

**Course material bundle of BSC(Hons) Agriculture**

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<b>Course Title</b>	<b>Exercises in Reading, Comprehension and Communication Skills</b>	<b>Course Code</b>	<b>ENG-302</b>
<b>Semester</b>	<b>02 Section-B</b>	<b>Credit Hour</b>	<b>2(2-0)</b>

	<b>Course Content</b>
<b>01</b>	<b>Introduction to reading skills Guided study and practice in advanced exercises in reading comprehension and rapid reading</b>
<b>02</b>	<b>Guided study and practice in advanced exercises in summarization</b>
<b>03</b>	<b>Guided study and practice in Precis writing</b>
<b>04</b>	<b>Guided study and practice in correction of Sentences (Covering all the basic grammar rules)</b>
	<b>Mid-Term Examination</b>
<b>05</b>	<b>Application Writing (Official/Employment)</b>
<b>06</b>	<b>Technical Report Writing</b>
<b>08</b>	<b>Guided study and practice in exercises of Translation into English</b>
<b>09</b>	<b>Guided study and Extensive practice in Essay writing on specific topics: A selection of English Prose (Textbook): a: Right and Wrong (C. S. Lewis) b: The Marvel of An Insect (Alan Devoe) c: TV Addiction (Marie Winn)</b>
	<b>Final-Term Examination</b>

## Books Recommended:

- 1) Aftab, A. 2001. To the point: English grammar and composition for degree. To The Point Publishers, 5-A Yousaf Market, Ghazni Street, Urdu Bazaar, Lahore, Pakistan
- 2) Allen, W.S. 2001. The living English structure. Khurram Publishing Enterprises, Lahore, Pakistan.
- 3) Nosheen, K. and G.G Qureshi. 2001. A selection of English prose. The Caravan Book House, Katchery Road, Lahore, Pakistan.

## Lectures

### Lec No.1 Introduction to Improving Reading skills

As we know, to acquire spontaneous conversations just as similar as native English language speakers have, we do require two things

- 1) Fast-speaking native speakers
- 2) Expressions/ slangs (Language Practice)

These are all the things that many English learners have difficulties with. Thus, the key is **input**.

**If you want to improve your writing- spend more time reading.**

**If you want to improve your speaking- spend more time listening.**

Developing your English skills is a matter of “give and take” and the process is not simple nor is it fast. So many people want to speak fluently in months without putting in the work and dedication it takes to get there. It’s necessary to remember that language learning is not an overnight process, in fact, it’s a long-term goal with “highs and lows”. For example: watching movies with subtitles is a great way to sharpen your English skills but eventually those subtitles need to be turned off so the rawness of the language can be heard. Thus, the areas you struggled with are the areas you need to spend more time in. This is one thing you can do to begin developing your English learning skills.

### Improving reading skills in English

In this handout, you will learn how to improve your reading skills in English. Here, you’ll be shown the most common mistake English learners make when they try to practice their reading in English and how to avoid it. A step-by-step plan will be given that you can use to improve your English reading skills and several suggestions to improve your English reading level more quickly and efficiently.

You might have seen in your everyday life that some common mistakes are being made by English learners when trying to practice reading. **So what is it and how can it be avoided?**

**No:1 Choosing the right material:** Here is a situation. You start reading something in English. You can’t understand a lot of it and there are many unknown words. Then you start looking up every word you don’t know in the dictionary. After a while, you are either asleep or you read about only one or two paragraphs of it. Of course this makes you feel bad and you start feeling like you can’t read in English that its quite difficult and so on. But this isn’t true. You can read in English and you can improve whatever you English level is right now. **So, what’s the key?**

You need to select materials at the right level. Often, people try to read the same things they would read in their native language. But if your English level is intermediate, then you need to accept that you can't read the same things that you would read in your own language.

If you try, you will probably feel frustrated and may be give up. Therefore, Its essential to select reading materials the other right level for your English abilities now. **But how can you do that?**

**Here are some tests that's you can use:**

- 1:** Can you understand the general meaning of the text without using the dictionary?
- 2:** Can you understand the general meaning of most sentences without using a dictionary?
- 3:** Can you read the text at a reasonable speed?

This is subjective, but It shouldn't take an hour to read a few paragraphs. If you can't answer yes to these questions, then a text is perhaps too hard. Of course, you don't want it to be too easy either. If you can understand everything in first time, its probably too easy. There should be some words and ideas which are easy to understand. The question arises to our mind then is, **"So from where can I find the suitable materials"**. That's a hard question to answer because this depends on your level, your study goes and your personal taste.

Here's one suggestion. Look for **"graded readers"**. Graded readers are books adapted specially for English learners. They think famous stories or even things like Shakespeare's plays and then adapt them for different levels.

Naturally, there are many sources for English reading materials like news websites, magazines, blogs, forums, books, journals and so on. However, whatever you read, it should pass this test. You should be able to read and understand the general ideas without using a dictionary for spending hours reading a short text. If you can get this right, then you have done the most important work.

Remember that you don't have to finish reading everything you start. For this lesson, we are talking about reading in order to improve your English level. To do this, you need to find the right materials at the right level. Don't waste your time trying to read things that are way too difficult.

## **No:2 Time + Variety = Progress**

Let's get one thing clear. Improving your English reading skills is going to take a long time. It's not something you can do in days or weeks. There are not any tricks which can help you to improve faster. So the best thing you can do is quite simple **"Read as much as possible"**. Spend as much time reading in English as you can. Also, variety is important in your reading practice. If you read the same kind of texts again and again, you can be good at reading that kind of texts. For example, if you only ever read articles about economics, you can be really good reading those articles about economics. But you might find it difficult to read other styles of text on other topics.

