

# ENG 101

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## **Lesson -01**

### **Exercise (i) Spelling:**

Use the dictionary to answer the following questions about spelling.

- What other possible spellings does your dictionary give for these words?  
**Theatre      Catalogue**
- Does your dictionary say anything about the spelling 'theatre' and 'catalogue'.
- How is the past tense of the following verbs spelling? If there are two possibilities, write both.

**Theatre      Catalogue**

### **Exercise (iv-a) Meaning:**

Look up the words 'fast' and 'set'. Write the total number of different meanings of each word. Include all the numbered and lettered meanings for each part of speech.

### **Exercise (iv-b):**

**Meaning/Explanation / Definition of words.**

**Use the dictionary to find the specific meanings of the word 'play' in each of the following:**

- The boys like to play a on the hard court.
- Amna will play the sitar in the concert.
- The play produced by the arts club was a success.
- It was a clever play that won the football game.
- The gardener played the hose on the flower beds.
- A 'week without water can make one weak' is a play on words.

### **Exercise( vi-a )Usage Restrictive Labels:**

**Idioms / Two-word Verbs / Phrasal Verbs / Noun Phrase**

Look up the underlined words in the following sentences & write their meanings.

- Prof. Widdowson held forth for over an hour about the need for communication language teaching.
- I don't get how you found the answer.
- My roommate is pretty hard up these days.

### **Exercise (vi-b) Restrictive or Usage Labels:**

- Look up the words / phrases, write whether its use is primarily slang, informal or colloquial.

Guys      Cool

### **Example:**

Will it be **O.K.** if I met you at the library about eight.

**Label:** Colloquial      **Meaning:** All Right

### **Exercise(viii)Foreign Words & Phrases:**

Look up each of these foreign words of phrases. Write its English meaning.

et cetera, e.g., et al., a prior, coup d'état, per se.

## Lesson -02

### Look at the following words:

<u>Chorus</u>	k	sound
<u>Church</u>	chey	sound
<u>Ration</u>	sh	sound
<u>Machine</u>	sh	sound

e.g. The word 'chorus' which begins with the letters ch is pronounced with the 'k' sound while in the word church the letters ch is pronounced as the Urdu/Punjabi letter : .

e.g. In the word 'ration',- tion is pronounced as 'sh' while in the word 'machine'- 'ch' is also pronounced as 'sh'

Remember phonemic symbols are given in slash brackets in the dictionary./ /

Now repeat after me. Look at the shape of my mouth and lips.

Short Vowels (7)

Long Vowels (5)

ɪ	as in 'pit' pɪt	
e	as in 'pet' pɛt	as in 'key' ki:
æ	as in 'pat' pæt	as in 'car' kɑ:
ʌ	as in 'putt' pʌt	as in 'core' kɔ:
ɒ	as in 'pot' pɒt	as in 'coo' ku:
ʊ	as in 'put' pʊt	as in 'cur' kɜ:
ə	as in 'about', 'upper'	
	əbaʊt, ʌpə	

**Notice the symbols for long vowels have two small dots in front of them.**

Next we have 8 **diphthong** vowels. These are sounds which are produced by combining two vowel sounds. There is a movement or glide from one vowel sound to another

eɪ	as in 'bay' beɪ	əʊ	as in 'go' gəʊ
aɪ	as in 'buy' baɪ	aʊ	as in 'cow' kaʊ
ɔɪ	as in 'boy' bɔɪ		
iə	as in 'peer' piə		
eə	as in 'pear' peə		
ʊə	as in 'poor' puə		

So there are 20 vowel phonemes are sounds in English. (7 short, 5 long and 8 diphthong).

Now we will look at the **consonant** sounds / phonemes. In English there are 24 consonant sounds. These are sounds produced by a complete or partial stoppage of breath.

Now repeat after me

p	as in 'pea' pi:	b	as in 'bee' bi:
t	as in 'toe' təʊ	d	as in 'doe' dəʊ
k	as in 'cap' kæp	g	as in 'gap' gæp
f	as in 'fat' fæt	v	as in 'vat' væt
θ	as in 'thing' θɪŋ	ð	as in 'this' ðɪs
s	as in 'sip' sɪp	z	as in 'zip' zɪp
ʃ	as in 'ship' ʃɪp	ʒ	as in 'measure' meʒə
h	as in 'hat' hæp		

m	as in 'map' mæp	l	as in 'led' led
n	as in 'nap' næp	r	as in 'red' red
ŋ	as in 'hang' hæŋ	j	as in 'yet' jet
		w	as in 'wet' wet
tʃ	as in 'chin' tʃɪn	dʒ	as in 'gin' dʒɪn

Another area closely related with English pronunciation is STRESS.

Stress is the extra force, used in pronouncing or speaking, on a particular word. A dictionary will indicate stress by a tiny mark on top of a word like this: `

When you look up a word in the dictionary be sure to learn where the stress falls in the word. e.g.

(a) **mother** **table**, **after** – here the first part of the word is stressed.

(b) **hotel** **bamboo** **banana**-

There are some words in English – which have the same spelling but belong to different parts of speech because they are stressed differently. E.g.

`rebel (noun) The r`ebels laid down their arms.

Re`bel (verb) Children re`bel against their parents.

`present (n) The `present was lovely.

`present (adj) Were you `present at the party?

Pre`sented (v) Please pre`sented your work.

This is the end of part 1 of Lesson 2.

### Exercise I:

**The passage will be read out a second time. As you hear this passage you will see a list of words on your TV screen.**

**Tick only the words that you hear being read.**

- |             |             |                 |
|-------------|-------------|-----------------|
| 1. integral | 6. involve  | 11. bookkeeping |
| 2. games    | 7. maintain | 12. encountered |
| 3. machines | 8. errands  | 13. scanner     |

4. ledgers                      9. grocery                      14. art  
5. flight                              10. libraries

**Exercise II:**

You may face difficulty in using the right stress for the following words. Listen and repeat after me.

1. advertisement              6.computer              10. meteorological  
2. affected                      7.exchange              11. technology  
3. affixed                      8.inventory              12. thick  
4. bureau                      9.manually              13. transactions  
5. character
- End Lesson 2

## Lesson -03

### Text 1.

New species of plants are being discovered every year. It is estimated that the yearly average for the higher groups of plants alone is approximately 4700 proposed new species. It is obviously necessary, from a practical as well as a scientific standpoint that attention be given to the naming and the proper classification of the vast assemblage of plants, both native and cultivated. The scientists who do these things are systematic botanists or taxonomists. Most certainly it is essential for those working the various fields of plant science- whether they are agriculturists, florists, foresters, physiologists or morphologists- to know which plants they are dealing; they must know their proper scientific names and their relationships.-

Robbins et al., *Botany*, p. 7.

- a. the role of taxonomists.
- b. new plant species.
- c. plant science.
- d importance of classifying new plant species.

### Text 2:

The term Groups has long been a pivotal concept of sociology. A group is any number of human beings in reciprocal communications. It may be well to emphasis certain aspects and implications of this short definition which beginning students, as well as some sociologists themselves, frequently overlook or do not appreciate fully. First, a group refers only to persons in communication. Mere physical closeness, if there is not communication, does not make a group. The communication creates the group, not the mere fact of spatial proximity or physical contact. Second, a group maybe of any size to two persons, to, theoretically and potentially the entire population of the world. Third, communication need not be face-to-face or by "word of mouth"; it may be indirect through writing or at long range through such instruments as the telegraph.

Cuber, *Sociology*,

p.273.

- a. communication in groups.
- b definition of a group.
- c social limitations of a group.
- d size of groups.

### Text 3:

Plants absorb water and mineral salts from the soil; they take in oxygen and carbon dioxide from the atmosphere. They manufacture sugars, starches, fats, proteins, and scores of other substances; they conduct materials from one part of the plant to another; they respire, they grow; they react to the environment in which they live; they reproduce. In short, plants carry on a number of activities; they do work; they have functions. plant physiology is the area of botany concerned with the study of these activities and functions.

Robins et al., *Botany*,

p. 9.

Topic: \_\_\_\_\_

### Text 4:

Many students read too slowly. They continue to read just as they did when in the sixth grade. They move their lips as if pronouncing every word and carry their fingers along the line of print to lead their eyes. It is as if they were reading aloud and had to pronounce each word with care. They have not yet moved to a more skillful level in reading: reading for comprehension rather than for pronunciation. In reading for meaning tracing each word with lips and finger is undesirable as well as unnecessary. Reading seeks the author's thoughts rather than his words. The phrase rather than the word is the thought unit and the eyes can learn to take in whole phrases at a glance.

-Meenes, *Studying and learning*, pp.28-29.

Topic: \_\_\_\_\_

**Text 5:**

When you learn a language you learn the sounds used in that language, the basic units of meaning such as words, and the rules to combine these to form new sentences. The elements and rules constitute the grammar of a language. The grammar, then, is what we know; it represents our linguistic competence. To understand the nature of language we must understand the nature of this internalized, unconscious set of rules which constitutes the grammar.

Fromkin and Rodman, *An Introduction to Language*, p.9.

**Text 6:**

Chinese writing utilizes a system of characters, each of which represents the "meaning" of a word, rather than its sounds. Chinese dictionaries and rhyme books contain tens of thousands of these characters, but to read a newspaper one needs know "only" about five thousand. It is not easy to become a scholar in China! In 1956, the difficulties prompted the government of the People's Republic of China to simplify the characters. They also adopted a spelling system using the Roman alphabet, to be used along with the regular ancient system. It is doubtful whether it will replace the traditional writing, which is an integral part of Chinese culture. In China, writing is an art — calligraphy — and thousands of years of poetry and literature and history are preserved in the old system.

-Fromkin and Rodman, *An Introduction to Language*, p. 290

Text 7

**Example 1:**

The good listener, in order to achieve the purpose of acquiring information, is careful to follow specific steps to achieve accurate understanding. First, whenever possible the good listener prepares in advance for the speech or lecture he or she is going to attend. He or she studies the topic to be discussed and finds out about the speaker and his or her beliefs. Second, on arriving at the place where the speech is to be given, he or she chooses a seat where seeing, hearing, and remaining alert are easy. Finally, when the speech is over, an effective listener reviews what was said and reacts to and evaluates the ideas expressed.

**Text 8 :**

- Let us look at the second example.

Whenever possible, the good listener prepares in advance for the speech or lecture he or she plans to attend. He or she studies the topic to be discussed and finds out about the speaker and his or her beliefs. An effective listener, as you are beginning to see, takes specific steps to achieve accurate understanding of the lecture. Furthermore, on arriving at the place where the speech is to be given, he or she chooses a seat where it is easy to

see, hear, and remain alert. Finally, when the speech is over, the effective listener reviews what was said and reacts to and evaluates the ideas expressed.

**Text 9:**

- Let us look at the third example:

Whenever possible, the good listener prepares in advance for the speech or lecture he or she plans to attend. He or she studies the topic to be discussed and finds out about the speaker and his or her beliefs. On arriving at the place where the speech is to be given, he or she chooses a seat where seeing, hearing, and remaining alert are easy. And, when the speech is over, he or she reviews what was said and reacts to and evaluates the idea expressed. Thus, an effective listener, in order to achieve the purpose of acquiring information, takes specific steps to achieve accurate understanding.

**Text 10:**

The good listener, in order to achieve the purpose of acquiring information, is careful to follow specific steps to achieve accurate understanding. First, whenever possible the good listener prepares in advance for the speech or lecture he or she is going to attend. He or she studies the topic to be discussed and finds out about the speaker and his or her beliefs. Second, on arriving at the place where the speech is to be given, he or she chooses a seat where seeing, hearing, and remaining alert are easy. Finally, when the speech is over, he or she reviews what was said and reacts to and evaluates the ideas expressed. Effective listening is an active process in which a listener deliberately takes certain actions to ensure that accurate communication has occurred.

**Text 11:**

In arithmetic, it is never possible to add unlike quantities. For example, we should not add inches and gallons and expect to obtain a sensible answer. Neither should we attempt to add volts, amperes, kilocycles and microfarads, ohms and watts, etc. so it goes through algebra - we can never add quantities unless they are expressed in the same units.

-Cooke, Basic Mathematics for Electronics, p.68

The topic sentence is: \_\_\_\_\_

**Text 12:**

Sedimentary rocks are derived from an earlier generation of rocks and minerals by the geological processes of weathering, transportation, and deposition. Typically, they are hard, cemented deposits formed in an ocean environment, and they contain both primary and secondary minerals. The consolidation of sediments into hard rock results from the accumulation of precipitates that cement loose mineral grains into a continuous mass. Many sedimentary rocks consist almost entirely of precipitated compounds, as for example, limestone formed by lime-secreting organisms in sea water.

-Hausenbuiller, *Soil Science*, p.12

**Text 13:**

There are basically two types of computers -analog computers and digital computers. Analog computers operate on the principle of a parallel or analog between numbers and physical quantities. For example, a slide rule is an analog device with length representing numbers. Modern analog computers use electronic circuitry to represent physical processes with changes in electric current representing the behavior of the system being studied. Digital computers, on the other hand, are essentially based on counting operations. Most modern computers are digital computers, and it is usually digital

computers which are referred to when the word “computer” is used. For this reason, the explanations in the chapters to follow apply only to digital computers.

**Text 14:**

The study of mathematics may be likened to the study of a language. In fact, mathematics is a language, the language of number and size. Just as the rules of grammar must be studied in order to master English, so must certain concepts, definitions, rules, terms, and words be learned in the pursuit of mathematical knowledge. These form the vocabulary or structure of the language. The more a language is studied and used, the greater becomes the vocabulary; the more mathematics is studied and applied, the greater becomes its usefulness.

-Cooke, Basic Mathematics for Electronics, P.1

**Text 15**

*Newspapers are the largest single advertising medium in the nation. They have extensive coverage; hardly a city or town in the country is not served by a local paper or by one from a nearby larger city. For this reason, an advertiser can be highly selective about the markets to which he advertises if he uses them. If he needs a campaign in a limited local area, he can cover just that area by newspapers and not pay for wasted circulation, which he would do if he used a magazine or a large metropolitan daily. Because newspapers are printed either weekly or daily, the advertiser can take advantage of local opportunities rather quickly; he can advertise in the paper on a few hours notice.*

**-Buskirk, Principles of Marketing, p.450**

Now here is a short exercise to test what you have learnt.

Topic sentences are given, followed by three statements. Choose the statement you think / or expect to follow the topic sentence. The first one is done for you.

**TOPIC SENTENCE**

The Nile, the largest river in Egypt, is unique.

- Describe where Egypt is.
- Explain why the river is unique
- Compare the Nile with other large rivers.

The correct answer is B — explain why the river is unique.

T.S A little-known story about M.A. Jinnah tells volumes about his manner of thinking.

- Describe the passing of the Lahore Resolution.
- Summarize Jinnah’s speech at Lahore, March 1940.
- Relate the “Little Known Story”.

T.S If you want to spend your holidays in a truly unique place, the northern areas of Pakistan are just the place for you.

- Identify the place and explain its uniqueness.
- Explain the physical and emotional importance of holidays.
- Relate the history of the Pushtoons.

**Text 16**

TS: The development of speech in infants follows a definite sequence or patterns of development.

*Details:*

- By the time an infant is six months old, he or she can make twelve different speech sounds.
- Before the age of three months, most infants are unable

to produce any recognizable syllables.c. During the first year, the number of vowel sounds a child can produce is greater than the number of consonant sounds he can make.d. During the second year, the number of consonant sounds a child can produce increases.e. Parents often reward the first recognizable word a child produces by smiling or speaking to the child.

**Text 17:**

TS: In some parts of the world, famine is a constant human condition and exists due to a variety of causes.

***Details:***

- a. In parts of Africa, people are dying of hunger by the tens of thousands.
- b. Famine is partly caused by increased population.
- c. Advances in medicine have increased life expectancies, keeping more people active for longer periods of time.d. Agricultural technology has not made substantial advances in increasing the food supply.e. Due to the growth of cities, populations have become more dense, and agricultural support for these population centers is not available.

**Text 18:**

TS: An individual deals with anxiety in a variety of ways and produces a wide range of responses.

***Details:***

- a. Anxiety may manifest itself by such physical symptoms as increased heart activity or labored breathing.
- b. Fear, unlike anxiety, is a response to real or threatened danger.
- c. Psychologically, anxiety often produces a feeling of powerlessness, or lack of direct control over the immediate environment.d. Temporary blindness, deafness, or the loss of the sensation of touch are examples of extreme physical responses to anxiety.e. Some people cannot cope with anxiety and are unable to control the neurotic behavior associated with anxiety.

## Lesson -04

### What is a computer?

1- A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one of two possible states, that is, on or off: magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters. The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others, off, or that magnetize or do not magnetize the cores.

2. The basic job of computers is the **processing** of information. For this reason, computers can be defined as **devices** which accept information in the form of instructions called a **program** and characters called **data**, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called **memory**.

3. Computers are thought to have many remarkable powers. However, most computers, whether large or small have three basic capabilities. First, Computers have circuits of performing arithmetic operations, such: addition, subtraction, division, multiplication and exponentiation. Second, computer have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. However, certain computers (commonly minicomputers and microcomputers) are used to control directly things such as robots, aircraft's navigation systems, medical instruments, etc.

4. Some of the most common **methods of inputting information** are to use **punched cards, magnetic tape, disks and terminals**. The computer's **input device** (which might be a card reader, a tape drive or disk drive, depending on the **medium** used in putting information) reads the information into the computer. For outputting information, two common devices used are a printer which prints the new information on paper, or a **CRT display screen** which shows the results on a TV-like screen.

5. Third, computers have circuits which can make **decisions**. The kinds of decisions which computer circuits can make are not of the type: 'Who would win a war between two countries?' or 'Who is the richest person in the world?' Unfortunately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? An, Is one number greater than another?

6. A computer can solve a series of problems and make hundreds, even thousands, of logical decisions without becoming tired or bored. It can find the solution to problem in a fraction of the time it takes a human being to do the job. A computer can replace people in dull, routine tasks, but it has no originality; it works according to the **instructions** given to it and cannot exercise any value judgments. There are times when a computer seems to operate like a mechanical 'brain', but its achievements are limited by the minds of human beings. A computer cannot do anything unless a person tells it what to do and given it the appropriate information; but because electric pulses can move at the

speed of light, a computer can carry out vast numbers of arithmetic-logical operations almost instantaneously. A person can do everything a computer can do, but in many cases that person would be dead long before the job was finished.

N. Mullen & P. Brown: *English for Computer Science; OUP 16-18*

#### MAIN IDEA

Now that you have read each paragraph in detail, let us look at the text as a whole. Read the following four statements.

Choose the statement that best expresses the main idea.

1. Computers have changed the way in which many kinds of jobs are done.
2. Instructions and data must be given to the computer to act on.
3. Computers are machines capable of processing and outputting.
4. Without computers, many tasks would take much longer to do.

#### **UNDERSTANDING THE PASSAGE:**

I shall read out nine statements one by one. Decide if these statements are true or false by referring to the text.

- | T                        | F                        |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. A computer can store or handle any data even if it hasn't received information to do so.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. All computers accept and process information in the form of instructions and characters.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The information necessary for solving problems is found in the memory of the computer.                          |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Not all computers can perform arithmetic operations, make decisions, communicate in some way with the user.     |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Computers can still be useful machines even if they can't communicate with the user.                            |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. There are many different devices used for feeding information into a computer.                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. There aren't as many different types of devices used for giving results as there are for accepting information. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Computers can make any type of decision they are asked to.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Computers can work endlessly without having to stop to rest unless there is a breakdown.                        |

## Lesson -05

Dr. Surriya Shaffi Mir

### LINK WORDS: References and Connectives:

#### 1. Words that signal a RESULT:

thus	therefore	as a consequence
hence	accordingly	consequently

#### 2. Words that signal a CONTRAST:

But	in contrast	conversely	however	I
	Instead	nevertheless	yet	
	still	even though	although	
	despite	on the other hand	on the contrary	
		in spite of		

#### 3. Words that show COMPARISON:

like	likewise	as well	just as
just like	similarly	in a similar fashion	
in like manner	equally	as	in the same way

#### 4. Words that show ILLUSTRATION / EXAMPLE:

for example	to illustrate	once
for instance	such as	including

#### 5. Words that show CAUSE AND EFFECT:

thus	because	because of	consequently
	since	result	therefore
	accordingly	as a result	if...then
	so		

#### 6. Words that show A SERIES / TIME:

one, first	next	as
two, second	before	now
three, third	after	until
since	soon	previously
lastly	afterward	finally
then	often	immediately
while	during	frequently
at last		

#### 7. Words that show ADDITION:

and	and also	and...too	besides
	being	furthermore, one,	in addition
	first of all	also second,	secondly
	third, thirdly	another next	finally,

#### **Exercise 2:**

Now look back at the text 'What is a Computer? Find out what the words in **bold** typeface refer to.

1. **that** operates switches (1.2) *electronic circuits*
2. **which** accepts information (1.10)
3. or part of **it** (1.13)

4. **which** tells the computers (1.14)
5. **which** prints the new information (1.33)
6. **which** shows the results (1.34)
7. **which** can make decisions (1.35)
8. **it** can find the solution (1.42)
9. **it** has no originality (1.45)
10. tells **it** what to do (1.49)  
moreover as well as

### ENG 101

- 1.Computers, as we know them today, have gone through many changes.
- 2.Today’s computer probably won’t be around for long.
- 3.Computers have had a very short history.

#### 2.Understanding the Passage:

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

T F

- 1] The abacus and the fingers are two calculating devices still in use today.
- 2] The slide rule was invented hundreds of years ago.
- 3] During the early 1880s, many people worked on inventing a. mechanical calculating machine.
- 4] Charles Babbage, an Englishman, could well be called the father of computers.
- 5] The first computer was invented and built in the USA.
- 6] Instructions used by computers have always been kept inside the computer’s memory.
- 7] Using transistors instead of vacuum tubes did nothing to increase the speed at which calculations were done.
- 8] As computers evolved, their size decreased and their dependability increased.
- 9] Today’s computers have more circuits than previous computers.
10. Computer technology has developed to a point from which new developments in the field will take a long time to come.

#### 3.Locating Information:

Find the passages in the text where the following ideas are expressed. Give the line references.

- .....1. During the same period of history, logarithm tables and calculus were developed.
- .....2. It wasn't until the 19th century that a calculating machine was invented which tried to reduce manpower.
- .....3. Integrated circuitry has further changed computers.
- .....4. People used their fingers to count..
- .....5. The computers of the future may be quite different from those in use today.
- .....6. Today's computer circuits can be put on a chip.
- .....7. Then an instrument with beads was invented for counting before a mechanical way for multiplying and dividing was devised.
- .....8. Transistors replaced vacuum tubes.

**4. Understanding Words**

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

- 1. machine (I. 2) .....
- 2. designed (I. 9) .....
- 3. a lot (I. 16) .....
- 4. errors (I. 17) .....
- 5. solve (I. 30) .....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

- 6. old (p 2) .....
- 7. a few (p-3) .....
- 8. to include (p-3) .....
- 9. contemporaries (p-5) .....
- 10. Still in use (p-6) .....

**5a Content Review:**

Match the following words in column A with the statements in column B. The first one is done for you.

- | A  | B  |
|--|--|
| <input type="checkbox"/> 1. abacus               | a. instrument used for doing multiplication and division |
| <input type="checkbox"/> 2. calculus             | b. used in the first digital computers                   |
| <input type="checkbox"/> 3. analog computer      | c. an instrument used for counting                       |
| <input type="checkbox"/> 4. digital computer     | d. used in mathematics                                   |
| <input type="checkbox"/> 5. vacuum tubes         | e. circuitry of fourth-generation computers              |
| <input type="checkbox"/> 6. transistors          | f. Invented by Americans in 1944                         |
| <input type="checkbox"/> 7. chip                 | g. made computers smaller and faster                     |
| <input type="checkbox"/> 8. microminiaturization | h. used to help aim guns                                 |
| <input type="checkbox"/> 9. Slide rule           |  |

10. Logarithm tables
- i. the reduction of circuitry onto a chip
  - j. a branch of mathematics

- 5b Content Review
- Use the information in the text on ‘History of Computers’ to complete the following table.

TIME	EVENT
Primitive times	Abacus invented
17th and 18th centuries	Henry Briggs Produced Logarithm tables

### **6 Focus Review:**

Focus A Contextual reference

New look back at the text ‘History of Computers’ and find out what the words in bold typeface refer to.

1. **that** we know today
2. and **it** is still being used
3. **which** all mathematicians use today
4. **which** saves a great deal of time
5. **that** was called ‘The analytical Engine’
6. **that** could figure out long lists
7. **They** named their new invention
8. **which** could perform
9. And **these** could perform
10. **that** are being developed

## Lesson -06

### History of Computers:

#### EXERCISES:

##### **1.Main Idea**

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

- 1.Computers, as we know them today, have gone through many changes.
- 2.Today's computer probably won't be around for long.
- 3.Computers have had a very short history.

##### **2.Understanding the Passage:**

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

T F

- 1]The abacus and the fingers are two calculating devices still in use today.
- 2]The slide rule was invented hundreds of years ago.
- 3]During the early 1880s, many people worked on inventing a. mechanical calculating machine.
- 4]Charles Babbage, an Englishman, could well be called the father of computers.
- 5]The first computer was invented and built in the USA.
- 6]Instructions used by computers have always been kept inside the computer's memory.
- 7]Using transistors instead of vacuum tubes did nothing to increase the speed at which calculations were done.
- 8]As computers evolved, their size decreased and their dependability increased.
- 9]Today's computers have more circuits than previous computers.
- 10.Computer technology has developed to a point from which new developments in the field will take a long time to come.

##### **3.Locating Information:**

Find the passages in the text where the following ideas are expressed. Give the line references.

- .....1.            During the same period of history, logarithm tables and calculus were developed.
- .....2.            It wasn't until the 19th century that a calculating machine was invented which tried to reduce manpower.
- .....3.            Integrated circuitry has further changed computers.

- .....4. People used their fingers to count..
- .....5. The computers of the future may be quite different from those in use today.
- .....6. Today’s computer circuits can be put on a chip.
- .....7. Then an instrument with beads was invented for counting before a mechanical way for multiplying and dividing was devised.
- .....8. Transistors replaced vacuum tubes.

**4.Understanding Words**

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

- 1. machine (I. 2) .....
- 2. designed (I. 9) .....
- 3. a lot (I. 16) .....
- 4. errors (I. 17) .....
- 5. solve (I. 30) .....

Now refer back to the text and find antonyms (i.e.words with an opposite meaning) for the following words.

- 6. old (p 2) .....
- 7. a few (p-3) .....
- 8. to include (p-3) .....
- 9. contemporaries (p-5) .....
- 10. Still in use (p-6) .....

**5a Content Review:**

Match the following words in column A with the statements in column B. The first one is done for you.

A	B
<input type="checkbox"/> 1. abacus	a. instrument used for doing multiplication and division
<input type="checkbox"/> 2. calculus	b. used in the first digital computers
<input type="checkbox"/> 3. analog computer	c. an instrument used for counting
<input type="checkbox"/> 4. digital computer	d. used in mathematics
<input type="checkbox"/> 5. vacuum tubes	e. circuitry of fourth-generation computers
<input type="checkbox"/> 6. transistors	f. Invented by Americans in 1944
<input type="checkbox"/> 7. chip	g. made computers smaller and faster
<input type="checkbox"/> 8. microminiaturization	h. used to help aim guns
<input type="checkbox"/> 9. Slide rule	i. the reduction of circuitry onto a chip
<input type="checkbox"/> 10. Logarithm tables	j. a branch of mathematics

- 5b Content Review
- Use the information in the text on ‘History of Computers’ to complete the following table.

TIME	EVENT
Primitive times	Abacus invented
17th and 18th centuries	Henry Briggs Produced Logarithm tables
1930	Charles Babbage designed
1947	First use of in
New Future	Second-generation computers using

### **6 Focus Review:**

#### Focus A Contextual reference

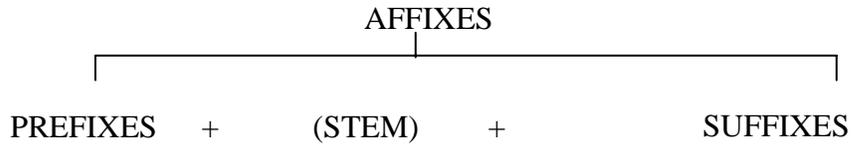
New look back at the text ‘History of Computers’ and find out what the words in bold typeface refer to.

1. **that** we know today
2. and **it** is still being used
3. **which** all mathematicians use today
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6. **that** could figure out long lists
7. **They** named their new invention
8. **which** could perform
9. And **these** could perform
10. **that** are being developed

**Lesson -07**  
**Dr.Surriya Shaffi Mir**

The English language makes frequent use of this method of word formation. Notice the numerous words formed on the stem *act*.

Prefix+ <i>act</i>	<i>act</i> + suffix	prefix+ <i>act</i> +suffix
re+act	act+ion	re+act+ion
enact	active	enactment
reenact	actively	reenactment
interact	actionless	reactor
transact	actable	reactive
	activity	reactivate
	activate	reactivation
	activation	interaction
	actor	transaction
	actress	inactive
		inaction



*Both prefixes and suffixes are referred to as Affixes*

*Let us now consider some suffixes and their usual meanings.*

**SUFFIXES**

NOUNS	VERBS	ADJECTIVES	ADVERB
-ance	-ize	-able	-ly
-ence	-ate	-ible	
-or	-fy	-less	
-er	-en	-ic	
-ist	-ify	-ical	
-ness		-ish	
		-ive	

**Noun-forming suffixes:**

SUFFIX	MEANING	EXAMPLES
--------	---------	----------

-ance	state	performance
ence	quality of	independence
-er, -or	a person who a thing which	programmer, operator compiler, accumulator
-ation } -tion }	the act of	execution
-ist } -yst }	a person who	analyst, typist
-ness	condition of	cleanliness
-ion	action/state	conversion
-ing	activity	multiplexing
-ment	state, action	measurement
-ity	state, quality	electricity
-ian	pertaining to	electrician
-ism	condition/state	magnetism
-dom	domain/condition	freedom
-ship	condition/state	relationship, partnership
-ary		binary

**Study these tables and try to find additional examples. Use your dictionary if necessary.**

**Verb-forming suffixes**

SUFFIX	MEANING	EXAMPLES
-ize } ate } -fy } -en }	to make	computerize automate, activate, calculate simplify harden, widen

**Adverb-forming suffixes:**

SUFFIX	MEANING	EXAMPLES
-ly	in the manner of comparably, helpfully	electronically, logically

**Adjective-forming suffixes:**

SUFFIX	MEANING	EXAMPLES
-al		computational, logical
-ar	have the quality of	circular
-ic		magnetic, automatic
-ical		electrical
-able	capable of being	comparable

-ible		divisible
-ous	like, full of	dangerous
-ious		religious
-ful	characterized by	helpful
-less	without	careless
-ish	like	yellowish
-ed	having	computed, punched
-ive	quality of	interactive
-ing	to make or do	programming, coding processing, multiplexing

### Adjective-forming suffixes:

SUFFIX	MEANING	EXAMPLES
-al		computational, logical
-ar	have the quality of	circular
-ic		magnetic, automatic
-ical		electrical
-able	capable of being	comparable
-ible		divisible
-ous	like, full of	dangerous
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-ful	characterized by	helpful
-less	without	careless
-ish	like	yellowish
-ed	having	computed, punched
-ive	quality of	interactive
-ing	to make or do	programming, coding processing, multiplexing

### Locating base words:

• It is sometimes difficult to locate base word, because their spelling frequently change when suffixes are added to them.

If a base word ends in e, the e may be dropped when a suffix is added to it.

Mature +it y=maturity

2. If a base word ends in y, the y may be changed to i, when a suffix is added to it:

harmony +ous=harmonious

3. Base words may undergo other spelling changes when suffixes are added to them:

reclaim+ation=reclamation(the I in reclaim is dropped)

### Exercise 1.

**Locate the base words in the boldface words and write them on the given lines.**

1. We established the **authenticity** of our antique chair.

We have an ----- antique chair.

2. We enjoy the **collegiate** athletic games.

We enjoy the athletic games at -----.

3. The automobile left her **comatose**.

The accident left her in a -----.

4. We had **comparative** good luck..  
If you ----- our luck with that of others, our luck was good.
- 5. Can you **differentiate** between them?  
• Can you see how they -----?
6. His knowledge of China is not **experiential**.  
• His knowledge of China is not based on actual -----?
7. She has **expertise** in mathematics .  
• She is an ----- in mathematics.
8. She gave her answer with **finality**.  
• We knew her answer was -----.
9. They have **servile** attitudes.  
• They have attitudes of those who -----.
10. The numbers are in **tabular** form.  
The numbers are in a -----.
11. We enjoyed her **commentary** on the news.  
We enjoyed her -----s about the news.
12. Who were the **disputants**?  
Who engaged in the -----?
13. This machine has a **multiplicity** of parts.  
It has ----- parts.

### **Exercise 2**

Read the following sentences and underline all the suffixes. Then try to find out what parts of speech the words are.

- The systems analyst provides the programmerer with the details of the data processinging problems.
- CRT terminals are very useful interactive devices for use in offices because of their speed and quietness.
- The new microcomputer we purchased does not have a FORTRAN compiler. It is programmableable in BASIC only.
- A computer is a machine with an intricate network of electronicic circuits that operateate switches or magnetizeize tiny metal cores.
- In very large and modern installations, the computer operatorer sits in front of a screen that shows an up-to-date summary of the computer jobs as they are being processeded.
- The introduction of terminals and screens has partly replaced the use of puncheded cards.
- Binary arithmetic is based on two digits: 0 and 1.
- Multiplexing is when many electricalal signals are combined and carried on only one opticalal link.
- Computers are machines designed to process electronicallyally speciallyly prepared pieces of informationion.
- The computed results were printed in tables.

### **Exercise 3**

Fill in each blank with the appropriate form of the words.

- Operation, operate, operator, operational, operationally, operating*. A computer can perform mathematical Operations very quickly.

- b. One of the first persons to note that the computer is malfunctioning is the computer operator.
- c. The job of a computer operator is to operate the various machines in a computer installation.
- d. The new machines in the computer installation are not yet operating/operational.
2. acceptance, accept, accepted, acceptable, acceptably
- a. A computer is a device which accepts processes and gives out information.
- b. The students are still waiting for their acceptance into the Computer Sciences program.
- c. It is acceptable to work without a template if the flowcharts are not kept on file.
3. solution, solve, solvable, solver
- a. It may take a lot of time to find a solution to a complex problem in programming.
- b. A computer can solve a problem faster than any human being.
- c. A computer has often been referred to as a problem solver.
4. remark, remarkable, remarkably, remarked
- a. Today's computers are remarkably faster than their predecessors.
- b. System analysts will often make remarks about existing programs so as to help make the operations more efficient.
- c. There have been remarkable developments in the field of computer science in the last decade.
5. Communication, communicate, communicable, communicative, communicably
- a. A computer must be able to communicate with the user.
- b. Fiber optics is a new development in the field of communication.
- c. Some people working in computer installations aren't very communicative because they are shy.
6. calculation, calculate, calculating, calculated, calculator, calculable, calculus
- a. A computer can do many kinds of calculations quickly and accurately.
- b. Calculus is a branch of mathematics for making calculations without the use of a calculating machine.
- c. A computer can calculate numbers much faster than a manual calculator.
- d. Some problems aren't calculable without logarithm tables.
7. Mechanic, mechanism, mechanize, mechanical, mechanically, mechanistic, mechanics, mechanization, mechanized
- a. Today's computers are less mechanized than they used.
- b. The mechanical devices in a computer system operate more slowly than the electromagnetic devices.
- c. The mechanism of the brain is very complicated but unlike a computer it isn't mechanical.
8. Necessity, necessitate, necessary, necessarily, necessities, need, needed
- a. Because it is expensive to set up a computer department it is necessary to budget well for the basic necessities of the installations.
- b. A good programmer isn't necessarily going to be a good systems analyst.
- c. Students' lack of understanding of the basic concepts in computer science may necessitate the instructor to restructure the course.

9. *Dependence, depend on, dependable, dependably, dependent, dependency, depending*
- a. The length of time a programmer takes to make a program will vary depending on the complexity of the problem and his ability and experience.
  - b. One can always depend on a computer to obtain accurate answers because It's probably the most dependable machine in the world today.
10. *Technology, technological, technologically, technologist*
- a. Computer technology is a fast growing discipline.
  - b. The technological improvements of computers are reducing man's workload.

## Lesson -08

We have already looked at how words can be formed by looking at suffixes. In today’s lesson we will look at some other ways, beginning with prefixes and stem words, followed by synonyms and antonyms as a means of enhancing your vocabulary.

A prefix is a letter or group of letters that is added to the beginning of a stem/ base word e.g in *untrue* the prefix is *un-* and the stem/base word is *true*. Words that are unfamiliar to you may sometimes consist of a stem word you know and an added prefix , for instance, We were shocked to learn of the *illimitability* of the dictator’s power.

*Illimitability* is a word that does not often appear in print. It may be unfamiliar to you. However, you can locate its stem word, *limit*, which means ‘to restrict’. If you also know that the prefix *il-* ( as in *illegal*) means ‘not’, you should be able to determine that *illimitability* refers to that which has no limits or restriction. The sentence means ‘ we were shocked to learn that there is no limit to the dictator's power.

### PREFIXES

NEGATIVE SIZE LOCATION TIME AND NUMBER  
 POSITIVE ORDER

un-	semi-	inter-	pre-	mono-
non-	mini-	super-	ante-	bi-
in-	micro-	trans-	fore-	hex-
dis-		ex-	post-	oct-
re-		extra-		multi-
		mid-		

Study these tables and try to find additional examples. Use your dictionary if necessary.

