glad his ears with the

same loving speeches which her sisters had uttered, or rather that her expressions would be so much stronger than theirs, as she had always been his darling, and favoured by him above either of them. But Cordelia, disgusted with the flattery of her sisters, whose hearts she knew were far from their lips, and seeing that all their coaxing speeches were only intended to wheedle the old king out of his dominions, that they and their husbands might reign in his lifetime, made no other reply but this, that she loved his majesty according to her duty, neither more nor less.

The king, shocked with this appearance of ingratitude in his favourite child, desired her to consider her words and to mend her speech, lest it should mar her fortunes.

Cordelia then told her father that he was her father, that he had given her breeding and loved her, that she returned those duties back as was most fit, and did obey him, love him, and most honour him. But that she could not frame her mouth to such large speeches as her sisters had done, or promise to love nothing else in the world. Why had her sisters husbands, if (as they said) they had no love for anything but their father? If she should ever wed, she was sure the lord to whom she gave her hand would want half her love, half of her care and duty; she should never marry like her sisters, to live her father all.

Cordelia, who in earnest loved her old father even almost as extravagantly as her sisters pretended to do, would have plainly told him so at any other time, in more daughter-like and loving terms, and without these qualifications, which did indeed sound a little ungracious: but after the crafty flattering speeches of her



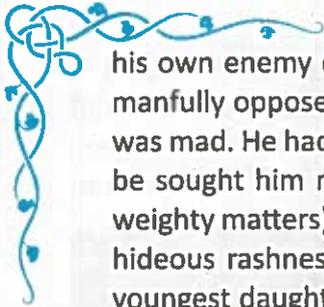
sisters, which she had seen could draw such extravagant rewards, she thought the handsomest thing she could do was to love and be silent. This put her affection out of suspicion of mercenary ends, and showed that she loved, but not for gain; and that her professions, the less ostentatious they were, had so much the more of truth and sincerity than her sisters'.

This plainness of speech, which Lear called pride, so enraged the old monarch—who in his best of times always showed much of spleen and rashness, and in whom the dotage incident to old age had so clouded over his reason, that he could not discern truth



from flattery, nor a gay painted speech from words that came from the heart—that in a fury of resentment he retracted the third part of his kingdom which yet remained, and which he had reserved for Cordelia, and gave it away from her, sharing it equally between her two sisters and their husbands, the dukes of Albany and Cornwall: whom he now called to him, and in presence of all his courtiers, bestowing a coronet between them, invested them jointly with all the power, revenue, and execution of government, only retaining to himself the name of king; all the rest of royalty he resigned: with this reservation, that himself, with a hundred knights for his attendants, was to be maintained by montly course in each of his daughter's palaces in turn.

So preposterous a disposal of his kingdom, so little guided by reason, and so much by passion, filled all his courtiers with astonishment and sorrow; but none of them had the courage to interpose between this incensed king and his wrath, except the earl of Kent, who was beginning to speak a good word for Cordelia, when the passionate Lear on pain of death commanded him to desist: but the good Kent was no to be repelled. He had been ever loyal to Lear, whom he had honoured as a king, loved as a father than as a pawn to wage against his royal master's enemies, nor feared to lose it when Lear's safety was the motive: nor now that Lear was most



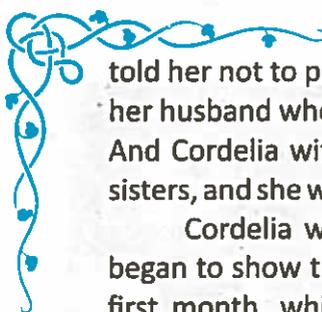
his own enemy did this faithful servant of the king forget his old principles, but manfully opposed Lear, to do Lear good; and was unmannerly only because Lear was mad. He had been a most faithful counsellor, in times past to the king, and he be sought him now, that he would see with his eyes (as he had done in many weighty matters), and go by his advice still; and in his best consideration recall this hideous rashness: for he would answer with his life his judgement, that Lear's youngest daughter did not love him least, nor were those empty-hearted whose low sound gave no token of hollowness. When power bowed to flattery, honour was bound to plainness. For Lear's threats, what could he do to him whose life was already at his service? That should not hinder duty from speaking.

The honest freedom of this good earl of Kent only stirred up the king's wrath the more, and like a frantic patient who kills his physician, and loves his mortal disease, he banished this true servant, and allotted him but five days to make his preparations for departure; but if on the sixth his hated person was found within the realm of Britain, that moment was to be his death. And Kent bade farewell to the king, and said, that since he chose to show himself in such fashion, it was but banishment to stay there: and before he went, he recommended Cordelia to the protection of the gods, the maid who had so rightly thought, and so discreetly spoken; and only wished that her sisters' large speeches might be answered with deeds of love: and then he went, as he said, to shape his old course to a new country.

The king of France and duke of Burgundy were no called in to hear the determination of Lear about his youngest daughter, and to know whether they would persist in their courtship to Cordelia, now that she was under her father's displeasure, and had no fortune but her own person to recommend her; and the duke of Burgundy declined the match, and would not take her as wife upon such conditions; but the king of France, understanding what the nature of the fault had been which had lost her the love of her father, that it was only a tardiness of speech, and not been able to frame her tongue to flattery like her sisters, took this young maid by the hand, and saying that her virtues were a dowry above a kingdom, bade Cordelia to take farewell of her sisters and of her father, though he had been unkind, and she should go with him, and be queen of him and of fair France, and reign over fairer possessions than her sisters: and he called the duke of Burgundy in contempt a waterish duke because his love for this young maid had in a moment run all away like water.

Then Cordelia with weeping eyes took leave of her sisters, and besought them to love their father well, and make good their professions: and they sullenly





told her not to prescribe to them, for they knew their duty; but to strive to content her husband who had taken her (as they tauntingly expressed it) as Fortune's alms. And Cordelia with a heavy heart departed, for she knew the cunningness of her sisters, and she wished her father in better hands than she was about to leave him in.