Now let's make a study plan of reading on daily basis.

There are two rules:

- 1) **Do something every day.** If you are very busy, try to do five-minutes a day. Five minutes is better than nothing. If you can do ten-minutes a day, then do for ten-minutes. If you can do more, then do more. But do something even if its only a little bit.

- 2) **Do something different every day.** For example, If you read part of a novel one day, then read something different the next day. Also, try to find things that you are interested in and that you really wanted to read. This way it wouldn't feel so much like studying which will make it easier to do regularly.

**Making a reading study plan:**

Monday:	Read 1-2 pages of a short story.
Tuesday:	Read a blog post
Wednesday:	Read a BBC news article
Thursday:	Do a reading exercise from an English Textbook
Friday:	Read a film review online
Saturday:	Read the comments on an online news article
Sunday:	Read the lyrics to an English song

Other than this, you can also make your plan of study according to your own taste. When you have made your plan, write it down and stick it on the wall or lie it somewhere near around you where you can watch it every day. When you finish each thing, cross it off your plan. That way you track what you have done and feel good about finishing your plan. On the one hand, it is good to challenge yourself, so give yourself one or more harder days where you are reading more for reading something more difficult. On the other hand, be realistic and don't try to do so much because it's more important to make reading in English a long-term habit. So make a plan which you can stick to regularly. Keep doing this every day, every week and every month. You might not feel that you are getting better but over time you will improve.

**No:3 Improving your language abilities:** **Firstly**, your reading practice needs to be supported by regular grammar and vocabulary work. There is so much material on the internet that will help you improve your grammar and vocabulary effectively. This way, you are going to enhance your reading skills along with the better grammar and vocabulary as well. Then it will tend to improve your overall language abilities for sure.

**Secondly**, when you read something in English, don't just read it once. Read it for two, three, four or more times especially if it's difficult to understand it for the very first time. Vocabulary learning depends on repetition. Therefore, by reading a text many times, you give yourself more chances to see new words and phrases in contact, which eventually makes it easier to remember them.

**Thirdly**, as you practice and your reading level improves, increase the difficulty of your reading materials. This way, you continuously see new words, new phrases, new sentence structures and so on.

**Last but not the least**, although improving one's language abilities is a long-slow process. The problem with long-slow processes is that they might often feel boring. And when something is boring, it can be hard to motivate yourself to do it. **So how can you do it?**

Try to find different reading materials that are related to your daily-life things. This way, you will not feel like being under-pressure. Simultaneously, you will be increasing your language efficiency. Also, try to read English materials without any source of help such as dictionary. In this way you will not find the reading task monotonous. But, remember you need to be patient. Hence, follow these tips and your English reading level and language abilities will definitely improve.

## **Strategies to Master Reading Comprehension skills**

### **Reading Comprehension:**

Let's suppose you are presented with a text and you are unable to understand it. In this case what will you do ? Same is the condition with reading comprehension that if you are given with a passage and you are not able to comprehend it then what would you do. You will apply some tips or strategies to understand and solve the questions appropriately. Now let's discuss what is reading comprehension. The word comprehension means to understand something and after understanding you will be presented with some questions. These questions are mainly of four categories.

- 1) Inference (Based on what is true or false statement)
- 2) Structure
- 3) (Based on what is true or false statement)
- 4) Vocabulary (Based upon synonyms/antonyms or any phrase given in the text related to context)
- 5) Title

### **Why is it important?**

Imagine if you can't make out words and understand context, how will you ever be able to contribute effectively while speaking and writing. You will find it extremely challenging to follow questions during examination or you will find it extremely difficult to understand context and interpret the meaning that the context is trying to convey. Therefore, we have to follow four strategies discussed below in order to master reading comprehension skills.

### **Four strategies:**

- 1) Skimming
- 2) Scanning
- 3) Analyze Positive and Negative details
- 4) Expand Vocabulary

**Skimming:** Skimming means to have a quick read. When you do skimming, you are able to identify what the main theme or message that the passage is trying to convey. In skimming, you understand context as a whole.

**Scanning:** Scanning means to scan for specific details. While scanning the passage, you are condensing essential information and making it easier for you to answer questions appropriately. Before scanning the text, you must first read the questions. Once you are done with reading the questions, you get to know what is asked in the examination that what

is the question of comprehension that is given to you. Then you need to search for the key points in the passage related to that question. For example, any problem addressed in the passage, Are there reasons mentioned ? Is there a solution provided ? or Looking out for any specific date, time or day mentioned in the passage.

**To Analyze Positive or Negative details:** While reading a passage, you will come across questions like according to the passage, what is true or according to the passage what is not true, so you will need to be familiar to analyze passage for positive or negative detail and read between the lines.

**Expand Vocabulary:** Knowledge on words and applying their meanings go a long way in improving your reading skills as well as comprehension skills. So the question pertaining to synonyms and antonyms will no longer pose a challenge.

By remembering and applying these four strategies while reading a passage, reading comprehension will be quite easy to be done.

**Tip:** While reading a passage, read attentively and notice the necessary information given after some words. These words are given below:

- 1) That
- 2) However

Everything that is written after these words in any sentence is informative and essential information related to the questions of comprehension text.

For example: Ahmed told him that he is the CEO of a company.

However, he doesn't have a good sense of business.

