

**CLASSIFYING THE EXERCISES OF INTERMEDIATE
ENGLISH BOOK 1 OF SINDH TEXTBOOK BOARD IN
THE LIGHT OF BLOOM'S TAXONOMY**

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*Dedicated to my loving parents
And my cutest son
Hasnain Mubarak Lashari
Who suffered a lot due to my study*

ABSTRACT

In this study of Sindh Textbook board 1 of Intermediate level was analyzed in the light of Bloom's Taxonomy of Educational Objectives. For this purpose, the exercise items given at the end of each lesson, were selected and analyzed in accordance with the domains; cognitive, affective, psychomotor and levels in those domains. In order to find the three domains, 172 items directly linked to the content/text, were analyzed. The study shows that high number i.e. 170 items are related to cognitive domain, whereas only 2 items fall in affective domain. No exercise items fall under psychomotor domain. The 170 items of cognitive domain were further analyzed in the light of 6 levels; knowledge, comprehension, application, analysis, synthesis and evaluation. The analysis shows that emphasis is given to comprehension level that is 32 percent whereas only two percent items fall under evaluation category. It was also found that there is little relevance in the exercises and the learning objectives of Bloom's taxonomy and bulk of other exercises are not in connection with the content of the lesson. Finally, a model lesson has been developed, which makes exercises relevant to all the three domains.

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CHAPTER 1

INTRODUCTION

There is no gainsaying that quality education is the backbone for development of a society and in pursuance of the determined objectives. It rests on various factors ranging from curricula, pedagogic methods, and reference material to tools of instruction. Of all these factors the curriculum holds the central importance as it provides the basis of educational development and caters to the positive change among the learners who are considered the entity of change in a society. “Its (curriculum) organization and content should reflect the changes in the society” (Farooq, 1994).

Curriculum is generally formed of the various educational elements and activities taken place in an educational system. In all those, the textbooks form integral part of the curriculum and a major tool of instruction and teaching generally for all the subjects including the language teaching. Hamza opines about the importance of textbooks that “The main teaching, learning, and reference tool for language teaching in Pakistan is the textbook” (2004:3).

Since textbooks have always been the main instructional manual for English Language teaching and learning, there is a great need to have effective and

appropriate learning books. Moreover, to gain the objectives of the contents and testing methods need to be given due consideration

In view of this perspective coupled with all the issues, the exercises at the end of each lesson are most important feature of a textbook. Well-planned exercises can make textbooks more valuable and effective. Different kinds of skills developing exercises can improve the language learning of the students. It is because language learning requires all kinds of skills and senses including cognitive, affective and motor skills. Textbooks supporting all the faculties of learning can help better learning and provide enhanced motivation to the students. For meeting above objectives, the content and structure of English textbooks should be constantly put to revision, reassessment, modification, testing and retesting in accordance with the changing circumstances and needs of the learners. Such kind of improved stuff can lead the language learners to achieve English Language proficiency. But unfortunately that aspect has been neglected in the context of Pakistan; consequently, the learners do not achieve the required language proficiency in English language.

1.1 The Background of the Study

When one contemplates over the non-static and constant revisions, reassessment and evaluation of the textbooks, curricula and achieving aims and objectives of educational goals in the perspective of Sindh Textbook Board's English Book recommended for teaching at Higher Secondary Schools and Colleges in the province, the practices do not seem commendable. It seems that English textbook was designed decades ago and hence is unable to fulfill the criteria of language needs. The annual reports of the Federal Public Service Commission released the last year speak volume of the genuineness of this argument (Gul, 2002). According to the commission's

reports, the candidates coming from Public Sector backgrounds are always found flawed in English composition and comprehension. Shah (2007:94) ratifies this assertion saying, “ELT situation in Pakistan is unsatisfactory. At intermediate level it does not produce the desired results due to some inbuilt problems, which prove to be the cause of the present condition”.

So the drawback does not lie in the minds of the learners but in the background educational setup and structure. This statement is also underpinned by analysis of textbook evaluation study research paper presented in an international conference “Local Governance Texts and Contexts: perspective from South Asia” January 31-February 1, 2006 at Lahore. The findings of that research clearly describe the lack of proper objectivity in the textbooks in Pakistan.

- Since objectivity is missing in the review and approval procedure there was inconsistencies in review and/or approval of textbooks. Absence of explicit procedures for textbook review / evaluation and approval was the major cause for overlooking less/over coverage of contents given in the approved textbooks especially in books developed by the private publisher, as demanded in the National Curriculum. (Mahmood, 2006:1)

This study shows the shortcomings of textbooks and offer remedial measures to overcome the problems. This can develop illusion and oblivion towards attaining the objectives in education in general and in language particular. This is further explained by Warsi (2004) that “In designing English courses for students of varying levels of proficiency, most language programs do not set clear curricular objectives.” It is because of the text materials in Pakistan do not polish the learners to the required levels. Due to that one can not ignore the Basic English of Intermediate level. While the English learning in Public sector starts from middle level but at the Intermediate

level, it grows to reasonable grounds. If well taught and educated at this stage learners can soundly move to the undergraduate levels and if not can linger and suffer. Therefore, there is a serious need for overhauling of the English textbooks in the light of well known and widely recognized Bloom's Taxonomy of Educational Objectives.

1.2 Objective of the Study

The study at hand seeks to apply the Educational Objectives of Benjamin Bloom's Taxonomy to the exercises of Intermediate English Book 1 of Sindh Textbook. Through this study a new understanding of the books and attention to the syllabi and its effectiveness would be drawn. And, a new guideline for learners and instructors will be produced that may help the students in acquiring different skills.

1.3 Significance of the Study

Exercises are the foremost ways and means to understand the texts and contexts in the textbooks that are used as the basic manuals of instruction at almost highest level. These books containing effective exercise testing items on the one hand serve as the basic guide to the examination needs and for securing good marks and on the other hand are the regular source of instruction for language and educational learning. Almost whole population of students of Sindh Province depends on the said texts and teachers also have dependence on the books. In this context exploring the strengths and weaknesses regarding the content and its relation to exercises in the main instructional manual is of greatest importance to ensure that learning is going in the right and hierarchically upward direction.

1.4 Implications

The findings of this research study may not only draw attention of English curriculum development wing but also help students and English Language Teachers to attain their Educational Objectives. This study may also be used for the revision of the English syllabus in Pakistan.

CHAPTER 2

LITERATURE REVIEW

2.1 Curriculum and Curriculum Evaluation

Curriculum is an important part in formal educational learning at all levels in academic backdrop. Therefore, knowing it is very much pertinent for the learning environment. It is though a matter of interest that the curriculum is commonly taken as the only sum of some subjects or syllabus books taught in the schools or colleges. In contrast to that the curriculum stands as an umbrella term for all the activities which are carried out from mental to physical, from abstract to concrete and from psychological to social learning, which is evident from the views of the several educationists. Oliver (1965:102) states in this regard that, “curriculum is something to be felt rather than something to be seen.” This statement obviously rejects the limited concept of the curriculum as only bundle of syllabi books, blackboard, chalk, pen and writing copies and extends the formulation towards all the academic activities and process through which a student/learner undergoes during the study/learning period. In this process all the educational elements like, environment, teachers, idea of education, aims and objectives, syllabi, aesthetic and intellectual development etc. are

included. Saylor and Alexander (1959: 210) also support this argument as, "The curriculum is the sum total of the school's efforts to influence learning, whether in the classroom, on the playground, or out of school." Thus, the curriculum has the broader concept of learning including the things that are taught obviously and formally and all those factors directly influencing the learning and actual behaviour of the student. All those aspects which are gained directly or indirectly as the part of curriculum remain most influential throughout the learner/students' forthcoming practical life. Those learned things, behaviors and attitudes, no doubt, occupy as the things of psychological permanence as against the social learning which are transitory and subject to change.

One can opine in the above context that curriculum occupies the most important place in an educational system directly. Accordingly, the stated objectives of curricula and syllabi are also given an important place in Curriculum Wing Department in formulation and the objectives as set to achieve in the academic endeavors. It is stated in the UNESCO (1998) report on Pakistan:

They are subsequently translated into the specific teaching objectives for various subjects. Several factors are considered in finalizing curriculum objectives; including the requirements that objectives should: (a) be precise; (b) assist in the selection of teaching strategy; (c) produce (or contribute to) a designated behaviour pattern; (d) enable the teachers to measure or evaluate the quality and effectiveness of learning. (p. 109)

The above stated aim and objectives show that curriculum should be designed in order to fulfill all kinds of learning needs of the students. Not only this but also the objectives having the stuff of designing the behaviour pattern and evaluation of effectiveness of learning are the core to curriculum and syllabus. The matter of

'behavior' is of a great importance. In the human society, evidently two behaviors are found: one is natural behavior and other is the intended behavior. Natural behavior is basic instinct and endowed from the creation which is not always subject to change or producing on the other hand intended behavior is social and educational phenomenon. Intended behavior can be created through societal and worldly learning. This kind of learning occurs through formal and informal education. In such educational systems objectives for intended behaviors are fixed in advance to implement and achieve the targeted results. All those objectives are described in the curriculum and syllabus on the following footings again by the UNESCO (1998: 109):

1. They are based on the needs of the learner/child;
2. They take into account the existing knowledge and environmental experience of the learner;
3. The developmental level of the learner is considered in the cognitive, affective and psycho-motor domains;
4. The contents should be focused on attaining the objective(s).

From the stated objectives of UNESCO for Pakistan Curriculum Design and Development, the third mentioned objective is one which is directly connected with this language study. Including learners' need and accounting the existing knowledge and environment, developmental level is stated as central to the cognitive, affective and psychomotor domains. This is the area which investigating students' natural behaviour cognitively, affectively and psychomotor that creates intended behavior, which is important in learning.

Correspondingly, as defined above, the curriculum is the umbrella term covering the whole range of learning in the academic sphere, curriculum evaluation also covers the whole activities of the curriculum. This is endorsed by Glass and Worthen (1971-

1972:152) that, "Curriculum evaluation is complex. It is not a simple matter of stating behavioural objectives or building a test or analyzing some data, though these may include." In this perspective, it can be opined that the curriculum evaluation may contain the whole academic learning or some parts of it. It is further supported by Jitendra (2001:1) that,

It is interesting that public school practitioners regard textbooks as the 'Curriculum', even though curriculum theorists refer to curriculum more broadly to mean the full range of experiences (i.e., courses, activities, lessons, and materials) in which students should be immersed during the course of their education.

In the context of above reference it can be said that curriculum is taken in undersized logic containing some parts of the educational setup whereas it is broad term covering several ranges of experience. Hence, the curriculum evaluation is much wider and broader than the textbook or other program evaluations. UNESCO (1998:110), Report on Pakistan Curriculum Design and Development Points out as: "No evaluation of the implemented curriculum is carried out; hence no feedback is received to revise the curriculum". This report reveals the current state of curriculum and evaluation of the programme. Consequently, achieving the desired goals and objectives are out of question.

2.2 Textbooks in Curriculum

In formal and traditional or non-traditional educational set-up, textbooks are the primary source of instruction. These books which are part of educational curriculum used as instructive tools for the students and for the teachers on the same grounds. In an educational set up almost the whole examination system depends on

the textbooks and its instructional contents to assess and test the learning. On the same ground, the assessment and grading system is developed as supported by Rehman et al., 2006, in the following terms:

Our education revolves around the use of text has a great impact on the whole teaching learning process, because on the one hand it saves the time and energy of the teacher and makes him able to utilize his skills effectively and on the other hand it helps students to get all rounded development.

In the entire context, whether for students or teachers, textbook is regarded very valuable. Textbook, purportedly to achieve its aims and objective and defined goals, is time saving source of instruction and direct educational tool. It provides the opportunity to teachers utilizing their skills effectively and opportunity to students for developing their learning due to its stated aims and objectives and in allocated time period within a framework. That is why the textbooks are widely used as the primary tool in curriculum. “It has been estimated that 85% of classroom teachers follow the textbook.” (Ibid). This percentage is very reasonable to account that the textbooks are essence of our educational system without which there would be a deep chasm in the system.

2.3 Textbook Evaluation

When once the aims and objectives of the curriculum were decided the adaptation of textbook starts following the objectives closely along with all the other learning requirements. There might be found several types of books full of material and description. At a point textbooks are selected and taken as a syllabus in the educational system. In every kind of an educational set-up language teaching process and language teaching textbooks are also selected. But it is the matter of high

consideration and contemplating that the adopted syllabus/textbook may produce the desired goals and objectives.

When it is spoken of evaluating teaching materials it is taken for granted of a published textbook, an exercise found in the book, or a classroom activity recommended by it. Whatever the case, we need to have a view of language learning on which to base our evaluation and a clear set of procedures for carrying it out. In this connection Cummingsworth (1984: 145) suggests the following steps in evaluating a textbook:

- Decide what your view of language learning is. Do the materials reflect this?
- Decide what your aims for a particular course are
- Decide what your aims for each particular lesson are
- Does the textbook satisfy all/some/any of these aims?
- Use or adapt accordingly

In this connection the evaluation is the appropriate understanding of the textbooks and its content. Not only content but their evaluation is also of immense importance to confirm its aims and objectives. Thus the effectiveness of the textbook is observed through the evaluation and testing system that whether that material is bound to produce intended behavior and follow the instructions described in the curriculum (see UNESCO report 1998) or not. Because textbook selection/ adoption must be in accordance with the defined goals and objectives to serve the educational needs but unfortunately textbooks often do not reflect the curriculum. Every programme is always subject to assessment and test the effectiveness and achievement of the prescribed outcomes, without which no fruitful development and progress is possible. In this context the evaluation is analyzing the given data in curriculum programmes so as to see the effectiveness and efficiency. For such kind of analysis helps the

curriculum developers to take the decision to improve the programme and syllabus. The same intention is also expressed by the taxonomy developers as, "It (taxonomy) should provide a basis for suggestions as to methods for developing curricula, instructional techniques, and testing techniques" (Bloom et al., 1956: 21). In this context almost all the evaluative programmes are intended to find out merits and demerits of a programme and giving suggestions (Stufflebean & Shinkfield, 1985; Kumar, 2008; & Lawton, 1982). Furthermore the taxonomy of educational objective is closely related with existing educational syllabus, which is evident from, "Since the taxonomy is to be used with regard to existing educational units and programmes" (Bloom et al., 1956: 13). In this perspective such studies are aimed to reassess, revise and rethink the curricula and its parts such as textbook. Textbook evaluation is different from curriculum evaluation, which covers the wide range of educational experience. On the other hand, textbook evaluation is carried from two view points as described by Farooq (1994:89) that, "Majority of experts evaluates the textbook keeping in view the needs of the teachers and the students." Though it is evaluated from two view points and their stakes but this process revolves mainly around the content and structure of the under questioned textbook, however, curriculum evaluation includes several things and experiences.

2.4 Textbooks in Pakistani Context

English has been taught as a second language in Pakistan and is the official language of the country. The journey of English language teaching has come a long way to this day. But it could not reach the destination what ought to be achieved. English language is taught by several ways but foremost tool and source of imparting English language education is a textbook. The statement is maintained as, "The main

teaching, learning, and reference tool for (English) language teaching in Pakistan is the textbook" (Hamza, 2004:3). Failing to get the desired results in ELT there may be various reasons but the role of textbooks can not be denied. To find out the flaws in textbook several studies were carried out. Among them the UNESCO report is important one, which points out the main flaw in the textbooks that they do not reflect the curriculum of Pakistan. Though there are clear defined aims and objectives of curriculum development to achieve through textbooks. The curriculum report (1994:5) mentions, following eclectic approach in teaching English

(A) Read various kinds of texts in order to:

- i. Identify the main idea in each paragraph and the whole text
- ii. Extract factual information
- iii. Follow logical relationship
- iv. Comprehend spatial and temporal relationships
- v. Make inferences based on information provided in the text
- vi. Differentiate between fact and opinion
- vii. Understand the writer's point of view.

And there are well described aims and objectives and the learning-based instructions for English language learning in the curriculum developing report but the textbooks do not reflect the aims and objectives. It is because "Textbooks prescribed for the level do not include the needs of the learner. Moreover, there was no change/modification/development incorporated in them during last two decades" (Shah, 2007:101). Here another drawback of the textbooks is pointed out that there was no modification or development in books because no proper evaluation of them was carried out to find the effectiveness or otherwise of the program. This is again pointed out by Shah (2007) as, "Evaluation plays an important role in judging

achievement of the learners. But the examination system in Pakistan tests the memory of the individuals. It ignores the assessment of language skills." Indifference towards the textbooks went a long way thus it could not be able to achieve the specific objectives that is due to not updating them to the changing needs as pointed out by Rehman (2002:317), "The textbooks at the higher secondary level had not been revised for nearly twenty years." This indifference consequently led to unproductive textbooks, which not only did not give the desired results but also hindered the different approaches to English language learning. Similar kinds of assessment of the textbook has been made by Siraj (1992), as, "Neither the secondary school nor the college textbooks give the learner the skill to deal with any particular need for English." Before setting the English language teaching and learning goals, first of all textbooks were of the primary importance, which were to be made interesting, practice-oriented and having all faculty developing approaches and skills. This is the state of English textbooks in general but textbooks specifically at intermediate level are still in more falling down condition. In this regard opines Shah (2007:94), "The text-books are boring, teachers are untrained, classes are over-crowded, conducive learning conditions are missing, traditional teaching methodology is followed which permit no innovation and the evaluation system is faulty. There is a dire need to address these problems." Curriculum and textbooks are bodies that join to meet the need of learners and both support each other from one or the other ways. Same opinion is also endorsed by Mohammad & Kumari (2007), in the words: "Curriculum reforms need to take place in such a way that gaps between the curricular framework and the textbook are bridged and the needs of learners from diverse backgrounds are reflected in curricula and textbooks." In conclusion it can be said that the state of English textbooks generally and Intermediate level books particularly are in not at

best to support the learning and thus, require the reassessment, revision and improvement to achieve the ELT objectives.

2.5 Exercise Items in the Textbook

The taxonomy is a tool of testing curriculum and students learning. All the learning can be tested by testing tools or assessing the material/text for its efficacy and supporting the learning levels to promote and change learners' behaviors. Bloom's Taxonomy is a useful tool in assessing the curriculum (Kegan, 1977). The questions in the textbooks play very important role in respect of the grasping the text or given material. In this way, the learning progress is tested and evaluative behavior of the learning is developed. Furthermore, exercise testing/questioning is used as an influential tool by teachers. As endorsed by Risner, et al., (1991), "Questioning has been labeled by as the "most influential teaching act." From that it can be concluded that the exercises in the textbooks are keys to understand the textbooks to its heart without which the learners remain directionless to grasp the intended content. The objectives of the syllabi are also highly dependent on the testing systems and almost all types of examination questions/tests are taken from the given exercises. So the exercises are also the textbook evaluating tools, which give the detailed insight to get an apt acquaintance of the material and its relationship with the educational objectives. This dictum is same with almost all kinds of context and subjects including the textbooks of language learning. Language textbooks are also primary tool to develop the language skills.

2.6 Applying the Bloom's Taxonomy

In 1956, Dr. Benjamin S. Bloom with his colleagues, Englehart, Frost, Hill, & Krathwohl, gave taxonomy or the classification system of educational objectives, which is widely recognized and applied in the curriculum development and testing learning up to this day. The Objectives were divided into three domains/categories: Cognitive, Affective, and Psychomotor. Bloom and associates compiled the objectives for the cognitive domain in 1956 after eight years research on the subject of ascertaining the levels of learning in the domain. It was not the effort of a handful people but several persons participated. As it is described here, "It is direct outgrowth of the thinking of over thirty persons who attended the taxonomy conferences. It is based on the work of countless test constructors, curriculum workers, and teachers" (Bloom et al., 1956:5). Not only this but several students, teachers and other personals also participated in forming these educational levels in the domain. Afterwards almost the same group worked on the second domain of the taxonomy i.e. affective domain and compiled the objectives of the domain after eight years of the first handbook on Cognitive Domain, in 1964. It is also based on the same model of the first handbook. Though the associates found that the largest part of the educational work fall in the cognitive domain yet in literature, "We found a large number of such objectives in the literature expressed as interests, attitudes, appreciations, values, and emotional sets or biases" (Bloom et al., 1964: 7). Lastly they concentrated on the third domain of psychomotor which they defined as, "When found, they were most frequently related to handwriting and speech and to physical education, trade, and technical courses" (Ibid). While considering the usefulness, "This group felt that such a framework could do much to promote the exchange of test materials and ideas about testing" (Bloom et al., 1956: 4). It is clear from the above purposefulness of the taxonomy that it is all

testing items in the curriculum and syllabus books. The group further suggested that the taxonomy could be useful for teachers and curriculum developers to design the educational objectives of learning in the curriculum.

While speaking of its application, including in the practical life along with formal education, in the real life, of course, behaviors from these three domains occur simultaneously. While students are writing (psychomotor), they are also remembering or reasoning (cognitive), and when they are likely to have some emotional response to the task as well (affective) (Woolfolk, 2005).

The group has specified the basic design of educational objectives but could not devise the comprehensive objectives of the psychomotor domain nor could they compile such handbook like first two books. The psychomotor domain was developed by several other educationists and psychologists. It is stated by Kumari & Srivasta (2005) saying, "As mentioned earlier, the committee did not produce a compilation for the psychomotor domain model, but others have."

The taxonomy in USA was recognized as a trenchant contribution to thinking about education, all the more strikingly so because it arose from discussion among examiners (Blyth, 1966). It is therefore taken as a major goal to achieve the educational objectives in different layers of learning. It is mostly taken as the syllabus-directed guideline in education. Furthermore it is taken in goal achieving sense because it is in descriptive scheme. As Frust (1981) has described that one of the guiding principles of the taxonomy was that it has a purely descriptive scheme in which every kind of goal could be represented in a relatively neutral way. By neutrality means impartiality with respect to source, like educational unit, or philosophy and relative worth of goal and not with respect to the concept of educational objectives.

Considering the implication of the levels in the specific ways and formats to judge writing in the special perspective Hamblen (1984) has penned the studies in art Education, has defined it as the level and types of thinking involved in understanding a particular art work, such as Guernica, might be examined as follows: (a) Knowledge: who painted Guernica? (b) Comprehension: Describe the subject matter of Guernica. (c) Application: Relate the theme of Guernica to a current work. (d) Analysis: What compositional principles did Picasso use in Guernica? (e) Synthesis: Imagine yourself as of the figures in Guernica and describe your life history. (f) Evaluation: what is your opinion of Picasso's Guernica?

A research study carried out by Kegan (1977); by topic "Using Bloom's Cognitive Taxonomy for Curriculum Planning and Evaluation in Nontraditional Educational Settings." He termed the taxonomy useful in his assessment of curriculum planning. Another writer Forehand (2005) undertook a research applying Bloom's Taxonomy by topic, "From Emerging Perspectives on Learning, Teaching and Technology" proved that the Taxonomy is always helpful in all contexts. He recommended, "In almost all circumstances when an instructor desires to move a group of students through a learning process utilizing an organized framework, Bloom's Taxonomy can prove helpful." In addition to that the research studies carried in various fields and on various levels which proved it very useful towards the goals directed assessment and evaluation (Everett, 1977; Risner et al., 1991; Kegan 1977 & Vidakovic et al., 2003). In the educational set-up mostly the (Lower Level Cognitive) LLC (Knowledge, Comprehension & Application) is emphasized to meet the examination requirements at the school or college level ignoring the (Higher Level Cognitive) HLC (Analysis, Synthesis & Evaluation). The educationists argue that after achieving the LLC the students automatically reach to the HLC and acquire the

levels accordingly. In this context Everett (1977) undertook the study to prove the assumption that whether students themselves without putting hierarchical order in the instructional material reach the HLC, proved wrong and rejected. First of all the studies of Everett (1977) tries to find conclusion that what is the relationship of LLC and HLC in cognitive domain and how can be created the balance. He found that in maths and economics HLC is not properly attained easily and students showed interest in LLC learning rather than HLC. Thus, he proposed further research implication that we need systematic empirical testing in terms of a standard taxonomy such as Bloom's just to know that why HLC plays little role in raising SET Score.

This argument is supported by Karns et. al., (1983:19):

How then can we feel we are providing an efficient learning environment by testing at very low levels of learning on Bloom's scale while specifying much higher objectives as the desired outcomes? In effects, the examination questions provided in the instructor's manual do not measure the achievement of course objectives as set forth by most of the authors.

His arguments explicitly support the views that higher order skills only can be attained through the testing materials provided in the instructor's manuals which test the learning of the students. On the other hand no HLC objectives can be attained without setting the course of study on the high order parameters devised by the Bloom's Taxonomy. Along with that it is considered as having general approach towards higher learning. It is supported by Bigge (1982) "His general approach is called mastery learning" These are a few examples of so many researches on the concerned mode of curriculum checking classification system in the textbooks.

2.7 The Cognitive Domain

Cognitive Level One (Knowledge)

Knowledge level of cognitive domain is the level of learning in which the faculty of remembering and recognizing is used though it has several sub-categories. The following types of questions are used to test this type of understanding:

- Who, what, when, where, how?
- Define a term.
- Describe a process.¹

For example, in the text this question tells in the domain of cognition.

1. What is the function of radar? (STBB, 2005: 56)

Behaviour Descriptions: in this category the faculty of recalling or recognizing information is developed.

Above given sample of questions are used to test the cognitive learning of the students. Actually, the behaviour descriptions and key words given above can well determine the level of questions yet they seek questioning patterns as well.

Cognitive Level Two (Comprehension)

Comprehension of educational objectives is second level which requires the basic understanding of the phenomenon. At this level learner becomes able to translate a thing from one way of communication to another. Furthermore at this level the student is expected to acquire the skill of interpretation and extrapolation of the things.

¹ . Question models were taken from Kelly (1999).

Questions that help to demonstrate your comprehension include:

- Retell in your own words...
- What is the main idea of...?

1. What is meant by ‘jumping to conclusions’? (STBB, 2005: 148)

Behaviour Descriptions: this category of cognitive domain is used to understand meaning, re-state data in one's own words, interpret, extrapolate, and translate. Similar to above, the questions in comprehension level can determine the testing level generally. This can well be seen in the example item that can give the answer to the question ‘what is main idea of, jumping to conclusion in text’.

Cognitive Level Three (Application)

The third of Bloom’s educational learning level application is the usage of the learned items in novel situation not occurred before. Here learned theories, formulae or rules are applied in different situations to solve the problems.

Questions that help to demonstrate ability to apply course content might include:

- How is ... an example of ...?
- How is ... related to ...?
- Why is ... significant?

As for example it is given in the text as: Supply, in the sentences below, a suitable verb or verb phrase. Choose it from the following:

- 1 *must*. This indicates obligation or compulsion, either present or future.
- 2 *have to* also indicates obligation or compulsion. It is used in the affirmative or interrogative. Use *must* and *have to*

1. Visitors –not pass beyond this point.

2. I – go now, or I shall be late.

(STBB, 2005: 61)

Behaviour Descriptions: the application level is to use or apply knowledge, put theory into practice, and use knowledge in response to real circumstances.

In this level the given questions seek the application of different data and method, such as, there is an example of *must* and *have* which are applied according to their context and principle structures.

Cognitive Level Four (Analysis)

At this level the student acquires the ability to breakdown the large things into smaller components. Here the principle of organization and relationship is analyzed and things are separately understood. Furthermore the students identify the constituent parts of a text or story and find out the internal relationship in them.

Questions that assess your ability to analyze include:

- What are the parts or features of ...?
- Classify ... according to ...
- Outline/diagram/web ...
- How does ... compare/contrast with ...?
- What evidence can you give (list) for ...?

Answer the question:

5. At what point in the play does the audience realize that Charlton is lying in order to throw suspicion on king? (STBB, 2008: 183)

Behaviour Descriptions: at this level the student is required to interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of individual components.

In the fourth level of the taxonomy analysis is a tool to understand the internal and external structure of something. Thus, above given some sample questions help a lot to determine the analysis inquiry in the items.

Cognitive Level Five (Synthesis)

At this fifth taxonomical level of learning students utilizes the previous faculty of analysis. At this stage student gathers the separate elements and components to restructure and formulate as something new. Along with that learner plans a new model and builds something new. Here skills of writing are developed to express the personal experiences as well.

Questions that assess your ability to synthesize include:

- What would you predict/infer from ...?
- What ideas can you add to ...?
- How would you create/design a new ...?
- What might happen if you combined ... with ...?
- What solutions would you suggest for ...?

Write an essay of not more than 350 words on one of the following topics: (From the lesson of 'The Miracle of Radio.)

1. The benefits of wireless and radar to sea and air transport.
2. The potential value of sound broadcasting to education.

(STBB, 2008: 57)

Behaviour Descriptions: At this level of cognition the learner is to develop new unique structures, systems, models, approaches, ideas; creative thinking, and operations from the material with the help of the previous faculty of analysis.

Synthesis level seeks to development the buildup capacity of learning that can well be judged from the some of above questioning items. For example in the response to the questioning, ‘inferring from the potential value of sound broadcast to education,’ and ‘adding idea to of benefiting of wireless and radar to sea and air transport’.

Cognitive Level Six (Evaluation)

It is the highest and most complex level of the taxonomy. At this stage student acquires the highest cognitive intellect to have a perfect understanding of something and reach at the value judgment. Consequently, the student becomes able to find out merits and demerits or advantages and disadvantages of something. And s/he becomes highly critical to see the internal standard and effectiveness of something. Its examples are illustrated as:

Questions that demonstrate your ability to evaluate include:

- Do you agree ...?
- What do you think about ...?
- What is most important ...?
- Prioritize ...
- How would you decide about ...?
- What criteria would you use to assess ...?

5. The advantages and disadvantages of having television in the home.

(STBB, 2008:57)

Behaviour Descriptions: At this final level of cognitive domain that requires to assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking of the text or material.

In the evaluation level the questions of personal involvement, opinion and belief are sought. Such pertinent questioning models are given above, which precisely seek the personal judgments in the matters.

2.8 The Affective Domain

The affective domain is the second in the Bloom's Taxonomy. It is formulated mainly in literature to observe the feeling or emotional development in the learners. The objectives of this domain are organized to emphasize 'a feeling tone, an emotion, or a degree of acceptance or rejection'. The following are the objectives of this domain for implication.

Affective Level One: (Receiving or Attending)

This is the first level of learning where student or learner is sensitized of an existence so that s/he may receive or attend a phenomenon or stimuli. At this stage teacher wants student that s/he may 'properly be oriented to learn what teacher intends that s/he will'. This level is further subdivided into other sub-categories like awareness. Awareness is mostly like the knowledge of the cognitive domain. But there is meaningful difference in knowledge and awareness. Knowledge is used to recall or recognize an item whereas awareness is not the process of recalling or recognizing. Here learner may only be conscious of something and take attention of a phenomenon or situation. There is a second sub-category of this level that is willingness to receive. At this stage the student is ready to attend the item and not to avoid it or listens carefully what others speak. From this to a higher rung of the ladder the learner reaches at the controlled or selected attention. Here s/he attends something or listens music etc. with some discrimination or behaves controlled attention.

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Behaviour Descriptions: At the first category of affective domain that is open to experience, willing to hear faculty of learning.

Its example is illustrated as:

Test: Adapted from *Questionnaire on Voluntary Reading*; Test 3.32 (Chicago: Evaluation in the Eight-Year Study, Progressive Education Association, 1940).

Directions: The purpose of this questionnaire is to discover what you really think about the reading which you do in your leisure time...Consider each question carefully and answer it as *honestly* and as *frankly* as you possibly can.

.....There are three ways to mark the Answer Sheet

Y means your answer to the question is *Yes*.

U means that your answer to the question is *Uncertain*.

N means that your answer to the question is *No*.

1. Do you wish that you had more time to devote to reading? (Y)
28. Do you have in mind one or two books which you would like to read sometime soon? (Y)
41. It is usually possible for you to read for as long as an hour without becoming bored? (N)
68. Are there any well-known works of English or American literature which you would like to read during your leisure time? (Y)

Scoring Rationale: The letters in the parentheses which follow the questions indicate that the responses keyed for *willingness to receive*. Each question in this illustration contains an intimation of a very tentative and general disposition toward voluntary reading which is the essence of the 1.2 level of the Affective Taxonomy. Should a student respond in the keyed direction to question 1, such a response does not necessarily mean that he is an avid and committed reader. It can only be interpreted to

mean that he is favorably disposed to read more if there is more time available to devote it.

Affective Level Two: (Responding)

At this second category of the affective domain learner moves a step further not only willing to attend but also actively attending as a first stage of 'learning by doing'. Here student is not passive as is in the first category of receiving but he is doing something about a phenomenon or stimulus. In doing so the student may seek satisfaction or give impression of commitment in it. In responding to a phenomenon or regulation it is expected that acquiescence in responding may be displayed. That can be termed as the obedience or compliance in doing so. When obeyed some regulation there is a step further to show the willing of responding in doing or voluntarily working on the phenomenon. Consequently, there must be the expression or behaviour of satisfaction in response what has been carried out.

Behaviour Descriptions: At this level of affective domain the student reacts and participates actively in the study and task in the learning environment.

Its example is illustrated as:

Objective: willingness to comply with health regulations.

Test: Adapted from Health Activities; Inventory 1.1 (Chicago: Cooperative Study in General Education, American Council on Education, 1941).

Directions: For each activity listed below:

1. Mark an X in *Column 1* if you perform the activity *without being told or reminded to do it.*
2. Mark an X in *Column 2* if you perform the activity *only when told or reminded to do it.*
3. Mark an X in *Column 3* if you *do not perform the activity.*

	Column 1	Column 2	Column 3
12. Visit a dentist annually.	-----	-----	-----
15. Wear overshoes or rubbers during wet, cold weather	-----	-----	-----
52. Go to bed about the same during each night.	-----	-----	-----

Scoring rationale: Responses entered in Column 2 are keyed as 2.1 responses.

(Bloom et al., 1964: 123)

Affective Level Three: (Valuing)

At this stage of the affective domain learner acquires the reasonable ground of internalization in feeling and emotions when he starts giving value to an attitude. In connection of that someone deems a thing worth of something either in receiving or responding to stimuli. Valuing may be internalization of the things may be social or psychological but it has been assessed to one's own criterion of worth. However there may be the degrees of valuing in the belief system. In this system the lowest level of the belief valuing is first of all acceptance of a value. Here learner acquires the lowest level of certainty that is he is ready to re-evaluate the value and to reach to the higher level of certainty. Then one reaches to the commitment of a value or preference for a value. At this stage learner goes a step forward from mere accepting a value to conviction or commitment of a value. And finally he reaches to the highest level of commitment. At commitment level of valuing learners acquires the high degree of certainty. Here one reaches to the devotion and dedication of a cause and tries to motivate others to that value having full commitment to the value.

Behaviour Descriptions: In this level the faculty of attaching values and expressing personal opinions is developed.

Its example is illustrated as:

Objective: Appreciation of the place of reading in one's life.

Test: Taken from *Questionnaire on Voluntary Reading*; Test 3.32 (Chicago: Evaluation in the Eight-Year Study, Progressive Education Association, 1940).

Directions: The purpose of this questionnaire is to discover what you really think about the reading which you do in your leisure time. Consider each question carefully and answer it as *honestly* and as *frankly* as you possibly can. There are no "right" answers as such. It is not expected that your own thoughts or feelings or activities relating to books should be like those of anyone else. There are three ways to mark the Answer Sheet:

Y means that your answer to the question is *Yes*.

U means that your answer to the question is *Uncertain*.

N means that your answer to the question is *No*.

8. Have you ever tried to become, in some respect, like a character whom you have read about and admired? (Y)

33. Are there any characters in books whom you feel you know almost as well as you know your own friends? (Y)

61. After you have read a book, are you usually interested in finding out what critics have said about it? (Y) (Bloom et al., 1964: 143)

Affective Level Four: (Organization)

When the learner acquires the value system he may encounter the issue of more than one value to internalize. 'Thus necessity arises for (a) the organization of the

values into a system, (b) the determination of the interrelationship among them, and (c) the establishment of the dominant and pervasive one.' This objective is aimed to develop the value system. In this context first of all it is to conceptualize the value systems through internalization which accounts the quality of conceptualization. Through this a learner sees that how the old and new value systems are related internally. And secondly there comes the organization of the value system. At this stage the learner deals with the complex of value system and then bring together according to the relationship of one to other.

Behaviour Descriptions: Here student is required to reconcile internal conflicts, and develop value system according to his understanding and the learning.

Its example is illustrated as:

Objective: Uses reading to derive ideas about the conduct of life.

Test: Adapted from Satisfaction Found in Reading Fiction; Inventory H-B2 (Chicago: Cooperative Study in General Education, American Council on Education, 1942).

Directions: The following pages give you an opportunity to express some of your reactions to the reading of fiction. We all read fiction of some sort, novels or short stories, in books and magazines. From this reading we get various kinds of satisfaction depending chiefly on the kind of fiction read and on the mood we are in at the time. In one mood we may prefer one sort of story; under different circumstances we may prefer another. Or the same story may impress us differently at different times. In short, we react to *particular* pieces at *particular* times.

Read each statement carefully. Then mark:

A if the statement *does apply* to you reading.

U if you are *uncertain* as to whether the statement applies to you in your reading.

D if the statement *does not apply* to your reading.

44. Realizing that I do not stand alone in certain of the ideas and beliefs I hold.

(A)

92. Being encouraged by finding that other people are apparently troubled by the same sorts of problems and difficulties I am. (A)

124. Being able to see many different patterns of life portrayed and the author's idea of what happens to people who adopt this kind of life. (A)

128. Finding ideas which I can make part of my own philosophy of life. (A).

(Bloom et al., 1964: 158)

Affective Level Five: (Characterization by a Value or Value Complex)

This is the final objective level of the affective domain. At this level the learner who has already acquired the value system behaves with controlled acts of emotions and the chances of evocation of the behaviours diminish except some exceptional opportunities. The learner finds consistency in his dealings and reactions with regards to the values acquired and show the concern towards the generalization of the control of the individuals towards his pervasive tendencies and amalgamation or integration of the characterization according to belief and value system to form a world view or total philosophy of attitudes.