Cordelia was no sooner gone, than the devilish dispositions of her sisters began to show themselves in their true colours. Even before the expiration of the first month, which Lear was to spend by agreement with his eldest daughter, Gonerill, the old king began to find out the difference between promises and performances. This wretch having got from her father all that he had to bestow, even to the giving away of the crown from off his head, began to grudge even those small remnants of royalty which the old man had reserved to himself, to please his fancy with the idea of being still a king. She could not bear to see him and his hundred knights. Every time she met her father, she put on a frowning countenance; and when the old man wanted to speak with her, she would feign sickness or anything to get rid of the sight of him; for it was plain that she esteemed his old age a useless burden and his attendants an unnecessary expense: not only she herself slackened in her expressions of duty to the king, but by self slackened in her expressions of duty to the king, but by her example, and (it is to be feared) not without her private instructions, her very servants affected to treat him with neglect and would either refuse to obey his orders or still more contemptuously pretend not to hear them. Lear could not but perceive this alteration in the behaviour of his daughter but he shut his eyes against it as long as he could, as people commonly are unwilling to believe the unpleasant consequences which their own mistakes and obstinacy have brought upon them.

True love and fidelity are no more to be estranged by *ill*, than falsehood and hollow-heartedness can be conciliated by *good usage*. This eminently appears in the instance of the good earl of Kent, who, though banished by Lear, and his life made forfeit if he were found in Britain, chose to stay and abide by all consequences, as long as there was a chance of his being useful to the king, his master. See to what mean shifts and disguises poor loyalty is forced to submit sometimes; yet it counts nothing base or unworthy, so as it can but do service where it owes as obligation! In the disguise of a serving man, all his greatness and pomp laid aside, this good earl proffered his services to the king, who not knowing him to be Kent in that disguise, but pleased with a certain plainness or rather bluntness in his answers which the earl put on (so reason to be sick of, having found the effects not answerable in his daughter), a bargain was quickly struck, and Lear took Kent into his service by the name of Caius, as he called himself, never suspecting him to be his once great

favourite, the high and mighty earl of Kent.

This Caius quickly found means to show his fidelity and love to his royal master: for Gonerill's steward that same day behaving in a disrespectful manner to Lear, and giving him saucy looks and language, as no doubt he was secretly encouraged to do by his mistress, Caius not enduring to hear so open an affront put upon



majesty, made no more ado but presently tript up his heels, and laid the unmannerly slave in the kennel: for which friendly service Lear became more and more attached to him.

Nor was Kent the only friend Lear had. In his degree, and as far as so insignificant a personage could show his love, the poor fool, or jester, that had been of his palace while Lear had a palace, as it was the custom of kings and great personages at that time to keep a fool (as he was called) to make them sport after serious business:-this poor fool clung to Lear after he had given away his crown, and by his witty sayings would keep up his good humour; though he could not refrain sometimes from jeering at his master, for his imprudence, in uncrowning himself, and giving all away to his daughters: at which time, as he rhyming expressed it, these daughters

“For sudden joy did weep,
and he for sorrow sung,
That such a king should play bo-peep,
And go the fools among.”

An in such wild sayings, and scraps of songs of which he had plenty, this pleasant honest fool poured out his heart even in the presence of Gonerill herself, in many a bitter taunt and jest which cut to the quick; such as comparing the king to the hedge-sparrow, who feeds the young of the cuckoo till they grow old enough, and then has its head bit off for its pains: and saying, that an ass may know when the



cart draws the horse (meaning that Lear's daughters, that ought to go behind, now ranked before their father); and that Lear was no longer Lear, but the shadow of Lear: for which free speeches he was once or twice threatened to be whipt.

The coolness and falling off of respect which Lear had begun to perceive, were not all which this foolish-fond father was to suffer from his unworthy daughter: she now plainly told him that his staying in her palace was inconvenient so long as he insisted upon keeping up an establishment of a hundred knights; that this establishment was useless and expensive and only served to fill her court with riot and feastings; and she prayed him that he would lessen their number, and keep none but old men about him, such as himself and fitting his age.

Lear at first could not believe his eyes or ears, nor that it was his daughter who spoke so unkindly. He could not believe that she who had received a crown from him could seek to cut off his train, and grudge him the respect due to his old age. But she persisting in her undutiful demand, the old man's rage was so excited that he called her a detested kite and said that she had spoken an untruth: and so indeed she did, for the hundred knights were all men of choice behaviour and sobriety of manners, skilled in all particulars of duty, and not given to rioting and feasting as she said. And he bid his horses to be prepared, for he would go to his other daughter, Regan, he and his hundred knights: and he spoke of ingratitude and said it was a marble-hearted devil, and showed more hideous in a child than the sea-monster. And he cursed his eldest daughter Gonerill so as was terrible to hear: praying that she might never have a child, or if she had, that it might live to return that scorn and contempt upon her which she had shown to him: that she might feel how sharper than a serpent's tooth it was to have a thankless child. And Gonerill's husband, the duke of Albany, beginning to excuse himself for any share which Lear might suppose he had in the unkindness, Lear would not hear him out, but in a rage ordered his horses to be saddled and set out with his followers for the abode of Regan, his other daughter. And Lear thought to himself, how small the fault of Cordelia (if it was a fault) now appeared, in comparison with her sister's, and he wept; and then he was ashamed that such a creature as Gonerill should have so much power over his manhood as to make him weep.

Regan and her husband were keeping their court in great pomp and state at their palace: and Lear despatched his servant Caius with letters to his daughter, that she might be prepared for his reception, while he and his train followed after. But it seems that Gonerill had been beforehand with him, sending letters also to Regan, accusing her father of waywardness and ill humours, and advising her not to receive so great a train as he was bringing with him. This messenger arrived at the





same time with Caius, and Caius and he met: and who should it be but Caius's old enemy, the steward whom he had formerly tript up by the heels for his saucy behaviour to Lear. Caius not liking the fellow's look, and suspecting what he came for, began to revile him and challenged him to fight, which the fellow refusing, Caius, in a fit of honest passion, beat him soundly, as such a mischief-maker and carrier of wicked message deserved: which coming to the ears of Regan and her husband, they ordered Caius to be put in the stocks, though he was a messenger from the king, her father and in that character demanded the highest respect: so that the first thing the king saw when he entered the castle was his faithful servant Caius sitting in that disgraceful situation.