### **Reading Comprehension Exercise:**

**Read the passage below and answer the questions.**

Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long

exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

**Q.1. Marie had a bright mind and a        personality.**

- (A) Strong    (B) lighthearted    (C) Humorous    (D) Strange

**Q.2. When she learned that she could not attend the university in Warsaw, she felt        .**

- (A) Hopeless    (B) Annoyed    (C) Depressed    (D) Worried

**Q.3. Marie        by leaving Poland and travelling to France to enter the Sorbonne.**

- (A) Challenged authority    (B) Showed intelligence  
(C) Behaved                      (D) Was distressed

**Q.4 \_\_\_\_\_she remembered their joy together.**

- (A) Dejectedly    (B) Worried    (C) Tearfully    (D) Happily

**Q.5 Her        began to fade when she returned to the Sorbonne to succeed her husband.**

- (A) Misfortune    (B) Anger    (C) Wretchedness    (D) Disappointment

**Q.6 Even though she became fatally ill from working with radium, Marie Curie was never\_\_\_\_\_.**

- (A) Troubled    (B) Worried    (C) Disappointed    (D) Sorrowful

## **Lec No.2**

## **Summarization**

### **Introduction:**

Summarizing means identifying the main idea and most important facts, then writing a brief overview that includes only those key ideas and details. Summarizing is a vital skill for students to learn. It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading a passage, summarizing helps students learn to determine essential ideas and consolidate important details that support them. It is a technique that enables students to focus on key words and phrases of an assigned text that are noteworthy and remembering.

### **Benefits**

Summarizing builds comprehension by helping to reduce confusion. Teachers train students to process the information they read with the goal of breaking down content into succinct pieces. This strategy can be used with the whole class, small groups, or as an individual assignment. Summarizing text by using writing activities builds on prior knowledge, helps improve writing, and strengthens vocabulary skills.

**How to Summarize a Paragraph: 1) Preview and read:** Preview and read the paragraph closely. You probably will find that you need to read the paragraph more than one time.

**2) Make a list or outline:** Determine the main idea and the supporting details of the paragraph. Make a list or outline of these ideas. Be sure to use your own words.

**3) Write a summary:** Using your list, write a summary of the paragraph. State the main ideas, followed by important ideas. Limit your summary (according to the size of the passage) to just three to four sentences.

**4) Read aloud and correct:** Read the summary aloud, for correcting the mistakes (if any).

**Strategy:** A good summary is short and to the point. Writing a good summary is not as easy as it may appear. It actually requires quite a bit of finesse.

**First, the student must read and comprehend the text.** This may involve unpacking lengthy sentences and decoding challenging vocabulary.

**Then, they must identify main ideas and key points,** which means that they must have a good understanding of the text to distinguish between essential and non-essential information.

**Finally they must express this information in their own words.** This means that summarizing a text requires both comprehension and expression skills.

Thus, the following given easy summarizing strategy will help the students to choose the correct details from the text and write about them clearly and concisely.

**First Then Finally:** The "First Then Finally" technique helps students to summarize events in chronological order. These three words represent the beginning, main action and conclusion of the text respectively:

- **First.** What happened first? Include the main characters and main event/action.
- **Then.** What key details took place during the event/action?
- **Finally.** What were the results of the event/action?

**Sample passage:**

### **“The Northern Lights”**

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights. Scientists have been watching them for hundreds years. They are not quite sure what causes them to appear. In ancient times Long Beach people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

**Summary:** The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.



**Read the passage given below. Write its summary and give it a title.**

Electric trolley cars or trams were once the chief mode of public transportation in the United States. Though they required tracks and electric cables to run, these trolley cars were clean and comfortable. In 1922, auto manufacturer General Motors created a special unit to replace electric trolleys with cars, trucks, and buses. Over the next decade, this group successfully lobbied for laws and regulations that made operating trams more difficult and less profitable. In 1936 General Motors created several front companies for the purpose of purchasing and dismantling the trolley car system. They received substantial investments from Firestone Tire, Standard Oil of California, Phillips Petroleum, and other parties invested in the automotive industry. Some people suspect that these parties wanted to replace trolley cars with buses to make public transportation less desirable, which would then increase automobile sales. The decline of the tram system in North America could be attributed to many things—labor strikes, the Great Depression, regulations that were unfavorable to operators—but perhaps the primary cause was having a group of powerful men from rival sectors of the auto industry working together to ensure its destruction.

### **Lec No.3**

### **Précis writing**

#### **What is précis?**

The term précis is of a French origin and means ‘precise’ or ‘brief’. It is a concise summary of a speech, book, article or any other text. It is a short synopsis of a publication, whether it is an article, a dissertation or any other text. Whenever we sum up ideas of a literary work, we can call it a précis. However, it is not paraphrasing, as we don’t have to mention all the discussed issues of the text. A précis should explain the main idea of the text and to follow a certain structure. This is what makes precis writing difficult to students, who lack experience and are not familiar with the most important writing instruments. By knowing this, you will be able to format your précis properly and avoid the most common mistakes. Remember, this task is not a critical analysis, so you don’t need to examine all the ideas and content of the text. You also don’t need to write what you think about the matter. Cover only key features and main points of the source text. Make it brief, precise and always stick to the main point. That is the best way to define precis.

A precise is like a miniature portrait of the passage: it retains the absolute essential points accompanied with the mood and tone of the author of the passage. The important aspect one must be careful about is that one should not add one’s subjective interpretation or comments to the précis and should try to retain the original author’s voice and opinions. As far as the writing style is concerned, one must ensure that one write clear and effective sentences (no rambling). Ultimately, It is the coherence of views that you present in the précis and this can be achieved by making sure that the writer is precise and to the point in his approach. Unnecessarily long sentences or rambling thoughts are not required in précis writing and one should make sure that one shifts from one point to another in a smooth matter. At the end, the précis should make sense and be logical in its presentation.