#### Negative and positive prefixes

PREFIX	MEANING	EXAMPLES
un-	unpunched	unmagnetized,
im-	not good enough	incomplete
il-		impossible
ir-		illegal
non-	not connected with	irregular, irrelevant non-programmable, non-impact
mis-	bad, wrong	mispronounce
dis-	opposite feeling	disagree

		opposite action	disconnect
anti-	against		antisocial
de-		reduce, reverse	demagnetize, decode
under-	too little		underestimate

### Positive prefixes

re-	do again	reorganize
over-	too much	overheat

### Prefixes of Size

PREFIX	MEANING	EXAMPLES
semi-	half, partly	semiconductor
equi-	equal	equidistant
maxi-	big	maxicomputer
micro-	small	microcomputer
mini-	little	minicomputer
macro-	large	macroeconomics
mega-	megabyte	

### Prefixes of Location

PREFIX	MEANING	EXAMPLES
inter-	between, among	interface, interactive
super-	over	supersonic
trans-	across	transmit, transfer
ex-	out	exclude, extrinsic
extra-	beyond	extraordinary
sub-	under	subschemata
infra-	below	infra-red
peri-	around	peripheral

### Prefixes of Time and Order

PREFIX	MEANING	EXAMPLES
--------	---------	----------

ante-	before	antecedent
pre-		prefix
prime-	first	primary, primitive
post-	after	postdated
retro-	backward	retroactive

### Prefixes of Numbers

PREFIX	MEANING	EXAMPLES
semi-	half	semicircle
mono-	one	monochromatic
bi-	two	binary
tri-	three	triangle
quad-	four	quadruple
penta-	five	Pentagon
hex-	six	hexadecimal
septem-	seven	September
oct-	eight	octal
dec-	ten	decimal
multi-	many	multiprogramming, multiplexor

### Other Prefixes

PREFIX	MEANING	EXAMPLES
pro-	for	program
auto-	self	automatic
co-	together	coordinate
neo-	new	neoclassical
pan-	all	Pan-Islamic

Having dealt with looking at the roots of words and how suffixes and prefixes work let us look at another way of enhancing your vocabulary:

Synonyms are words that have the same or nearly the same meaning. For example, big, large, huge, enormous, monumental, gigantic, immense, and colossal are synonyms. Synonyms have two characteristics that you must understand in order to use them appropriately.

First characteristic:

Most synonyms have similar meanings in only one of their senses. e.g. *appropriate* and *apt* are synonyms when they are used to indicate that something is 'fit' for a specific purpose.

He made an *appropriate* remark

He made an *apt* remark

*Appropriate* and *apt* may be used interchangeably to mean "fit" but they have other meanings that they do not share. For instance *apt* may mean "likely", but *appropriate* does not have this meaning.

When he is nervous he is *apt* to laugh.

Here *appropriate* may not be used interchangeably with *apt*.

Second Characteristic:

Synonyms often have shades of meaning in addition to the meaning they share.

For instance *blame* and *denounce* are synonyms that refer to the act of making an unfavourable judgement. However, to blame is to fix the responsibility for an error whereas to denounce is to state intense disapproval in public. If you receive a letter in your letterbox that should have been delivered to a neighbour, you may blame your postman, but you are not likely to publicly denounce the postal employee for such a trivial mistake.

On the other hand, if elected officials are found guilty of stealing taxpayers' money, they are denounced; they are severely criticised in public, and in some cases thrown out of office.

*Blame* does not convey the kind of unfavourable judgement that elected officials receive when they betray the trust of those who elected them.

Recap: We have dealt with Vocabulary Building in this lesson

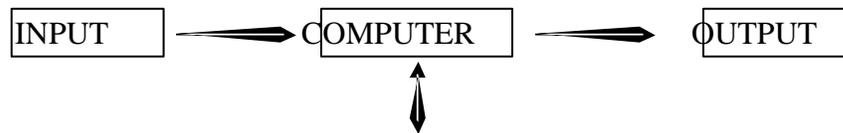
by focussing on Affixes and Suffixes

**Lesson -09**  
**Dr.Surriya Shaffi Mir**

[1]Computers are machines designed to process, electronically, specially prepared pieces of information which are termed data. Handling or manipulating the information that has been given to the computer, in such ways as doing calculations, adding information or making comparisons is called **processing**. Computers are made up of millions of electronic devices capable of sorting data or moving them, at enormous speeds, through complex circuits with different functions.

[2]All computers have several characteristics in common, regardless of make or design. Information, in the form of instructions and data, is given to the machine, after which the machine acts on it. And a result is then returned. The information presented to the machine is the **input**; the internal manipulative operations, the **processing**; and the result, the output. These three basic concepts of input, processing, and output occur in almost every aspect of human life whether at work or at play.

For example, in clothing manufacturing, the input is the pieces of cut cloth, the processing is the sewing together of these pieces, and the output is the finished garment.



SEC. STORAGE

[3]Figure 3.1 shows schematically the fundamental hardware components in a computer system. The centerpiece is called either the computer, the processor, or, usually, the **central processing unit (CPU)**. The term ‘computer’ includes those parts of **hardware** in which calculations and other data manipulations are performed, and the high-speed internal memory in which data and calculations are stored during actual execution of programs. Attached to the CPU are the various **peripheral devices** such as card readers and **keyboards** (two common examples of input devices). When data or programs need to be saved for long periods of time, they are stored on various **secondary memory** devices or **storage devices** such as magnetic tapes or magnetic disks.

[4]Computers have often been thought of as extremely large adding machines, but this is a very narrow view of their function. Although a computer can only respond to a certain number of instructions, it is not a **single-purpose** machines since these instructions can be combined in an infinite number of sequences. Therefore, a computer has no known limit on the kinds of things it can do; its versatility is limited only to the imagination of those using it.

[5]In the late 1950s and early 1960s when electronic computers of the kind in use today were being developed, they were very expensive to own and run.

Moreover, their size and reliability were such that a large number of support personnel were needed to keep the equipment operating. This has all changed now that computing power has become portable, more compact, and cheaper.

[6]In only a very short period of time, computers have greatly changed the way in which many kinds of work are performed. Computer can remove many of the routine and boring

tasks from our lives, thereby leaving us with more time for interesting, creative work. It goes without saying that computers have created whole new areas of work that did not exist before their development.

**Exercises1 Main Idea** Which statement or statements best express the main idea of the text? **Why did you eliminate the other choices?**

- 1. Computers have changed the way in which we live.
- 2. All computers have an input, a processor, an output and a storage device.
- 3. Computers have decreased man's workload.
- 4. All computers have the same basic hardware components.

**Exercises1 Main Idea** Which statement or statements best express the main idea of the text? Why did you eliminate the other choices?

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- 4. All computers have the same basic hardware components.

## **2 Understanding the passage:**

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then, make the necessary changes so that the false statements become true.

**T      F**

- 1. All information to be processed must be prepared in such a way that the computer will understand it.
- 2. Because of the complex electronic circuitry of a computer, data can be either stored or moved about at high speeds.
- 3. Not all computers can process data given to them and produce results.
- 4. The basic concepts of data processing are restricted to computers alone.
- 5. The processor is the central component of a computer system.
- 6. All other devices used in a computer system are attached to the CPU.
- 7. Memory devices are used for storing information.
- 8. Computers are very much restricted in what they can do.
- 9. Computers today cost less, are smaller, and need fewer people to operate them than in the past.

10. Computer haven't changed our working conditions very much.

**3 Locating Information:**

Find the passages in the text where the following ideas are expressed. Give the paragraph reference.

- ..... 1. All computers are basically the same.
- ..... 2. Then arithmetic and / or decision-making operations are performed.
- ..... 3. Computer are limited by man's imagination more than anything else.
- ..... 4. All the equipment used in a computer system is the hardware.
- ..... 5. Computers are electronic machines used for processing data.
- ..... 6. If programs or data need to be kept for a long time, they are stored on tapes or disks.
- ..... 7. First the computer accepts data.
- .....8. Finally, new information is presented to the user.

**4 Contextual reference:**

Look back at the text and find out what the words in **bold** typeface refer to.

- 1. **Which** are termed data (p.1).....
- 2. Or moving **them** (p.1).....
- 3. The machine acts on **it** (p.2).....
- 4. **They** are stored on (p.3).....
- 5. **It** is not a single-purpose machine (p.4).....
- 6. The kinds of things **it** can do (p.4).....
- 7. Of those using **it** (p.4).....
- 8. **They** were very expensive to own (p.5).....
- 9. Moreover, **their** size and reliability (p.5).....
- 10. **That** did not exist (p.6).....

**5 Understanding words:**

Refer back to the text and find synonyms (i.e. words with a similar meaning) for the following words.

- 1. called (p.1).....
- 2. tremendous (p.1).....
- 3. ideas (p.2).....
- 4. react (p.4).....
- 5. take away (p.6).....

Now refer back to the text and find antonyms (i.e. words with an opposite meaning) for the following words.

- 6. taken away (p.2).....
- 7. wide (p.4).....
- 8. limited (p.4).....
- 9. immovable (p.5).....
- 10. after (p.6).....

**6 Word forms:**

First choose the appropriate form of the words to complete the sentences. Then check the difference of meaning in your dictionary.

- 1. Imagination, imagine, imaginable, imaginative, imaginary
- a. A computer is limited in its ability by the ..... of man.

- b. Some people are good at inventing ..... stories.
- c. It is practically impossible to ..... the speed at which a computer calculates numbers.
2. Addition, add, added, additional, additional, additive
- a. Many terminals can be ..... to a basic system if the need arises.
- b. .... And subtraction are two basic mathematical operations.
- c. when buying a system there is often no ..... charge for the programs.
3. Complication, complicate, complicated, complicating, complicatedly
- a. There can be many..... involved in setting up a computer in an old building.
- b. It is sometimes a very ..... process getting into a computer installation for security reasons.
- c. It is sometimes very ..... to explain computer concepts.
4. Difference, differ, different, differently, differential, differentiate
- a. There isn't a very big ..... in flowcharting for a program to be written in Cobol or Fortran.
- b. There are many ..... computer manufactures today, and a buyer must be able to .....between the advantages and disadvantages of each.
- c. The opinions of programmers as to the best way of solving a problem often..... greatly.
5. Reliably, rely on, reliable, reliability
- a. computers are ..... machines.
- b. If you don't know the meaning of a computer term, you cannot always..... an all-purpose dictionary for the answer.
- c. Computers can do mathematical operations quickly and.....

**Lesson -10**  
**Dr.Surriya Shaffi Mir**

**Mainframes:**

Large computer systems, or **mainframes**, as they are referred to in the field of computer science, are those Computer systems found in **computer installations** processing immense amounts of data. These powerful computers make use of very high-speed main memories into which data and programs to be dealt with are transferred for rapid access. These powerful machines have a larger repertoire of more complex instructions which can be executed more quickly. Whereas smaller computers may take several steps to perform a particular operation, a larger machine may accomplish the same thing with one instruction.

These computers can be of two types: **digital** or **analog**. The digital computer or general-purpose computer as it is often known, makes up about 90 percent of the large computers now in use. It gets its name because the data that are presented to it are made up of a code consisting of **digits**—single-character numbers. The digital computer is like a gigantic cash register in that it can do calculations in steps, one after another at tremendous speed and with great accuracy.

Digital computer **programming** is by far the most commonly used in electronic **data processing** for business or statistical purposes. The analog computer works something like a car speedometer, in that it continuously works out calculations. It is used essentially for problems involving measurements. It can simulate, or imitate different measurements by electronic means. Both of these computer types – the digital and the analog – are made up of electronic components that may require a large room to accommodate them. At present, the digital computer is capable of doing anything the analog once did. Moreover, it is easier to program and cheaper to operate. A new type of scientific computer system called the hybrid computer has now been produced that combines the two types into one.

Really powerful computers continue to be bulky and require special provision for their housing, refrigeration systems, air filtration and power supplies. This is because much more space is taken up by the input/output devices – the magnetic tape and disk units and other peripheral equipment – than by the electronic components that do not make up the bulk of the machine in a powerful installation. The power consumption of these machines is also quite high, not to mention the price that runs into thousands of dollars.

The future will bring great developments in the mechanical devices associated with computer systems. For a long time these have been the weak link from the point of view of both efficiency and reliability.

**Exercises :**

**1. Main idea**

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1. Hybrid computers are a combination of digital and analog computers.

2. Digital computers are used more than any other type of computer.
3. There are three types of mainframes.
4. Analog computers can do more varied work than digital or hybrid computers.

### **2. Understanding the passage:**

Decided whether the following sentences are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

- <sup>T</sup>  <sup>F</sup> 1. A mainframe is the type of computer that can sit on top of a desk.
2. Mainframes are very powerful and can execute jobs very rapidly and easily.
3. Digital computers are used more than analog computers.
4. The analog computer is far smaller than a digital computer and therefore occupies very little space.
5. The hybrid computer is a combination of both the digital and the analog computer.
6. The analog computer does its calculations one step at a time.
7. The digital computer continuously works out calculations.
8. Mainframes are huge powerful machines whose peripheral equipments takes up a lot of space.
9. Mainframes are expensive to buy and to operate.
10. Mainframe technology has reached the end of the road. No further development is needed.

### **3. Locating information :**

Find the passages in the text where the following ideas are expressed. Give the line references.

- ..... 1. Smaller computers may take longer to perform an operation.
- .....2. More technological development is necessary in the mechanical devices associated with computer systems.
- .....3. Mainframes can operate quickly and execute more complex instruments.
- .....4. The hybrid computer is a combination of both digital and analog computers.

- .....5. Digital computers are used more than analog computers.
- .....6. Mainframes are large powerful computers.
- .....7. An analog computer is comparable to a car speedometer in the way it operates.
- ..... 8. Digital computers do calculations, one after another, quickly and exactly.

**4. Contextual reference :**

Look back at the text and find out what the words in **bold** typeface refer to.

- 1. **which** can be executed (1.7) .....
- 2. as **it** is often known (1.12).....
- 3. **that** are presented to it (1.14).....
- 4. in that **it** can do calculations (1.16).....
- 5. in that **it** continuously works out (1.20).....
- 6. **Both** of these computer types (1.23).....
- 7. **that** may require a large room (1.24).....
- 8. **that** combines the two types (1.29).....
- 9. Require special provision for **their** housing (1.31).....
- 10. **that** runs into thousands of dollars (1.37).....

**5. Understanding words**

Refer back to the text and find synonyms for the following words.

- 1. area (1. 2) .....
- 2. Acted on (1. 7) .....
- 3. do (1. 9) .....
- 4. Composed of (1. 15).....
- 5. Principally (1. 21) .....

Now refer back to the text and find antonyms for the following words.

- 6. ignored (1. 5) .....
- 7. seldom (1. 12) .....
- 8. little (1. 16) .....
- 9. small (1. 30).....
- 10. weak (1. 35) .....

**6. Words forms:**

First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.

- 1. permission, permit, permissible, permitted
  - a. It is usually not ..... to smoke in a computer installation.
  - b. Computers ..... people to use their time more effectively.
  - c. Building ..... is usually required before starting any renovations to a building for computer department.
- 2. continuation, continue, continuing, continuously
  - a. If microcomputer sales ..... to increase, it won't be long before every household has one.
  - b. Computers can do repetitive operations..... without getting bored.
  - c. There is a ..... interest in discovering new areas where computers can be used.
- 3. measurement, measure, measured, measurable
  - a. The analog computer is essentially used for problems is involving .....

- b. Because computer equipment is often bulky, the area used for a computer installation must be..... out carefully.
- c. The number of employees a computer company has can be seen as a ..... of its success in the business world.
- 4. association, associate, associated
- a.Computers are ..... with speed and accuracy.
- b. There are many computer..... around the world to which computer professionals belong.
- c. Business ..... In different cities often communicate with each other via their computers.
- 5. Efficiency, efficient, efficiently
- a. Using a hand calculator to do simple mathematics is an .....way of working.
- b. Computers can solve problems faster and more ..... than humans.
- c..... is important in any service industry.

**7. Content review:**

Try to think of a definition for each of these items before checking them in the Glossary. Then complete the following statements with the appropriate words. (Some can be used more than once.) Make sure you use the correct form, i.e. singular or plural.

mainframe	computer installation	digits
hybrid computer	code	programming
Digital	analog	

- 1. The ..... system is a computer which has combined the features of both the ..... and ..... computer. It is used mainly in scientific research.
- 2.....computers get their name form the word.....These are single character numbers that make up the ..... in which the data are presented to the computer for processing.
- 3..... are usually found in large .....
- 4. The most commonly used language of ..... in the business community is .....

**8. Focus review :**

Focus C Organizing information

On a separate sheet, organize the information in Unit 6, ‘Mainframes’, under main idea(s) major details and minor details.

## Lesson -11

Our main concern is with improving your comprehension. There is a relationship between reading speed and reading comprehension. You may think that if you read rapidly your comprehension will suffer. This is a false assumption. As you push yourself to read faster you may find that you comprehend less

One cause of slow reading is VOCALIZATION - the forming the sounds of each word even though you may not say them aloud. Vocalization is very common among our students. Its is a sure sign that the reader is a poor reader. So, learn to read with your eyes and mind and not with your lips. In simple words learn to read silently

If you learn to recognize and understand the principles and methods of writing - rhetoric - it will help improve your reading. If you learn to understand why a piece of text or writing was written, what it says, both in overall statement and major subpoints, and how the author or writer has made those major statements and the minor but parts fit in - it will help improve your understanding of the reading text.

All successful writers work along these lines. The way they write will provide answers to the three questions - Why? What? And How?

### MAKING INFERENCES

You are familiar with the expression “to read between the lines”, which means that you pick up ideas that are not directly stated in the material you are reading. The writer is giving or making a suggestion but stating it directly i.e. he is implying something. These implied ideas are often important for a full understanding of what the writer means. It is this discovering of ideas in writing that are not stated directly that is called “making inferences” or drawing conclusions.

In reading also we make logical jumps from the information given or stated directly to ideas that are not stated directly. i.e. we make statements or draw conclusions about what is not known on the basis of what is known or given. So, to draw inferences the reader uses all the clues provided by the writer, his own experience i.e. the readers own experience and logic.

Read the sentences given on your screen and put a tick mark by the inference most logically based on the information in the sentence.

Sohail always sits in the last row of the classroom.

- a. Sohail dislikes his college courses.
- b. Sohail is unprepared for his class.
- c. Sohail feels uncomfortable sitting in the front row
- d. Sohail is farsighted

The given sentence tells us nothing about how Sohail feels about his college courses, how prepared he is, or how well he sees. So answers *a*, *b* or *d* are

possibilities, but none is directly suggested by the sentence. The correct answer is therefore c. Based on the information we are given, we can conclude only that Sohail – for some reason – does not like sitting in the front. We are not given enough information to know why he feels this way.

Remember your inferences will be stronger if you don't jump to conclusions that are unsupported or that are only very weakly supported by the available information.

**Lesson -12**  
**Dr.Surriya Shaffi Mir**

Consider two incidents. Write down on a piece of paper what you might infer if you saw the following two occurrences.

i) A high school has policemen walking up and down its main hall.  
What would you infer? \_\_\_\_\_

ii) A dog shrinks or cringes when you try to pat him.  
What would you infer? \_\_\_\_\_

Look at the following two pictures on your screen and put a tick mark against the inference(s) most logically supported by the information given in the picture.

**Picture 1:**



The old woman is asking for something.  
The old woman couldn't see because of the smoke.  
The old woman was pointing to a no-smoking sign.

**Picture 2.**

The man has a problem with his vision.

The boy is doing his home work.

The man watches a lot of TV.

The father cannot read.

**Read the sentences given on your screen and put a tick mark by the inference most logically based on the information in the sentence.**

Sohail always sits in the last row of the classroom.

- a. Sohail dislikes his college courses.
- b. Sohail is unprepared for his class.
- c. Sohail feels uncomfortable sitting in the front row.
- d. Sohail is farsighted.

**Now you will have some more practice in drawing inferences. Read the given sentences and put a tick mark by the inference, most logically supported by the information given in the sentence.**

1. The Arabic language contains numerous words describing different types of camels.
  - a. There is really only one kind of camel.
  - b. The Arabic language clearly has many times more words than the English language.
  - c. The Arabic language probably also has numerous words for different types of dates.
  - d. The exact nature of camels is important to the desert way of life.
2. A man enters his office building, marches past a group of fellow employees without returning their greetings and goes into his office, slamming the door.
  - a. The man has just lost his job
  - b. The man has quarreled with his boss.
  - c. The man is in a bad mood.
  - d. The man is angry with his wife.

**Read the passage & then check the four statements which are most logically supported by the information given.**

The elimination of jobs because of super-automation is not limited to industrial factories – offices are increasingly electronic. Engineers and architects now draw three dimensional designs, update them, test them, and store them almost instantaneously in a computer. Agriculture employs robot fruit pickers and sheepshearers, computerized irrigation systems that use sensors to calculate water and fertilizer needs in different parts of a field, and automated chicken houses.

Retail stores, banks, and brokerage houses use on-line transaction processing to obtain instant information and to conduct transactions. Laser scanning and bar codes are transforming the physical handling of codes by retailers and wholesale distributors. A final example of technological change affecting jobs is the widespread use of televisions, telephones, and personal computers for the purposes of home banking and shopping.

1. Computers will soon replace engineers and architects.
2. There will be more jobs for people who run and repair electronic devices.
3. One function of superautomation is the handling and storage of information.
4. Restaurants can't benefit from superautomation.
5. Machines can help company employees accomplish more.
6. Superautomation requires few adjustments from society.
7. Superautomation has advantages and disadvantages.
8. Laser technology is limited to the business world.

1 a) You might like to ask why the Sun is able to supply its own light, heat, and energy, whereas the Earth and the other planets only shine feebly with the aid of borrowed light. Strange as it may seem, it is best to start this problem by Strange as it may seem, it is best to start this problem by considering the interior of the Earth.

b) The morrow brought a very sober-looking morning, the sun making only a few efforts to appear; and Catherine augured from it everything most favourable to her wishes. A bright morning so early in the year, she allowed, would generally turn to rain; but a cloudy one foretold improvement as the day advanced.

c) Your mother and I were so happy then. It seemed as though we had everything we could ever want. I think the last day the sun shone was when that dirty little train steamed

out of that crowded, suffocating Indian station, and the battalion band playing for all it was worth. I knew in my heart it was all over then. Everything.

**“Sixty – Eight Birthday”**

As life runs on, the road grows strange  
With faces new, and near the end  
The milestones into headstones change,  
‘Neath every one a friend.

*J. R. Lowell*

*Milestone:* a slab of stone set up in the ground to show the distance in miles on a road.

*Headstone:* a stone which marks the top end of a grave, usually having the buried person’s name on it

**Fog**

The fog comes  
On little cat feet.  
It sits looking one’s harbor and city  
On silent haunches

reports of observations. )

**Some more points about fact and opinion.**

When separating fact from opinion keep in mind that:

i) **A statement of fact may be found to be un- true.**

Sometimes, evidence may show a fact is not really true.

ii) **Opinions may be masked as facts.**

People sometimes present their opinions as facts. e.g.

a) The economy, in fact, is in the worst shape it’s been in for years.

b) In point of fact, neither candidate for the Nazim’s office is well qualified.

c) The truth of the matter is that frozen meat tastes as good as fresh meat.

At the first glance, the above statements appear as statements of fact but a closer examination will show that they are statements of opinion.

iii) **Value-words often represent opinions.**

Value-words are generally subjective, not objective and they express judgment while factual statements report on observed reality while subjective statements interpret reality for instance.

**Some Value-Words**

good	bad	great
best	worst	terrible
better	lovely	wonder
worse	disgusting	

**Facts Versus Opinion**

Read the following statements and decide whether they are *facts* or *opinions* :

1. Edgar Allan Poe is the greatest writer of horror stories in the world. \_\_\_\_\_
2. Poe had to leave the University of Virginia because he couldn’t pay his debts. \_\_\_\_\_
3. Edgar Allan Poe should not have drunk so much. \_\_\_\_\_

4. Lovecraft has often been compared to Edgar Allah Poe. \_\_\_\_\_
5. When Lovecraft died, he was practically unknown. \_\_\_\_\_
6. Lovecraft died in conditions of shameful neglect. \_\_\_\_\_
7. Lovecraft’s stories are far more horrible than those of Edgar Allan Poe. \_\_\_\_\_
8. Edgar Allan Poe’s stories reflect his powerful imagination and his love for analysis. \_\_\_\_\_
9. Baudelaire wrote that Edgar Poe ‘pursued imagination and subjected it to the most stringent analysis’. \_\_\_\_\_
10. It is because of Baudelaire that Edgar Allan Poe became famous in France \_\_\_\_\_

Grellet, Francoise *Developing Reading Skills*, CUP, 1981, page 239

1 a) You might like to ask why the Sun is able to supply its own light, heat, and energy, whereas the Earth and the other planets only shine feebly with the aid of borrowed light. Strange as it may seem, it is best to start this problem by Strange as it may seem, it is best to start this problem by considering the interior of the Earth.

b) The morrow brought a very sober-looking morning, the sun making only a few efforts to appear; and Catherine augured from it everything most favourable to her wishes. A bright morning so early in the year, she allowed, would generally turn to rain; but a cloudy one foretold improvement as the day advanced.

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**Table 2**

Simultaneous with given time-reference, i.e. during

**TIME RELATERS**

Adjectives	Contemporary	Simultaneous
Adverbials	at present at this point now today for the time being at the moment	meaning meanwhile in the meantime when at the same time

Subsequent to time-reference, i.e. **after**

**TIME RELATERS**

Adjectives Adverbials	following afterwards after that eventually	later since since then by the time	next by the end soon next
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**Sample Paragraph**

Computers, as we know them **today**, haven't been around for a long time. It wasn't **until** the mid-1940s that the first working digital computer was completed. But **since then**, computers have evolved tremendously. Vacuum tubes were used in the first-generation computers **at the beginning** of the 1960s. **By the end** of the 1960s transistors were replaced by tiny integrated circuit boards and, consequently, a new generation of computers was on the market. Fourth-generation computers are **now** produced with circuits that are much smaller than **before** and fit on a single chip. **Soon** fifth-generation computers will be produced, and these will no doubt be better than their predecessors.

**Exercise**

Read the following paragraph and as you read, underline the time relaters.

There are some who say that computers have a very short history but, because they are machines that manipulate numbers, others disagree. More than 5000 years ago, a need to count was recognized, and somebody had the idea of using first his fingers, then pebbles to keep track of the count.

History is not clear as to whether the need was recognized before or after the idea occurred. Since that time, the abacus was invented and some form of it was used well into the 16th century. During the 17th and 18th centuries many easy ways of calculating were devised. Logarithm tables, calculus and the basis for the modern slide rule were born out of that period of time. It was not until the early 1800s that the first calculating machine appeared and not too long after, Charles Babbage designed a machine which became the basis for building today's computers.

A hundred years later the first analog computer was built, but the first digital computer was not complete until 1944. Since then computers have gone through four generations from digital computers using vacuum tubes in the 1950s, transistors in the early 1960s, integrated in the mid-60s, and a single chip in the 1990s. At the rate computer technology is growing now, we can expect more changes in this field by the end of this decade.

### Lesson -13

1. My brother Aslam is very handsome.
2. Last night there was an accident on the highway.
3. Mohammad Ali Bogra was the worst Prime Minister our country ever had.
4. Ostriches do not hide their heads in the sand.

(Contrary to popular opinion, this is a fact which can be checked through observation or reports of observations. )

#### **Some more points about fact and opinion.**

When separating fact from opinion keep in mind that:

i) **A statement of fact may be found to be un- true.**

Sometimes, evidence may show a fact is not really true.

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Grellet, Françoise *Developing Reading Skills*, CUP, 1981, page 239

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Subsequent to time-reference, i.e. **after**

## TIME RELATERS

Adjectives following	later	next
Adverbials afterwards	since	by the end
after that	since then	soon
eventually	by the time	next

### Sample Paragraph

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### Exercise

Read the following paragraph and as you read, underline the time relaters.

There are some who say that computers have a very short history but, because they are machines that manipulate numbers, others disagree. More than 5000 years ago, a need to count was recognized, and somebody had the idea of using first his fingers, then pebbles to keep track of the count.

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devised. Logarithm tables, calculus and the basis for the modern slide rule were born out of that period of time. It was not until the early 1800s that the first calculating machine appeared and not too long after, Charles Babbage designed a machine which became the basis for building today's computers.

A hundred years later the first analog computer was built, but the first digital computer was not complete until 1944. Since then computers have gone through four generations from digital computers using vacuum tubes in the 1950s, transistors in the early 1960s, integrated in the mid-60s, and a single chip in the 1970s. At the rate computer technology is growing now, we can expect more changes in this field by the end of this decade.

### Lesson -14

My sister had a trenchant way of cutting our bread-and-butter for us, that never varied. First, with her left hand she jammed the loaf hard and fast against her bib-where it sometimes got a pin into it, and sometimes a needle, which we afterwards got into our mouths. Then she took some butter (not too much) on a knife and spread it on the loaf, in an apothecary kind of way, as if she were making a plaister-using both sides of the knife with a slapping dexterity, and trimming and moulding the butter off round the crust. Then, she gave the knife a final smart wipe on the edge of the plaister, and then sawed a very thick round off the loaf; which she finally, before separating from the loaf, hewed into two halves, of which Joe got one, and I the other.

(CHARLES DICKENS, Great Expectations)

What does this account of Mrs Gargery cutting bread tell us about her?

Study the following passage from P.G. Wodehouse's 'Thank you, Jeeves'.

'Jeeves', I said, 'do you know what?'

No sir.'

'Do you know whom I saw last night?'

'no, sir.'

'J. Washburn Stoker and his daughter, Pauline.'

'Indeed, sir?'

'Awkward, what?'

'I can conceive that after what occurred in New York it might be distressing for you to encounter Miss Stoker, sir. But I fancy the contingency need scarcely arise.'

I weighed this.

'When you start talking about contingencies arising, Jeeves, the brain seems to flicker and I rather miss the gist. Do you mean I ought to be able to keep out of her way?'

'Yes, sir.'

'Avoid her?'

‘Yes, sir.’

(P.G. WODEHOUSE, Thank You, Jeeves)

Here is a lesser known character from Hard Times:

Thomas Grandgrind, sir. A man of realities. A man of facts and calculations. A man who proceeds upon the principle that two and two are four, and nothing over, and who is not to be taled into allowing for anything over. Thomas Gradgrind, sir-peremptorily Thomas-Thomas Gradgrind.

With a rule and a pair of scales, and the multiplication table always in his pocket, sir, ready to weight and measure any parcel of human nature, and tell you exactly what it comes to. It is a mere question of figures, a case of simple arithmetic. You might hope to get some other nonsensical belief into the head of George Gradgrind, or Augustus Gradgrind, or John Gradgrind, or Joseph Gradgrind (all suppositious, non-existent persons), but into the head of Thomas Gradgrind-no sir!

(CHARLES DICKENS, Hard Times)

‘He was a tiny fellow, with a leathery white face under black hair, and tied to the case he’d brought were the most enormous gumboots I’d ever seen.’

‘Mrs Goss was a widow, a neat little woman of over seventy: and witchlike.’

‘He was a deeply depressed man, this farmer, who always wore a white coat and cloth cap, and was always peppered with a white-and-black bristle.’

‘He was a tall, silent, dark man, very gentle, who would tut over his machine as if it were some moody woman.’ ‘On the strawstack was a boy: a short, stout boy with a kind of naked pertness about his eyes and a very runny nose.’ Describe five varied characters, using one sentence of or each, and try to make them alive by the way you use] words or by giving to each a particular descriptive detail that defines him

for example

examples of

shown by

for instance

instances of

exemplifies

an example of this	cases of	shows
as an example	illustration of	illustrates
that is	exemplified by	a second/third
Such as	illustrated by	example etc.
Like	seen in	namely

Sample sentences with examples in italics:

1. The switches, like the cores, are capable of being in one of two possible states *that is*, on or off; magnetized or unmagnetized.
2. Computers have circuits for performing arithmetic operations *such as*: addition subtraction, division, multiplication and exponentiation.
3. The computer can only decide three things, *namely*: Is one number less than another? Are two numbers equal? Is one number greater than another?
4. Computers can process information at extremely rapid rates; *for example*, they can solve certain arithmetic problems millions of times faster than a skilled mathematician.
5. Using the very limited capabilities possessed by all computers, the task of producing a university payroll, *for instance*, can be done quite easily.

N.B. Sometimes the markers follow the example, separated by commas.

Not all texts present examples explicitly, some exemplifications are given implicitly, in which case, the above markers are not used.

## Lesson -15

**Answer the following by writing true or false.**

- T     F    1. This table refers to the percentage of the total United States population.
2. Judging from the table, the annual death rate has been reduced by            slightly less than half since 1900.
3. Heart disease has consistently been the major cause of death.
4. The death rate for infants in 1977 was 10.7 percent.
5. Typhoid fever has been completely eliminated as a cause of death.
6. Since 1940 the annual death rate for automobile accidents has remained about the same.
7. The reduction in deaths since 1900 has been greater for tuberculosis than for pneumonia.
8. The annual death rate for cancer was about 2½ times greater in 1977 than in 1900.
9. The most serious childhood disease in the first part of the twentieth century apparently was typhoid fever.

10. The abbreviation *n.a.* means “Not Applicable.”

**Answer the following questions by writing *true* or *false*.**

- T                      F
1. This graph shows the number of speakers of all the important languages of the world.
2. The number of speakers is shown on the vertical axis.
3. The number of speakers is indicated in millions. e.g, 100 means 100,000,000.
4. There are twice as many speakers of English as of French.
5. Two languages are spoken by more than 300 million speakers.

**Answer the following questions by writing on the lines provided.**

1. About how many native speakers of English are there in the world?

\_\_\_\_\_.

2. What languages have about as many speakers as Arabic?

\_\_\_\_\_.

3. What dialect of Chinese has the most speakers?

\_\_\_\_\_.

4. There are about twice as many speakers of Hindi as of

\_\_\_\_\_.

5. Which language ranks fifth in total number of speakers?

\_\_\_\_\_.

1. Japan is composed of four major islands. The biggest island is *Honshu*. What are the names of the other three?

\_\_\_\_\_

Which island is northernmost? \_\_\_\_\_ southernmost? \_\_\_\_\_

2. Japan is surrounded by an ocean and three seas. Name the ocean \_\_\_\_\_ . Name the seas \_\_\_\_\_ .

Which sea is to the west of Japan? \_\_\_\_\_ to the southeast? \_\_\_\_\_

3. What is the country nearest to Japan? \_\_\_\_\_ How far is it from Japan? \_\_\_\_\_

4. What other countries are close to Japan? \_\_\_\_\_

Approximately how far are these countries from Japan?

\_\_\_\_\_

What direction are they from Tokyo? \_\_\_\_\_

5. How far is the island of Hokkaido from the Soviet Union?

\_\_\_\_\_

Which direction is Hokkaido from the Soviet Union? \_\_\_\_\_ Which direction is Hokkaido from Korea? \_\_\_\_\_ On Hokkaido, name one city that is due west of Kushiro: \_\_\_\_\_ and one that is due north of Hakodate: \_\_\_\_\_

6. How many cities in Japan have a population of 1,000,000 or more? \_\_\_\_\_ What are their names? \_\_\_\_\_. How do you know which ones they are? \_\_\_\_\_

7. Approximately how far is Nagoya from Tokyo?

\_\_\_\_\_. Nagoya is to the \_\_\_\_\_ of Tokyo and to the \_\_\_\_\_ of Osaka.

8. The latitude of Tokyo is 35. What is the longitude? \_\_\_\_\_

9. What are the latitude and longitude of the northern tip of the island of Hokkaido? \_\_\_\_\_

10. Approximately how far is it from the southern tip of Kyushu to the northern tip of Hokkaido? \_\_\_\_\_. Mutsu Bay is at the \_\_\_\_\_ tip of Honshu. The city of Nagasaki is at the \_\_\_\_\_ tip of Kyushu.

**True or False:**

Study the charts again and say whether the following statements are True or False.

- A. In Asia the production of softwood timber is more important than the production of hardwood timber.
- B. The largest produces three times as much paper pulp as Europe.
- C. Asia produces three times as much paper pulp as Europe.
- D. The producers of timber are shown on the vertical axis of the graph.
- E. The cubic meters of wood produced are indicated in millions; for example, 50 means 50,000,000 cubic meters.

**1. By adding the ending -er and -est to words of one syllable**

**Examples**

ABSOLUTE COMPARATIVE SUPERLATIVE

Adjectives	new	newer	newest
	old	older	oldest
	big	bigger	biggest
Adverbs	soon	sooner	soonest
	late	later	latest

**2. By placing the words more and most in front of words with three or more syllables**

**Example**



N.B. Two-syllable adverbs ending in -ly take more or most.

**Example**

quickly	more quickly	most quickly
slowly	more slowly	most slowly
badly	more badly	most badly

**Example**

	ABSOLUTE SUPERLATIVE	COMPARATIVE
	careful most careful	more careful
Remaining	careless	more careless
	most careless	
descriptive	boring	more boring
	most boring	
two-	awful	more awful
	most awful	
syllable	complex	more complex
	most complex	
words		

**4. Some common two-syllable adjectives can have either type of formation.**

**Example**

ABSOLUTE	COMPARATIVE	SUPERLATIVE
common	commoner more common	commonest most common
handsome	handsomer more handsome	handsomest most handsome
polite	politer more polite	politest most polite
quiet	quieter more quiet	quietest most quiet

**Example**

	Absolute	Comparative	Superlative
Adjectives	bad far good many	worse further/farther better more	worst furthest/farthest best most
Adverbs	badly fair little much	worse further/farther less more	worst furthest/farthest least most

	well	better	best
are similar			as...as each
	as many ...as as much ... as the same...as	equal to is like similar/ly	all
	Similar to	equal/ly	alike
	the same	compare to/with	

**Non-equivalence**

The following words and/or constructions are used to show non-equivalence (I.e. not the same).

not as ... as	greater than	unequal (ly)
word + er than	not as much... as	unlike
more... than	neither ...nor ...as	not the same as
fewer ... than	not as many ...as	not all
less ... than	not equal to	

1- The early 1970s saw the birth of the microcomputer, or micro for short. The central processor of the micro, called the microprocessor, is built as a single semiconductor devices; that is, the thousands of individual circuit elements necessary to perform all the logical and arithmetic functions of a computer are manufactured as a single chip. A complete microcomputer system is composed of a microprocessor, a memory and peripheral equipment.

The processor, memory and electronic controls for the peripheral equipment are usually put together on a single or on a few printed circuit boards. Systems using microprocessors can be hooked up together to do the work that until recently only minicomputer

systems were capable of doing. Micros generally have somewhat simpler and less flexible instruction sets than minis, and are typically much slower.

Different micros are available with 4-, 8-, 16- bit word lengths. Similarly, minis are available with word lengths up to 32 bits. Although minis can be equipped with much larger primary memory sizes, micros are becoming more powerful and converging with minicomputer technology.

2- The extremely low price of micros has opened up entirely new areas of application for computers. Only 20 years or so ago, a central processing unit of medium capability sold for a few hundred thousand dollars (U.S.), and now some microprocessors sell for as cheaply as \$10. Of course, by the time you have a usable microcomputer system, the price will be somewhere between \$500 and \$10,000 depending on the display unit, secondary storage, and whatever other peripherals are needed.

3- The available range of microcomputer systems is evolving more rapidly than minicomputers. Because of their incredibly low price, it is now possible to use only a small fraction of the computer's capability in a particular system application and still be far ahead financially of any other way of getting the job done.

For example, thousands of industrial robots are in use today, and the number is growing very rapidly as this relatively new industry improves the price and performance of its products by using the latest microcomputers.