This was but a bad omen of the reception which he was to expect; but a worse followed, when upon inquiry from his daughter and her husband, he was told they were weary with travelling all night, and could not see him: and when lastly, upon his insisting in a positive and angry manner to see them, they came to greet him, whom should he see in their company but the hated Gonerill, who had come to tell her own story, and set her sister against the king her father!

This sight much moved the old man, and still more to see Regan take her by the hand: and he asked Gonerill if she was not ashamed to look upon his old white beard? And Regan advised him to go home again with Gonerill and live with her peaceably, dismissing half of his attendants, and to ask her forgiveness; for he was old and wanted discretion, and must be ruled and led by persons that had more discretion than himself. And Lear showed how preposterous that would sound, if he were to down on his knees, and beg of his own daughter for food and raiment, and he argued against such an unnatural dependence; declaring his resolution never to return with her, but to stay where he was with Regan, he had his hundred knights: for he said that she had not forgot the half of the kingdom which he had endowed her with, and that her eyes were not fierce like Gonerill's but mild and kind. And he said that rather than return to Gonerill with half his train cut off, he would go over to France, and beg a wretched pension of the king there who had married his youngest daughter without a portion.

But he was mistaken in expecting kinder treatment of Regan than he had experienced from her sister Gonerill. As if willing to outdo her sister in unfilial behaviour, she declared that she thought fifty knights too many to wait upon him: that five-and-twenty were enough. Then Lear, nigh heartbroken, turned to Gonerill and said that he would go back with her, for her fifty doubled five-and twenty, and so her love was twice as much as Regan's. But Geonerill excused herself and said, what need of so many as five-and-twenty? Or even ten? or five? When he might be



waited upon by her servants, or her sister's servants? So these two wicked daughters, as if they strove to exceed each other in cruelty to their old father who had been so good to them, by little and little would have abated him of all his train, all respect (little enough for him that once commanded a kingdom) which was left to him to show that he had once been a king! Not that a splendid train is essential to happiness, but from a king to a beggar is a hard change, from commanding millions to be without one attendant; and it was the ingratitude in his daughters' denying it, more than what he would suffer by the want of it, which pierced the poor old king to the hearts insomuch that with this double ill usage, and vexation for having so foolishly given away a kingdom, his wits began to be unsettled, and while he said he knew not what, he vowed revenge against those unnatural hags, and to make examples of them that should be a terror to the earth!

While he was thus idly threatening what his weak arm could never execute, night came on, and a loud storm of thunder and lightning with rain; and his daughters still persisting in their resolution not to admit his followers, he called for his horses, and chose rather to encounter the utmost fury of the storm abroad, than stay under the same roof with these ungrateful daughters: and they saying that the injuries which wilful men procure to themselves are their just punishment, suffered him to go in that condition, and shut their doors upon him.

The winds were high, and the rain and storm increased, when the old man sallied forth to combat with the elements, less sharp than his daughters' unkindness. For many miles about there was scarce a bush; and there upon a heath, exposed to the fury of the storm in a dark night, did king Lear wander out, and defy the winds and the thunder: and he bid the winds to blow the earth into the sea, or swell the waves of the sea till they drowned the earth, that no token might remain of any such ungrateful animals as man. The old king was now left with no other companion than the poor fool, who still abided with him, with his merry conceits striving to out jest misfortune, saying, it was but a naughty night to swim in, and truly the king had better go in and ask his daughter's blessing,

“But he that has a little tiny wit,
With heigh hō, the wind and the rain!
Must make content with his fortunes fit
Though the rain it raineth every day,”

And swearing it was a brave night to cool a lady's pride.

Thus poorly accompanied this once great monarch was found by his ever faithful servant, the good earl of Kent now transformed to Caius, who ever followed close at his side, though the king did not know him to be the earl; and he said, “Alas!

Sir, are you here? Creatures that love night, love not such nights as these. This dreadful storm has driven the beasts to their hiding-places. Man's nature cannot endure the affliction or the fear." And Lear rebuked him and said, these lesser evils were not felt where a greater malady was fixed. When the mind is at ease, the body has leisure to be delicate; but the tempest in his mind did take all feeling else from his senses, but of that which beat at his heart. And he spoke of filial ingratitude, and said it was all one as if the mouth should tear the hand for lifting food to it; for parents were hands and food and every thing to children.

But the good Caius still is persisting in his entreaties that the king would not stay out in the open air, at last persuaded him to enter a little wretched hovel which stood upon the heath, where the fool first entering, suddenly ran back terrified, saying that he had seen a spirit. But upon examination this spirit proved to be nothing more than a poor Bedlam-beggar, who had crept into this deserted hovel for shelter, and with his talk about devils frightened the fool, one of those poor lunatics who are either mad or feign to be so, the better to extort charity from the compassionate country-people; who go about the country, calling themselves poor Tom and poor Turlygood, saying, "Who gives anything to poor Tom?" sticking pins and nails and springs of rosemary into their arms to make them bleed; and with such horrible actions, partly by prayers, and partly with lunatic curses, they move or terrify the ignorant country-folks into giving them alms. This poor fellow was such a one; and the king seeing him in so wretched a plight, with nothing but a blanket about his Lions to cover his nakedness, could not be persuaded but that the fellow was some father who had given all away to his daughters, and brought himself to that pass: for nothing he thought could bring a man to such wretchedness but by having unkind daughters.