While keeping the above things in mind, you need to ensure what a precis is not. The following are some of the things that should not be a part of or a reflection of the precis:

- simply a summary of a passage.
- simply an abstract of a passage.
- an outline of a passage.

- a mere selection of a few important sentences from a passage.
- a collection of disconnected facts and statements

## **Features of a Good précis**

### **A good précis:**

- is marked by clarity, brevity and precision.
- is not just lifting of the sentences from the original. It should be written in the precis writer's own words.
- is a miniature version of the original passage.
- must have a logical order and be well-knit and well connected.
- must have coherence; must use linking devices such as so, therefore, and, because further etc.
- must follow the order of ideas of the original text.
- must have a title.
- must not contain any details not found in the original.

### **What should be done in a précis:**

- Start your précis by highlighting the main idea of the passage and you should create contextual environment where you can place the necessary points. Once the main idea is established in the précis, you can present the methods, points, facts etc. used by the author of the passage.
- Compress and clarify a lengthy passage while retaining important concepts, key words, and important data.
- Remove what is superfluous and retain the core essence of the work.
- Always remember that mentions about history/writing about history should be advisably done in the past tense.

### **What shouldn't be done in a précis:**

- Do not express your own opinion, wish, remark or criticism.
- Do not insert any question in your précis.
- Do not use abbreviations, contractions or slangs in your précis.

- Do not be jerky. This suggests that most probably, you have not understood the sense of the passage properly.

### **Précis in the making:**

While writing a précis, students should take care of a few essential points. The first thing is that they need to convey the general idea of the argument with absolute clarity. The second thing that they need to do is to make sure that all the important points of the original passage are included in the précis. Lastly, make sure that the language of the précis is clear and concise and follows the rule for correct diction. The following rules are general guidelines students should follow while writing a précis:

- Closely read the passage and identify the central idea of the passage. It is vital to identify the general idea of the passage and incorporate it into the précis.
- Look-out for the total number of words. If the number is not provided, quickly calculate the number using approximations.
- In order to understand the passage clearly, make sure that you read the passage closely, and give it a couple of reads before you start writing the précis.
- Highlight the most important points in the passage and make notes. Leave out all non-essential information.
- Provide an apt heading to your précis.
- Note making is an essential task for writing précis. Students should try to arrange the points in most logical order and ensure that the order of thought is the same as the original.
- The three grammatical rules that need to be followed while writing a précis are: write it in third person, indirect form and appropriate past tense.
- It is advisable to provide designations of officials rather than names and titles. In case the official designation is not provided, you can use the personal name. Be consistent with the pattern you adopt.
- Make sure you review your rough draft, remove the chinks and ensure that you have made no language related errors.
- Before writing your précis, make sure you have a glance over the original to make sure you have not missed anything.
- Finally, a wise policy would be to count the words of your précis and put them down in a bracket at the end.

### **Précis Qualities:**

Through précis writing you can show the teacher how good your writing skills are and how easy you can present your thoughts to the reader. To achieve such a goal make sure your work matches the following criteria:

- **Accuracy:** Your text should be correct and contain no grammar, spelling and punctuation mistakes. In addition, all the provided dates, facts and figures should be correct and reliable.
- **Clarity:** You need to make sure that the reader understands what you are trying to say. It can be achieved by simple words and phrases, accepted structure and general requirements.
- **Remain objective:** You shouldn't provide your personal opinion on the source text. Just stick to the facts and data provided in the source text.
- **Remain logical:** When writing your précis, don't forget to build logical connections with the initial text and its ideas. Otherwise the reader may lose interest to your work.
- **Conciseness:** Don't add unnecessary information to your writing. Include main facts, remaining brief. Repetitions and wordy language should be avoided.

### Sample Passage:

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 were killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property.

(330

Words)

**Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs:**

- Earthquake - the deadly enemy of mankind.
- Damage caused by an earthquake in general.
- Damage caused by an earthquake-in particular,

- What can the scientists do?

The above four theme sentences can be developed into the following outline:

- **Earthquake - the deadly enemy of mankind.**

- Earthquake strikes all without a distinction of national boundary or political affiliation.
- The power of a quake is greater than that of a man-made weapon of destruction.
- Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes.

- **Damage caused by an earthquake in general:**

- Strikes without warning.
- Modern city when struck reduced to a primitive village.

- **Damage caused by an earthquake in particular.**

- Quake strikes plains, seas and mountains causing all round destruction.
- In 1755, Lisbon destroyed, 450 killed.
- In 1970, Peru struck, 50,000 killed.

- **What can the scientists do?**

- In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
- Scientists cannot resist the powerful earthquake.
- They can predict the place of origin of the quake so that precaution can be taken to save man & property.

**Based on the above outline, we can make the following rough draft:**

- **Earthquake- The Great Destroyer**

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from

destruction. As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas.

**The final draft would look as follows:**

- **Earthquake - The Great Destroyer**

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction. (115 words)

## **Lec No.4**

## **Sentence Correction**

**Introduction** Basically, most common exam questions on English language will require students to not only identify grammatical errors but also correct them. The handout shows you how to familiarize yourself with errors and then correct them. These basic errors are given below as:

- Verb-tense errors
- Punctuation errors
- Subject-verb agreement errors
- Single and plural pronoun errors
- Sentence construction errors

Before analyzing these errors, let's discuss some basics of grammar.

**Grammar basics:** Function words briefly discussed below:

**Voice:** Set of verb forms indicating the relationship between the subject and the action or condition expressed by the verb. **Active:** The big fish swallowed Jonah.