Behaviour Descriptions: This is the peak stage of affective domain that demands to adopt belief system and philosophy to have world view.

Its example is illustrated as:

Objective: Respect for the worth and dignity of human beings.

Test: Problems in Human Relations Test. Cited in Paul L. Dressel and Lewis B. Mayhew, *General Education: Explorations in Evaluation* (Washington: American Council on Education, 1954), pp. 229-37.

1. Tom and Bob who know each other only slightly were double dating two girls who were roommates. A sudden storm made it impossible to go to the beach as planned. Tom suggested going to a movie. After making the suggestion, he realized Bob was without funds. As Tom, what would you do?
 - (1) Pay for party.
 - (2) Lend Bob money.
 - (3) Leave it up to the girls.
 - (4) Get Bob to suggest something. *
 - (5) Apologize to Bob for making the suggestion.
2. Your social organization has pledged a student who is not liked by some of the members. One of your friends threatens to leave the organization if this person is initiated. What would you do?
 - (1) Talk to your friends.
 - (2) Do not initiate the prospective member.
 - (3) Get more members to support the prospective member.
 - (4) Vote on the prospective member.*
 - (5) Postpone the vote until the matter works itself out.

Scoring rationale: The response marked with an asterisk is keyed to a point of view which the authors of the instrument call “Democratic”.

(Bloom et al., 1964: 170)

2.9 Psychomotor Domain

The psychomotor was third prospective domain in the Taxonomy but Bloom and associates could not devise its educational objectives like in the first two domains. Similarly, the committee did not compile any handbook of illustrative testing

examples/models but others had it (Kumari & Srivasta, 2005). This domain is based to enhance learning the physical movement, coordination, and use of the motor-skill areas. “The development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution (p. 77). The following details are based on Dave’s Model (Dave, 1970) of Psychomotor domain. The domain has five levels to develop skills like

Imitation (copy)

Behaviour descriptions: This stage requires the action regarding copying action of another; observe and replicate that action with his action.

Manipulation (follow instructions)

Behaviour descriptions: This level is concerned with reproducing activity from instruction or memory and perform it with his physical skills.

Develop Precision

Behaviour descriptions: Here the learner is required to execute skill reliably, and independent of help of the instructor.

Articulation (combine, integrate related skills)

Behaviour descriptions: The student is taught to adapt and integrate expertise to satisfy a non-standard objective through his own activity learned from previous stages.

Naturalization (automate, become expert)

Behaviour descriptions: At this final category of psychomotor domain the action of a learner is automated, unconscious mastery of activity and related skills at strategic level is sought.

Summarized version of Cognitive, Affective and Psychomotor Domain and its objectives with key words is given in the appendix B.

2.10 Revision of the Blooms' Taxonomy

The famous Bloom's Taxonomy was revised after many decades of the publication of Bloom's work in 1956. The revised taxonomy was given the title of Theory Into Practice. Anderson and Krathwohl (2001), portray it as, "The revision of this framework, which is the subject of this issue of Theory Into Practice, was developed in much the same manner 45 years later". This process of revision started much earlier before its public emergence. In this reference Churches (2008) explains the origin of revision, done by Anderson and Krathwohl (2001) as, "In the 1990's, a famous student of Bloom, Lorin Anderson and Krathwohl (2001), revised bloom's Taxonomy and published the Bloom's Revised Taxonomy in 2001" The revision of the taxonomy has taken 45 years and processed in almost ten years to appear finally. This revised taxonomy has almost the same features except some new additions and minor replacement. But the striking difference is the use of verbs. "Key to this is the use of verbs rather than nouns for each of the categories and arrangement of the sequence within the taxonomy" (Ibid). With regard to the levels of Cognitive Levels almost all the levels remained same except one level that was replaced. Originally, "The categories were Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. With the exception of Application, each of these was broken into subcategories" and revised categories were; Remember, Understand, Apply, Analyze, Evaluate and Create" (Krathwohl, 2002). Application, Analysis, and Evaluation were retained, but in their verb forms as Apply, Analyze, and Evaluate. Synthesis was changed with Evaluation and renamed Create. All the original sub-categories were replaced with gerunds, and called "cognitive processes." With these changes, the

categories and subcategories-cognitive processes-of the Cognitive Process dimensions. Revised taxonomy was based on the two dimensional approach against the original taxonomy which was based for only testing and performance. It is further defined by Airasian & Miranda (2002:249) as:

One of the major differences between the original Taxonomy and the revised Taxonomy is that the original Taxonomy consisted of a single dimension; the revised Taxonomy reflects a dual perspective on learning and cognition. Having two dimensions to guide the processes of stating objectives and planning and guiding instruction leads to sharper, more clearly defined assessments and a stronger connection of assessment to both objectives and instruction.

Above assumption regarding the revised taxonomy shows the immediate approach of it for the learners and its effectiveness from both the sides. It is considered that this taxonomy has well stated objectives for different academic learning, and model with guiding instructions leads to definite approach of the learning rather than mere assessing the performance. It is further given importance due to its “The Taxonomy Table” as, “The Taxonomy Table is a useful tool for care-fully examining and ultimately improving this connection” (Ibid). This statement is more strengthened by Ferguson (2002:243), saying it (The Table) helped much in integrating thematic course in very specific ways on various grounds.

In contrast to the original, the revised taxonomy has been given the practical approach and common language to translate the objectives of learning as supported above. Due to clear-cut verbs for specific categories, the taxonomy was hailed at large.

Though the revised taxonomy has been endorsed by many researchers and academicians in different perspectives yet it could not replace the importance of the

original taxonomy. There has little material been found with the application of the revised taxonomy contrary to the original taxonomy in the educational field, which is widely applied to research.

It can be concluded that the curriculum is an important building block in educational set up. Curriculum is not the name of some books, pen, writing material and blackboard but is the sum total of all those things and activities taking place in learning environment. Therefore the selection and retention of curriculum needs great attention and revision.

In the curriculum there are several elements included but the textbooks are central to the learning. These books are used as the main instructional tools for the students and teachers equally. And the examination system is also dependent on the textbook material. In this context, the analysis of effectiveness of the textbooks is very imperative. For that purpose the evaluation method of assessment occupies the significant meaning. But in our context the significant evaluative studies on the textbooks have not been undertaken to be recounted. Consequently the English textbooks taught in Pakistan do not serve the purpose of the ELT. In this direction the famous Bloom's taxonomy of educational objectives is an important theoretical ground to assess the learning of students from textbooks. The taxonomy is a testing means, thus focuses its attention on the textbook exercise items to find the questions producing the learning behaviour. Bloom's taxonomy is widely applied in the educational and learning context. The taxonomy was revised many decades after its original work, which replaced two categories i.e. knowledge and synthesis to remember and create. The revised taxonomy has many new things like they used verbs in place of nouns of the original taxonomy as key words, yet the revised taxonomy could not replace the importance of original one.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Type

The research study at hand is analytical in nature and descriptive in type which primarily investigates the structure and organization of the exercises with the textbook, which is part of the curriculum. In this backdrop this research examined the selected data in line with the Bloom's Taxonomy of Educational Objectives. For this purpose the existing and missing domains were identified and the presence of levels in each found domain was explored. And suggestions regarding the text and exercises containing the domains and levels were made by designing a new task in the subsequent section.

For this purpose, the first book of Intermediate English (prose section) comprising the 14 lessons was selected and of all the selected 14 lesson texts, exercise items given at the end of each lesson will be analysed. In this direction the exercises from all the lessons were analysed and ratios were drawn to search the three Educational Domains of the Taxonomy and the objectives of each domain. In addition to this, the recommendations regarding creating harmony of the exercises with the text within the domains and levels of the Educational Objectives were made.

3.2 Research Questions

Research questions are based on the assumption that if there is coherent and systematic organization of exercises in relation to the text/content matter in the recommended book of Sindh Textbook Board for teaching English to FA/FSC students.

Main Research Question:

Whether English Textbook of HSC (STBB) meets the standard of Bloom's Taxonomy of Educational Objectives?

Subsidiary Questions

1. What are the existing and missing domains of Bloom's learning of educational objectives in the textbook?
2. Are all the levels of learning present in existing domain(s) in the textbook?

The pattern given in the literature review section i.e. 2.7, 2.8, and 2.9 was used to determine exercise items in the analysis of selected data.

3.3 Data Collection and Sampling

The data was collected from the selected textbook according to the nature of exercise testing items of Bloom's taxonomy. For that purpose the textbook of HSC level taught in Sindh Province in public and private higher secondary schools and colleges was selected. There are 5 textbooks in English syllabus taught of which one

is novel "The Prisoner of Zinda", "Two-One-Act Plays", "Selection from English Verses" & "Intermediate English Book 1 & 2" in prose section. In all of them the first book consisting of text and exercise items, was selected because this book is taught in beginning of the HSC level. The rest of textbooks are void of testing exercise items except HSC Book 2, which is taught in the second year.

As far as the procedure is concerned, the data gathered from the FA/FSC English book 1, prose section, was analyzed in three cycles: Firstly, the exercises from the first five lessons of the text book were analyzed for the first level of the first domain. Secondly, the next five lessons were taken and finally the remaining four lessons were analyzed. Accordingly the whole data for the analysis to the subsequent levels/categories of the domains was selected and analyzed in the same succession.

3.4 Delimitations of the Study

Firstly, this study is delimited to the test items excluding the evaluation of the text and content matter. This study also did not take into consideration the method of English Language Teaching of the textbook.

Secondly, like all other English language evaluation and testing systems which test the four language skills, this study is concerned with the reading and writing skills directly or indirectly. Thus, it is assumed that either this study may not help directly to help in developing the listening and speaking skills of English language since it is concerned with the exercises of the textbooks as the testing items. Additionally, it is acknowledged that the third domain i.e. Psychomotor Domain, unlike cognitive and affective, and its sub-categories were not devised by Bloom and his associates, hence it was taken from other models, which was devised by other people.

Finally, the concern over the clear-cut division of the educational objectives/levels in the domains of the taxonomy is expressed. It is in the perspective that many learning levels of a domain can overlap one another. The same kind of concerns was expressed by the taxonomy developing committee on several times. Thus it is anticipated that there may be some items which were included in one level may show link or relationship with other level of the learning.

CHAPTER 4

DATA ANALYSIS

4.1 Cognitive Domain

This is the very first domain of Bloom's Taxonomy of Educational Objectives. As it is defined in detail in the previous chapter, this domain seeks to test and develop intellectual and thinking skills irrespective of other domains i.e. Affective Domain, which is intended to test and develop emotional and sentimental approach of learners, and the Psychomotor Domain, which is to develop physical motor faculty of the learners. It was observed in the section two of this research that instructions and syllabus mainly in schools and colleges are arranged mainly to develop the Cognitive Skills and the circle of instructions revolves around this approach in one or the other way.

The first three levels of the objectives in the cognitive domain i.e. knowledge, comprehension and application are considered lower level skills rather than latter three levels i.e. analysis, synthesis and evaluation, which require higher level of mental processing or judging. Following is the detailed discussion of exercises in all the levels of the domain.

4.1.1 Knowledge

The knowledge level of the domain develops the faculty of remembering or recognizing the facts, theories, ideas, processes etc. as seen in the following items taken from the textbooks.

Reading Text One: Pakistan Zindabad

1. Who was the first Governor-General of Pakistan?
2. Who was the last Viceroy of India?
3. When and where was 'Pakistan Resolution' passed?
5. What were the provinces that voted to join Pakistan?
7. How large was the population of Pakistan when it became independent?
10. Where is the tomb of the Quaid-i-Azam?

Reading Text Two: Birkenhead Drill

Answer these questions:

1. When and where did Birkenhead sink?
2. What kinds of people were being carried as passengers on the Birkenhead?

Reading Text Three: The United Nations

Answer these questions:

1. When was the United Nations Organization Founded and what inspired its foundations?
5. What is the designation of the Chief Officer of the United Nations; for how long has he been appointed and by whom is he appointed?
6. How large the staff is employed by the Secretariat and where does it work?
10. What is the function of UNESCO?

Reading Text Five: The Miracle of Radio

Answer these questions:

1. At what speed do wireless waves move? What other waves move at this speed?
3. In which years were wireless signals first transmitted over the English Channel and the Atlantic Ocean? Who was responsible for these successful experiments?
6. During what period did sound broadcasting become generally established?
7. In what ways is television an advance upon sound broadcasting?
9. What is function of radar?
10. What use can the astronomer now make of radio?

In the above exercise items taken from the first five lessons, except lesson 4, which does not have any knowledge item, there are questions to remember the facts given in the reading text without mental processing and complexities. Here learner is expected to learn all the facts like 'the first Governor-General of Pakistan, last Viceroy of India, the place where Pakistan Resolution passed, provinces which voted to join Pakistan, population of Pakistan at the time of independence, and the place of the tomb of the Quaid-i-Azam, when and where the ship sank, how large the staff is employed in the organization' etc.

Moreover, here student is not only to remember the specific facts of knowledge but also to remember and memory-processing the principles and methods. For example the remembering of 'other waves speed in line with wireless waves, wireless signal transmission over English Channel along with the person who experimented it, period of establishing sound broadcasting, ways of advancement of television upon other broadcasting, function of UNESCO etc.' are some of the cognitive faculty of the knowledge. Apart from that there are some simple fact remembering questions of knowledge level also. All of these items in one or other

way develop students' conscious-active knowledge to remember the facts, ways and means of the things.

The next five lessons and their exercise items are analyzed as below:

Reading Text Six: Air Travel

Answer these questions:

1. When, where, and by whom was the first aerial journey made?
4. Who was the first man to fly in an aeroplane? What was the date of his first flight and how long did it last?

Reading Text Seven: Letters

Answer these questions:

1. When did Mr. Qureshi arrive in London and where did he stay for the first six days?
2. About how long did Mr. Qureshi stay in Britain?
4. From Saleem's letter, how many children does Mr. Qureshi appear to have?
5. Where did Saleem go to take part in congregational prayers on Eid-ul-Fitr?

Who accompanied him?

6. What are carols and when are they sung?

Reading Text Eight: The Wolves of Cernogratz

Answer these questions:

1. What did Conrad ask his sister?
2. What did the Baroness think the legend was?
7. When did the governess fall ill?
8. What was the first sign of presence of wolves?

Reading Text Nine: By Car Across Europe

Answer these questions:

4. What are advantages of taking a private car?
6. What preparation did Roger make?
10. Where did they go through Germany?
11. Which route did they take through Germany?
15. What was their route from Venice to Naples?

Reading Text Ten: The English Language

Answer these questions:

1. When was Anglo-Saxon spoken in England?
4. Which countries form part of the British Isles?
5. Which other languages are in Britain today?
10. What is the origin of the word *yacht* ?

In these five lessons like the first, the faculty of remembering and recognizing is tested. Here students also need to use the memorization and recognition capability to answer the questions. For example after reading the lesson students remember the specific facts like 'who, when and where made the first air journey, who was the first man to fly, what was the date, when did Mr. Qureshi arrive, what did Conrad ask his sister, when did governess fall ill, which other languages are spoken in Britain today, what is the origin of the word *yacht*' etc. These exercise items develop the habit of memorizing hard facts and details. These items are not such a terms or concepts just to understand and leave but are to retain in mind for lasting memory and to utilize at the time of need.

The remaining four lesson exercises are analyzed below to discuss the knowledge level of the cognitive domain.

Reading Text Eleven: Science and Scientists

Answer these questions:

4. What is the meaning of 'unambiguous'?
5. What is an experiment?
10. How do scientists prove that their facts are correct?

Reading Text Twelve: Science and Society

Answer these questions:

4. Define 'altruism'.
5. What is meant by 'the humanities'?
6. In what period does the writer appear to place the beginning of modern sciences?

Reading Text Thirteen: The Hostile Witness

Answer these questions:

1. What was in the case that Charlton put in the cupboard behind the reception desk?
2. What crime had been committed in Newcastle that afternoon?

In the above mentioned last three lessons of the book except lesson 14th, which does not have any item falling in knowledge category, these are the items of the knowledge level of the taxonomy. These items are with simple specific facts to learn by heart and memorize without any mental hardship. The items like 4th question in lesson 11 is to learn the meaning of the word, while in the 5th item there is the knowledge of principles and ways and is a simple definition, which can be either of one line or more. And in the 10th item there is a method of proving facts, which also can be of one line. All the above exercise items are taken from the text to know some simple ideas of the facts.

All these items, establish the basic understanding towards other higher levels of language such as converting the knowledge into other words or ways of

communication, applying in real situation or using in new ways, separating facts from the descriptions or separating the components of the elements internal or external, amalgamating the different parts of gained knowledge to create a complete whole and valuing the things or giving the personal judgments of utility. Every next step certainly requires the previous access of the things in education generally and in language learning particularly.

4.1.2 Comprehension

In the second level of the cognitive domain, comprehension, the higher level of thinking starts on the basis of the first acquired level of learning. Here remembering and recognizing process go onward to understand the concept or idea and convert the information into other terms. In this cognitive level, learner is expected to grasp the given data and convert it into his own means of communication. It can be translated, interpreted and extrapolated. On the basis of primary understanding of data, it is expected from the learner that he may be able to change from one form of communication to another form. Following are the exercise items for analysis.

Reading Text One: Pakistan Zindabad

4. State briefly what the 'Pakistan Resolution' decided.
5. Why did Kashmir not join Pakistan?
8. How does Pakistan compare in size and population with the other nations of the world?
9. Why does the writer apply the word 'terrible' to the first year of Pakistan's history as independent state?

Reading Text Two: Birkenhead Drill

Answer these questions:

5. Was there enough room in the lifeboats for all the women and children on board?

6. What would probably have happened had there been a panic?

Reading Text Three: The United Nations

Answer these questions:

3. What part of the work of the United Nations appears, so far, to have yielded the most promising results?

7. What is function of the International Bank?

8. What do the initials W.H.O. stand for, and what is the function of this organization?

9. What do the initials F.A.O. stand for, what is the function of this organization?

Reading Text Four: My Bank Account

Answer these questions:

1. According to the author, what is the effect upon him of entering a bank to do business?

2. Why did the author decide to open an account?

3. What was manager's reaction when the author told him that he would like to see him alone?

5. What is the equivalent of fifty American dollars in Pakistani currency?

6. What mistake did the author make when he wrote the cheque?

7. Explain the meaning of the clerk's question 'How will you have it?'

Reading Text Five: The Miracle of Radio

2. Why were wireless waves once called 'Hertzian Waves'?

5. Could speech be transmitted in the early days of wireless signaling? If not, how were messages transmitted?

8. Is television in colour possible? If so, why is it not in general use?

Above items of comprehension taken from next five lessons from the selected textbook 1, demand the understanding of the facts and defining them into one's own terms. For example the reason of 'not joining Kashmir to Pakistan, Pakistan's size comparing with other nations, and interpretation of the word 'terrible' are some facts mentioned in the text and students are expected to understand the facts and either translate, interpret or extrapolate.

Similarly, it is expected from the students that after going through the text, they may have the basic understanding of the facts like 'facts of first using the wireless' and 'speech transmission in the early days and the means of message transmission'. In the given facts the faculty of getting into the text for the purpose to internalize the ideas and then giving output in one's own medium either translating or interpreting in suitable words, is raised. Here the first acquired capability of knowledge is also utilized to describe the specific facts and giving interpretation is considered. Following are next five lessons to analyze.

Reading Text Six: Air Travel

Answer these questions:

2. What is the essential difference between an airship and an aeroplane?
3. Who invented the internal-combustion engine? Why was this type of engine so important to the development of flight?
5. What, in brief, are the respective functions of the reconnaissance aeroplane and the fighter?
6. How were the first bombing attacks on London made?

9. Why was the use of airships for the passenger transport abandoned?

Reading Text Seven: Letters

Answer these questions:

3. Briefly explain how Saleem and David came to write to each other?

7. Why do children in England hang up empty stockings by their beds on Christmas Eve?

Reading Text Eight: The Wolves of Cernogratz

Answer these questions:

3. What was the real story?

5. How did the governess know the real story?

6. Why were the Baron and the Baroness angry with Amelia?

9. Why did the governess insist on having her window open?

10. What was the rational explanation for these strange events?

Reading Text Nine: By Car Across Europe

Answer these questions:

2. How do students often travel abroad?

3. How do older people often travel abroad?

5. Why were Roger and Sheila going to Capri?

12. Why did Roger want to drive across Switzerland?

13. How did they get from Basel to Venice?

14. Why is Venice unique?

Reading Text Ten: The English Language

Answer these questions:

2. Why is Anglo-Saxon spoken in England?

3. What happened to the language as a result of the Norman Conquest?

9. Why does English have such a large vocabulary?

In the above exercise items, the faculty of comprehension is sought. In the items like defining the difference between an airship and an aeroplane, telling the importance of the engine of flight, reason to abandoning the passenger transport, defining reason to hang up the empty stockings in England, and so on. Such items do not mere need to use memory power but more processing of mind like understanding them and then giving proper description. At this level the learner remains attentive towards the theme, subject and detail of the text to interpret them in accordance with the context material. Following are given the next comprehension items.

Reading Text Eleven: Science and Scientists

Answer these questions:

1. What is meant by the phrase 'the man in the street'?
2. What is meant by 'jumping to conclusions'?
3. What is the meaning of 'object' in the last sentence of the second paragraph? Give at least two other meanings with which the word can be used.
6. In not more than three sentences explain why the man in the street considers chemistry to be a science and art not to be a science.
9. Explain the difference between a fact of science and a law of science. If you are a student of science, give an example of each.

Reading Text Twelve: Science and Society

Answer these questions:

1. What is the difference between 'objective thinking' and 'prejudiced thinking'?
2. Explain what is meant by the 'universality' of science and mathematics?
3. With what meaning is 'values' used in the above passage?

Reading Text Thirteen: The Hostile Witness

Answer these questions:

3. Why did Detective Sergeant Manning first speak rather coldly to the group of men in the hotel lounge?
6. Why did Manning never believe that King was the murderer?
7. Briefly explain what was in Manning's mind when he said, 'Your story really interests me, Mr. King'.
8. Why was Manning certain of Charlton's guilt after peering closely into his face?
9. Why was Manning interested in the make and age of King's car?

Reading Text Fourteen: Silence

Answer these questions:

4. On what grounds does Robert Lynd defend conversation about the weather?
5. According to this essay, what kind of topic should be avoided in the conversation among three peoples?
8. Explain the meaning of 'moves' in the sentence, 'The cathedral moves us most deeply in perfect stillness'.
9. What is the purpose of the Two Minutes' Silence?

In these selected items from the last four lessons unlike the knowledge level, the interpretation of the phrases or idiomatic expression is expected in the given context. Learners have to go through the text and grasp it in the expression and afterwards to translate or interpret these expressions in that context or situation. These idiomatic expressions cannot be simply learned by heart like knowledge category of vocabulary items. Unlike that here greater use of mind is required. For instance there may be several meanings of the word 'object' but in the selected question the meaning

that required here is in the context of the text in which it is expressed and it can only be given through getting the understanding of the text and its components. By the same way, in the next question items that the man of the street why consider chemistry so important can only given through getting into the text. On the other hand several other reasons of usefulness of the chemistry can be given but all those things are not required here. What here is required the given expression in the text from which a learner has undertaken. Similarly the next item is also of the same nature to understand the difference between ‘facts of science and the law of science’. In the next item of summarizing, the faculty of comprehension is utilized to understand and interpret the given text in summarized terms. It is a language skill which tests student’s understanding of the text and then converting into his/her own ideas or thoughts. The text for summarizing is in the same context as is the text/lesson item. Thus it has direct link with the context of the given text and doing this would certainly help students to understand the lesson at par.

4.1.3 Application

At the third level of the cognitive domain and last level of the lower level thinking skill, application forwards the attained knowledge and comprehension skills. At this level the learners acquire the skill of applying the things in the new concrete situations not seen previously to the things what were comprehended in the previous level. The application may be technical or theoretical supposition. Moreover, it is expected that the application procedure may be sought in novel situation, which is not countered previously.

In all the lessons of the book, there is no any item that may have context of the text/content and be used as application. Though there are several kinds of items that may fall in the application level yet no real application situation or reference was found to the items with the texts. All the given items present in sense of application were not used in the text/content, in result, that may not be helpful to develop the application faculty in the student. There are several types of application items like 'For Study' which explained the use of different words and several examples were also given but were not linked and had no association to access the texts. In this context exercises, several pairs/single word usage and grammar explanations and items were analysed from the selected lessons but finding no utility to understand the message of the text, thus, were not counted as the items of application level that may prove fruitful for learners. Consequently, in simple calculation no item was counted.

4.1.4 Analysis

Analysis level in cognitive domain of the taxonomic objective is an important component, which goes into the abstraction of organizational principle. This level develops the faculty of parting or separating the internal as well external elements to see the relationship of the facts in the body of the text. It analyzes the elements on micro levels as well as analyses the relationship in the given data. This level also investigates the organizational principles on which some story/discussion is based. At this level the learners acquire the ability to break the large facts and data into small components and explore the principles of organizations but not to judge it, which is the evaluation level. Following are given the exercise items to analyze.

Reading Text Two: Birkenhead Drill

Answer these questions:

3. How did the Birkenhead come to be wrecked? Was any member of her crew to blame?
4. Why was there lifeboat accommodation for only 180 people after the collision with the rock?
8. Were many of the men rescued who remained on the sinking ship? How did the survivors among those left on the ship manage to save themselves?
10. Were the troops on board the Birkenhead experienced, and used to facing danger? How do we know that they behaved with gallantry and discipline up to the very last?

Reading Text Three: The United Nations

Answer these questions:

2. How successful has the United Nations Organization been, so far, in preventing local wars?
4. What are the more important differences between the General Assembly and the Security Councils?

Reading Text Four: My Bank Account

Answer these questions:

4. Why did the manager look relieved when he knew the purpose of the author's visit?
8. Why was there 'a roar of laughter' when the author left the bank?

Reading Text Five: The Miracle of Radio

Answer these questions:

3. What facts are given in the text about the first use of wireless to bring help to a ship in distress?

Analytical taxonomical level of the educational objectives is the extension and continuity of the previous levels. For example a learner has acquired the knowledge level, he is expected to translate or interpret the knowledge in his own words or ideas. Similarly when a learner reaches at the comprehension level he can use it in the novel situation. In this level when one acquired the application level, ultimately can analyze the facts from the ideas and theories. Here in the above selected lessons as is obvious from the test item as 'wrecking of the Birkenhead drill and blaming any member, reason of lifeboats for only 180 people, knowing about the troops on board, analyzing the success of United Nations Organization so far, reason for roar of laughter in the bank' and so on. Such factual information can be gotten only after getting into the complete text/content of the book. The rest of the items are also of the nature to break the large facts and story into smaller component units and parts. For example the final item which seeks the organizational principles and relationship of the narration to weave the facts in the lesson to wireless development and its consequences. The next lessons are given following to analyze.

Reading Text Six: Air Travel

Answer these questions:

7. How were the first bombing attacks on London made?
8. Why was it more difficult to fly from Europe to North America than from North America to Europe?
10. What new means of propulsion has greatly increased the speed of airliners in recent years? What kind of radio device contributes to their safety?

Reading Text Seven: Letters

Answer these questions:

9. Does Easter always fall on the same date? What is the season in Britain when it occurs?

10. What made the browns decide not to drive to the seaside on Easter Monday in 1986?

Reading Text Eight: The Wolves of Cernogratz

Answer these questions:

4. At what precise moment would a tree fall in the park?

Reading Text Nine: By Car across Europe

Answer these questions:

1. Why is it easy to reach the continent of Europe from England?

7. How did they cross the English Channel?

8. What happened on board the ship?

9. What did they do when they left Dunkirk?

Reading Text Ten: The English Language

Answer these questions:

6. Why is English not spoken as a first language in parts of Wales and Scotland?

7. Why does language tend to change more rapidly in a primitive society than in an advanced one?

8. What kind of words in modern English are derived from Anglo-Saxon?

In the above lessons the exercise testing items are of the fragmentation nature.

These questions are of the analysis level which extracts different smaller facts from the whole. For example the question 'how was bombing attack made' requires the close study of the whole content because the lesson of 'the air travel' is in such a construction that describes various formulations of 'bombing attacks' starting. The air

travel is described that it started at various locations due to various developments but the student requires analyzing the complete formulation to reach the phenomenon where air travel development consequently truly started. Similarly, in the second question of 'why it was difficult to fly from Europe to North America' here the situation is one of the several such queries and analyses. From this depiction one has to separate the events of air travel advancement from all others. Likewise, the rest of the questions from selected 5 lessons draw the similar attention and ability to fragmentize the smaller facts from the larger one. Following are the next items to analyze.

Reading Text Twelve: Science and Society

Answer these questions:

7. In one sentence state what three features, in the writer's opinion; are the most important characteristics of modern science?
8. The writer mentions four contributions made by science to the welfare of society. What are they?
9. What is unusual about the construction of the last sentence in the last-but-one paragraph?
10. The writer concludes by affirming that education should contain three elements. What are they?

Reading Text Thirteen: The Hostile Witness

Answer these questions:

4. Briefly explain why Johnson, Carter and Abbott were suspicious of king even before the revolver was found in his room?
5. At what point in the play does the audience realize that Charlton is lying in order to throw suspicion on king?

10. Why did Charlton give away the place where the case was deposited for which he had committed murder?

Reading Text Fourteen: Silence

Answer these questions:

1. Only one paragraph is the essay does not begin with a key-sentence. Which is it?
2. In not more than three sentences explain how can we tell that the writer's background is England?
3. How can one tell that the essay was written between 1919 and 1939?
6. What is the reason, in the writer's opinion, for people's fear of the dark?
7. If the paragraph beginning 'For complete silence produces feelings of awe in us....' Had to be divided into two, where would you make the division?

Above questioning items in the text from the last three 3 lessons, excluding lesson 11, which does not have any analysis item, of the book inquire and develop the analytical faculty and understanding. The student is expected after reading the text to analyze the facts and answer accordingly. The lesson on science and society is based on the scientific advancement of society and four contributions made by the science to the welfare of society, three elements of education and such other demanding questions compel students to think and analyse the facts and develop good understanding. Further more there are examples of breaking the structures and analyzing the information and construction like 'knowing the unusual about the construction in lesson science and society,

4.1.5 Synthesis

When learner reaches at the level of synthesis in the taxonomic objectives, he becomes able not only to break and analyze the elements and relationships but also to combine the bits and elements to form as a one whole. This category of educational objectives deals with the parts, pieces, and elements. In this level the writing skills and expressive methods are investigated. In the combination of writing and other component combining skills one can express his experience in the best way.

Following are the first 5 lessons to analyze the synthesis level.

Reading Text One: Pakistan Zindabad

Composition:

Write an essay of 250 to 300 words on *one* of the following personalities:

1. Mohammad Ali Jinnah.
2. Liaqat Ali Khan. (Out of Text)
3. Syed Ahmed Khan. (Out of Text)
4. Amir Ali. (Out of Text)
5. Allama Mohammad Iqbal. (Out of Text)

Reading Text Two: Birkenhead Drill

Composition:

Write between 250 to 300 words on *one* of the following topics:

1. The value of discipline
2. A true story of heroic behaviour.

Reading Text Three: The United Nations

Composition:

Write between 250 to 300 words on *one* of the following topics:

1. The need for international understanding and co-operation.
2. The importance of literacy. (Out of Text)

3. The value of the United Nations Organization.

Reading Text Four: My Bank Account

Composition:

1. Briefly summarize the story. Use the third person all through and present in the form of reported speech all the conversation that you retain in your version.

2. *Either* (a) Write a brief story, true or fictional, of a humourous misadventure.

Or (b) Discuss the humour of Stephen Leacock's short story. Write not more than 350 words.

Reading Text Five: The Miracle of Radio

Write an essay of not more than 350 words on one of the following topics:

1. The benefits of wireless and radar to sea and air transport.
2. The potential value of sound broadcasting to education.
4. Some important uses of radio in the modern world.

Synthesis level of testing is no doubt carried out from the text. Some body of texts are analyzed and then synthesized into a whole part. The above selected items of synthesis are from the first five lessons, like Pakistan Zindabad. The lesson gives the accounts of Mohammad Ali Jinnah when he arrives at Karachi airport during the initial years of newly born country Pakistan. The lesson or text is in the perspective of the formation of Pakistan and the feelings of Mohammad Ali Jinnah. The major facts of the lesson are the important events of Pakistan Movement. But the given exercise test like writing essays on the mentioned personalities such as Liaqat Ali Khan, Allama Mohammad Iqbal etc. are out of text. It has no direct link or there is no profound account of the said personalities that the students may take the much

information to synthesize an essay of 250 to 300 words. There is only sufficient account on Mohammad Ali Jinnah in the text from where students can accumulate the facts and ideas to write an essay on him. Therefore, in calculation the rest of asked essays on the personalities were not counted as the part of the synthesis.

Unlike the first selected lesson in the synthesis level of learning, here in the lesson 5 the asked essays are linked with the text directly or indirectly. The first item regarding asking to synthesize the views from the given text on ‘benefits of wireless and radar’ is directly linked with text because the lesson is about the experiments of the wireless system and invention of radar and radio. The students who had a good grasp of the text can accumulate the facts and describe the phenomenon in a well organized way. In the same direction, the second item is also linked with broadcasting system. From those facts and analysis students can rearrange and synthesize the different relevant elements to form an essay accordingly. Similarly, the rest of the items in all the lessons are falling in the category of synthesis but those which are not linked with the content/text matter are marked as the ‘out of text’.

Reading Text Six: Air Travel

Composition:

Write an essay of not more than 350 words on *one* of the following topics:

1. The achievements of Pakistan in civil aviation. (Out of text)
2. The development of transport during the last hundred years.
3. The value to society of the scientist and the engineer.
4. The practical benefits that modern advances in science and engineering can bring to Pakistan.

Reading Text Seven: Letters

Composition:

Write two letters, the first a short business letter on *one* of the topics listed under *A* and the second a letter to a pen-friend in Britain or America dealing mainly with one of the topics listed under *B*.

A

1. To a shop or office, complaining that some goods you have ordered have not arrived by the promised date.
2. From a shop or office, in answer to a complaint like the one above.

B

1. Your life as a student.
2. Your recreations.

Reading Text Eight: The Wolves of Cernogratz

Composition:

Describe in one paragraph each:

1. The legend of Cernogratz.
2. The events surrounding the death of Amelie von Cernogratz.
3. Any legend or strange story that you have heard yourself.

Reading Text Nine: By Car across Europe

Composition:

Write one paragraph in answer to each of the following questions:

1. Suggest a possible route for Roger's and Sheila's journey back from Capri to London.
3. Describe any long journey you have undertaken by train or by car.

Reading Text Ten: The English Language

Composition:

Write an essay of not more than 350 words on *one* of the following topics:

1. The difficulties of English for those who speak your mother-tongue.
2. 'English has long ceased to be the possession of the English race. It is now a world language.' Discuss.
3. The importance of English to scientists, engineers, doctors and members of other professions.
4. Modern developments in Urdu language and literature.

Or

Modern developments in Sindhi language and literature.

In the second five lessons of the book the items of writing and composition have been taken which fall in the synthesis category of cognitive domain. As defined above in the first five lessons, there are some items that are not linked with the content/text were marked as 'out of text' item as is given in the lesson six to describe the achievements of Pakistan in civil aviation. However there is no sufficient matter on Pakistan's civil aviation in the text/lesson but the account of the test is concerned with the general air flying advancement. On the other hand, the second item in the same lesson is directly linked with the transport development. Moreover the items in the next lesson are also linked to the content/text to follow that and produce new thing on the given models.

Reading Text Eleven: Science and Scientists

Composition:

Write not more than 350 words on *one* of the following topics:

1. The work of an eminent Muslim scientist. (Out of text)
2. 'At least one science should be compulsory in secondary education.' Discuss. (Out of text)
3. The scientific outlook.

Reading Text Twelve: Science and Society

Composition:

Write not more than 350 words on *one* of the following topics:

1. The application of science to social problems.
2. 'The study of literature should be compulsory in secondary education.'

Discuss (out of text)

3. 'Education is incomplete without religious training.' Discuss. (Out of text)
4. The role of the scientist in the future development of Pakistan.

Reading Text Thirteen: The Hostile Witness

Composition:

1. As briefly as you can, give an account of the plot of the one-act play you have just read.

And

2. Write a short piece of dialogue, with stage directions, based on one of the following situations:

- (a) A traveler discovers that he has got into the wrong train.
- (b) A shop-keeper tries to persuade a customer to buy a more expensive article than the one he, or she, really wants.
- (c) Three students planning a Sunday excursion find it difficult to agree on where they will go.

Reading Text Fourteen: Silence

Composition:

Write an essay of not more than four hundred words on one of the topics below. If you fancy trying a difficult topic, choose number one or two. If you

feel at all doubtful about your ability to handle either of them, choose number three or four instead.

1. Patriotism. (Out of text)
2. Humour. (Out of text)
3. The career I should like to follow. (Out of text)
4. College life-its pleasures and its cares. (Out of text)

In the above selected items from the lessons the majority is out of text. The taken lessons like 'Science and Scientists' is on the account of scientific ways and behaviours of the society and people whereas there is no account of any scientists as asked in the composition and thus a student can not synthesize the knowledge and write as essay. By the same way, there is no discussion that whether science can be adapted as compulsory in education and is unlikely for student to compose an essay from the lesson/text. Thus, only one item 'the scientific outlook' in the said lesson was counted as the synthesis item from the exercise. By the same way all of the above exercise items are demanding the different facets of the synthesis. Above characters in the lesson 'Hostile Witness' are given in the drama with different aspects and contexts. The student can learn the various sides and performances of the characters and can synthesize them to develop a unique writing structure with the facts. Such items of exercise help developing independent synthetic capability in the student and the ways to know all the sides of the matter and to write. Such selected items of exercise also demand the understanding, analyzing and synthesizing the knowledge into one whole. Writing appreciation of the lesson demands the grasp of the given ideas and facts and then analyzing them into an idea and form, subsequently synthesize them into novel structure.