4- Even though the software available for most microcomputer systems is very-limited - more so than for minis- it does not discourage their use in the many high-volume, fixed applications for which programming is essentially a 'one shot deal' as is the case in the space shuttle program.

In addition to their extensive use in control systems of all types, they are destined for many new uses from more complex calculators to automobile engine operation and medical diagnostics. They are already used in automobile emission control systems and are the basis of many TV game attachments. There is also a rapidly growing market for personal computers whose application potential in education is only just beginning to be exploited.

5- It would seem that the limits for microcomputer applications have by no means been reached. There are those who predict that the home and hobby computer markets will grow into a multi-billion dollar enterprise within a decade or so. It would also appear that performance of microprocessors could well increase ten-fold before 1990 while prices for micros could decrease by as much.

## Lesson -16

**TONE** Look at the five statements expressing different attitudes about a ‘shabby house.’ Label each statement by choosing the most appropriate tone from the word bank.

optimistic	bitter	tolerant
sentimental	humorous	sympathetic

1. This may be a shabby, run-down looking house, but since I lived here in my childhood it has a special place in my heart. (sentimental)
2. This may not be the best looking house in the neighborhood, but it’s not really that bad. (tolerant)
3. If only I had a decent job, I wouldn’t be reduced to living in this ramshackle dump. (bitter)
4. This place is in need of some costly renovation, and I expect the landlord to get around to them any day now. (optimistic)
5. When I leave this joint, I plan to empty rubbish bins of all the neighboring flats into it so I can leave the place exactly as I found it. (humorous)

Now you will look at three short passages each of which illustrates a tone given in the box. Remember the tone reflects the author’s attitude. To find the tone of a paragraph, ask yourself what attitude is revealed by its words and phrases.

caring	pessimistic	objective
optimistic	angry	critical

## Lesson -17

**Ex: 1.** A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt 1 \_\_\_\_ strictly laid down by 2 \_\_\_\_ syllabus, so the student 3 \_\_\_\_ only what is prescribed. Examinations 4 \_\_\_\_ not motivate a student 5 \_\_\_\_ read widely; they 6 \_\_\_\_ his reading. They do 7 \_\_\_\_ encourage him to seek 8 \_\_\_\_ knowledge; they narrow the 9 \_\_\_\_ of study.

They lower 10 \_\_\_\_ standards of teaching, for 11 \_\_\_\_ deprive the teacher of 12 \_\_\_\_ freedom. Teachers themselves are 13 \_\_\_\_ judged by examination by results, 14 \_\_\_\_ instead of teaching their 15, \_\_\_\_ they are reduce to 16 \_\_\_\_ their students in the 17 \_\_\_\_ of taking examinations which 18 \_\_\_\_ despise. The most successful 19 \_\_\_\_ are not always the 20 \_\_\_\_ educated. They are merely the best trained in the technique of working under stress and strain.

**Ex : 2.** Global warming is by no means a new phenomenon: it has been around since the creation of Planet Earth itself. At fist the process was beneficial: it brought Earth out of the ice ages into a time when humanity could survive on it. Now, however, it has become a problem. 1 \_\_\_\_ has happened in 2 \_\_\_\_ ways, the 'runway' 3 \_\_\_\_ effect and ozone 4 \_\_\_\_ depletion. This is 5 \_\_\_\_ the greenhouse effect 6 \_\_\_\_: ordinarily energy from 7 \_\_\_\_ Sun reaches the 8 \_\_\_\_ and is reflected 9 \_\_\_\_ into space, but 10 \_\_\_\_ greenhouse gases forming layer around the planet, the reflection process cannot take place and the energy is trapped, heating up the atmosphere.

(Saifullah & Ismail)

### **Ex : 3** Selected Deletion Cloze

Notice the blanks are not after a fixed number of words.

My dear children,

It's hard to believe that I've been here for a month. The time passes so quickly and there's so much to do. I've managed to see all the members of the family. I 1 \_\_\_\_ as much time as I can with the children. Last week I 2 \_\_\_\_-Mark and Michelle to the circus. 3 \_\_\_\_ never been before as they live quite far from the nearest city and their parents 4 \_\_\_\_ have time to drive them there. I 5 \_\_\_\_ that's what grandmothers are for. At any 6 \_\_\_\_ Susan lent me her car - it's a brand 7 \_\_\_\_ bright red Mini. We left early in the morning so as to make a day of 8 \_\_\_\_.

In the morning we 9 \_\_\_\_ to the zoo and in the afternoon to the circus.

As 10 \_\_\_\_ can imagine, the children were very excited. They loved everything. Mark 11 \_\_\_\_ the wild animals the most exciting and Michelle is 12 \_\_\_\_ to be an acrobat when she grows 13 \_\_\_\_.

After we'd been there for about two hours we 14 \_\_\_\_ an announcement over the loudspeaker. The owner of the red Mini, number PUR 727V, 15 \_\_\_\_ requested to come to the manager's office 16 \_\_\_\_\_. Naturally, I didn't know the number of 17 \_\_\_\_\_ car so I left the children and went to the manager's office to 18 \_\_\_\_ out if it was our car.

The manager looked very upset and 19 \_\_\_\_\_. No one else had answered his call so I assumed correctly that it was Susan's car.

20 \_\_\_\_\_ that I'd left the lights on, or parked in 21 \_\_\_\_\_ way, I

wasn't 22 \_\_\_\_\_ concerned, but I didn't know why the manager looked so disturbed. He began to 23 \_\_\_\_\_ what happened and it took me some time to understand 24 \_\_\_\_\_ confused explanation. 25 \_\_\_\_\_ appears that the elephants are trained to sit on red boxes. One of the elephants 26 \_\_\_\_\_ escaped and when he saw the 27 \_\_\_\_\_ red car he promptly sat on 28 \_\_\_\_\_! As you can imagine the car looked a mess. One side was squashed 29 \_\_\_\_\_ but it was still possible to drive. The manager assured 30 \_\_\_\_\_ that the circus would pay for the 31 \_\_\_\_\_. He couldn't have been more apologetic. The children were very 32 \_\_\_\_\_ and giggled about the incident all the way home. 33 \_\_\_\_\_ before we got there, we 34 \_\_\_\_\_ the scene of a serious accident. About a mile 35 \_\_\_\_\_ on a policeman stopped us and asked if we'd 36 \_\_\_\_\_ involved in the accident. I wish I had a 37 \_\_\_\_\_ of his face when I told him what had happened 38 \_\_\_\_\_ the car. I think he wanted to arrest me for drunken driving! Fortunately the 39 \_\_\_\_\_ were there to back me up. 40 \_\_\_\_\_ are you managing without me? please don't 41 \_\_\_\_\_ to water my plants. I'm planning to leave here 42 \_\_\_\_\_ the end of the month. My love to you all

Mom

(Cloze in Class: Moller & Whiteson)

Over population is one of the most serious problems facing the world today. The world's exploding population \_\_\_\_\_, even more growing pains \_\_\_\_\_ for already crowded areas. \_\_\_\_\_ new United Nations study \_\_\_\_\_ that by the year \_\_\_\_\_ five billion persons will \_\_\_\_\_ added to the 6.5 \_\_\_\_\_ in the world today. \_\_\_\_\_ more troubling than the \_\_\_\_\_ number of inhabitants \_\_\_\_\_ are \_\_\_\_\_ estimate of where they will be concentrated.

(Advanced Reading Skills)

Markstein & Hirasawa

If there were a perfect robot, what would it be like? Imagine a \_\_\_\_\_ able to wax the \_\_\_\_\_, wash the \_\_\_\_\_, and iron the \_\_\_\_\_, not to mention the fact that it would be able to entertain, learn, and perform several other \_\_\_\_\_. What a time-saver a self-ambulatory robot would be. Who wouldn't want to sit back and relax while a robot did the house close?

If I were to design my own robot it would need to do more than just the everyday house \_\_\_\_\_ like making the \_\_\_\_\_ and dusting the \_\_\_\_\_. First of all, it would need to be intellectual. It would need to be able to reason, understand, and carry out other \_\_\_\_\_ of mental activity, such as helping me complete difficult math \_\_\_\_\_ or proofreading my English \_\_\_\_\_ for grammatical or spelling \_\_\_\_\_. Intellect would be the key quality of my personalized robot.

Oliver is a film about an orphan 1 \_\_\_\_\_. The story 2 \_\_\_\_\_ Charles Dickens, the famous novelist. It 3 \_\_\_\_\_ in England during the 4 \_\_\_\_\_. Oliver, 5 \_\_\_\_\_ escapes from a workhouse and 6 \_\_\_\_\_ London. 7 \_\_\_\_\_ he meets the villain, Bill Sykes, and Nancy, his girl friend, the pickpocket, artful Dodger, and Fagin, the old beggar.

8 \_\_\_\_\_, the beggar and the pickpocket teach him 9 \_\_\_\_\_ to survive, but then the police. 10 \_\_\_\_\_ The judge lets him 11 \_\_\_\_\_ with his uncle, Mr. Brownlow, a 12 \_\_\_\_\_ man. 13 \_\_\_\_\_ Bill Sykes is killed, and Oliver goes to 14 \_\_\_\_\_ happily 15 \_\_\_\_\_ uncle. It's such an 16 \_\_\_\_\_ and

17 \_\_\_\_\_ story about a boy's 18 \_\_\_\_\_ for 19 \_\_\_\_\_ that nobody should  
20 \_\_\_\_\_.

A robot is a machine designed to do tasks usually / by people. ...*done*...Robots already  
do / jobs. They ...*many*... weld parts and spray paint in car .....  
factories. They do dangerous work 1..... as handling explosives. Some even .....  
in space and under the ocean. 2.....hard working machines usually 3.....  
don't have human shapes. If I ..... were to design my own robot .....  
it would need to do than just 4 .....household chores. My robot will be .....  
a masterpiece, to perform almost 5 .....any task with agile precision. It will .....  
be able to solve tough problems a 6.....matter of seconds that would .....  
normally human beings hours to 7..... complete. It will use intelligence and .....  
agility to perform numerous tasks. ....My robot will be maid, my business 8.....  
partner and my library rolled into 9.....unique machine. There is but 10....  
problem. How many decades until .....this ideal robot is actually built? .....

## Lesson -18

**Primary and Secondary memory**[1] The term ‘memory’ is usually used to refer to the **internal storage** locations of a computer. It is also called **real storage** or primary memory, and is expressed as quantities of K. For example, computers are advertised as having memories of 16K or 152k, depending on their storage capacity. Each k is equal to 1,024 **bytes**, and each byte is equal to 8 **bits**.

[2] Primary memory is closely associated with the CPU because it stores programs and data temporarily, thus making them immediately available for processing by the CPU. To facilitate processing, two things are needed: **random access** and speed. The former means that any part of the memory may be read, or **accessed**, equally quickly. This is made possible by the system of **addresses** in primary memory, where the storage locations are like a series of tiny compartments, each having its own address.

These addresses are like the addresses of houses, in that they do not change. Because they are always fixed, the control unit knows where to find them at a very high speed. When it finds them, it puts into the compartments whatever must go there and wipes out whatever was stored there. The information present in these compartments is called the **contents** of the memory.

[3] Most primary memory is costly, and therefore it is used transiently, which means that a program, or parts of it, is kept in internal storage while the program is being executed. This, however, is not true for mini and micro applications where the computer performs the same function, referred to as a **dedicated function**, all the time. But since computers must process vast quantities of data and programs, a lot of storage space is required. For this reason various secondary memory technologies have been developed.

[4] Secondary memory devices fall into two categories: **sequential devices** and **random-access** devices. Sequential devices permit information to be written onto or read off some storage medium in a fixed sequence only. In order to get at a particular data item, it is necessary to pass over all the data preceding it. An example of such a device is the **magnetic tape**. It’s cost is low, but access to specified data may take a considerable length of time.

On the other hand, random-access devices are designed to permit direct, or almost direct, access to specified data. These devices bypass large quantities of irrelevant data and therefore reduce access time considerably. An example of this technology is the magnetic disk, which is faster than the magnetic tape and also more expensive.

When disks are hooked up to the computer and used as an extension of internal storage in order to increase the capacity of primary memory, this is called virtual storage. For example, a computer with 256K bytes of real storage may seem to have 512K bytes of virtual storage by using disks to provide additional storage.

### 1 Main idea :

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

1. There are two types of memory: primary and secondary.
2. Primary memory is more important than secondary memory.
3. Secondary memory devices are unimportant in a computer system.

## 2 Understanding the passage:

Indicate whether the following ideas were stated or not stated (S/NS) in the text.

**S**   **NS**

1. The term 'memory' can be expressed in other ways.
2. Computers are often advertised according to their memory capacity.
3. The CPU can easily access information from internal storage.
4. Minicomputers and microcomputers have a similar memory capacity.
5. The control unit needs to know the location where information is stored or needs to be stored.
6. Primary memory is more expensive than secondary memory.
7. There are two types of secondary memory device.
8. Information stored on magnetic disk can be retrieved faster than if that same information were on tape.
9. Disks and tapes can be stored in a library.
10. Computers can process information even if complete programs are not put in internal storage.

## 3 Locating Information

Find the passages in the text where the following ideas are expressed. Give the paragraph reference.

- .....1. Speed and random access are important in processing information.
- .....2. Random-access devices are more efficient than sequential devices.
- .....3. The CPU and primary memory work closely together.
- .....4. Virtual storage increases the memory capacity of a computer.
- .....5. Real storage, internal storage, and primary memory are all the same
- .....6. Information is stored in memory in compartments with a specific location.
- .....7. There are two classes of secondary memory device.
- .....8. Only parts of programs are kept in primary storage while a program is being run through.

## 4 Contextual reference

Look back at the text and find out what the words in **bold** typeface refer to.

1. **It** is also called .....
2. depending on **their** ..... storage capacity
3. Thus making them .....
4. **The former** means that .....
5. **where** the storage ..... locations

- 6. **each** having its own ..... address
- 7. in that **they** do not ..... change
- 8. where to find **them** .....
- 9. whatever must go **there** .....
- 10. or parts of **it** .....

**5 Understanding words**

Refer back to the text and find synonyms for the following words.

- 1. represented .....
- 2. erases .....
- 3. carried out .....
- 4. before .....
- 5. very much .....

Now refer back to the text and find antonyms for the following words.

- 6. latter .....
- 7. disallow .....
- 8. unnecessary .....
- 9. go through .....
- 10. imaginary .....

**6 Word forms**

First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.

- 1. expression, expressive, express, expressed
  - a. Information sent via a computer is faster than using the.....system of airlines or postal services.
  - b. An.....such as ‘He or she has a computer of a brain’ means that he or she is a fast-thinking person.
  - c. Computers understand commands.....in the form of 0 and 1.
- 2. equality, equal, equally, equalize
  - a. The symbol # means that two things are not..... .
  - b. A microcomputer doesn’t.....a minicomputer in flexibility.
  - c. The two computer languages Pascal and PL1 are.....difficult.
- 3. consideration, consider, considerable, considerably
  - a. There is a.....difference between written and spoken English.
  - b. It is important to.....the capabilities and limitations of a computer before buying one.
  - c. New printers can print results.....faster than previously.
- 4. design, designed, designation, designer, designing
  - a. Due to the advances in computer technology, computer.....are faced with a more challenging job.
  - b. Computers are.....to process information accurately and quickly.
  - c. Computer architects are constantly trying to improve on the.....of computers.
- 5. advertisement, advertise, advertised
  - a. There are many computer-related jobs.....in The New York Times.
  - b. The Computers Center will soon.....for more operators and programmers.

c. Career opportunities in computer science and related fields can usually be found in the.....section of newspapers.

**7 Content review**

Match the words in column A with the words or statements in column B.

- | A  | B   |
|--|---|
| <input type="checkbox"/> 1. internal storage quickly | a. means any part of memory can be read equally                               |
| <input type="checkbox"/> 2. real storage             | b. the information contained in the storage locations                         |
| <input type="checkbox"/> 3. random access            | c. are storage locations in internal storage                                  |
| <input type="checkbox"/> 4. addresses locations      | d. refers to memory contained in the storage locations                        |
| <input type="checkbox"/> 5. Contents                 | e. hooking up secondary memory devices onto memory to increase their capacity |
| <input type="checkbox"/> 6. sequential access        | f. sometimes called primary memory  |
| <input type="checkbox"/> 7. Virtual storage          | g. information must be read from secondary memory devices in a fixed pattern  |

**8 Focus review**

We learnt in earlier lesson how to use examples to explain a point or to illustrate an idea in a given text. It is important to learn to differentiate between the idea and the illustration of the idea with examples. Writers often say explicitly which things are examples by using connectives like *for example, such as, etc...*

Complete the following table by referring back to the text on ‘Primary and Secondary Memory’, and locating connectives used for illustrations and examples.

Para	Items(s) to be Exemplified	Example Marker	Example
[1]	quantities of K		
[4]a.		an example	
[4]b.			Magnetic disk
[4]c.	virtual storage		

Reinforcement (e.g )

1. **In addition** to their speed ,computers are accurate and can do repetitive operations over and over again without becoming tired or bored .

2. Microcomputers are cheaper than mainframes , **as well as** being compact and portable .

Similarity (e.g)

1. Microcomputers can have a storage capacity of up to 32k, **likewise** minicomputers .

2.Many minicomputers are used merely for a fixed application and run only a single program . Microcomputers operate **in much the same way** as is the case in automobile emission control systems.

## Lesson -19

### **1 Main idea:**

Which statements do not express the main idea of the text?

1. Core memory was the first type of computer memory developed.
2. There are at least three different kinds of memory used in computers.
3. Bubble memory is the latest development in computer memory.

### **2 Understanding the passage:**

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

- | T                        | F                        |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The most important function of a computer is to hold information in its memory in order to process it. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Minicomputers, microcomputers, and mainframes all have the same kind of memory.                        |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Semiconductor memory was developed before core memory and after bubble memory.                         |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Core memory uses small metal rings which can be magnetized or unmagnetized.                            |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The state of the core can be represented by either 0 or 1.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Early computer memories had less storage capacity than newer ones.                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. A transistor and a chip are the same kind of device.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. The development of chips make it possible for minicomputers and microcomputers to be invented.         |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Bubble memory is smaller than a chip.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Bubble memory doesn't have very many advantages.  |

### **3 Locating information**

Find the passages in the text where the following ideas are expressed. Give the line references.

- .....1. First there is core memory.
- .....2. Further to this development, chips evolved.
- .....3. There are three types of memory board.
- .....4. This consists of producing a thin film over a memory board.
- .....5. Then semiconductor memory was developed.

- .....6. There is still a lot to learn about this process.  
 .....7. This is made up of thin wires and rings.  
 .....8. Finally, bubble memory was invented.

#### **4 Contextual reference**

Look back at the text and find out what the words in **bold** typeface refer to.

1. Long enough to process **it** (1.3).....
2. **where** the wires crossed (1.7).....
3. **which** was capable of being (1.9).....
4. By **their** receptive addresses (1.12).....
5. **This** has been made possible (1.6).....
6. **which** revolutionized the computer field (1.21).....
7. **each one** capable of storing one bit (1.25).....
8. of the circuits etched on **it** (1.26).....
9. **it** produces magnetic bubbles (1.37).....
10. of **which** represents one bit (1.38).....

#### **5 Understanding words**

Refer back to the text and find synonyms for the following words.

1. said (1.1).....
2. own (1.2).....
3. progress (1.17).....
4. keeping (1.33).....
5. appropriate (1.42).....

Now refer back to the text and find antonyms for the following words.

6. neither ... nor (1.1).....
7. bypassed (1.2).....
8. increased (1.17).....
9. Not producing (1.33).....
10. don't use up (1.42).....

#### **6 Words forms**

First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.

1. alteration, alter, altered
  - a. When a program doesn't work properly, it is often necessary to make.....to it.
  - b. The omission of data from a program can.....its results drastically.
  - c. The use of the computer in business has.....the workload of many people.
2. electricity, electric, electrical, electrically
  - a. A lot of.....is needed to operate large computer systems.
  - b. Alexander Graham Bell invented the.....light bulb.
  - c. Many students today are studying to become.....engineers.
3. reduction, reduce, reduced
  - a. The introduction of the computer in the workplace has.....the workload of many people.
  - b. There will probably be a great.....in the consumption of oil in the next decade due to the use of computer technology.
4. creation, create, created, creative
  - a. A programmer usually has a.....as well as a logical mind.

b. It takes a lot of inspiration and hard work to come up with a new.....in computer technology.

c. Computers have certainly .....few opportunities for fraud.

**7Content review**

Use the information in the text on ‘Types of Memory’ to complete the table.

Type	Developed	Size	Composition	Memory Capacity
------	-----------	------	-------------	-----------------

1.		Large		80,000 bits
----	--	-------	--	-------------

2.			Integrated circuits on non-metallic element	
----	--	--	---	--

3.

**8Focus review**

Focus G Time sequence

Complete the following table by referring back to the text on ‘Types of Memory’.

Para	Time Sequence Marker	Information
[2]	The computer	had memories up of a kind of grid of fine vertical and horizontal wires
[2]	computers	had a capacity of around 80,000 bits
[2]	whereas	it is not surprising to hear about computers with a memory capacity of millions of bits
[2]		core memory dominated the market
[3]		there was further development which revolutionized computer field

**Focus I Adding information:**

Complete the following sentences by referring back to the text on ‘Types of Memory’.

1. In the 1970s there was a ..... development which revolutionized the computer field. (Para. 3)
2. ...., the size of the components containing the circuitry can be considerably reduced... (Para. 3)
3. ....development in the field of computer memories is bubble memory. (Para. 4)

### **Exercise 1**

Study the following definitions. A definition usually includes all three parts: the term to be defined, the group it belongs to, and the characteristics which distinguish it from other members of the group.

TERM	GROUP	CHARACTERISTICS
A core	is a ferrite ring	which is capable of being either magnetized or demagnetized
Silicon	is a nonmetallic element	with semiconductor characteristics

Now analyse the following definitions and identify the different parts by circling the term; by underlining the group once, and by underlining the characteristics twice.

1. A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores.
2. An abacus is a bead frame in which the beads are moved from left to right
3. Input is the information presented to the computer.
4. The term 'computer' includes those parts of hardware in which calculations and other data manipulations are performed, and the high-speed interval memory in which data and calculations are stored during actual executions of programs.
5. A 'system' is a good mixture of integrated parts working together to form a useful whole.
6. Large computer systems, or mainframes, as they are referred to in the field of computer science, are those computer systems found in computer installations processing immense amounts of data.
7. Although there is no exact definition for a minicomputer, it is generally understood to refer to a computer whose mainframe is physically small, has a fixed word length between 8 and 32 bits, and costs less than \$100,00 for the central processor.

## Lesson -20

### Steps in Problem Solving

Can a computer solve problems? Definitely not. It is a machine that carries out the procedures which the programmer gives it. It is the programmer then who solves the problems. There are a few steps that one has to follow in problem solving:

Step 1. The programmer must define the problem clearly. This means that he or she has to determine, in a general way, how to solve the problem. Some problems are easy, while others take months of study. The programmer should always start by asking: 'Do I understand the problem'.

Step 2. The programmer must formulate an algorithm, which is a straightforward sequence of steps of instructions used to solve the problem. Constructing an algorithm is the most important part of problem solving and is usually time-consuming. An algorithm can be described by a flowchart, which may be stated in terms of a sequence of precise sentences, or a block diagram. The latter is a diagrammatic representation of the sequence of events to be followed in solving the problem. The relationship between the events is shown by means of a connecting arrow. A block diagram can show if a process has to be repeated or if there are alternative routes to be taken.

Step 3. The programmer must translate the algorithm or flowchart into a computer program. To do so, he or she writes detailed instructions for the computer, using one of the many computer languages available following the exact sequence of the flowchart algorithm. The program is usually written on coding sheets which have a specific format drawn on them.

Step 4. The programmer must then keypunch the program, or give the coding sheets to the keypunch Operator to do it. The program is either punched on cards or entered into the computer at a terminal with a visual display unit.

Step 5. The program must then be tested. To do so, the computer operator puts the deck of cards in the card reader and presses the 'read' button. This transfers the information to the memory of the computer. Next, a printout shows if the program works or if it has errors (called bugs). If the programmer is using a terminal instead of cards to enter the instructions it is possible, with the aid of a few commands, to store the program in the memory of the computer and get a printout.

Step 6. The last step is to add the data to the program and run the job completely. The computer will then perform the calculations necessary to solve the problem. It will follow the instructions in the program to the minutest details. Therefore, one can say that the computer is a robot. It doesn't think, but simply does what it is told.

### Exercises

#### 1. Main idea

Which statement best expresses the main idea of the text? Why did you eliminate the other choices?

- 1. Constructing an algorithm is the basic step in solving a problem.
- 2. Solving problems becomes easier if certain steps are followed.
- 3. The computer does what the programmer tells it to do.

## 2. Understanding the passage

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

1. The computer is a great help to people because it solves there problems.
2. All problems are equally difficult to solve.
3. An algorithm is a sequences of instructions used to solve a problem.
4. The most important part of problem-solving is defining the problem clearly.
5. Block diagrams cannot show relationships.
6. Coding sheets are used for writing programs.
7. Punched cards are the only way of transferring the program to the computer memory.
8. If the data is not added to the program, the computer cannot perform calculations.
9. It is a good idea to test the program before adding the data.
10. A computer is very intelligent. It is capable of thinking.

## 3. Locating Information

Find the passages in the text where the following ideas are expressed. Give the paragraph references.

- ..... 1. Programs are usually written on certain lined forms.
- .....2. A block diagram can show a decisions with two different outcomes.
- .....3. The programmer is the one who solves the problems.
- .....4. Even if the programmer is using a terminal instead of cards, it is possible to get permanent copy of his program.
- .....5. Not all problems are of the same level of difficulty.

## 4. Contextual Reference

Look back at the text and find out what the words in bold typeface refer to.

1. **It** is a machine (1.1).....
2. **which** the programmer give it (1.2).....
3. **who** solves the problems (1.3).....
4. **which** may be stated (1.14).....
5. The **latter** is a diagrammatic representation (1.15).....
6. operate to do **it** (1.27).....
7. **This** transfers the information (1.32).....
8. or if **it** has errors (1.33).....
9. **It** will follow the instructions (1.40).....
10. does what **it** is told (1.42).....

## 5. Understanding Words

Refer back to the text and find synonyms for the following words.

1. construct (1.10).....
2. takes a lot of time (1.13).....
3. exact (1.15).....
4. mistakes (1.34) .....
5. help (1.35).....

Now refer back to the text and find antonyms for the following words.

6. ambiguously (1.5).....
7. specific (1.6).....

8. partially (1.39).....

**6. Word forms**

First choose the appropriate form of the words to complete the sentences. Then check the differences of meaning in your dictionary.

Procedure, proceed, proceeding

- a) The machine carries out the..... which the programmer gives it.
- b) You should ..... with care when using a calculator.

2. program, programmer, programmed, programming

- a) I would like to .....in COBOL.
- b) There were quite a few errors in my.....
- c) My calculator is ..... it plays a tune on the hour.
- d) Fortran is one of the many ..... languages available on the market.
- e) Computer..... is a new field of study at the university.
- f) He is a good ..... because he always constructs algorithm for his problems.

3. relationships, relate, related

- a. The first two steps in your program are not ..... they are basically different.
- b. In a flowchart the.....between events is shown by means of connecting arrows.
- c. Assembler is one example of a machine.....

4. code, coding

- a. Do you have any ..... sheet left.
- b. I have to ..... my program.
- c. Assembler is one example of a machine.....

5. printer, printing, print, printed

- a. .... your name and address in block letters.
- b. .... was introduced by Gutenberg in Germany.
- c. The quality of the ..... output from a daisy wheel printer is superior to that from a dot matrix.
- d. ....provided a hard copy of the results of data processing operations.

1. Special forms which are usually used for writing programs are called .....

2. Another word for program errors is.....

3. A number of steps used in solving a program is called an .....

4. A machine which is incapable of thinking but follows instructions is called a .....

5. A ..... is either a group of exact sentences to solve a problem or a block diagram.

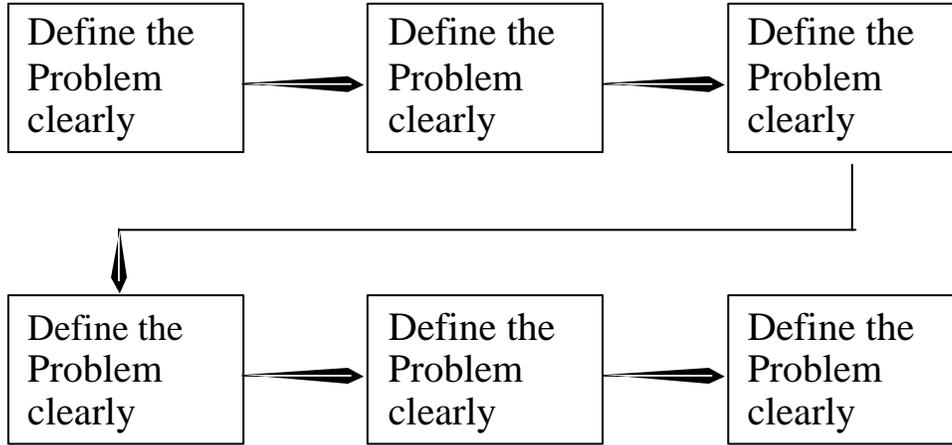
**7a. Content Review**

Try to think of a definition for each of these items before checking them in the Glossary. Then complete the following statements with the appropriate words. Make sure you use the correct form, i.e. singular or plural.

algorithm	coding sheets	flowchart
robot	printout	bugs

**7b. Control review**

Solving a problem is a process involving various steps. Complete the following diagram to show the sequence of these steps.



**8.Focus Review**

Focus On: Cause and effect/result

The following sentences were taken from the text on ‘Steps in Problem Solving’. While reading these sentences, underline the cause once, the effect/result twice, then circle the causal-effect/result marker.

1. If the programmer is using a terminal instead of cards to enter his instructions, he can, with the aid of a few commands, store the program in the memory of the computer and get a printout.

2. The computer will follow the instructions in the program to the minutest details. Therefore, one can say that the computer is a robot.

A computer has four basic components: input, processor, memory, and output. The CPU consists of two parts: the ..... which directs and controls the signals and commands inside the processor, and the ..... unit which does the arithmetic operations and the decision-making operations. While the ..... is made up of a ....., a ....., a..... and a....., the ..... is composed of ....., a..... and ....., which compares information and makes decision based on the results of the comparisons.

In a computer, internal memory or ..... refers to the storage location inside the computer, whereas..... refers to the storage embodied in the peripherals..... can be divided into three types:....., ..... and ..... on the other hand may be grouped as ..... (.....) or ..... (.....).

The ..... devices can be either a ....., a ....., a..... or a..... These devices enter the information into the computer. After the processor has operated on it, the ..... devices display

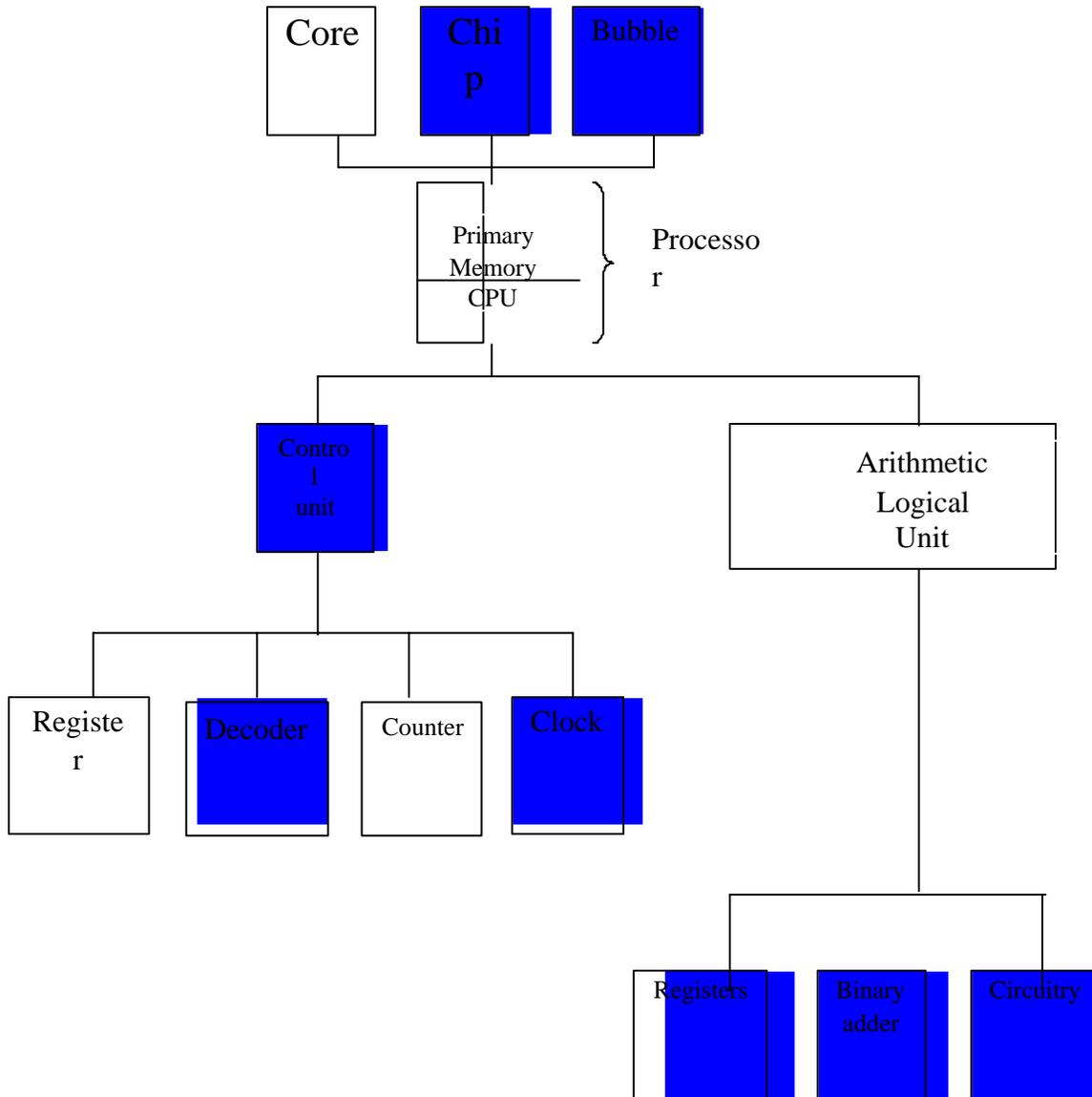
the results of the computations on either a ..... or a .....,  
 or store them on tape or disk for future use.

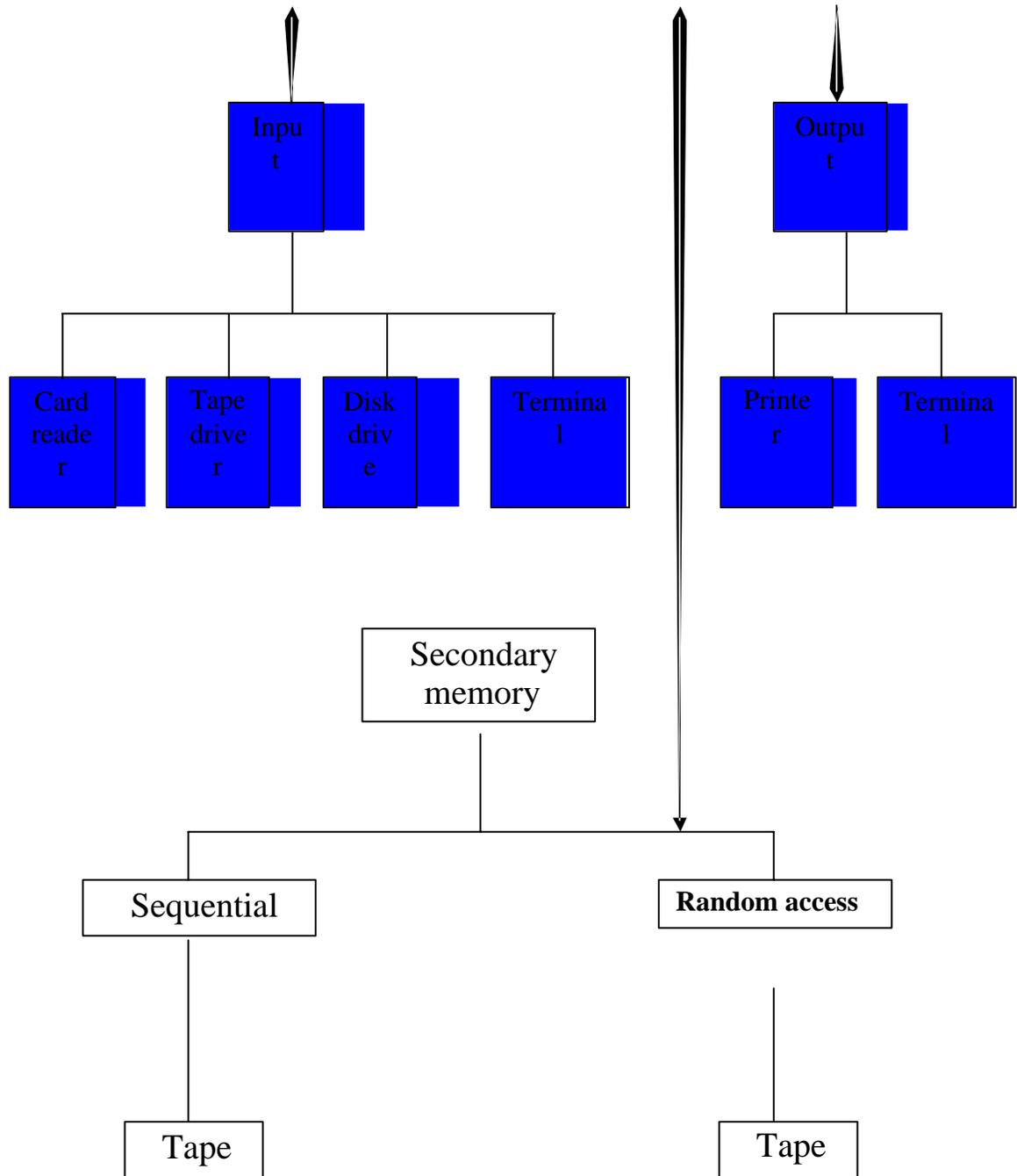
**Exercise 2**

Using the diagram below, complete the paragraph that follows.

**A computer system**

**CPU**





A computer has four basic Components: input, processor, memory, and output. The CPU consists of two parts: the \_\_\_\_\_ which directs and controls the signals and

commands inside the processor, and the \_\_\_\_\_ unit which does the arithmetic operations and the decision making operations. While the \_\_\_\_\_ is made up of a \_\_\_\_\_ a \_\_\_\_\_, a \_\_\_\_\_, and a \_\_\_\_\_, the \_\_\_\_\_ is composed of \_\_\_\_\_, a \_\_\_\_\_ and \_\_\_\_\_, which compares information and makes decisions based on the results of the comparisons.