**Passive:** Jonah was swallowed by the big fish.

**Active:** Voice in which the person or thing performing the action is the subject of the verb. Example: John throws the pencil.

**Passive voice:** voice in which the person or thing performing the action is the object of the verb  
Example: The batter was hit by the pitch.

**Adjective:** Word or phrase that modifies a noun or adverb.

Example: It was a happy coincidence.

**Adverb:** A word or phrase that modifies a verb, adjective, or other adverb. An adverb often ends in -ly. Such as quickly, rapidly, swiftly etc.

Example: The detective paced slowly around the room.

**Article:** Words (a, an, the) which specify or confine the meaning of a noun.

**Definite Article:** **The** soldier died bravely.

**Indefinite Article:** **A** soldier never truly returns home. My mother is **an** honest woman.

**Conjunction:** Word that joins two or more words, phrases, clauses, or sentences

Example: Anna and Sally have never been late; they are always on time.

**Collective noun:** Indicates a group of persons, things, or animals treated as a single entity

Example: The **fleet** of ship arrives too late.

A **chorus** of angels quivers in her soul.

**Correlative conjunction:** Pair of words which are separated from each other in a sentence, act as a conjunction (joining two or more words, phrases, or sentences)

Example: Either you are coming with me, or we will never see each other again.

**Gerund:** Any noun formed from a verb, usually by adding -ing to the end.

Example: Running to catch a train can be very dangerous.

**Idiom:** Word or expression comprising several words, the meaning of which extends beyond the usual meanings of the individual words.

Example: Chocolate tastes **as good as** ice cream.

The candidate claims to support tax cuts, **in contrast** to his prior statements.

**Impersonal pronoun:** Pronoun that does not stand in for any particular noun, but instead refers to “people in general” or fulfills the sentence’s syntactical need for a pronoun.

Example: One must pay close attention to a test’s instructions.

It must be said that,...

**Mood:** Verb form that indicates the speaker’s position on the factuality of the sentence; indicates if action/condition is true or unlikely or if the speaker is giving a command

**Indicative:** Harry spends all of his money on comic books.

**Imperative:** Spend all of your money on comic books!

**Subjunctive:** I wish Paul were not spending his money so recklessly.

**Noun:** Word that indicates a person, place, or thing

Example: John ate pizza at the cafe with his friends.

**Object:** In a sentence, the noun or noun phrase that receives or is otherwise affected by the action specified by the verb.

Example: Geronimo ran to the cliff.

**Phrase:** In a sentence, a group of words that contains either a subject or a predicate, but not both

Noun Phrase: the mouse in the trap

Prepositional Phrase: under the full moon

Verb Phrase: runs around and around

Adjectival Phrase: good as gold

Adverbial Phrase: happily oblivious

**Plural:** Noun, pronoun, or adjective indicating multiple persons or things

Example: Cows don't like sheep.

Six cats are asleep on the rug.

**Possessive:** Pronoun or adjective indicating possession.

Example: **Lucy's** book is over there. (The proper noun Lucy is now used as a possessive adjective Lucy's.)

That book over there is **hers**. (Hers is a possessive pronoun)

**Preposition:** Word that shows the relationship between words in a sentence.

Example: The man **from** Brazil had never seen snow.

The tax collector tapped **on** the door.

**Pronoun:** Word that stands in the place of a noun or noun phrase.

Example: John just meant to scare the boys. **He** made a terrible mistake, though.

**Sentence:** Group of words that contains a subject and a predicate and is able to stand on its own

Example: This is a sentence.

**Singular:** Noun or pronoun indicating one person, place, or thing

Example: The cow does not like the sheep.

**Subject:** In a sentence, the noun or noun phrase that performs the action indicated by the verb or that is explained or described by the verb

Example: The ship sailed through the night storm.

**Verb:** Word that represents an action or state of being

Example: We all know this already.

## Sentence Correction Strategy/Tips

“Standard Written English” refers to formal writing that follows the rules that we find in grammar books. Since proper written English often differs from spoken English, the correct answer will not always be the one that sounds the best to you. Therefore, we cannot rely on our ear alone; we must become familiar with the grammar rules of written English.

**A standard English exam tests a limited number of grammar rules.**

English grammar contains hundreds of very specific rules. In exams, only a few of these can be tested, so devote your energy to mastering the most common rules which we've laid out above.

**Grammar is key – but style is important, too.**

The best answer must be clear and grammatically correct, but without redundancy and with proper punctuation. Idioms must be used correctly, if there is any. Look for grammatical errors first; then check for errors in style.

**Sentences may contain more than one error.**



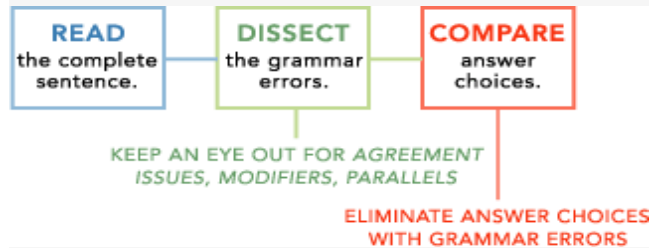
Sentence Correction questions contain discrete, identifiable errors. Be on the lookout for sentences containing two or three errors. Just because an answer choice corrects one error in the sentence doesn't necessarily mean it's the right choice. The best answer will correct all errors in the original sentence.

**Incorrect answer choices are incorrect.**

Sentence Correction answer choices are variations of the correct answer. Incorrect answers will almost always be identifiable as such. Even if an answer choice sounds strange, don't rush to eliminate it unless you can find a definite error.