4.1.6 Evaluation

Evaluation is the highest level of the Taxonomy which according to Bloom et.al. (1956) is placed for highest level of academic career like universities. Yet this level is widely applied from primary to college level of education depending upon the less complexities of the given text. In this level, the learner is expected to judge the body of text in terms of internal coherent evidences as well as external evidences to reach at conclusion/judgments.

Reading Text Four: My Bank Account

Answer these questions:

9. The author, Stephen Leacock, was a respected university teacher and a highly successful writer. Do you think this is a true story?
10. Why is it wiser to keep one's money in a bank than to hoard it in one's home?

Reading Text Five: The Miracle of Radio

3. The advantages and disadvantages of having television in the home.

Reading Text Eleven: Science and Scientists

Answer these questions:

7. 'I know that fat people are stupid because I have a cousin who is fat and he is very stupid.' Explain why these words reveal an scientific outlook.
8. 'I have always believed that girls are less intelligent than boys. I don't care what the result of intelligence tests show-I'm not going to change my mind.' Explain why these words reveal an unscientific outlook.

In the above data it is expected from the learner to give his/her personal judgments and opinion that the story about the author Stephen Leacock is true are not

and why we need to put money in the bank instead of home and what are advantages and disadvantages of having television at home and describing some important uses of the radio in the modern world. The answer can come for or against that will reveal learner's personal judgment and evaluation of the said body of text that is given in the said lesson of the textbook. Having very close reading of the lesson of 'the miracle of radio' it can be said that the first item of describing the advantages and disadvantages is somewhat difficult. It is because of beginning account of the television when it was not common in use. In this situation it is difficult for the students that they may judge from the given text if not seen in present day common use of television. Evaluation items were found only in three lessons out of fourteen; the rest of eleven lessons did not have the items.

Above items from the lessons are inquiries of the personal judgment. The student after reading the text becomes able to see all the facts regarding the truths, its values and finally expresses the opinion and his conclusion. This type of exercise questions develop the confidence of the student to learn and establish independent understanding and opinion regarding various things that come in educational experience.

4.2 Affective Domain

The second in Blooms' Taxonomy, the affective domain deals with the feelings and emotional development of the student. This phenomenon is mainly observed in the literature and literary writings where the descriptions in close proximity to learner's feelings explore his/her response and reaction. This taxonomical category was not found much in the analysed textbook but only two exercise items, which fall under 'Valuing' the third sub-category of affective domain. The remaining four

levels, receiving, responding, organization and characterization of the category/domain were not found. The items of this domain are given below:

Reading Text Seven: Letters

Answer these questions:

8. Would you expect to see snow if you were in London at Christmas? What sort of weather would you expect?

Reading Text Nine: By Car across Europe

Composition:

Write one paragraph in answer to each of the following questions:

2. If you had to travel from your own home to London, by which route would you prefer to go?

Valuing level of the affective domain is described in the previous chapter that it is the process in which learner internalizes the value system and belief. At its peak the valuing acquires the devotion and dedication for the cause and purpose. At this stage the learner considers himself as the part of some phenomenon or happening. He is being motivated and tries to motivate the others. Similarly, the above two examples of the affective domain in the textbook depict the phenomenon to which personal involvement is attached and asked to describe it to other friends. In this context there is no concept of right or wrong but personal attachment. The learner develops valuing the phenomenon and becoming part of it.

4.3 Existing and Missing Domains

Through finale research study it was found that the cognitive domain of the Bloom's Taxonomy exists with almost all the sub-categories/levels in the textbook

while only two items of the affective domain were found. On the other hand, the psychomotor domain is absent. It is (perhaps) because that almost the majority of educational syllabi are taking cognitive domain in consideration, which develops the intellectual skills of the students. The rest of the domains i.e. the affective and the psychomotor domains are missing.

Table showing the items of the educational domains

Table 1

Taxonomical Domain	Exercise Items	Percentage
1. Cognitive Domain	170	98.83 %
2. Affective Domain	2	1.16 %
3. Psychomotor Domain	0	00 %
Total	172	100 %

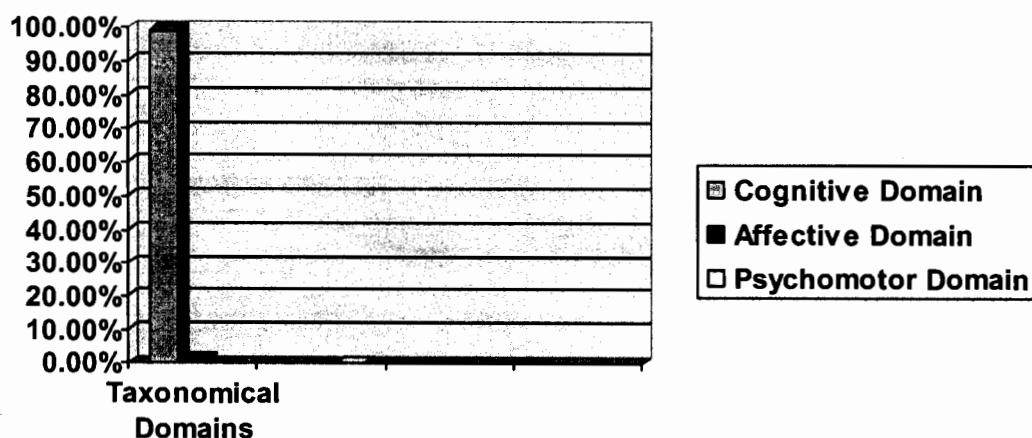


Figure 1

Above analysis and the figure 1 show that very much stress was given to the cognitive domain, the first of the Bloom's taxonomy of the educational objectives. Its ratio reached to well under 99 percent in all. In contrast to that, the second domain, affective domain, was given weight well under 2 percent in all. Finally the third, the psychomotor domain was not even touching the bottom, given no weight at all.

4.4 Levels of Educational Objectives

From above analysis the hypothesis was proved that there is deficiency in the organization of exercises in the Sindh Textbooks of HSC level 1, which does not serve the objectives of language learning in proper ways. All three domains are not there and cognitive domain did not have all the levels that may develop hierarchy in learning. Hierarchy in the objectives serves as the ladder in learning purpose and absence of this sequence can cause stumbling block in learning too. Over all, there is cognitive domain with sufficient numbers of exercise items with 170 items, in all 14 lessons of the book, but within that domain there is greatest gap of application level. The rest of the levels were found unsystematic not with regard to numbers but also arrangement which can be seen from the figure and chart.

Through the above selected and analysed data from 14 lessons following simply calculated number of the items formed.

Table showing the levels in cognitive domain

Table 2

Cognitive Levels	Exercise Items	Percentage
1. Knowledge	47 items	27.64 %

2. Comprehension	55 items	32.35 %
3. Application	0 items	0 %
4. Analysis	34 items	20 %
5. Synthesis	29 items	17.05 %
6. Evaluation	5 items	2.97%
Total	170	100 %

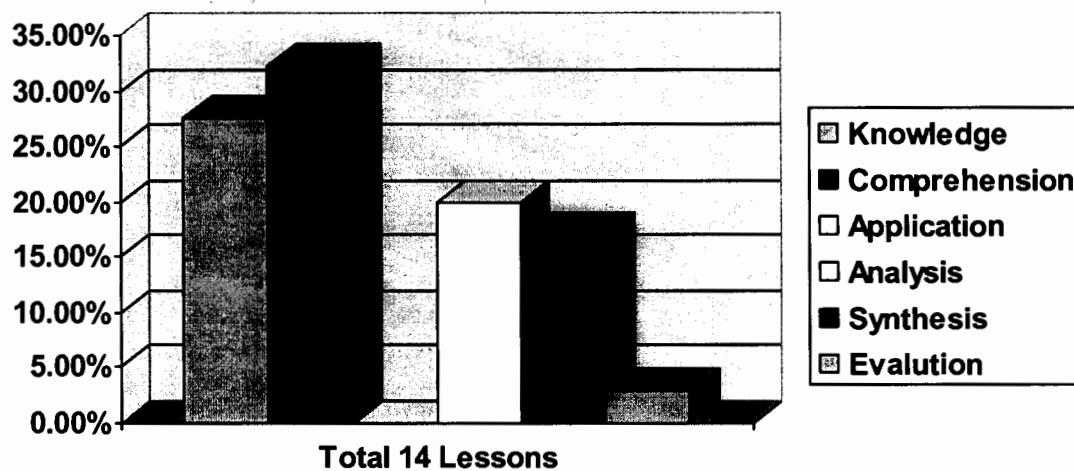


Figure 2

The table 2 and figure 2 show the result of the textbook analysis in nut shell. It is clear from the data that the cognitive domain of the Bloom's taxonomy was well at hand in the book, which counts to the round about 98 percent, whereas the sub-categories/levels of the cognitive domain were not addressed properly. The analysis, seen from the figure 2 and table 2, show that most number of exercise items fall in the comprehension level, while the next most emphasized level is the knowledge. The least emphasized level in the domain is evaluation. On the other hand the third level, the application, was ignored altogether. In order to present all the domains a tentative model lesson exercise is offered in the following section, which meets most of the domains with their learning levels of Bloom's Taxonomy.

4.5 Suggested Lesson Exercises

Pakistan Zindabad

(See Original Text of the analyzed book Exercise in Appendix B)

(Cognitive Domain)

Exercise 1

1. Choose the correct answer.

1. The first Governor-General of Pakistan was
 - a) Liaqat Ali Khan
 - b) Chaudhry Rehmat Ali
 - c) Allama Iqbal
 - d) Mohammad Ali Jinnah
2. The last Viceroy of India was
 - a) Mahatma Gandhi
 - b) Mohammad Ali Jinnah
 - c) Lord Mountbatten
 - d) Jawaharlal Nehru
3. 'Pakistan Resolution' was passed at Lahore in
 - a) 1947
 - b) 1940
 - c) 1930
 - d) 1952
4. When Pakistan got independence, its population was
 - a) Seventy million
 - b) Sixty million

- c) Eighty million
- d) Seventy five million

5. Pakistan in terms of size and population with comparison to other nations of the world is

- a) greatest in the world and fifth in Muslim States
- b) greatest in Muslim States and fifth largest in the world
- c) largest nation in the world
- d) smallest in the Muslim States

6. The tomb of Quaid-e-Azam is in

- a) Karachi
- b) Lahore
- c) Islamabad
- d) Quetta

7. Quaid-e-Azam advised the League at Lahore in 1940 to

- a) take immediate decision
- b) take no decision
- c) think a hundred times before taking decision
- d) decisions are not taken in this way

8. When Mohammad Ali Jinnah arrived at Karachi Airport in 1947, the people were

- a) excited and roared with 'Pakistan Zindabad'
- b) sad for separation of India and Pakistan
- c) tired and far from well
- d) silent and calm

Exercise 2

2. Answer the following questions.

1. For which areas do the letters in the name 'Pakistan' stand for?

2. State briefly what the 'Pakistan Resolution' decided.
3. What were the provinces that voted to join Pakistan?
4. Why did Kashmir not join Pakistan?
5. What were Congress leader doing during World War One?
6. Why does the writer apply the word 'terrible' to the first year of Pakistan's history as an independent state?
7. In your opinion how much Kashmir's accession to Pakistan was important?
8. "An enemy of today is a friend of tomorrow", what do you think of it?

Exercise 3

3. Write notes of 150-200 words on:

1. The struggle of Quaid-e-Azam Mohammad Ali Jinnah for Pakistan
2. The state of Muslims before emergence of Pakistan
3. Gandhi and Jinnah talks and result

Exercise 4

4. Use the correct form of the verb given in brackets.

1. As soon as he (appear) the whole crowd roared with one voice, 'Pakistan Zindabad! Pakistan Zindabad!'
2. Mohammad Ali Jinnah (is) at this time tired and far from well.
3. You (is) free to go to your temples, to go to your mosques or any other place of worship in this State of Pakistan.

Affective Domain Exercise Items

Level One: Receiving

Directions: The purpose of these questioning items is to discover what you really think about the lesson you have read just now...Consider each question carefully answer it as *honestly* and *frankly* as you possibly can.

....There are three ways to mark the Answer sheet;

Y means that your answer to the question is *Yes*.

U means that your answer to the question is *Uncertain*.

N means that your answer to the question is *No*.

1. Do you wish to have more such historical lessons to read?
2. Do you have in mind some other historical accounts which you would like to listen/read sometime soon?

Level Two: Responding

Objectives: Engages in a variety of reading/speaking involving activities.

Directions: There are three ways to mark the Answer Sheet: (The rubrics will be same as for level 1)

1. Do you often discuss with friends such issues most popular in the times like Pakistan struggle, and the like?
2. Do you read historical struggles fairly regularly?

Level Three: Valuing

Objectives: Appreciation of a struggle for a purpose in one's life.

Directions: There are three ways to mark the Answer Sheet: (The rubrics will be same as for level 1)

1. Would you ever try to work for attaining your homeland like Quaid-e-Azam?

Level Four: Organization

Objectives: Uses reading to derive ideas about the conduct of life.

Read each statement carefully. The mark:

A if the statement *does apply* to your reading.

U if you are *uncertain* as to whether the statement applies to you in your reading.

D if the statement *does not apply* to your reading.

1. Realizing (after reading such lessons/stories) that I find myself as the part of such history as full of struggle for independence.

Level Five: Characterization by a Value or Value Complex

Objective: Respect for the worth and dignity of human beings.

Situation 1: The struggle of Muslims under the leadership of Quaid-e-Azam succeeds. There comes the rule of Muslims in the country and controls the whole power of state. What would you suggest in consequence of the previous injustice and discrimination by Hindus against Muslims?

- a) revenge the slavery.
- b) abolish the ethnic discrimination
- c) separate the institutions for Muslims and Hindus.

Situation 2: There is a fight between Muslims and Hindus. Being a Muslim one what action would you take?

- a) understand the reason of fight before taking any action
- b) would ignore and pass by.
- c) assist the Muslims unconditionally

Psychomotor Domain Exercise Items

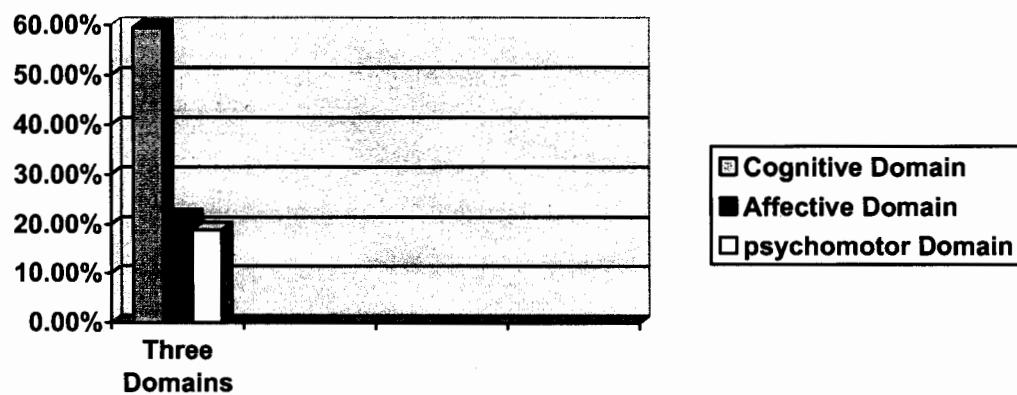
Practice the following exercises in your class:

1. Wave your hands when delivering a speech in a seminar.

2. Respond to the slogans chanting by people at the arrival of Mohammad Ali Jinnah.
3. Jump to the extent of four meters.
4. Give verbal instructions to your classmates on discipline.
5. Imitate a famous humorous/ commentator/orator.
6. Stand still for a while in meditation to solve a problem.
7. Stand still on one leg as long as you can.

Table showing the domains in the suggested lesson**Table 3**

Taxonomical Domains	Exercise Items	Out of	Percentage
1. Cognitive Domain	22	37	59.45 %
2. Affective Domain	8	37	21.62 %
3. Psychomotor Domain	7	37	18.91 %

**Figure 3**

In the suggested lesson, unlike the under research book, the exercise items are offered including the requirements of Bloom's Taxonomy of Educational Objectives. Firstly, all the domains of the taxonomy were incorporated in order to promote the hierarchical and goal achieving learning emphasized by the researchers such as Blyth (1996), Frust (1981) and others quoted in the literature review. Secondly, in the suggested lesson the most weight is given to the cognitive domain, which is considered as the basic in the educational set up, which forms the largest part of learning that is endorsed by Bloom et.al. (1956). In this context, the exercise objects are designed to emphasize the lower learning to the higher learning level as suggested by the researchers such as Everett (1977), discussed in the literature review chapter. Furthermore, all the levels in each domain are given.

Therefore, the offered lesson exercises are projected that may come up to the suggested model of Bloom's Taxonomy of educational Objectives. It can engender the hierarchical learning with all encompassing faculties like thinking (Cognitive) receiving up emotionally (Affective) and pertaining bodily (Psychomotor) learning.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 Findings of the Research

The study was carried out in order to seek the classification of the textbook exercises in the light of Bloom's Taxonomy of Educational Objectives. Selecting the key words and behaviour descriptions with the help of some sample questions all the exercise items linked with the content/text matter were analyzed. It was found that there are mainly five types of the exercise items in the book. The first kind of the exercise items is 'word-meaning' containing contextual terminologies that are used in the text/lesson. This kind of questions develops the memorization and recognition faculty and fall in the knowledge level. The second type of testing items is 'questions' which require answers from the text that can fall in any level of a domain. The third type of testing items is 'usage', in which grammatical terms and phrases are explained and used. This type of items falls in the application level. The fourth type of the testing items is 'essay/letter/application' writing, mainly on related themes of the given lessons that can develop synthesis level. Finally some grammatical rules are explained and used with examples and some testing items are given.

It was found in the course of the research study at hand that the exercise items in the textbook do not correspond to Bloom's Taxonomy of Educational Objectives.

The flaws found while analyzing the exercises were mainly based on the two grounds. Firstly, the exercise items were not in conformity with the domains of Bloom's Taxonomy. There were sufficient exercise items of the cognitive domain i.e. 170 items, (See table 1 figure 1), whereas the affective domain is rare i.e. 2 items, and psychomotor domain is not present. Within the cognitive domain there was no coherence of the learning levels. Application level was completely missing, whereas the rest of the levels were not equal (see table 2 figure 2). With reference to affective domain, there were found only two items against the one hundred and seventy items of cognitive domain. Out of five levels in the affective domain identified by Bloom the two exercise items do not correspond to the rest of the five levels of the domain. Those items fall in the sub-category of valuing while the rest of the sub-categories as receiving, response, organization and characterization were found void of any exercise items.

On the other hand, it was found that the a good number of the exercises i.e. 79 exercises and several other grammatical uses of tenses and words from 14 lessons, having hundreds of items, were not in relation to the concepts or understanding of the text/content matter. It can be said with certainty that this phenomenon could not support the learning of the complex ideas and structures of the lessons/texts.

5.2 Recommendations

Keeping in view the findings of the study, the following recommendations are made:

There is a need to have the complete overhauling of the textbook in terms of content and testing methods to produce the desired results. Since it has been observed that textbooks by and large carry a lot of exercises, which do not seem in complete

conformity with the text, these exercises need to be linked with the texts so as students can better grasp the text contents and the exercises as well as their underlying objectives, and all those exercises which are not directly related with the texts should be excluded.

In order to bring variety and augment in the efficacy of the textbook it seems significant that they should be designed keeping in view the principles of various learning theories such as Bloom's Taxonomy.

If the educational and Language learning objectives are explicitly prescribed in the books, the students as well as teachers will measure their performance in terms of those objectives and hence students can take the maximum benefits out of the text and teachers can determine their performance as well.

Domains of the learning with appropriate interface should be introduced in the textbooks and within the domains the sub-categorical levels of learning should be arranged in order to promote hierarchical learning (example of such balance is given in the suggested lesson above) system.

There is also a need to conduct more research studies on other related books of this level on various grounds of English Language Teaching methods. Finally, in the textbook, instructions for the teacher should be given to make them aware of the goals of the syllabus, aims and objectives and its implications.

5.3 Conclusion

The conclusion of the undertaken study can be summarized from the figure 1, and 2; which show that the Educational Learning Domains and Levels suggested by Bloom's Taxonomy are not present. In the previous sections it was observed that the domains of the taxonomy are widely recognized and applied in order to test the

learning at all levels and backgrounds. In the result of this study the absence of the taxonomical domains and levels, learning can be concerned. For this concern, affective domain can be taken as example as it is evident from the content of the affective domain that it tests the emotional stimuli or behaviour of the students through literature. The objectives and testing items of this domain are mainly linked with the literature and literary sensitivity. If this is seen in the context of the textbook just analyzed, which also consists of literary pieces of writing that could very well test the emotional behaviour of the students. But in the exercise testing material, the emotional behaviour testing items seemed to be overlooked and the emotional behaviour of the student(s) can remain forsaken. Learning can not be made with only the cognition that is desiccated use of reasoning and mind but also can be made with interest and enthusiasm.

Similarly the psychomotor domain tends to develop the practical or physical motor skills, which may bring the literary pieces into practice, such as performing on stage or in class, could be developed but it was unnoticed altogether. This also can result with no assimilation of body and soul in learning.

Besides, this research study also shows that the large number of exercises in the book is not associated with the content matter. In those exercises the grammatical and other learning instructions are incongruent to the book/text under question. Though there may be the possibilities of giving such items in order to develop general approach of the learner towards the language learning, yet this may create disinterest to the content of the book for learners. Moreover, practicing non-related exercise items student might loose the curiosity in the lesson/text while solving the exercises. Thus, the exercises and texts, which are considered most integral part of the

textbooks, can create disharmony and alienation on the part of students if taken the other way round.

Apart from this, the lack of instructions for learners and teachers can mar the efficacy of the textbook while teaching by the teachers, which can be the one of the main reasons of impediments of language learning in the context of the textbook.

It is also regretted that throughout the research study, no preceding research assignment/ project was found regarding the organization or structure of the under question textbook or from any other viewpoint. However, this textbook has been taught in the public and private educational institutes for the last many decades. This lack of attention towards the main educational curriculum book is grave intimidation to the mental development for achieving the targets of language learning at higher level and in modern educational scenario.

Thus, to conclude, that the candidates coming from such educational background, having the textbook in the curriculum may rightly found flawed in English composition and comprehension as described by the commission and other study reports mention in the background of the study. This possibility can not be disregarded that having such textbook background learners/candidates may suffer the loss of English language achievement. Therefore, the intended changes in the society and behaviour in the people can not be achieved without quality of the textbook structure and organization. Correspondingly, the textbook organization and output augments the right direction to achieve the curricular and educational goals.

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Appendix A**cognitive domain**

level	category or 'level'	behaviour descriptions	examples of activity to be trained, or demonstration and evidence to be measured	'key words' (verbs which describe the activity to be trained or measured at each level)
1	Knowledge	recall or recognise information	multiple-choice test, recount facts or statistics, recall a process, rules, definitions; quote law or procedure	arrange, define, describe, label, list, memorise, recognise, relate, reproduce, select, state
2	Comprehension	understand meaning, re-state data in one's own words, interpret, extrapolate, translate	explain or interpret meaning from a given scenario or statement, suggest treatment, reaction or solution to given problem, create examples or metaphors	explain, reiterate, reword, critique, classify, summarise, illustrate, translate, review, report, discuss, re-write,

			estimate, interpret, theorise, paraphrase, reference, example	
3	Application	<p>use or apply knowledge, put theory into practice, use knowledge in response to real circumstances</p>	<p>put a theory into practical effect, demonstrate, solve a problem, manage an activity</p>	use, apply, discover, manage, execute, solve, produce, implement, construct, change, prepare, conduct, perform, react, respond, role-play
4	Analysis	<p>interpret elements, organizational principles, structure, construction, internal relationships; quality, reliability of</p>	<p>identify constituent parts and functions of a process or concept, or de-construct a methodology or process, making qualitative assessment of elements,</p>	analyse, break down, catalogue, compare, quantify, measure, test, examine, experiment, relate, graph, diagram, plot,

		individual components	relationships, values and effects; measure requirements or needs	extrapolate, value, divide
5	Synthesis (create/build)	develop new unique structures, systems, models, approaches, ideas; creative thinking, operations	develop plans or procedures, design solutions, integrate methods, resources, ideas, parts; create teams or new approaches, write protocols or contingencies	develop, plan, build, create, design, organise, revise, formulate, propose, establish, assemble, integrate, re-arrange, modify
6	Evaluation	assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgement relating to external criteria	review strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability; assess sustainability; perform a <u>SWOT</u> analysis in relation to alternatives; produce a financial justification for a proposition or	

			venture, calculate the effects of a plan or strategy; perform a detailed and costed risk analysis with recommendations and justifications
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affective domain

level	category or 'level'	behaviour descriptions	examples of experience, or demonstration and evidence to be measured	'key words' (verbs which describe the activity to be trained or measured at each level)
1	Receive	open to experience, willing to hear	listen to teacher or trainer, take interest in session or learning experience, take notes, turn up, make time for learning experience, participate passively	ask, listen, focus, attend, take part, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel
2	Respond	react and participate	participate actively in group discussion,	react, respond, seek

		actively	active participation in activity, interest in outcomes, enthusiasm for action, question and probe ideas, suggest interpretation	clarification, interpret, clarify, provide other references and examples, contribute, question, present, cite, become animated or excited, help team, write, perform
3	Value	attach values and express personal opinions	decide worth and relevance of ideas, experiences; accept or commit to particular stance or action	argue, challenge, debate, refute, confront, justify, persuade, criticise,
4	Organise or Conceptualize values	reconcile internal conflicts; develop value system	qualify and quantify personal views, state personal position and reasons, state beliefs	build, develop, formulate, defend, modify, relate, prioritise, reconcile,

				contrast, arrange, compare
5	Internalize or characterise values	adopt belief system and philosophy	self-reliant; behave consistently with personal value set	act, display, influence, solve, practice

Dave's psychomotor domain taxonomy

psychomotor domain (dave)

level	category or 'level'	behaviour descriptions	examples of activity or demonstration and evidence to be measured	'key words' (verbs which describe the activity to be trained or measured at each level)
1	Imitation	copy action of another; observe and replicate	watch teacher or trainer and repeat action, process or activity	copy, follow, replicate, repeat, adhere
2	Manipulation	reproduce activity from instruction or memory	carry out task from written or verbal instruction	re-create, build, perform, execute,

				implement
3	Precision	execute skill reliably, independent of help	perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners	demonstrate, complete, show, perfect, calibrate, control,
4	Articulation	adapt and integrate expertise to satisfy a non-standard objective	relate and combine associated activities to develop methods to meet varying, novel requirements	construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master
5	Naturalization	automated, unconscious mastery of activity and related skills at strategic level	define aim, approach and strategy for use of activities to meet strategic need	design, specify, manage, invent, project-manage

Appendix B

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

READING-TEXT ONE

PAKISTAN ZINDABAD

I

Karachi, August 7, 1947. A shining, silver aircraft circled over the airport at Mauripur and came smoothly into land, watched by a vast, excited crowd. First to step out of the aeroplane was a tall and very dignified elderly man wearing a pure white *sherwani*! As soon as he appeared the whole crowd roared with one voice, 'Pakistan Zindabad ! Pakistan Zindabad !' And every man pushed forward to welcome him, to get as close to him as possible to see him clearly. For here was their great leader, the Quaid-i-Azam, the originator and first Governor-General of their new country. Here, home with them at last, was the leader who had won Pakistan for them — Mohammad Ali Jinnah.

As he drove through the great sea of people that stretched from the airport to the city, through all the cheers and tears of joy and the never-ceasing cries of 'Pakistan Zindabad!', the Quaid-i-Azam gave no sign of his feelings. He rarely did so. If he felt pride or joy in what he had done, he did not let anybody see it. Through all the excitement of those first days in the life of the young nation, the man who had made it possible remained calm, serious and even severe. Perhaps he was thinking of the thousands who were being attacked and killed on the roads and railways as they tried to reach their new homelands. There was much in those days of violence to sadden Jinnah, who was a man of very strong feelings, although he so rarely showed them. Yet those who were close to him on Independence Day sometimes saw for a few moments a happier man. Once he went to a balcony of the Government House, where he could see without being seen, and as he looked down on the crowds still cheering in the streets outside, he smiled. In that smile could be seen the warm-hearted man behind the stern Quaid-i-Azam.

crossed the new borders of the state, six and a half million Muslims leaving India, and five and a half million Hindus leaving Pakistan. The sight of these homeless people moved Jinnah to tears. Once more angry crowds murdered and stole and burned. About half a million Muslims were killed or carried away as prisoners. All this killing and destruction shocked Jinnah who always hated violence and cruelty. He begged for peace and friendship with his former enemies. 'Some nations have killed millions of each other,' he once said, 'and yet an enemy of today is a friend of tomorrow.'

The Quaid was over seventy, worn out with his lifetime of struggle and by his growing illness. The last year of his life was made sad by the fate of Kashmir, the 'K' in Pakistan. The news that a Hindu Maharaja was taking his Muslim subjects away from Pakistan — the nation to which they certainly wanted to belong — was a fearful blow to him. But by now he was too weak and too tired to fight any more. A dying man, once again he flew to Karachi, but this time there were no crowds to greet him; he had always kept the news of his illness to himself. That night he left his people, and they buried him in the heart of the city where he was born — in the heart of the nation he had made.

Answer these questions:

1. Who was the first Governor-General of Pakistan ?
2. Who was the last Viceroy of India ?
3. When and where was the 'Pakistan Resolution' passed ?
4. State briefly what the 'Pakistan Resolution' decided.
5. What were the provinces that voted to join Pakistan ?
6. Why did Kashmir not join Pakistan ?
7. How large was the population of Pakistan when it became independent ?
8. How does Pakistan compare in size and population with the other nations of the world ?
9. Why does the writer apply the word 'terrible' to the first year of Pakistan's history as an independent state ?
10. Where is the tomb of the Quaid-i-Azam ?

Composition:

Write an essay of 250 to 300 words on *one* of the following personalities : 1. Mohammad Ali Jinnah. 2. Liaquat Ali Khan. 3. Syed Ahmad Khan. 4. Amir Ali. 5. Allama Mohammad Iqbal.

FOR STUDY

ACCUSE : BLAME

These verbs may be used in the same pattern, but with different prepositions. 'to accuse a person of something', but 'to blame a person for something'.

The matron accused the nurse of neglecting her patients.

The matron blamed the nurse for neglecting her patients.

Blame is used in other ways: 'to blame something on somebody' and 'to be to blame (for something)'.

The police blamed the accident on the driver of the lorry.

They said it was the driver's fault; he was to blame (for the accident).

Blame is also used as a noun.

The insurance company laid the blame for the fire on the caretaker.

The caretaker had to bear the blame (for the fire).

AFFORD : OFFER

Afford, in the sense 'have enough time, money, etc., for', is generally used with can or could. It takes a direct object.

I can't afford a new car.

Offer takes both a direct and an indirect object.

I offered him \$ 500 for his old car.

Both afford and offer may be used with an infinitive.

Hurry up! We can't afford to waste time.

A friend has offered to take me to Venice in his car.

Afford also means 'provide'. (Note that in this sense afford is preferable to offer.) In this sense it takes a direct object, and may also take an indirect object.

The Eiffel Tower affords a good view of Paris.

A big party affords (us) an opportunity of getting to know people.

ABOVE : BELOW

I. Prepositions

Above is contrasted with *below*, just as *over* is contrasted with *under*. In some cases *over* may be used in place of *above*, and *under* may be used in place of *below*.

The sun rose above the horizon.

The sun went down below the horizon.

There is a shelf above (or over) the sink.

Your homework is above (below) the average.

Shall I write my name above, on, or below the line?

We were flying above the clouds (i.e. higher than the clouds).

Cf. *We flew over (or across) the Alps* (i.e. from one side of the Alps to the other).⁴

The population of London is above (or over) eight million.

There are no dresses in this shop below (or under) five pounds.

The ball hit me just above (below) the knee.

A captain in the Navy ranks above a captain in the Army.

A major is below a colonel in rank.

His conduct is above criticism (i.e. it is so good that there is nothing in it to criticize).

That was below the belt (fig., was unfair, unjust, like a blow below the belt in boxing).

II. Adverbs

Above and *below* are used of references earlier and later in a book, article, etc.

It's getting stormy; we had better go below (i.e. below deck, in a ship).

Above and *below* may follow the preposition *from*.

Seen from above, the fields make a pattern of squares and oblongs.

A voice from below asked us what we wanted.

Above, but not *below*, may be used in front of nouns.

The above statement (= the statement that appears above).

The above facts (= the facts that are given above).

EXERCISES
THE ARTICLES : CONCORD
EXERCISE 1

Supply 'the' where necessary:

1. For me — hardest subject is — mathematics — history and — geography are — easiest.
2. 'Do you know — Dr. Smith ?' No, — only Smith I know is not a doctor.'
3. — sun went down below — horizon.
4. 'Do their children go to — school ?' — eldest does; — others are still too young.'
5. — school he goes to is near — hospital.
6. — doctor has just told me I ought to go to — hospital.
7. — English are not supposed to be good at — languages, but Mr. Hill speaks — French and — Portuguese very well.
8. — England is only a part of — United Kingdom; — other parts are — Scotland, — Wales, and — Northern Ireland.
9. I think — May is — nicest month in — Western Europe.
10. — tigers are — man-eating animals.
11. — horse is — man's best friend.
12. All — books in his library are — novels.
13. Where do you usually go in — summer ? To — country or — seaside ?
14. To — seaside, but — last summer I went to — Swiss Alps and — summer before that I stayed at home.
15. Do you think — women are more sentimental than — men ?
16. — women in that play were much better than — men.
17. — independence of — United States of America dates from — 4th of July, 1776.
18. — bees get — honey from — flowers.
19. There are snow-capped mountains in — Himalayas.
20. '— proper study of — mankind is — man.'

EXERCISE 2

Replace the dashes, wherever necessary, by *a*, *an*, *the* or *one* (either as adjective or pronoun):

1. You won't find — house like this anywhere else in — city.
2. I haven't got — umbrella and I don't need —.
3. There's only — letter here; where are — others ?
4. — dustman comes once — week.
5. I lived for many years in — Mexico and for — month in — West Indies.
6. — London is — biggest city in — United Kingdom, but — Thames is not — longest river.
7. — soldier's life is — hard —.
8. He's — doctor, but not — good —; — doctor across — street is — better.
9. You will need more than — suit on such — holiday.
10. To learn — language, two things are essential, — good teacher and — will to work.
11. Most of — people I know have — motor — cars.
12. — 1914-18 war was — of — worst in — history.
13. — Queen lives in — Buckingham Palace.
14. — capital of — Chile lies in — valley of — Andes.
15. — horse is — quadruped, but — human beings are — bipeds.
16. — evening by — fire in — winter is better than — visit to — cinema.
17. — beggars live on — charity.
18. — of — things I like most is — ice-cream.
19. — children go to — school in — England at — age of five.
20. They are studying — geography, and in particular — geography of — United States of America.

EXERCISE 3

Supply *am*, *is*, *are*, *was* or *were*:

1. A reward of fifty pounds — offered.
2. A great number of people — present at the lecture yesterd evening.
3. Neither he nor I — Spanish.
4. Both France and Spain — in Europe.
5. The majority of students — in favour of a holiday.
6. — either of these books his ?
7. The districts of England — known as counties.
8. Look ! A pair of scissors — lying on the table.
9. My trousers — too short.

10. Each of the children at the party — given a present.
11. None of my friends — very rich.
12. The theatre as well as the cinema — shut today.
13. The news — bad last night and — worse this morning.
14. His son and heir — born on August 6th.
15. The position of — an officer — quite different from that of his men.
16. What a lot of people — running down the street !
17. The police — in blue uniforms.
18. Everybody — shouting and the crowd — getting wilder and wilder.
19. Either a letter or a postcard — enough; don't send a telegram.
20. Every one of the sentences you wrote — wrong.

EXERCISE 4

Using only the Simple Present Tense put the verbs in brackets into the correct form :

1. She (do) all her housework in the evening.
2. Everyone (have) a hobby; mine and my brother's (be) stamp-collecting.
3. Which of these mountain roads (remain) open in winter ?
4. Which one of these mountain roads (remain) open in winter ?
5. Neither you nor I (be) good enough to pass this examination.
6. Whoever (answer) this question (win) the prize.
7. 'He who (hesitate) (be) lost.'
8. Nobody (like) wars and yet to fight (be) a part of human nature.
9. There (be) one officer and three soldiers guarding the palace.
10. *Gulliver's Travels* (be) a satire.
11. Many a student (fail) because of poor attendance.
12. The manager and his secretary (be) in the office.
13. The manager with his secretary (be) in the office.
14. 'Nothing (succeed) like success.'
15. My brother, who is an athlete, says that a hundred yards (be) his best distance.
16. The committee (meet) today at 3 p.m.
17. This bread and butter (be) not fresh.
18. The treatment and cure of this disease (be) very slow.
19. The present king, like his predecessors, (love) good food.
20. Four and seven (make) eleven.

10

EXERCISE 5

Material nouns, and certain other nouns that are not used in the plural, may be used with *much* (esp. in negative and interrogative sentences, and after *how* and *too*). They may be used with units of measurement (e.g. *pint*, *yard*, *ton*), or with such words as *piece*, *bit*, *sheet* (of paper), *pane* (of glass), *item* (of news, etc. or with *a lot* (*a great deal*) of).

This dairy sells many litres of milk every evening.

This dairy sells a great deal of milk every evening.

How many spoonfuls of sugar *would you like* in your tea?

How much sugar *would you like* in your tea?

Rewrite the following sentences in the same way :

1. Our daily newspapers contain many items of information.
2. The milkman delivers many bottles of milk to our school every day.
3. How many litres of petrol do you want ?
4. The storm broke many panes of glass in my greenhouses.
5. He composed a great many pieces of music in his lifetime.
6. Haven't you bought too many pieces of furniture for your new house ?
7. The lions in the zoo need many kilograms of meat every day.
8. How many ounces of tobacco do you smoke in a week ?
9. How many tins of jam are there in the cupboard ?
10. How many metres of cloth will you need for that dress ?

EXERCISE 6

Adjectives, including participles used as adjectives, are sometimes used preceded by the definite article, but without nouns to denote a class of people. A plural verb is required.