In a Computer internal memory or \_\_\_\_\_ refers to the storage locations inside the computer, whereas \_\_\_\_\_ refers to the storage embodied in the peripherals \_\_\_\_\_ can be divided into three types: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ on the other hand may be grouped as \_\_\_\_\_ ( \_\_\_\_\_ ) or \_\_\_\_\_ ( \_\_\_\_\_ ).

The \_\_\_\_\_ devices can be either a \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_ or a \_\_\_\_\_.

These Devices enter in information into the computer. After the processor has operated on it, the \_\_\_\_\_ devices display the results of the computations on either a \_\_\_\_\_ or a \_\_\_\_\_, or store them on tape or disk for future use.

## Lesson -21

### Flowcharting:

So far we have dealt mainly with computers, but now it is imperative that we find out how a program is written. In all activities involving computers, it is necessary that the programmer is aware of what the machine is doing and what a program is supposed to do. As previously mentioned flowcharting, one of the steps in programming, indicates the logical path the computer will follow in executing a program; it is a drawing very much like a road map. Flowcharting is not restricted to the preparation of program sin a particular language and should be done for each major problem before the writing of the program is attempted.

If the finished program does not run as it should, the errors are more easily detected on the flowchart than in the maze of words, characters, and numbers that make up the computer program. In order to develop a flowchart successfully, a programmer should be aware of the sequence of steps needed to obtain a correct solution to a problem.

There are two ways of making a flowchart: the freehand version and the neater, more readable version. In the former version, the graphic outlines are simply jotted down as the steps of the program are worked out. This is quite satisfactory if the flowchart is not intended to be kept as a permanent record. However, if a permanent, neater and more readable flowchart is needed, the latter

Method whereby a template, a sheet of plastic with all the flowcharting symbols cut into it, is used.

The following symbols should be used for the purpose of uniformity. The first and last symbol is 

This is terminal symbol which indicates the beginning or the end of a program. 

The word 'START' must be inserted inside the figure if it is the beginning of the program and 'STOP' if it is the end of the program.

The figure in the form of a parallelogram  is used as an input/output symbol. It indicates that something is either brought to or taken form the program. The rectangular symbol  stands for processing and

Indicates a place in the program where action is taken. In a program, to indicate that a decision has to be made, the diamond shaped symbol  is used. The decision is usually in the form of a question that must be answered by either 'yes' or 'no'. Finally, the arrows  are used to show that the flow or direction in which the different actions in the program are performed.

It should be noted that flowchart is not a program, but only a step in the preparation of a program, and is used in determining how to step up and write the program. However, if the problem is not understood,

neither the flowchart nor the program can be done correctly. It is possible for two programmers working separately, to write programs to solve the same problem and come up with flowcharts and programs that may be altogether different.

After a program has been worked out, it is usually written down and kept with a copy of the flowchart along with detailed instructions for the used and interpretation of the program. This procedure is part of what is referred to as program documentation. If

documentation isn't available, it is always possible to work backwards and make a flowchart from an application program.

It may be necessary to create a new flowchart when the original one is missing, in order to understand the program for which it was a preparatory step.

Flowcharting is one of the first things a student programmer is taught, because a flowchart shows how a person thinks about a problem. In other words it is through this that a new programmer reveals his or her logical and analytical ability, which is a must in programming.

### **Exercises**

#### **1. Main Idea**

Which statement expresses the main idea of the text? Why did you eliminate the other choices?

1. Every programmer must know how to flowchart.
2. Program documentation specifies what the program is supposed to do.
3. Flowcharting is a basic step in programming.

#### **2. Understanding the Passage**

Decide whether the following statements are true or false (T/F) by referring to the information in the text. Then make the necessary changes so that the false statements become true.

1. A good flowchart takes into account the steps which are necessary to solve the problem.
2. It is not possible to draw a flowchart without using a template.
3. There is only one possible flowchart for every problem.
4. Every programmer must learn flowcharting and realize its importance.
5. The method of flowcharting depends on the programming language being used.
6. Flowcharts show the logic one has to follow to solve problem.
7. Documenting a program is essential in explaining what the program is supposed to do.
8. If the flowchart is correct, the program will certainly work.
9. Each symbol in flowcharting has a specific meaning.
10. Flowchart can show processes, but not decision.

#### **3. Locating Information**

.....1. A programmer must document his program in order that others may be able to understand it.

.....2. Flowcharting resembles a map.

- .....3. Flowcharting shows the logical ability of a programmer.
- .....4. There is more than one way of flowcharting.
- .....5. A certain symbol is used to indicate if a question is to be answered ‘yes’ or ‘no’.

**4. Contextual Reference**

Look back at the text and find out what the words in bold typeface refer to.

- 1. does not run as it should (1.10).....
- 2. In the former version (1.16).....
- 3. This is quite satisfactory (1.18).....
- 4. the latter method (1.20).....
- 5. flowcharting symbols cut into it (1.21).....
- 6. which indicates the beginning (1.23).....
- 7. It indicates that something (1.27).....
- 8. that may be altogether (1.40).....different
- 9. the original one is missing (1.48).....
- 10. which is a must in programming (1.53).....

**5. Understanding Words**

Refer back to the text and find synonyms for the following words.

- 1. route (1.6) .....
- 2. try (1.9).....
- 3. answer (1.14).....
- 4. put in (1.25).....
- 5. show (1.52).....

Now refer back to the text and find antonyms for the following words.

- 6. unlimited (1.7) .....
- 7. undiscovered (1.11).....
- 8. temporary (1.19).....
- 9. inaccessible (1.45).....
- 10. illogical (1.53).....

**6. Word forms**

First choose the appropriate form of the words to complete the sentence. Then check the differences of meaning in your dictionary.

- 1. involvement, involve, involved, involving
  - a. In most operations ..... calculations, computers can do the job much faster than man.
  - b. Flowcharting ..... a logical analysis of a problem and a diagrammatic representation of the sequence of events to be followed in solving the problem.
  - c. The ..... of the new programmer in the user’s group was appreciated by his manager.
- 2. correction, correct, corrected, corrective, correcting
  - a. It is always a good approach to ..... The errors in your program before running it with the data.
  - b. In order to develop a good flowchart, a programmer should be aware of the sequence of steps needed to obtain a ..... solution to a problem.
  - c. He submitted the ..... version of the program to be keypunched.

## 3.Process, processed, processing

- a.The Central ..... Unit is responsible for executing the programs.  
 b.A block diagram can show if a ..... Has to be repeated or if there are alternative routes to be taken.  
 c.The applications of all the new students were ..... by the computer.

## 4. performance, perform, performed, performing, performer

- a..... is a verb used quite often in COBOL programming.  
 b.Data processing refers to the operations which are ..... on the data either to derive information from them or to order them in files.  
 c.The ..... of the computer salesman was measured by the number of units he sold.

## 5.documentation, document, documented, documenting

- a..... a program is essential so that other programmers can understand it.  
 b. It took the programmer one week to complete the ..... of the programs in the new system.  
 c. The payroll package we purchased is very well.....

**7a Content Review**

Try to think of a definition for each of these items before checking them in the Glossary. Then complete the following statements with the appropriate words. Make sure you use the correct form, i.e. singular or plural.

executing	terminal	rectangle
template	parallelogram	diamond
documentation		

- The information describing what a program can do and what a program can do and what the results mean is referred to as .....
- It is advisable to test the program without data before.....it.
- A piece of plastic with different shapes used for flowcharting is called a .....
- Data used as input must be indicated with a .....
- The symbol which marks the beginning and end of a program is called the ..... symbol.

**Example**

1. At the rate computer technology is growing, today's computers might be obsolete by 2005 and most certainly by 2010.

CONDITION

At the rate computer  
be obsolete by 2005 and most

PREDICTION

today's computers might technology is growing  
certainly by 2010

2. If we couldn't feed information in and get results back, computers wouldn't be of much use:

CONDITION

If we couldn't feed  
information in and get  
results back,

PREDICTION

computers wouldn't be of  
much use

3. If the hammer in drum printers hits a little early or late, the characters will appear slightly above or below the line.

CONDITION

If the hammer in drum  
Printers hits a little early  
or late, the line

PREDICTION

the characters will appear  
slightly above or below

**Exercise**

Read the following sentences and underline the part that expresses a condition, once; and the part expressing a prediction, twice.

1. It has been said that if transport technology had developed as rapidly as computer technology, a trip across the Atlantic Ocean today would take a few seconds.
2. Working for the U.S. Census Bureau, Dr. Hollerith realized that unless some means of speeding up the analyses of census data were found, it would take more than ten years to complete the job.
3. If the hammer in train printers hits a little early or late, the character will appear slightly to the right of its proper position.
4. Mainframes would still be occupying a lot of space if it weren't for microminiaturization.
5. If computer technology continues growing at the rate it has, bubble memory will soon replace the chip.

## Lesson -22

### 1.Participle:

is a verb and and adjective combined e.g.

*The retired headmaster distributed the prizes.*

**Gerund:** is a verb and noun combined; e.g.

*She is thinking of leaving her job.*

**Infinitive:** is also a verb and noun combined.

e.g. *She wishes to deposit the money.*

**Relative Adverb:** is partly an adverb and partly a conjunction

e.g. *I was relieved when the program ended.*

### SENTENCES ACCORDING TO THEIR MEANING/PURPOSE:

•To make a statement, assertion or declaration. e.g. *He is a teacher.*

*It is cloudy.*

b. To ask a question e.g. *What day is it?*

c. To issue commands. e.g. *Go in*

d. To utter exclamations. e.g. *If only it would stop raining!*

e. To offer greetings and other expressions which have no definite forms. e.g. *Good morning. Hello. Shut-up.*

### The Simple Sentence:

a) e.g. - *Sparks fly upwards. (3)*

- *The tired, dirty and footsore tourists, straggled wearily across the bridge, up the hill, and finally into the rest house. (20)*

b) e.g. - **Lamb** and **Hazlitt** wrote charming essays.

- **Towels** and **bed sheets** sway on the clothesline.

c) A simple sentence may have more than one verb.

- *The children **splashed** and **squealed** in the stream.*

- *They were **born** in the same year, 1950, **attended** the same university and **wrote** for the same newspaper.*

d) A simple sentence may even have several subjects and verbs.

e.g.

- *Every Saturday night, Shama, Salman and Minko go to the movies, eat at a Chinese restaurant and play cards at the gymkhana club. (3 subjects & 3 verb)*

### **Practice 1:**

Complete the simple sentences by filling in one or more subjects and one or more verbs.

1. \_\_\_\_\_ is my favourite sport.
2. The batsman \_\_\_\_\_ the ball.
3. The \_\_\_\_\_ gave me the bill.
4. A suitcase \_\_\_\_\_ off the van and \_\_\_\_\_ into a ditch.
5. As it was raining the children \_\_\_\_\_ indoors and \_\_\_\_\_ cartoons on TV.

**The Compound Sentence** is made up of two or more complete thoughts e.g.

- *Saima wants biryani for dinner, but she forgot to buy meat.*
- *His life was not an easy one, nor was it eventful.*

**Joining Words** The following table explains all the joining words.

<b>and</b>	means	<i>in addition</i>
<b>but</b>	-	<i>however</i>
<b>so</b>	-	<i>as a result</i>
<b>for</b>	-	<i>because</i>
<b>yet</b>	-	<i>however</i>

**or** is used to show alternatives

**nor** is used to show a second negative statement

Look at the following uses of the joining / co-ordinating words.

- *The driver failed to signal, and he went through a stop sign.- I was very tired, but I still had two hours of assigned reading.*
- *The meal was not well cooked, so we sent it back to the kitchen.*
- *She works at home, for she wants to be with her two young children- My friend loves sewing, yet she decided to take to take up science in college.- You can ride with us to the stadium, or you can go with someone else.*
- *Saad does not eat meat, nor does he eat fish.*

### **Practice 2:**

Use a comma and a suitable joining word to combine each pair of simple sentences into a compound sentence. Choose from the following joining words.                    **and**        **but**        **so**

1. *The city sanitary workers are on strike. The streets are littered with garbage.*
2. *The computer was on. No one was working at it.*
3. *A storm was approaching, quickly. The mountain climber found shelter in a cave.*
4. *Dad likes coffee for breakfast. Mom prefers tea.*

**A complex sentence on the other hand, includes one independent statement (clause) and at least one dependent statement, which cannot stand alone, e.g.**

*- When the century began, there were many noun coffee houses in the city (adverbial).*

*- Men who wanted to meet their friends visited these shops (adjectival)*

*- We know that these gatherings led eventually to the formation of a new political party. (Noun).*

### **Punctuate**

*- As the mad man made demands on the phone, police surrounded the building.*

*- Ghazala will not sell her old gramophone even if she is offered a large sum of money.*

List of some dependent words

after	even	
if	unless	where
although	even	
though	until	wherever
as	if	when
whether		
because	since	whenever
while		
before	though	

### Practice 3

Complete the following statements then underline the dependent statement/clause. Remember every dependent should have a subject and a verb.

1. Didi cried \_\_\_\_\_.
2. Although \_\_\_\_\_, I was too tired to go for a swim.
3. Because \_\_\_\_\_ I set my alarm for 4 a.m.
4. Asim did some research in the library

---

Practice 4: Combine the first two sentences into one sentence, and combine the last two sentences into another sentence. Use any of the following joining words and dependent words.

**Joining Words**      *and, but, so*

**Dependent Words**    *after, although, because, when*

1. It had rained for many days.  
The sun finally came out.  
The children wanted a picnic.  
The ground was too wet.
  2. The teacher was late to class.  
The classroom was quiet anyway  
The students were reading their text books  
They were taking an important test that day.
1. *The Rawal Lake was impressive, but Shahid thought that Lake Saiful Malook was really more beautiful than any other lake he had ever seen.*
2. *The crowd of labourers had been standing patiently in the water for three hours, and great shout of relief arose when the rescuers finally appeared.*

### **Lesson Review:**

1. In a compound sentence the statements / clauses are joined together by a
  - a. dependent word

- b. comma and a joining word
  - c. semicolon
2. A dependent statement / clause includes a
- a. dependent word
  - b. comma and a joining word
  - c. semicolon
3. Which sentence is a simple sentence?
- a. The fire alarm sounded.
  - b. When the fire alarm sounded she was in bed.
  - c. The fire alarm sounded, and they evacuated the building.
4. Which sentence is a compound sentence?
- a. The room is painted yellow and it has big windows.
  - b. The book was very expensive so I didn't buy it.
  - c. Terry seems unfriendly.
5. Which sentence is a complex sentence?
- a. Jack did a U-turn.
  - b. When Jack did a U-turn, his bike slipped.
  - c. Jack did a U-turn, and he fell off the bike.
6. Which sentence is a compound-complex sentence.
- a. The raindrops slide slowly down the window.
  - b. The bell rang six times, but no one answered
  - c. Because I heard a scream outside, I called the police.
  - d. When Bobby saw a rainbow he ran to get his camera and the rainbow disappeared.

## Lesson -23

### Practice 1:

The following sentences can be improved by using the correct connectives and making the subordinate thoughts give emphasis to the main thought.

1. *I was reaching down to pick up my cap just as I saw the two snakes.*
2. *We came within sight of the village when our car suddenly caught fire.*
3. *Because he has been to college is no sign he is cultured.*
4. *The main reason I left early was because I was bored.*
5. *Mr. Jamshed is the Vice President while the Saeed is the Secretary.*

### Practice 2:

The following sentences are lacking in unity. Improve them by adding details & changing words where necessary.

1. *The librarian was so discouraged about the lack of funds.*
2. *Our situation is too wonderful*
3. *Trying to work when my neighbour is playing his drum is such a problem.*
4. *The young ladies wore bright coloured socks and were kind hearted*
5. *She is so talented.*
6. *Computer courses have more appeal for the college student today.*

The following sentences are examples of faulty constructions.

- (a) *She told me to look on the table and that I should tell her what I found.*
- (b) *Seema's job is reading books and to write book reviews.*
- (c) *He was considerate, friendly, and people respected him.*
- (d) *The couple want to travel extensively and new experiences.*
- (e) *The professor drew attention to the beginning of the revolution and how it ended.*

(f) *Getting the groceries, taking the children to school and to feed the dog are his daily tasks.* NOTE 1: e.g. *For lunch I had an apple pie and banana.*

**Correlatives 2.** *He not only likes tennis but also golf.*

### **Practice 3:**

The following sentences contain errors in parallelism. Correct the errors.

1. *Swimming and to go fishing are my favourite sports*
2. *I both want exercise and to be amused.*
3. *He offered either to pay for it now or tomorrow.*
4. *Not only were they disappointed but also angry.*
5. *As we were unfamiliar with the route and because of approaching darkness, we decided to ask for advice.*
6. *The boy's face was streaked with dirt and his feet muddy.*

### **1. Reference of Pronouns: e.g.**

- (i) *Ahmed saw Basit and Zahid yesterday and he said that he had the money.* (ambig)
- (ii) *My aunt's cat was crippled; and she was never the same again.* (ambiguous aunt, cat?)
- (iii) *She put the computer on the table, which her sister had bought.*

Note: Don't treat an antecedent first as singular and then as plural.  
e.g.

- (i) *The Guard Company is now using coal in their furnaces instead of fuel oil.*
- (ii) *The club has done their best to raise the money.*

### **2. Split Constructions: e.g.**

- (i) *The batsman started to viciously hit the stumps.*
- (ii) *If we had the time, we could make some changes, if we wanted to.*

### **3(a). Bad construction**

- (i) *This is the book to which I was referring to.*
- (ii) *The author gives the best idea of the problem than any other I have read.*

**(b). Mixture of figures of speech.** *g. My castles in air came tumbling down into a bottomless heap.*

**4. Aimless shifting** from one point of view another will destroy coherence in a sentence. This can be due to a needless shift from (a) active to passive (b) from singular to plural (c) from past tense to present. e.g.

(i) *He ran to the station and the train was taken by him* (active to passive)

(ii) *If one tries hard, they can accomplish much.* (singular to plural).

(iii) *The only words that we were able to distinguish are 'horse' and 'cart'.*

*(past to present).*

#### **Practice 4:**

The following sentences lack coherence. Try to make them better.

1. *Susan and her sister both saw the film, but she was disappointed.*

2. *I wrote and asked my uncle to let me know about the books as soon as he can.*

3. *He took an oath to never, no matter what happened, reveal the secrets of the organization.*

4. *She is as old if not older than Henry.*

5. *We have and will again talk to him about his plans.*

6. *She, having worked steadily at the sewing machine for three hours and having finished stitching five dresses, she sat down wearily in the armchair.*

#### **III. Emphasis.**

(a) **Position:** e.g.

(i) *Her son graduated with honours, we were told.*

(ii) *You shall be called a liar, in all probability.* (weak)

(iii) *She flatly refused to see him, for some unknown reason.*

(b) **Order of Climax:** e.g.

*During his long stay with the club he served as president, secretary, treasurer and vice president.*

**(c) Repetition** e.g.

*i) The dog was his only friend, his only companion, his only confidant, and his only heir.*

e.g.

*ii) They believe that most of us believe they are lazy.*

e.g.

*(i) I have never seen anything like it in my life. (Natural Order)*

**Practice 5:**

The following sentences can be made more emphatic.

- 1. He testified that he had passed college, middle school, and high school examinations.*
- 2. We were informed by the doctor that the young girl had been told of her mother's death by him.*
- 3. Go away, if you don't like it here.*
- 4. His mother is one person he can confide in.*
- 5. My sister is happy in her new house, on the other hand.*
- 6. It is a worthy cause, I think.*

## Lesson -24

### I. Dependent Word Fragments

Some fragments contain a subject and a verb, but they do not express a complete thought e.g

- Since Ami was tired.
- When the postman arrived.
- After I had switched off the light.
- Since Ami was tired, **she took a nap.**- When the postman arrived, **we handed him the letters.**- **There was loud knocking on the front door** after I had switched off the light.

**Practice 1.** Identify the part you think is not a complete sentence.

1. After the new department store opened. Several small shops went out of business.
  2. The nurse pierced my arm four times with a syringe. Trying to take a blood sample.
  3. The old lady was trembling with excitement. As it was her first airplane ride.
  4. The police cordoned off the area. Because there was a gas leak.
  5. The small child was always active. Running, jumping, climbing on chairs, dashing in and out of rooms.
- Sarah had to clean up the mess that the children left in the verandah.
  - I passed the chemistry which I had expected to fail.
  - Yesterday I ran to a man who was my best friend in school.
  - Sarah had to clean up the mess that the children left in the verandah.
  - I passed the chemistry which I had expected to fail.
  - Yesterday I ran into a man who was my best friend in school.

### Practice 2:

This practice will give you a sense of the difference between a dependent-word fragment and a complete sentence. Turn each fragment into a sentence by adding a statement that completes the thought.

1. When I rang the doorbell, \_\_\_\_\_.

2. *Since I had forgotten my house keys, \_\_\_\_\_.*
3. *As I walked into the classroom, \_\_\_\_\_.*
4. *Unless her temperature goes down soon, \_\_\_\_\_.*
5. *Schools were closed yesterday, \_\_\_\_\_.*

(a)- *Hoping to buy things cheaply. Poor people often go the Sunday bazaars.*

(b)- *The ladies jogged through the park. To lose weight.*

- *Hoping to buy things cheaply, poor people often go to the Sunday bazaar.-Poor people often go to the Sunday bazaar. They hope to buy things cheaply.*

- *The ladies jogged through the park. They wanted to lose weight.*

### **Practice 3:**

First identify the -ing or to fragment in each of the following items. Then rewrite the correct version using one of the two methods just discussed.

- 1- *Police officers stood all over the road. Directing traffic around the accident.*
2. *Rising high into the sky. The huge yellow kite could be seen for miles.*
3. *Sarah painted a landscape. To enter the contest*
4. *To get off the diving board. The swimmer did a somersault.*

**III. Added-Detail Fragment-** *Everyone enjoyed the feast. Except the fish.*

- *We had to read several novels. Including ‘The Ice Age’.*

### **Practice 4**

Identify the added - detail fragment in each of the following items then write the correct version using one of the two methods given earlier.

1. *The former playmates walked passed one another. Without saying a word.*
2. *For a main dish, I often serve meat and vegetables. For example, fish and spinach.*
3. *The policeman searched the room for clues. Such as old photographs, old letters and old receipts.*

4. *Oranges are full of nutrients. Especially vitamin C.*

#### **IV. Missing - Subject Fragments**

*-The poor woman paid all her utility bills. But then had little money left over for food.*

*- The nurse held a smiling baby. Then posed for the photographers.*

*(a) - The poor woman paid all her utility bills but had little money left for her food..*

*-The nurse held a smiling **baby and then** posed for the photographers.*

**OR(b)** *- The poor woman paid all her utility **bills. But she had** little money left for her food..*

*- The nurse held a smiling baby. Then **she** posed for the photographers.*

#### **Practice 5:**

Identify the missing subject-fragment in each of the following items. Then write the correct version using one of the two methods you have learned.

1. *The sleeping dog opened one eye to look at the postman. And then went back to sleep.*

2. *Each morning, my secretary checks the answering machine for messages. Then opens the mail.*

3. *Maryam skipped her afternoon classes. And worked on a paper due the next morning.*

4. *The movie had melodious music and popular actors. Yet made little money at the box office.*

#### **Lesson Review**

Answer each question by filling in the correct word/words in the blank space.

1. To be sentence, a group of words must contain a subject and a \_\_\_\_\_ and it must express \_\_\_\_\_.

2. Words such as *because*, *until* and *while* are known as \_\_\_\_\_ words because word groups that begin with them depend on another statement to complete the thought.
3. Fragments that begin with words such as *like*, *especially*, and *for example* are known as \_\_\_\_\_ fragments.
4. One way to correct an added-detail fragment is to create a new \_\_\_\_\_ by adding a subject and \_\_\_\_\_ to the fragment.
5. One way to correct a missing-subject fragment is to add a \_\_\_\_\_ to the fragment.

### Test

#### Sentence Fragments

Rewrite the following. Correct any fragments.

1. *We go to Murree Hills during the summer vacations. Whenever we can, of course.*
2. *Our literary circle has only two officers. Miss Niazi being president and Mr. Awan being secretary treasure.*
3. *Living in the city is not always pleasant. During the summer months particularly.*
4. *He hated learning foreign languages. Latin, French and German especially.*
5. *Moving up the mountain at a fast pace. The soldiers were soon exhausted. They were not used to climbing at high altitudes. Where the air was thinner.*
6. *When people are scared. The hair on their bodies really can “stand on end”. Each hair is attached to a tiny muscle. Which can pull the hair straight up. The muscles react together in response to a great fright.*

The word groups beginning with when & which are dependent – word fragment, so each needs to be added to the sentence that comes before or after it. When people are scared, the hair on their bodies really can “stand on end”. Each hair is attached to a tiny muscle which can pull the hair straight up. The muscles react together in response to a great fright.

## Lesson -25

### Examples

(a) *Computer skills are useful in college. They will help you in getting a job as well.*

(b) *Our club raised money for the Red Crescent an organization like this is a wonderful thing.*

(c) *He left early he said he had a toothache.*

### **Recognizing Fused and Comma Splices**

**Practice 1.** Identify the following sentences as fused (F) or comma splice (CS). Then mark the place between the two complete thoughts with a slash (/). The first two have been done for you. E.g. (a)The room is locked / no one has a key. F(b) The wall is covered with ivy, / a stone path leads to the wall. CS

1. Raheel likes to cook his wife taught him how. ( \_\_\_\_\_ ).

2. The bell rang the wrestlers returned to the ring. ( \_\_\_\_\_ )

3. The trunk is in the basement it has a handle missing. ( \_\_\_\_\_ )

4. The waiters served soft drinks to the children they offered coffee to the adults.

( \_\_\_\_\_ )

5. It rained during our trip to Murree we played cards and told stories. ( \_\_\_\_\_ )

### **Correcting Fused Sentences:**

*There are 3 ways of correcting a fused sentence.*

1. Divide the fused sentence into two sentences.

- *The lake is calm today it looks like a blue mirror. (Wrong Version)*

*(Corrected Version)*

- *The lake is calm today. It looks like a blue mirror. (Corrected Version)*

2. Put a comma and an appropriate joining word (such as *and*, *but* or *so*) between the two complete thoughts. E.g. (I) *Computer skills are useful in college they will help you in getting a job as well. (Erroneous version)*

*-Computer skills are useful in college, and they will help you in getting a job as well. ( Correct version)*

*(ii)Yousaf Youhanna has a pulled muscle he won't play any cricket this season. (Erroneous version)*

*-Yousaf Youhanna has a pulled muscle, so he won't play any cricket this season. ( Correct version)*

### **NOTE:**

The comma always goes before the joining word - not after it.

3. Use subordination to make one of the complete thoughts dependent on the other one. To subordinate a complete thought, change it from a statement that can stand alone as a sentence to one that cannot stand by itself.

To do so, begin the thought with an appropriate word, such as *because, when, if, before, since, until, unless, while, as, though* and *after*.

*Example*

*- Youhanna has a pulled muscle he won't do any batting in this tournament.*

*-Because Youhanna has a pulled muscle, he won't do any batting in this tournament.*

### **Note:**

Put a comma at the end of a dependent word-group that begins a sentence.

*The fish was served with its head still on, I lost my appetite.*

*- Because the fish was served with its head still on , I lost my appetite.*

*First you should clean the floor, then you should vacuum the carpet.*

*-First you should clean the floor , and then you should vacuum the carpet.*

### **Correcting Comma Splice:**

A comma splice can be connected by using one of the same three methods suggested for correcting a fused sentence:

1. Divide the comma splice into two sentences:

-Saad is always nervous about tests. His grades are usually the best in the class.

2. Connect the two complete thoughts by placing a joining word (such as *and*, *but* or *so*) after the comma:

-Saad is always nervous about tests, but his grades are usually the best in the class.

3. Use subordination (add a dependent word to one of the complete thoughts):

-Saad is always nervous about tests although his grades are usually the best in the class.

### **Practice 3 :**

Correct each of the comma splices that follow, using one of the methods suggested. Use a different method for each sentences.

1. Fahd was talking on the phone, he was switching TV channels with his remote control at the same time.

-Fahd was talking on the phone, and he was switching TV channels with his remote control at the same time.

2. Mules are very sure-footed, they're used for climbing steep mountains.

-Mules are very sure-footed, so they're used for climbing steep mountains.

3. The electricity at the shopping center went out, all the shops had to close early.

-Since the electricity at the shopping center went out, all the shops had to closed early.

4. Bicycles are the world's best method of transportation, they don't pollute the atmosphere.

- Bicycles are the world's best method of transportation, because they don't pollute the atmosphere.

5. I don't like the Principal's way of expressing herself, I agree with many of her ideas.- Although I don't like the Principal's way of expressing herself, I agree with many of her ideas.

### **Review of Fused and Comma Splice Constructions**

Fill in the missing word in each space.

1. A \_\_\_\_\_ is made up of two complete thoughts that are incorrectly joined together with nothing between them.
2. A \_\_\_\_\_ is made up of two complete thoughts that are incorrectly joined together with only a comma between them.
3. One way to correct fused sentences and comma splices is to add a \_\_\_\_\_ and a capital letter.
4. Two complete thoughts can be joined together in a sentence by a comma and a \_\_\_\_\_ word such as **and**, **but** or **so**.
5. Two complete thoughts can be joined together in one sentence by adding a \_\_\_\_\_ word such as **when** or **because**.
6. The fused sentence and the comma splice are also known as \_\_\_\_\_ sentences.

### **Test:**

#### Fused & Comma Splices

Rewrite each of the following sentences using the methods suggested.

1. A plane flew very low overhead, the houses rattled loudly.  
- *A plane flew very low overhead , and the houses rattled loudly.*
2. Garlic may smell bad it tastes delicious. It has other good qualities as well. Garlic can help lower cholesterol it is also supposed to keep away disease.  
- *Garlic may smell , **but** it tastes delicious. It has other good qualities as well. Garlic can help lower cholesterol , **and** it is also supposed to keep away disease.*
3. My psychology final exam is next week, I am very worried about passing it. Because I was sick at the start of the term, I never completed the prescribed reading. For the past month I've been working in the evening, it's hard to find time to study, I will ask the teacher for extra help it may be too late.

A **modifier** is one or more words that describe another word or group of words. In the following examples the modifier is bold faced and the word it modifies is underlined. e.g.

(i) The woman **with gold-rimmed spectacles** is my boss.

The modifier *with gold-rimmed spectacles* describes *woman*.

(ii) My neighbour has a spaniel **with one ear missing**

(iii) I have **nearly** a thousand stamps.

A **misplaced modifier** is a modifier that is incorrectly separated from the word or words that it describes. The misplaced modifier seems to describe words that the writer did not intend it to describe. When modifiers are misplaced, the reader may misunderstand the sentence.

*-My brother bought a used car from a local dealer with a leaking pipe.*

*-The sparrow built a nest at the back of our house of grass and twigs.*

*-Anjum Nisar almost sneezed twenty times last night.*

--My brother bought a used car (with a leaking pipe) from a local dealer.

-The sparrow built a nest (of grass and twigs) at the back of our house.

- Anjum Nisar sneezed (almost) twenty times last night.

### **PRATICE 1:**

Identify the misplaced word(s) in each sentence. Then rewrite the sentence placing the modifier where it will make the meaning clear.

1. I am returning the jacket to the store that is too small.

2. The couple looked at thirty sofas shopping on Saturday.

### **Single Word Modifiers**

#### **NOTE:**

Pay special attention to single word modifiers, such as *only*, *almost* and *nearly*. For their meaning to be correctly understood, they should be placed directly in front of the word they describe.

e.g. (i) I only asked my boss for one day's leave, but he refused.

(ii) I must have almost answered a hundred ads before I found this job

(iii). After returning from college my niece nearly spends all evening on the telephone.

### **Dangling Modifiers e.g.**

*Staring dreamily into space, the instructor's loud voice startled me.*

*-Staring dreamily into space, I was started by the instructor's loud voice. OR*

*-As I was staring dreamily into space, the instructor's loud voice startled me.*

Here are more samples of ways by which dangling modifiers can be corrected.

-When pulling out of the driveway, the pillar blocks my view.

-When pulling out of the drive way, **I find** my view blocked by the pillar.

OR – **Whenever I pull out** of the driveway, the pillar blocks by view.

PRACTICE 2. In each sentence identify the misplaced or dangling modifier. Then rewrite each sentence so that its intended meaning is clear.

1. The man returned the overdue book to the librarian with apologies.
2. The soldiers hold up in the caves almost went without food and water for a week.
3. The sky was blue and clear when we arrived home. But only a short while later, with a sudden crash of thunder, we hurried to close the windows in the bedrooms. Staring out at the downpour, we were glad to be safe inside. Then we remembered our open car windows, groaning with dismay.
4. I lost my raincoat last winter. I thought I'd looked everywhere for it. Then, yesterday, stuffed under the bed, I spotted it. Wrinkled and dusty, I was still delighted to see it.

## Lesson -26

In a correctly written sentence, the subject and verb **agree** i.e. **match** in number. In other words a singular subject will take a singular verb and plural subjects will take plural verbs. Most students have no problem handling a simple sentence where its not difficult to make the subject and verb agree or match. e.g.

- *My mother works at two jobs. My grandma takes care of my brothers and sisters.*

No all sentences are so straight forward.

- *Last night, I played chess. My friends played card.*

### **Singular Plurall**

work          You work

You work    We work

He works  They work

She works 

It works 

1. The rag picker (sort, sorts) huge bundles of rags.
2. The rage pickers (sort, sorts) huge bundles of rags.
3. The student (listen, listens) to music while studying
4. The students (listen, listens) to music while studying.
5. The worm (wiggle, wriggles) in the glass tube.
6. The worms (wiggle, wriggles) in the glass tube.
7. The gardener (whistle, whistles) while watering plants.
8. The gardeners (whistle, whistles) while watering plants.

**S**

**V**

*Most shops on Mall Road, are having sales this week.*

1. *One of my best friends now lives / live in Dubai.*
2. *The wafer in this ice cream taste / tastes like sawdust.*
3. *Many people in the Indo-Pak subcontinent speaks / speak several languages.*
4. *No person in my class sleep / sleeps through my lecture.*

5. *The toddler by the swings is / are my nephew.*

### Verb Coming Before The Subject

I (saw) the film.

The plate (dropped) from her hands.

A plane (crashed)

- i. What was the result of the cricket match?
- ii. There are many unemployed teachers in the district.
- iii Here is the computer disk of the lesson.
- iv. In that box are other photographs.
- v. What was the purpose of that lecture?

**Practice 3.** Identify the subject and verb in each sentence.

- i. Where is / are the keys of the cupboard?
- ii. Underneath the big stone live / lives many colonies of ants.
- iii. In my back garden grow / grows many herbs.
- iv. Why does / do you always have to be right?
- v. Here is /are some cards for you.

Each	anyone	anybody	anything
Either	everyone	everybody	everything
Neither	someone	somebody	something
One	no one	nobody	nothing

The pronouns in the above box are always singular.

1. They always take singular verbs.

Note the subject-verb relationships in the following sentences with indefinite pronouns subject. e.gs.

- i. One of those correspondence courses is still open.
- ii. Neither of my parents is alive.
- iii. Somebody was opening my letters
- iv. Nearly everyone in my class owns a computer.

### Practice 4.

Identify the subject and the verb that agrees with it.

- i. 'Everything in this crate goes / go upstairs', she said.

- ii. Neither of the phones works / work.
- iii. No one favors / favor a cheat.
- iv. Each of the appear / appears to have been nibbled by the same person.
- v. Something about her story sound / sounds suspicious.

**Compound Subjects.** The fourth and the last type of situation which can pose problems in subject-verb agreement are compound subjects.

1- **Compound Subjects** - usually two or more subjects which are joined by *and*, they require a plural verb. e.g.s.

- i. Petrol and car repairs are my biggest expenses every month.
- ii. There were VCRs and Cameras for rent.
- iii. Crockery and cutlery items are included in the bill.

2- When compound subjects are joined by *or*, *nor*, *either...or*, *neither...nor*, *not only... but also*, the verb agrees with the closer subject. e.g.

-Either grapes or mango ice cream is the specialty every Saturday at the students dining hall.

-Either mango ice cream or grapes are the specialty every Saturday at the students dining hall.

3- While most indefinite pronouns such as *each*, *everyone*, *one*, *somebody* etc.. are always singular, there are a few pronouns that are not. The pronouns ***both*** and ***a few*** are always plural and require plural verbs.

e.g - Both of my aunts play the sitar and sing professionally. A few of my cousins are also actors

4. The pronouns **all** and **some** are either singular or plural depending on the words that follow them. If the words after them are singular, then they are singular. If the words after plural, then they are plural e.g. -*Some of the chicken is still on the table.*

-*Some of the guests are not having chicken.*

**Practice 5.** Identify the verb given in brackets that agrees with the compound subjects.

- i Our aunts and uncles (stay / stays) with us when they come to Lahore.
- ii.(Is / are) the actor and actresses ready to take the curtain call?
- iii. Ropes and a clamp (holds / hold) the mural.
- iv. The broken head lights and side light (was / were) the result of my bad driving.
- v. The batsmen and the wicket keeper (require / requires) a fitness certificate.
- vi. All of the students at the lecture (was / were) glad when it was over.
- vii. Eitehr Jameela or her daughter (stay / stays) at home to take care of Iqbal.
- viii. Neither the head clerk nor his assistant clerks (has been / have been) fired for corruption.
- ix. Not only Khalid but also his friends (is / are ) to blame for the accident.
- x. A few of the strawberries (tastes / taste) funny.

### **Test**

Each of the following passages contains two mistakes in subject-verb agreement. Find these mistakes and correct them.

- i. The rain forests of Brazil is home to many species of frogs. Nobody among the world's scientists know exactly how many. More types are being discovered all the time.
- ii. The paint on the house and garage are peeling. Also each of the buildings need repairs. However, there is never enough time to do those jobs.
- iii. One of our professors always listens to students and makes sure they understand the lecture. Each of his students feel free to ask questions. Also the tests in his classes is always fair and clear.

### **Review:**

Fill in the correct words in each space.

1. A singular subject takes a \_\_\_\_\_ verb. (singular / plural).
2. A plural subject takes a \_\_\_\_\_ verb. (singular / plural)

3. The (singular or plural) \_\_\_\_\_ of present tense verbs is sometimes formed by adding the letter s to the end of the verb.
4. The subject of a sentence is often found in a prepositional phrase. (T / F) \_\_\_\_\_.
5. Compound subjects require a plural verb. (T / F) \_\_\_\_\_.
6. The indefinite pronouns *anyone* and *everybody* take a \_\_\_\_\_ verb. (singular / plural )
7. The pronouns both and few are always plural and require plural verbs. (T / F) \_\_\_\_\_.