**The Three-step Method**

*The three-step method to Sentence Correction questions is:*



**Read:** Read the entire sentence. Do not simply read the underlined part of the sentence, because context may be important in determining the correct answer. Choice (A) will always be a copy of the original underlined part of the sentence. If you cannot find any errors, grammatical or otherwise, in the original sentence, choose (A) and move on. Don't worry about spelling, capitalization, or punctuation; they are not covered in Sentence Correction questions. If you do find an error in the underlined portion, or if you're not 100% sure, proceed to step two.

**Dissect:** Look for clues indicating which grammar rule the question is testing. These grammar rules and clues will be covered in more detail in the next section. Keep an eye out for the following issues:

**Agreement:** Look for pronouns, verbs, and nouns — do they agree?

**Modifiers:** Look for introductory phrases set off by a comma — is the modifier used correctly?

**Parallels:** Look for commas separating words in a list as well as expressions such as “*not only...but also*”; “*both...and*”; “*either...or*”; “*neither...nor*” — is everything parallel.

**Compare:** Look for the answer choice that preserves the meaning of the original sentence and fixes its errors without creating any new ones. Eliminate answer choices with grammatical errors.

*The directions for Sentence Correction questions look like this:*

Each of the **sentence correction** questions presents a sentence, part or all of which is underlined. Beneath the sentence you will find five ways of phrasing the underlined part. The first of these repeats the original; the other four are different. Follow the requirements of standard written English to choose an answer, paying attention to grammar, word choice, and sentence construction. Select the answer that produces the most effective sentence; your answer should make the sentence clear, exact, and free of grammatical error. It should also minimize awkwardness, ambiguity, and redundancy.

*Sample Question:*

1. When Charlene goes to the park, she likes to run, swim, and to play basketball.
- A. she likes to run, swim, and to play basketball
  - B. she likes to run, swim, and play basketball
  - C. she likes running, to swim, and to play basketball

**D.** she likes running, swimming, and to play basketball

**E.** she likes all of the following, to run, swim, and to play basketball

Your task is to find the answer choice that is most grammatically correct, but sometimes more than one answer choice will appear to be free of grammatical errors. This is by design — style conventions must also be taken into consideration in determining the correct answer. You must find the one answer that is grammatically correct, clearly expressed and concise.

Now that we have acquired a method for approaching the questions, it's time to move on to the specifics: how to recognize and correct the most common grammar errors found on any test/exam of English.

*Common Types of Errors in Sentence Correction: **English exam tests only a limited number of grammar error types.** Therefore, we only need to learn a handful of rules – we don't need to master every grammatical and stylistic rule of Standard Written English to do well in the exam.*

1. Subject-Verb Agreement
2. Modifiers
3. Parallelism
4. Pronoun Agreement
5. Verb Time Sequences
6. Comparisons
7. Idioms

**Subjects and verbs must agree.** Singular subjects must be paired with singular verbs, and plural subjects with plural verbs. Agreement allows us to show who's doing what in a sentence by indicating which parts of the sentence go together.

The quick brown fox jumped over the lazy dog.



Singular verbs generally have an "s" at the end. Plural **verbs** do not. **Nouns** are the opposite:

John (singular noun) walks (singular verb)

Cars (plural noun) drive (plural verb)

Pronouns must match as well.

He walks

They drive

**Modifiers:** are words, phrases, or clauses that restrict or provide extra information about other words, phrases, or clauses. Adjectives (the red car, the happy child) and adverbs (he runs quickly) are modifiers.

**Adjectives** modify nouns or pronouns.

**Adverbs** modify verbs



For general reference, keep this rule in mind: any part of a sentence that adds extra information can be considered a modifier. “Extra information” is anything that can be removed from the sentence without affecting the meaning or structure of the main clause.

**Parallelism:** As a concept, parallelism means something very similar to what it means in mathematics. Think of parallel lines:

They’re straight, they’re equally spaced, and they’re very clearly “parallel.” Think of the parts of a sentence as lined up, one on top of the next, along their own parallel lines.

Consider the sentence “Joe was trying to decide between eating, running, and to walk to the store.” There are three items in the list of activities Joe is considering, so separate these and imagine them on their own parallel lines:

eating

running

to walk

To be parallel, all verbs must look identical. In this case, one sticks out like a sore thumb: “to walk.” Here’s the correct version:

eating

running

walking

**Parallelism** is a rule of English grammar that demands consistency in a sentence’s structure. Any lists of ideas, places, activities or descriptions that have the same level of importance – whether they are words, phrases, or clauses, must be written in the same grammatical form. Some examples:

- activities:** running, biking, and hiking
- places:** the store, the museum, and the restaurant
- ideas:** how to read, how to write, and how to learn
- descriptors:** quickly, quietly, and happily

**Pronoun Agreement: Pronouns stand in for nouns in a sentence.** When replacing any noun (Matt, the cheerleader, the chair) with a pronoun (he, she it) the pronoun must match the noun it is replacing. So, **the first step in tackling a pronoun question is to locate and identify the pronouns in the sentence.**

Study the chart below, which includes some common English pronouns.

Subject/Object Pronouns		Possessives	
Subject	Object	Adjective	Pronoun
I	me	my	mine
You	me	your	yours
He	him	his	his
She	her	her	hers
It	It	It's	Its
We	us	ours	ours
They	them	their	their's
Everyone	everyone/everybody	everyone's	everyone's

**Verbs:** Verbs are a vital part of proper English, both written and spoken. In order to do well in your English exam as well as in your academic career, you must become familiar with the many English verbs and their possible forms. This includes learning how to spot verbs that violate grammar rules.