11

Examples

I sometimes envy poor people.

I sometimes envy the poor.

Only brave men make good soldiers.

Only the brave make good soldiers.

Rewrite these sentences using the adjectives in *italic* type in this way :

1. It is quite possible for *poor* people to be happier than *rich* people.
2. *Young* people are often more enthusiastic than *old* people.
3. A *wise* man listens to advice; a *foolish* one does not listen to advice.
4. After the battle the *stretcher bearers* picked up the men who were *wounded* and those who were *dying*.
5. Nurses helped to look after those who were *injured*.

as if they were at their daily drill. The ship's company with their captain stood by the soldiers and went down with them as the wrecked ship sank into the waters.

A few of these struggled to the surface of the sea and held on to pieces of the wreckage until a rescue ship arrived on the scene and picked them up. But four-hundred and thirty-six men went down forever. Every one was loyal to himself and to his duty.

The commander of the troops was hanging on to some wreckage when he saw two young sailors struggling in the water. He pushed the wreckage towards them and all three held on to it. Then the commander realized that if he hung on with the boys, the wreckage was not strong enough to support all three. So he let go his hold and sank into the sea.

The one officer of the troops who was rescued, reported: 'The determination of all hands was far more than I thought could be effected by the best discipline. Everyone did as directed. There was not a murmur among them. Orders were carried out as if the men were getting on the ship instead of going to the bottom!'

'*Birkenhead Drill*' – 'Women and children first' – is the order followed on all ships that are in danger. '*Birkenhead Drill*' means today 'to stand and be still' facing certain death, so that weaker ones may have a chance of life.

Answer these questions:

1. When and where did the *Birkenhead* sink ?
2. What kinds of people were being carried as passengers on the *Birkenhead* ?
3. How did the *Birkenhead* come to be wrecked ? Was any member of her crew to blame ?
4. Why was there lifeboat accommodation for only 180 people after the collision with the rock ?
5. Was there enough room in the lifeboats for all the women and children on board ?
6. What would probably have happened had there been a panic ?
7. Describe the behaviour of the soldiers while the women and children escaped in the boats.

8. Were many of the men rescued who remained on the sinking ship ? How did the survivors among those left on the ship manage to save themselves ?

9. Describe one heroic action that took place after the *Birkenhead* went down.

10. Were the troops on board the *Birkenhead* experienced, and used to facing danger ? How do we know that they behaved with gallantry and discipline up to the very last ?

Composition :

Write between 250 to 300 words on *one* of the following topics : 1. The value of discipline. 2. A true story of heroic behaviour.

FOR STUDY

ACCEPT : AGREE: DISAGREE

Accept takes a direct object. Agree is used with a preposition: 'to agree with somebody'; 'to agree to a proposal or suggestion.'

Did he accept your proposal?

Did he agree to your suggestion ?

Did he agree with you (with what you said) ?

Do you agree ?

Agree is also used with an infinitive and with a that-clause. (Accept is never used in these two ways.)

Will you accept £ 10 for your old camera?

Will you agree to accept £ 10 for your old camera ?

They agreed to make another film.

She agreed that it was too wet to go out.

Do you agree that football is a better game than cricket ?

Disagree is used with the preposition with.

I disagree with you (with your suggestion, with what you say).

AFTER : BEFORE

I. Prepositions

These two prepositions are used for time and order (or arrangement).

I'll come after lunch.

Can you come before seven o'clock?

After the accident he was in hospital for two weeks.

The fish comes after the soup.

The letter B comes after A and before C.

The prepositions *behind* and *in front of* are more usual for place, but *before* is used meaning 'face to face with'.

The accused man was brought before the judge.

The dog was walking behind its master.

Ct run after, try to catch.

He ran after the bus, but missed it.

The dog ran after the rabbit and caught it.

Look after means take care of.

Who will look after the children now that their mother and father are dead?

After all may mean 'in spite of the fact'.

He tried hard, but failed after all (i.e. in spite of trying hard).

II. Adverbs

After is occasionally used for *afterwards*, especially to modify a noun

A few weeks after, he went abroad

The after effects of this illness are sometimes serious.

Before as an adverb is used chiefly for time, rarely for place

You should have said so before.

I can see you at eleven o'clock, but not before.

III. Conjunctions

Before and *after* as conjunctions refer to time.

Before the war ended, he had fought in three continents.

My brother arrived after I had left. (or) My brother did not arrive until after I had left.

ABOUT

Preposition and Adverb

About is used with verbs of movement meaning 'in various directions' 'to various places'.

After walking about the studio all morning the actors were tired out.

Would you like to spend a year travelling about the world?

She's always changing the position of the furniture; she loves moving things about.

The children were climbing about on the rocks.

It is used with other verbs in various senses. It may mean 'here and there' in various places'.

There were books and papers lying about the room.

People were sitting about on the grass.

It may mean 'concerning', 'with regard to'.

Don't say anything more about it.

What is he so angry about?

Don't be careless about your personal appearance.

It is used with *to* and an infinitive.

He was about to leave (i.e. was just going to leave, was on the point of leaving) *when it started to rain.*

As I was about to say (just going to say) *when you interrupted me, . . .*

It is used in combination with some verbs in special senses. *Come about* means 'happen' and *bring about* means 'cause to happen'.

*His dismissal came about in a strange way.
What brought about your sudden change of plans?*

About is used as an adverb of degree meaning 'approximately'. It is used in contrast with 'just' or 'exactly'.

*I'll come (at) about ten o'clock.
The box contains about a hundred eggs.
We've come about 16 kilometres.
She's about as tall as you.*

EXERCISES THE PRESENT AND PRESENT PERFECT TENSES

The Simple Present Tense is used : (a) To make a general statement or express a general truth, irrespective of considerations of time :

*He drives very well.
Nothing grows in a desert.
(b) To describe a habitual action:*

*We go to the cinema on Saturdays.
The tide rises and falls twice every day.*

(c) To describe a future action after temporal conjunctions. The Progressive Present Tense is used (a) To describe an action that is taking place now, at this moment :

*What are you doing? I am cleaning my teeth.
(b) To describe an action that will take place in the near future :*

*She is flying to Glasgow tomorrow.
When are you making your next film?*

The Simple Present Perfect Tense is used (a) To describe an action which took place at an indefinite time in the past. We are not interested in when the action took place (although the time limits within which it occurred may be suggested), but only in its effect on events now, at the present moment :

*Have you (ever) been to North America? No, but I've been to Canada.
He has passed his driving-test and has bought a new car.*

(b) To describe an action which took place and was completed in the very recent past, only a very short time ago. In this case, the adverb 'just' is usually added :

*The train has just arrived.
We have just finished dinner.*

The Progressive Present Perfect Tense is used when an action which began in the past is still continuing in the present and may be expected to continue in the immediate future :

*How long have you been studying English?
He has been acting in films since he was twenty-one.*

Note: Care must be taken to distinguish between the Simple Present Perfect and the Simple Past. The Past Tense is usually accompanied by an adverb, or adverbial phrase, of past time, e.g. *I went to Canada in 1994*. But sometimes the choice between these two tenses depends only on the attitude of the speaker.

Cf. *What have you done this afternoon? (It is now 6 p.m.)
What did you do this afternoon? (It is now 10 p.m.)*

EXERCISE 7

Put the verb in brackets into the correct form of the Present Tense (Simple or Progressive) :

1. She always (take) her pet dog for a walk before breakfast.
2. A single scene in a film often (cost) thousands of pounds.
3. I rarely (wear) a tie in summer, but I (wear) one now.
4. Don't talk to me now; can't you see that I (work)?
5. We (do) this exercise now. We (do) two exercises every lesson.
6. George (smoke) a cigarette. He (smoke) twenty cigarettes a day.
7. I usually (take) the bus to the office, but today I (go) by train.
8. Look! That man (wave) a red flag.

9. Come in ! I (have) a cup of tea. I usually (have) one about this time.
10. That car (go) much too fast. There will be an accident in a minute.
11. Don't interrupt your father. He (read).
12. The earth (go) round the sun and the moon (go) round the earth.
13. What you (do) in the evenings ? I generally (knit) or (sew), but tonight I (look) at the television.
14. She (speak) French better than English.
15. Don't go away ! I (speak) to you.
16. He must be ill. He (grow) thinner and thinner all the time.
17. What you (do) ? I (stick) the two halves of this plate together.
18. What you (do) for a living ? I (work) in a factory.
19. The postman (walk) up the garden path. He (come) twice a day.
20. Who (make) that terrible noise ?

EXERCISE 8

Restate the following sentences in the Present Perfect Tense. Omit the words in italics and insert the words in brackets:

Example

{ I visited Calcutta six times between 1990 and 1995. (often)
 { I have often visited Calcutta.

1. Mary visited Egypt on her honeymoon (twice)
2. I didn't see a crocodile when I was in Africa. (never)
3. We didn't learn Russian at school. (never)
4. They ran over a dog on the way here. (just)
5. She had hysterics last night. (several times recently)
6. What did you do to the baby an hour ago ? (just)
7. He had many different jobs before the war. (since the war)
8. Did you enjoy your holiday last year ? (this year)
9. He spent his whole life, until the age of eighty, collecting butterflies. (until now)
10. He smoked fifty cigarettes yesterday. (since breakfast)
11. The guests broke a dozen glasses at the party. (since they came

12. My chauffeur had a serious accident a fortnight ago. (only once)
13. Three weeks ago he went home on leave. (just)
14. Did she have many presents for her birthday on April 1st ? (today)
15. They got married last Sunday. (just)
16. Our son won two prizes at school last term. (this term)
17. That novel sold fifty thousand copies last year. (this year)
18. He lived in Morocco from 1968 to 1997. (for the last ten years)
19. Two aeroplanes crashed in the fog yesterday. (since this morning)
20. Millions of men served in the army during the war. (at some time in their lives)

EXERCISE 9

Change the following sentences, which now refer to the future, so that they refer to the immediate past. Use 'just' and 'only just' with the Present Perfect. Make the necessary omissions.

Example

{ I'm going to have a driving lesson tomorrow.
 { I've just had a driving lesson.

1. I'm going to take my driving test next month.
2. We shall have a storm soon.
3. The fireworks will start at midnight.
4. They will arrive before lunch.
5. The children are going to visit the museum this afternoon.
6. She's going to ring me up at ten thirty.
7. The examination will finish in ten minutes' time.
8. The police are going to investigate the crime.
9. I shall have tea at my mother-in-law's.
10. We shall arrive not later than seven o'clock.
11. You can't leave now. The lions and tigers will appear in a minute.
12. A variety programme is just about to start on the wireless.
13. She's going to iron her new dress.
14. The baby is about to fall out of its cradle.
15. They are getting married this afternoon.
16. Where will you spend your holidays ?
17. My old dog is going to die very soon.
18. I shall celebrate my thirtieth birthday on April 1st.

19. Who will help you do your homework ?
20. Someone will slip and break his ankle on this floor.
21. We shall hang the curtains next week.
22. Mrs. Brown is coming to tea and will tell me all the latest news.
23. I shall buy a typewriter before the end of the month.
24. The last bus leaves in five minutes, and the trams stop running too.
25. His secretary is on the point of becoming ill through overwork.

EXERCISE 10

Put the verbs in brackets into the correct form of the Present Perfect (Simple or Progressive) :

1. We (drive) for two hours and (not pass) a single petrol station.
2. I (study) Russian for four years, but I can't speak it yet.
3. She (not call) to collect her wages for three weeks.
4. I (wait) here for an hour, but my friend (not come) yet.
5. What on earth are you doing ? I (never see) such a mess in my life !
6. We (stand) on the platform since lunch-time and the train (not arrive).
7. That child is going to be ill. He (eat) ever since he sat down.
8. The doctor (advise) me for months to give up smoking, but I can't stop.
9. Although he (travel) all his life, he (never be) to this part of Asia.
10. My boss (work) so hard all this week that he (not have) time to see me.
11. That telephone (ring) for ages. Why don't you answer it ?
12. 'What you (do) all the morning ?' 'I (sleep)'.
13. 'I'm afraid I (spend) all my money.' 'Why, what you (do) ?' 'I (buy) presents to take home, and I (not finish) yet'.
14. Someone (disturb) the papers on my desk. I (look) for a particular letter for the last five minutes, and I can't find it any where.
15. She (try) to find her missing pen for many days, but (not have any success yet).
16. I (often buy) tickets in a lottery, but I (never win) a prize in my life.

17. 'She (be) in hospital since June. Is she very ill ?' 'I doubt it. She says she (enjoy) herself.'
18. The stove (go) wrong. I (ask) you to mend it for months.
19. Two men (wait) to see you for the last hour. They are still here.
20. I (sit) down for so long that I have cramp in my legs.

EXERCISE 11

Put the verbs in brackets into the correct tense (Present Perfect or Simple Past) :

1. He (have) five different jobs since he (leave) school.
2. Since his father's death he (become) head of the firm.
3. I (go) to Switzerland two years ago, but I (not be) there since.
4. These six employees (be) absent from work since Christmas.
5. My sister (have) an accident two years ago and she (not drive) since.
6. Who (break) this window ? It (be) all right an hour ago.
7. Since the earthquake more than a dozen houses (fall) down.
8. He (inherit) a fortune last year, since then he (not do) a stroke of work.
9. I (read) half a dozen books since Sunday.
10. Since he (be) in Africa, he (not have) good health.
11. Since last week's rain the grass (become) wonderfully green.
12. Since I (buy) it I (have) more trouble with this car than it's worth.
13. Several months ago he (win) a big prize in a lottery and he (not be) the same person since.
14. She (not have) a serious illness since she (be born).
15. Her employer (dismiss) her a year ago and she (do) nothing but complain ever since.
16. The tide (go out) half a kilometre since we (arrive).
17. Since we (finish) tea, the women (spend) all the time gossiping.
18. Since you (telephone), the party (end) and all the guests (go) home.
19. They (go) away by car three quarters of an hour ago.
20. I (see) this film twice since I (see) it with you last month.

There is the UN Children's Fund (UNICEF), the friend of children all over the world. It specializes in the relief of children.

The World Health Organization (WHO) was started in 1946, but the permanent organization came into being on 7th April 1948, to work on international health, 7th April is now celebrated all over the World as World Health Day. WHO advises member countries on public health and on the control of disease, and makes war on many widespread diseases. In the Terai district of Uttar Pradesh, malaria has been wiped out by WHO teams, enabling farmers to raise their output by fifty per cent. An example of UNICEF and WHO work is their fight against yaws, a disease of hot wet climates. Few die of yaws, but many become helpless and live on as a burden to their relatives.

Indonesia, as soon as it became an independent nation, asked the UN to help them in their war against yaws. There were said to be ten million cases in the country when the work was taken up in 1950. UNICEF supplied medicines and other requirements, and the World Health Organization (WHO) sent medical experts to train Indonesian workers. Indonesia supplied buildings, workers, and all the requirements that did not have to come from abroad.

In four years, the hundreds of medical teams, trained by WHO and supplied with transport and medicines by UNICEF, had examined eleven million people and cured 1,300,000 who had yaws. Many villages are now free from yaws; in another few years, practically the whole country will be free from it.

Hunger is the special problem of the Food and Agriculture Organization (FAO) which was started in 1943. It sends experts to help countries that want advice on how to grow more food and other crops; how to control plant and animal diseases; how to protect food in storage; and in general, how to increase the yield of farms, fisheries and forests. It also publishes useful literature on agriculture, forestry and fishing.

The UN has a special organization to advance knowledge, science and culture (UNESCO), by which people can get the required understanding and the habits of mind that will be useful to them in the modern world.

Less than half the world's children go to school. Most of the human race cannot read or write. Progress cannot go far along modern lines where hardly anybody can read. But UNESCO has found that, where most of the people cannot read, learning

their letters is not usually what they need to begin with. They need to learn some practical improvements in their way of life, that they can quickly understand and accept as good. After that they realize the advantage of learning to read.

UNESCO cannot itself find the money to teach hundreds of millions to read. What it can do is to show the various member nations how to go about the work, and to supply certain kinds of training and aids. As new ways of teaching by books, pictures, films, or radio are worked out, the experience is reported to other countries where these may be useful.

UNESCO tries to advance human well-being through education, science and culture. This advances international understanding which leads to peace.

Answer these questions :

1. When was the United Nations Organization founded and (briefly) what inspired its foundation ?
2. How successful has the United Nations Organization been, so far, in preventing local wars ?
3. What part of the work of the United Nations appears, so far, to have yielded the most promising results ?
4. What are the more important differences between the General Assembly and the Security Council ?
5. What is the designation of the Chief Officer of the United Nations, for how long is he appointed and by whom is he appointed ?
6. How large a staff is employed by the Secretariat and where does it work ?
7. What is the function of the International Bank ?
8. What do the initials W.H.O. stand for, and what is the function of this organization ?
9. What do the initials F.A.O. stand for, and what is the function of this organization ?
10. What is the function of UNESCO ?

Composition :

Write between 250 and 300 words on one of the following topics:

1. The need for international understanding and co-operation.
2. The importance of literacy.
3. The value of the United Nations Organization.

FOR STUDY

ALLOW : LET

When these verbs are used in the sense of 'permit', *allow* is followed by a noun or pronoun and an infinitive with *to*, and *let* by a noun or pronoun and an infinitive without *to*.

The sentry allowed us to pass.
The sentry let us pass.

Allow (but not *let*) is frequently used in the passive.

Smoking is not allowed.

The children are not allowed to throw snowballs in the school playground.

Allow is also used (less frequently) with other meanings and in other patterns.

Don't forget to allow ten per cent for tips.

His father allows him £100 a year.

You must allow that Christmas is wonderful for children.

Let is used to form an indirect imperative.

Let him go if he wants to.

Let me give you some advice.

Let is used with *us* (the two words being contracted to *Let's*) to make a suggestion, often with *shall we* added.

Let's start early.

Let's go to the cinema this evening, shall we?

Let is also used meaning 'rent'.

House to let.

She lets her house every summer for ten guineas a week.

ARRIVE (AT, IN): REACH

Arrive may be used alone, or with an adverb such as *here* and *there*, or by a noun preceded by *at* or *in*. No preposition is required with *reach*.

We $\left\{ \begin{array}{l} \text{reached} \\ \text{arrived at} \end{array} \right\}$ *the cinema just as it started to rain.*

He $\left\{ \begin{array}{l} \text{reached} \\ \text{arrived at} \end{array} \right\}$ *Waterloo at 10.30 p.m.*

When did the boat $\left\{ \begin{array}{l} \text{reach} \\ \text{arrive in} \end{array} \right\}$ *harbour?*

When did you $\left\{ \begin{array}{l} \text{arrive} \\ \text{reach} \end{array} \right\}$ *home?*

(Note that no preposition is needed before *home*). When *reach* means 'be able to touch', 'be able to extend the hand as far as', it may be used with either a direct object or an adverb phrase.

Can you reach the top of the tree?

I can't reach as high as you can.

DEPEND: RELY

Both these verbs are used with the preposition *upon* (or *on*). Both verbs are used meaning 'put trust in', so they are, in some contexts, interchangeable.

Can I rely (or depend) upon that time-table or is it out of date?

You can always depend (or rely) upon John to be there when he is needed.

You can always depend (or rely) on him for help.

I am depending (or relying) upon you to help me.

In the group of examples below, the verb *rely* cannot be substituted for *depend*.

Mr. Green is too old to work now; he depends upon his son.

England's survival as a nation has often depended upon her navy.

Children depend on their parents for food and clothing.

Everything depends on whether you pass the examination.

'Are you coming to the meeting?' 'That depends' (or 'It all depends'), i.e. it depends upon circumstances.

ACROSS (Preposition and Adverb)

Across may mean 'from one side to the other side (of)'. It may mean 'on the other side of'.

We swam across the river.
They walked across the road.
Our house is just across the road.
We shall soon be across the Channel and at Dover.
Will you row me across (the river)?
She helped the blind man across (the street).

Across is combined with some verbs and nouns in special meanings.

The boys ran across country (i.e. across fields, open land, etc., not using roads).

I came across this ivory carving in a curio shop (found it there by chance).
The thought came across my mind (occurred to me) that you might like to go with me.

AGAINST

The chief uses of this preposition are :

1. to indicate opposition :

Public opinion was against the proposal.
The people rose against the government.
She was married against her will.
We were rowing against the current.
It was a race against time (i.e. to finish before a certain time, before something happened).

2. to indicate collision, coming together, etc. :

He knocked his head against the wall in the darkness.
The rain was beating against the windows.

3. to indicate support or nearness to :

He placed the ladder against the wall.
He was leaning against a post.

4. to indicate preparation or anticipation :

They warned me against pickpockets.
Have you taken precautions against fire?

ALONG (Preposition and Adverb)

This may mean 'from one end to the other end (of)', or 'through any part of the length (of)'.

We walked along the road.
There were trees all along the banks of the canal.
The ship sailed along the coast.
Pass along the car, please. (A request made to passengers to move away from the entrance and leave it clear.)
Move along, please.
Hurry along, please.
Come along! (= Come on !)
Come along with me.

BETWEEN : AMONG

The chief uses of *between* are :

1. to indicate position in space or limits :

A river flows between its banks.
How many stations are there between London and Oxford?

Between normally indicates only two limits, but when boundaries are concerned, the number may be more than two. *Between* (not *among*) is correct in :

Switzerland lies between France, Italy, Austria, and Germany.

2. to indicate position in time :

*Please come between one o'clock and three o'clock.
He lived in Canada between the two World Wars.*

3. to indicate limits of distance, quantity, etc. :

*Between five and six kilometres, between thirty and forty tons.
Between freezing point and boiling point.*

4. to indicate sharing (used of two only) :

*Share the money between you and Mary.
Between you and me (i.e. in confidence), I think he is rather foolish.*

5. to indicate connection or relationship :

The relationship between teacher and pupil; the distinction between right and wrong; to draw a comparison between two things.

6. to indicate combination (used of two or more) :

*Between them the men soon finished the work.
The first five batsmen scored 253 runs between them.*

7. *Between . . . and . . .* means 'owing partly to . . . and partly to . . .

Between astonishment and despair she hardly knew what to do or say.

The chief uses of *among* (or, less often, *amongst*) are:

1. to indicate position, meaning 'in the middle of', 'surrounded by' (more than two). Cf. *between*, 1. Note that the noun or pronoun after *among* must be plural.

A village among the hills; a house standing among trees; sitting among her children; hiding among the bushes.

2. to indicate inclusion, association; connection. (Note that the noun or pronoun must be plural.)

*She was glad to be among friends again.
I noted, among other faults, several spelling errors.*

3. to indicate sharing, joint activity, etc., by more than two persons.
Cf. *between*, 4.

*They quarrelled among themselves.
They had less than ten pounds among them (i.e. all of them together had less than ten pounds).*

4. (before a superlative) one of :

*He is among the best novelists in this country today.
Coventry is among the largest industrial towns in England.*

EXERCISES

THE PAST AND PAST PERFECT TENSES

The Simple Past Tense is used to describe an action which took place in a definite past. The time is indicated by an adverb or adverbial phrase or by the context. The past is thought of as being definitely separated from the present, although the interval may, in fact, be quite short:

*The doctor left at 10 p.m.
We spent our holidays in Austria.
The Second World War started in 1939 and ended in 1945.*

The Progressive Past Tense is used to describe a continuing action in the past. The interest is not in when the action took place, but in its continuity. The continuing action may also be thought of as a kind of background, against which another, completed action (expressed by the Simple Past) may take place:

*Bombs were falling and people were coming out of their houses and (were) running towards the air raid shelters.
While we were all talking, the lights went out.*

The Simple Past Perfect Tense is used to describe an action which took place before another action in the past. (Hence its frequent use in Reported Speech.)

*After my visitor had gone, I went out to post a letter.
The general admitted that he had lost the battle.*

The Progressive Past Perfect Tense is used to describe the earlier of two actions in the past when the earlier action continues right up to the moment of the beginning of the second or later action :

We had not been waiting long when our friends appeared.

EXERCISE 12

Put the verbs in brackets into the correct form of the Past Tense (Simple or Progressive) :

1. The bus (turn) a corner when a private car (crash) into it.
2. I (put) up the Christmas decorations when I (fall) and (twist) my ankle.
3. He (have) a bath when the telephone (ring), so of course he (not answer) it.
4. When the football match (start) many people still (try) to buy tickets.
5. While we (stay) in the country, our hotel (catch) fire and (burn) down to the ground.
6. It (begin) to rain just as we (leave) the house.
7. I (hear) some shouts and (look) out of the window to see what (happen). A man (run) down the street and two policemen (chase) after him.
8. The aeroplane (fly) at 3430 metres when suddenly one of the engines (stop).
9. The convict (serve) a long prison sentence when he (escape).
10. He (hide) in London when the police finally (find) him.
11. The wireless (make) so much noise just now that I (not hear) what you (say).
12. Who (throw) that piece of chalk while I (write) on the blackboard ?
13. The ship (sink) rapidly when the captain (order) the crew to jump overboard.
14. The cat (catch) the mouse as it (run) desperately round the room.
15. No one (watch) the television, so Father (turn) it off.
16. She (iron) a shirt when the iron (slip) and (fall) on her toe.
17. While I (go) to the office a pickpocket (steal) my wallet.
18. A tyre (burst) while the car (travel) at 120 kilometres per hour.

19. When the accident (occur) she (stand) on a ladder.
20. We (sit) down to dinner when the lights (fail).

EXERCISE 13

Supply suitable verbs and put them into the correct form of the Past Tense (Simple or Progressive) :

1. The maid — the plates on the floor, and they all —
2. She — to South America by plane in 1954.
3. I — three sets of tennis yesterday, and — all of them.
4. The children — very early on Christmas Day.
5. While I — for a bus, I — an old friend.
6. The boys never — a noise while the headmaster — to them.
7. They — to me just as the ship — the quayside.
8. As he — down the stairs last night, he — and — his ankle.
9. I — this fountain-pen two years ago.
10. What books — you — last month ?
11. — you — my uncle when you — in Manchester last week ?
12. The train — very late and we — home after midnight.
13. She — to speak Czech while she — in Prague.
14. He — his examination last summer, and — to the University.
15. While I — to London by train, somebody — my suitcase.
16. We — across the Bay of Biscay when a violent storm —
17. The factory — two days ago because the workmen — on strike.
18. My sister — me when I — a book, and I — rather annoyed.
19. The children — in the playground when it — to rain.
20. The photographer — our photographs while we — on the lawn.

EXERCISE 14

Put the verbs in brackets into the correct tense (Present Perfect, or Past) :

1. Since I (have) influenza last December, I (not feel) very well.
2. The children (not believe) in Father Christmas since they (be) eight years old.
3. They (not be) abroad for the last few years. The last time they (go) was in 1954.

4. He (have) several accidents since he (start) learning to drive
5. My brother (go) to India in 1945 but I (never be) there
6. This country (be, independent for ten years. Before that it (not be) free.
7. We (spend) the summer before last in Scotland. I (never have) such a wonderful holiday.
8. I (just sell) my car. It (be) worth \$ 500, but I only (receive) \$ 450.
9. He (make) a fortune in the steel industry in recent years. When I first (know) him, he (be) quite a poor man.
10. There (be) a good film at the club last week. I (not see) a better one for ages.
11. It (start) raining on Friday and (rain) continuously for the last forty-eight hours.
12. Who (build) St. Paul's Cathedral ?
13. The Queen Elizabeth (sail) from Southampton this morning.
14. Where you (buy) that watch ? I (want) one like that for years.
15. The doctor (give) me some medicine when I (go) to see him, but I (not take) it yet.
16. He (live) all his life in Paris since he (be) a boy, and he is still there.
17. I (enjoy) myself more when I (be) young than I ever (do) since.
18. She (marry) a diplomat in May, and now they (go) to live in Mexico.
19. I know an old man who (never leave) the town in which he (be) born.

EXERCISE 15

Put the verbs in brackets into the correct tense (Past or Past Perfect, Simple or Progressive) :

1. The train (be) in the station at least five minutes before I (recognize) my friend in the crowd.
2. After she (wash) the clothes she (hang) them up to dry.
3. I never (see) such high mountains until I (go) to India.
4. The natives of Central Africa never (see) a white man until Dr. Livingstone (appear) among them.
5. As soon as the Inspector (get) in, the car (drive) off.

6. After the management (refuse) to increase their wages, the workers (go) on strike.
7. The cost of living (go) up by fifty per cent, before the government (take) any action.
8. When the guests (leave) the servants (start) to clean the table.
9. Mr. Forester (drive) half-way to the party before his wife (discover) that she (leave) her handbag at home.
10. In 1914, when the First World War (break) out, King George V (reign) for four years.
11. Before Smith (die) in 1940, he (write) ten plays and three novels.
12. He (commit) suicide because, his friend (say), he (lose) all interest in life.
13. They said they (wait) ten years to emigrate to Australia.
14. By the time the rescuers (reach) the wreckage of the aeroplane, the snow (cover) it to a depth of two metres.
15. Until she (be) twenty-one she never (be) to London.
16. Unfortunately I already (have) my holiday when I (receive) an invitation to go to Spain.
17. The orchestra (play) continuously for six hours by the time the dance (finish).
18. Before his mother (see) him, the baby (break) two cups and four saucers.
19. The sun already (set) when they (start) on the long walk home.
20. The clock (strike) midnight before I (finish) my homework.

EXERCISE 16

Complete the following sentences :

Example

{ I had never been there until —
{ I had never been there until we went at Easter.

1. She had learnt Spanish before —
2. After they had finished the meal, the servant —
3. We had only driven 32 kilometres, when —
4. When I had spent all my money, I —
5. As soon as she had mended her stocking she —
6. The film had almost finished when —

7. After the accident had occurred they —
8. No sooner had the lights gone out than —
9. I had no sooner stopped raining than —
10. Hardly had she left the house before —
11. Until I got married I —
12. Before he found the Post Office he —
13. Fortunately they had repaired the road before the bus —
14. No sooner had the king abdicated than —
15. Everyone went to see the film after the teacher —
16. Hardly had they reached the top of the mountain when —
17. Until he arrived in Africa he —
18. He had written and published ten novels before —
19. After the crowd had dispersed, the park —
20. The music had hardly ceased when —

READING-TEXT FOUR

MY BANK ACCOUNT

When I go into a bank I get frightened. The clerks frighten me; the desks frighten me; the sight of the money frightens me; everything frightens me.

The moment I pass through the doors of a bank and attempt to do business there, I become an irresponsible fool.

I knew this before, but my salary had been raised to fifty dollars a month and I felt that the bank was the only place for it.

So I walked unsteadily in and looked round at the clerks with fear. I had an idea that a person who was about to open an account must necessarily consult the manager.

I went up to a place marked 'Accountant'. The accountant was a tall, cool devil. The very sight of him frightened me. My voice sounded as if it came from the grave.

'Can I see the manager?' I said, and added solemnly, 'alone.' I don't know why I said 'alone'.

'Certainly,' said the accountant, and brought him.

The manager was a calm, serious man. I held my fifty-six dollars, pressed together in a ball, in my pocket.

'Are you the manager?' I said. God knows I didn't doubt it. 'Yes,' he said.

'Can I see you,' I asked, 'alone?' I didn't want to say 'alone' again, but without this word the question seemed useless.

The manager looked at me with some anxiety. He felt that I had a terrible secret to tell.

'Come in here,' he said, and led the way to a private room. He turned the key in the lock.

'We are safe from interruption here,' he said, 'sit down.'

We both sat down and looked at each other. I found no voice to speak.

'You are one of Pinkerton's detectives, I suppose,' he said.

My mysterious manner had made him think that I was a detective. I knew what he was thinking, and it made me worse.

'No, not from Pinkerton's,' I said, seeming to mean that I was from a rival agency.

'To tell the truth,' I went on, as if someone had urged me to tell lies about it, 'I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank.'

The manager looked relieved but still serious; he felt sure now that I was a very rich man, perhaps a son of Baron Rothschild.

'A large account, I suppose,' he said.

'Fairly large,' I whispered, 'I intend to place in this bank the sum of fifty-six dollars now and fifty dollars a month regularly.'

The manager got up and opened the door. He called to the accountant.

'Mr. Montgomery,' he said unkindly loud, 'This gentleman is opening an account. He will place fifty-six dollars in it. Good morning.'

I stood up.

A big iron door stood open at the side of the room.

'Good morning,' I said, and walked into the safe.

'Come out,' said the manager coldly, and showed me the other way.

I went up to the accountant's position and pushed the ball of money at him with a quick, sudden movement as if I were doing a sort of trick.

My face was terribly pale.

'Here,' I said, 'put it in my account.' The sound of my voice seemed to mean, 'Let us do this painful thing while we feel that we want to do it'.

He took the money and gave it to another clerk.

He made me write the sum on a bit of paper and sign my name in a book. I no longer knew what I was doing. The bank seemed to swim before my eyes.

'Is it in the account?' I asked in a hollow, shaking voice.

'It is,' said the accountant.

'Then I want to draw a cheque.'

My idea was to draw out six dollars of it for present use. Answer these questions:

Someone gave me a cheque-book and someone else began telling me how to write it out. The people in the bank seemed to think that I was a man who owned millions of dollars, but was not feeling very well. I wrote something on the cheque and pushed it towards the clerk. He looked at it.

'What are you drawing it all out again?' he asked in surprise.

Then I realized that I had written fifty-six dollars instead of six. I was too upset to reason now. I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.

Bold and careless in my misery, I made a decision.

'Yes, the whole thing.'

'You wish to draw your money out of the bank?'

'Every cent of it.'

'Are you not going to put any more in the account?' said the clerk, astonished.

'Never'.

A foolish hope came to me that they might think someone had insulted me while I was writing the cheque and that I had changed my mind. I made a miserable attempt to look like a man with a fearfully quick temper.

The clerk prepared to pay the money.

'How will you have it?' he said.

'What?'

'How will you have it?'

'Oh' -- I understood his meaning and answered without even trying to think -- 'in fifty-dollar notes.'

He gave me a fifty-dollar note.

'And the six?' he asked coldly.

'In six-dollar notes.' I said.

He gave me six dollars and I rushed out.

As the big door swung behind me I heard the sound of a roar of laughter that went up to the roof of the bank. Since then I use a bank no more. I keep my money in my pocket and my savings in silver dollars in a sock.

Stephen Leacock

- 1. According to the author, what is the effect upon him of entering a bank to do business?
- 2. Why did the author decide to open an account?
- 3. What was the manager's reaction when the author told him that he would like to see him alone?
- 4. Why did the manager look relieved when he knew the purpose of the author's visit?

5. What is the equivalent of fifty American dollars in Pakistani currency?
6. What mistake did the author make when he wrote the cheque?
7. Explain the meaning of the clerk's question 'How will you have it?'
8. Why was there 'a roar of laughter' when the author left the bank?
9. The author, Stephen Leacock, was a respected university teacher and a highly successful writer. Do you think this is a true story?
10. Why is it wiser to keep one's money in a bank than to hoar it in one's home?

Composition:

1. Briefly summarize the story. Use the third person all through and present in the form of reported speech all the conversations in and at in these examples:
2. Either (a) Write a brief story, true or fictional, of humorous misadventure.
or (b) Discuss the humour of Stephen Leacock's short story. Write not more than 350 words.

FOR STUDY

DIE : BE DEAD

Compare the sentences in these pairs:

{When I arrived, he was dying.
When I arrived, he was already dead.

{When he died, in 1946, he was seventy-five years old.
In 1956 he had been dead for ten years.

Note the use of the preposition *of* to show the cause of death.

Hundreds of people died of cholera in the recent outbreak.
He died of hunger and cold.

Die may be followed by an adjective or noun.

My grandfather died an admiral (i.e. was an admiral when he died).
If you will do this for me, I shall die happy (i.e. I shall be happy when I die).

Die is used in the Progressive Tenses meaning 'have a strong wish'.

She was dying to know where you had been.
We are all dying for a chance to go sailing.

The chief uses of this preposition are :

1. to indicate place or position :

I saw him at his office (at the station, at the sailing club, at my uncle's, at the baker's).

Note that *in* is used with names of countries, provinces, counties and large towns and cities. *At* is used with names of institutions, etc. Compare the use of *in* and *at* in these examples :

{He lives in Oxford.

{He studied at Oxford (i.e. at the University of Oxford).

{He lives in Leeds.

{Does this train stop at Leeds (i.e. at the railway station) ?

2. to indicate direction :

To look (stare, shoot, aim, etc.) at somebody or something; to laugh (smile, growl, etc.) at somebody or something.

What do you think you're aiming at? Throw the ball at the wicket, you fool, not at me!

3. to indicate a point of entry or exist (= through or by) :

She looked in at the window.

What the teacher says often goes in at one ear and out at the other.

4. to indicate a point of time :

At two o'clock; at noon (midnight, dawn, sunset); at this (that) moment; at Christmas.

Ct. in June; in summer; on Monday; on the first of May.)

to indicate age:

He left school at the age of fifteen (or at fifteen).

to indicate order:

At first; at last; at the third attempt.

to indicate occupation or activity:

While we were at dinner; or work (play); to be hard at it (i.e. work hard).

after certain adjectives, to indicate proficiency or its opposite:

He is good at science (poor at arithmetic, bad at languages, clever music).

to indicate state or condition:

To be at peace (at war); to be at ease (at leisure); to be at fault

to indicate manner:

To go at a gallop (a trot, at a slow pace; at 95 kilometres an hour, full speed).

to indicate value or cost:

At great expense; to sell something at a loss; to buy articles at a shilling apiece and sell them at one shilling and three pence.

with superlatives:

At most; at best; at least; at the worst.

to indicate cause:

She rejoiced at her son's success.

He was delighted at the idea of going to England.

They were impatient at the delay.

EXERCISES THE FUTURE AND CONDITIONAL TENSES

EXERCISE 17

Answer each of the following questions three times, (1) using *going to* as an infinitive; (2) using *shall* or *will*; and (3) using *intend to* or *expect to*

1. What are you going to do now?
2. When are you going to buy new sails for your boat?
3. Who is going to be at the party?
4. Where are you going to spend your holidays?
5. How much are you going to pay for your sailing boat?
6. When is he going to start learning Russian?
7. Whom are you going to invite to the dance?
8. When is he going to have his hair cut?
9. Why are you going to fly instead of taking a ship?
10. What are the workmen going to do to the refrigerator?