## Lesson -27

Look at the following sentences and see if you locate the mistake in each sentence.

1. Each of my students required four to five chances to pass their driving test.
2. If there are stains on any hotel sheets, they should be removed at once.
3. People go to the neighborhood restaurant because you get low-priced meals.

e.g.

(i) *The students have spent many hours studying for their examinations.*

(ii) *The book Yousaf lent me is missing its cover.*

(iii) *If your friends don't get here soon, they'll miss the train.*

The following is a list of indefinite pronouns which are always singular.

Each	anyone	anybody	anything	
either	everyone	everybody	everything	
neither	someone	somebody	something	
one	no one	nobody	nothing	

e.g. i) Each of the wild horses raced for its freedom.

ii) Neither of my sons ever feels like cleaning his room.

No one in the class wanted to read his / her paper aloud.

No students in the class wanted to read their papers aloud.

**Practice 1 (A)** For each sentence write the pronoun needed and the word that the pronoun refers to. The first sentence is done for you.

1. Neither of the babies has had (his, their) polio shot yet.

2. Many high schools now require (their, its) students to take a computer course.

3. Each of the girls invited (her, their) mother to the party.

4. Nobody can join the club unless (they are, he / she is) invited.

5. *Everything in the office has (its, their) own place.*

### **Practice 1 (B)**

Choose the correct pronoun(s) from the words given in brackets.

6. *Each of the actresses who auditioned believes (she, they) should be chosen for the main role.*

7. *If anybody is interested in a part-time job at the library, (he / she, they) should let the chief librarian known.*

8. *Either medicine is fine, but (it, they) must be taken regularly.*

9. *Somebody in the ladies' lounge stole my dark glasses, and I would love to get back at (her, them)*

10. *Neither of my uncles has ever smoked in (his, their) life.*

(i) *Rabia told Nafeesa that she had got an A in her term paper.*

(ii) *Javeria told Laila she will be unable to keep her job.* (iii)

*Personnel and management have reached tentative agreement on its contract.*

(iv) *Each student is encouraged to submit their work on time.*

(v) *There was no question after the lecture, which was regrettable.*

(vi) *Both of Basit's parents are doctors, but it doesn't interest Basit.*

Notice how communication is enhanced in these sentences given earlier. For the first example you can write

(i) *Rabia told Nafeesa, "You got an A on your term paper". OR Rabia told Nafeesa, "I got an A in my term paper".*

(ii) *Javeria will be unable to keep her job – according to what she told Laila.*

(iii) *Personnel and management have reached tentative agreement on personnel's contract.*

(iv) *Each student is encouraged to submit his or her work on time.*

(v) *There were no questions after the lecture. Not having questions was regrettable.*

(vi) *Both of Basit's parents are doctors, but medicine doesn't interest Basit.*

### **Practice 2**

Choose the correct word / words from those given in the brackets.

1. As Riaz told his father about being arrested, (Riaz, he) began to cry.
2. Students complain that (they, the maintenance staff) don't keep the library tidy.
3. Mahnoor tore off the wrapping paper from the present and then threw (it, the paper) in the rubbish bin.
4. Many poor people shop at the Sunday bazaar because (they, the vendors) give a 05 percent discount.
5. Many people enjoy hiking and camping, but I'm not interested in (them, those activities).

### **Personal Pronouns**

	1st Person	2nd Person	3rd Person
Singular	I, me, my	you, your	he, him, his she, her, it, its
Plural	we, us, our	you, your	they, them, their

(i) *The worst thing about my not writing letters is that you never get any back.*

(ii) *Though we like most of our neighbors, there are a few you can't get along with.*

These sentences can be improved by eliminating the shifts in person:

(i) *The worst thing about my not writing letters is that I never get any back.*

(ii) *Though we like most of our neighbors, there are a few we can't get along with.*

### **Practice 3**

Improve the following sentences by eliminating the shifts in person.

1. *What I like best about holidays is that you don't have to set an alarm.*
2. *The labourers have to take a break at 11:00 whether we want to or not.*

3. *Whenever students are under a great deal of stress, we often go into depression.*
4. *If you plan t do well on this course, one should plan on attending every lesson.*
5. *When I first began to work as a nurse, I was surprised at how rude some patients were to you.*

**TEST A:**

Rewrite the following sentences after correcting the pronoun mistakes.

1. *Neither friend wants to work in (his/their) family business.*
2. *If anyone does not want (his or her / their) pudding, I 'll eat it.*
3. *When I was stopped for speeding, he said I'd been going beyond the speed limit.*
4. *I won't go to Abrar ul Haq's concert tonight because there's no way you could get a ticket.*

**TEST B:**

Each of the following passages contain **two** pronoun mistakes.

Find the mistakes and rewrite the correct version of the passage.

1. *Bashir told Yousaf that he needed a new car. Bashir went on to say, "I still like my old Suzuki, but the car spends more time in the workshop than on the road." Yousaf agreed that anybody who had to pay for so many repairs to their car should buy a new one.*
2. *The restaurant down the road isn't making a profit these days. During an inspection last month, they found rats and cockroaches in the kitchen. The bad publicity caused the restaurant to close down for a week, which was damaging to the restaurants business.*
3. *Each of the sisters is a successful artist in their own field. Amina does oil paintings that she sells at the Grow Eaters' Gallery. Kamilia makes jewellery which one sells by herself from her home*
4. *An angry looking man stood outside the bank, shouting that they had stolen his money. Passersby walked around him quickly because you did not know what he might do.*

**TEST C:**

In the following passage each sentence contains one pronoun mistake. Find the mistakes & correct it.

1. When Aunty Mussarrat and Uncle Riaz arrived, we all jumped up from the dinner table and rushed to the door, shouting their greetings. 2. "I'm sorry we're late," said uncle Riaz, "but Mussarrat insists on driving at forty miles an hour, no matter how late you are." 3. "But you were late in coming home from work and also in leaving Islamabad, and its all your fault", Aunty. Mussarat answered. 4. "The worst thing for me is living with such a fussy man is you always have to wait for him to finish selecting his wardrobe, washing his car and combing his hair just right," continued Aunty.

### **Lesson Review**

Answer each question by telling in the correct word or words in the blank.

1. Words such as **each**, **everyone**, and **something** are \_\_\_\_\_ pronouns.
2. Words such **I**, **you**, and **they** are \_\_\_\_\_ pronouns.
3. A \_\_\_\_\_ person pronoun is one that refers to the person being spoken to.
4. True or False? A pronoun may be singular even if its antecedent is plural. ( \_\_\_ )
5. True or False? A writer should not needlessly change from the first person to the second person. ( \_ )

## Lesson -28

### Practice 1.

Rewrite the following sentences changing the expressions of slang by using more effective language.

1. All the viewers trashed the new Tom Cruise film.
2. I was really cheesed off when Rizwan called me a lair.
3. Working in the library has been a real drag.

### CLICHES

After all is said and done	clear as crystal
a long felt want	cool as a cucumber
avoid like the plague	light as a feather
bored to tears	make ends meet
better half	pretty as a picture
bolt from the blue	red as a rose
busy as a bee	sick and tired
cold as ice	tried and true
in this day and age	time and again

Cliches e.g.

- i. The boys in my class were down in the dumps because they were fighting a losing battle with their discrete maths course.
- ii. She speaks loud enough to wake the dead.
- iii. The children in the nursery class have been busy as bees all day, but they still seem fresh as daisies.

<b>Wordy Expression</b>	<b>Single Word</b>
-------------------------	--------------------

a large number of	many
at an earlier point in time	before
at this point in time	now
due to the fact that	because
during the time that	while
each and every day	daily
few in number	few
green in color	green

in order to	to
in my own opinion	I think
in the event that	if
in the near future	soon
made the decision to	decided
on account of	because
postponed until later	postponed
small in size	small

Look at the following sentences and see which ones communicate well.

1. Due to the fact that the printer ran out of the toner, they went to the local store for the purpose of buying some.  
- Because the printer ran out of the toner, they went to a local store to buy some.
2. At this point in time we have not yet scheduled the date of the next meeting.  
-We have not yet scheduled the next meeting.
3. In my opinion, I think the quota system in jobs is totally unfair and uncalled for.  
- I think that job quotas are unfair.
1. My neighbor's conversation is too gross for me.
2. The audience was bored to tears by the lecture on Iqbal.
3. Owing to the fact that the buses are on strike, no one arrived on time.
4. The boys are pulling your leg when they say they can't be at your party. Don't listen to their teasing - they wouldn't miss your party for the world.
5. You can't believe what my neighbor says. He's a gas bag. During the time I've known him I've heard him tell many lies.
6. She was as happy as a lark when she learned that she had got an A on her term paper. But her happiness didn't last long due to the fact that there had been a complete mistake in the compiling of result.

(i) its: This is the possessive of it.

It's: a contraction of it is.

-When she saw my dress, she said "It's an unusual one, but I like its colour.

(ii) There: (a) in that place (b) used with **is, are, was, were** and other forms of the verb **to be**. Their: belonging to them.

They're: contraction of they are.

-The teacher told the students that there was no excuse for their failing in the test; they're going to sit for another test.

-Their belongings were scattered over there on the hill side.

Tomorrow there will be an inquiry in the incident.

(iii) your: belonging to you

you're: contraction of you are

-If you're going out in this heat, take your umbrella (belonging to you) for protection.

-Do you think your family will be upset when they learn you're migrating to Canada? (the family belonging to you).

-(iv) passed: The past tense of pass

(a) handed to

(b) went by

(c) completed successfully.

past: (a) time before the present

-As Sajjad Ali walked past the fire, he passed his hands over it(v)

Whose: belonging to whom

Who's: contraction of who is or who has

- The headmaster yelled, "Who's responsible for the destruction of the painting? Whose fault is it?"

(vi) Weather: Outside conditions (rain, wind, temperature,...)

Whether: if

-The weather won't spoil our holidays; whether it rains or not, our days will be spent fishing and boating.

(vii) All ready: (two words) completely prepared.

Already: (adverb) previously or before; prior to some specified time.

- They were all ready for the work to begin.

- *We were surprised to find the woman already there when we arrived.*

(viii) Altogether: (adverb) meaning wholly or thoroughly.

All together: (two words) meaning simultaneously or “all at once”.

-*The customers were altogether satisfied. (thoroughly).*

-*They were all together in the waiting room by eight o’ clock.*

(ix) Angry about: We are angry *about* occasions or situations.

Angry with: We are angry *with* people

Angry at: We are angry *at* things /animals

- *We were all angry about the increased taxes.*

- *She was angry with Mr. Khan for supporting her rivals*

- *He showed his dissatisfaction by becoming angry at his dog for barking.*

(x) *Liabile* and *apt* are sometimes used for *likely*.

Something is *apt* if it is “suited for, appropriate to” something else, or a person is *apt* if he has a tendency to do something or is ready to learn.

*Liabile* means “answerable for” and often suggests an undesirable possibility.

Likely means “*probably*”.

-*That was not an apt remark.*

- *He is liable to arrest.*

- *It will very likely rain tomorrow.*

(xi) Accept (a) to receive willingly

(b) to agree to

Except (a) to leave out

(b) but

-*All the workers except the part timers voted for a five day week.*

-*The management accepted the workers proposals.*

(xii) Advice: *suggestion(s)*

Advise: to give advice or suggestions to

- *Most astrologists’ advice is worthless. They advise their clients in such a way that they become dependent upon them for guidance.*

- (xiii) Affect: as V, to influence  
 effect: (a) as V, to cause  
 (b) as N, result
- The heavy downpour last night did not affect the success of the trip. The rain had the effect of clearing the air of dust.
  - His speech is sure to affect the voters.
  - This film will have a great affect on the public.
  - As Principal of the college he will effect certain changes in the curriculum.
- (xiv) Desert: dry and sandy place (dez – ert)  
 Desert: to leave behind (de-zert)  
 Dessert: Final course of a meal
- *The boys were lost in the Thar desert.*
  - *The soldier deserted the army*
  - *The hostess offered rice pudding as dessert.*
- (xv) Does: present tense of do  
 Dose: a measured amount of medicine.
- *Does a double dose of medicine cure an illness quicker?*
- (xvi) Coarse: (a) rough  
 (b) not refined  
 Course: (a) a unit of instruction  
 (b) a part of a meal  
 (c) Use with *of* as in ‘of course’
- *The secretaries are required to take a course in handling telephone calls so that do not treat even irritating customers in a coarse manner.*
  - *Some of the boys on the computer course were very coarse in their manners.*
- (xvii) Lead: (a) a metal  
 Led: (a) Influenced or persuaded  
 (b) guided  
 (c) past tense and past participle of the verb ‘to lead’.
- *The lead-based paint is dangerous for health.*
  - *You must lead the child by the hand.*

- I led the old woman by the hand last week.

(xvii) Lead: (a) a metal

Led: (a) Influenced or persuaded

(b) guided

(c) past tense and past participle of the verb 'to lead'.

- The lead-based paint is dangerous for health.

- You must lead the child by the hand.

- I led the old woman by the hand last week.

(xix) Quiet: Silent

Quite: very

Quit: (a) to give up

(b) stop doing something

- This is a quiet neighbourhood.

- 'This house is quite noisy', said the visitor.

- If you don't stop, quarrelling, I am going to quit being so patient', said the man to his wife.

- I have quite finished (adv – completely)

- His home is quite near to his office.

(xx) Wander: (a) to move with no definite or fixed course in mind

(b) to be unclear in speech

Wonder: (a) to be amazed;

(b) used to introduce polite requests, for inquiring

(c) to speculate or ask oneself

-I wandered lonely as a cloud

-I wonder if he is arriving

-I wonder at his innocence

### **Practice:**

In the following sentences select the correct word from those given in brackets.

1. (You're, Your) the only person (who's, whose) never on time.
2. (Its, It's ) different to (break, brake) the habit of taking drugs.
3. My neighbours discovered that (their, there) cat had eaten the mincemeat in the pan.

4. The (plane, plain) has (too, to, two) engines, and none was working.
5. The cheeky young man had (all ready, already) decided to (quit, quite, quiet) college, and he refused to (accept, except) his father's (advise, advice)
6. The rich (desert, dessert) had to (effect, affect) of giving guests a stomach ache. The host gave them each a double (dose, does) of sodamint tablets.
7. The ladies' complaints about the (coarse, course) language used in the waiting room (led, lead) the director to issue a warning letter to the male members.
8. The two brothers have not had any (peace, piece) ever since (their, there) father left them a (peace, piece) of land.
9. "Your overweight and you almost never exercise", the physician warned the man.
10. ('Whose, who's) application is this?' asked the office clerk. The young man raised his hand, (wandering, wondering) (weather, whether) the clerk thought his application was well written or not.

## Lesson -29

Insert commas where needed in the following sentences.

- i. Before leaving home the child's nanny collected a milk bottle a bag full of diapers a blanket and a rattle.
- ii. Although he is eighty my grand dad walks ten miles daily.
- iii The cutlery box if I remember correctly is in the big trunk upstairs
- iv. The paint company displayed thirty shades of color but the fussy lady still could not find anything to order.
- v. The house agent said 'It may take you a while to get used to the place.'

**Comma Rules.**i. Between items in a series.

ii. After introductory material.

iii. Around words that interrupt the flow of sentence.iv. Between complete thoughts connected by a joining word.

v. With direct quotations.

i. The village women sold pottery, baskets, blankets, and silver jewelry. (words)

ii. The women spread their wares on the pavements, on doorsteps, and especially under trees in the town square. (phrases)

(iii) The tribal elders took part in the dance, their women sold pottery and jewelry, and their children ran around happily playing games. (clauses).

(iii) The tribal elders took part in the dance, their women sold pottery and jewelry, and their children ran around happily playing games. (clauses).

NOTE: Do not use a comma when the series contains only two items. e.g.

-The college cafeteria now serves sandwiches and cold drinks.

### **Practice 1.**

In the following sentences insert commas between items in a series.

- i. Most countries now recycle newspapers plastic bottles and aluminum cans.
- ii. Walking jogging and bicycling are all inexpensive exercises.
- iii. The learner driver went through a red light steered off the side of a road and ended up on the footpath.

**Rule No. 2 Comma After Introducing Material:**

A comma is used to separate introductory material from the rest of the sentence. e.g.s

- *After the mother had given the baby a bath, it feel asleep.*
- *Pushing and shoving each other, the ladies rushed into the sales section.*
- *With the ceremony of releasing doves in the air, the festival got off to a rousing start.*

**NOTE:** The comma may be omitted if the introductory phrase / clause is so short that misreading is unlikely. e.g. As the flames rose the crowd gave a shout.

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**NOTE:** The comma may be omitted if the introductory phrase / clause is so short that misreading is unlikely. e.g. As the flames rose the crowd gave a shout.

**Practice 2.**

Insert commas after the introductory phrase / clause in each of the following sentences.

- i. When the lights went off the children let out a loud yell.
- ii. During the operation the doctor accidentally dropped the medicine bottle on the floor.
- iii. Disappointed by the batsman's performance

the fans threw bottles and fruit peel at the fieldsmen.iv. After waiting in the queue for two hours the students were told that the office had run out of admission forms.

**Rule No. 3. Put a comma around words that interrupt the flow of a sentence.** Sometimes sentences contain material that interrupts the flow of thought. Such words or group of words should be set off from the rest of the sentence by commas e.g. *My mother, who is very old, complains that I do not give her enough time.*

One way of testing the interruption of the flow of thought is to read aloud such a sentence.

If you read aloud the above sentence you can hear the words *who is very old* interrupt the flow of thought. Such interruption often contain information that is *less* important to the sentence. e.g.s  
-The owner of the house, *grumbling angrily*, came out of the house to claim his dog.-The college, *which was built in 1937*, needs a face lift.-The college auditorium, *though*, is in fairly good condition.

### **Practice 3.**

Insert commas around the interrupting words in each of the following sentences.

- i. The house built of white stone was finally completed in 1890.
- ii. the park forty acres of prime land provides a fine view for the surrounding buildings.
- iii. The scenery of Switzerland which resembles that of Kashmir inspired him to write his novel.
- iv. Laila who was wearing a new dress yelled a the boys who spilled tea on her.

**Rule No. 4. Comma between complete thoughts connected by a joining word.**

When two complete thoughts are combined into one sentence by a joining word like and, but or so, a comma is used before the joining word. e.gs

-Multan is one of the oldest cities in Pakistan, and its is also one of the most interesting.

- Some historians claim that Uch Sharif, another city in Punjab is older, **but** all agree that the Indus Valley has been continuously inhabited for thousands of years. -Perhaps you have read about this old city, or perhaps you have even visited Uch Sharif.-Money may not buy happiness, but it definitely makes misery bearable.

**NOTE:** Do not add a comma just because a sentence contains the word and, but or so. A comma is used only when the joining word comes between two complete thoughts. Each of those thoughts must have its own subject and verb. e.g.

i.-Shama spent the morning in the college, and then she went to the civil secretariat. (comma: each complete thought has a subject and a verb. Shama spent; and she went)

ii. - Shama spent the morning in the college and then went to the civil secretariat. (No comma: the second thought is not complete because it doesn't have its own subject.)

**Practice 4: Insert commas before the joining words in the following sentences.**

(i) The cricket team has lost five matches in a row but they are as popular as ever.(ii) Kauser wasn't wearing her reading glasses so she couldn't read the fine print in the dictionary.(iii) I used to be able to play the sitar very well but now I'm out of practice.(iv) It is not a festival precisely nor is it a village fair.

**Rule 5. Comma with Direct Quotations** e.g.s

-The coach shouted, 'Move, move fast'. - The student said, "Do you mind if I ask a question?"-The customer grumbled to the waiter, "This tea tastes like ditch water.'

**Note:** e.g. - "After this class," whispered one student to her friend, "Lets go to the cafeteria."

**Practice 5.** Insert commas to set off quoted material in the following sentences..

(i)'We are ready to leave' said a cheerful voice on the bus mike.

'(ii) This book' complained the student to the book store owner "is twenty rupees cheaper at the other store."

(iii) The cashier said "we don't take cheques."

Review: See if you can recognize which comma rule applies to each sentence. Then identify the place where the comma(s) is / are required.

- a. Comma between items in a series.
- b. Comma after introductory materialc.
- c. Comma around interrupting wordsd.
- d. Comma before a word that joins two complete thoughts.e.
- e. Comma with direct quotations.

1. Glaring around the room the boss demanded silence. ( \_\_\_\_\_ )
2. I heard a horn blowing so I glanced up at my rearview mirror. ( \_\_\_\_\_ )
3. The professor won't leave the house without his hat his briefcase and his umbrella. ( \_\_\_\_ )
4. The city children unused to the darkness of the forest sound it hard to sleep. ( \_\_\_\_ )
5. The man whispered "Listen very carefully to what I have to say". ( \_\_\_\_\_ )

The Apostrophe [,] Look at the following sentences and see if you can spot the word that needs the apostrophe.

1. It's impossible to see stars in daylight.
2. The judge can't hear the case until next month.
3. No one likes the college principals new attendance rules
4. The sandwiches at Greens restaurant are the best in town

I+am=I'm

She+will=she'll

it+is=it's

You+will=you'll

Does+not=doesn't

You+would=you'd

Do+not=don't

Will+not=won't

Wouldn't you like to go to the movies tonight? There's a film I've been wanting to see, but it hasn't been in Lahore until now. You've been wanting to see it too, haven't you? Shouldn't we ask the others to go with us? They're always saying they've plenty of free time, don't they?

1. They're their

2. It's its

3. You're your

4. Who's whose

- They're upset about the damage done to their new car.

- It's a shame that the college failed to honor its own faculty.

- Your parents said you're their favorite child.

- Who's the person whose car number plate is missing.

### **The Apostrophe to Show Possession [ ' s ]**

- This is a man's job

- These are men's jobs

- Children's games are not always simple

- My sister-in-law's great love is shopping.

- She reads Huxley's essays.

In the case of plural nouns ending in S, the apostrophe alone is used.

- She rang the Shahs' doorbell.

- The two dogs' tracks were visible in the snow.

- The ladies' toilet / wash-room was locked.

### **When Not to Use An Apostrophe: In Plurals and Verbs**

*i. Samina's new boots have golden buckles.*

- Many verbs end with an S. e.g.

-ii. He owns the cinema.

*Owens* is a verb. Do not put an apostrophe in a verb.

### **Practice 6.**

Add an apostrophe where necessary

(i)(i) The head of the departments mood is much better after he gives out the assignments for the day.

(ii) This years new television shows are much worse than the programs of last year.

(iii) Mind your ps and qs.

**Review:** Identify the correct answer.

1. A contraction is two words combined into

- a. one word
- b. a possessive
- c. a plural

2. In the contraction she'd, the apostrophe

- a. shows that *she* posses something
- b. takes the place of woul
- c. indicates a plural

3. To make a possessive, an apostrophe plus an s is usually added to

- a. the name of the owner
- b. whatever is owned

4. An apostrophe is not needed in

- a. a contraction
- b. a plural

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- a. shows that *she* posses something
- b. takes the place of woul
- c. indicates a plural

3. To make a possessive, an apostrophe plus an s is usually added to

- a. the name of the owner
- b. whatever is owned

4. An apostrophe is not needed in

- a. a contraction
- b. a plural

### Lesson -30

In writing a paragraph you should

- i) make a point
- ii) support the point
- iii) orderly arrange the material
- iv) write error free sentences

#### **My neighbors**

1. The new family that has moved in next doors is quite a noisy family. Ever since they arrived, we have not had peace and quiet for a day. Their young **daughter** is the loudest person I have ever known. She pops out her head every half hour from her bed room window and screams for the old man who works for them. Cries of `Babaji! Babaji!' resound in the area. Then the whole neighborhood can hear what she wants Babaji to fetch her from the market. As for the **other children** they are no better.

Screaming and shouting at the top of their voices, they play hide and seek late into the night, and their **dogs**, barking loudly, join them in their sport. As if this is not enough, just when the neighborhood is about to turn in for the night, loud stereo **music** blares from their house, shaking and rattling everyone's nerves. I think we need to call a meeting of the other neighbors and do something about this.

2. On the day after the burial of a celebrated man, his friends and enemies apply themselves to the work of writing his biography. His **school fellows** relate in the newspapers his boyish pranks, **another man** recalls exactly, and word for word, the conversation he had with him twenty years ago. The **lawyer**, who manages the affairs of the deceased, draws up a list of the different offices he has filled, his titles, dates and figures, and reveals to the matter-of-fact readers how the money left has been invested and how the fortune has been made; the grand **nephews** and second **cousins** publish an account of his acts of humanity, and the catalogue of his domestic virtues.

- Taine, *History of English**Literature***Practice 1:**

Arrange the ideas and evidence in logical order, the most general coming first.

A. 1The first shelf was crammed with copies of the daily newspapers, The Pakistan Times, The News, The Dawn and The Nation. 2To the left of the papers he had piled copies of The Herald, She, The Friday Times and Mag. 3On the middle shelf he had a set of the great Urdu and Punjabi classics and a vast collection of science fiction novels and detective stories. 4On the top shelf he had numerous new volumes on cooking, gardening and travel. 5His library testified to the breadth of his reading habits.

Idea \_\_\_\_\_

Evidence \_\_\_\_\_

Sentence 5

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Practice 2:**

1Mathematics has never been easy for me. 2Now that I am in college, I am having trouble getting through even in business math. 3I never could solve the mysteries of X's and Y's, sines and cosines. 4In primary school I had serious trouble learning the simplest arithmetic. 5In high school I barely passed in algebra and trigonometry. 6My father threatened to take me out of school if didn't learn to add correctly.

Idea \_\_\_\_\_

Evidence \_\_\_\_\_

Sentence 1

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Practice 3: Select the most appropriate conclusion you might infer from the evidence given. Place the number of the conclusion you select in the blank space.

**1. Evidence:** My four-year old Suzuki has 80,000 miles on it. It needs a new battery, the alignment of the front wheels is out, the shock absorbers are weak and the upholstery is frayed. \_\_\_\_\_

**Conclusion:** 1) Japanese cars give good service for 80,000 miles, then break down. 2) Its time for me to get a new Suzuki. 3) My four-year old Suzuki need some minor repairs.

**2. Evidence:** The rainfall in Dhaka was 88.6 inches in 1960, 86.2 in 1961, 84.2 in 1962, 81.2 in 1963, 80.1 inches in 1964 and 75.1 inches in 1965. \_\_\_\_\_

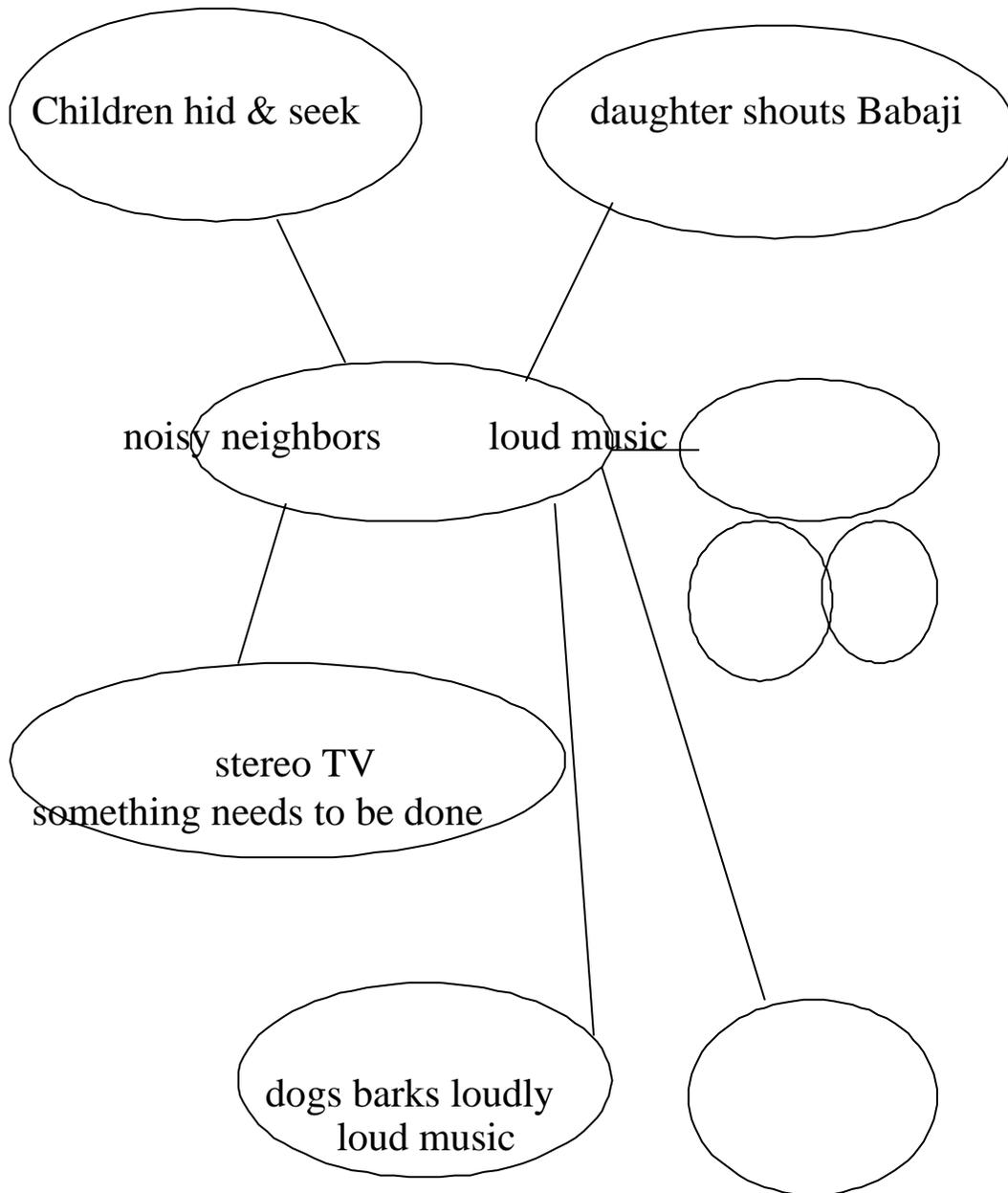
**Conclusion:** 1) Dhaka rainfall declined steadily between 1960 and 1965. 2) Dhaka rainfall eventually returned to normal. 3) Dhaka rainfall was 74.1 inches in 1967.

Practice 4: Identify the evidence that does not support the conclusion. Place the number of the irrelevant evidence in the blank below the evidence. If all of the evidence is irrelevant, leave the blank empty.

**Conclusion:** The trees in the back yard provide shade all day.

**Evidence:** 1) Four neem trees to the front of the south side protected the yard from the morning sun. 2) A row of towering euclyptus trees on the west side protect the yard from the evening sun. 3) Two great rubber trees further back on the south side caught the noon and early afternoon rays.

4) Between the trees were low growing rose bushes, Habiscus and jasmine bushes. \_\_\_\_\_



## Lesson -31

A well written paragraph has 5 elements

- (i) a topic sentence
- (ii) supporting sentences
- (iii) a concluding sentence
- (iv) unity
- (v) coherence

The topic sentence is

(a) a complete sentence - it contains a subject, a verb and a complement (which is a word or words used to complete the meaning of a verb). (b) A topic sentence contains a topic as well as a controlling idea. I.e. first it names the topic and then it limits the topic to a specific area that is to be discussed in the paragraph.e.g.

*-Driving on the motor way requires skill and agility*

*- Platinum, a precious metal is used for two purposes.*

D) My study table is well organized. I keep ball point pens and colored pencils in the top right drawer. Writing paper is in the middle right drawer. The bottom right side has all the other material I might need, from paper clips to staples and tapes. The top of the desk is clear, except for a study lamp and a monthly planner. The left side of the desk has two drawers. The bottom one is a file drawer, where I keep my lecture notes from each class. And in the top drawer? That's where I keep peanuts, raisins, chocolates and chewing gum that I snack on while I study.

2) Do you have problems with sleeping? By following a few single guidelines many sleep problems can be avoided. First, don't drink tea or coffee close to bedtime. Next, do not exercise at least three hours before bedtime. Lastly, work out a sleep routine. Try to go to bed at the same time and try to get up at the same

(3) Today world-wide communications are taken for granted. Through telephone, TV and the inter-net, we learn instantly what happens all over the world. In ancient times, however, military leaders relied on a much slower, less technical method of sending important messages - pigeons. Homing pigeons are trained to return home from long distances. The birds were kept in cages at the military camps. When a message had to be sent, it was tied to the bird's leg. The bird was then released and it flew back to its base camp after delivering the message.

Probably in the coming decade there will be more use of home computers. People will use them to shop, to cast votes, file taxes, and to take college and university exams. Also, they will be used for playing games. Experts say the work week will be reduced to less than thirty-two hours. Moreover, robots will not only take over many routine service job but many dangerous jobs as well. As these forecasts suggest, the coming decade is likely to be a decade of home computers.

**Review 1** To find out what you've learned so far answer each of the following questions. Fill in the blank or put a tick mark against the answer you think is correct.

1. The topic sentence of a paragraph states the
  - (a) supporting details
  - (b) introducing material
  - (c) main idea

2. To find the topic sentence of a paragraph, look for a general statement. True or False?
3. The supporting details of a paragraph are more general than the main idea. True or False?
4. The topic sentence may appear in a paragraph (a) only once (b) more than once?
5. When the main idea is stated in the last sentence of a paragraph, it is likely to be
  - (a) a summary
  - (b) a conclusion

(c) either a or b  
 Now we shall turn to the parts of a topic sentence. A topic sentence has two essential parts - the topic and the controlling idea. The topic (names) the subject or main idea of the paragraph.

- Driving in Lahore requires skill and nerves of steel.
- Living in an English speaking country improves the English of a foreign student.
- Sri Lanka is famous for its tea gardens.
- Television commercials are misleading.

**Practice Writing Topic Sentences** Write a topic sentence for each of the following topics include both a topic and controlling idea)

1. The effect of TV on children
2. Books on travel / Travel Books
3. Gardens
4. Popular Entertainment (general subject)
5. The Benefits of Foreign Travel

**The Concluding Sentence:** A concluding sentence has two purposes (i) it signals the end of the paragraph for this you should use words like in conclusion, in summary or finally.

(ii) It gives a final comment on your topic.

The following examples illustrate two different types of concluding sentences

I) Most people think of 'synonyms' as words 'having the same meaning', but it is easy to show that synonyms are always partial, never complete.

II) 'Tall' and 'high' are usually considered synonyms but while we can have both a tall building and 'a high building' we cannot have both 'a tall boy' and 'a high boy'.

*Therefore, we should be careful in choosing words because many words that we considered turn out not to be really synonyms* (repeats main idea of topic sent)

(ii) Some people delight in inflicting pain on harmless little creatures. Such as flies, worms and frogs. They also take pleasure in killing them. This is very cruel of them. They ought not to do so, because it is wrong to cause unnecessary pain to any creature.

Besides, from being cruel to little animals, men are often led, to become cruel to their fellow creatures, and they learn to do very cruel deeds. *Whenever a man is tempted to hurt or kill any such creature he should pause to think how he would feel if any creature more powerful than he, were to do the same to him.* (concluding sentence summarizes the main 2 points not specifically stated in the topic sentence.)

### **Paragraph 1:**

The scientist is more interested in doing scientific work than in defining it. He sometimes says that a piece of work or book is unscientific, and what he actually means by that phrase is 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.....

**Paragraph 2:**

The habit of economy can easily be formed if we have a will to save. The first important thing in the formation of this habit, as in the case of many others, is to make a beginning. It does not matter with what sum we begin. We should make use of the first opportunity to make a beginning, secondly we should keep this habit alive by consistent effort. All this is possible only by a strong will-power. If once we decide to save, we should start immediately.....

**Paragraph 3:**

There are numerous everyday words in English that have come from other languages. English speakers relaxing at home, for example may put on *pajama's* which is a Persian word. A sleep in the afternoon is called a '*siesta*' a Spanish word. When we wash our hair we '*shampoo*' it - from the South Indian word champi.

**Writing Practice Home Work.**

Choose a topic from the list below and write a paragraph 4-5 sentences in length.

**Step I :** Begin para w. good topic sentence.

**II :** Write general supporting sentences that explain or support the topic sentence.

**III :** Write a good concluding sentence.

**Topics**

1. Arranged Marriages
2. Population Explosion in Pakistan
3. Computers

Your instructor will give you a time limit, suggested limits:

Writing time = 13 minutes

Checking time = 02 minutes

**Total = 15 minutes**

**Lesson -32****Dr.Surriya Shaffi Mir**

- a) Look at the following paragraph. Which sentence does not contribute to a unified effect.

**Playing tennis keeps my mother fit**

1. Running around the courts keeps her muscles toned up and gives them the flexibility of a teenager.
2. We still have the cup she won for finishing first in the one-mile race in her college Annual Sports.
3. Serving especially gives her a sense of balance.
4. Even at the age of fifty two, my mother continues to play tennis and she plays it well.

- b) In the following paragraph notice how all the details are unified – they are about the same subject / topic of the paragraph.

Hamid was a big, bouncy guileless man who slapped you on the back whenever he met you. He loved to crack jokes and would poke you in the ribs to make sure you got the point of his jokes. He had a passion for food and a passion for ideas. ‘Now take the constitution, for instance. I can’t believe that we have made a mess of it. There is only one way to come out of this practical mess.’ he would continue, examining one idea after another. His strong, protruding teeth would glisten from far away as he sat in the midst of friends, eating and discussing.

How do we determine that this a unified paragraph?

In the following paragraph which sentence is not concrete enough.

1The young Pakistani woman has become a puppet in the hands of fashion gurus. **2She does everything they tell her to do.** 3She raises hemlines when they give the nod. 4They are lowered when a new look is needed to raise sales. 5At their suggestion she wears bright colors, and when they propose dull colors, she takes to wearing drab colors.

Characteristics of a Good Pakistani Citizen

- a) awareness – what is happening in the world around him at the local, national and international level.
- b) knowledge – of his basic human rights, constitutional rights.
- c) action – participation in community work, political participation (votes ...)

**Practice 1:** Here is a topic sentence. Look at its **key terms**. Then decide which detail would **not** be related to the key term.

Topic sentence: Folk songs are *popular* because of their *greater realism*.

Key Terms: popular, greater realism

Details: a) spontaneous participation

b) honesty about love

c) powerful, down to earth emotions

d) involved with ecology

Topic Which detail would **not** be **unified** with regard to the key terms of the following topic sentence.

Sent: Inflation has *affected* a varied *cross section* of the public

Key Terms: affected, cross section

Details: a) people with fixed incomes  
 b) petty shop owners  
 c) medicine & hospital charges  
 d) overcrowded conditions in hospitals

Which detail would **not be unified** with regard to the key terms of this topic sentence.