**What is a verb?** Verbs convey **actions, events, or states of being**. Every complete sentence contains at least one verb:

Mary **walked** to the park.

The baseball game **started** at 10 pm

The three of us **are** all musketeers.

**Go** to the bank!

**If there is no verb in the main clause, or if the verb is in the wrong form, the sentence is referred to as a *sentence fragment* or *incomplete sentence*.** This type of sentence violates the rules of proper construction and is *never* the right answer in a Sentence Correction question.

**Be on the lookout for sentence fragments. Check *every* sentence and make sure that it contains a main verb in the correct form.**

Why do verbs change form? Verbs are capable of conveying not only when an event occurred, but also how it relates to the noun involved (is the man *throwing* the ball, or is it *thrown* to him? Is she driving the car, or is the car being driven?, etc.) These two properties, *tense* and *voice*, dictate the proper formation of English verbs, along with one other property, *mood*.

**Tense:** indicates at what time an action is occurring (past, present, or future).

**Mood:** indicates the manner in which a thought is expressed or clarifies the purpose of a statement. For example, is the sentence an order, a question, or a statement?

**Voice:** indicates whether the subject is performing or receiving the action of the verb.

Such as, active or passive voice.

**Comparison questions:** The feature words or phrases indicating **similarity** or **difference**. These include words in the comparative or superlative form (*greater, less, smaller, more, scarier, friendlier, warmer, colder, better, best*); comparison words and phrases (*like, unlike, as, as in, just as, that of, those of*); and comparison structures (*Neither...nor, Either...or*). A comparison can be faulty in two ways:

- (1) it is not logical, or
- (2) it is not grammatical.

## Sample sentence correction sentences

For homes in typically colder geographic regions, it is particularly important to have effective and efficient heating systems.

- ☐ For homes in typically colder geographic regions
- ☐ For people in homes in typically colder geographic regions
- ☐ For homes in typically cold geographic regions
- ☐ People in typically colder geographic regions
- ☐ Homes in typically colder geographic regions

Inside the glove compartment were legal documents, pictures, and there were a few napkins from the coffee shop, but no gloves.

- ☐ and there were a few napkins from the coffee shop, but no gloves.
- ☐ and there were a few napkins from the coffee shop, but not any gloves.
- ☐ and napkins from the coffee shop, no gloves were there.
- ☐ and napkins from the coffee shop, but no gloves.
- ☐ and napkins from the coffee shop, there were no gloves.

Concerns about global warming have grown into actual efforts sanctioned by non-governmental organizations and governments that not only work to understand global warming and also to prevent it.

- ☐ understand global warming and also to prevent it.
- ☐ understand global warming but also to prevent it.
- ☐ understand global warming yet also to prevent it.
- ☐ understand global warming but also to prevent its growth.
- ☐ understand global warming yet also to prevent it's growth.

Even though I have seen the movie countless times, I still laughed when the sheriff throws his mug.

- ☐ laughed when the sheriff throws his mug.
- ☐ laugh when the sheriff throws his mug.

- ☐ laugh when the sheriff threw his mug.
- ☐ laughed whenever the sheriff throws his mug.
- ☐ laugh when the sheriff will throw his mug.

High school reunions are usually looked forward to by alumni that have worked hard since graduation and now consider themselves successful.

- ☐ High school reunions are usually looked forward to by alumni that have worked hard since graduation and now consider themselves successful.
- ☐ High school reunions are usually looked forward to by alumni who have worked hard since graduation and now consider themselves successful.
- ☐ Alumni who have worked hard since graduation and now consider themselves successful usually look forward to high school reunions.
- ☐ Alumnus that have worked hard since graduation and now consider themselves successful usually look forward to high school reunions.
- ☐ High school reunions are usually looked forward to by alumni that have worked hard since graduation and now consider yourselves successful.

Yesterday I fell down the stairs and then tried to act like I did so on purpose.

- ☐ Yesterday I fell down the stairs and then
- ☐ Yesterday I fell down the stairs, I
- ☐ I fell down the stairs yesterday, I
- ☐ After I fell down the stairs yesterday; I
- ☐ Falling down the stairs; I

Lockers in schools are often dilapidated, making student's valuables susceptible to theft.

- ☐ making student's valuables susceptible to theft
- ☐ which makes student's valuables susceptible to theft
- ☐ that makes student's valuables susceptible to theft
- ☐ that makes students' valuables susceptible to theft
- ☐ making students' valuables susceptible to theft

Fleeing the horde of zombies on foot, an apparently safe building became visible to the terrified couple.

- ☐ an apparently safe building became visible to the terrified couple.
- ☐ the terrified couple spotted a building that looked safe.
- ☐ a safe looking building was spotted by the terrified couple.
- ☐ the terrified couple's luck changed when they spotted a safe looking building.
- ☐ their fear subsided somewhat when the terrified couple would spot a safe looking building.

Natural disasters have been increasingly effecting nearly every part of the world in the past decade with catastrophic tornadoes, hurricanes and tsunamis.

- ☐ have been increasingly effecting
- ☐ has been increasingly effecting
- ☐ have been increasingly affecting
- ☐ will be increasingly effecting
- ☐ will be increasingly affecting

For every song that is a hit, it is critical to have a quality “beat” and quality lyrics; however, music companies hire professional producers and song writers.

- ☐ however
- ☐ therefore
- ☐ nevertheless

## Lec No.5

### Application Writing Official/ Employment

#### Application/Letter format and writing strategy

**Application:** It is a formal letter or an official request for something, usually in written form or a formal request to be considered for a position (job), applying for job or leaving from job or any personal request, submitted to an authority, institution or organization.