And from this and many such wild speeches which he uttered, the good Caius plainly perceived that he was not in his perfect mind, but that his daughters' ill usage had really made him go mad. And now the loyalty of this worthy earl of Kent showed itself in more essential

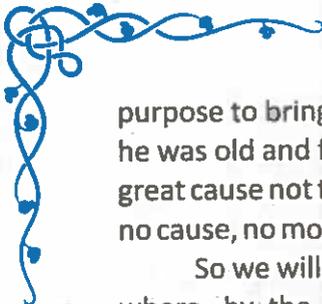




services than he had hitherto found opportunity to perform. For with the assistance of some of the king's attendants who remained loyal, he had the person of his royal master removed at daybreak to the castle of Dover, where his own friends and influence, as earl of Kent, chiefly lay: and himself embarking for France, hastened to the court of Cordelia, and did there in such moving terms represent the pitiful condition of her royal father, and stated in such lively colours the inhumanity of her sisters, that this good and loving child with many tears besought the king her husband that he would give her leave to embark for England with a sufficient power to subdue these cruel daughters and their husbands and restore the king, her father, to his throne; which being granted, she set forth, and with a royal army landed at Dover.

Lear, having by some chance escaped from the guardians which the good earl of Kent had put over him to take care of him in his lunacy, was found by some of Cordelia's train, wandering about the fields near Dover in a pitiable condition, stark mad and singing aloud to himself with a crown upon his head which he had made of straw, nettles and other wild weeds that he had picked up in the corn-fields. By the advice of the physicians, Cordelia, though earnestly desirous of seeing her father, was prevailed upon to put off the meeting, till, by sleep and the operation of herbs which they gave him, he should be restored to greater composure. By the aid of these skilful physicians, to whom Cordelia promised all her gold and jewels for the recovery of the old king, Lear was soon in a condition to see his daughter.

A tender sight it was to see the meeting between the father and the daughter: to see the struggles between the joy of this poor old king at beholding again his once darling child, and the shame at receiving such filial kindness from her whom he had cast off for so small a fault in his displeasure; both these passions struggling with the remains of his malady, which in his half-crazed brain sometimes made him that he scarce remembered where he was, or who it was that so kindly kissed him and spoke to him: and then he would beg the standers-by not to laugh at him, if he were mistaken in thinking this lady to be his daughter Cordelia! And then to see him fall on his knees to beg pardon of his child; and she, good lady, kneeling all the while to ask a blessing of him, and telling him that it did not become him to kneel, but it was her duty, for she was his child, his true and very child, Cordelia! And she kissed him (as she said) to kiss away all her sister's unkindness and said that they might be ashamed of themselves to turn their old kind father with his white beard out into the cold air, when her enemy's dog, though it had bit her (as she prettily expressed it,) should have stayed by her fire such a night as that, and warmed himself. And she told her father how she had come from France with a



purpose to bring him assistance; and he said, that she must forget and forgive, for he was old and foolish, and did not know what he did; but that to be sure she had great cause not to love him, but her sisters had none. And Cordelia said that she had no cause, no more than they had.

So we will leave this old king in the protection of this dutiful and loving child, where, by the help of sleep and medicine, she and her physicians at length succeeded in winding up the unturned and jarring senses which the cruelty of his other daughters had so violently shaken. Let us return to say a word or two about those cruel daughters.

These monsters of ingratitude, who had been so false to their own father, could not be expected to prove more faithful to their own husbands. They soon grew tired of paying even the appearance of duty and affection, and in an open way showed they had fixed their loves upon another. It happened that the object of their guilty loves was the same. It was Edmund, a natural son of the late earl of Gloucester, who by his treacheries had succeeded in disinheriting his brother Edgar, the lawful heir from his earldom, and by his wicked practices was now earl himself: a wicked man, and a fit object for the love of such wicked creatures as Gonerill and Regan. It falling out about this time that the duke of Cornwall, Regan's husband, died, Regan immediately declared her intention of wedding this earl of



Gloucester, which rousing the jealousy of her sister, to whom as well as to Regan this wicked earl had at sundry times professed love, Geonerill found means to make away with her sister by poison: but being detected in her practices and imprisoned by her husband, the duke of Albany for this deed and for her guilty passion for the earl which had come to his ears, she in a fit of disappointed love and rage shortly put an end to her own life. Thus the justice of Heaven at last overtook these wicked daughters.

While the eyes of all men were upon this event, admiring the justice displayed in their deserved deaths, the same eyes were suddenly taken off from this sight to admire at the mysterious ways of the same power in the melancholy fate of the young and virtuous daughter, the lady Cordelia, whose good deeds did seem to deserve a more fortunate conclusion: but it is an awful truth, that innocence and piety are not always successful in this world. The forces which Gonerill and Regan had sent out under the command of the bad earl of Gloucester were victorious, and Cordelia, by the practices of this wicked earl, who did not like that any should stand between him and the throne, ended her life in prison. Thus Heaven took this innocent lady to itself in her young years, after showing her to the world an illustrious example of filial duty. Lear did not long survive this kind child.

Before he died, the good earl of Kent, who had still attended his old master's steps from the first of his daughters' ill usage to this sad period of his decay, tried to make him understand that it was he who had followed him under the name of Caius; but Lear's care-crazed brain at that time could not comprehend how that could be, or how Kent and Caius could be the same person: so Kent thought it needless to trouble him with explanations at such a time; and Lear soon after expiring, this faithful servant to the king, between age and grief for his old master's vexations, soon followed him to the grave.

How the judgement of heaven overtook the bad earl of Gloucester whose treasons were discovered and himself slain in single combat with his brother, the lawful earl and how Gonerill's husband, the duke of Albany, who was innocent of the death of Cordelia and had never encouraged his lady in her wicked proceedings against her father, ascended the throne of Britain after the death of Lear, is needless here to narrate; Lear and his Three Daughters being dead, whose adventures alone concern our story.