EXERCISE 18

Restate the following sentences so that they refer to the future. Replace the given adverbial phrase of time, where necessary, by the one in brackets.

1. We started our holiday last Saturday. (next week)
2. She had a baby last February. (next April)
3. It rained last night. (tomorrow)
4. I had my first driving lesson yesterday. (tomorrow)
5. The ship sailed for Hong Kong last month. (next month)
6. The war ended three months ago. (in three months' time)
7. They got married last Tuesday. (on Tuesday week)
8. An eclipse of the sun took place last year. (next year)
9. The director dismissed ten employees a week ago. (in a week's time)
10. The post arrived late.
11. I have changed my job.
12. We went to the theatre on Saturday evening.
13. He has left Buenos Aires for Rio de Janeiro.
14. We didn't have enough money to buy a car.
15. She sent me a postal-order for my birthday.
16. We were back before dark.
17. My birthday fell on a Tuesday last year. (next year)
18. She had her hair waved before the party
19. I had to leave Paris before midnight.
20. My brother bought a new television set for £ 80.

EXERCISE 19

The Simple Future Perfect Tense is used to indicate that a certain action will be completed by a certain time in the future:

We shall have sailed right across the harbour by tea-time.

Put the verb in brackets into the correct form of the Future Perfect:

1. By the end of the month I (finish) my job.
2. We (spend) all our money by the end of the holiday.
3. By next June I (be) in Greece for five years.
4. They (complete) the arrangements by the time you arrive.
5. By tea-time I (work) for eight hours and I (not finish) by then, either.
6. We (play) tennis for four hours if we don't stop before dark.
7. If it continues to rain like this the farmers (not harvest) all their crops before September.
8. By next October he (work) for the same company for thirty-five years.
9. The class (study) all the irregular verbs by next week.
10. He's building his own boat. I expect he (finish) it by Easter.
11. If you're going to be so late, the children (have) their tea before you get back.
12. On July 6 we (be married) for exactly eleven years.
13. The film (start) long before we reach the cinema.
14. The train (arrive) and the passengers (leave) the station if we don't hurry.
15. By next January he (work) as a newspaper reporter for ten years and he (write) something like 520 different articles.

EXERCISE 20

There are three main kinds of conditional sentence, introduced by *if* or *unless* (= if not). The order of tenses in these sentences is important.

1. *If the weather is fine (Present), I shall go out (Future).*

This refers to a future event. If A happens, then B will follow. And the contrary is also true. If A does not happen, then B will not follow.

2. *If the weather was fine (Past), I should go out (Conditional).* This also refers to a future event. But it is not reversible, in the same way that the first kind is, because there is usually some further consideration in the speaker's mind. The condition is perhaps less likely to be fulfilled. It should always be borne in mind that in this particular type of sentence we are using the past tense to refer to the future.
3. *If the weather had been fine (Past Perfect), I should have gone out (Conditional Perfect).* This refers to a past event. If A had happened, B would have followed. But A did not happen, so B did not follow.

Study this example and then make similar appropriate additions to the other sentences:

- (a) *If we finish early, we'll go to the cinema.*
- (b) *And if we don't finish early, we won't go to the cinema.*
1. (a) If you marry her, she will make you unhappy.
(b) And —
2. (a) If they come sailing with us, they will enjoy themselves.
(b) And —
3. (a) If we win the race, we shall have a party tonight.
(b) And —
4. (a) If his business succeeds, he will make a lot of money.
(b) And —
5. (a) If they leave now, they will be home before midnight.
(b) And —
6. (a) If you play truant again, I shall mention it to your father.
(b) And —
7. (a) If we run out of petrol, we shall have to sleep in the car.
(b) And —
8. (a) If the children do their homework quickly, they will have time to watch television.
(b) And —
9. (a) If he continues working so hard, he will die of heart failure.
(b) And —
10. (a) If you give the child any more sweets, he will be spoilt.
(b) And —
11. (a) If you eat any more cakes, you'll burst.

12. (a) If the manager pays the men overtime, they will longer.
(b) And —
13. (a) If the doctor operates immediately, the patient will
(b) And —
14. (a) If we have time, we'll come and see you in hospital.
(b) And —
15. (a) If you go to the new shop, you'll get a discount of per cent.
(b) And —

Repeat the above exercise, beginning each addition with 'unless'.

e.g. *If you marry her, she will make you unhappy.*
Unless you marry her, she won't make you unhappy.

Read the sentences again, but in the second form of the conditions.

e.g. *If you married her, she would make you unhappy.*

EXERCISE 21

Study this example and then make similar appropriate additions to other sentences.

(a) *If you had told me the truth, I would not have punished you.*
(b) *But you didn't tell me the truth and so I punished you.*

1. (a) If you had returned your library books on time, you would not have been fined.
(b) But —
2. (a) If they had dropped anchor, their boat would not have run aground.
(b) But —
3. (a) If the summer had been dry, the harvest would have been good.
(b) But —
4. (a) If the horse he backed had won the race, he would have made a fortune
(b) But —

5. (a) If the windows had been open, we should have heard the crowd cheering.
(b) But —
6. (a) If the pilot had been careless, the aeroplane would have crashed.
(b) But —
7. (a) If he had done his job properly, he would not have been dismissed.
(b) But —
8. (a) If he had married for love, he would have been a poor man.
(b) But —
9. (a) If the tent had blown down, the Scouts would have got wet.
(b) But —
10. (a) If he had enjoyed riding, he would have continued his lessons.
(b) But —
11. (a) If my brother had won the election, he would have become a Member of Parliament.
(b) But —
12. (a) If the road had not been under repair, there would not have been an accident.
(b) But —
13. (a) If the house had been built of stone, it would not have caught fire.
(b) But —
14. (a) If he had passed the entrance examination, he would have gone to a University.
(b) But —
15. (a) If he had studied at Oxford, I should have met him there.
(b) But —

was developed, a device that can locate the position of a ship or an aeroplane to within 46 metres or even less if required. During the war, radar played an immensely important part in air defence of Great Britain. Since the war, it has added immeasurably to the safety of peaceful travel. Ships equipped with radar can avoid collision in fog and darkness, for they can observe the position and movements of other ships in their vicinity and also observe very accurately any coastline that may be near. Civil services on the modern scale would be impossible without radar. All aircraft movements near airports are directed by ground controllers who can see, through radar, the position of every aircraft in the area. That is why airliners land and take off safely without risk of collision, in darkness and bad weather.

One of the more recent, and most wonderful, developments of radio arises from the discovery that stars emit radio waves. Great 'radio telescopes', with huge aerials and sensitive receivers, can pick up radio waves from stars and galaxies too remote to be seen through the largest optical telescopes. The 'radio telescope' is providing man with new and immense powers to explore the vast universe around him.

Answer these questions:

1. At what speed do wireless waves move? What other waves move at this speed?
2. Why were wireless waves once called 'Hertzian Waves'?
3. In what years were wireless signals first transmitted over the English Channel and the Atlantic Ocean? Who was responsible for these successful experiments?
4. What facts are given in the text about the first use of wireless to bring help to a ship in distress?
5. Could speech be transmitted in the early days of wireless signalling? If not, how were messages transmitted?
6. During what period did sound broadcasting become generally established?
7. In what way is television an advance upon sound broadcasting?
8. Is television in colour possible? If so, why is it not in general use?
9. What is the function of radar?
10. What use can the astronomer now make of radio?

Compositions :

Write an essay of not more than 350 words on one of the following topics :

1. The benefits of wireless and radar to sea and air transport.
2. The potential value of sound broadcasting to education.
3. The advantages and disadvantages of having television in the home.
4. Some important uses of radio in the modern world.

FOR STUDY

DISCUSS : MENTION

Both verbs are used with a Direct Object. Note the patterns: *to discuss something with someone* and *to mention something to someone*. *Discuss* indicates continued talk or debate; *mention* indicates only a brief reference. Compare :

We discussed some modern English novelists.
He mentioned some modern English novelists in his lecture.

Mention may be followed by a that clause.
I forgot to mention that John called while you were out.
Don't mention it is used as a phrase to indicate that an apology or thanks are unnecessary.

{'Thank you for your help.'
'Oh, don't mention it.'

{'Did I tread on your toes? I'm very sorry.'
'Don't mention it.'

DO : MAKE

The fundamental meanings of these two verbs are shown in these pairs :

{'What are you doing?' 'I'm sewing.'
'What are you making?' 'I'm making a frock.'

{'What is she doing?' 'She's cooking.'
'What is she making?' 'She's making a cake.'

{*He has done his homework.*
 {*He has made several mistakes in his arithmetic.*

Do and *make* are used in very numerous ways. These are best learnt by observation.

Make is used in several patterns in addition to that illustrated in the examples above.

1. *It* is used with a noun or pronoun and an adjective.

The news made her happy.

Why don't you make yourself useful?

2. *Make* is used with a noun or pronoun and an infinitive without to.

Can you make this fountain-pen work properly?

It was cold, so I made her wear a coat.

Why don't you make the child behave?

ENJOY : LIKE : AMUSE

These verbs may be used with a Direct Object.

I enjoyed the party very much.

I liked the people I met there.

The games we played there amused me very much.

Enjoy and *amuse* are used with the reflexive pronouns.

They seem to be enjoying themselves.

How do you amuse yourselves on winter evenings?

Like may be used with an infinitive or a gerund. *Enjoy* is used with a gerund but not with an infinitive.

Do you like (enjoy) playing tennis?

Do you like to read in bed?

Note that the infinitive, not the gerund is preferred after *would/should like*.

Would you like to go for a walk?

I should like to know what he has been doing.

BEHIND : IN FRONT (OF)

Behind and *in front* (of) are opposites.

There is a garden in front of the house and a large orchard behind (the house).

Jack and Mary were sitting two rows in front of me, and Tom and Anne were two rows behind me.

Note that *before* cannot always be used for *in front of*. *Before* usually suggests 'face to face with', as in 'to be brought before the magistrates'. *Behind* and *in front* are used adverbially.

He couldn't walk so fast as the others, and slowly fell behind.

The best seats are those in front.

Behind is used figuratively.

It is unkind to criticize a man behind his back (i.e. when he is not present).

You can't fight a duel nowadays; you're behind the times (i.e. out of date, old-fashioned) (Cf. up to date.)

BESIDE : BESIDES

The preposition *Beside* means 'at the side of'.

Come and sit beside me (at my side). There's plenty of room.

He owns a country cottage beside the sea.

It also means 'in comparison with'.

You're quite tall beside your sister.

My work is poor beside yours.

The preposition *Besides* means 'in addition to', as well as.

She has five other hats besides that wonderful one she's wearing now.

There were five of us besides John.

The adverb *Besides* means 'moreover'.

It's too late to go for a walk now; besides, it's beginning to rain.

The adverb *Besides* is sometimes placed at the end of a sentence.

I'm too busy to take you to the theatre this evening; I'm short of money, besides.

EXERCISES

SOME SPECIAL VERBS

The Table below shows the uses of some special verbs. Note where to is needed and where it is not needed. For example, 'should go', but 'ought to go'.

We	{ must be have to	be back by seven o'clock.
	{ needn't haven't (got) to don't have to	send a telegram. explain the reasons for our failure.
	{ can could	tell everyone what happened.
	{ may might	write an essay this week.
	{ should ought to	finish the job quickly.
		go to Paris next year.

EXERCISE 22

Supply, in the sentences below, a suitable verb or verb phrase. Choose it from the following :

1. **must**. This indicates obligation or compulsion, either present or future.
2. **have to** also indicates obligation or compulsion. It is used in the affirmative or interrogative.

He has to go now.

Has he to go tomorrow?

3. **needn't, haven't (got) to** and **don't have to** indicate absence of obligation, and therefore allow a choice.

He needn't go now (i.e. he can either go or not go, as he wishes).

4. **must not** indicates an obligation not to do something, i.e. a prohibition.

He mustn't go now.

1. Visitors — not pass beyond this point.
2. I — go now, or I shall be late.
3. You — worry, she won't get lost.
4. Children — do what their parents tell them to do.
5. You — work harder if you want to be promoted.
6. The teacher says we — do the work if we don't want to.
7. The teacher says we — do the work or she will punish us.
8. We — be back before 7 p.m. In order to do our homework.
9. We — be back before 7 p.m. because we haven't any homework.
10. You — go if you don't want to, but if you do you — be back early

EXERCISE 23

Supply, in the sentences below, a suitable verb or verb phrase. Choose it from the following :

1. **can**. This indicates ability or (in colloquial style) permission (instead of may).

Examples

{ I can speak French.
Can I go out and play ?

2. **could**. This is used as the Past Tense form of can. When used of ability or knowledge, it may refer to past time if this is clear from the context, and is also used of future time in conditional sentences.

Examples

{ I could speak French when I was twelve years old.
I could do it tomorrow.

3. *be able to.*

Note that *could* is not used to indicate the achievement of a purpose in the past. *Was (were) able to* is used instead. Or a construction with *manage to* or *succeed in* may be used.

Examples

He was able to pass the examination last year.

She managed to get all her clothes into the suitcase.

They have succeeded in saving £ 100 in the last six months.

1. He is not very clever, but he — speak seven languages fluently.
2. I was so angry that I — not speak.
3. I'll do it if I —, I would do it if I —.
4. I am sure you — swim faster than I.
5. She — reach home before it started to rain.
6. He is so strong that he — bend an iron bar with his bare hands.
7. He seems to be able to drive. I wonder if he really —.
8. The sailors — rescue him just as he was going down for the third time.
9. Father told me last night that I — not go out with you.
10. They — climb the mountain before it got dark.

It is possible to rewrite Nos. 5, 8, and 10 without using *be able to*. The Simple Past Tense may be used. Rewrite these three sentences using this tense.

EXERCISE 24

Supply *may* or *might* in the sentences below.
May indicates either possibility or permission.

Examples

{ *I may go tomorrow, or on Sunday. I'm not sure yet.*
{ *'May I go now, please?' 'Yes, you may.'*

Might also indicates possibility, particularly in very uncertain or doubtful cases. It is also used as the Past Tense form of *may* in reported speech cases.

{ *It might rain, but I don't think it will.*
{ *He told me that I might go.*

1. Let's mow the lawn now; it — rain tomorrow.
2. I don't feel very well; I — not go to work this afternoon.
3. If you delay, it — be too late.
4. If you delayed, it — be too late.
5. You — come in now, I'm sorry to have kept you waiting.
6. She — leave soon, if she feels better.
7. They — be able to help you if you asked them.
8. I think we — go now; the show is nearly over.
9. He said we — leave the office early on Christmas Eve.
10. Who knows what — happen? Someone said there — even be a war.

EXERCISE 25

Complete the sentences below, using *should* or *ought to* plus other words if necessary:

Should and *ought to* indicate moral obligation or desirability.
Ought to is rather stronger in meaning than *should*.

1. If you want to succeed, you —
2. He was very rude. He —
3. He smokes too much. He —
4. We don't read enough English. We —
5. When someone asks you for help, you —
6. I don't want to go, but I suppose that I —
7. She is quite grown-up now. She —
8. The cook is very careless. He —
9. Our milkman often comes late. He —
10. It's very cold today. You —

EXERCISE 26

Supply suitable verbs in the sentences below. Choose from among *must*, *needn't*, *can*, *could*, *may*, *might*, *ought to* and *should*.

1. Soldiers — always obey their officers.
2. You — come with us if you don't want to.
3. He — speak Spanish very well now, but he — not speak it at all until he came to live in Madrid.
4. — I come in? 'Yes, of course you —'
5. He said he — finish painting the picture in about two weeks.
6. A teacher — make his or her lessons interesting.
7. The world — avoid war at all costs.
8. John has brought his car, so you — ring for a taxi.'

9. 'I — smell something burning. — you ? It — be the meat in the oven.'
10. 'You — eat more fruit. It's good for you.' 'I know I —, but I don't like it.'
11. 'He — come early, or he — come late. One — never rely on him.'
12. 'The sun is shining, so we — take an umbrella.' 'I think we — it — rain later this afternoon.'
13. '— you drive a car?' 'No.' 'You — learn.' 'Yes, I —.'
14. 'He — find a job quickly, or he — starve. There is no one to support him.'
15. '— you tell me the time, please?' 'Yes, it's half past eleven.'
16. 'I — take you home in my car if I had more time.' 'You — bother; I — find a taxi quite easily.'
17. 'She — not play tennis last year because she broke her arm.' '—she play now?' 'Yes, she —, but the doctor says she — not.'
18. 'My son — win a scholarship, but I doubt it.'
19. 'Criminals — be punished.'
20. 'This essay is full of mistakes. You — be more careful. You — do much better if you tried harder.'

EXERCISE 27

The verbs *must*, *needn't*, *could*, *may*, *might*, *should* and *ought (to)* are may be used with perfect infinitives.

The Table below, shows the uses of some special, verbs. Here they are used with perfect infinitives.

They	must		stayed there all the time.
	needn't		spent their last shilling on a taxi.
	could		arrived before dinner.
	may	have	finished the exercise.
	might		taken an earlier train.
	should		gone to the football match.
	ought to		switched on the wireless.

The ways in which these verbs are used with a perfect infinitive are shown in the specimen sentences below, and the notes on the meanings.

They must have stayed there all the time. (It seems certain that they did so.)

They needn't have spent their last shilling on a taxi. (They did this, but it was not necessary.)

They could have gone to the football match. (This was possible, but in fact they did not go.)

They may have taken an earlier train. (This is possible; we do not know.)

They might have taken an earlier train. (Either: This is possible; we do not know, or, This was possible, but in fact they did not do this.)

They should (ought to) have arrived before dinner. (It was desirable for them to do so; but they did not arrive before dinner.)

Supply the most suitable special verbs with the perfect infinitive of the verb in brackets.

1. The students (finish) the examination. They are already leaving the building.
2. You (come) so early. The lecture doesn't begin for another hour.
3. He (obtain) his degree if he had wanted to, but he was too lazy to try.
4. My boss is annoyed with me. I didn't do all the work that I (do) last week.
5. He said that he (work) harder when he was young. Because he didn't work hard enough, he had lost many opportunities.
6. As he was dying, the old man said: 'I (make) a lot of mistakes in my life, but I don't regret any of them.'
7. You (visit) Florence when you were in Italy. Why didn't you go there ?
8. If the workmen had not gone on strike, they (finish) the building by now.
9. He (go) abroad. I haven't heard anything about him for a long time.
10. They (get) very wet. It's been raining all the afternoon.
11. He (sit) for the scholarship examination. He is very clever.
12. I think I (have) your ice-cream by mistake. If so, I apologize.

13. It was a lovely day yesterday. You (go) to watch the cricket match.
14. I think we are lost; we (arrive) at the station by now. We (take) the wrong road.
15. He (see) the doctor at all. There was nothing wrong with him.
16. I can't find him anywhere; the plane (land) earlier than we expected.
17. 'Why is the ground so wet?' 'It (rain) last night.'
18. He's a very intelligent man. He (do) much better in his profession than he has done.
19. If he had been luckier, he (become) a headmaster.
20. He (win) a good reputation for himself in the academic world.

is little doubt that less than twenty years from now, perhaps less than ten, travellers will take for granted speeds approaching 3200 kilometres an hour.

Answer these questions:

1. When, where, and by whom was the first aerial journey made?
2. What is the essential difference between an airship and an aeroplane?
3. Who invented the internal-combustion engine? Why was this type of engine so important to the development of flight?
4. Who was the first man to fly in an aeroplane? What was the date of his first flight and how long did it last?
5. What, in brief, are the respective functions of the reconnaissance aeroplane and the fighter?
6. How were the first bombing attacks on London made?
7. How did civil aviation benefit from the rapid development of the bomber during the First World War?
8. Why was it more difficult to fly from Europe to North America than from North America to Europe?
9. Why was the use of airships for passenger transport abandoned?
10. What new means of propulsion has greatly increased the speed of airliners in recent years? What kind of radio development contributes to their safety?

Composition :

Write an essay of not more than 350 words on one of the following topics :

1. The achievements of Pakistan in civil aviation.
2. The development of transport during the last hundred years.
3. The value to society of the scientist and the engineer.
4. The practical benefits that modern advances in science and engineering can bring to Pakistan.

FOR STUDY

DROP: FALL

Drop is used both transitively and intransitively. *Fall* is always intransitive.

She dropped the plate. The plate dropped out of her hand.
The plate fell to the floor.

In some cases the two verbs are interchangeable.

The temperature has dropped (or fallen) ten degrees since noon.
The wind fell (or dropped).

Drop and *fall* are combined in numerous ways with prepositions and adverbs. Several friends dropped in to tea (i.e. called without being specially invited).

Seven of us can't squash into this small car. Two of us had better drop out (i.e. give up the idea of going).

He fell over the cat in the dark room (i.e. stumbled and fell).

He has fallen out (i.e. quarrelled) *with all his former friends.*

Our carefully made plans all fell through (i.e. came to nothing).

Be careful not to confuse *fall* (p.t. *fell*, p.p. *fallen*) with *feel* (p.t. and p.p. *felt*).

KNOW

The examples below illustrate how the verb *know* is used when it refers to persons.

A: *Do you know Mr. Crandon?*
 B: *Oh, yes, I've known him for several years.*

A: *Do you know Mr. West?*
 B: *No, I've never been introduced to him. I know him by sight, and of course I know who he is. He's the local doctor.*

A: *Do you know my sister Mary?*
 B: *I met her¹ yesterday evening at a party. I got to know quite a lot of people there.*

¹ Note 'I knew her yesterday evening. 'I met her' means 'I was introduced to her'.

The examples below illustrate other uses of *know* as a transitive verb.

- Do you know Spanish?*
- Do you know the Spanish word 'calle'?*
- Do you know how to pronounce the Spanish word 'calle'?*
- Do you know what the word 'calle' means?*
- I don't know whether he will come.*
- Every child knows that two and two make four.*

The examples below illustrate some uses of *know* as an intransitive verb with the prepositions *of* and *about*.

- I know of an excellent little restaurant near here.*
- I knew about that long ago.*

BY

The preposition *by* is used :

- 1. to indicate position near, to or at the side of.
Come and sit by me.
He stood by the window and looked out.
- 2. to indicate the route of a journey.
We travelled to London by Calais and Dover.
Did you come by the nearest road?
- 3. meaning 'past'.
I go by the post office every morning on my way to work.
- 4. to indicate conditions or circumstances (time), meaning when it (was, etc.)
Do you prefer travelling by day or by night?
We went for a sail on the lake by moonlight.
- 5. meaning 'not later than', 'at some time before'.
I want it by the end of next week.
They were tired out by bed-time.
By the time you get there it will be dark.

- 6. to indicate the way in which something is measured.
To rent a house by the year; to pay workmen by the day (by the hour); to sell cloth by the yard (eggs by the dozen).
- 7. to indicate manner or method.
To travel by land (sea, air); to go by bus (tram, car, boat);¹ to send goods by post; to learn a poem by heart; to know someone by name (by sight); to do something by accident (mistake).

- 8. to indicate the agency or means.
'Vanity Fair' was written by Thackeray.
The streets are lighted by electricity.
The man was killed by lightning.

Compare the use of *by* and *with* in the next example. *By* is used for the agent and *with* for the instrument.

The rat was killed by Tom with a big stick.

- 9. meaning 'in accordance with'.
By (the terms of) Article 3 of the Treaty; to judge by appearances.
- 10. meaning 'to the extent of'.
The bullet missed him by 5 centimetres.
He's too clever by half (i.e. much too smart).
- 11. *(in oaths, etc.) as surely as I (we, etc.) believe in.
I swear by Almighty God that . . .

The adverb *by* is used meaning 'near' and 'past'.

- I can't stand by (i.e. remain inactive, do nothing) when I see children being ill-treated.*
- He hurried by (past) without a word.*

BEYOND

This preposition is used of space, meaning 'on the other side of', 'farther than'.

But on top, on horseback.

My house is beyond the church.

The chief use is figurative, as in the examples below.

She succeeded beyond her wildest hopes.

The truth of the statement has been proved beyond doubt.

As an adverb *beyond* means 'on the other side', 'farther on'.

There are hills in the distance. I wonder what lies beyond.

EXERCISES THE PASSIVE VOICE

EXERCISE 28

The Passive Voice is often preferred when we are not interested in the question of who or what performed the action.

Example

The house was painted before we moved in.

Who painted the house? We do not know; or, if we do, we are not interested. It is the result that interests us.

Rewrite these sentences in the Passive Voice. The subject of the Active Voice need not be used in your answers.

1. **They discovered the crime early in the morning.**
2. **Many people often ask policemen the time.**
3. **Somebody has broken the lock.**
4. **The doctor is going to vaccinate me tomorrow.**
5. **Mother was pouring out the tea when I entered the room.**
6. **No one has signed this cheque.**
7. **They will finish the tournament tomorrow.**
8. **We manufacture many kinds of motor-cars in England.**
9. **Someone ought to give him a warning.**
10. **They postponed the match because of rain.**
11. **The secretary must type these letters before lunch.**
12. **Women are wearing long dresses this season.**
13. **The chauffeur was driving the car too fast when the accident occurred.**

14. **They will publish the book in the autumn.**
15. **We haven't posted the letters yet.**
16. **The doctor has just operated on him at the hospital.**
17. **The tug towed the liner into harbour.**
18. **They built the bridge in 1888.**
19. **No one has told me what to do.**
20. **Someone stole my car last night.**

EXERCISE 29

Consider these sentences:

Shakespeare wrote 'Julius Caesar'.
'Julius Caesar' was written by Shakespeare.

The second sentence, in the Passive Voice, indicates that our main interest is in the play and our secondary interest in its author. If a statement about who or what performed an action is needed, the preposition *by* is used.

Rewrite the sentences below in the Passive Voice. Retain the subject of the Active Voice *by* using *by*.

1. **Conan Doyle wrote the Sherlock Holmes stories.**
2. **Everyone admires our headmaster.**
3. **My personal secretary is typing your letter.**
4. **An earthquake destroyed Lisbon in 1755.**
5. **Mary, not Patricia, won the first prize.**
6. **Rheumatism affects him badly.**
7. **Scotland beat England 3–0 at Wembley Stadium.**
8. **A proper carpenter certainly never made these shelves.**
9. **Hogarth painted this picture, didn't he?**
10. **A board of governors runs the school.**
11. **A firm with a good reputation was doing the repairs.**
12. **The history master, of all people, set the French papers.**
13. **An artist must have decorated this lovely flat.**
14. **The ringing of the fire-alarm woke up the hotel porter.**
15. **A qualified architect ought to do this job, not a mere apprentice.**
16. **The manager will sign the contract tomorrow.**

17. Christopher Columbus discovered America in 1492.
18. A police constable arrested the burglar just before dawn.
19. The sixth form will need these books again.
20. The Normans invaded England in the eleventh century.

EXERCISE 30

Rewrite these sentences in the Passive Voice. Retain the subject of the Active Voice *only* where you consider it strictly necessary.

1. The shoemaker mended my shoes in two days.
2. The fire-brigade put the fire out before it became serious.
3. The authorities know that your taxes are in arrears.
4. One should make an application before January 13.
5. A horse with a white forehead won the race for the Wessex Cup.
6. They forbid the sale of alcohol in this state.
7. We shall have to make another enquiry.
8. Is Mr. Jones or Mr. Davies going to give the lecture on 'The World of the Future'?
9. No one ever does anything in this office.
10. The soldiers ambushed the rebels in a valley and killed five of them.
11. The gardener ought to water the garden more often.
12. They make the famous Murano glass in Venice.
13. Has anyone repaired the telephone yet?
14. They forbid you to walk on the grass in this park.
15. Two well-known doctors have written a report on the media uses of hypnotism.
16. People say that the new film at the Metro cinema is excellent.
17. They had completed the work before I arrived.
18. The municipality prohibits parking on the main roads.
19. People eat more rice than flour in Burma.
20. We must look after this child.

EXERCISE 31

Put the verbs in the following passage into the correct tense of the passive:

For several years at the beginning of the nineteenth century Europe (dominate) by one man, the Emperor Napoleon. Nearly every European nation except England (invade and conquer) by his armies, and (force) to sign treaties of peace. Vigorous resistance (offer) by Spain, where a struggle for liberation (begin) in 1807. A small English army (sent) to help the Spanish nationalists. It (base) on Lisbon and (supply) by sea. After the first year this army (command) by the Duke of Wellington, of whom it (say) that he never lost a battle. In a series of short but brilliant campaigns the French (drive) back to the Pyrenees. These mountains (cross) at the same time as Napoleon himself (defeat) in Russia. French domination (end) at last by a combined revolt of all the nations. Napoleon (oblige) to abdicate and (send) into exile on the small island of Elba.

customs, such as the eating of 'hot-cross-buns' on Good Friday, and Easter eggs on Easter Sunday. During the days before Easter, children are often given large chocolate Easter eggs. Easter Monday — the Monday following Good Friday and Easter Sunday — is a bank holiday, i.e., a public holiday. The date of Easter varies but it always falls in the spring. If the weather is fine, people like to get out of doors and make a trip into the country or to the seaside. The roads from London to the coast are packed with traffic. Last year we drove to Eastbourne for a few hours by the sea, but we didn't enjoy it very much. The journey each way was tedious because we were constantly held up in traffic jams. We've decided to stay at home this year or just go for a walk by the river.

We are looking forward to seeing your father again next week-end. It will be his last visit to us before he returns home in the following week. I'm sure you'll be glad to see him again. I think he's thoroughly enjoyed his visit to Britain but I've no doubt that he'll be very happy to be home once more.

With all good wishes,

Yours sincerely,

David.

Answer these questions:

1. When did Mr. Qureshi arrive in London and where did he stay for the first six days?
2. About how long did Mr. Qureshi stay in Britain?
3. Briefly explain how Saleem and David came to write to each other.
4. From Saleem's letter, how many children does Mr. Qureshi appear to have?
5. Where did Saleem go to take part in congregational prayers on Eid-ul-Fitr? Who accompanied him?
6. What are carols and when are they sung?
7. Why do children in England hang up empty stockings by their beds on Christmas Eve?

8. would you expect to see snow if you were in London at Christmas? What sort of weather would you expect?
9. Does Easter always fall on the same date? What is the season in Britain when it occurs?
10. What made the Browns decide not to drive to the seaside on Easter Monday in 1986.

Composition:

Note: Business letters, like those between Mr. Qureshi and the hotel manager, normally begin with 'Dear Sir' ('Dear Madam' to a lady) and end with 'Yours faithfully'. If a business letter is typed, the address of the recipient is typed, usually at the foot of the letter, so that it will be available for reference on the carbon copy that goes in the file. The personal letters between Saleem and David begin and end in a more friendly style — 'Dear Saleem'..... 'Yours sincerely'.

Write two letters, the first a short business letter on one of the topics listed under **A** and the second a letter to a pen-friend in Britain or America dealing mainly with one of the topics listed under **B**.

A

1. To a shop or office, complaining that some goods you have ordered have not arrived by the promised date.
2. From a shop or office, in answer to a complaint like the one above.

B

1. Your life as a student.
2. Your recreations.

FOR STUDY
BORROW : LEND

The pattern for the verb **borrow** is 'to borrow something (from somebody)

Examples

*{May I borrow this book?
I borrowed these records from a friend.*

There are two patterns for the verb **lend**: (1) 'to lend somebody something'. (2) 'to lend something to somebody'.

Examples

*{I've lent my brother £ 10.
I've lent £ 10 to a friend in the office.*

Note that if the Indirect Object is short (e.g. a personal pronoun), or if it is not much longer than the Direct Object, it may precede the Direct Object, as in the first of the two examples above. If, however, the Direct Object is shorter than the Indirect Object (e.g. because the Indirect Object has a clause or a phrase dependent on it), the Direct Object precedes the Indirect Object, as in the second example above. If both objects are personal pronouns, the second pattern (with **to**) is preferred.

Examples

*{Please lend it to me.
I will lend them to you.*

DOWN

I. Preposition

The chief uses are :

1. (contrasted with **up**) from a high(er) level, to a low(er) level.
*We ran down the hill.
Children love running up and down the stairs.
Her hair was hanging down her back.*
2. along (without reference to a lower level).
As I was walking down the street . . .

11. Adverb

The chief uses are :

1. from a high(er)-level to a low(er) level

The sun went down.

The flag was hauled down at sunset.

Has John come down (i.e. downstairs) yet?

The rain was coming down steadily.

2. from an upright position.

He was knocked down by a horse.

Several trees were blown down during the gale.

If you're tired, go and lie down.

3. from a more important place (e.g. the capital, the University to a less important place.

We went down to Brighton for the week-end.

I've come down from London for a rest.

When did he come down from Oxford?

4. to indicate reduction, decrease, weakening, etc.

The wind is dying down.

Boil the fat down.

The fire is dying down.

One of the back tyres is down.

5. in the pattern 'Down with X noun or pronoun', meaning 'Let us get rid of ...'

Down with the tyrant.

6. in various phrases.

Money (cash) down, payment at the time of purchase (contrasted with credit); *to pay ten shillings down*, at the time of purchase, *to be down (ill in bed) with influenza*; *to get down to work (or business)*, start work in earnest; *to be three goals down at half-time* (football, hockey, etc.) to have scored three goals fewer than the opposing team; *to come down in the world*, to a lower social position.

UP

For the uses of *up* as a preposition, see *down*, preposition.

The chief uses of *up* as an adverb are :

1. with reference to being out of bed, not asleep.

What time do you get up?

She was up all night with a sick child.

He was up late last night.

I don't like staying up late.

2. to indicate 'not sitting, lying', etc.

Mr. Hill got up (i.e. from his seat) to ask a question.

He jumped up in alarm.

3. to indicate 'to or at a higher level, degree', etc.

Lift your head up.

Pull your socks up.

Prices are still going up.

He lives three floors up.

4. to a place of importance, esp. the capital, a University. (Cf. *down*, 3).

He has gone up to London for the day.

When are you going up to Oxford?

5. to indicate completeness or finality.

We've eaten everything up.

Finish up your breakfast.

The stream has dried up.

When is your leave up? (When must you return to your position?)

6. to indicate an increase in intensity, etc.

Speak up! I can't hear you.

Hurry up! We'll be late.

7. in the pattern 'up with X noun or pronoun'. (Cf. down, 5.)
Up with the rebels! (Let us support them, help them to win, etc.)

EXERCISES

RELATIVE PRONOUNS

EXERCISE 32

Indicate whether the following relative clauses are defining (i.e. like the 'which' clause in No. 1) or non-defining (i.e. like the 'which' clause in No. 3). In which sentences may the relative pronoun be omitted?

1. The sea which divides Europe from Africa is the Mediterranean.
2. It is the Mediterranean, which divides Europe from Africa.
3. The Mediterranean, which divides Europe from Africa, is tideless.
4. I don't like the face of the man who has just come into the shop.
5. The glasses which I am wearing have special lenses.
6. My glasses, which I left on my desk, have disappeared.
7. Did you read the advertisement that appeared in yesterday's paper?
8. For his birthday, which is on 1st February I shall give him a bicycle.
9. The cigarette which you have just given me is stale.
10. People who live in glass houses shouldn't throw stones.
11. The man whose car you damaged is furious.
12. The desk that I am writing on is not firm enough.
13. This desk, which I am trying to write on, is not firm enough.
14. The oil-tanker, whose funnel you can just see, is beginning to move.
15. The ship whose funnel you can just see is an oil-tanker.
16. I would hate anyone to see the diary that I keep.
17. The concert that we listened to last night was excellent.
18. The B.B.C. concerts, which are broadcast regularly, are usually very good.

19. The man that I was relying on to help me has died.
20. My friend, whom I was relying on to help me, has died.

Note that the use of 'whose' demonstrated in Nos. 14 and 15 is perfectly acceptable in modern English.

EXERCISE 33

Add the missing relative pronoun where necessary :

1. The tree — leaves have all fallen off is an oak.
2. The job — she wishes to apply for is no longer vacant.
3. The book — is lying on my desk is a dictionary.
4. The girl — is wearing a cotton frock is my sister.
5. A government — makes such bad laws can't last very long.
6. Did you see the car — had overturned by the side of the road?
7. The clothes — she is washing are very ragged and torn.
8. You mustn't refuse the offer — they have made you.
9. The family — name I can't remember is Italian.
10. The man — lives next door is a bank manager.
11. The car — he drives is larger than mine.
12. Do you think he'll engage the man he interviewed?
13. We need a secretary. Do you know anyone — can type?
14. Nothing — you can do will be of any use.
15. The chair — legs are broken must be thrown away.
16. The films — are shown at this cinema are foreign.
17. This is the prize — she won yesterday.
18. The music — my children prefer listening to is jazz.
19. Come at any time — is convenient.
20. The men — work in this office are all highly paid.

EXERCISE 34

Combine the following pairs of sentences by making the sentence of each pair into a non-defining relative clause. For Example :

This house was built by my grandfather. I have always lived in it.
 This house, in which I have always lived, was built by my grandfather.

1. This coat is worn out. I've been wearing it for ten years.
2. The garage is just round the corner. I keep my car in it.

3. This flower vase is a thousand years old. It comes from China.
4. William Shakespeare is the greatest English dramatist. His works are studied all over the world.
5. My landlord introduced me to some of his friends. He is a very sociable person.
6. The English Channel separates England from France. It is 33 kilometres across at the narrowest point.
7. The London train arrived half an hour late. We were travelling in it.
8. The English live mainly on trade. Napoleon called them a nation of shopkeepers.
9. My father-in-law advised me to invest in some oil shares. I have great confidence in his judgement.
10. She suffers horribly from sea-sickness. There is nothing more unpleasant than that.
11. The Thames is the most important, but not the longest, river in England. It flows from west to east.
12. She left her handbag in the restaurant. It contained both her money and her passport.
13. The burst water-pipes have been mended. They were frozen in the last spell of cold weather.
14. This car is a 1984 model. I only paid £ 500 for it.
15. The head waiter obviously wants a bigger tip. I don't like his attitude.
16. Queen Victoria died in 1901. Everyone respected her.
17. Indigestion often results from eating the wrong kind of food. Most people suffer from it at sometime in their lives.
18. The old man is very ill. I took him to hospital last night.
19. My nephew has just left England. He is emigrating to Australia.
20. My niece has just got married again. Her first husband died.