Topic Sent: The pollution problem has *increased* in great proportions.

Key Term: increased

Details: a) Cars & buses on city streets  
 b) deforestation  
 c) polluted rivers  
 d) competition by imported vehicles

4. Which detail is **not a subdivision** in the development of a paragraph on historical novels.

a) appeal to patriotic feelings  
 b) usually based on a factitious event  
 c) presents events in a very simplified way  
 d) glorify war

In a paragraph on Urdu films, which three details would be grouped under a major subdivision about the qualities of the hero?

they can sing and dance  
 emerges from fights without a scratch  
 can jump from great heights

Monotonous plots. \*

Write three sentences that develop the following topic sentence: Modern technology has *helped* the *housewife*

Key Term: helped, housewife

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **PRACTICE:**

Look at the following 2 paragraphs. Both paragraphs give the same information, yet one is easier to follow than the other because of the use of transition signals.

#### **Paragraph 1:**

Students who come to college from high school find that at first they have a few problems. Their college is usually much bigger than their high school. The new first year student often does not know any of the student of the higher classes. These students are not always friendly to him / her. They play tricks on him/her or tease him / her. Before he/she was one of the biggest students in his / her school; now he / she is one of the smallest. Another problem is that he / she no longer has his / her classroom. He / she has to go to a different classroom for every subject. The unfortunate student has to carry all his things with him / her. He / she is not used to this. Our first year student does not have a class teacher either. Instead of one teacher whom he / she knows well, he / she has six or seven teachers whom he hardly knows at all. The boy or girl starting college often finds it rather strange at first.

#### **Paragraph 2:**

Students who came into college from high school find that at first they have a few problems. *The main problem* is that their college is much bigger, usually, than their high school. *Another thing* is that the new first year student often does

not know any of the students of the higher classes. *As well*, these students are not always friendly to him. *Sometimes* they play tricks on him or tease him. *Another change is that* before he was one of the biggest students in his school; now he is one of the smallest.

*Yet* another problem is that he no longer has his own classroom. *Now* he has to go to a different classroom for every subject. *And* the unfortunate student has to carry all his things with him. He is not used to this. *Moreover*, our first year student does not have a class teacher either. Instead of one teacher whom he knows well, as six or seven teachers whom he hardly knows at all. *There is no doubt that* the boy or girl starting college often finds it rather strange at first.

### **Practice: Choosing Transition Signals**

The transition signal that best shows the relationship between the sentences. Make punctuation changes as required.

1. A recent article in *The Herald* suggested ways to reduce inflation. The article suggested that the prime minister reduce the central budget; \_\_\_\_\_ it suggested that the government reduce central, provincial, and local taxes. (*however, in contrast, furthermore*)

The writer said that the causes of inflation were easy to find, \_\_\_\_\_ the cure for inflation was not easy to prescribe.

(*for example, therefore, however*).

3. In physics the weight of an object is the gravitational force with which the earth attracts it. \_\_\_\_\_ if a man weighs 150 pounds, this means that the earth pulls him

down with a force of 150 pounds.

*(moreover, therefore, for example)*

Notice how the following 2 paragraphs are organized according to time.

The first generation of computers which used vacuum tubes, came out in 1950. Univac I is an example of these computers which could perform thousands of calculations per second. In 1960, the second generation of computers was developed and these could perform work ten times faster than their predecessor... Second generation computers were smaller, faster and more dependable than first-generation computers. The third generation computers appeared on the market in 1965.

–b) How to make Carrot Pudding

—If you want to cook something that is delicious and quick to make try this recipe for carrot pudding. **First**, scrape the carrots (1 kilo) and **then** grate them. Boil milk (1 kilo) and add the grated carrots. Let them boil. Add 1 cup of sugar. **Next** beat one egg thoroughly; pour the beaten egg into the boiling milk and carrots. Stir the mixture. Add 2 tablespoons of finely grated coconut. Mix well. Cook till mixture becomes thick. Turn off the gas. **When** the mixture cools pour it into a dish.

**Example:**

In the past thirty-five years, (developments) in the field of electronics have revolutionized the computer industry.

1--- The worst day in my life was the day I left my family and my friends to come to Canada.

2---In my opinion, television programs can be divided into three types: excellent, mediocre, and poor

3---The life cycle of the Pacific salmon is one of nature's most fascinating phenomenon.

4--Gold is prized for two important characteristics.

**Model Paragraphs(1)** As a child, my favorite food was salted peanuts, and I never seemed to get enough. Every time I stepped out of the house I would think of some excuse to visit the corner shop which sold small packets of salted peanuts. I even devised elaborate techniques for eating the stuff. Some I would eat from beginning to end, starting at the top of the packet and ending at the salty base. Others I would throw casually into the air, letting them land in my wide open mouth.

(2) For more than 75 years my father functioned like a well-oiled machine. No matter what the time of the year, what the weather, he got up at 4 a.m. while it was still dark, and went out for a long, brisk walk with his dog. He came back at 7 and went to work at exactly 7:30. But then one day, nobody knows why, the machine came to a halt. My father just lay in bed. It didn't matter anymore what time it was. He just didn't care. His connections with the world seemed to have been snapped. The lights seemed to have gone out. My father had decided not to live any more, and that was it.

H.W. Choose any 2 topics, one from group A & one from group B and write a paragraph on that subject. Remember to use transitional signals.

**Group A**

(Order of Importance)

Why it is important to: A typical day in my life

a) learn English

**Group B**

(Chronological Order)

The happiest day in my life

- b) stop smoking      The unhappiest day of my life
- c) reduce pollution

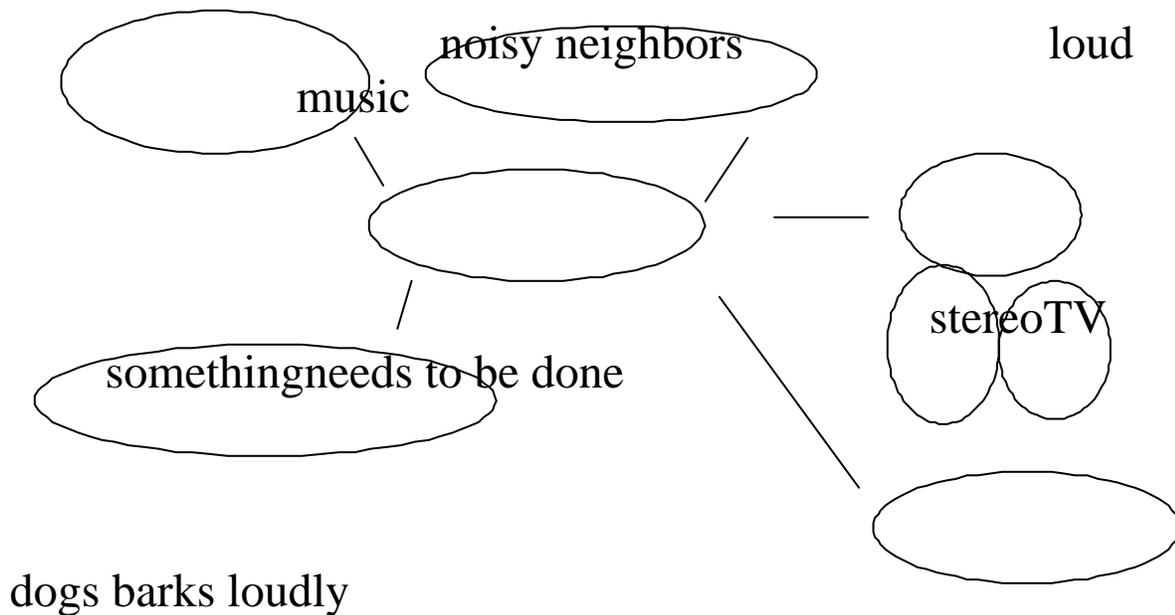
**Lesson - 33**  
**Dr.Surriya Shaffi Mir**

**Process of Writing:      Five stages / steps**

Getting ideas: brainstorming, clustering, free writing  
 making brief outline  
 writing the 1st draft  
 revising  
 proof reading  
 Example of an outline.

Children hide & seek

daughter shouts Babaji

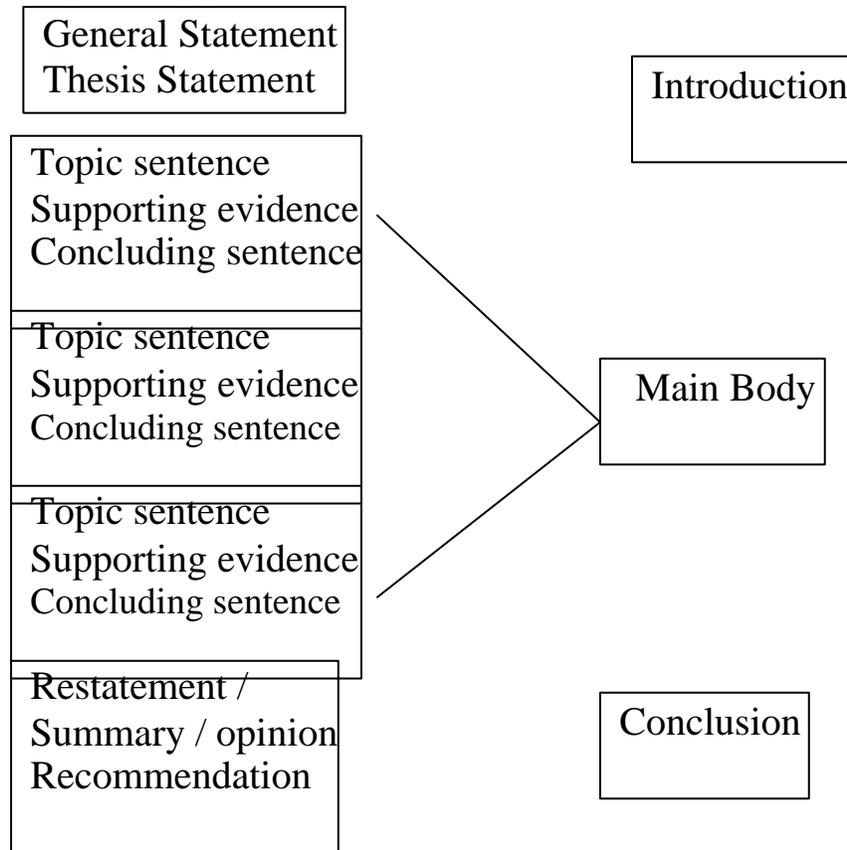


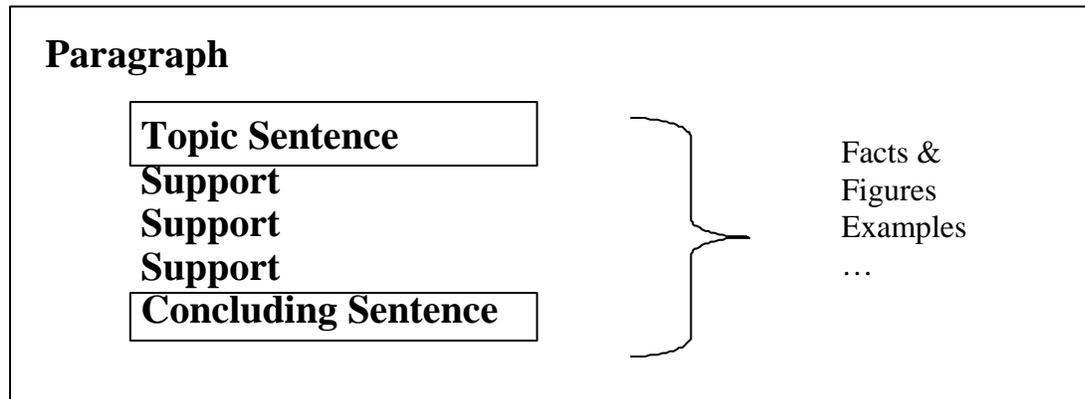
## Biography of a celebrated man

- a) Friends and enemies
- b) school fellows - pranks, conversations
- c) offices held, distinguished figures
- d) relatives - accounts of his acts of humanity and virtues

Try to catch the readers attention so that they would want to continue reading. This can be done in a number of ways:

- by posing a question
- Using an apt quotation
- a dialogue
- a striking description or image
- making a controversial statement
- developing a historical perspective / background
- making an appeal for action / change





**Lesson Review** Check your understanding of the material presented in this lesson.

Writing is a skill that can be learned with practice. T/F?

An effective paragraph is one that

- a. makes a point
  - b. Provides specific support
  - c. makes a point and provides specific support
  - d. none of the above.
3. The sentence that states the main idea of a paragraph is called the topic sentence. T/F
4. Prewriting strategies can help a writer find
- a. a good angle / to write about.
  - b. a good main point to make about the topic.
  - c. enough details to support the main point
  - d. all of the above.

5. In the early stage of the writing process, you should not be concerned with spelling, punctuation or grammar. T / F

6. A brief plan of the paragraph / or composition is known as an outline. T / F

7. Your first concern when you start writing should be

- a. spelling
- b. content
- c. grammar
- d. punctuation

8. Two common ways of organizing a paragraph are using a chronological order and order of importance.

T / F

9. The words *first*, *next*, *then*, *also*, *another*, and *finally* are known as **signal** words. They are also called **transition** words. T / F

10. The purpose of proof reading is to check for errors in

- a. grammar
- b. punctuation
- c. usage and spelling
- d. all of the above

## Lesson -34

An introduction has four **purposes**:

1. **Introduce** the topic of the essay.
2. Give a general **background** of the topic.
3. Specify the overall, '**plan**' of the essay.
4. Arouse the reader's **interest** in the topic.

If you remember the introductory paragraph has two parts:

(i) General statements (ii) A thesis statement

1 Anyone born in the twentieth century will have seen a lot of changes take place in nearly every aspect of human life.

2 While some found these changes fascinating, others found them discomfoting and they want to return to the simpler, less mechanical life style of the past. 3 On the one hand the twentieth century brought about a higher standard of living, on the other it brought along pollution, the weakening of human relationships and the diminishing of spiritual and moral values.

The thesis statement: (i) states the main topic

(ii) lists the subdivision of the topic

(iii) may indicate method of organization of essay

(iv) is usually the last sentence of the introductory paragraph.

### Practice 1:

In the following 3 introductory paragraphs the sentences in each are not in the correct order. Rearrange the sentences beginning with the most general statement first until the introduction becomes more specific. The thesis statement should come last.

(A) 1 Lahore's heavy traffic problems can be solved by building under and overhead passes along the canal roads, by improving the public transport system within the city, and by building rapid transit systems from the rural areas to the city. 2 Traffic congestion is caused by the thousand of cars, vans and buses that come into the city from the neighboring small towns as well as from the thousands of cars that come from within the city limits. 3 One of the most serious problems that Lahore faces with is traffic congestion. 4 This huge problem must be solved before it gets worse.

Correct order: \_\_\_\_\_

(B) 1 However, in others, the nuclear family i.e. only parents and their dependent children living in one household is the rule. 2 People in different cultures have different systems for family life. 3 In many cultures, people live in extended families in which three generations share the same house. 4 In all parts of the world the family system is undergoing great changes. 5 In Pakistan too, the traditional family system, the extended family is rapidly giving way to the nuclear family and this could have enormous effects on our society.

Correct order: \_\_\_\_\_

(C) 1 From observing animal behavior to measuring radio signals from celestial objects in space, scientists have tried different methods to predict earthquakes, but have so far been unsuccessful. 2 Earthquakes are the most catastrophic of natural disasters in terms of loss to human life and property. 3 Despite advancements in scientific knowledge and technology scientists are still not able to predict

earthquakes. 4This paper will examine the history of the science of earthquake prediction, then discuss each of the methods in more detail, and finally present data indicating the success - failure ratios of each method.

Correct order: \_\_\_\_\_

### **Practice 2.**

Study these following thesis statements. Which method of organization (chronological order / comparison and contrast) does each one indicate?

Beginning from the pre-Independence period and continuing through the period immediately after Independence, the status of women in Pakistan has changed remarkably. \_\_\_\_\_

(b) Despite the set backs in the Zia period, the status of women in Pakistan has improved considerably but it is still very low when compared to the status of women in the west. \_\_\_\_\_

### **Practice 3.**

The following are thesis statements, in which both the method of organization and the major subdivision of the topic are indicated. Each subdivision will be the topic of a paragraph in the main body. Read the statement and say (i) what will be the topics of each paragraph (ii) how many paragraphs will the essay probably contain?

The status of women in Pakistan has changed notably in the past decade due to increased educational opportunities and economic independence.

**No of paragraphs (\_\_\_\_) :** \_\_\_\_\_ (b)The role of women in Pakistani society has undergone great

changes especially in the areas of political participation, economic self reliance and job opportunities.

**No of paragraphs ( \_ ) -** \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

### **Practice 4:**

Look at the following thesis statements. The main topic is underlined and the subtopics are in brackets. Indicate the words or punctuation marks that are used to introduce the subtopics.

Capital punishment should be abolished not only because it deprives a human being of life but also because it does not stop crime.

Topic: \_\_\_\_\_

Sub Topic : \_\_\_\_\_

Words that introduce sub topic:

(ii) Women are likely to live longer than men for two reasons: they lead less stressful lives and they look after their health.

Topic - Women live longer than men

Sub Topic \_\_\_\_\_

\_\_\_\_\_

Words that introduce sub topic.: \_\_\_\_\_

(iii) We protect domestic animals because they are valuable to use materially and emotionally.

Topic: \_\_\_\_\_

Sub Topic \_\_\_\_\_

\_\_\_\_\_

S.T. Introductory words \_\_\_\_\_

### **Practice 4.**

Complete the following thesis statements by adding topics to them. If you use correlative conjunctions (both, and, not only... but also) make sure your structures are parallel.

(i) This life expectancy of the average person is increasing because of \_\_\_\_\_  
\_\_\_\_\_

(ii) Technology is changing our lives in three important areas: \_\_\_\_\_  
\_\_\_\_\_

iii) Foreign learner of English have problems with three sounds: \_\_\_\_\_

(iv) Nobody likes watching television commercials  
\_\_\_\_\_

(v) A good teacher must have the following qualities:  
\_\_\_\_\_

The concluding paragraph consists of :

a summary of the main points     **OR**

(ii) a restatement of your thesis statement  
    in different words     **AND**

(iii) Your final comment on the topic of  
    your essay.

**Model Essay.** Look at the **introduction** and **conclusion** for the following model essay on ‘The Advantages and Disadvantages of Living in the Twentieth Century’.

*(Introduction)* Anyone born in the twentieth century will have seen a lot of changes take place in nearly every aspect of human life. While some find these changes fascinating,

others find them discomfoting and they want to return to the simpler, less mechanical life style of the past. While on the one hand the twentieth century brought about a high standard of living, on the other it brought along pollution, the weakening of human relationships and the diminishing of spiritual and moral values.....

.....  
**(Conclusion)** *In conclusion*, although the twentieth century has indeed given us a lot of advantages by making us more moneyed, healthier and freer to enjoy our lives, it has, in my opinion, not made us, any more sensible and happier. The twentieth century has also made the earth dirtier, the people less humane and our spiritual lives miserable. We should continue to enjoy the benefits of modern technology because they release us from the drudgeries of manual work and allow us the freedom to pursue our interests and objectives. However, we must make collective efforts to preserve the earth's natural environment for future generations. Also, we should try to build relationships with other fellow beings. In a world which is increasingly becoming more and more impersonal and mechanized.

### **Practice 5.**

Write concluding paragraphs for the following introductions by summarizing the main points or paraphrasing the thesis statement or adding your own final comments as a final message to the reader.

**Introduction 1:** Modern life is creating health problems. Stress affects nearly everyone, from the highly pressurized

administrator to the busy housewife or student. It can cause a variety of physical disorders, ranging from headaches to stomach ulcers. Stress is not something that can be cured self-medication like the common cold. However, it can be controlled. One can learn to control stress by enjoying a good laugh and or going for long walks, and by maintaining warm relationship with friends, family and colleagues.

### **Conclusion 1:**

**In the end** we can say that although stress, a feature of modern life, causes many physical disorder in the human body, it can be controlled by enjoying a good laugh, going for long walks and by maintaining warm relationships with friends, family and colleagues. **In my opinion to control stress we need to cultivate cheerfulness for our own sake.**

### **Introduction: 2.**

Television is the most popular form of entertainment in Pakistan. People of all ages from all walks of life enjoy watching television. It has been estimated that the average Pakistani watches tv for an average of four hours daily. Thus, tv has had a tremendous influence on its viewers, especially children. Doctors are now of the view that children are adversely effected by constantly watching tv. This is due to the fact that they do not take part in physical activities, spend less time reading, and are constantly exposed to a world of violence that can affect their immature personalities.

### **Conclusion 2:**

***To sum up*** it can be said that effects of television especially on children are not beneficial. Doctors think that being glued to the mini-screen for many hours at a stretch watching violence has adverse effects. It will not only affect their physical health and eye sight but also their personalities.

## Lesson -35

### Dr.Surriya Shaffi Mir

Jot down the ideas:

Traffic is a problem because:

- great variety of vehicles on the road
- narrow roads
- drivers don't obey traffic rules

Traffic is becoming a serious problem in my city...(Name of the city) There are three basic reasons. First, there is a great variety of vehicles moving on the road. There are fast moving, mechanical vehicles like cars, buses, vans, motor cycles, motor rickshaws, and there are slow moving vehicles, like horse-drawn coaches for public transport called 'tongas', oxen and horse-driven carts for carrying goods and merchandise. This mixture of fast and slow moving vehicles is the greatest of traffic problems.

Moreover, the number of these vehicles has risen considerably in the recent years.

Another reason is that roads are old and narrow. As cars are parked along the side of these roads it makes the roads more narrow, leaving little room for the main traffic to move smoothly. Third, as many drivers in my city do not obey traffic rules, the result is that traffic jams result from cars going one way and buses going the opposite way on the same road. Thus, there is chaos on the roads of my city.

Traffic problems: 3 causes

1. Great variety of vehicles
  - fast moving
  - slow moving

2. Narrow sheets = cars parked on sides
3. Drivers don't obey traffic rules

The Works of Shakespeare	7. Richard III
Macbeth	8. Othello
Merchant of Venice	9. Henry V
King Lear	10. Henry IV, Parts I II
As You Like It	11. Venus and Adores
Romeo and Juliet	12. A Lover's Complaint
Midsummer Night's Dream	13. The Sonnets (154)

### The Works of Shakespeare

#### I. Comedies

- Merchant of Venice
- As you like it
- A Midsummer Night's Dream
- Tempest

#### II. Tragedies

- Hamlet
- Macbeth
- King Lear
- Othello

#### III. Histories

- Richard III
- Henry IV, Part I
- Henry IV, Part II
- Henry V

#### IV. Poems

- Venus and Adonis
- A Lover's Complaint

#### V. Sonnets (154)

**A**  
**Books I enjoy Reading**

I. Fiction

A. Spy thrillers

B. Historical Novels

Roman

II. Love Stories

III. Non – Fiction

A. Inventors

B. Biographies

IV. Military Heroes

V. Science / Space Exploration

- inventors
- military: conquerors  
generals
- sportsman
- movie stars

B. Science /Medical

Science / Space  
Exploration

1. Jot down ideas as they occur to you.

2. Arrange these ideas in a satisfactory natural or logical order with headings and sub-headings.

You may find that some of the ideas which you have jotted down are not included because they do not fit in with the purpose.

3. Label your headings and sub-headings carefully:

Main headings: I, II, III.....

Sub-headings: A, B, C.....

**B**  
**Books I enjoy Reading**

I. Fiction

A. Love Stories

B. Historical

C. Spy Thrillers

II. Non - Fiction

A. Biographies

Statesmen, Kings/  
freedom fighters

- inventors

- military: conquerors  
generals
- sportsman
- movie stars

Further sub-divisions: 1, 2, 3,

4. Indent: i.e. set down the outline as follows

I.....

A.....

B.....

II.....

A.....

1.....

2.....

B.....

C.....

III.....

Subject: Travel

Ideas: Means of travel (bus, train, aeroplane, car, etc... )

A particular journey – Peshawar?

“To travel hopefully is better than to arrive.”

(R.L. Stevenson)

Bacon’s ‘Essay on Travel’, Other travel books

Educational value, Holidays , People you meet

People you meet, Countries I should like to visit, What to see, Language problem, Haj

Customs of the people , Preparation

Outline: Guiding purpose: Personal: Why I should like to travel.

**I.Value of Travel**

‘ Travel in the younger sort is part of education; in the elder, a part of experience’-- Bacon

A. Knowledge from books e.g. ‘From Oxus to Jumna

B. Knowledge from experience – visiting Iran,  
Afghanistan

### **Pleasures of Travel**

- A. Seeing new place
  - 1. Cities, buildings
  - 2. Countryside
  - 3. Historical sites
- B. Meeting new people
  - 1. Customs
  - 2. Languages

### **III. Methods of Travel**

A. car, bus, train – see the country, meet the people (takes longer)

B. Aeroplane (get there quicker).

### **Desire to Travel**

- A. Why I want to travel
- B. Where I want to go

V. **Preparations for Travel** – passport, visa, buy ticket

Note 1: Each heading is expressed in phrase/word

2. Parallel points have parallel wording.

I. II, III, IV, V are all Noun phrases

II A: seeing II. B. meeting

IV. A: why IV B. where

3. Do not allow headings to overlap.

4. Do not coordinate any heading which should be subordinated & vice versa.

Do not make a single heading or sub heading anywhere in the outline. e.g. where you have I you must have II &

similarly if you put A, there must be at least B, and if 1 at least 2.

The outline provides for a prompt beginning (in this case a quotation) and ending (the buying of a ticket) but information is given about these, and they are not labeled Introduction and Conclusion.

The Art of Flower Arrange

e.g. ....

The choice of Flowers

A. March .....

B. .... - chrysanthemums

C. February- .....

The..... of Flowers

A. The wrong way

B. The ..... Way

1. flowers

2. ....a. big

b. small

..... of

Arrangement

The Pleasure from Flower Arr.

A. On special occasion

1. ....

2.....

**Flower arrangement**

Guiding purpose: to present this as an art

roses, chrysanthemums etc

peach blossom

greenery

a single rose

pleasure

vases – size

Japanese style

lots of flowers

effect on rooms

parties, weddings

In the following the main headings overlap. Write two corrected versions of the outline:

History of the Punjab

1) History of the Punjab

I.Period before 1500	I.....
II.Moghuls	II.....
III.Sikhs	III.....
IV.Period after 1947	IV.....

2)	I Moghuls
II.....	
III.....	
IV.....	

The Uses of Atomic Energy      The Uses of Atomic Energy

I.The Background of Atomic Research	I.....
A. for military purposes	
I.II. The Atomic Bomb	II.....
I.III. Other weapons	
A.....	
IV For peaceful purposes	B.....
A. industry	III.....
V. Medicine	A.....
VI.Importance of Atomic Power	B.....
	IV.....

## Lesson -36

### Dr.Surriya Shaffi Mir

*For example, look at these essay topics:*

- i. Choose any one day's working session of the Report on The First Round Table Conference. Identify the speaker and discuss the issues and attitudes revealed in that speaker's speech?*
- ii. Laughter can range from good-humored banter to cruel mockery – How would you describe the nature of the comedy in Henry IV (parts I & II) and V ?*
- iii. Can the life of the tall Dingas of the southern Sudan living with their cattle be described as a case of symbiosis between man and animal?*

#### Characteristics of Academic Essays

Combine description with analysis

Relate general concepts to particular and vice versa.

Gather ideas from printed sources

Consider various aspects of a problem

Content , Key words,

concepts,

judgement,

knowledge.

*In the past twenty years (**developments**) in the field of electronics have (**revolutionized**) the computer industry*

*- The (**causes**) of inflation*

*Discuss important (**religious and national holidays**) in (**Pakistan**)*

*- The important (**milestones**) in my life.*

*- The (**hazards**) of driving (**small**) cars.*

*-The (quality) of education in Pakistan high schools has (declined).*

**Why Do You Make Notes? No. 1 Notes are aids to memory.** If you are reading for writing a long essay, then you must have some system of sorting and recalling information you will need when you finally come to writing the essay.

**No. 2 Your notes are the raw material** on which you will work: facts, figures, direct quotations will be quickly available.

3. The process of note-making forces you to:

- Summarize ideas and arguments
- select points relevant to your purposes
- Understand and interpret the original source
- Continually clarify and adjust your perception of your essay topic in the light of your increasing understanding of the material.

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- Continually clarify and adjust your perception of your essay topic in the light of your increasing understanding of the material.

Practice: Read the following passage. Then read the 2 sets of notes and compare them.

In this discussion of art history, we give special emphasis to three basic factors. First, the background: the religious, social, and economic conditions that make art possible in any period. Second, the foreground: the work of art itself, its style and its variation from other styles. Third, the contribution of the individual artist, revealing his inspirations and the extent of his gift.

There are two wrong ideas we must guard against. First, art history is not a development from primitive beginnings in the past to final perfection in our own period. Styles change but artistic quality is more constant. Superior works of art occur in many periods. Second, often one style of art is the characteristic expression of one period. It is useless to attempt any evaluation between styles that have little in common. We should compare a work of art only with work of the same period, as we must recognize that each period posed its own problems and arrived at its own unique solutions.

Now read the following sets of notes examples A & B. Compare them. Which one is better?

Example A : The author says that there are three basic factors to be considered in art history. The first is the religious, social and economic background. Then there is the style of the art itself. And finally the contribution of the individual artist. But there are two wrong ideas about art history. It is not a development through history: “superior works of art occur in many periods.” Since each period in

art history has its own problems and solutions, we cannot compare works of art form different periods.

### **Example B:**

#### I. Three basic factors in art history

A. Background: religious, social, economic

B. Foreground: the art itself, its style & variation

C. Contribution of the individual artist

#### II. Must guard against two wrong ideas

A. Art history is not development through time; superior works in many periods, from primitive to present

B. Cannot compare works of different periods

### Practice in Note Making:

Make notes on the following passage by writing an outline on the lines given at the end.

The ancient Greek Olympic Games lasted for five days and included 4 different athletic contests. First, There was “stadion” (from which we get the word stadium). This was a foot race covering a distance of About 607 ft. Second there was the “pentathlon,” a contest in which each contestant had to excel in five different events: foot races, jumping, Wrestling, throwing the discus, and throwing the javelin.

Third, there was boxing. In this contest, the boxers fought with bare fists, and the match continued until one or the other was knocked out or admitted defeat. The final event included horse racing, both races with four-horse chariots and races with the contestants riding bareback

I. \_\_\_\_\_

\_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

5. \_\_\_\_\_

C. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

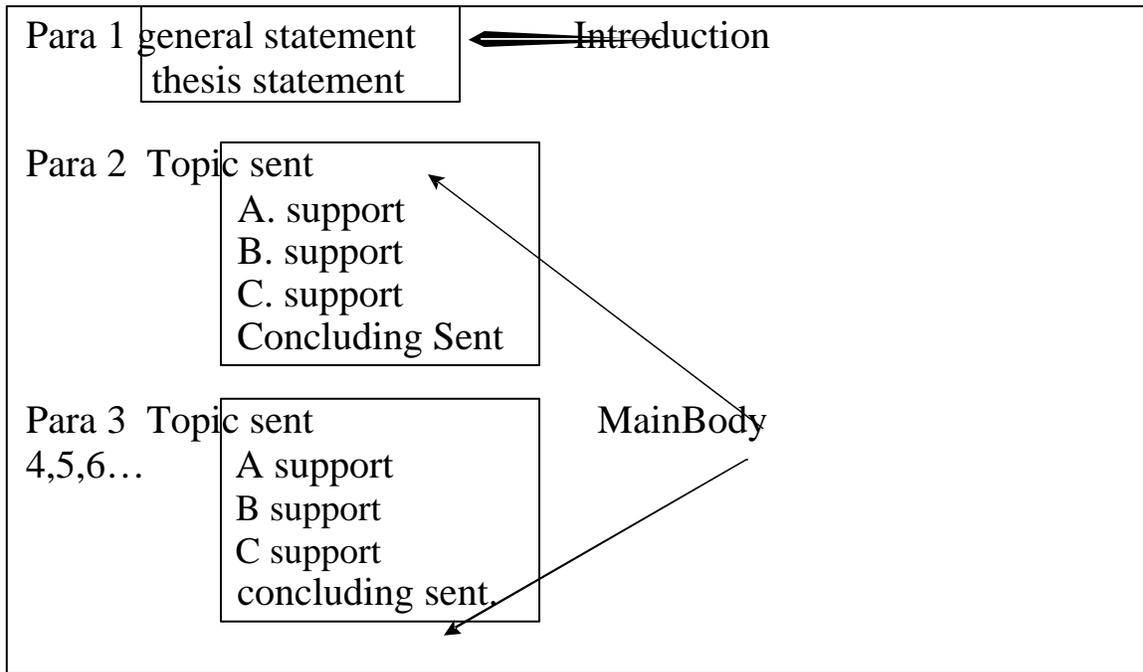
D. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

***Study Skills for Students of English 2Ed, Richard C.Yorkey, McGraw Hill International***

## Lesson -37 Dr.Surriya Shaffi Mir



Concl Restatement/Summary

Para opinion: final comment Conclusion

There are **three** main patterns for organizing the body of the essay. Writing showing relationships: (i) Linear (ii)

## Spatial relationships

(iii) Comparison and contrast. I- Linear relationships ( 4 types) describing

a) Chronological    b) process in linear sequence.

II- Spatial relationships: classifications & definition

III- Comparison in contrast

c) Process in cyclic sequence

d) cause-effect

Practice 1. Read the following text and complete the diagram which follows.

As long ago as 1779, John Frere, an English country gentleman, discovered, at Suffolk several bones from extinct animals associated with stone age flint tools. He published his findings in 1800. Frere's report was not appreciated for another 60 years. But now Frere is known as the founder of prehistoric archaeology.

*New Scientist, London*

1800

List the words and phrases that demonstrate the chronological order of the above paragraph

### **Practice 2:**

Put the following information in an acceptable order.

1 In 1930, the first analog computer was built by an American named Vannevar Bush. 2 This device was used in World War II to help aim guns. 3 Mark I, the name given to the first digital computer, was completed in 1944. 4 This was the first machine that could figure out long lists of mathematical problems, all at a very fast rate. 5 Another important advancement in computers came in 1947, when John Von Neumann developed the idea of keeping

instructions for the computer inside the computer's memory. 6 In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Mauchly, built the first digital computer using parts called vacuum tubes.

### **Practice 3.**

Read the following text and see if you can answer the questions given at the end.

#### **A Kashmiri Emigrant's Story**

In 1947, Ahmed Din butt, a poverty-stricken twenty year old farm worker left Kashmir for Pakistan. What the future held in store for him, he did not know. However, he did not that it could not be any worse than the past. He had grown up during the cruel rule of the Dogras in Kashmir and had known what it was to be hungry and jobless.

He had watched his mother die of tuberculosis a month before; his father had died a year after Ahmed Din was born. There was nothing now to keep him in Kashmir and so, on a cold march morning, he got into a bus bound for Rawalpindi. In years to come he would remember this moment. A) Why do you think the passage starts with 1947 and then goes back into the past rather than starting in the past and ending with 1947?

b) If the text were in the expected sequence, what verb tense would you expect to find used?

c) Which of the following tenses are used in the text?

Present / present perfect / past / past perfect

### **Practice 4.**

Look at another version of the same story. Compare the two versions. Which is more interesting? Ahmed Din Butt was a bright but poverty stricken twenty year old farm

worker who grew up during the Dogra rule in Kashmir. He knew what it was to be hungry and jobless. His father had died in 1928, he had watched his mother die of tuberculosis in February 1947. There was nothing to keep him in Kashmir, so, on a cold March morning in 1947, he got into a bus bound for Rawalpindi. In years to come he would remember this moment.

### **Practice 5.**

How to mend a punctured football.

Take bladder out of its cover  
inflate it a little  
dip into tub of water, with marker  
let air out press to find out the hole  
mark spot, dry bladder  
rub marked place and a rubber piece with sand paper  
apply rubber solution to both, let them dry  
place rubber piece on bladder press the two very hard

### **Practice 6.**

Convert the following process as a flow diagram by filling in the boxes.

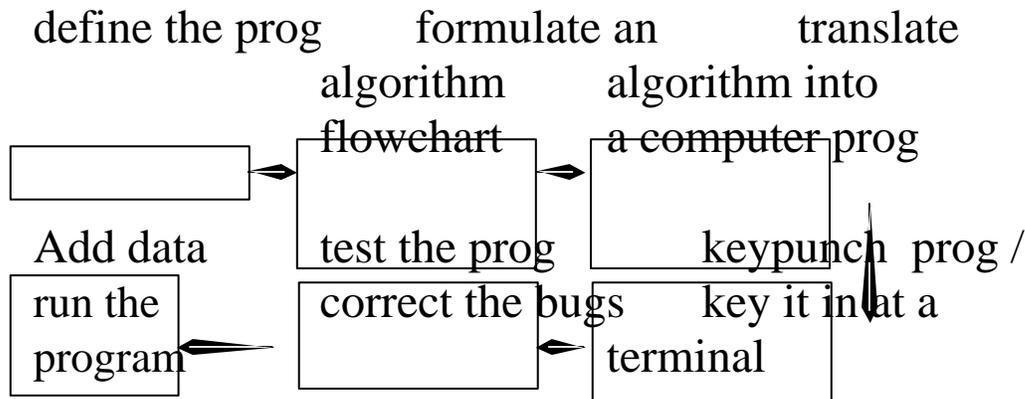
#### STEPS IN PROBLEM SOLVING.

Next the programmer must construct an algorithm flowchart or a block diagram. The relationship between the events is shown by means of a connecting arrow. This is followed by translating the algorithm / flow chart into a computer program. The program is usually written on coding sheets which have a specific format drawn on them. The programmer must then keypunch the program. Or key it in at a terminal. The program must then be tested. Next a

print out show if the works or if it has errors (bugs). The last step is to add the data to the program and run the program.

The following table gives some sequencing words that are used when describing a process:

<u>Beginning</u>	<u>Middle steps</u>	<u>End</u>
-First	-second (ly)	-last (ly)
- firstly	- third (ly) etc.	- finally
- to begin with	- next	-at the end
- initially	- then	
	- subsequently	
	- after this	
	- before this	
	- at the same time	



1Many scientists have worked on solar heating. 2One such attempt was made in 1949 when a house was designed which was heated by using the energy from the sun. in this house energy from the sum was absorbed by a large area of blackened metal sheets which were covered by double

plates of glass. 3The air circulating behind the metal sheets carried away the heat. 4Before the heat could be blown around the house it was first stored in large tanks containing Glauber's salt, a given volume of which can hold eight and a half times more heat than water.