New Vocabulary

Words	Meanings
Abate	Decrease, lessen
Affection	Love, kindness
Affection	Love, liking
Alteration	Change
Assure	To make sure
Astonishment	Wonder, surprise, amazement
Banished	Dismissed, terminated, exiled
Be-sought	Requested
Bestow	Grant, give
Bestow	Grant, give without return
Bow	Bent, inclined
Breeding	Rearing, bringing up
Burden	Load
Combat	Fight against foe
Commanded	Ordered
Conciliated	To make friends, to gain or win
Consequences	Outcomes, results
Consideration	Meditation, deep thinking
Contemptuously	Hatefully, with a hatred, derisively
Countenance	Face, appearance
Crafty	Cunning, deceiving, clever
Declined	Rejected, turned down
Delighted	Pleased, became happy
Desist	Leave off, away from
Despatched	Sent
Discern	Guess, calculate, find out, know
Discreetly	To say in a careful manner
Disposal	Distribute, give away
Disposition	Nature
Dotage	Old age
Earnest	A pledge, money given in token of a bargain made

Empty-hearted	Selfish, insincere
Encounter	To face, to bear, to compete with
Endure	Bear, put up with
Enraged	Became angry, furious
Esteemed	Respected, honoured
Expensive	Costly, dear
Expire	Exist no more
Extravagantly	Profuse in expenses, wasteful
Fancy	Thought, idea, imagination
Farewell	Leave-taking
Fault	Defect, flaw
Feign	Make excuse, pretended
Fidelity	Faithfulness
Fierce	Cruel, angry, wild
Frantic	Mad-like, crazy, lunatic
Frowning	To become displeased, annoyed, angry
Fury	Anger
Gain	Profit, advantage
Hideous	Frightful, horrible, extremely ugly
Hinder	To become an obstacle or barrier
Honour	Respect, to hold in esteem
Imprudence	Foolishness, stupidity
Incensed king	Angry king, displeased and furious king
Inconvenient	Not comfortable
Ingratitude	Ungratefulness, unthankfulness
Insignificant	unimportant
Insisted upon	Lay stress, emphasize
Instances	Examples
Interpose	Interfere, meddle, to oppose
Jeer at	Mock at, laugh at, make fun of
Jester	Clown, joker
Least	Very little, little
Liberty	Freedom

Loyal	Faithful, obedient
Lunatic	Mad
Maid	Lady servant
Malady	Disease, illness
Mercenary	Too strongly influenced by desire of gain, sold or done for money
Monarch	Absolute ruler having supreme power
Mortal	Liable to die, not permanent
Motive	Aim, goal
Obligation	Duty to be performed
Obstinacy	Haughtiness, stubborn attitude, rude
Passionate	Emotional, being in bad temper
Passions	Emotions, feelings
Pawn	A gallery or covered walk
Perceive	Feel, realize
Persist	To continue steadfastly
Personages	Personalities, important persons, individuals
Plainly	Simply
Pomp	Popularity, fame
Preposterous	Inverted, contrary to the order of nature
Pretend	To make a false show
Rashness	Quick and sudden action taken without thought
Realm	Kingdom
Reason	Wit, wisdom
Remnants	Remains after destructions, removal, sale etc.
Repel	Go back, draw backward
Resentment	Annoyance and displeasure
Retracted	To draw back, to evoke
Revenue	Finance
Reville	Abuse, swear at
Royalty	A right granted by some authority, king or queen etc
Saucy looks	Hateful look
Scarcely	Hardly

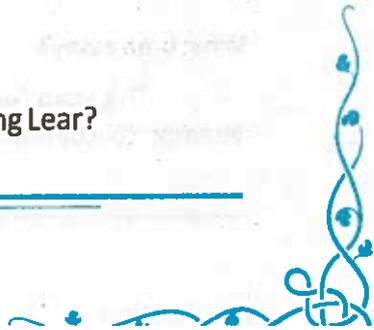


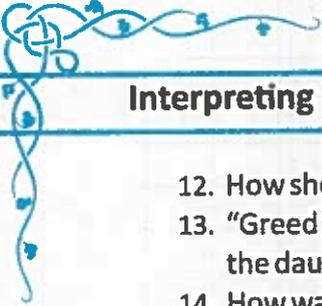
Scraps	Pieces, fragments
Serpent	Snake
Slackened	Not holding fast, not strict, inattentive
Steward	Male servant, attendant
Strove	Tried, struggled, made effort
Suspicious	Doubts
Taunt	Scold, rebuke
Terrified	Frightened
Threat	Warning
Token	Sign, indication, symbol
Treason	Deception, fraud, cheating
Ungracious	Not grateful or befitting
Vexation	Torture, teasing, disturbance
Wage	To pledge, carry on, engage in
Wed	Marry
Wrath	Anger, indignation
Wretch	Unfortunate, ill-fated

Study Questions

Recalling

1. How many daughters king Lear had. What were their names?
2. What did the old king decide to do before his death?
3. How did the king test the love and loyalty of his daughters?
4. Why did the king disinherit Cordelia?
5. How did Goneril and Regan treat that old king, their father?
6. What role did the Earl of Kent, Caius play in the play, king Lear?
7. How did cordelia take care of her father in his last days?
8. Who was Edmund and whom he wanted to marry?
9. Why did Goneril decide to kill Regan by poison?
10. Why did Goneril put an end to her life?
11. Who ascended the throne of Britian after the death of king Lear?





Interpreting

12. How should old parents be treated specially in their old age?
13. "Greed is the root of all evils" does this maxim apply to Goneril and Regan, the daughters of king Lear?
14. How was Cordelia rewarded for her innocent nature?

Extending

15. How can we lead a life free of greed and avarice?
16. Write a story to illustrate that "Greed is a curse".

Oral Activity

- The students should be asked, if possible, to play the role of King Lear and other characters and present the play on the stage.
- The students should be directed to express the views of different characters in their own words.