EXERCISE 35

Add the missing pronouns :

1. Passenger ships, — do not carry any cargo, are called liners.
2. The world population, — is about two thousand million, is increasing.
3. Sir Winston Churchill, — has also written many books, a famous statesman.

4. Edinburgh, — is the capital of Scotland, is a beautiful city.
5. Mary Robinson — I used to know as a child, has become a television announcer.
6. Kangaroos, — carry their young in a pouch, are found only in Australia.
7. Charles Dickens, none of — books I have ever read, was born in 1812.
8. Atomic energy, about — so much has been written, is a menace as well as a blessing.
9. My cousin Dorothy, to — I lent six novels last week, is a very quick reader.
10. Professor Smith, — death is announced in this morning's paper, taught me when I was an undergraduate.
11. Medical journals, — are quite expensive, must be taken by any doctor who wishes to be up-to-date.
12. The nightingale, — sings at night, is a rather rare bird.
13. The B.B.C. commentators, — we have all heard on the wireless, speak very distinctly.
14. The Duke of Wellington, — defeated Napoleon at Waterloo, was more successful as a general than as a politician.
15. My sister-in-law, — tastes are very expensive, always tries to buy the latest Paris models.
16. Philately, — is an interesting hobby, is perhaps better known as stamp-collecting.
17. Arabic, — I have spent many years learning, is a difficult language.
18. Your oldest nephew, — is at school at Eton, knows my son.
19. Lawrence of Arabia was killed in a motor-cycle accident — should never have happened.
20. The Prime Minister, to — we were listening the other day, has a very deep voice.

EXERCISE 36

Note : After the following words the relative 'that' is generally to be preferred: *all, any, only, much, little, few, it is, who* (as an interrogative pronoun), and all superlatives.

Examples

The little that I know is not enough.
This watch is the best that money can buy.

When the relative pronoun refers to the whole of the preceding sentence, and not just to the one word immediately in front of it, only 'which' can be used.

Example

The soldiers refused to obey their officers, which was a clear case of mutiny.

Add the missing relative pronoun where necessary :

1. 'All — glitters is not gold.'
2. The only flowers — were growing in the garden were geraniums.
3. Don't eat all the sweets. The few — are left are for the baby.
4. Who was the greatest man — ever lived ?
5. The worst — can happen to him now is nothing compared to what he experienced during the war.
6. The pupils were arguing with their teacher, — was very impolite.
7. This is all the money — I have, but you are welcome to it.
8. 'It's a long lane — has no turning.'
9. Both parents were taken to hospital, — left the children alone in the house.
10. There is much — is good in the world and much — is bad.
11. The few books — they have are all novels.
12. He's the best student — I've ever taught.
13. He's badly hurt; there's little — anyone can do for him.
14. I think I've finished all — matters.
15. It rained a good deal during the holidays — was rather unfortunate.
16. He'll take any job — is available.
17. All — happened when a tyre burst that the car skidded.
18. It's the early bird — catches the worm.
19. She can't come to the party, — is a pity.
20. Who was it — said : 'The proper study of mankind is man' ?

Cernogratz that will die in our old castle, and they have come to sing to me.'

The cry of the wolves rose on the still winter air and floated round the castle walls; the old woman lay back on her couch with a look of long-delayed happiness on her face.

'Go away,' she said to the Baroness 'I am not lonely any more. I am one of a great old family...'

'I think she is dying,' said the Baroness when she had rejoined her guests. 'I suppose we must send for a doctor. And that terrible howling! Not for a lot of money would I have such death-music.'

'That music cannot be bought for any amount of money,' said Conrad.

'Listen! What is that other sound?' asked the Baron, as a noise of splitting and crashing was heard.

It was a tree falling in the park.

There was a moment of silence, and then the banker's wife spoke.

'It is the intense cold that is splitting the trees. It is also the cold that has brought out the wolves in such numbers.'

The Baroness eagerly agreed that the cold was responsible for these things. It was the cold of the open window, too, that made the doctor's attention unnecessary for the old Fraulein. But the notice in the newspaper looked very well:

'On 29th December, at Castle Cernogratz, Amalie von Cernogratz, for many years the valued friend of Baron and Baroness Gruebel.'

Adapted from the story of the same name by Saki (H.H. Munro).

Answer these questions:

1. What did Conrad ask his sister?
2. What did the Baroness think the legend was?
3. What was the real story?
4. At what precise moment would a tree fall in the park?
5. How did the governess know the real story?
6. Why were the Baron and the Baroness angry with Amalie?
7. When did the governess fall ill?
8. What was the first sign of the presence of wolves?
9. Why did the governess insist on having her window open?
10. What was the rational explanation for these strange events?

Composition:

Describe in one paragraph each:

1. The legend of Cernogratz Castle.
2. The events surrounding the death of Amalie von Cernogratz.
3. Any legend or strange story that you have heard yourself.

FOR STUDY

LIE : LAY

The verb *lie* has the Past Tense form *lay* and the Past Participle form *lain*. *Lie* is an intransitive verb.

If you're tired, you'd better go and lie down.

The dog was lying on the back seat of the car.

We lay on the sands all day and sunbathed.

The Past Participle *lain* is rarely used. The Progressive Tenses are preferred.

Your dictionary has been lying on the floor all the morning. Pick it up and put it away.

She discovered that her bicycle had been lying out on the wet grass all night.

There is another verb *lie*, meaning 'knowingly say something that is untrue'. This verb is regular: *lie, lied, lied*.

The verb *lay* has the Past Tense and Past Participle form *laid*. It is transitive.

The maid is laying the table for dinner.

Those hens laid two dozen eggs yesterday.

In contexts when *put* may be used, it is usually preferable to use *put* instead of *lay*.

I've just put (laid) the dictionary on your desk.

LOSE : LOOSEN : LOOSE

Lose (Past Tense and Past Participle *lost*) may take a Direct Object.

I lost my wallet yesterday.

Mr. Green has lost most of his hair (i.e. he is bald).

There are numerous phrases well worth memorizing: *to lose one's way; to lose one's temper; to lose hope; to lose heart.*

LOSE is used intransitively.

This is an excellent watch; it neither gains nor loses.
Oxford lost to Cambridge (i.e. lost the match).

Loosen means make loose.

The bandage was too tight, so the nurse loosened it.
LOSE is used chiefly as an adjective, very rarely as a verb.

Note the phrase *let loose*.

One of the tigers from the circus has got (or broken) loose.
Tie the knot tighter; it's too loose.
When we leave the road, we can let the dog loose.

MARRY: GET MARRIED

The uses of *marry* and *get married* are shown in the examples below.

Roger didn't marry until he was over thirty.
My brother married a French girl.

Sheila says she will marry only a rich and handsome man.
The vicar is going to marry three couples on Saturday.

Get married may refer to the marriage ceremony.

They got married in a registry office, not in church.
It may also mean 'become married', 'take a husband or a wife'.
Aren't you tired of living as a bachelor? Why don't you get married?

FOR

The chief uses of this as a preposition are :

1. to indicate purpose.

To go for a walk; to play cards for money; to work for one's living;
to fight for freedom; to read for pleasure; a tool for making holes
in leather; a mill for grinding corn; a remedy for indigestion; the
struggle for existence; enough money for a week in London.

2. to indicate an object of hoping, wishing, etc.

To hope for the best; to pray for peace; to ask for a rise in salary,
to long for the end of term; a request (cry) for help; a great demand for
tips.

3. to indicate suitability, fitness, etc. (and their opposites).

Good (bad) for your health, unfit for food; qualified for the position;
clothes proper (suitable) for the occasion.

4. to indicate exchange.

To give (pay) ten shillings for a book; to do a job for nothing (i.e. without payment); *to plant a new tree for every tree cut down.*

5. to indicate extent in time.

To be away from school for a month, a cripple for life. That's enough
for the time being (for now).

6. to indicate extent in space.

For miles and there is not a house to be seen.
We walked for five kilometres and then took a bus back.

7. to indicate that a statement is made with certain circumstances in mind.

It's quite warm for January;
She is tall for her age.
That's not at all bad for a beginner.

8. to indicate destination.

To sail for Hong Kong, to set out for home; passengers for Cairo;
before his departure for Venice.

9. to mean, 'in defence of', 'in support of', 'in favour of', (contrasted with against).

Are you for or against the proposal?
Three cheers for the President!
Judgement was given for the plaintiff.

10. to mean, after a comparative, 'as the result of'.

*My shoes are the worse for wear.
Are you any better for a long night's sleep?*

11. in the pattern 'for X noun or pronoun X to X infinitive'.

*It seemed useless for us to go on.
The best plan will be for you to go away for a few weeks.
Were you near enough for them to hear what you said?
He brought some papers for me to sign.*

FOR (Conj.)

For as a conjunction is rare in spoken English. It is not used at the beginning of a sentence. Its meaning is 'the reason being that'. In answer to a *why*-question, *because*, not *for*, is used.

The mayor resigned, for he was too ill to continue in office.

EXCEPT

The preposition means 'but not', 'not including'. *Except for* means 'but not in respect of'.

All the essays are good except Mary's.

Your essay is good except for the spelling (i.e. the spelling is poor, but other things, e.g. the arrangement, the ideas, the grammar, are good).

Nobody was late except me (i.e. I was the only person who was late).

Compare the use of *besides*:-

Five others were late besides me (i.e. I and five others were late).

Except that introduces a clause.

The new house is quite satisfactory, except that the builder forgot about the stairs to the first storey!

EXCEPTING

This preposition is used chiefly after *not*, *always* and *without*.
Everyone, not excepting myself, must share the blame.

EXERCISES: CONJUNCTIONS

EXERCISE 37

Rewrite the sentences below so that you use one of these pairs of conjunctions: *either/or*; *neither/nor*; *both/and*, *as well as*; *not only/but also*.

Examples

{ *Soldiers and sailors have hard lives.*

Both soldiers and sailors have hard lives.

{ *French and Spanish are not Germanic languages.*

Neither French nor Spanish is a Germanic language.

1. I shall go sailing and swimming on my holiday.
2. Venice and Naples are in Italy.
3. Illiterate people can't read or write.
4. The mountains and valleys are hidden in cloud.
5. You'll need to pack this book in cardboard and paper.
6. Teachers and pupils must be punctual.
7. You can live in a house in the country or in a flat in the town.
8. The Post Office employs men to sort out the letters and to deliver them.
9. In some tropical countries it is dangerous to eat unwashed fruit and vegetables, and to drink water that hasn't been boiled.
10. She likes sweets and chocolates and adores ice-cream.
11. The government is planning to impose a new tax on refrigerators and wireless sets.
12. My son wants a fountain-pen and a propelling pencil for his birthday.
13. She was wearing a scarf and an overcoat and carrying an umbrella and a mackintosh.
14. He says he's a musician, but he can't play the piano or any other instrument and he can't sing.
15. The street was crowded with cars, buses, cyclists, and pedestrians.

EXERCISE 38

Fill in the blanks in these sentences with conjunctions chosen from this list: *and, as, because, but, if, or, than, that, unless*.

1. Look at the black — white cows in that field.
2. He spends six months of every year in London — six months in Paris.
3. I was nervous at the interview, — I managed to appear calm.
4. It was a sunny — very cold day.
5. Will you have an apple — would you prefer a banana ?
6. Are you going to buy seats in the stalls — the balcony ?
7. He is popular — he is always cheerful — good-tempered.
8. He won't get a good degree — he is too idle.
9. I will lend you this book — you promise to return it in three days.
10. He is taller — his sister — shorter — has elder brother.
11. I would rather have tea — coffee, — it is not important.
12. He said — he had a good job — was earning enough money.
13. We could tell from the way he spoke — he was a foreigner.
14. Are you coming out — do you want to stay at home — read ?
15. It's going to rain soon — I am mistaken.
16. — he sees a doctor he will die.
17. Children become more interesting — they grow up.
18. — it is so late I won't keep you more — another hour.
19. He told me — he had passed me in his car, — had not stopped — he was in a hurry — couldn't spare the time.
20. She is happier now, — at least calmer — she used to be, — she has a better job — nicer people to work with.

EXERCISE 39

Fill in the blank spaces with conjunctions or sentence-modifying adverbs chosen from the following list: *although, consequently, except that, in order that, lest, moreover, since, so that, therefore, yet*.

1. — we had a map, we lost our way.
2. I don't intend to buy this car — it is very cheap.
3. My secretary is sick — I have to write all my letters myself.
4. He is a good doctor — he is too impatient.

5. Life has been much easier — we moved into a smaller house.
6. Please write it down — you forget.
7. I have told you all this; — you will know what to do.
8. I like her and — I don't trust her.
9. We can't employ him. He is lazy and incompetent; —, he tells lies.
10. Send me the bill — I can pay it for you;
11. He is more intelligent than the others; — he ought to win first prize.
12. — you are free this evening, come with me to the cinema.
13. We had a wonderful picnic — it started to rain on the way home.
14. The hotel is quiet, clean, and comfortably furnished; — it is not expensive.
15. — he was popular, he has had few friends — he lost all his money.

EXERCISE 40

Fill in the blank spaces with conjunctions chosen from the following list: *after, as soon as, before, till, until, when, while*:

1. — he was twenty-one he had never been abroad.
2. I went cycling on Sunday — my sister stayed at home.
3. I should like to see you — you can spare the time.
4. Will you have a cup of tea — you go ?
5. I'm afraid I shall be very lonely — you've gone.
6. He is only happy — he is playing the piano.
7. Oughtn't you to wear your glasses — you're reading ?
8. He lived in Germany — the Second World War started.
9. — I met him I had thought of him as a much older person.
10. There's time for a snack — the train leaves.
11. She won a scholarship to Oxford — she was only sixteen.
12. My son learnt to play the piano — he was ten.
13. Many spectators left — the football match was still in progress.
14. — the whistle blew there was a mad rush for the gates.
15. The race will start — I drop my handkerchief.
16. I saw a terrible accident — I was waiting for a bus.
17. The burglar escaped — the police arrived.
18. — the lecture ended people began applauding loudly.
19. — she went to Rome she couldn't speak a word of Italian.
20. The surgeon began to operate — the patient was still conscious.

EXERCISE 41

Note: If, in a sentence containing a temporal conjunction, the main clause is in the future, the subordinate clause remains in the Present or Present Perfect.

Examples

I shan't leave the house until she rings me up.

When I arrive I'll send you a postcard.

Put the verbs in brackets into the correct tense :

1. I won't leave before she (arrive).
2. Will you answer the door when the postman (knock) ?
3. The ship (sail) as soon as the cargo is on board.
4. I shall be ready before you (be).
5. Will he still want to live here when he (be) older ?
6. Before we (go) on board, we shall have to pass through the Customs.
7. After I leave hospital I (pay) you a visit.
8. I (send) you a telegram as soon as she returns.
9. It (be) wonderful on the beach tomorrow, at least until the sun gets too hot.
10. When the tide (rise) this part of the beach will be under water.
11. I'm sure he (not stop) smoking until he (die).
12. He is so changed since his illness that you (not recognize) him when you (see) him.
13. After the plane (take off) you (be able) to go to sleep.
14. The preparations (be finished) before the foreman (return).
15. We (come) to see you as soon as the holidays (start).
16. The doctor (not allow) him to have any visitors while he (be) so ill.
17. While you (be) in Dacca where you (stay) ?
18. He (not buy) a house of that size until he (earn) £ 2000 a year.
19. When dawn (break) in an hour's time you (hear) the birds singing.
20. Switch on the light as soon as the film (end).
21. When it (rain) you must bring the chairs indoors.
22. We must go home before it (get) dark.
23. Don't give the baby any chocolates until it (stop) crying.
24. When the President (disembark) you must salute smartly.
25. We can't do anything until the light (come) on again.

EXERCISE 42

Complete the following sentences :

1. You can stay here as long as ...
2. He intends to change his job when ...
3. The doctor will telephone as soon as ...
4. When I am grown-up, I ...
5. He says he will stay in the army until ...

Next morning they discussed the situation. 'Now' said Roger, 'we can either drive right across Switzerland and enter Italy by the Simplon Pass on the way to Milan or we can go eastwards to Innsbruck in Austria and then over the Brenner Pass to Italy.' 'Yes, I've been thinking that too,' replied Sheila. 'Switzerland is lovely, of course, but all my life I have wanted to see Venice and I may never get another opportunity. Let's go to Innsbruck. From there I calculate that we should easily be able to reach Venice in one day. We can spend a day in Venice, and then go on to Florence, Rome, and Naples. We can get to Naples in three days from Venice.' 'But,' objected Roger, who secretly had been wanting to test his car and his own driving skill on the mountain roads of Switzerland, 'if we do that we shall lose time and be a day late arriving in Capri, and don't forget we have booked a hotel there.' 'Never mind,' said Sheila, 'we can send a telegram. Honestly, darling, I do want to see Venice.' And so, of course, that is what they did! Sheila was so delighted with Venice, which, with its canals in place of roads, is unique in the world, that Roger soon forgot his disappointment. The rest of the journey was completed as they had planned it, with no breakdowns except for one puncture, and twelve days after leaving London they were sitting on the terrace of their hotel in Capri enjoying the unrivalled beauty of that wonderful Mediterranean island.

Answer these questions:

1. Why is it easy to reach the continent of Europe from England?
2. How do students often travel abroad?
3. How do older people often travel abroad?
4. What are the advantages of taking a private car?
5. Why were Roger and Sheila going to Capri?
6. What preparations did Roger make?
7. How did they cross the English Channel?
8. What happened on board the ship?
9. What did they do when they left Dunkirk?
10. Where did they go after Brussels?
11. Which route did they take through Germany?
12. Why did Roger want to drive across Switzerland?
13. How did they get from Basel to Venice?
14. Why is Venice unique?
15. What was their route from Venice to Naples?

Write one paragraph in answer to each of the following questions:

1. Suggest a possible route for Roger's and Sheila's journey back from Capri to London.
2. If you had to travel from your own home to London, by which route would you prefer to go?
3. Describe any long journey you have undertaken by train or by car.

FOR STUDY

PREFER : WOULD RATHER

Prefer is used in several patterns. It may be used with a Direct Object.

Do you prefer tea or coffee?

It may be used with a noun or pronoun and an adjective or adjective phrase.

I prefer my coffee strong.

I prefer it without milk.

It may be used with an infinitive.

Frank prefers to book hotel rooms in advance.

I prefer to read rather than to sit listening to the radio.

It may be used with a noun or pronoun and an infinitive.

I would prefer you to come today, not tomorrow.

It may be used with a gerund.

David prefers walking to fishing.

Note that *prefer* and an infinitive is followed by *rather than* and an infinitive (with or without *to*), and that *prefer* and a gerund is followed by *to* and a gerund.

Compare:

As a young man, he preferred to go out in the evenings rather than stay at home.

As a young man, he preferred going out in the evening to staying at home.

Would rather, like *prefer*, may be used with an infinitive, but without *to*. Compare:

*{ He prefers to be alone.
He would rather be alone.*

Would rather may be used with a clause. *That* is not used and the verb is in one of the past tenses.

I would rather you came today.

Compare:

I would prefer you to come today.

*{ She would rather we took a taxi.
She would prefer us to take a taxi.*

FROM

The chief uses of the preposition are:

1. to indicate a point of departure, a starting-point (in place or time).

To fly from London to Paris, the train that leaves from Platform Eight; from the 1st of May; from childhood; from beginning to end.

2. to indicate the point from which something is measured;

16 kilometres from the coast; a long way from here.

3. to indicate the source, origin, giver or sender:

Quotations from Shakespeare; to draw water from a well; to judge from appearances; painted from nature (life) (i.e. while looking at the actual scene, object, etc.); a letter from my lawyers; a birthday present from his uncle.

4. to indicate the material used in a process of manufacture.

Wine is made from grapes.

Steel is made from iron.

Compare the use of the preposition of:

This bridge is made of steel.

to indicate separation, removal, escape, avoidance, etc.

Separation from one's wife and family; release from prison; to prevent (keep, stop) somebody from doing something; to take a knife away from a child; to keep a secret from one's sister, to shelter from the rain; to protect fruit blossom from frost.

to indicate reason, cause, motive, etc.

To collapse from fatigue; to do something from a sense of duty to suffer from arthritis (the cold, etc.).

to indicate a difference or distinction :

*I am unable to tell one twin from the other.
This is quite distinct from the others.*

IN

The chief uses of *in* as a preposition are :

to indicate position.

The highest mountain in the world, in Asia; in France; in Lancashire; living in London (Cf. educated at St. Paul's School in London); the village in which he was born, islands in the Pacific Ocean; children playing in the street; swimming in the river, standing in the corner of the room (Cf. the house situated at the corner of the street); to have a holiday in the country (Cf. at the seaside); to be in bed (Cf. lying on the bed); sitting in an armchair (Cf. sitting on an ordinary chair); in school (church, prison); to be wounded in the leg.

to indicate direction:

In this (that) direction, in all directions.

(often replaced by *into*) to indicate direction of activity, or change.
to dip one's pen in (to) the ink; to put one's hands in (to) one's pockets; to throw something in (to) the fire; to cut an apple in two (into halves).

4. to indicate time. (See at and on).

In the twentieth century; in 1958; in the reign of Queen Anne; in (the) spring (summer; etc.); in May (June, etc.); in his youth (old age); a girl still in her teens; in the morning (Cf. on Monday morning); in the daytime; in (the) future; in the end (i.e. finally, at last); in the hour of victory; in my time.

5. meaning in the course of, 'within the space of' (the time indicated).

In a few minutes; in a few days' time.

6. to indicate inclusion.

Seven days in a week; four quarts in a gallon; the cleverest girl in the class.

Ten per cent for service is included in the bill.

7. to indicate dress etc.

Dressed (clothed) in rags; the woman in white; the man in the dark suit; a prince in disguise; in uniform; in mourning; that man in his shirt sleeves (i.e. not wearing his jacket or coat).

8. to indicate circumstances, etc.

To go out in the rain; to be in the sunshine; a temperature of 38 in the shade; to lose one's way in the dark.

9. to indicate state or condition.

In good order; in poor health; in despair; in tears; in a hurry; in love; in comfort; in jest (earnest).

10. to indicate form, shape, arrangement.

A novel in three parts; packed in bundles of ten; in alphabetical order; men standing about in groups.

11. to indicate method of expression, means, materials, etc.

To speak (write) in English; a message in code; written in ink (pencil); printed in two colours; in round numbers (e.g. 200,000 instead of 197,563); a statue in marble; carved in oak; payment in cash.

12. to indicate occupation, activity, etc.

To be in the army (in the Cabinet); to be in politics; well known in society.

13. in numerous prepositional phrases in the pattern 'in noun preposition'. These are best learnt with the noun.

in memory of; in praise of; in obedience to; in return for; in company with.

14. with certain verbs. These verbs should be learnt with the preposition *in*.

To succeed (fail) in an examination, to believe in God.

II. The chief uses of *in* as an adverb (contrasted with *out*) are :

1. at home, in the office, station, etc.

Is anyone in?

Mr. Green won't be in until nine o'clock.
Is the train in yet (has it arrived)?

2. in power, office, etc.

The Conservatives are in.

3. (of a fire) burning.

Is the fire still in?

4. in such phrases as *day in, day out; week in, week out*, meaning 'day after day', 'week after week,' usually suggesting monotony.

INSTEAD

Instead of is a prepositional phrase. It is used with nouns, pronouns, gerunds, and phrases.

Shall we have fish instead of meat today?

I will go instead of you.

He has been playing all the afternoon instead of getting on with his homework.

We'll have tea in the garden instead of in the house.

Instead may be used without *of*.

If Harry is too busy to go with you, take me instead.

The water here is not pure, so I'm drinking soda instead.

INSIDE : OUTSIDE

These words are used as prepositions and adverbs.

She was standing just inside the gate.

There is a bus-stop outside our house.

You will find the money inside the safe.

The ship was at anchor outside the harbour.

Do you wear that coat with the fur inside or outside?

The box is painted green outside and white inside.

They are also used as nouns.

The door was bolted on the inside.

The outside of the house needs painting.

Inside and *outside* may qualify other nouns.

I want both the inside and outside measurements of this trunk.

There were only fifty people there at the outside, at the highest reckoning, at the most.

INSIDE OUT

He put his socks on inside out.

Turn the sleeves of your coat inside out, so that I can mend the lining.

He knows the subject inside out, (colloquial) very thoroughly.

EXERCISES : WORD ORDER

EXERCISE 43

Study this example:

I haven't ever seen a blue-tailed monkey.
I have never seen a blue-tailed monkey.

Now change the following sentences in the same way:

1. Is she shy ? She hasn't anything to say.
2. There isn't anywhere to go at week-ends.
3. They don't ever have a holiday in July.
4. Hasn't anybody seen my son ? I can't find him.
5. As far as I'm concerned, I haven't ever had such a pleasant voyage.
6. As long as it's raining, we can't either go for a swim or play tennis.
7. There isn't anyone who can help me now.
8. I don't like either tea or coffee. The only thing I drink is milk.
9. I haven't got anything to do this morning. Shall we go for a walk ?
10. We usually haven't any money towards the end of the month.
11. There aren't any good films on at the cinema this week.
12. The servant doesn't ever empty the ashtrays properly.
13. Don't you ever do any work ?
14. I can't do anything until I hear from you.
15. Since he lost his job, he hasn't done anything or been anywhere.
16. Didn't anybody call in my absence ?
17. The company won't either increase wages or reduce working-hours.
18. It isn't any good complaining; that won't get you anywhere.
19. Hasn't anyone got any bright ideas ?
20. It isn't any use crying over spilt milk.

EXERCISE 44

Study this example:

I want some milk for supper.
I don't want any milk for supper.

Now make the following sentences negative in the same way :

1. There is somebody waiting for you in the office.
2. I need someone to type these letters.
3. We can go out somewhere after dinner.
4. The cashier will give you some money.
5. He says he's going away somewhere for his holidays.
6. I've something very important to tell you.
7. She bought some new dresses yesterday.
8. They promised to bring some more.
9. I must tell somebody about this.
10. The police will manage to solve the problem in some way.
11. They're spending the summer somewhere in Scotland.
12. The firm has sent somebody to be its sales representative in Ireland.
13. I should like to have someone else working for me.
14. After this he's going to write something else.
15. I think the train stops somewhere else.
16. The garden needs some more water.
17. There is something else I want to tell you.
18. He gave his little daughter some money to spend.
19. She ought to have gone out somewhere.
20. I'm looking for someone to fill a post as secretary.

EXERCISE 45

Restate the following sentences, omitting the prepositions 'to' and

Example

The headmaster will give a prize to the best boy.
The headmaster will give the best boy a prize.

1. They gave a watch to their son on his birthday.
2. Can you get a copy of today's *Times* for me, please ?
3. The host offered a drink to everybody.
4. She always tells the latest gossip to her friends.
5. Our father promised the money to me, not to you.
6. Please send the books to me quickly. I have nothing to
7. Have you shown these old photographs to your parents ?

8. Please bring the newspaper to me.
9. I've lent the garden hose to our neighbour.
10. I'm sorry I'm late. Have you left any cake for me?
11. Yes, we saved a little piece for you.
12. As a matter of fact, I was choosing a present for Margaret.
13. Were you? Did you buy a bracelet for her? I know she wants one.
14. Yes, that's right. I've ordered a special one for her.
15. Good. When will you give the bracelet to her?
16. The Commanding Officer refused all leave for his men.
17. If you can't tell the truth to everybody, at least tell the truth to me.
18. A distinguished Old Boy has given a lot of books to the school library.
19. The waiter brought the tea to us in the dining-room.
20. If we offer this job to the secretary, will she accept it?

EXERCISE 46

Add a suitable adverb of frequency to the following sentences;

Choose the adverbs from this list: *always, ever, frequently, generally, hardly ever, never, occasionally, often, rarely, regularly, scarcely ever, seldom, sometimes, usually*.

1. He goes fishing on his summer holidays.
2. I go to the cinema in summer.
3. We play tennis on Saturdays.
4. Do you go for a walk in the afternoon?
5. No, I stay at home.
6. They had been to the French Rivers before the war.
7. Did you write home when you were away?
8. They can find time to do their homework.
9. Will he learn anything useful, I wonder?
10. They are making fun of me, and I can't stand it.

EXERCISE 47

Put the adverbs and adverbial phrases in the right positions, not omitting any:

1. She speaks Spanish (fluently).
2. She speaks Spanish (rarely).
3. This train arrives (very late, often).
4. We go to the cinema (in summer, seldom).
5. He leaves work (on Saturdays, in the morning, at ten o'clock).
6. I smoke (after dinner, generally, only).
7. My brother acted 'Hamlet' (last week, very well, at school).
8. We are going (tomorrow, to Scotland, by train).
9. A baby cries (bitterly, sometimes).
10. He played (in the tournament, last month, splendidly).
11. A teacher has to work (all day, quite hard, in school).
12. This bus is (on Sundays, late, always).
13. The River Thames overflows (in winter, occasionally).
14. One author I know writes (indoors, never).
15. She plays tennis (usually, on hard courts, better).
16. She sings (on the radio, sometimes).
17. The company intends to build a factory and a block of offices (shortly, in the suburbs, also).
18. He was hit (in the struggle, repeatedly, on the head).
19. He died (on Tuesday, 12th May, suddenly, at home).
20. He was admired as an author (in his lifetime, much, never).

EXERCISE 48

Study these examples:

{ The aeroplane had hardly taken off when it crashed.
Hardly had the aeroplane taken off when it crashed.

{ The treaty must not be broken under any circumstances.
Under no circumstances must the treaty be broken.

Now change the following sentences in the same way:

1. The ship had hardly left port when it ran into a storm.
2. I would never have believed it.

3. Honest people rarely tell lies.
4. The government will not break its solemn promise on any account.
5. We had hardly reached the front gate when a taxi appeared.
6. The engine cannot be repaired in any other way.
7. The lake hardly ever rises above the level of the dam.
8. He little realized that it was such a serious matter.
9. The South Pole had seldom been reached, even by aeroplane, until 1958.
10. The government not only increased income-tax, but it also imposed a new tax on luxury articles.
11. There isn't a good bookshop anywhere in this town.
12. The play had no sooner started than the lights failed.
13. The class will not begin until everyone is silent.
14. The minister won't sign this document on any account.
15. I don't like apricots, and she doesn't either.
16. I swear that there has never been such a wonderful game of cricket before.
17. She no sooner entered the room than everyone stopped talking.
18. The committee will not agree to that under any circumstances.
19. We hardly ever see horses in the centre of London nowadays.
20. I haven't any money and he hasn't either.

EXERCISE 49

Study these examples:

{ *The teacher was ill. The headmaster dismissed the class.*
 { *The teacher being ill, the headmaster dismissed the class.*

{ *The minister had come to no conclusion. He couldn't give an opinion on the matter.*

{ *Having come to no conclusion, the minister couldn't give an opinion on the matter.*

Now join the following pairs of sentences together in the same way:

1. He had spent a lot of time on the report. He refused to change it.
2. The valley was flooded. All the roads across it were impassable

3. He found the office closed. He went away.
4. The car had broken down. They had to finish the journey on foot.
5. They left London by the Dover Road. In two hours they arrived at the coast.
6. The door was half open. He could hear everything they said.
7. We had no news of her for a week, so we went to see whether she was ill.
8. The chair had a broken leg. It collapsed as soon as he sat down.
9. The weather was fine on Sunday. They went for a picnic.
10. He had written ten novels in five years. He decided to give up writing.
11. The piano was out of tune. He refused to give the concert.
12. He had already paid the bill. He was most annoyed to receive another demand.
13. He is a rich man. He can afford to give money in charity.
14. He had planned his holiday in advance. He was very disappointed when he couldn't go.
15. The clock struck twelve. Cinderella was obliged to leave the ball.
16. The champion disagreed with the umpire over the last game. He refused to take any further part in the tournament.
17. The examination finished on 30th June. The boys began their holidays.
18. He had passed the examination. He took no more interest in the subject.
19. He heard a knock at the door and went to see who was there.
20. When the Treaty of Vienna had been signed, the Allied armies dispersed.

EXERCISE 50

Study these examples:

{ *He was a famous admiral. Everyone admired him.*
 { *He was a famous admiral admired by everyone.*

{ *An Italian car won the main race. It was driven by an Argentine driver.*
 { *An Italian car, driven by an Argentine driver, won the main race.*

Now combine the following pairs of sentences in the same way :

1. He wore a dirty sweater. It was covered with mud.
2. She stared at the child. His appearance fascinated her.
3. This is a silly mistake. Good pupils always avoid it.
4. The hotel stands by the side of a lake. It is built of stone.
5. This is a very old ring. It was given to my grandmother on her twenty-first birthday.
6. The new pictures in the gallery are too modern for my taste. They were presented by an American millionaire.
7. His sons have had very successful careers. They were educated at Eton and Oxford.
8. The liner *Queen Mary* sailed from Southampton this morning. It is bound for New York.
9. St. Paul's Cathedral stands in the heart of London. It was designed by Sir Christopher Wren.
10. My favourite book as a child was *Robinson Crusoe*. It was written by Daniel Defoe.
11. The wedding-cake looks absolutely lovely. It is decorated with silver horse-shoes.
12. The palace has a large garden, with an ornamental lake. The garden is surrounded by a high wall.
13. The sergeant has, on his tunic, two rows of decorations. They were awarded for bravery and for service in several different campaigns.
14. The wreckage of the aeroplane could be seen from the top of the hill. It was scattered over a wide area.
15. I have an edition of *The Canterbury Tales* which is rather rare. It is illustrated by an eighteenth-century artist.

EXERCISE 51

Study these examples :

The longer I wait, the more impatient I become.

The more interesting a book is, the quicker one reads it.

The smaller the room, the less furniture it needs.

The hotter the tea, the better I like it.

Now complete the following sentences in a similar way:

1. The sooner we leave, ...
2. The longer the war lasts, ...
3. The more languages one speaks, ...
4. The more we work, ...
5. The bigger the ship, ...
6. The more chocolates you eat, ...
7. The harder the wood, ...
8. The more I learn, ...
9. The more exercise you take, ...
10. The higher the climbers went up the mountain, ...
11. The less you say about this affair, ...
12. The bigger the motor-car, ...
13. The more cigarettes you smoke, ...
14. The fewer cigarettes you smoke, ...
15. The worse the weather, ...
16. The more students pass the examination, ...
17. The longer the holiday, ...
18. The more money we spend, ...
19. The angrier he gets, ...
20. The more his leg hurts, ...

EXERCISE 52

Combine each of the following groups of sentences into one long sentence. You may add suitable words and make any other changes necessary.

Example

{ *We went to the theatre. It was raining. We took a taxi.*
 { *As it was raining, we took a taxi to go to the theatre.*

1. We have just bought a new house. It is in the suburbs. I am delighted with it.
2. Telephone Mr. Smith. Make an appointment for me. I want to see him next week.
3. The doctor told him to stop smoking. He ignored the advice. His heart attacks grew worse.

- 4. The road was slippery. The car overturned. It had five passengers in it. Two of them were hurt.
- 5. Dick fell off his bicycle. The pedal broke. He was just getting on.
- 6. I went to the public library. I couldn't find the book I wanted. I wanted an English dictionary.
- 7. The house caught fire. A passer-by called the fire-brigade. It put the fire out quickly. Little damage was done.
- 8. He has never seen snow. He is fifteen years old. He was born and brought up in Karachi. It never snows there.
- 9. He retired at the age of fifty. He started to travel round the world. He got tired of travelling. He returned after six months. He settled down in London.
- 10. The boat with the blue sails overturned. Both members of the crew were thrown into the water. One was a woman.

Admiral was introduced into England from France in the fifteenth century. It was then spelt 'amiral' and was derived by the French from a compound Arabic word 'amir-al-bahr' meaning 'Prince of the Sea'. Sometime later certain misguided English scholars, looking at this word, assumed that it was a corruption of the Latin word 'admirare' meaning 'to wonder at' and proceeded to replace - as they thought - the *d* in the first syllable. So out of this confusion, involving three languages, we have the present word *admiral*.

Yacht is a Dutch word, which accounts for its unusual spelling. The first yacht was given by the Dutch to King Charles II as a wedding present in 1662. The name is derived from the Dutch word for hunting, and yachts were so named for their speed. As a matter of fact many of our nautical words come from Dutch, just as many of our words connected with music and painting come from Italian.

Sandwich, which is now no longer a purely English word, but almost international, comes from the fourth Earl of Sandwich (died 1792), who invented this particular form of quick meal so that he could go on gambling all through the night without stopping for dinner. Many names of things are in fact, taken from the names of their first inventors, e.g., the electrical terms *watt* and *volt*.

Television is typical of many new scientific words which are deliberately invented from old Greek and Latin words. In this case the prefix 'tele' is Greek and means 'far' (of telephone, telegram), while the root 'vision' is derived from the Latin verb meaning 'to see'.

Answer these questions:

1. When was Anglo-Saxon spoken in England ?
2. Why is Anglo-Saxon not like modern English ?
3. What happened to the language as a result of the Norman Conquest ?
4. Which countries form part of the British Isles ?
5. Which other languages are spoken in Britain today ?
6. Why is English not spoken as a first language in parts of Wales, and Scotland ?

7. Why does language tend to change more rapidly in a primitive society than in an advanced one?
8. What kind of words in modern English are derived from Anglo-Saxon ?
9. Why does English have such a large vocabulary ?
10. What is the origin of the word *yacht* ?

Composition :

Write not more than 350 words on *one* of the following topics:

1. The difficulties of English for those who speak your mother-tongue.
2. 'English has long ceased to be the possession of the English race. It is now a world language.' Discuss.
3. The importance of English to scientists, engineers, doctors and members of other professions.
4. Modern developments in Urdu language and literature.

or

Modern developments in Sindhi language and literature.

FOR STUDY

PREVENT: AVOID

Both verbs take a Direct Object, either a noun or pronoun, or a gerund. *Prevent* is often used in the pattern 'prevent somebody or something *from* ...

The fireman prevented the fire from spreading.