### **Practice 7**

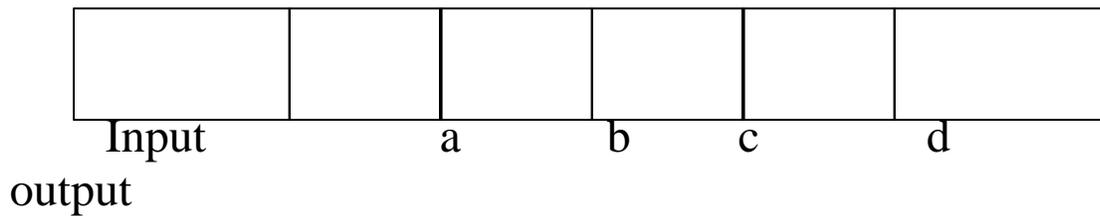
- a) Rice is harvested out in the fields. ( \_\_ )
- b) Hired laborers load the rice onto bullock carts. ( \_\_ )
- c) The truck cart drivers bring the rice to the factory. ( \_\_ )
- d) The laborers put the rice into the threshers. ( \_\_ )
- e) The rice is threshed by machines. ( \_\_ )
- f) These machines are regularly maintained. ( \_\_ )

## Lesson -38

### Dr.Surriya Shaffi Mir

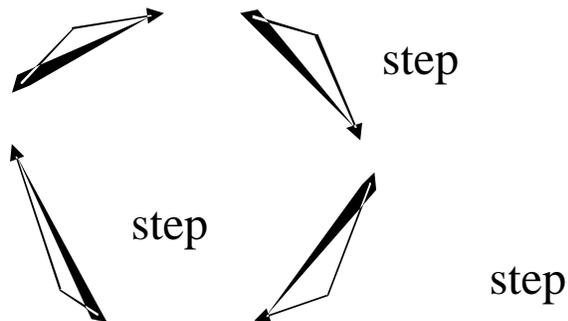
The two types of processes.

#### A Linear Process




---

#### A Cyclic Process



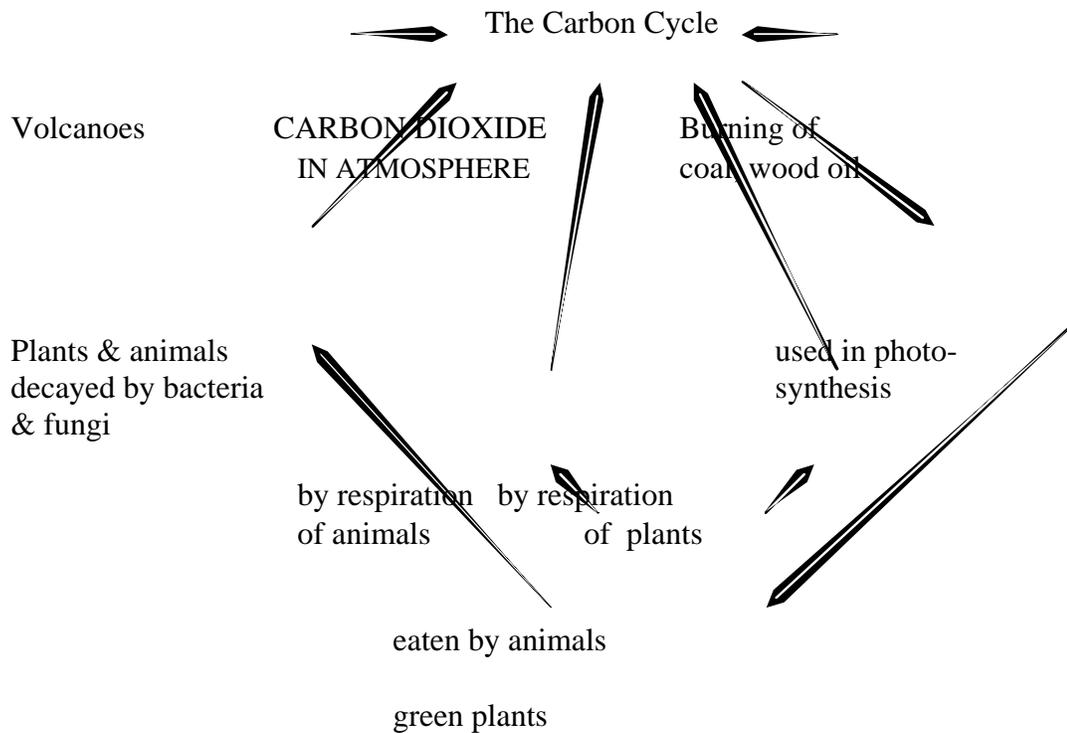
step

### **Lesson 38 –Ways of Organizing Texts**

#### **Cyclic Process & Cause - Effect**

In the last lesson you learned how to write up a time – based (chronological) sequence and a linear process – a

process that consists of a series of stages and which has a beginning and an end. In today’s lesson you will still be looking at processes but this time cyclic not linear. A natural process is more likely to be cyclic than linear. As the word itself tells you, in a cyclic process there is no clear beginning or end, so that the cycle continues. The above two diagrams illustrate clearly the difference between the two types of processes. A cyclic process is described in very much the same way as a linear process except that it is not always clear where the cycle begins.



Sometimes, when plants and animals die and decay, bacteria act upon the decayed body and liberate carbon dioxide as one of the products. ( \_\_\_ )

Similarly, plants respire at night and give out carbon dioxide to the atmosphere. ( \_\_\_ )

But this never happens because when plants take in carbon dioxide during the day time, animals give out carbon dioxide as a result of respiration. ( \_\_\_ )

Carbon dioxide from the atmosphere is used by plants for photo synthesis ( \_\_\_ )

Sometimes, coal, wood and oil are burnt and this produces carbon dioxide gas which goes to the atmosphere. ( \_\_\_ )

This is known as the carbon cycle in nature. ( \_\_\_ )

So in this way carbon dioxide is returned to the atmosphere. ( \_\_\_ )

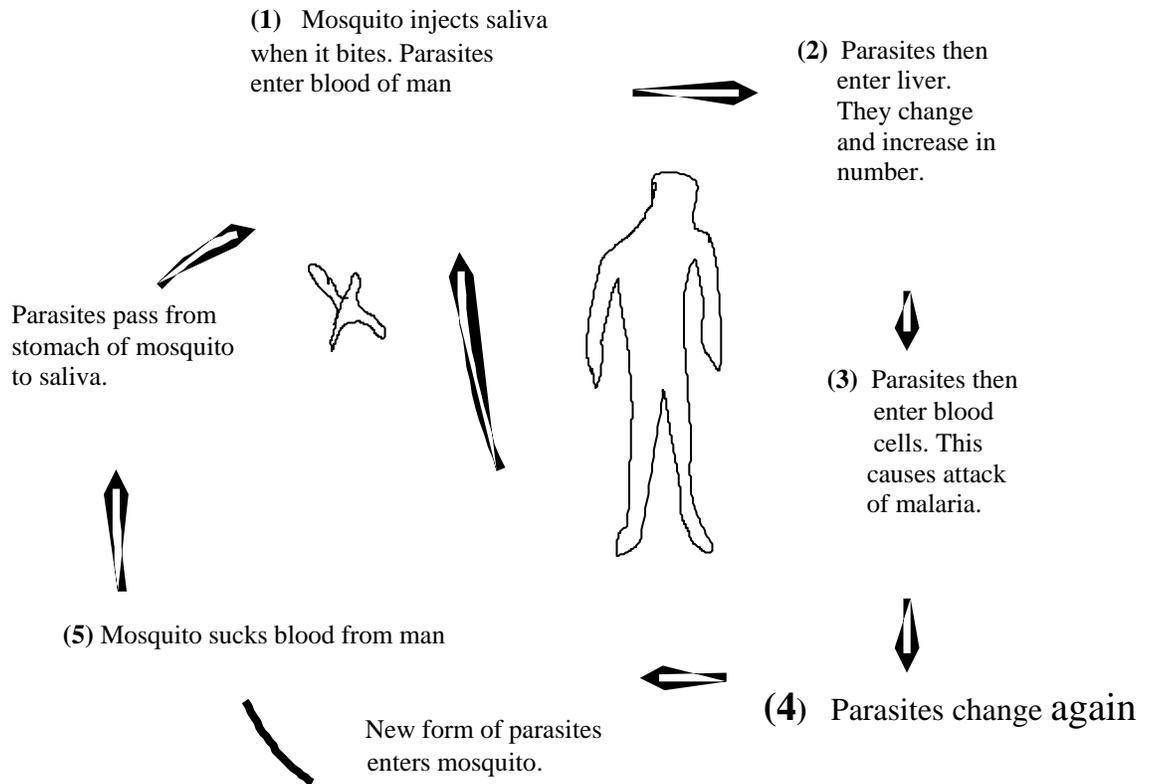
Carbon dioxide is usually found in the atmosphere, while the compounds such as carbohydrates, carbonates and bicarbonates are found in animals, in plants and in the soil. ( \_\_\_ )

ix) Therefore, there is always a continuous cycle – in which carbon is being removed and replaced in some way or other. ( \_\_\_ )

If plants keep on removing carbon dioxide from the atmosphere, then very soon the atmosphere may be without any carbon dioxide. ( \_\_\_ )

Acceptable order would be: viii, iv, x, iii, ii, i, vii, v, ix, vi.

### The Life Cycle of the Malaria Parasite



## Practice 2:

Study the flow diagram and the text. Some of the sentences should not be there: i.e. they are irrelevant. Which ones are they?

### The Life-Cycle of the Malaria Parasite

1 Malaria is caused by tiny one-celled animal parasites called PLASMODIA that are injected into the blood of man by the female ANOPHELES mosquito.

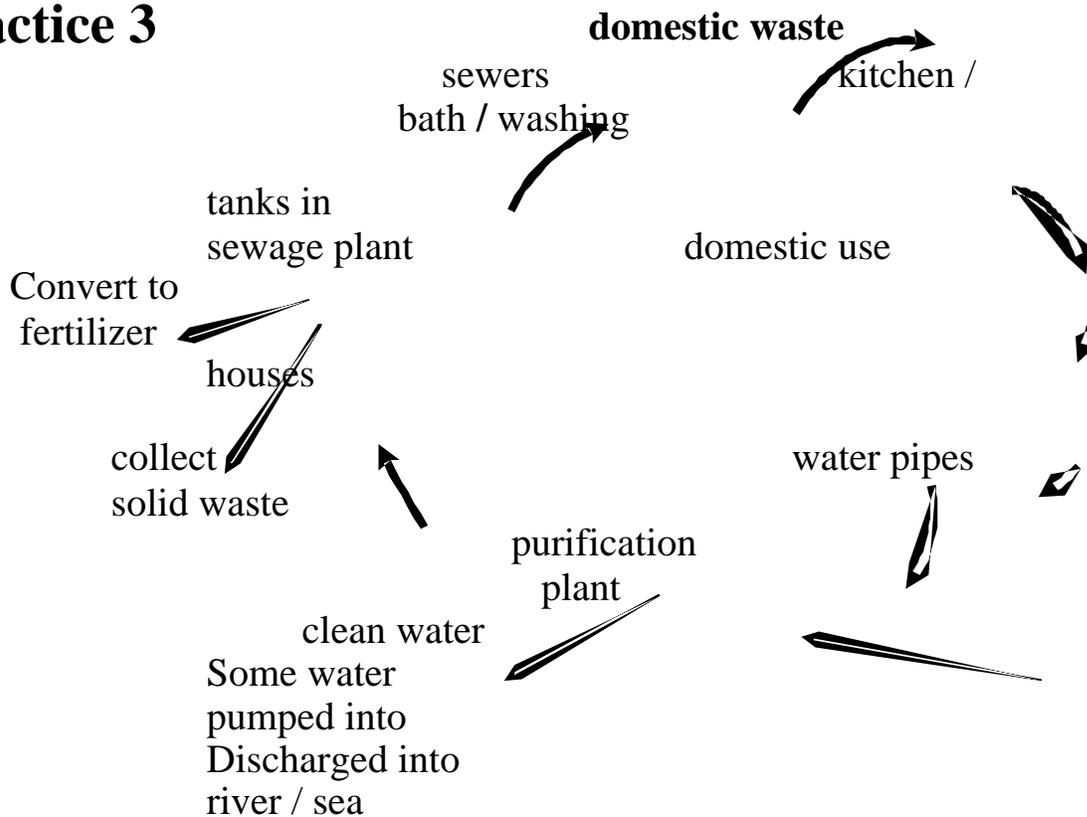
2 Some diseases are transmitted by tiny water animals. 3 The anopheles mosquito sucks blood from a person with malaria. 4 Once in the stomach of the mosquito these

parasites undergo some development and end up in the mosquito's salivary glands. 5 House flies transmit microbes on their feet.

If this mosquito now bites a healthy person, it introduces some parasites together with the saliva, into the blood of the person. 7 The malarial parasites then enter the person's liver, in which they change and multiply.

8 From there they pass into the blood cells, where they cause the malaria attack 9 The spread of insect-borne disease can be controlled.

### Practice 3



The above diagram shows how used water is treated and made clean for use. Write a description of this cycle. When writing keep the following points in mind.

To explain the cycle consider the best point to enter it. Break down the cycle into stages. Consider the basis on which the stages might be defined. Use a thesis statement for the introductory paragraph.

Use topic sentences for each paragraph within the text.

Give a title to your writing.

1 In the northern areas of Pakistan the once magnificent forests are slowly being destroyed by the effects of air pollution. 2 Pine trees dying from pollution lose their needles, allowing sunlight to reach the forest floor. 3 During this process grass thrives in the increased sunlight and drives out the plants native to the soil, such as moss, which helps to hold rainwater. 4 The soil thus loses its natural power to absorb water and in turn becomes hard which causes rain and snow to slide over the ground instead of being slowly absorbed into it. 5 This results in erosion of the soil. (6) After a heavy downpour, the eroded land finally falls away in huge land slides destroying villages and whatever else that comes in its way, and later causing floods in the plains.

**Cause**

1. Air pollution
2. Sunlight causes grass to grow

**Effect**

- forests being destroyed
- pine trees lose needles
- native plants driven out
- soil erosion, land slides
- villages destroyed
  - floods

The following table gives some guidelines on the language available for writers to state their degree of certainty

<b>Degree of Certainty</b>	<b>Verbs</b>	
<b>Adverbs</b>		
Complete	is (not)	Certainly
definitely	will (not)	
clearly	must (not)	
undoubtedly		
		actually
strong		

Partial	can / cannot	
les strong	could (not)	
<p>presumably</p> <p style="text-align: center;">&lt;</p> <p>Impersonal i.e. Not commitment of self</p>	<p>should (not)</p> <p>may (not)</p> <p>might (not)</p> <p>It is said that.....</p> <p>x reports that.....</p> <p>- there is evidence to suggest</p>	<p>probably</p> <p>possibly</p> <p>perhaps</p>
that ...		

### HOW TO WRITE CAUSE AND EFFECT

Cause and effect are closely related. There are several ways of expressing cause-effect relationship in English. You may

either place the cause or the effect first in the sentence. The following sentences contain the same expression, yet one focuses on cause while the other focuses on effect.

1. Because of his depression, he remained quiet
2. He remained quiet because of his depression.

When you write about cause and effect you have to decide for yourself whether the cause or the effect is more important to you, and what you will focus on. There are many ways of expressing causal relatives in English. The simplest way of showing cause is: because + clause

e.g The war started because (the extremists had the upper hand in the government).

**Practice 4** Read the following text and note three expressions used by the writer to show causality. Use (C) for cause and (E) for effect.

### **TUBERCULOSIS OF THE LUNGS**

1 Pulmonary Tuberculosis is caused by infection of the lungs with the tubercle bacillus. 2 Pulmonary damage is due almost entirely to the human form of the tubercle bacillus, as distinct from the type found in cattle which is mainly responsible for glandular and bovine tuberculosis. 3 The bacteria lodge in the lungs and set up a chronic inflammation of a specific type. 4 They produce areas of infiltration which have a characteristic tubercle formation; hence the name for the organism.

*-Study Writing, Lyons & Heasley. CUP*

**Practice 5:** Which words in the following text show cause and effect relationship?

When rain falls on mountains it collects in depressions in the rocks. The extreme cold causes the ice to freeze and

glaciers to form. The ice melts and freezes again due to / with changes in temperature. Erosion of the rock of the mountain depression occurs as a result of the continual melting and re-freezing, and is worsened by / made worse by / increased by the action of wind moving the water. Eventually, the water wears away the rock to form a small stream which carries deposits of soil and rock which cause further erosion, gradually enlarging the stream.

**Practice 6:**

Read the following text and see if you can spot cause and effect words.

Watching violence on TV is beneficial and helps decrease violent behavior because viewers get rid of some of their own aggressive impulses through viewing and in this way reduce the chance that they will perform aggressive acts.

## Lesson -39

### Dr.Surriya Shaffi Mir

We looked in detail at the 4 types of linear organizations -

- a) Chronological writing: about events in time.
- b) describing processes in linear sequence.
- c) describing a cyclic process
- d) how to show cause – effect relationships

#### SHIRAZ CENTER

Shiraz Center *is a complex mixture of high and low buildings on the edge of Shahdara and the adjoining locality* of Gujranwala just to the north east of Lahore.

Although the site itself was industrial wasteland, it is in the heart of a residential district. Along one side of it runs a rail track, but in every other direction it is surrounded by bungalows and double story apartment flats. Both Shahdara and Gujranwala are fairly prosperous areas, but Gujranwala in particular has undergone extensive industrial development.

There are basically 2 ways of organizing a description of a place. One way is to describe the place as if it was being seen from the air - i.e. a bird's eye view. The other is to describe it from the point of view of a walk through it which is known as a pedestrian's view.

e.g., The sentence 'Afghanistan is a landlocked country' seems to be about Afghanistan. In this case 'Afghanistan' is also the subject of the sentence. However, in the sentence 'To the east lies Pakistan', 'To the east' is not the subject but is very important information as it locates the position

of Afghanistan in terms of some reference point which we already know.

to the north

to the west      Afghanistan      to the east

Practice 2. Read the following texts and see which is easier to understand.

a) I live in Quetta. The capital of Baluchistan is Quetta. A part of Pakistan is Baluchistan.

I live in Quetta. It is the capital of      Baluchistan.

Baluchistan is part of      Pakistan.

I      Quetta      It (Quetta)      Baluchistan Baluchistan  
Pakistan.

### **Practice 3.**

Read the spatial description of Lahore and underline the locational expressions that are used to guide the reader through the description.

#### **LAHORE: THE OLD & MODERN CITY**

The hub of the old city of Lahore is the spacious Minar-e-Pakistan grounds in what used to be called Minto Park (the place where the historic Lahore Resolution demanding the creation of Pakistan was made in 1940).

Here some of the city's main traffic arteries meet. To the South West of the park are the old Mughal buildings; The Badshahi Mosque built by Emperor Aurangzeb, the Old Fort dating back to Emperor Akbar, the first Mughal ruler, as well as the famous Demontmorency College of Dentistry. To the North East is the depleted river Ravi. To the North West of the park is the tomb of Ali Hajwary, popularly known as Data Sahib, the patron saint of Lahore.

Just beyond Data Sahib are located the district and session courts leading on to the main road of Lahore, The Mall. It is lined by important buildings like the old Punjab University, The National College of Arts, the Lahore Museum as well as hotels. The goods sold in the shops here are marked with fixed prices, which cannot be reduced by bargaining as in the shops in the old walled city.

Note: Descriptions of spatial locations are normally organized according to conventional ways of looking at scenes. The most common are:

- general to particular - whole to part
- large to small - outside to inside
- top to bottom - left to right / vice versa

The main point is to be consistent. Which ever convention you choose, be consistent and use it throughout so that the reader is not confused.

ways of classifying things

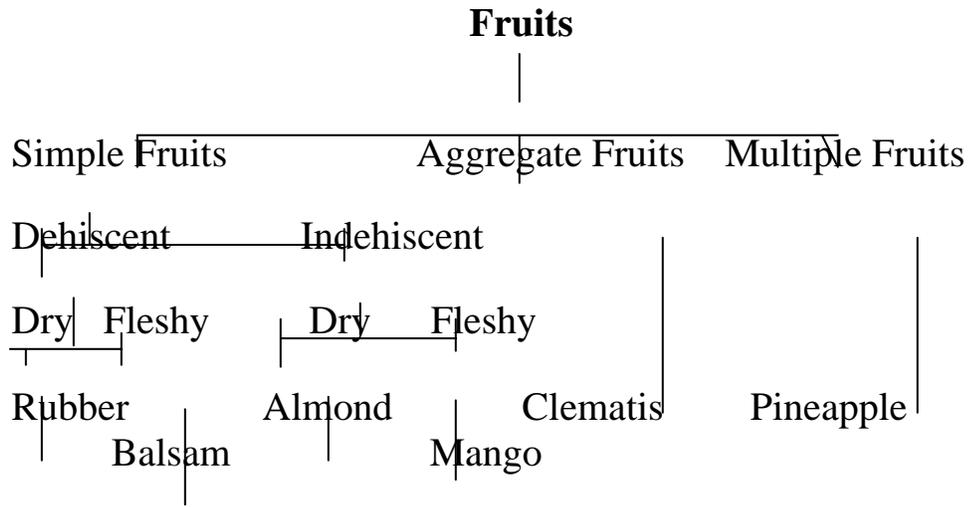
how to relate classification to  
conventions of writing and  
to practice writing texts based on  
classification.

One of the easiest ways to organize things is to look for relationships among objects or ideas and arrange them according to their similarities and differences

Practice 4: Look at the following set of words and put them into groups.

- (a) anger love fear emotion envy
- (b) table menu waiter restaurant cash register
- (c) greetings a wave 'hello' 'hi' 'salaam'
- (d) sleep, dream, manager, intelligent happy,

teacher.



### **Practice 5:**

The following sentences form a text which refers to the classification chart on FRUITS. Except for the first sentence, they are not in the most logical order. Try to arrange the sentences according to a logical order to form a complete text which fits the organization of the classification chart.

- (i) There are three general types of fruits: simple, aggregate and multiple fruits. ( \_\_\_ )
- (ii) Examples of dry dehiscent fruits are fruits of the African tulip, rubber and the pod of the flame of the forest. ( \_\_\_ )
- (iii) An aggregate fruit is one which develops from a flower with several ovaries. ( \_\_\_ )
- (iv) Example of fleshy indehiscent fruits are the papaya, mango and banana. ( \_\_\_ )

- (v) Each ovary develops into a separate fruit; and so a cluster of fruits may arise from the main fruit stalk. ( \_\_\_ )
- (vi) The guava, tomato and coconut are simple fruits. ( \_\_\_ )
- (vii) A composite or multiple fruit is one which develops from a group of flowers ( \_\_\_ )
- (viii) The jack fruit and the pineapple are examples of multiple fruits. ( \_\_\_ )
- (ix) Both dry and fleshy fruits may be either dehiscent (i.e. they split open allowing the seed to escape when ripe) or indehiscent (i.e. they do not split open when ripe). ( \_\_\_ )
- (x) Fruits are also classified as dry and fleshy fruits. ( \_\_\_ )

Writing a Classification. Writing a classification is based on convention i.e. how others have done it. But it is mainly based on your purpose in making the classification. Data and ideas are divided into categories and this is done in a logical way. Some types of order are (i) according to time (oldest to newest)

(ii) general to particular,

(iii) scale:

- (a) importance: most important to least important
- (b) size: largest to smallest
- (c) familiarity: best known to least known

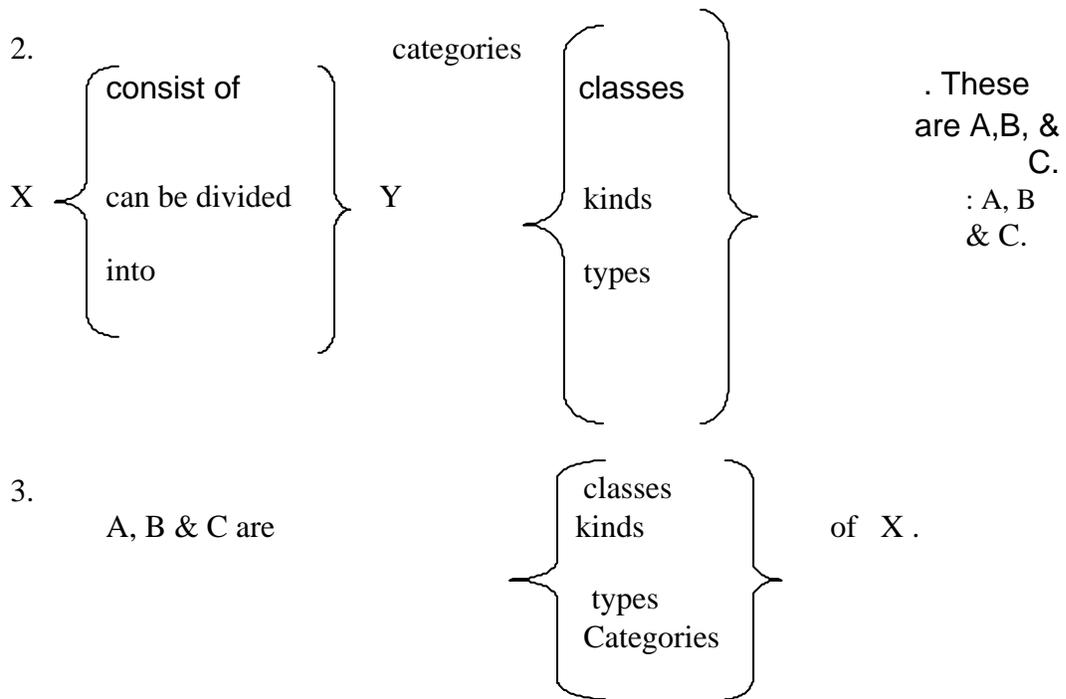
### **Practice 6 (Sample)**

#### **Education**

**Formal**

**Informal**





**Lesson -40**  
**Dr.Surriya Shaffi Mir**

1. Your paraphrase may contain some words from the original passage but try to use **synonyms** wherever possible.
2. Change direct quotations to indirect quotations - i.e. use **reported speech**.
3. Change **active** sentences to **passive** sentences and **vice versa**.

**Step 1.** Read the passage carefully a number of times till you understand it fully.

**Step 2.** Look up words that you do not understand in a dictionary. Try to find synonyms for them.

**Step 3.** Jot down the main points of the passage.

**Step 4.** Make an outline of the with the help of the points you have jotted.

Remember your outline should contain

- a The main idea
- b. the main supporting ideas or points
- c. the primary and secondary supporting details

**Step 5.** Write the paraphrase using your own words without omitting any essential idea.

**Step 6.** Polish the paraphrase.

**Practice 1:**

It is said that when in 1998 Brazil lost the World Cup to France the Brazilians were so disheartened that one had the impression that a big national disaster had taken place and the country itself had died. They say that many did die of sadness. Defeat in championship matches has often caused

heart attacks and the despair of the public is usually so great that many take their own lives. Such is the passion of football fans.

**Outline**     **A** Brazil lost World Cup 1998

1. Entire country sad
2. Some deaths

**B** Possible defeat causes strong reaction

1. Heart attacks
2. Suicides

**C** Football fans very emotional.

**Paraphrase** In 1998 Brazil lost the World Cup to France. The entire country was overcome with sadness; some people even died. Defeat in championship matches cause strong reaction among fans from heart attacks to even suicides. Football fans are very emotional about the game.

**Practice 2:**

‘The best approach to students’ co-operation is the organization of **thrift** societies. The principle of **thrift** is as important from the co-operative as it is from the educational point of view. Thrift gives a basic foundation to character and it is easy to form this habit in one’s early life. In the process of the formation of this habit the young student will have to exercise **rigorous** self-discipline, which will not only have a great effect on his own spiritual life, but will react on his family, and through the family on society as a whole.

Words: Thrift = saving, economy.

Rigorous = firm, demanding, strict.

**Outline:** How students can best cooperate -- thrift societies -- threefold value of thrift -- foundation of character -- formation of habits -- exercise of strict disciplines -- effect of thrift -- its deeper influence, spiritually and financially.

**Practice 3.**

Each of us is here for a brief **sojourn**; for what purpose he knows not, though he sometimes thinks he feels it. But from the point of view of daily life, without going deeper, we exist for our fellowmen ---in the first place for those on depends, and next for all those unknown to us personally with whose **destinies** we are bound up by the tie of sympathy. A hundred times every day I remind myself that my inner and outer life depends on the labors of other men, living and dead, and that I must **exert** myself in order to give in the same **measure** as I have received and am still receiving.

- *Albert Einstein*

Sojourn = stay, rest, stopover, visit

destiny = lives, fate, fortunes

exert = effort, apply

measure = amount, portion, share

Outline : Our life brief -- purpose unknown-- but simply felt -- our immediate relation first to those with whom we are intimate, then to those we are allied with by sympathy -  
- the dependence of my life on the labor of the living and the dead -- feel the duty of give and take,

**Practice 4 :**

Paraphrase the following passage. Follow the steps given earlier.

Kaleem Omar, the journalist, has studied Japanese business customs and habits. He says that the Japanese prefer to work collectively as members of groups rather than individually. This, he says is one of the main reasons for Japan's economic success.

**Outline.**

**A.** Reported that Japanese work in groups not as individual.

**B.** This reason for Japanese economic success.

**Paraphrase:** K. Omar the journalist says that the Japanese like to work together in groups and not singly. He believes that this feature is one of the most important factors responsible for Japanese economic success.

**PRACTICE 5: POEM**

Lives of great men all remind us  
 We can make our lives sublime,  
 And departing leave behind us  
 Footprints on the sands of time,  
 Footprints that perhaps another,  
 Sailing o'er life's solemn main,  
 A forlorn and shipwrecked brother,  
 Seeing, shall take heart again.

(i) Substituting other words: **sublime** – lofty , exalted, eminent, grand, noble-**forlorn**- abandoned, deserted, friendless, **solemn** - serious, sober, grave

**main** - (obs.) open sea

(ii) The **central idea** in the above lines is that the *lives of all great men remind us of certain duties*

(iii) Removing the inversions and rewriting the sentences in the same order and we have:

**Outline** We may make our lives great--- Departing, we may leave behind us footprints on the sands of time---There may be footprints which may be seen by a shipwrecked brother and may help him to take heart again.

**Paraphrase :**

The lives of all great men remind us that we also may live (make) noble

(sublime) lives and that, when we die (departing) we may leave records of our actions (footprints) in this world (sands of time) like the marks of footsteps left by travelers on the sands of the seashore. These records (foot prints) may be noticed by some unfortunate person (a shipwrecked brother) who has no one to guide him (forlorn) and may encourage him (to take heart) in his distress or sorrow.

iv) **Polishing:** the paraphrase may be written as:

The lives of all great men inspire us so that we also may live noble lives, and that, when we die, we may leave behind us records of our noble deeds like the marks of footprints left by a traveler on the sands of the sea shore. These records may, by chance, be read by some unfortunate person who having made a wreck of his life is in the grip of despair, and this may give him fresh encouragement in his loneliness and misery to make a new start in life.

**PRACTICE 6 : News Item**

Karachi APP – Rescue workers located the body of a New Karachi teenager on the beach at Clifton, one day after a sand bar where he was walking with his friends washed out in the rising tide. Police sources said the body of Mohammad Irfan, 15, was recovered on the beach on

Sunday morning. The body was found 2½ miles away from the area where he fell about 6:15 pm. Saturday after noon. The boy and his friend, Ali Zaman, were walking on the sand bar with other teens when the sand washed out from under them, said the victim's mother, Zainab Khatoon. Passers-by pulled Ali Zaman to safety, witnesses said.

**Paraphrase:**

On Sunday the body of a young man who was drowned while walking on a sand bar washed away by the tide, was discovered at Clifton beach on Saturday afternoon. His friend who was with him at the time of the accident had been rescued by passers – by.

Some more examples of paraphrase.

We have just enough religion to make us hate, but not enough to make us love one another. (Swift)

Our religious is not of the true kind, for we act in just the opposite way of its teaching.

The narrowest hinge on my hand puts to scorn all machinery. (W. Whitman)

- The smallest joint in the bones of my hand is a far more wonderful thing than any machinery.

The main argument in favor of keeping the death penalty for murder is that it will frighten men out of the desire to commit the crime. In other words it will act as a preventive.

The main argument for retaining capital punishment for murder is that it will act as a deterrent.

There are no gains without pains; then help, hands, for I have no lands, or if I have, they are smartly taxed.

(Benjamin Franklin)

- Nothing can be earned without labour, so set to work, my hands, for what land I have is heavily taxed.

i) No man is so void of understanding as to prefer war before peace; for in the latter children bury their fathers; in the former, fathers bury their children.

- No man would be so stupid as to prefer war over peace; for in peace the young bury the old, while in war the old bury the young who die fighting in war.

vi) Applicants are requested to state the reasons for any exceptional treatment they require.

(NOTICE AT A HOSPITAL)

- Applicants should state why they need special treatment.

All drivers and visitors to the hospital are strictly forbidden to park in or on the verge of the road. Attention is drawn to the fact that a public car park is available in Millat Street. No parking on this road. Use the park in Millat Street. Civil personnel will halt here and report their presence at the guard room. They will on no account proceed further till vetted and granted clearance by the security officer on duty. Offenders are warned that any failure to observe these regulations will result in detention and prosecution.

- All civilians will report at the guard room for permission to enter. Offenders will be prosecuted.

In cases where the school day is terminated earlier than the normal time owing to the necessity to get pupils home before the onset of monsoon rains, a careful note of the relevant circumstances must be made and transmitted to the Education Office at the earliest possible opportunity.

In case the school day is shortened owing to monsoon rains, the Education Office must be informed immediately .

/

The Education Office must be informed as soon as possible if monsoon rains make it necessary to end school earlier than usual.

You looked at different samples of paraphrases – single sentences, short prose passages, a poem, and a news item. Paraphrasing takes time. It cannot be done hastily.

2. In a paraphrase on no account must you introduce anything which is **not** in the original however much you may wish or want to; that you can do in an essay but not in a paraphrase.
3. Don't try to change every word of the original. Some words **cannot** be suitably replaced.
4. A paraphrase is neither an expansion nor a summary.
5. No introducing sentence is needed to begin it.

## Lesson -41

### Dr.Surriya Shaffi Mir

#### Definition:

A summary or precis (French word which means the same as summary) is a **brief** and **clear** statement in a **connected** and **readable shape** of the substance of a longer passage.

- i) As a foreign learner of English any examination you take, the examiners are likely to test your ability to read, write and think in English. As summary writing requires all three, it will give you
- ii) good practice both in clear writing and clear thinking.
- iii) It enables you to express in your own words somebody else's ideas even if you do not agree with those ideas.

Read the passage carefully.

Read passage again. Note the different points it contains.

Number the points.

Strike out points not essential to meaning, repetitions, illustrations, anecdotes, comparisons, etc..

Arrange points best possible way.

Write summary – first draft.

Polish the draft

A summary is a **brief** and **clear** statement in a **connected** and **readable** shape of the **substance** of a longer passage.

You noticed five words have been underlined.

In the middle ages people had no ideas of scientific farming. Spare cattle were killed and salted for winter eating. Spices were used a lot. They came from the East. The Turks cut the line of supply. Voyages of exploration were undertaken partly to find spices.

As people in the middle ages had not idea of scientific farming, spare cattle had to be killed and salted for winter eating. This unappetizing meat led to a demand for spices, and one reason for the great voyages of exploration was the shortage of spices when the trucks cut the overland route of their supply.

Here are some more examples of phrases that would be better expressed in single words:

of a disagreeable nature

-of a delightful description

in a brief manner

in a stupid way.

of a silly kind

Here are some more examples that show how easy it is to write wordily and also how the wordiness might be avoided.

-Boys whose way of

life is cast in an

urban environment (11)

- town boys (2)

Together with the

addition of (5)

- also (1)

Special attention

- special attention will

will be paid to

be paid to activities

activities with an eye to the

to cultivate initiative (10)

cultivation of the qualities

of initiative, etc. (18)

Judged in the light of

- Judge by their results (4)

their results (7)

In this connection it

- Here it should be said (5)

should be said (7)

### **Practice 1: Writing Briefly & Clearly:**

It is not without interest to observe in connection with the duration of the school term that punishments show a tendency to increase in number as the term progresses. (29)

It is interesting to note that punishments increase as the school term progresses (13)

2. Having regard to the recent increase in the number of cases of malaria in this area it is clearly desirable that the scheme for the provision of more doctors should be put into effect. (34)

The recent increase in the number of malaria cases in this area requires that more doctors should be posted (19)

3. Two men sustained serious bodily injury when their car came into collision with a truck today. (16)

- Today two men were seriously injured when their car collided with a truck. (13)

### **REPETITION:**

People seem sometime to think that what they say twice is more impressive than what they say once. Actually repetition shows weakness not strength.

### **PRACTICE 2: Avoiding Useless Repetition.**

For three months the river is in continuous flood; this state of affairs goes on for the whole of that time without cease.

- For three months the river is in flood.

In the end we eventually agreed to go by the shortest route.

In the end we agreed to go by the shortest route.

Without warning, unexpected, unheralded, the storm broke on us.

- Without warning the storm broke on us.

**Putting Ideas Together:**

You can do this by subordinating the less to the more important ideas e.g.

-It was quite dark; for the sun had set an hour before and the moon had not yet risen when the thief carefully opened the door of his house and prepared to go about his business.  
(36)

(Here there are 5 clauses, but it is possible to turn many of them into words or phrases). e.g.

An hour after sunset one dark, moonless night, the thief crept to of his house to go about his business (20 words)  
( Here we have 20 words instead of 36 and the meaning so little changed as to be almost the same).

**PRACTICE 3:**

Shorten the following without losing any of the meaning.  
His efforts, although they were the best h could make, ended in failure.

His best efforts failed.

2. Athar came upon a house that was green

Athar came upon a green house.

His horses, which were two in number, he use for the single purpose of playing polo, which he was only able to do on Mondays once in every two weeks.

- He used his two horses for playing polo on Mondays every fortnight.

**Four** samples of summary writing.

Working conditions in the nineteenth century seem barbaric today: twelve-to-fourteen hour work days; seven day weeks; cramped, unsafe factories; marginal wages, and no legal protection. Yet employers seldom had problems

motivating their workers: poverty and unemployment were so widespread that any job was welcome.