Writing Skills

1. Write the character sketch of King Lear.
2. What do you know about the characters of Gonerill and Regan, the selfish daughters of King Lear.
3. Discribe why do you like Cordelia. What were her chief qualities.
4. Write the summary of the play "King Lear"?

7.4

Language Study (Grammar)

The Essay

What is an essay?

The word "essay" comes from the French *essai*, a try or attempt. The essay is an attempt to communicate information, opinion or feeling and usually it presents an

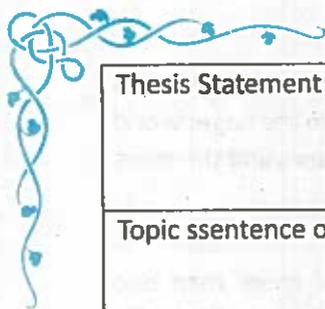
argument about a topic. In the educational context, an essay is an exercise that gives the student an opportunity to explore and clarify thoughts about a subject. In the larger world the essay appears in the newspapers as opinion articles, editorials, reviews and the more thorough commentary on news.

The structure of an essay

An essay is a collection of paragraphs but a composition of more than one paragraph is not necessarily an essay. In developing an essay, the writer starts with a thesis statement, which is generally part of the introduction and may make up the whole first paragraph. Then the writer develops the thesis in a series of related paragraphs, usually called the body of the essay. Often, each paragraph has its own individual topic sentence. The conclusion, which may restate the theses or summary of the essay; important points, is usually found in the final paragraph. The structure of an essay may be presented as follows.

➤ Introductory paragraph	<ul style="list-style-type: none"> ➤ Motivator ➤ Thesis statement
➤ First body paragraph	<ul style="list-style-type: none"> ➤ Topic sentence specific support specific support specific support
➤ Second body paragraph	<ul style="list-style-type: none"> ➤ Topic sentence specific support specific support specific support
➤ Third body paragraph	<ul style="list-style-type: none"> ➤ Topic sentence specific support specific support specific support
➤ Concluding paragraph	<ul style="list-style-type: none"> ➤ Reworded Thesis ➤ Clincher

In a longer piece of writing, such as an essay, the main idea is called the thesis (rather than the topic). The thesis is usually stated in one or more sentences called the thesis statement. Like the topic sentence of a paragraph, the thesis statement is often placed near the beginning of an essay. In the sample essay that follows, the thesis is stated in the opening paragraph.

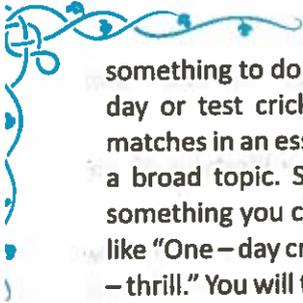


Thesis Statement	Scientists all agree that packages are very necessary . They also agree that packages are a problem. But they do not agree on what to do about it.
Topic sentence of Paragraph 2 (italics)	There is the make-it-attractive group. These designers concentrate on making the package so interesting that the buyer cannot bring himself to part with it - thus keeping it out of the trash.
Topic sentence of paragraph 3 (italics)	Next three are the no-package-package groups. They have ideas like spraying a protein coating derived from corn, on foods to protect them against loss of vitamins and spoilage.
Topic sentence of paragraph 4 (italics)	In the no -package-package group is a new type of glass that may be the answer to the 26 billion bottles thrown away every year. The glass is coated on the inside as well as on the outside by a water resistant film. Then the bottle is smashed, the glass will dissolve in plain water.
Topic sentence of Paragraph 5 (italics)	Another n-package is the plastic bag used to hold laundry bleach or bluing. Tossed into the laundry, it dissolves before the washing is finished. But the prize will go to the scientist who can come up with a container that is as successful as the ice cream cone.

Notice that in the paragraph the development is carried out in a series of sentences. In the essay, the development is carried out in a series of paragraphs. Notice also that how each paragraph has its own individual topic sentence. When you write an essay, keep in mind the concepts of unity, coherence, order and completeness. Each paragraph should be related to the thesis. The thesis and the main idea of each paragraph should be expressed clearly. The paragraphs should be arranged in a logical order. And the thesis should be developed fully enough so that you reader understands the idea you are expressing.

The thesis statement gives the essay its focus, and for the essay to stay focused, the thesis must be clear and manageable. When you formulate thesis statement, you will probably begin at a general level – for instance, you might decide that your thesis will have





something to do with cricket. The next step will be to narrow your focus to, perhaps, one day or test cricket matches. But you cannot cover everything about one-day or test matches in an essay of only a few pages or formulate an effective thesis statement on such a broad topic. So you will have to continue to narrow your focus until you arrive at something you can handle. Perhaps, in the end, your thesis statement will be something like "One – day cricket matches gave cricket something that was missing from test matches – thrill." You will then have a manageable controlling idea- -you will be able to develop and write clearly and fully.

Experienced writers may place the thesis statement in later paragraphs or at the end of essay. They may, indeed, only imply the thesis. For your own writing, the important point to remember is that an effective essay has a clear thesis statement, jut as a well-made paragraph has a topic sentence. When you are reading, your task is to discover the writers thesis. When you are writing, your task is to make your own thesis as clear as possible to your reader. And your best strategy, initially, is to state your thesis at or near the beginning of your essay.

Writing the thesis statement

A thesis statement is one of the greatest unifying aspects of an essay. It should act as mortar, holding together the various bricks of an essay, summarizing the main point of the essay "in a nutshell", and pointing toward the development of the essay. Often a thesis statement will be expressed in a sentence or two. The thesis statement can help "map" an essay as it suggests an order or direction for the essay's development. A thesis statement, for example, might read;

John Holts; essay, "Three disciplines for children." discuss, three types of disciplines which children learn as part of their growing up.

The following sentence could continue

These disciplines include Discipline of Nature or Reality, the Discipline of Culture or Society and the Discipline of Superior Force.

In this example, the thesis statement suggests an obvious path for development of the essay. The reader would expect the writer to logically discuss the three types of disciplines, preferably, in three paragraphs.