What prevented you from coming to the meeting ?

Children should avoid roads and streets where there is a lot of traffic.

The bus-driver managed to avoid the cyclist who turned suddenly.

The warning about the broken bridge undoubtedly prevented a serious accident.

REMARK : NOTICE

Remark, when it means 'say or write as a comment', is used in two patterns, (1) with a *that*- clause, and (2) with *on* or *upon*.

He remarked that it was their lucky day.

They remarked upon the gold coins they had found.

Remark and **notice** may both mean 'see' or 'observe'. Used in this sense, they may take a noun or pronoun, or a *that*-clause, as the object.

Did you remark (notice) the similarity between them?

In the sense 'see' or 'observe', **notice** is more frequent than **remark**.

She noticed my hesitation and smiled at me.

He noticed that it was getting late.

The teacher always notices my absence.

Compare:

The teacher always remarks upon (speaks about) my absence.

REMEMBER: REMIND

Remember is used with a noun or pronoun, or with a *that*-clause:

I can't remember his name.

I remember this road. We used to live here eight years ago.

I remember now that I promised to lend you some novels.

Remember is also used with an infinitive or a gerund. When used with an infinitive it refers forward; when used with a gerund it refers back.

Please remember to post these letters.

I remembered to post your letters. (i.e. I remembered that I had some letters of yours to post, and I posted them.)

I remember posting your letters. (i.e. I can now recall the act of posting them.)

I must remember to make an appointment with my hairdresser.

I remember making (I remember that I made) an appointment with my hairdresser, but I forget whether it was for two o'clock or three o'clock.

Remind is used with a noun or pronoun followed by either an infinitive or a clause.

Please remind me to answer these letters before I go out.

Please remind me that there are several letters to be answered.

Remind is also used with a noun or pronoun and the preposition of

Mrs. Smith reminds me of my mother.

That reminds me of the time when I was a boy.

The chief uses of this preposition are:

1. to indicate measure, quantity, inclusion.

Two yards of cloth; a ton of coal; a sheet of paper; one (some, a few, all) of us; a lot (a great deal, not much) of this material.

2. to indicate material or substance.

Built of brick; made of steel and concrete; a house of stone.

3. to indicate origin or authorship.

A man of humble origin; of royal descent; the works of Shakespeare.

4. to indicate cause.

To die of thirst; to be proud (ashamed, afraid, tired, etc.) of something; because of his absence; for fear of the consequences.

5. to indicate separation in space or time.

Eight kilometres south of Leeds; within a year of his death.

6. to indicate relief, not having, getting rid of.

To cure someone of a disease; to rid a warehouse of rats; to rob a man of his money; trees bare of leaves; short of money.

7. to indicate a connection, reference, or relation.

The cause of the accident; the result of the debate; the first of May; the manners of the present day; the master of the house; the legs of the table; a Doctor of Medicine; to be sure (fond, guilty, etc.) of something.

8. meaning 'from among the number of'.

A friend of mine; a cousin of his; reading a play of Shakespeare's.

9. in place of the genitive form 's.

The love of a mother (= a mother's love); *the love of God* (= God's love).

Compare and distinguish:

The fear of God (= the fear felt by men towards God).

10. after superlatives.

He is the best of husbands. He is the most dangerous of enemies.
The whale is the largest of mammals.

11. to form adjective phrases.

A man of ability (= an able man); *the City of Dublin*; *a girl of ten years* (= a ten-year-old girl); *a coat of many colours*; *goods of our own manufacture*.

12. In the pattern 'Noun (1) + of + Noun (2)', and indicating that Noun (2) has the qualities of Noun (1).

Where's that fool of a servant (that servant who is a fool, that foolish servant)?

He has the devil of a temper (a devilish temper).

INTO: OUT OF

Into and *out of* are opposites. They are used to indicate movement or direction to a point within or outside.

To come into (out of) the house; to put something into a box; to take something out of a box.

2. *Into* is also used to indicate change of condition or arrangement.

Sweep up the dead leaves into heaps.

He poked the fire into a blaze.

Cur the apple into four parts.

Can you translate this into Arabic?

3. *Into* is used with certain verbs. The verb and the preposition must be learnt together.

She burst into tears (laughter), began suddenly to cry (laugh).

I want you to look into (investigate) this matter.

He has come into (inherited) some property.

Please let me into the secret, share it with me.

4. *Out of* is used as the opposite of *in* (of place).

Fish cannot live out of water.

Mr. Green is out of town this morning.

5. *Out of* may indicate motive or cause.

To do something out of mischief (spite); to help someone out of kindness (pity); to visit a place out of curiosity.

6. *Out of* may indicate condition. Note the opposites.

Out of (in) fashion; out of (in) order; out of (under) control; out of (in) danger.

7. *Out of* may mean 'from among'

It happens in nine cases out of ten.

This is only one instance out of several.

8. *Out of* may mean 'from'.

The hut was made out of old planks.

Can good ever come out of evil?

9. *Out of* is used in numerous phrases to indicate that something is used up, that no more remains.

Out of breath, breathless; out of work, unemployed out of patience.

We're out of petrol, have none left.

This book is out of stock, there are no copies left.

10. *Out of* may indicate origin or source.

A scene out of a play; copy something out of a book; pay for something out of the housekeeping money.

ON

I. The chief uses of *on* as a preposition are :

1. to mean 'supported by, attached to, covering or forming part of, lying against, in contact with' (a surface).

A carpet on the floor; the books on the table; the pictures on the wall; the words (written) on the blackboard; dirty stains on the ceiling; sitting on the grass; wearing rings on her fingers.

2. to indicate time. (Cf. the uses of *in* and *at*).

On Sunday; on the first of May; on a cold, wet day; on this (that) occasion; on my arrival; on the death of his parents.

3. to mean 'about', 'concerning'.

To write (speak) on international affairs; a lecture on social problems; a book on phonetics.

4. to indicate membership.

He is on the committee (the jury, the staff).

5. to indicate direction.

To turn one's back on someone; to draw a knife on someone; marching on the enemy's capital.

6. to indicate position at or near to.

A town on the coast; a house on the main road; on both sides of the river; the man sitting on my right.

7. in combination with verbs, to be learnt as units.

To congratulate someone on something; to live on vegetables and fish.

8. In combination with nouns, to be learnt as units.

On business; on holiday; on tour; on purpose; on fire; on sale; on the average; on full (half) pay; (to retire, live) on a pension; on duty.

II. The chief uses of *on* as an adverb are :

1. to indicate progress, continued activity, a continuing state, etc.

They hurried on.

Don't stop. Go on!

How is your work getting on, what progress are you making?
The lecture went on and on, continued for what seemed a long time.
We'll do that later on, at or during a later time.

2. as the opposite of *off*.

Put your coat on.

Be sure the handbrake is on before you leave the car
Somebody has left one of the taps on, has not turned the tap off.

3. combined with *be* and *have* in various ways.

What's on at the Ritz Cinema this week, what films are being shown?
Have you anything on this evening, any engagements, plans etc.?

EXERCISES

INFINITIVE, GERUND AND PRESENT PARTICIPLE

GENERAL NOTES

Note the following patterns in which some verbs may be used :

1. Verb + to + Infinitive :

I agreed to go home early.

She wants to come with us.

2. Verb + noun or pronoun + to + Infinitive :

I asked him to go home early.

She wants you to come with us.

3. Verb + Gerund :

I like going home early.
We enjoy learning English.

4. Verb + noun or pronoun + Infinitive (without to) :

I saw him go home early.
I heard him go out.

5. Verb + noun or pronoun + Present Participle :

I saw him going home early.
I can smell something burning.

EXERCISE 53

The main verb in each of the sentences below may be used in the first of the five patterns set out above, i.e. with *to* and an infinitive. Supply suitable infinitives in the blank.

1. The two robbers agreed — their companion.
2. They arranged — at seven o'clock.
3. I have managed — what you asked.
4. He often tries — a better job.
5. He swore — his king and country.
6. She learnt — Italian before she was six.
7. I have decided not — for this firm.
8. Sensible people refuse — their money on gambling.
9. I'll try — with you if you decide — to Spain.
10. If you intend — me to the party, I'll undertake — punctually.
11. The U.N.O. proposes — another conference next January.
12. Please remember — some cigarettes when you go into town.
13. I'm sorry, but I forgot — the cigarettes you wanted.
14. We ought not — late at work.
15. I shall endeavour — my son a good education.
16. He promised — me to the theatre, but I think he wants — to the cinema instead.

17. The government is attempting — the standard of living.
18. Our new secretary seems — very capable.
19. If you continue — so hard, you'll be ill.
20. I've started — German; I hope — an examination in German in three months' time.

EXERCISE 54

The main verb in each of the sentences below may be used in the second of the five patterns, i.e. with a noun or pronoun followed by *to* and an infinitive.

1. He persuaded the chemist — him some poison.
2. My boss has instructed me — a report on future policy.
3. May I trouble you — the door?
4. We have invited fifty firms — representatives to the meeting.
5. The captain ordered his crew — the sinking ship.
6. I've persuaded my father — me fifty rupees.
7. The policeman warned the motorist not — in that street.
8. The teacher expected his pupils — the examination.
9. The news decided me — my plans.
10. Please allow me — a personal question.
11. Will you remind him — these letters after lunch?
12. We encourage our children — by themselves.
13. Have you chosen a prize — to the best student?
14. I challenge you — a heavier weight than I can.
15. They want the bank — them more money.

EXERCISE 55

The main verb in each of the sentences below may be used in the third of the five patterns, i.e. with a gerund. Supply suitable gerunds in the blanks:

1. He loves — fast motorcars.
2. Everyone hates — in a crowded bus.
3. It's not worth — so much money.
4. I prefer — to —
5. I began — French five years ago.

6. Do you admit — my books ?
7. It is better to avoid — any risks.
8. Please excuse my — so late.
9. Haven't you finished — that picture yet ?
10. Will you stop — such a horrible noise ?
11. Do you mind — alone ?
12. He remembered — the letter, but couldn't remember — it.
13. They suggested his — to become an engineer.
14. I daren't risk — my money in that business.
15. I suggest — abroad for our holidays.

EXERCISE 56

The main verb in each of the sentences below may be used in the fourth of the five patterns with a noun or pronoun and an infinitive without *to*. These verbs are of two kinds, (1) verbs of physical perception (e.g. *see, watch, notice, hear, feel*), and (2) the verbs *make, let, bid, know* and *help*. (*Help* is also used in the second pattern.)

Supply suitable infinitives in the blanks:

1. Did you notice him — a book from my desk ?
2. The porter helped me — my suitcase upstairs.
3. They watched us — the engine and — away.
4. We saw the dog — the thief.
5. They are trying to make me — the money back.
6. He would not let his friend — him with his work.
7. The police bade me — the truth.
8. My wife makes me — a hat when I go out.
9. I have never known him — that mistake before.
10. Don't let him — ; I must talk to him.
11. The pilot observed the other plane — out of the clouds and followed it.
12. Have you ever heard him — the piano ?
13. I saw that man — a wallet from somebody's pocket.
14. Did you hear anyone — downstairs just now ?
15. During the earthquake we felt the whole house — .

EXERCISE 57

The main verb in each of the sentences below may be used in the fifth of the five patterns, i.e. with a noun or pronoun and a Present Participle.

The difference between the fourth and fifth patterns is shown in the examples below.

I heard him go upstairs. (i.e. He went upstairs and I heard him.)

I heard him going upstairs. (i.e. He went upstairs, and I heard him while he was going.)

Sometimes the difference is slight and not very obvious. In some cases, however, the difference is clear.

Compare:

I saw him get off the bus. (This is a brief activity, so the complete action is seen.)

I saw her looking at some hats in a shop window. (She was perhaps looking at the hats before I saw her, and perhaps continued to do so after I passed on.)

Supply suitable Present Participles in the blanks:

1. I saw her — the road.
2. They left me — for a bus.
3. I found him — on a settee.
4. Look at that small boy — to ride a bicycle.
5. Listen to those dogs.
6. If I catch you — any more lies, I'll punish you.
7. Can't you get the machine — better than that ?
8. The manager kept me — outside his office.
9. I can't imagine any of these students — the examination.
10. We'll soon get this engine — .
11. The doctor felt his heart — .
12. Did you notice anyone — in the corridor ?
13. I saw a light — and knew that someone was at home.
14. The news has set everyone — .
15. My sister has a wonderful voice; you should listen to her — .

EXERCISE 58

verbs in brackets into the correct form. Use an infinitive (with or to), a gerund, or a present participle. After a preposition only a possible.

Did you hear her (run) upstairs?

Try (decide) which one you want (buy).

You must practise (speak) and (write) English as often as possible.

Let me (know) if you want me (help) you (repair) your wireless.

Do you prefer (travel) by land, by sea or by air? I like (fly) best.

I admit (lose) the key, but don't continue (remind) me of it.

The doctor found him (groan) with pain.

The policeman noticed him (hesitate) and helped him (cross) the road.

I am obliged (ask) you (help) me.

Help me (carry) this parcel. I've tried (lift) it alone, but it's too heavy.

We are invited (watch) a doctor (perform) an operation.

Stop (make) such a noise. I hate (be) interrupted. Don't you enjoy (hear) me (sing) in my bath?

I remember (see) you (walk) in the park last night.

He has decided not (join) the party. He prefers (go) alone.

The manager has promised (consider) (engage) a new secretary.

You must avoid (offend) him. Any interruption makes him (lose) his temper.

Would you agree (help) me (collect) money for charity?

My father begged me (think) twice before (decide) (change) my job.

Something always prevents me from (do) what I want (do) at week-ends.

He hesitates (tell) the truth. He seems (be) afraid of (say) what he thinks.

I've never known anyone (make) a better speech on the danger of (drive) carelessly.

After (see) a film on Spain we decided (go) there for our holidays.

23. I advise you (consult) a doctor before (decide) (learn) (fly).
24. He expects (succeed) in (win) a scholarship by (study) hard.
25. I can't imagine him (spend) so much money on (buy) a football.
26. He complained of (feel) sick, so I told him (stay) at home and (rest).
27. I can't understand his (refuse) (increase) my wages without (give) any reasons.
28. The teacher made me (stand) up and (apologize) for (be) rude to him.
29. He advised me not (rely) on other people (help) me, but (try) (be) independent.
30. Although I swore (stop) (smoke) years ago, I haven't succeeded in (do) so.

SCIENCE AND SCIENTISTS

The man in the street has a very fair idea of the meaning of the word science. It includes, he feels, such pursuits as astronomy, chemistry, biology. He is not so sure whether engineering or medicine is science, and is quite sure that politics, history, art, religion, and the like are not.

The scientist is more interested in doing scientific work than in defining it. He sometimes says that a piece of work or a book is 'unscientific' and he usually means by the phrase that it is inexact; that it is badly arranged; that it jumps to conclusions without sufficient evidence, or that the author has allowed his personal prejudices to influence his report. By scientific work, then, we mean that which is as exact as is possible, orderly in arrangement, and based on sound and sufficient evidence. Moreover, it must have no object except to find out the truth.

Perhaps science is most clearly defined by saying, that it is firstly a vast collection of facts expressed in exact and unambiguous language in such a manner that any one who cares to take the trouble can test their truth; and secondly a collection of rules or laws which express the connection between these facts. This does not sound very interesting but it is extremely important. As long as men hunted for knowledge in a random sort of way and believed each other's assertions without testing them, knowledge made negligible progress. Once they began to make sure that their facts were right by doing experiments for themselves, science began to grow.

(from *The World of Science*,
by F. Sherwood Taylor)

Answer these questions:

1. What is meant by the phrase, 'the man in the street'?
What is meant by 'jumping to conclusions'?

3. What is the meaning of 'object' in the last sentence of the second paragraph? Give at least two other meanings with which the word can be used.
4. What is the meaning of 'unambiguous'?
5. What is an experiment?
6. In not more than three sentences explain why the man in the street considers chemistry to be a science and art not to be a science.
7. 'I know that fat people are stupid because I have a cousin who is fat and he is very stupid.' Explain why these words reveal an unscientific outlook.
8. 'I've always believed that girls are less intelligent than boys. I don't care what the result of intelligence tests show — I'm not going to change my mind.' Explain why these words reveal an unscientific outlook.
9. Explain the difference between a fact of science and a law of science. If you are a student of science, give an example of each.
10. How do scientists prove that their facts are correct?

Composition:

Write not more than 350 words on one of the following topics:

1. The work of an eminent Muslim scientist.
2. 'At least one science should be compulsory in secondary education.' Discuss.
3. The scientific outlook.

FOR STUDY

RISE: RAISE

Rise is an irregular verb. The Past Tense is *rose* and the Past Participle is *risen*. It is intransitive.

What time does the sun rise tomorrow?
Fish rise to the surface in calm weather.
The cost of living rose 2 per cent last month.
Where does the River Nile rise?

Raise is regular. It is a transitive verb.

This crane can raise ten tons.

The company raised our salaries last month.

Rise is also used as a noun.

A rise in the road; a rise in prices (wages); a rise in temperature.

Raise is used as a noun in American English; *a raise in pay*. In Great Britain *a rise in pay* is preferred.

SAY: TELL

The ways in which these verbs are used are illustrated in these examples:

- 1 *Sheila said, 'I'm going home.'*
- 2 *Sheila said (that) she was going home.*
- 3 *Sheila said to Roger that she was going home.*
- 4 *Sheila told Roger (that) she was going home.*

Say is used to introduce both Direct and Indirect Speech. *Tell* is used to introduce only Indirect Speech, as in the last of the four examples above. It is followed by a noun or personal pronoun. The fourth example above is preferable to the third. An imperative in Direct Speech becomes an infinitive, after *tell*, in Indirect Speech:

'Go away!'

He told him (them, etc.) to go away.

'Close your books.'

He told the pupils to close their books.

Both *say* and *tell* take certain nouns as Direct Objects.

He says his prayers every day.

Come and say good-bye to Uncle Jim.

Can you tell me the time, please?

Why do you tell (me) lies? Isn't it better to tell (me) the truth?

AS

As is used in many ways.

1. It is an Adverb of Degree in the pattern 'as + adjective or adverb + as'. (Compare *so* in negative sentences.)

I can run as fast as he can.

She is as clever a girl as I have ever taught.

2. It is used as a conjunction in several senses.

- (i) meaning 'when' or 'while'.

I saw him as he was getting off the bus.

As a child, he lived in India.

- (ii) meaning 'since'.

As he wasn't ready in time, we went without him.

Compare the use of *so*:

He wasn't ready in time, so we went without him.

- (iii) in comparisons of equality, in the patterns 'as (or so) + adjective or adverb + as'.

I want a box twice as large as this.

It is not so useful as you think it is.

- (iv) in concessive clauses. (Compare the use of *although* and *however*.)

Much as I like you (Although I like you greatly), I won't agree to help you in this dishonest scheme.

Try as he would (However much, however often he tried), he could not lift the box alone.

- (v) to introduce adverbial clauses of manner.

Everything happened just as I had expected.

Leave it as it is.

(vi) to introduce a complement of manner.

He went to the fancy-dress ball dressed as a pirate.

(vii) to avoid repetition of an adjective in the predicate.

Harry is unusually tall, as are his brothers (= 'like his brothers' 'and so are his brothers').

(viii) meaning 'in the capacity or character of'.

He was respected both as a judge and as a man.

(ix) after the verbs *regard, view, represent, acknowledge*, and others similar in meaning (except the verb *consider*).

Most people regard him as a fool.

Compare:

Most people consider him (to be) a fool (or *consider that he is a fool*).

(x) to introduce examples or illustrations.

Countries in the north of Europe, (such) as Finland, Norway, and Sweden.

(xi) with *if* or *though*, to introduce a clause of manner. (A Past Tense is needed in the clause.)

He talks as if he knew all about it.

She looked as if she had seen a ghost.

(xii) to introduce a relative clause, chiefly after *such* and *same*.

Such people as knew John thought he was a charming young man.

You must show my father the same respect as you show me.

(xiii) to introduce a relative clause in which the antecedent is inferred.

Cyprus, as (which fact) you all know, is in the Mediterranean.

(xiv) in various phrases.

(a) *So as to*, in order to.

He stood up, so as to see better.

(b) *as for*, with reference to.

As for you, I hope I never see you again.

(c) *be as good as*, fulfil.

Will he be as good as his word, will he do what he has promised?

(d) *as long as*, on condition that:

Yes, you can go, as long as you get back before six o'clock.

(e) *as well (as)*, in addition (to), also

Jack is coming, as well as Mary

Jack is coming, and Mary as well.

SO

1. *So* is an Adverb of Degree.

(i) in the pattern 'not so + adjective or adverb + as':

It is not so useful as I thought it would be.

(ii) in the pattern 'so + adjective + as + to-infinitive':

Would you be so kind as to help me?

(iii) in the pattern 'so + adjective or adverb + that':

She was so ill that we had to send for the doctor.

(iv) in various phrases:

(a) *so far*, up to this (that) time, point, etc.

So far, so good, upto this point, all is satisfactory.

So far as I know, ...

(b) *so long as*, (= as long as), on condition that. (See as, 2, xiv, d).

2. *So* is an Adverb of Manner.

(i) meaning 'in this (that) way':

As you treat me, so I shall treat you.

So, and so only, can it be done.

(ii) in various phrases:

(a) *so that*:

Speak clearly, so that (= in order that) we may all hear you.

(b) so ... that, in such a way that.
We have so arranged matters that one of us is always on duty.

(c) so as to, in such way that
Don't let your radio blare so as to disturb your neighbours.

3. So is used for a word, phrase or clause to be understood from the context or situation.

I could scarcely believe it, but it was so (that was the state of affairs, etc.).

So I believe.

So I've heard.

4. So is used in expressions of agreement, in the pattern so + pronoun + special verb:

'Tomorrow will be a holiday'. 'So it will.'

'We've all worked hard'. 'So we have'.

5. So is used meaning 'also', in the pattern 'So + special verb + subject'.
Mary speaks Italian well and so does her brother.

6. So is used as a conjunction.

They break easily, so handle them with care.

She asked me to go, so I went.

SINCE

Since is used as an adverb, a preposition, and a conjunction.

1. As an adverb :

He resigned from the firm in 1980, but has rejoined it since (or has since rejoined it).

He left last week, and we haven't heard from him since.

2. As a preposition :

I haven't seen her since February.

Since last seeing you (= since I last saw you), I've been ill.

Note that with since a point of time is stated. Compare the use of for with a period of time.

I haven't seen her for six months.

3. As a conjunction :
Where have you been since I last saw you ?
Since (= as) there are no buses, we shall have to walk.

EXERCISES : REPORTED SPEECH

EXERCISE 59

Reported speech is often introduced by say and tell, or ask for questions. Other verbs, for example, declare, exclaim, and deny, may also be used. After say and tell the conjunction that is frequently omitted, but not so frequently after other verbs.
Rewrite the following statements to give the words used by the speakers.

Examples

He said he didn't want to go.

He said, 'I don't want to go.'

She denied that she had refused to help.

She said, 'I did not refuse to help.' (or) 'It is not true that I refused to help.'

1. He said that he was feeling tired.
2. She said that she couldn't go out after 8 p.m.
3. He told his sister that he intended to run away from home.
4. They said that they would wait for a later train.
5. She said that she was going to be a teacher.
6. He said that he had never been so insulted in all his life.
7. A member of the audience said that he couldn't hear what the lecturer was saying.
8. He told his brother that he had to go out and would not be back until late.
9. He said that he wouldn't have believed it even if it had been true.
10. They said that they had too much work to do and were going on strike.
11. The Prime Minister declared that the country had never been more prosperous.
12. She exclaimed that there was a mouse in the room.

13. They complained that they were so exhausted that they could not walk any farther.
14. The little boy cried out that his sister was drowning.
15. My friend warned me that it would be too hot to sun-bathe in comfort.
16. The children confessed that they had stolen all the apples from the tree.
17. He regretted that he hadn't any biscuits to offer to his guests.
18. She replied that she wouldn't answer such a silly question.
19. The Foreign Secretary stated that he did not intend to change his country's policy in the near future.
20. He denied that he had wasted his life.

EXERCISE 60

Put the following sentences into reported speech. In some cases an appropriate reporting verb is supplied. Say may be used for others. Put the reporting verb in the Past Tense and use an appropriate pronoun.

Examples

{ 'I've caught a cold.'
 { She said she had caught a cold.

{ 'If I can get permission, I'll come.'
 { She said that she would come if she could get permission.

1. I shall come and see you as soon as I can.
2. Ours is a large family and we need more space.
3. I can't find anyone to help me. (complain)
4. I'm quite unable to repay you the money you lent me. (regret)
5. Although she is my sister, I don't trust her.
6. I am not in the habit of telling lies. (affirm)
7. I have no patience with ill-mannered people.
8. We can spend Sunday at the seaside. (suggest)
9. He locked the safe but forgot to put the cash-box inside.
10. I am not lazy, whatever people may think. (deny)
11. We must get up early if we are going to catch the train.
12. The meeting will continue until all the problems have been solved. (declare)

13. It will probably be all right. (suppose)
14. As far as I know the statement is quite correct.
15. The swimming-pool will be empty by the time we get there.
16. The advertisement appeared on two consecutive days. (report)
17. I hate being out of work.
18. My friend doesn't think it is worthwhile.
19. There is nothing to be afraid of; you will be able to do it easily. (reply)
20. I shall have a rise in pay very soon. (boast)

EXERCISE 61

Reported questions are usually introduced by ask, but other verbs, for example, wonder, inquire, want to know, are sometimes used. Rewrite the following to reported questions to give the words used by the speakers.

Examples

{ He asked where I had been.
 { 'Where have you been?' he said.

{ She asked me whether I had seen Tom.
 { 'Have you seen Tom?' she said to me.

1. He asked what I was going to do.
2. He asked the policeman how he could get to the station.
3. The policeman asked him which station he wanted to get to.
4. She asked me why I was looking so unhappy.
5. They asked her when she could come for an interview.
6. He asked me where I intended to live.
7. They asked me if I had played hockey recently.
8. They asked him how he wanted to be paid — in cash or by cheque.
9. She wondered whether it would rain.
10. The manager inquired if the staff had any complaints to make.
11. The boys wanted to know if they had to do any homework in the holidays.
12. He wanted to know whether he could go home early.
13. She doubted whether he would make a good engineer.
14. He wanted to know what time the sun rose on 4th August.
15. The tax collector inquired if he had paid his taxes up to date.

EXERCISE 62

Put the following questions into reported speech:

1. Where did you go for your holiday ?
2. What are you doing with those valuable plates ?
3. How many times must I tell you not to do that ?
4. Which film shall we see on Saturday ?
5. Can we make up a team to play cricket ?
6. Did you return my bicycle ?
7. Who's given you a black eye ? Have you been fighting ?
8. Which is the more difficult language to learn - Hungarian or Turkish ?
9. What are you afraid of ? Are you a man or a mouse ?
10. Will he come if I send him an invitation ?
11. Were you doing anything important ?
12. What is that awful noise upstairs ?
13. Have you found the book you lost ?
14. Is she really ill or is she only pretending ?
15. What does it say in the newspaper ?
16. Can I have the afternoon off to go to a funeral ?
17. Whose desk am I sitting on ?
18. Will you excuse my interrupting you on such a trivial matter ?
19. Has he gone mad or does he always behave like this ?
20. What's the matter with Jimmy ?

EXERCISE 63

When the verb is put into the past, it becomes necessary, as a matter of logic, to change certain expressions, particularly adverbs of time. These changes are usually obvious.

Examples

'I went to see her last week and will go again tomorrow.'
He said that he had been to see her the week before and would go again the following day.

'This letter was written yesterday.'
He said that the letter had been written the day before.

When something is always true (e.g. a law of nature), it remains in the Present Tense.

Examples

'Air is lighter than water.'
The teacher said that air is lighter than water.

'Men must learn to understand one another.'
He said that men must learn to understand one another.

Put the following sentences into reported speech. Distinguish carefully between a statement, a question, an order and an exclamation.

1. I always spend my week-ends in the country.
2. What will you do when I'm not here ?
3. Go straight upstairs and get into bed.
4. What a wonderful time the children have had !
5. The earth goes round the sun
6. I rarely dream, but when I do I have nightmares.
7. Lock the front door when you go out.
8. They go sailing as often as they can.
9. A person who always tells lies can never be trusted
10. What a pity you have to leave so soon !
11. Take the shirt back to the shop, and change it for one with a bigger collar
12. Remember where you are and behave yourself.
13. The two old men are discussing the battles they fought in the last war.
14. What are you looking for ? I can't see anything under the table.
15. Will you play tennis with me tomorrow ?
16. What a miserable day ! Must we stay at home all the time ?
17. Don't believe everything she says.
18. They are asking me to do a job which I am sure I can't do.
19. It is fortunate that Britain is an island.
20. Will you be in at seven o'clock tonight ? I must talk to you privately.

EXERCISE 64

1. Put the following conversation into reported speech.
2. Reproduce the story in your own words.

Tom's father: My son is so stupid I really don't know how he's ever going to earn a living.

Jack's father: Well, he can't be any worse than my boy. Jack has failed every examination he's ever sat for; he's always bottom of his class, and I simply can't imagine what I'm going to do with him when he leaves school.

Tom's father: Don't worry ! Jack's quite intelligent compared to Tom.

Jack's father: What nonsense ! You're crazy if you believe that, I tell you the boy's a half-wit.

Tom's father: All right, keep your hair on ! Anyway, we can soon settle the question.

Jack's father: Do you mean you can prove that Tom is stupider than Jack ?

Tom's father: Yes, certainly I can. Call the boy in and I'll show you.

(Tom comes in.)

Tom's father: Tom, I want you to do something for me. Here's sixpence. Just go out and buy a car for me, will you ?

Tom: Yes, Dad.

(Tom goes out.)

Tom's father: There you are. Doesn't that prove he's an idiot ?

Jack's father: Yes, perhaps it does. But Jack is even more of an idiot. Call him in and watch what happens now.

(Jack comes in.)

Jack's father: Jack, I want you to do something for me. Ring up the office and find out if I'm there, will you ?

Jack: Yes, Dad.

(Jack goes out and meets Tom.)

Jack: Hello, Tom. You can't imagine what a stupid father I've got.

Tom: Well, he can't be any worse than mine. He's just given me sixpence to buy a car with, and he hasn't even told me what colour he wants.

Jack: Oh, that's nothing. My father has just asked me to ring up his office to find out if he's there, and all the time he had a telephone right by his side.

EXERCISE 65

The following is a report of a speech made by the guest of honour at a school prize-giving ceremony. Read it carefully and then reproduce the actual words spoken by Sir Hugh.

Sir Hugh Tarbet began by saying that he had been much impressed by all that he had seen of the school. The Headmaster had shown him round that morning and he had had a chance to see the boys at work. The classrooms were clean and airy; the laboratories and the gymnasium were well-equipped and up-to-date. The boys had to realize how lucky they were. He, himself, at their age, had been to a school that was not half so good. Sometimes, he confessed, he felt that the modern generation was being spoilt; things were made too easy for them; they did not acquire that valuable training in character which comes from overcoming difficulties. But that was really only envy. He was naturally glad that the young people of today had the opportunity of learning and growing up in such pleasant surroundings. He just wanted to emphasize a fact which was often forgotten: that a school was not only a place in which to learn facts and pass examinations, but also a place in which to learn how to be a good citizen and how to face life with courage and determination. It must form character as well as minds. He hoped that neither the boys nor the masters would ever forget that. Finally, it only remained for him to ask the Headmaster — as was the custom, and a very pleasant one, too — to give the school a whole day's holiday in honour of the occasion.

SCIENCE AND SOCIETY

Three features have marked the astonishing progress of science since the seventeenth century. The first — and probably the most important — is the scientific attitude of mind, which insists on reasoning objectively from facts securely established by physical evidence. The second is the development of a host of wonderful instruments for observation and measurement. The third is the increasingly effective use of mathematics.

The work of the great pioneer Newton demonstrates admirably these three elements of modern science. His revolutionary theories concerning gravity and light could have sprung only from a mind capable of reasoning strictly from physical evidence and utterly independent of non-scientific traditional beliefs. The instruments existed, notably the telescope and the prism, which could collect the facts he required. A superb mathematician for his period, he possessed the mathematical techniques necessary to calculate from the facts revealed by his observations and those of other scientists.

Given an adequate professional training in the same field, two scientists observing the same physical phenomena are likely to reach the same conclusions about them, no matter what their race, religion, or political creed. Their instruments will give them the same readings and the universal laws of mathematics will bind the calculations of them both. The universality of science and mathematics accounts very largely for the stupendous progress of science in modern times. A discovery published on one side of the world will rapidly be accepted and applied by scientists on the other. Very effective team work is possible, for members of a team of research workers can divide a large task among themselves, each confident in the soundness of his colleagues' findings.

There is a striking and unhappy contrast between man's brilliant success at solving scientific problems and his miserable failure to solve so many of his political and social problems.

It is natural, indeed wise, to ask whether science cannot be applied more effectively to the cure of the social and political ills of the world. There is, of course, much that science can do and is doing. Science adds enormously to the comfort and interest of modern living. It is doing much to diminish the social evils of poverty and disease. Beyond doubt, many social, political, and economic problems would be more wisely handled if they were treated with the unprejudiced objectivity and strict regard for truth which characterize the work of the physical scientist.

However, it must be recognized that science has its limitations. Its methods apply only to those things which can be observed, measured, and treated mathematically. It has nothing to do with values — save those of truth and accuracy. It has nothing to do with happiness, goodness, beauty, courage, adventure, justice, altruism, friendship, love of family, love of country. Yet all these values enter into a man's conception of what is the good personal life within a good society. It is possible for honest and intelligent men to differ profoundly on the nature of these values and their respective degrees of importance. Hence the contrast between the modern world's command of material things and its tragic failure to organize a harmonious world society.

Young people must be educated in modern science — its methods and its mental attitudes. Without this education they will find the modern world utterly incomprehensible. But they cannot be good citizens of the world, or of their own national state, unless they are intellectually and imaginatively aware of the values which underlie human beliefs, motives and conduct. In this troubled period of human history, religion and the humanities are as vital as science to the education of good members of a good society.

Answer these questions:

1. What is the difference between 'objective thinking' and 'prejudiced thinking'?
2. Explain what is meant by the 'universality' of science and mathematics.
3. With what meaning is 'values' used in the above passage?
4. Define 'altruism'.
5. What is meant by 'the humanities'?

6. In what period does the writer appear to place the beginning of modern science?
7. In one sentence state what three features, in the writer's opinion, are the most important characteristics of modern science.
8. The writer mentions four contributions made by science to the welfare of society. What are they?
9. What is unusual about the construction of the last sentence in the last-but-one paragraph?
10. The writer concludes by affirming that education should contain three elements. What are they?

Composition:

Write not more than 350 words on *one* of the following topics:

1. The application of science to social problems.
2. 'The study of literature should be compulsory in secondary education.' Discuss.
3. 'Education is incomplete without religious training.' Discuss.
4. The role of the scientist in the future development of Pakistan.

FOR STUDY

START: FINISH

These verbs are used transitively and intransitively:

Have you started your work?
finished

The lecture started an hour ago.
finished.

Start may be used with either an infinitive or a gerund. *Finish* is not used with an infinitive as its object.

It has started to rain.

The baby has started crying again.

When did you finish writing your essay?

If *start* is used in one of the progressive tenses, the pattern with an infinitive is preferred to the pattern with a gerund. (This avoids two -ing forms together.)

He is starting to learn Arabic.

Both verbs are used in patterns that include a preposition or adverb. In some cases these add little to the meaning (e.g. those below in which the adverb is in brackets). In other cases the preposition or adverb adds to the meaning.

When are you going to start (on) your journey?

Will you start (up) the engine, please?

We finished up everything there was on the table, ate it up completely, leaving nothing.

SLEEP: BE ASLEEP

Sleep is both a verb and a noun. *Asleep* is both an adverb and an adjective. It is not used attributively. The participle *sleeping* is used attributively (e.g. in *a sleeping child*).

She couldn't get to sleep.

She didn't get to sleep until long after midnight.

Get to sleep means 'succeed in falling asleep'.

Fall asleep means 'begin to sleep'.

He fell asleep during the lecture.

Compare *sleep* and *be asleep*.

She slept for ten hours last night

The baby has been asleep since nine o'clock.

TO

The chief uses of this preposition are

1. to indicate movement in the direction of, towards.

To walk to school; to go to France; to point to something; on the way to the station; to turn to the right; to go from place to place (town to town, etc.).

2. to mean 'as far as'.

From beginning to end; from first to last; to count (up) to ten; faithful to the end; wet to the skin.

3. to indicate a final point in duration of time.

A quarter to six; ten to two; from Saturday to Monday; from morning to night.

with an Indirect Object.

Give it to him.

*Who did you show it to? (or, more formal, To whom did you show it?)
The man I gave it to has left.*

to indicate comparison, ratio, reference, etc.

This is inferior (superior) to that.

Her work is not equal to yours.

We won by six goals to three.

He's quite rich now compared to what he used to be.

In London there are 4000 people to the square mile.

The picture is true to life.

as a particle marking the infinitive form of the verb. Note that may be used as a substitute for the infinitive.

We didn't want to go, but we had to (= had to go).

He sometimes says things you wouldn't expect him to (= to say).

Mother: 'You must go to bed now'

Mary: 'But I don't want to' (= don't want to go to bed now).

as an adverb meaning 'in a closed or almost closed position'.

Push the door to.

8. as an adverb in the phrase 'to and fro', backwards and forwards, or between two places.

OVER

1. Adverb

The chief uses of *over* as an adverb are :

1. to indicate movement from an upright position, from one side to another, etc., or so that the other side can now be seen.

Don't knock that vase over.

He gave me a push, and over I went (i.e. I fell down).

Turn the patient over and rub his back.

It rolled over and over.

2. to indicate movement upwards and outwards.

The milk boiled over.

He was boiling over with rage. The figurative use of *boil over*.

3. to mean 'from beginning to end', 'throughout'.

I'll look the papers over, examine them.

You should think the matter over, consider it in all its aspects.

4. to indicate repetition.

Count them over (again).

I've warned you over and over again (repeatedly) not to do that.

5. meaning 'across', 'to the other side'.