- *Widespread poverty and unemployment made nineteenth-century workers willing to put up with terrible working conditions.*

**2. Compromise is a common and effective way of coping directly with conflict or frustration. We often recognize that we cannot have everything we want and that we cannot expect others to do just what we would like them to do. We then compromise, deciding on a more realistic solution or goal since an ideal solution or goal is not practical. A young person who loves animals and greatly wishes to become a veterinarian may discover he has less aptitude for biology than he had hoped and that dissecting is so distasteful to him that he could never bring himself to operate on animals. By way of compromise, he may decide to become an animal technician, a person who works as an assistant to a veterinarian.** - *Compromise is a direct way of coping*

*in which we decide on a more realistic solution or goal since an ideal solution or goal is not practical. For example, a person not good in biology may decide to be an animal technician rather than a veterinarian.*

3. All family systems can be categorized into one of two types. The extended family is one in which more than two generations of the same kinship live together either in the same house or in adjacent dwellings. The extended family, which is commonly found in traditional, pre-industrial societies can be very large: It contains 3 generations living together. In contrast, the nuclear family is one in which the

family group consists only of the parents and their dependent children. The nuclear family is the usual type in virtually all modern industrialized societies.

*-There are two basic types of families. The extended family, which is more than 2 generations living together, is common in pre-industrial societies. The nuclear family, made up of parents and their dependant children, is usual in industrialized societies.*

**Again, when we feel fear of the dog, we learn to avoid similar situations. Finally, emotions help regulate social interaction. Our observation of other peoples emotional states determines how we respond to them. For example, if we notice that another person is experiencing fear, we may be moved to comfort and reassure him.** - *Psychologist have distinguished 3 functions of emotions in our lives. Emotions can prepare us to take action, shape our future behavior, or regulate our social interaction.*

**Lesson -42**  
**Dr.Surriya Shaffi Mir**

1. The Base Form: is the form in which verbs are listed in the dictionary. It is used for the present tense for all subject except third - person singular subjects.

- I eat kababs for lunch.
- Saima eats kababs for lunch.

2. Past Tense Form. The past-tense form of most verbs is formed by adding -ed or -d to the basic form.

- They praised the president for his bold speech.
- I asked the students to leave the gym.

3. Present Participle: is the -ing form of a verb. The present participle is the form that is used *with the helping verbs am, is, are, was, or were* to show continuing action.

- Jo is spreading the sheet on the ground.
- As I was gathering the clothes on the line,

the wind blew away some of them. 4. Past Participle. The past participle of a verb is usually the same as its past tense form. The past participle is the form that is used with the helping verbs *have, has, and had* and with *am, is, are, was, were*.

- The girl *have asked* the boss for a raise.
- The kitchen door *was jammed* tight.

Here are the main parts of the regular verbs.

<u>Basic Form</u>	<u>Past Tense Form</u>	<u>Present Participle</u>	<u>Past Participle</u>
Jump	jumped	jumping	jumped
smile	smiled	smiling	smiled
hope	hoped	hoping	hoped

Main Tenses: There are **six** main tenses in English. They are present, past, future, present perfect, past perfect and future perfect.

The following chart shows the six basic tenses of the verb ‘jump’

Tense	Example
Present	I jump
Past	I jumped
Future	I will jump
Present perfect	I have jumped
Past perfect	I had jumped
Future perfect	I will have jumped

We shall now look at these tenses in greater detail.

1. The Present Tense:

- (i) is used to describe an action that is happening in the present or to describe a condition that exists at the present time regardless of the other verbs in the sentence.- ***Susan works in children’s toys on the third floor. (habitual action).- The neighbor’s dog smells our plants. (present action)***

iii) The Historical Present: The present tense is used to make more vivid the description of some past action through a restatement or a summarization of the facts from a book or a report etc... . - In his report Mr. Farook states that

the president will call candidates for interview in a year's time.

- "Revenge", says the Lord, "is mine". (Bible)

The historical present is used when we write about events or happenings in a work of literature. The rationale for using the present tense is that the the happenings of literature are unchangeable and therefore are permanently true.

2. The Past Tense : is used to describe an action or state of being that occurred sometime in the past. -At yesterday's party, the host made a rude remark.- The goods were delivered late last night.

3. The Future Tense (i) is used to indicate an action which is to take place in the future or a state or condition that will exist some time in the future. - According to the college schedule the

examination will be held in the Basement at 9:00. a.m.

- If you are to succeed, you will need to set realistic goals.

(ii) You can form the future tense by placing will or shall before the verb. In the past the use of will and shall was prescribed. But in today's

language usage, will is typically used to express ordinary future tense and shall is used to express a demand or is used with laws, policies or contracts.-You shall have this term paper submitted

on time.- Invigilators shall ensure that the

examination rules are fully implemented.- If you meet the deadline, you will reap the benefits.

**The Three Perfect Tenses** are formed by adding the helping verb have, has, or had to the past participle of the verb. The past participle of a regular verb is simply the form that ends in -ed.**4. The Present Perfect Tense** is used to describe an action that started in the past and either has been finished or is continuing at the present time.

The present perfect tense is formed when we add has or have plus the past participle.

- Marina has worked at a number of jobs over the year.

- After great efforts by the police, the building has been evacuated.

### **5. The Past Perfect Tense:**

describes an action that was completed in the past before another past action. The past perfect tense is formed when we add had plus the past participle. Marina had worked in a number of TV

programs before she joined the company. Before I reached my office, my friend Lylla had returned my call.

### **6. Future Perfect Tense:**

describes an action that will be completed before sometime in the future. The future perfect tense is formed when we add shall have or will have to the past participle. By the end of the year, the contractors will

have completed the new block.- Mr. Saeed will have been employed by the printing firm for 25 years in December.- Our secretary shall have entered all data for your report by Saturday.

The Three Progressive Tenses. As their name suggests, these tenses express actions still *in progress* at a particular time. They are made by adding a form of the helping verb *-be* to the *-ing* form of the verb.

**Present Progressive Tense:**

expresses an action taking place at this moment or that will occur sometime in the future.

- Marina *is working* at the office today.
- I *am going* to the bookstore.

**2. Past Progressive Tense :**

expresses an action that was in progress at a certain time in the past.

- Marina *was working* yesterday.
- *I was practicing* my speech last night.

**3. Future Progressive Tense:**

expresses an action that will be in progressive at a certain time in the future.

- Marina *will be working* tomorrow.
- The visitors *will be pacing* in the reception hall.

Unnecessary shift in tense.

- In my dream, a snake *slithered* along the side of my bed and *slips* quickly onto my pillow. (inconsistent tense)

**Practice 1.**

Spot the wrong tense word.

When my sister saw flames and smoke coming from her room, she reacted quickly. She picks up her handbag and some pictures of her family. Then she rushed out into the open. 2. Pink flowers blossom on this peach tree every spring. Then tiny green buds appeared. Finally, the peaches grow into sweet red fruit.

**Practice 2:**

Spot the tense shifts.

In his oversized T-shirt, the little boy looked even smaller than he was. His skinny arms *stretch* out of the flopping sleeves that *reach* down to his wrists. He needed a haircut; he *has to push* his hair out of his eyes to see. His eyes *fail* to meet those of the people passing by as he asked them, ‘Can you give me five rupees’?’

**Practice 3.**

Spot the verb in each sentence that is not in the same tense as the others.

1. Hafeez rang the doorbell and wanted for several minutes. Finally, when no one answers, he turned away disappointed.
2. As the campers drove away, they look back and saw their dog running after them.
3. He came home early because he wasn’t feeling well: then he discovers his wife had the door key.
4. Our children love going to the school library because they can take out any book they wanted, even if they can’t read it yet.

**Review:**

Fill in the blanks where required with the correct word.

1. There are six basic tenses in English (T/F).
2. They are present, past, \_\_\_\_\_, present perfect, \_\_\_\_\_ and future perfect.
3. The past tense is formed with regular verbs by adding \_\_\_\_\_ or \_\_\_\_\_ to the basic form of the verb.

- 4. The \_\_\_\_\_ tense is formed by adding the word *will* before the basic form of the verb.
- 5. The \_\_\_\_\_ tenses are formed by adding a form of the helping verb *have, has* or *had* to the past participle of the verb.
- 6. The \_\_\_\_\_ tense describes an action that was completed in the past before another past action.
- 7. The present progressive tense is formed by adding the correct form of the helping verb **be** to the \_\_\_\_\_ form of the verb.

- 1. Use active voice to emphasize the performer of an action.
- 2. Use passive voice to de-emphasize the performer of the action and in this way emphasizing the object of the action.

**Structure of Active Voice Sentences**

<b>Subject</b>	<b>Verb</b>	<b>Direct Object</b>	<b>Complement</b>
The estate management	will prosecute	trespassers	
Passengers	may purchase	tickets	at any airline office
Students	use	computers	in the laboratory
4. You	should take	the medicine	once daily

**Structure of Active Voice Sentences**

<b>Subject</b>	<b>Verb</b>	<b>Direct Object</b>	<b>Complement</b>
1. The estate management	will prosecute	trespassers	
2. Passengers	may purchase	tickets	at any airline office
3. Students	use	computers	in the laboratory
4. You	should take	the medicine	once daily

**Structure of Passive Voice Sentences**

<b>Subject</b>	<b>Verb</b>	<b>Complement</b>
1. Trespassers	will be prosecuted	
2. Tickets	may be purchased	at any airline office
3. Computers	are used	in the laboratory
4. The medicine	should be taken	once daily

**Formation of Passive Sentences**

A passive sentence is composed of the following parts.

**Subject + some tense of BE + Past Participle + Agent.**

1. The object of an active sentence becomes the subject of the passive sentence.
2. The tense is formed by -BE
3. The subject of the active sentence becomes the agent of the passive sentence.
4. The agent may sometimes be omitted.

### Verb Tenses in Passive Sentences

**PRESENT TENSES** Simple Present:

*Jewels are bought by ladies.* **Present Cont:** *Jewels are being bought by ladies*

**Present Perfect:**

*Ladies have been advised to declare their jewelry in their wealth tax forms.*

**Present Modals:**

*Steps must be taken to educate the the public about filling in tax returns.*

**PAST TENSES**

**Simple Past:**

*Maps of the rebel's hide-out were shown to the press.*

**Past continuous:**

*Until recently hand crafted jewelry was not being designed locally.*

**Past Perfect:**

*Pakistani carpets had always been designed by local artists.*

**Perfect Modals:**

*The textile industry might not have been required by the government to pay taxes.*

**Future Tenses**

**'will'** - *Teaching assistants will be used to assist teachers in evaluating students' examination scripts.*

**'going to'** - *Factories are going to be built in the new export promoting zone.*

Future Perfect - *By 2010 the new canal will have been put into regular use.*

The Agent in Passive Sentences: A passive sentence can be written with or without the agent.

**With The Agent:**

the agent in passive sentence answers the question by whom or by what the action is performed.

1. The agent is named if it is important or necessary to complete the meaning or understanding of the sentence. e.g.

- *The accident was caused by a cyclist.* - *Noise in our neighborhood is produce by trains.*

**Without The Agent** The agent in a passive sentence is not named under certain conditions.

1. When the identity of the agent is understood and does not have to be mentioned. e.g.

- *The president has been re-elected for another year (by the council)*

- *Shina is spoken in many parts of northern areas of Pakistan (by people)*

**Without The Agent** 2. When the identity of the agent is unimportant. e.g.

*-Pakistan television newscasts are translated into both English and Arabic.  
(by someone)*

3. When the identity of the agent is unknown:

*- An error has been made in the computer input data (by someone)*



3. After eating quickly my breakfast, I went out. \_\_\_\_
4. I think I'll go early to bed. \_\_\_\_
5. Did you do interesting things at work today? \_\_\_\_
6. At the top of the page please write your name. \_\_\_\_

### (2) Adverbs With The Verb

There are some adverbs such as 'always', 'also', 'probably' that are generally put with the verb in the middle of a sentence. This happens when the verb is a one word. (such as *goes, fall*) e.g.

- Huma always goes to work by bus.
- She was feeling very tired. She was also hungry.
- Your bike has probably been stolen.

'Always', 'often', 'also', go before 'have to' - The students always have to wait a long time for the professor.

But they go after the verbs 'am, is was were' - I was feeling very tired. I was also hungry.

(b) Sometimes when a verb is composed of 2 or more words such as *can remember, doesn't drive, has / have been eaten* the adverb is put after the **first part of the verb**.

	V1	ADV	V2
He	can	never	remember my name
I	don't	usually	smoke
Are you		definitely	resigning?
Your bike	has	probably	been stolen

In negative sentences *probably* goes before the negative. So we have:

- *He probably won't see you.* OR
- *I will probably not see you.*

### **Practice 2:**

Decide whether the underlined words are in the correct order. Use W for wrong and R for right.

1. I washed the clothes and also cooked dinner. \_\_\_\_
2. Those tourists over there probably are French. \_\_\_\_
3. My mother gets hardly ever angry. \_\_\_\_
4. I usually take a bath when I get home from work. \_\_\_\_
5. I usually am very tired when I get home from work. \_\_\_\_
6. I will probably not see you. \_\_\_\_
7. He won't probably meet you. \_\_\_\_

(3) The position of *still, yet, anymore, any longer, no longer* in a sentence (A) *Still* is used to say that a situation or action is continuing. *Still* usually is used in the middle of

the sentence with the verb. e.g.- It's 11:00 p.m and Sara is still working.- Are you still living in the same locality or have you moved?-Do you still want to go to the post office, or have you changed your mind?

**Yet** is used to ask if something has happened or when we say that something has not happened.

**Yet** is used mainly in questions and negative sentences. **Yet** is usually found at the end of the sentence. e.g.

- Have you finished packing, that suitcase yet?- It's 11:00 clock and the typist hasn't arrived yet.

-We're hungry. Is dinner ready yet?

-**Yet** is often used with the present perfect (*Have you finished washing that dress yet?*).

Compare **still** and **yet** in the following sents.

- My brother lost his job last year and he *is still* unemployed.- My brother lost his job a year ago and *hasn't found* another job *yet*.

- Is it *still* raining?

- Has it stopped raining *yet*?

**Still** is possible in negative sentences. -She said she would be here half an hour ago, and she *still hasn't* come. *she still hasn't come* - shows a stronger feeling of impatience as can be seen from the following sents:

- She hasn't called me yet (but I expect she will soon)-She still hasn't call me (she should have called before now)

-(B) *not ... anymore, not... any longer* and *no... longer* are used to say that a situation has changed. *Anymore*, and *any longer* come a the end of the sentence.- Miss Mir doesn't work here *anymore / any*

*longer*.- They were great friends once, but they aren't friends *any more / any longer*.

*No longer* comes in the middle of the sentence.

- They are *no longer* friends

- He *no longer* lives with her

But no more cannot be used in this way. You can have: - He is *no longer* our employee.

But not

\* He is *no more* our employee.

### **Practice 3:**

Change the following sentences using **still** and **not .... anymore**.

1. Tony used to have long hair and a beard.

(still / long hair but..).

(Tony *still* has long hair, but he doesn't have a beard *anymore*.)

2. Teddy used to play tennis and football.

(still / tennis but).

(Teddy *still plays* tennis but he *doesn't play* football *anymore*.)

3. Mother was in hospital and she was in critical condition. (still / hospital but...)

- Mother is *still* in hospital but she *isn't* in critical condition *anymore*.

4. I used to like Kathy and Karen (still / Kathy

but...)- I *still* like Kathy but *not* Karen *anymore*. 5. He was a good batsman, and he was the best

in the team. (still / good batsman but)- He is *still* a good batsman but *isn't* the best in the team *anymore*. 6. I was feeling depressed and homesick.

(still / depressed but...)- I am still feeling depressed but *not* homesick *anymore*.

(4) The position of **although / though / even though / in spite of / despite**.

(A) After *although* we use a subject + verb.

- *Although he is fat*, he seems quite healthy.

- *Although it rained* a lot, we enjoyed our holidays.

- He didn't get the job, *although he had* all the necessary qualifications.

A noun, a pronoun or -ing is used after *in spite of / despite*.

- *In spite of* (the rain), we enjoyed our holidays.

- She's not tired, *in spite of* (working) all day.

- *Despite* (what) she said, I still think her work is worthless.

**Note:** 'In spite' takes 'of' but 'despite' doesn't

(a) *In spite of* the fact that he had resigned he

completed his assignment. (b) Despite the fact that he smokes 5 cigarette packets a day he seems healthy.

Compare *although* and *in spite of / despite*.

- *Although* it was raining since morning all the school kids arrived on time. - *In spite of* the traffic jam, the guest arrived on time.

- I couldn't sleep, *although* I was tired.

- I couldn't eat, *despite* being hungry.

(B) Sometimes **though** is used instead of **although**. This happens more often in spoken English with *though* coming at the end of a sentence.

- The dress isn't very nice, I like the color *though*.

- I meet her everyday. I've never spoken to her *though*.

**Even though** is a more emphatic form of **although**.

- *Even though* I don't really like her, I must say she is honest

**Practice 4 (A).** Complete these sentences by using *although* and a *phrase from the box*.

it was quite chilly

she had been rude to them.

i had never seen my aunt.

he holds an important office

he had promised to be on time`

1. Although \_\_\_\_\_ he is not paid well.
2. Although \_\_\_\_\_, I recognized her from a photograph.
3. She didn't wear a shawl, although \_\_\_\_\_
4. They decide to invite her to the function, although \_\_\_\_\_.
5. They were late, although \_\_\_\_\_.

Practice 4 (B). Complete the following sentences with 'although' or 'in spite of'.

1. \_\_\_\_\_ all my careful plans, a lot of things went wrong.
2. \_\_\_\_\_ we had planned everything very carefully many things went wrong.
3. I love music, \_\_\_\_\_ I can't sing.
4. \_\_\_\_\_ being very tired, we worked till midnight.
5. All the air conditioners were working, but \_\_\_\_\_ this the room was pretty warm.

Practice 4 (C). Using the words in the brackets make sentences with *though* at the end.

1. He's very nice. (don't like / wife).  
- He is very nice. \_\_\_\_\_.
- 2. Its very warm. (windy).  
- Its very warm. \_\_\_\_\_.
- 3. We didn't like the pudding (ate).  
- We didn't like the pudding. \_\_\_\_\_.
5. Use of 'EVEN'

(A) *Even* is used to say that something is unusual or surprising .e.g - Her driving is not very good; *even* I could drive better.

- She always wears a shawl *even* in summer.

(B) Very often '*even*' is used with the verb in the middle of a sentence.

- She always wears a watch. She *even wears* it in bed. - He is very rich. He *even has* his own private plane.

Here are some examples with *not even*:

- She has just climbed ten flights of stairs and she is *not even* out of breath.- They are a very unfriendly lot. They did *not even* say 'hi'. - Nobody lent him money; *not even* his best friend.

**(C) '*Even*' is often used with the comparative form.**

- It was very cold yesterday, but today its *even colder*.- I got up at 5:00 but mother got up *even earlier*.- I was surprised to get a call from her. I was

*even more surprised* when she appeared at my door the next day.

(D) 'Even' is used with 'if', 'when' and 'though'.

- I'll probably see you tomorrow. But *even if* I don't, we're sure to see each other before the end of the week.- She is never loud *even when* she is angry.- She has bought a pressure cooker, *even though* she can't cook.

### **Practice 5:**

Complete these sentence with **even + a comparative**

1. I bought a cheap umbrella, but the one Julie bought was \_\_\_\_.
2. This house is two hundred years old, but the mosque next to it is \_\_\_\_.
3. The restaurant is always crowded, but today its \_\_\_\_.

### **6. Use of As (Time) and As (Reason)**

A) **As** (time) can be used to refer to two things happening together or over the same period of time:

- *We watched her as she opened the parcel.*
- *As we walked along the street we looked in the shop windows.*
- *Turn off the fan as you go out, please.*

As is used especially for two short actions happening at the same time.

- *Hamid arrived as I left* (he arrived & I left at the same).

Just as (= exactly at that moment) is also very commonly used.

- *Hamid arrived just as I left.*
- *Just as I sat down, the phone rang.*

As is also used when two changes happen over the same period of time

- *As the day wore on, the weather got worse.*
- *I began to enjoy the work as I got used to it*

B) **As (time):** You can use as to show one thing happening during another i.e. in the middle of doing something else. When as is used in this way, both actions are usually quite short.

- *The old woman slipped as she was getting off the bus.*
- *I burned my hands as I was taking the cake out of the oven.*

The use of just as is also very common.

- *Just as I was going out, the telephone rang.*
- *I had to leave just as the conversation was getting interesting.*

**Note:** Do not use as if one action follows another. e.g.

- \*As I got home, I took a bath (wrong)
- When I got home I took a bath.

**C) As (reason): meaning 'because'**

- As I was feeling tired, I went to bed early. (meaning because I was tired....)
- As they live near us, we meet quite often.
- As tomorrow is a national holiday, all the shops will be closed.

**Practice 6:**

Rewrite the following sentences showing one thing happens during another.

1. Saeed was climbing out of the window. He fell.

Saeed fell \_\_\_\_\_

2. I was driving along the road. A cat ran in front of the car.

A cat \_\_\_\_\_

3. She was getting out of the car. She dropped her keys.

She \_\_\_\_\_

**7. Use of Like and AS**

A) **Like** means similar to/the same as/for example.

- *What a beautiful scene. It's like a picture.*  
(not as a picture)
- *What does Saima do? She is a teacher, like me.* (not as me)

**Like** is a **preposition**, so it is **followed by**

- (a) **a noun:** *like a picture, like your job*
- (b) **a pronoun:** *like me, like this*
- (c) **- ing** : *like walking, like crying*

- "What's that sound?" "Sounds like crying".

**B) As is used before a subject + verb.**

- Don't move anything. Leave everything as it is

Compare like and as in the following sentences:

- *You should've done it like this.* (like & ProN)

- *You should've done it as I showed you.*

(as + subj + v)

-

-

Note: You say as usual not like usual.

- *You're late as usual*

-\* *You're late like usual*

**C) As + S + V can have other meanings.**

- *Do as you are told* (Do what you are told)
- *They did as they promised.* (They did what they promised.)

You can also say as you know / as we expected / as I said.

- As you know *its my birthday today.*
- *She failed her driving test, as we expected.*

We use as + N to say something really is / was especially when we talk about someone's job or how we use something.

- *A few weeks ago he was working as a bus conductor.*
- *Asad has just found a job as a clerk.*
- *We don't have a car, so we use the garage as a store room.*

We use like when we compare things.

- *She is beautiful like a princess.*  
(*She really isn't a princess.*)
- *Everyone is sick in the college hostel. It is like a hospital.* (*It isn't really a hospital*)

**Practice 7:**

Put in like or as in the following sentences.

1. *Your Arabic is very fluent. I wish I could speak \_\_\_ you.*
2. *You don't listen to anyone. Do \_\_\_ you like.*
3. *You don't have to change. You can go out \_\_\_ you are.*
4. *Arifa has been working \_\_\_ a waitress for the last few weeks.*



There are 4 conditions in which definite meaning arise. We use the definite article for: (1)

Referring – back use: When identity has been established by an earlier mention e.g.

- *Saba bought a TV and a video recorder, but she returned the video recorder (second*

mention).(2) Forward-Pointing Use: When identity is established by the post

modification that follows the noun: e.g.  
*Saba returned the view-recorder she bought yesterday.*

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The definite article ‘the’ has a Generic or Typical use when it refers to what is general or typical for a whole class of things. This use of ‘the’ is found with count nouns. e.g.

i) *The peacock is a beautiful bird.*

Here ‘the’ indicates the class of birds, not one individual member of the class.

ii)-*Peacocks are beautiful birds.*

(general use of the plural indefinite form)

iii) - *A peacock is a beautiful bird.*

(generic use of the indefinite singular).

We can say *the peacock* (generic) refers to the species as a whole, while *a peacock* (generic) refers to any member of the species. We can say:

*The peacock is in danger of becoming extinct*

But not:

*A peacock is in danger of becoming extinct.*

### 5. Specific vs Generic Meaning

Another way of explaining the use of the definite article is to look at it from the specific vs generic meaning. The following examples illustrate the use of the definite article with generic or typical meaning.

a) I like milk, Belgian glass, Burmese wood..

(concrete mass noun; no definite article)

b) I like music, Punjabi mystical poetry,  
contemporary art...

(abstract mass noun; def. article not used)

c) I like dogs, horses, oriental languages...

(definite article not used with plural nouns)

But see how the following nouns take the definite article.

Specific use

a) Pass the butter please

b) The acting was poor but  
we the music was super.

-Before you visit Japan,  
you ought to learn  
the language

c) Come and look at  
the puppies

Generic use

Butter is imported nowadays

I simply love acting and music

Linguistics is the study of  
language

I simply love puppies.

Mass nouns (abstract) followed by –of phrase take the definite article

The following table will make this clear.

- |                              |   |
|------------------------------|---|
| 1. Japanese history          | <u>the</u> history of Japan             |
| 2. Pakistani society         | the society of Pakistan                 |
| 3. Early Moghal Architecture | the architecture of early Moghal period |
| 4. Child behavior            | the behavior of children                |

We find that with concrete mass nouns and plural nouns 'the' can be omitted as in

- |                                      |  |
|--------------------------------------|--|
| <i>-eighteenth century furniture</i> | <i>(the) furniture of eighteenth century</i> |
| <i>-tropical birds</i>               | <i>(the) birds of the tropics</i>            |

**6. Adjectives & Group Nouns**

'The' is also used with adjectives to show

- i) a class of people: - *the poor, the rich, the disabled, the wealthy, the handicapped*
- OR
- ii) to denote an abstract quality: *the sublime, the ridiculous, the absurd.*

'The' is also used with adjectives showing nationality especially those ending in 'ch' or 'sh' e.g.

*-the Dutch, the English, the French, the Spanish*

'The' is also used with group nouns like:

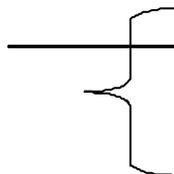
- the aristocracy, the public, the administration, the government*
- which can be used with either a singular or a plural verb e.g.
- The audience is/are enjoying the music*
- The police never decide/decides in a hurry.*

**7. Some Common Nouns Without Article**

The following is a list of groups of common nouns without article, which occur mainly in idiomatic expressions. These are given under column I. Under Column II are examples where the article is used:

	I	II
A) INSTITUTIONS		
be in		lie down on <u>the</u> bed
go to		walk past <u>the</u> church
		drive by <u>the</u> prison
		live by <u>the</u> hospital
be at		go into <u>the</u> school
		<u>the</u> college tower has collapsed
		look out towards <u>the</u> sea
		work at <u>the</u> University
be at home, go home		
be in town, leave town		approach <u>the</u> town

**(B) Means of Transport**



**(no article)****(With article)**

	by bike/bicycle	ride on <u>the</u> bicycle
come	by bus	catch <u>the</u> bus
leave	by boat/ship	get on <u>the</u> boat
travel	by train	get into <u>the</u> train
	by plane	get off <u>the</u> plane
<b>(C) Times of the Day</b>		at dawn, at daybreak during <u>the</u> day

	at sunrise, at sunset	admire <u>the</u> sunrise/sunset
meet	at noon, at midnight	in <u>the</u> afternoon
leave	at dusk, at twilight	invisible in <u>the</u> dusk
	at night, by night	wake up in <u>the</u> middle of the night

**(D) Meals (no article)**

have breakfast/lunch/tea  
dinner/supper

**(with article)**

Were you at the lunch  
for the stars?  
Have you made the tea?  
The dinner was well cooked

Dinner is at eight

**(E) Parallel Phrases****(no article)**

They walked arm in arm  
They walked hand in hand  
They are husband and wife

**(with article)**

She took him by the arm  
A bird in the hand is worth  
two in the bush  
She's the wife of a famous  
pop star.

**8. ARTICLES AND PROPER NOUNS**

Proper nouns usually take no articles.

- A. Personal Name: James Brown, Hilary Shaw, but  
- the President of the United States of America - the Lord (God)  
- the Duke of Edinburgh

**Family Terms**

No article is used in the vocative

- hello mummy, hello daddy,  
- did you thank aunty/uncle?

**B. Calendar Items**

- a) Names of Festivals: Christmas, Eid, Independence Day, Republic Day  
b) Names of the months & the days of week:  
January, February, Monday, Tuesday  
c) Names of seasons may have the article omitted:  
... I met them in summer BUT  
.... in the summer of 1945

**Geographical Names**

Normally there is no article whether the name is pre-modified

- a) Names of continents

(Central) Asia, (East) Africa

b) Names of Countries

ancient Bhutan                      modern Pakistan  
(Victorian) England                (medieval) India

**Exceptions:** The Sahara, the Punjab,  
the Lebanon, the Middle East,  
the Ukraine, the Crimea.

c) Cities & Towns: Rome, Lahore, Karachi, Sibi

**Exceptions:** The Hague, The West End

d) Lakes & Mountains: Mount Everest, Mount K-2

Article with Proper Nouns

e) Plural Names:

- The Himalayas, the Alps, The Rockies
- The Austins (meaning 'the Austin family')
- The Netherlands, the Midlands
- The Indus, the Ravi, the Atlantic, the Pacific
- The Suez Canal, the Panama Canal

f) Public Places

- hotels & restaurants                - the Moghal, the Hilton
- cinemas, clubs                      - the globe, the gymkhana
- museum,                                - the Lahore Museum,
- the British Museum

g) Magazines & periodicals normally have no article: Newsweek, Time, Punch, Mag, New Scientist.

### **Practice 1:**

Insert an article where you think it is needed

1. We went to most expensive restaurant in      town.
2. Do you want to watch television this evening?
3. Last night we went out for meal in      restaurant.
4. Braille is a system of reading and writing by      touch for blind.

### **Practice 2:**

Choose the correct form, with or without 'the'

1. I am afraid of dogs / the dogs
2. Can you pass salt / the salt, please?
3. Women / the women are sometimes better teachers      than men / the men
4. Second World War / The Second World War      ended in 1945.
5. All books / All the books on the top shelf belong to me
6. Tom left college / the college without taking his exams.
7. After the work / work Ann usually goes to  
the home / home.

### **Practice 3:**

Some of the following sentences are correct, but some need the definite article. Can you spot those that need correction?

1. Next year we are going skiing in Swiss Alps.\_\_\_\_
2. Nile is longest river in Africa.\_\_\_\_\_
3. There are many different languages spoken in Far East.\_\_\_\_\_

4. They now live in the United Arab Emirates / United Arab Emirates. \_\_\_\_\_
5. South of England is warmer than north. \_\_\_\_\_
6. United Kingdom consists of Great Britain and Northern Ireland. \_\_\_\_\_
7. Plains of Punjab are very hot in May and June. \_\_\_\_\_
8. Malta has been a republic since 1974. \_\_\_\_\_

**Practice 4:**

Choose the correct form with or without 'the'. 1. One of the oldest buildings in Lahore is Old Fort / the Old Fort.

2. "Which hotel are you staying at?"  
"At Sheraton / the Sheraton."
3. Yesterday I opened an account at Standard Chartered Bank / the Standard Chartered Bank.
4. Have you ever visited the University of Management Sciences / University of Management Sciences?
5. "Where did you buy those shoes?"  
"At Service's / the Services".
6. The President / President of United States / the United States lives in White House / the White House.
7. "Is there a cinema hall near here?"  
"Yes, Odeon / the Odeon on Montgomery Road / the Montgomery Road."

## Lesson -45

### Language Forms and Functions

Utterance	Purpose
- Where the suitcase ?	- to get information
- Open the window	- make someone do something.
- I'll pay you next week	- make a promise.

Some very common language functions.

1. Requesting information: to ask, question, request, inquire.
2. Giving information - to announce, describe, explain, instruct, to summarize...
3. Establishing contact / interpersonal relations - to greet, to welcome, to introduce, take leave, bid farewell, interrupt...
4. Responding to others' behavior / actions / statements - to apologize, deny, disagree, often, thank, etc...
5. Expressing emotions / inclinations - fear, happiness, shock, surprise, dislike, etc...
6. Influencing others' behavior / actions – to allow, blame, discourage, order, warn....
7. Judging / evaluating - to complain, compare, criticize, disapprove, praise, etc...

Saba: I think Junaid Jamshed is an awful singer.

Naila: Do you? I think he's marvelous.

Now you shall have some practice, first in identifying or describing functions and second in identifying statements which illustrate the function required.

### I. Identifying Functions

Parts of conversation / sentences are provided. Choose from the four alternatives given the one which best describes the functions of the underlined part of the conversation.

1. Ahmed: Come on man, drive a bit faster.

Saleh: At the rate he's driving we won't get to the airport in time, you know.

- a. to express fear
- b. to express anxiety
- c. to express disappointment
- d. to express shock.

2. Aziza: It was nice of you to invite my mother as well to your party last night.

Bibi: Not at all. It was nice to have her.

- a. to express agreement.
- b. to express appreciation.
- c. to show sympathy
- d. to give an invitation.

3. Jane: Mind the vase!

Hina: Too late!... Such a beautiful vase.

- a. to express fear
  - b. to express sympathy
  - c. to express admiration
  - d. to express dismay
4. Son: I don't want to take the double maths course.

Father: I'm afraid you're got to.

- a. to allow
- b. to insist
- c. to forgive
- d. to fear

5. You have been regular in your payment in the past. But we notice from our records dating from six months ago that your payment has not been received. Kindly send us your cheque within seven days without fail.

- a. to plead
- b. to consent
- c. to persuade
- d. to instruct

6. Faraz: I hope you don't mind my saying this but what you've first said is not exactly true.

- a. sympathize
- b. scold
- c. disagree
- d. surprise

7. Sara: If you want to increase the literacy rate you must educate

women and girls.

Zara: I think the same as you.

- a. to agree
- b. to compliment
- c. to reject
- d. to persuade

8. Zain: There's a letter for you on desk

Faraz: Ah, yes, so there is.

Zain: Why don't you open it now and see who is it from ?

Faraz: It can wait.

- a. administration
- b. curiosity
- c. dissatisfaction
- d. instruction

9. Boss: The typing you've just done for me is hopeless. It is full of mistakes. You'll have to do it again.

Secretary: I'm sorry, sir.

- a. to show regret
- b. to warn

- c. to criticize  
 d. to demand  
 10. John: Have you heard the news? The  
       vice principal is getting the sack.

Jane: Oh. No!

- a. anger  
 b. sympathy  
 c. disbelief, regret  
 11. Jill: How about going to the theatre  
 tonight?

Pat: Sorry. I've work to do.

- a. suggestion                      b. announcement  
 c. request                              d. welcome

### B. Extended conversation

For each underlined statement or question  
 select one response to indicate its function.

1. **Father:** Sajid, I don't like your moving  
 around with that friend of yours.

- a) accuse  
 b) deny  
 c) disapprove  
 d) explain

2. **Sajid:** Why not? a. disagree  
 b. question

- c. reject  
 d. claim

3. **Father:** He's a bad influence on you.

- a. instruct  
 b. advise  
 c. command  
 d. explain

4. **Father:** I've heard he's on drugs.

- a. anxiety  
 b. condemn  
 c. warn  
 d. explain

5. **Sajid:** On drugs !

- a. shock  
 b. admiration  
 c. curiosity  
 d. sympathy

6. **Sajid:** I don't believe it. a. interest

- b. declined  
 c. deny  
 d. disbelief

7. **Father:** Just stay away from him.

- a. suggest
- b. order
- c. say
- d. threaten

C. Conversation on the telephone

1. **Rafia: Mama. Is that you ?**

**Mother: Yes. What is it ? You're all right, aren't you ?**

- a. disappointment
- b. surprise
- c. worry
- d. interest

2. **Rafia: I've got some good news to tell you.**

- a. describe
- b. suggest
- c. confirm
- d. announce

3. **Rafia: I've won a scholarship to study abroad.**

- a. request
- b. accept
- c. tell
- d. claim

4. **Mother: Oh, that's wonderful. I'm so glad.**

- a. interest
- b. praise
- c. preference
- d. happiness

5. **Manager: Where should we set up the new mill ?**

- a. showing anxiety
- b. explaining
- c. asking
- d. announcing

6. **Supervisor: I would say across the river.**

- a. suggesting
- b. uncertainty
- c. explaining
- d. announcing

7. **Manager: Are you sure it would be the right place ?**

- a. suggesting
- b. doubting
- c. explaining
- d. questioning

II. **RESPONSE IDENTIFICATION** From the four responses given choose the most appropriate which best matches the function given.

**1. Zohra:** You wanted the telephone number of the girls hostel. Well, I've managed to get it for you.

**Jabeen:** (to show gratitude)

- a. I've already got it
- b. That's very kind of you. Tell me the number
- d. Yes, good.

**2. Saira:** I'm leaving college. I'm thinking of taking up a job.

**Bina:** (to discourage)

- a. That's an interesting idea
- b. How foolish. Is it well paid
- d. I wouldn't do that if I were you.

**3. Mina:** Would it be possible for you to return the money I lent you?

**Sana:** (to express regrets)

- a. I'm sorry. Not till the end of the week.
- b. Which money ?
- c. I clean forgot.
- d. Sure I will.

**4. Wendy:** Do you think you would be able to return the money by the end of this month?

**Cindy:** (to promise)

- a. Depends when I get my salary
- b. Give me some more time.
- c. Sure, I'll give it back on time.
- d. I'm broke.

**5. Manager:** Your work is not up to the mark. You'll have to work harder to stay in this company.

**Employee:** (to express an intention)

- a. How can you say that ?
- b. You're biased.
- c. I'm sorry I'll try harder.
- d. I do my best.

**6. Andy:** There's a vacancy in my factory. Would you be willing to work here?

**Brenda:** (to show interest)

- a. I'm well settled over here.
- b. I'll think over it.
- c. Can you arrange an interview for me ?
- d. What's the package being offered ?

**7. Aziz:** I've just heard Abida is returning from London tomorrow morning.

**Bina:** (to express surprise)

- a. Yes, that right. She wrote to me about it.

- b. Sorry. What did you say ?  
 c. It's not tomorrow but the day after.  
 d. No. I can't believe it ! Tomorrow did you say ?  
**8. Mechanic:** I've checked your car. The engine is fine.  
 It doesn't need any repairs.

Car owner: (to express relief)

- a. You sure?  
 b. Thank you.  
 c. Thank God for that.  
 d. Good old car.  
**9. Saad:** I'm sorry I can't accompany you.

Fahd: Why?

Saad: (to give a reason)

- a. Why don't you take someone else with you?  
 b. I can if you really want me to.  
 c. My mother's not well.  
 d. It's been very hot lately.  
**10. Statement:** Illiteracy is a serious problem in our  
 country. ....  
 ( to ask if someone else is agrees).

- a. You understand my point ?  
 b. What's your opinion ?  
 c. Have you been told this before ?  
 d. Wouldn't you say so ?

### Recap and Final Exam

**The Final Exam will consist of all that we have covered in our lessons. For any surprises just depend on your common sense and any background knowledge you have of English. Please go over the lessons and focus on the following:**

#### Reading Comprehension

#### Vocabulary

#### Main Ideas and Supporting Ideas

#### Topic Sentences of Paragraphs

#### The Different Organization Patterns of Essays

#### The functions of Introduction, Body and Conclusion in an Essay

#### Continuity and Transition Devices.