Writing an effective thesis

How? Why?

A good thesis statement often answers "how" and "why" questions. You may encounter a thesis statement that reads:

- (a) *The lifestyle of a rural teenager is very different from the lifestyle of most urban teenagers.*

So what? Why should a reader continue? In what way are the lifestyles of the youngsters different? Better version of this statement might be:

- (b) *Because of the relative freedom enjoyed by young people in cities today, the lifestyle of urban teenagers is very different from the lifestyle of teens in the villages.*

This at least says why the difference exists.

- © *A young person in the villages has very different expectations about marriage, family and personal freedom that do young adults in the cities today.*

This version of the statement emphasizes the rural, not urban, teenager, but it still does not present an argument to be defended.

- (d) *A young person in the villages has few options for marriage, family and personal privacy and freedom than do urban young adult today.*

The essay could go on to support what the "options" were and why they were limited. However, the following even more detailed version of this thesis could "map" the essay for a reader:

- (e) *Most young people in the villages, who are considered young but responsible adults by the age of eighteen, have fewer social choices when compared to urban teenagers. Unless they follow a career, rural teenagers have to content with an arranged marriage and bearing children whereas young people in big towns and cities now consider such things as violation of their personal privacy or freedom.*

Note: how this statement takes more than a single sentence to make its point. Both of the thesis statements above (d and e) are improvement because they do not simply state the obvious; they give a reason why or how we can accept the thesis statement.

Exercise 1

Writing thesis Statements -1

Directions: Most of the following thesis statements are unacceptable because they are too broad or too narrow. Label each thesis acceptable or unacceptable. Then revise each unacceptable thesis to make it suitable for an essay of about 250 words.

Example:

Topic: Abbottabad is a nice place to visit.



These statement:

Its nearness to beautiful summer resorts, its cultural variety and the absence of a language barrier make Abbottabad an attractive choice for a family vacation, especially, during the summer

1. The lack of health insurance is ruining everyone's life.
2. A microwave oven used 70 to 80 percent less electricity than a conventional oven.
3. Pollution is ruining the world.
4. Finding a good apartment can be difficult.
5. Some people dislike travelling.
6. Some people like science fiction movies, and some people prefer other kinds.
7. Many things can be done to make our city better.
8. Some colleges are modifying their financial aid programs.
9. Although most of us would rather not consider the possibility of our homes catching fire, we must prepare our families for such an emergency.

Exercise 2

Writing thesis statements – II

Directions: Write thesis statements for the following topics. Be sure that each topic is suitably narrow for an essay of about 250-300 words and that the thesis statement shows a purpose and a point of view. Follow the example.

Example:

Topic: How the development of close malls has changed shopping

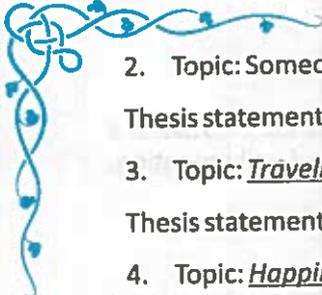
Thesis statement:

The development of closed malls has led to a revolution in the way people shop, we can shop easily at night and in rough weather, we see a greater variety of goods than in any single store, and we are encouraged to think of shopping as fun rather than as a chore.

1. Topic: Talent

Thesis statement: _____





2. Topic: Someone I Can Count On

Thesis statement: _____

3. Topic: Travelling Alone

Thesis statement: _____

4. Topic: Happiness

Thesis statement: _____

5. Topic: College Life

Thesis statement: _____

6. Topic: Breakfast

Thesis statement: _____

7. Topic: A mountain Resort

Thesis statement: _____

8. Topic: My Grandparents

Thesis statement: _____

9. Topic: A Personal Loss

Thesis statement: _____

10. Topic: Choosing A car

Thesis statement: _____

7.3

Intonation

The Tonic

The main stress usually comes on the last stressed word of a sentence. Now we shall see how you can alter the whole meaning of a sentence simply by shifting the point of main stress —the TONIC, as it is called. In the sentence "Rashid didn't speak to Sahar", the main stress will normally be on "Sahar", holding the listener's attention right to the end of the sentence. But if you alter the stress you can imply all sorts of different meanings:



- Rashid didn't speak to Sahar. (Ahmad did).
- Rashid **didn't** speak to Sahar. (you've got it all wrong)
- Rashid didn't **speak** to Sahar, (he wrote to her)
- John didn't speak to **Sahar**, (he spoke to Fatima).

Notice how after the Tonic, what's left of the sentence stays at the same pitch, with very little stress even on normally stressed syllables.

Practice shifting the Tonic yourself:

Are you coming to Murree with us this summer?

Can you add something to each sentence to explain the implication of the change of stress in the sentence?

Sentence rhythm

Stressed syllables are louder and higher and longer than the unstressed ones; e.g., Chinese, competition, politics, etc.

The rule to remember: Within each phrase, stresses come at regular intervals of time.

Intonation I

Stress, rhythm and intonation are, if anything, more important for communication than the correct pronunciation of individual sounds. The Tonic is the syllable of greatest stress within an utterance. It is also the syllable where most "movement" occurs. A sentence with the Tonic at the end will look like this, the voice rising on each stressed syllable and the falling slightly below the pitch it was at before:

A farmer went trotting upon his grey mare.

The whole sentence seems to be dropping like a series of small waterfalls towards the Tonic. This is called the "rise-fall" intonation pattern. If the Tonic is the last syllable in the sentence, the voice will slide from high to low within that syllable.

I bought some food. Jane's away.

If there are one or more unstressed syllables after the Tonic, the voice drops on the following syllable and there is no further movement until the end of the phrase or sentence.



I thought I saw a burglar.

I thought I saw an alligator

This pattern is used for statements and for "wh-"-questions (what, when, where, which, who, whom, whose, why, and - a bit of a cheat -how)- There is also a plain "falling" pattern, in which does not rise on the Tonic but remains flat and then falls either within the final syllable or on the following one:

I feel sick. It's snowing.