Let me row you over to the other side of the lake.

He is over in (has gone over to) France.

6. to indicate what remains, what is left after part has been taken or used.

Seven into thirty goes four times and two over. $30 = (7 \times 4) + 2$.

If there's any meat over, give it to the dog.

When he had paid all his debts, he had £ 5 over.

7. meaning 'ended', 'finished with'.

*The meeting will be over at one o'clock.
Are our troubles over now?
His sufferings will soon be over.*

8. to indicate 'more than is right, usual, etc.', especially in such compounds as *over anxious*, *over-polite*.

He is not over-strong, not so strong as is desirable.

9. to indicate transference from one person, party, etc., to another.

*Smith has gone over to the Labour Party.
Hand that weapon over to me.
He made his business over to his son*, made his son the owner.

10. (with *all*) to mean 'on the whole surface', 'across or in every part'.

*He was aching all over.
This pianist is famous all the world over.
Your clothes are dusty all over.*

II. Preposition

The chief uses of *over* as a preposition are :

1. meaning 'resting on the surface of and covering' (not replaceable by *above*).

*Spread a cloth over the table.
Tie a piece of paper over the top of the jar.
Put this rug over your knees.*

2. meaning 'at or to a level higher than, but not touching' (in this sense often replaceable by *above*).

*Attendants held a large umbrella over (above) the chief's head.
There was a lamp over the table.
The balcony juts out over the street.*

3. to indicate superiority in rank, authority, etc.

*He has jurisdiction over three provinces.
He has no command over his passions.
Mr. White is over me in the office.*

4. in or across every part of.

*He has travelled all over Europe.
Snow is falling over the north of England.*

5. meaning 'from one side of to the other side of'; 'to or at the other side of'.

*He escaped over the frontier.
Can you jump over that wall?
She spoke to me from over her shoulder.
Who lives in that house over the way, on the other side of the road?*

6. (of time) meaning 'until after'.

Can you stay over Sunday, until Monday?

7. meaning 'more than'.

*He is over twenty years old.
She is over hundred centimetres round the waist.
The meal cost over ten shillings.*

8. meaning 'while engaged in, concerning'.

*He went to sleep over his work.
How long will you be over the job, how long will it take you?
We all laughed over the affair.*

THROUGH

I. Preposition

The chief uses are :

1. (of place) 'from one end or side to the other'.

*The train passed through tunnel.
He was looking through a telescope.
We can see through glass.
The burglar came in through the window.*

2. figuratively.

*He soon got through (got to the end of, spent all of) his fortune.
We must go through (examine) the accounts.
He saw through (was not deceived by) the trick.*

3. (of time) from beginning to end of.

*The children are too young to sit through a long sermon.
He won't live through the night, he will die before morning.*

4. to indicate the agency, means or cause.

*He was absent through illness.
It was all through you (it was entirely your fault) that we were late.
He booked his ticket to Vienna through a travel agent.
I learnt of the hotel through a newspaper advertisement.*

II. Adverb

The uses of *through* as an adverb correspond to the uses as a preposition.

The chief uses are :

1. from beginning to end or from side to side.

*He slept the whole night through.
Read the book through carefully.*

2. to the very end; completely.

*He's a reliable man through and through.
We must go through with the job, complete it.*

3. all the way to.

*This train goes through to Paris.
Is there a through train to Rome?
Register my luggage through to Vienna.*

THROUGHOUT

As a preposition this word means 'from end to end of', 'in every part of'.
As an adverb it means 'in every part', 'right through'.

Throughout the length and breadth of the land; throughout the whole of his term as President; a coat lined with fur throughout.

TILL: UNTIL

As prepositions :

*I shall wait till ten o'clock.
He works from morning till night; day after day.
Until then, I had known nothing about it.*

As conjunctions :

*Please wait till I've finished.
Until you told me, I knew nothing about the origin of the English language.*

EXERCISES

PARAGRAPHS

An essay is composed of paragraphs, and a paragraph is composed of sentences. If you can write a good sentence, and then a series of sentences, according to a plan, you will be able to write a paragraph. If you can write a good paragraph, and then a series of paragraphs, according to a plan, you will be able to write an essay. In good writing you will often find that a paragraph begins with a key-sentence, which sets the tone of the paragraph and is expanded by the remaining sentences. Five out of six paragraphs in Reading-Text Twelve begin with key-sentences.

Example

'An English Village'

An English village is usually a very attractive place. It consists of a small group of houses surrounded by green fields, hedges, and trees. All the houses and cottages have gardens in which flowers bloom from spring to autumn. There is always a church, with a graveyard next to it, a public house and a general store. Sometimes a stream flows past the houses. Often there is only one street, and it is kept clean and tidy. The inhabitants are proud of their village and do their best to make it look attractive.

It is of course possible to deal with the same subject in different ways.

Example

'An English Village'

There is a little village I know on the west coast of England. It is built on the side of a cliff and there are hardly two houses on the same level. The main street is very steep and runs straight down to a sandy bay, which is ideal for swimming, and to a little harbour for fishing-boats. Fishing is the main occupation of the inhabitants. It is a picturesque village and although many tourists visit it in summer it is still quite unspoilt. There is no hotel and you cannot stay there unless you rent a cottage, camp or take a caravan.

EXERCISE 68

Write two separate paragraphs on the subject 'A Street in a Town':

Paragraph 1: Key-sentence: The main street in my town is a very busy one.

Paragraph 2: Key-sentence: The street where I live is very quiet.

EXERCISE 67

Write a paragraph of about six sentences describing one of the following :

1. A railway station.

Words to use: platform; railway-line; booking-office; waiting-room; locomotive; coach; porter; passenger; luggage; arrival and departure indicator.

2. A harbour.

Words to use: breakwater; quay; lighthouse; buoy; channel; sailing-boat; cargo-boat; oil-tanker; liner; tug; to embark; to disembark; crane; warehouse; hold (of a ship); to tow; to moor.

EXERCISE 68

The following are key-sentences. Write a paragraph beginning with one of these sentences :

1. I prefer to live in a big city.
2. The best holiday I ever had was in the country.
3. The seaside is wonderful in summer.
4. I read a very interesting book the other day.
5. Learning a foreign language is never easy.
6. A friend invited me to the cinema last week.
7. One of my pleasures is listening to the radio.

EXERCISE 69

Relate in one paragraph one of the following :

1. Any funny story you know.
2. Any interesting journey you have made.
3. Any occasion when you were in danger.

EXERCISE 70

Write a letter of two paragraphs on one of the following :

1. To an aunt: thanking her for an Eid or a birthday present.
2. To the manager of your firm: informing him that you are going to resign and take on another job at a higher salary.
3. To a friend: telling him or her what you have been doing recently.
4. To the editor of a newspaper: complaining about the reckless driving in the town where you live.
5. To your parents: telling them what you are doing on holiday and how you are enjoying yourself.

EXERCISE 71

Imagine that you keep a diary. In this diary write one or more paragraphs describing one of the following :

1. An interesting character you have recently met.
2. A person whom you dislike.
3. A long week-end spent away from home.
4. Your plans or hopes for the future.
5. Your chief interest in life apart from your work.
6. A quarrel with a friend.
7. An accident you have witnessed.
8. A good meal in a restaurant.
9. The wedding of a relative.
10. An excursion by motor-coach.
11. A visit to a historical monument.
12. An interesting dream.
13. A short stay in hospital.
14. Your feelings just before sitting for an examination.
15. Your feelings just after hearing the result of an examination.

opened the gun and the bag in two convenient hiding places, intending subl. to conceal them more securely later in the evening when he the chance. He could have got the gun and hidden it in a place alc you were at dinner. But we turned up quicker than he expected. And, the next thing he knew, I was going to search your room and find that gun. That's when his play-acting started, and a clever bit of play-acting it was. Once I'd found the gun it seemed to him that his only chance of saving his neck was to make us believe that you'd brought the gun and the bag here. But as soon as I knew that you'd given him a lift, he was my obvious suspect. One look at his upper lip, where there were traces of the false moustache he'd torn off after committing the crime, and I knew we'd got our man.

I'm sorry if I handled you rather roughly but I had to make Charlton think I was swallowing his lies until we got hold of this case with the stolen money. And, you know, I wasn't at all inclined to spare your feelings, not after that remark you passed about the police.

JOHNSON: Well, King - do you still think the police are 'pretty useless' ?

KING: (fervently) I think our policemen are wonderful.

CURTAIN

D.Y Morgan

Answer these questions:

1. What was in the case that Charlton put in the cupboard behind the reception desk ?
2. What crime had been committed in Newcastle that afternoon ?
3. Why did Detective-Sergeant Manning first speak rather coldly to the group of men in the hotel lounge ?
4. Briefly explain why Johnson, Carter and Abbott were suspicious of King even before the revolver was found in his room
5. At what point in the play does the audience realize that Charlton is lying in order to throw suspicion on King ?
6. Why did Manning never believe that King was the murderer ?

(Suddenly he turns upon Charlton. He peers closely in his face.)

MANNING: Well, Charlton - what have you got to say about it ?

CHARLTON: What do you mean, sir ?

MANNING: You haven't washed your face, since you came back from your afternoon off.

CHARLTON: What's come over this fellow ? He's talking balmy.

MANNING: There's still some spirit gum and a trace of false hair on your upper lip. That's the remains of the dark moustache.

Do you possess a pair of horn-rimmed spectacles ?

CHARLTON: I - I wear them sometimes for reading.

MANNING: You weren't reading when you wore them this afternoon in Newcastle. What's your real name ?

CHARLTON: Norman Charlton.

MANNING: I wonder. It'll do for the time being. Norman Charlton, I arrest you on a charge of murdering John Edward Robson, who was killed in Newcastle today. Other charges may also lie against you. Stevens and Edwards - take him away.

(Stevens and Edwards drag him away, struggling ineffectively in their strong grip. He shouts in a horrible tone of panic as they get him out: 'I never done it. It was that fellow King. Don't let them hang me. It was King. I tell you - it was King!' Mercifully his voice can be heard no more as they get him outside.)

MANNING: (to King.) Well sir, you have been having an interesting time, haven't you. Here - let me get you that cold drink that Charlton brought in for you. I expect you can do with it.

KING: (taking the cold drink from Manning.) It's been the worst ten minutes of my life ! Did you really think I was the murderer ?

MANNING: Not for one moment, sir. You see, if you'd done the murder, got away in that car of yours, and made a detour to the west, you couldn't possibly have reached here when you did. If you'd come down the Great North Road, you'd have run into the police. Only someone driving a really fast car could have got through from Newcastle to Darlington before we started checking all motorists on that road. But Charlton did get through. We found an abandoned sports car - stolen, of course - only a hundred yards from where you picked him up. He had to get rid of it by that stage. You gave him a wonderfully convenient lift. To avoid suspicion he had to go straight on duty when he arrived here.

He dumped the gun and the bag in two convenient hiding places, intending, no doubt, to conceal them more securely later in the evening when he had the chance. He could have got the gun and hidden it in a place while you were at dinner. But we turned up quicker than he expected, and, the next thing he knew, I was going to search your room and find that gun. That's when his play-acting started, and a clever bit of play-acting it was. Once I'd found the gun it seemed to him that his only chance of saving his neck was to make us believe that you'd brought the gun and the bag here. But as soon as I knew that you'd given him a lift, he was my obvious suspect. One look at his upper lip, where there were traces of the false moustache he'd torn off after committing the crime, and I knew we'd got our man.

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4. Briefly explain why Johnson, Carter and Abbott were suspicious of King even before the revolver was found in his room
5. At what point in the play does the audience realize that Charlton is lying in order to throw suspicion on King ?
6. Why did Manning never believe that King was the murderer ?

7. Briefly explain what was in Manning's mind when he said, 'Your story really interests me, Mr. King.'
8. Why was Manning certain of Charlton's guilt after peering closely into his face?
9. Why was Manning interested in the make and age of King's car?
10. Why did Charlton give away the place where the case was deposited for which he had committed murder?

Composition :

1. As briefly as you can, give an account of the plot of the one-act play you have just read.

and

2. Write a short piece of dialogue, with stage directions, based on one of the following situations :
 - (a) A traveller discovers that he has got into the wrong train.
 - (b) A shop-keeper tries to persuade a customer to buy a more expensive article than the one he, or she, really wants.
 - (c) Three students planning a Sunday excursion find it difficult to agree on where they will go.

FOR STUDY

STEAL : ROB

Both verbs may take a Direct Object. The patterns are *to steal something from somebody*, *to rob somebody of something*, *to rob a place*. The object of the verb *steal* is what is taken by the thief, for example, money or goods. The object of the verb *rob* is either the person whose property is taken, or the place from which something is taken.

Somebody has stolen my watch.

My brother's bicycle has been stolen.

Thieves stole £ 10,000 from the bank last night.

The bank was robbed last night; £ 10,000 was taken.

'I've been robbed,' she said. 'Someone has stolen my jewels.'

The travellers were attacked in the mountains and were robbed of everything they had.
'Who steals my purse steals trash.'
The mayor tried to rob the Pied piper of his reward.
Their baby was stolen from them by gypsies.

SUCCEED: ACHIEVE

Succeed, when it means 'be successful', is used in the pattern *to succeed in something* (or 'in doing something'). It is not used with an infinitive. *Achieve* takes a Direct Object.

He has succeeded in life.

He has achieved his ambition.

They all succeeded in passing the examination.

Did you succeed in getting tickets for the concert?

An alternative for 'succeed in doing something' is 'manage to do something'

Did you manage to get tickets for the concert?

Succeed also means 'follow after'. In this sense it takes a Direct Object.

George V succeeded Edward VII as King of England.

At Christmas time one party succeeds another.

UNDER

1. Preposition

The chief uses of *under* as a preposition are :

1. in or to a position lower than.

It is shady under the trees.

There is nothing new under the sun.

We passed under several bridges.

The part of an iceberg under the water is far larger than the part above the water.

2. less than; lower (in rank) than.

Children under fourteen years of age; incomes under £ 500; to run a mile in under four minutes; no one under (the rank of) a captain.

(in various phrases) to indicate condition, etc.

Road under repair; the subject under discussion; to be under (medical police, etc.) observation; fifty acres under (i.e. planted with) wheat; to be under canvas (i.e. living in tents); to be under the influence of drugs (drink); to be living under an assumed name; to be under the impression that . . . ; to be under foreign rule; England under the Stuarts (i.e. during the times of the Stuart Kings and Queens); to study under Professor West.

Adverb

The ship went under (i.e. sank).

Under is also used as a prefix, meaning 'subordinate', 'lower in rank', as in Under-gardener; Under Secretary.

UNDERNEATH

This word is used occasionally, as an adverb and as a preposition, in place of beneath, under or below.

TOWARDS

The chief uses of this preposition are :

(contrasted with away from) in the direction of.

She walked towards the church.

The country is moving towards prosperity.

Are we drifting towards war?

(of time) near; approaching.

Towards evening; towards the end of the nineteenth century, towards the end of our journey.

in respect of; with regard to.

What will the Government's attitude be towards the proposals?

His feelings towards you are friendly.

We must save money towards (for the purpose of) the children's education.

OWING TO.

This prepositional phrase means 'on account of', 'because of'.

Owing to the flooded condition of the roads, half of the children were unable to get to school.

Owing to the fog, the match was cancelled.

Owing to the increased demand, the prices of vegetables have gone up by one-third.

EXERCISES

ESSAYS

The average, short essay contains five or six paragraphs. Before you begin to write your essay you should draw up a plan for each paragraph. Here is a specimen plan for an essay on the subject of: 'My ideal House'.

Paragraph 1: Key-sentence: Nearly everyone dreams of building his ideal house.

(Introduction) Points to mention: plans it in imagination; discusses its size, situation and appearance; idea complete in every detail.

Paragraph 2: Key-sentences: My own house will be near the sea.

(Subject-matter - situation) Points to mention: on the coast; just outside a town; cliffs; lovely view; track to beach; swimming.

Paragraph 3: Key-sentence: It will be a two-storeyed house built of red brick.

(Subject-matter - external appearance). Points to mention: roof; windows; number of rooms; terrace; lawns and flower-beds; garage; tennis-court.

Paragraph 4: Key-sentence: The rooms must be fairly big, with windows overlooking the sea.

(Subject-matter - internal appearance). Points to mention modern furniture; not too much of it; few but good pictures; study with bookcases; three bedrooms.

Paragraph 5: Key-sentences: Such is my ideal house; but will it remain only a dream?

(Conclusion) Points to mention: question of luck; win a lottery; inherit a fortune; life full of surprises.

Each paragraph describes a different aspect of the same subject, but the introductory and concluding paragraphs are usually of a more general nature than the middle paragraphs. Each paragraph should lead on naturally from the preceding paragraph; there must be no abrupt change of subject. Each paragraph begins on a new line, which is inset (as shown in the specimen essay below).

My Ideal House

Nearly everyone dreams of building his ideal house. He plans it in his imagination, speaks of it to his friends, and discusses the details a hundred times over. He knows just where it is going to be, how many rooms it will have, and the kind of furniture he will put in them. The colour of the walls has been decided, as well as the position of the fireplace. For most people, I'm sure, it is a dream complete in every detail, awaiting only the day of its realization.

My own house will be near the sea. I discovered the ideal spot one summer holiday. It is quite close to a town and on the edge of some cliffs, which are about 50 metres above sea level. There is lovely view over the sea, and a narrow track leads down to the beach, so that one can go swimming whenever one feels like it, or — in England — whenever it is warm enough. I was born by the sea and never feel happy living far away from it.

It will be a two-storeyed house, built of red brick. I'm not very fond of bungalows. The roof will be covered with blue tiles and the wooden window-frames will be painted white. It need not be very big, but I should like to have six rooms, excluding the kitchen and two bathrooms. There would be a terrace in front of the house, facing the sea, a smooth lawn surrounded by flower-beds, a garage to one side, and a vegetable garden and perhaps a tennis-court, at the back.

The rooms must be fairly big, with window overlooking the sea. I prefer modern furniture and not too much of it. If a room is full of small pieces of more or less useless furniture it looks smaller than it really is. The same thing applies to pictures, too. One downstairs room would be my study and library. The three bedrooms would be upstairs, and I should like each one to be a different colour and to have different kinds of furniture.

Such is my ideal house; but will it remain only a dream? I know it will cost a lot of money, but I am always hopeful. Perhaps I shall be lucky. Life is full of surprises — pleasant as well as unpleasant — and many a dream has come true at the moment when one was least expecting it. Meanwhile, of course, I shall just go on thinking of improvements for the house of my dreams.

(427 words)

EXERCISE 72

1. This is the first paragraph of an essay on 'Entertainment', and the first sentence of the second paragraph. Complete the second paragraph.

Older people often affirm that the modern world is suffering from too much entertainment, or at least from too much ready-made entertainment. Instead of doing things for ourselves, the tendency nowadays is to sit and listen to, or watch, a few artists and athletes doing things for us. The gramophone, the radio, the cinema and the television are recent inventions which have entirely changed the pattern of entertainment in the modern world. Modern means of travel, too, have made it possible for large numbers of people to assemble in one place at one time to watch open-air sporting events. Is this altogether a good thing?

In the old days people had to provide their own amusements.

2. Draw up a possible plan for the remaining paragraphs of the essay.

EXERCISE 73

1. This is the last but one paragraph of an essay on 'Methods of Travel' and the first sentence of the last paragraph (the conclusion). Complete the last paragraph.

But the fastest method of travel is, of course, the aeroplane. Nothing is more marvellous, in this age of marvels, than the way in which air travel has developed in the last fifty years; from the early fragile machines of wood and canvas to the gleaming metal monsters of today; from a bare grass field to a modern airport, with its miles of concrete runways, its huge hangars, and its complicated devices for ensuring the safety of aeroplanes in all kinds

of weather. Now you can fly round the world in a few days; soon you will be able to fly from Europe to America and back in a mere twelve hours. With all these rapid means of travel at our disposal the world is truly growing smaller.

2. Draw up a possible plan for the first three paragraphs of the essay.

EXERCISE 74

Write plans for essays on the following subjects (five paragraphs each):

1. My ideal summer holiday.
2. A capital city.
3. The cinema and the theatre.
4. Modern inventions.
5. Newspapers.

becoming less and less as it disappeared into the distance. Instead of breaking the silence, it seemed to intensify it. And no one even turned a head to look after him. Perhaps he had never heard of Armistice Day. Perhaps — lucky man — he had never heard of the war. But how typical he was of his kind in his incapacity for remaining still ! The rest of us, it is true, can succeed in remaining silent for two minutes. But, at the sound of the gun, with what a cheerful tumult we rush back again into the clamour of ordinary life !

(From *The Money Box* by Robert Lynd)

Answer these questions:

1. Only one paragraph in the essay does not begin with a key-sentence. Which is it ?
2. In not more than three sentences explain how one can tell that the writer's background is England.
3. How can one tell that the essay was written between 1919 and 1939?
4. On what grounds does Robert Lynd defend conversation about the weather ?
5. According to this essay, what kind of topic should be avoided in a conversation among three peoples.
6. What is one reason, in the writer's opinion, for people's fear of the dark ?
7. If the paragraph beginning 'For complete silence produces feelings of awe in us' had to be divided into two, where would you make the division ?
8. Explain the meaning of 'moves' in the sentence, 'The cathedral moves us most deeply in perfect stillness.'
9. What is the purpose of the Two Minutes' Silence ?
10. 'The men and women had suddenly become statues. Is this literally true ? If not, what does it mean ?

Composition:

It is not at all easy to write an essay on an abstract topic, as Robert Lynd did on silence. If you choose to write on an abstract topic you will be well advised to follow Robert Lynd's example and bring out your views on the topic by writing simply

and sincerely about real things and experiences. In writing about abstract topics one should be particularly careful not to fall into the vices of pomposity and obscurity. Nearly all good English prose is straightforward, clear and unassuming. Flowered, 'would-be-clever' writing is horrible stuff to read.

Write an essay of not more than four hundred words on one of the topics below. If you fancy trying a difficult topic, choose number one or two. If you feel at all doubtful about your ability to handle either of them, choose number three or four instead.

1. Patriotism
2. Humour.
3. The career I should like to follow.
4. College life — its pleasures and its cares.

FOR STUDY

WAIT: EXPECT

Both these verbs may be used with *to* and an infinitive. When *wait* is used in this way, the infinitive indicates purpose, and *wait* is intransitive. When *expect* is used with an infinitive, the infinitive phrase is the object, and *expect* is transitive.

He is waiting to have (= in order to have) *a haircut.*

We are expecting to go abroad this summer.

Wait is also used with the preposition *for*, and *expect* with a noun or pronoun. The difference in meaning is shown by these examples:

'Who are you waiting for?' 'My sister.'

'When do you expect her?' 'At tea-time.'

Wait is also used with *for*, noun or pronoun, and an infinitive phrase.

The children are waiting for the teacher to come into the room.

She has been waiting for us to help her.

When *wait* is used with an expression of duration of time, *for* is often omitted.

We've been waiting (for) two hours.

Other meanings of *wait* are shown in these examples:

His mother waits on him hand and foot.

A good servant knows how to wait at table.

(From the meaning of *wait* as in the last example we have the nouns *waiter* and *waitress*.)

WITH

The chief uses of *with* are:

1. in phrases equivalent to constructions in which *have* occurs.

A cup with (= that has) *a broken handle; a girl with blue eyes; that man with a red and yellow coat; a baby with no clothes on.*

2. to indicate what is used for filling, covering, etc.

Fill the box with sand.

The hills were covered with snow.

What is this sack stuffed with?

3. to indicate the means or instrument. (Cf. the use of *by* for the agent or agency.)

To write with a pen; to take something with both hands; to walk with a crutch.

4. to indicate accompaniment or relationship

To live with one's parents; to discuss a problem with a friend; to mix one substance with another.

I shall be with you in a few minutes.

The general, (together) with his staff officers, will inspect the camp.

5. to indicate antagonism, enmity, opposition.

To fight (argue, quarrel, etc.) with somebody; to have an argument with somebody; a battle with savages; in competition with the best athletes of Europe; at war with Ruritania.

6. to indicate cause.

Trembling with fear (rage); stiff with cold; a face wet with tears.

7. to indicate manner.

To do something with an effort (with a light heart, with joy); standing with his hands in his pockets, to win with ease; with a shout of triumph.

8. to indicate possession, care, responsibility.

I have no money with me.
Leave the child with its aunt.
The decision rests with you.

9. meaning 'in regard to', 'concerning'.

To be patient with children; to sympathize with someone; to bear (put up) with somebody or something.
What do you want with me?
It's holiday time with us now.

10. in verbless exclamations in the pattern 'adverb + with + noun or pronoun'.

Away with him! Take him away.
Off with his head! Cut his head off.
Down with the door! Break the door down.

11. to indicate agreement or harmony.

Does this red rug go well with the brown curtains?
He that is not with me is against me.

12. meaning 'in spite of', 'notwithstanding'.

With all her faults, he still liked her.

WITHOUT

The chief uses of this preposition are :

1. not having; not with; lacking.

You can't buy things without money.
Do you ever travel without a ticket?
She went out without (= not wearing) a hat.
He was working without any hope of a reward.

2. before gerunds, to make the phrase negative in meaning.

Can you speak English without making (= and not make) mistakes?
You can't make an omelette without breaking eggs.
He passed without seeing me (= and did not see me).
He passed without my seeing him (= and I did not see him).

WITHIN

This preposition means 'inside a limit (of time, space or quantity)'. *remain within call* (near enough to be called); *remain within reach*; *live within one's income* (not spend more than one's income); *within an hour* (in not more than an hour); *within a mile of the river*; *within reason* (not exceeding what is reasonable— e.g. He is generous to his children, but within reason.); *keep within the law* (e.g. 'He is not very honest but he keeps within the law.').

EXERCISES THE RIGHT WORD

EXERCISE 75

Replace the dashes in the following passage by verbs chosen from this list: march, stroll, saunter, hurry, chase, swing, grasp, gaze, stare, pause, present, afford, glitter, flutter, cheer, gesticulate, shout, wave, stop, shine.

The soldiers — ed along the street, — ing their arms. An officer was in front of the column, — a sword. The civilians on the route, who were — ing from one shop to another, — ing in the windows, — ed to — at the soldiers as they went by. The latter — ed a splendid spectacle with their rifles and equipment — ing in the sun, and the regimental flag — ing above the front rank. A few small boys — ed after them, — ing and — ing.

EXERCISE 76

English is very rich in near synonyms, i.e. words that have almost, but not quite, the same meaning. In a given context one word is usually more suitable than any other. When you write, it is worthwhile spending a little time on trying to find the most suitable word — what the French call 'le mot juste' — instead of putting down the first word that occurs to you that is not obviously wrong.

1. Complete the following sentences by adding the most suitable verb from the list of three on the right.

2. For each two sentences compose a third to illustrate the use of the remaining verb.

1. (a) The soldiers — along the street with fixed bayonets.

walk,
stroll,
march.

(b) The women — along the street, looking at the shop windows.

2. (a) What are you — at me like that for? Is my face dirty?

look,
stare,
gaze

(b) He was lying on his back, — thoughtfully at the sky.

3. (a) He — merrily when I told him my story today.

smile,
laugh,
grin.

(b) He — sarcastically and shrugged his shoulders.

4. (a) The dog — the ball.

hunt,
pursue,
chase.

(b) Once, in India, I spent three days — a tiger.

5. (a) 'Don't — me,' cried the little boy, trembling with fear.

hit,
knock,
strike.

(b) He — him a sharp blow on the head.

6. (a) I've — my suit to the dry cleaner's.

fetch,
bring,
take.

(b) They're going to — it back on Wednesday.

7. (a) The crowded football stadium — an impressive sight.

afford,
offer,
present.

(b) The war — many people an opportunity to get rich quickly.

8. (a) The statue was — in the centre of the park.

construct,
build,
erect.

A new oil refinery is being — on the west coast.

9. (a) The surface of the lake — in the moonlight.

glitter,
shine,
gleam.

(b) The silver tea-service — on the sunlit lawn.

10. (a) She was in tears and — me to help her.

ask,
beg,
pray.

(b) She — God to let her husband live.

EXERCISE 77

One of the most important features of English usage is the verb and particle construction. A common verb is combined with a number of prepositions or adverbs to give different meanings. Consider, for example, the verb 'to look':

She is looking at the baby.

She is looking after the baby.

She is looking for the baby.

Sometimes the particle may be separated from the verb by the object. In this case, however, if the object is a pronoun, it must come in front of the particle and not after it:

[He took his hat off. (or He took off his hat.)]

[He took it off.]

[Switch the light on. (or Switch on the light.)]

[Switch it on.]

A verb used with many different particles is 'to get'. It even has a number of different meanings without the help of prepositions and adverbs. Replace 'get', wherever it occurs, in the following passage, with another verb. Here is a list of possible substitutes:

be; have; earn; arrive at; rise; leave; agree with; find; meet; survive; return; depress; buy; obtain; forget; become; grow.

'When I was your age,' said the old man. 'I only got thirty shillings a week. Life was much harder then. I had to get up at six and get to work by seven. We got no holidays and worked ten hours a day for six days a week. There was a lot of unemployment, too, and slow workers were often told

to get out. I got dismissed once because I didn't get on with the boss, and it was several months before I got another job. Then the First World War broke out. Well, of course, I joined up, but I was lucky and got through it without getting killed or wounded. When I got back after the war, unemployment got worse for a time, and it really got me down. It took me two years to get a good job. I've never really got over that period of frustration. So just remember, young fellow, you've got nothing to complain of nowadays. You don't know how lucky you are!

EXERCISE 78

The following sentences are rather clumsily written and use too many words. Rewrite them in a simpler form, without changing the meaning, but using fewer words. The suggestions in brackets may help you.

Example

The president extended an invitation to all the members of the visiting party to stay to tea.

The president invited all the visitors to tea.

1. He has the unfortunate habit of spending his money on useless things. (waste).
2. An excessive use of red ink will only make the pupils feel that they are getting worse. (correction — discourage).
3. He has no aptitude at all for any kind of game that is connected with a ball. (good at — ball-games).
4. Many of the occupations that people amuse themselves within their spare time don't make much sense. (hobbies).
5. My brother has the intention of learning to become a pilot as soon as he reaches the age of twenty-one. (intend — fly. — come of age).
6. I want very much to achieve some measure of success in the forthcoming series of examinations. (hope to succeed — next).
7. The next hundred years or so will bring about a more or less complete change in the habits of men and women all over the world. (century — revolution — mankind).
8. It is usually the case that men who have made vast fortunes in their lives have not only had great ambitions, but have also possessed abundant energy. (millionaires — ambitious — energetic).

9. Houses which are supposed to have ghosts in them exert an irresistible attraction on me. (haunted — fascinate).
10. He couldn't stand the sight of his uncle who has just died and who never paid the slightest attention to him. (detest — hate — ignore).

EXERCISE 79

Fill in the missing words:

1. What are you thinking — ?
2. What are you laughing — ?
3. What are you waiting — ?
4. The bus arrived — the station exactly — time.
5. My father never agrees — me ; he disapproves — everything I try to do.
6. The policeman accused him — being a public nuisance.
7. The divers succeeded — finding the sunken wreck.
8. He put his coat —, turned the light —, and went — the house.
9. 'Eat —,' she said, 'or we shall be late — the theatre.'
10. 'Hurry —!' he exclaimed, 'the show begins — ten minutes.'
11. We're all looking forward — a holiday — the country.
12. He's very proud — his new car. The neighbours are jealous — him.
13. 'Please sit —. I'll be ready — two minutes.'
14. The examination starts — ten o'clock — Thursday.
15. Will you come — me — the cinema — Wednesday ?
16. How much did you pay — that book ?
17. He got — the bus — the second stop, walked — the corner, and got — the first tram that he saw.
18. She is looking — her old aunt, who may die — cancer — any time.
19. That suitcase is too heavy — you. Put it —.
20. She's reading science — Oxford University.
21. He lay — his back and gazed — the sky.
22. Throw this rubbish — it's been lying — the corner — ages.
23. He's only sixteen years — age, but he wants to be independent — his family.
24. You can depend — him; he's very reliable and never lets anyone —.
25. He fell — love — a pretty girl — Paris.
26. Your socks look queer; are you wearing them — ?
27. The football match has had to be put — until Saturday.
28. He said good-bye — his friends — the platform, got — the train, leant — the carriage window, and waved — them.

29. I'm looking — a clean handkerchief. Are they — the drawer ?
30. The workers went — strike a month ago. They have promised to go — work — 23 June.
31. When the electricity failed, the lights went — suddenly. An hour later it came — again.
32. 'What are you grinning — ?' he said. 'It doesn't seem funny — me.'
33. The train left Bristol — London — an hour ago.
34. My birthday is — summer, but I hope I shall no longer be here — then.
35. He's more accustomed — living — hotels than — living — home.

PUNCTUATION

When we speak we make short pauses, and vary our intonation, in order to make our meaning clear. When we write we indicate these pauses — and to some extent the kind of intonation, — by punctuation marks. A good test, therefore, of whether your punctuation is correct, is to read aloud what you have written. But it is not a conclusive test, because English punctuation is logical and grammatical, designed more to show the exact meaning of a passage, than to show how that passage should be read aloud.

The punctuation marks in English are ; ; comma (,); semi-colon (;) colon (:); dash, (—); full stop (.); quotation marks or inverted commas (' ' or " "); exclamation mark (!); question mark (?); brackets or parentheses (). If these marks, but especially the comma, are omitted or misplaced, the sense of a passage is often either changed or spoilt.

e.g. *He left all his money to his son, who was very selfish, and forgot his daughter altogether.*

In this sentence there ought to be another comma after *selfish*.

As it stands, the sentence means that the selfish son forgot his (the son's) daughter.

Compare : *The teacher said the pupil was an idiot.*

The teacher, said the pupil, was an idiot.

1. The Comma is used wherever it is natural to make a slight pause in a sentence. It depends to some extent on individual taste, but it is a good rule never to use a comma if the sense is clear without it. Better too few commas than too many. Some of the more obvious uses of the comma are :

(a) Before and after a non-defining relative clause.

The Andes, which are on the west coast of S. America, are not quite so high as the Himalayas.

(b) Before and after such words and phrases as : however, therefore.

in my opinion, etc.

The committee, therefore, did not come to any conclusion.

(c) Before and after words and phrases used in apposition.

Jack Smith, the son of my best friend, won the relay race.

(d) Between the component parts of a list or catalogue.

She bought some oranges, apples, bananas, peaches (,) and pears.

(e) Between adjectives when there is more than one. But there is no comma between the last adjective and the noun.

It was a cold, dark, dismal evening.

It is equally important to learn where not to use a comma.

A comma is rarely found:

(a) Between the subject and the verb or between the verb and the object.

(b) Before 'that', either as a relative pronoun (in defining relative clauses) or as a conjunction.

(c) After the subject of an absolute clause. A comma after 'bus' in the sentence would be quite wrong:

The bus having stopped, we all got off.

2. The Semi-colon is a kind of full stop, but does not mark such a distinct break in the meaning. It is often used instead of a conjunction such as 'and' or 'but'.

Life has no meaning for him; he looks sad and unhappy.

3. The Colon is used to introduce:

(a) a catalogue or an explanation.

(b) direct speech (though a comma may also be used for this purpose).

He shouted: 'Look what I've got: a black and a white puppy.'

4. The Dash is sometimes used as a substitute for the semi-colon, colon, or brackets; but perhaps its chief use is to mark an interruption or omission.

Mary: 'Do hurry up or we — !'

George: 'All right, I'm just coming.'

The Full Stop is used:

(a) to end every sentence that is not ended by an exclamation or question mark.

(b) after abbreviations and contractions, including initials.

B.A. U.K. U.N.O. Co.

6. Quotation Marks (Inverted Commas) are used at the beginning and ending of a passage, however short, in direct speech. In passages of

dialogue separate marks are necessary for each speaker. Either double or single inverted commas may be used, but the writer must be consistent. For a quotation within a quotation both are used together.

She asked: 'What does "Weltschauung" mean?' 'I don't know,' he replied.

They are also used to draw attention to quotations, titles, foreign words, and words needing special emphasis.

7. The Exclamation Mark is used after interjections expressing strong feelings of surprise, delight, fear, anger, etc., and after exclamatory sentences beginning with 'what' and 'how'.

Good Heavens! Splendid! Oh dear! Alas! Bravo! Damn! What a lovely sunset! How nice to see you again!

8. The Question Mark is only used after direct questions. Indirect questions (i.e. in reported speech) always appear in the form of a statement, and do not, therefore, need a question mark.

Compare: *She asked me: What are you doing tonight?*

She asked me what I was doing tonight.

9. Brackets are used to enclose words which are added as comments or explanations and which could be omitted without affecting the construction of the sentences. The words added are said to be in parenthesis. Double dashes may be used instead of brackets.

As Johnson (the famous Dr. Johnson) once said: 'It matters not how a man dies, but how he lives.'

Many people — and I among them — cannot stand oysters.

DO AND MAKE

The following is a list of common expressions employing the verbs *do* and *make* which are often confused. The last column contains idiomatic expressions whose meanings and uses will have to be learnt separately.

Do

— better	— an exercise	— away with
— business	— a favour	— up
— damage	— a job	— well (in)
— evil	— a kindness	— with
— good	— an operation	— without
— harm		
— homework	— one's best	

- one's duty
- one's worst

- honour
- penance
- repairs
- right
- wonders
- wrong

Make

- arrangements
- certain (of, about)
- faces (at)
- friends (with)
- fun (of)
- haste
- love (to)
- money (out of)
- much (of)
- peace (with)
- preparations (to)
- progress (in)
- room (for)
- sure (of)
- tea, coffee
- war (on)
- way (for)

- away (with)
- do (with)
- it a rule (to do
- sg.)
- it up (with sy)
- off (with)
- up (for)
- up one's mind

- a discovery
- an effort
- an excuse (for)
- a fool (of)
- a fortune (in)
- a fuss (about)
- a gesture
- a guess
- a journey
- a living (out of, by)
- a mistake
- a movement
- a profit, a loss
- a report (on)
- a request
- a sacrifice
- a search (for)
- a speech
- a success (of)
- the best (of)
- the most (of)