The difference between this and the first pattern is that if you use the second you will sound distinctly bored or, at the very least, lacking in enthusiasm.

Exercise 3

When does the plane leave?	
Robert:	What's the time?
Emily:	Ten past two, dear.
Robert:	When does the plane leave?
Emily:	Not until a quarter to four.
Robert:	Why did we get here so early?
Emily:	Because you said we must allow plenty of time for traffic jams and accidents.
Robert:	Where's my briefcase? What have you done with my briefcase?
Emily:	It's there, dear, between your feet.
Robert:	Oh, yes. Here it is! Emily! Where are you going?
Emily:	I'm going to ask that gentleman what they are announcing over the loudspeaker.
Robert:	Which gentleman, Emily? Who is he?
Emily:	I don't know. But he looked as though



Intonation II

**The fall-rise pattern:
(yes/no questions, requests for repetition, greetings)**

The main movement in the sentence is still on the Tonic syllable, but this time the voice falls on the Tonic and then rises. You use this pattern to ask questions that require an answer of "Yes" or "No".

**I bought some food. Did you buy some food? I saw a burglar. Did you see a burglar?
I saw an alligator. Did you see an alligator?**

Did you notice that the second pattern is, in fact, not the exact reverse of the first? In the statement, once the voice has fallen after the Tonic, it stays at the same level, but in the question the voice continues to rise to the end of the sentence. Be careful not to rise too sharply, especially if you have a lot to add after the Tonic, or you'll end up in a squeak!

Did you see an alligator in the bath at the party last night?

The fall-rise pattern is also used for greetings, the voice rising and falling on the greeting, and then, on the name that follows falling a little more and rising again sharply.

Hallo, Jane? Good evening, Mrs Blake.

You also use this tune with "wh-" questions when you're asking for information to be repeated. The intonation here usually expresses shock or anger, implying, "I don't believe you!"

**I saw your brother at the cinema last night. Where did you see him?
At the cinema! He was with Charlie Brown.
Who was he with? Charlie Brown?**



Intonation III

(pausing in the middle, lists, doubt, apology, etc.)

Intonation is one of the means a speaker uses to send signals to the listener, such as "Don't interrupt me; I haven't finished yet", or "That's all for the moment. Over to you." If the speaker pauses in the middle of a sentence, he will stop on a rising tone to show you that he intends to continue.

I was about to put my hands inside the box..... when I heard a ticking noise.

In the first part of the sentence, up to the pause, the pattern is the ordinary rise-fall one of statements, until you come to the Tonic, which has the fall-rise tune. This fall-rise only on the Tonic is frequently used to express doubt, hesitation or apology. It can also imply: Can I help you?"

Well... I'm sorry. I think I've got it. Dr Mark's secretary.

You use the fall-rise tune, too, when enumerating lists. Every item on your list will have its own pattern, each one on the same level as the last:

Monday, Tuesday, Wednesday.....

If your list is complete, the final item will have the rise-fall pattern, indicating to your listener that that's the lot. This is called a "closed" list:

I'm free on Monday, Tuesday, Wednesday, Thursday.

If you want to show that you could go on but leave the rest to your listener's imagination, you use the fall-rise pattern on the last item as well. This is called "open" list:

I'm free on Monday, Tuesday, Wednesday, Thursday...

This implies questions, too:

Are you free on Monday or Tuesday or Wednesday..? If you go to India / you must see the TajMahal.

Yes. No. Excuse me.



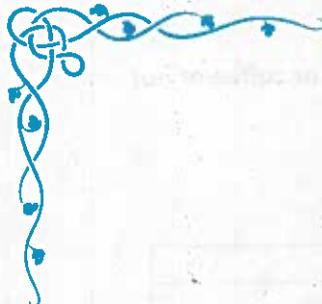
We went to Rome and Athens and Beirut and Cairo. I can offer you tea or coffee or hot chocolate. Syllable stress -

Exaggerate the stressing as much as you can.

Photography or politics?	
Diana:	What have you decided to do after college, Jeremy?
Jeremy:	I'm going to take up photography. Mr McKenzie's recommended the Course at the Institute. He believes I could make a career as a photographer.
Diana:	You'll have to develop your own photographs. That requires technical skills. Jeremy, you're not a technician! And photographic materials are very expensive.
Jeremy:	Well, Diana, Mr McKenzie thinks there's a possibility I might win the <i>Observer</i> competition. I sent in four entries. All the competitors are amateurs, like myself.
Diana:	I detest competitions. I never agree with the decision of the judges! I'm going to be a politician. I shall become the most distinguished woman on the political scene!
Jeremy:	I thought you hated competing! Don't tell me politics isn't competitive

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The Writers

Dr. Mujib Rahman

Dr. Mujib Rahman is a Professor at the Department of English and Applied Linguistics, the University of Peshawar. He received his PhD in Applied Linguistics from the University of Edinburgh, UK.

Dr. Rahman has served as Head of the Department two times (1996-1999; 2001-2004). He has also successfully supervised two PhD scholars, the first ever PhD degrees in English awarded by the University of Peshawar.

Dr. Rahman has previously developed many textbooks of English according to the National Curriculum 2002 for the Khyber Pakhtunkhwa Textbook Board.

The Editor: "Mr. Johar Ali"

Mr. Johar Ali has been teaching English at various levels. He is a linguist and eminent educationist. He is M.A (English) and M.Phil. He has also done Post Graduate Diploma in Teaching of English as a Foreign Language (TEFL). Presently, he is working as a subject specialist in English at Khyber Pakhtoonkhwa Textbook Board, Peshawar. He has co-authored and edited English Text books from class I to XII. He is member of Provincial Review Committee at Directorate of Curriculum and Teacher Education Khyber Pakhtoonkhwa, Abbottabad. He has been representative of Textbook Board at national level. He has attended workshops on Textbook editing and development.