**Letter:** It is a way of communication that can be formal, informal or casual. It can be written, typed or printed communication from one person to another, sent in an envelope by post or messenger.

There are several kinds of letter such as friendly letters, business letters each of which has particular form but there is certain matter of form which apply to all and these are stated as follows:

**1: Heading:** Writer's address and date

**2: Inside Address:** The person to whom you are writing the letter

**3: Salutation:** Greeting words or the words used at the beginning of letter

(Sir, Respected Sir/ Madam, Most Respectfully, My dearest)

**4: Body of Letter:** It is also known as the main text of the letter. This include the message you want to write.

- a) Divide your letter into paragraphs, to mark changes of subject matter.
- b) Use simple and direct language and short sentences.
- c) Try to complete, think out what you want to say, then begin to write and put down your ideas and points in some logical order.
- d) Write neatly, remember that you are correspondent (a person employed by a newspaper or a T.V station to report on a particular subject).

**5: Complementary close/ conclusion/The subscription or courteous leave-taking:**

This is a short expression, a few words on a single line. It ends in comma (,)

Yours truly, Your sincerely, Best wishes, Kind regards, Best Regards, Thanking you, Thankyou etc.

A letter must not be ended abruptly, it must be ended simply with the writer's name

**Note: 1)** Double line space between each of the component except for the space between complementary close and typed name (which has four-line space)

**2)** Double line space between each of paragraph in the body of letter

### **Sample Letter: Job Application Letter Format**

#### **Contact Information**

Name

Address

City, State Zip Code

Phone Number

Email Address

Date

#### **Employer Contact Information** (*if you have it*)

Name

Title

Company



Address  
City, State Zip Code

### **Salutation**

Dear Mr./Ms. Last Name, *(leave out if you don't have a contact)*

### **Body of Application Letter**

The body of your application letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow up. See below for a paragraph-by-paragraph breakdown of the body of the letter.

#### **First Paragraph**

The first paragraph of your letter should include information on why you are writing. Mention the job you are applying for and where you found the job listing. Include the name of a mutual contact, if you have one. You might conclude by briefly and concisely saying why you think you are an ideal candidate for the job.

#### **Middle Paragraph(s)**

The next section of your application letter should describe what you have to offer the employer.

It can be a single paragraph, or you can break it up into a couple of paragraphs. If the section gets lengthy, you may use bullet points to break up the text. Remember, you are interpreting your resume, not repeating it.

Mention specifically how your qualifications match the job you are applying for. In this portion of the letter, make your case for your candidacy.

It can be helpful to spend some time researching the company — this knowledge and insight helps you make an informed and persuasive argument for your candidacy.

Use specific examples whenever possible. For example, if you say that you have lots of experience working successfully on team projects, provide an example of a time you worked in a group and achieved success.

#### **Final Paragraph**

Conclude your application letter by thanking the employer for considering you for the position. Include information on how you will follow up.

#### **Complimentary Close**

Sincerely,

*Signature (for a hard copy letter)*

Typed Signature (for printed letter)

## Lec No.6

## Report Writing

### What is a report?

A report is a written account of something that one has observed, heard, done, or investigated. It is a systematic and well organised presentation of facts and findings of an event that has already taken place somewhere. Reports are used as a form of written assessment to find out what you have learned from your reading, research or experience and to give you experience of an important skill that is widely used in the work place.

**Report writing:** It is a formal style of writing elaborately on a topic. The tone of a report is always formal. The audience it is meant for is always thought out section. For example – report writing about a school event, report writing about a business case, etc. Today we shall learn about the essential elements of Report Writing.

The question for report is supposed to be answered within the prescribed limit of 150-200 words. Talking about marks, it comes as a 10 marks question (as suggested by the administration).

### Report Writing Format

- Heading and Reporter's name
- Content
- Expression
- Grammatical accuracy, appropriate words and spellings.
- Coherence and relevance of ideas and style.

### A well written report must possess the following traits:

- brief adherence to the specifications of report
- analysis of relevant information
- structuring material in a logical and coherent order
- presentation in a consistent manner according to the instructions of the report briefly;
- making appropriate conclusions that are supported by the evidence and analysis of the report

Thus, it is very important to follow a proper format and not to forget that format carries marks.

**Heading-** A descriptive title which is expressive of the contents of the report.

Name of the person writing the report. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.

**Opening paragraph (introduction)** It may include the '5 Ws' namely, What, Why, When and Where and Who

**Account of the event in detail-** The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.

**Conclusion** This will include the description of how the event ended.

### **Tips/Strategy to attempt Report writing**

- Make sure you use language which is suitable for the audience you are addressing to. Usage of complex vocabulary for addressing children is not advisable.
- Make sure you write in paragraphs.
- Read as many samples as you can. It will give you an idea as to how they are actually written.
- Read the question at least twice and highlight the important information. It is very important to understand the question and read between the lines. Albert Einstein once said,

"If you can't explain it simply, you didn't understand it well enough."

- Plan before you pen. Just make a list of all your important points on the rough sheet (last sheet of your answer booklet) so that you do not forget relevant points while writing. This helps you in maintaining a sequence, which is very important.
- Presentation is very important.
- Make sure you double check for grammatical accuracy and spellings. They carry marks.
- Underlining the main points is very important. But it is advised to do it after finishing your exam. Use a pencil and scale for underlining.
- Make small sentences. It restricts the scope of grammatical inaccuracies.

## **Lec No.7**

### **Guided study and practice in Translation into English**

**Introduction:** Any exam has a section on verbal ability and reading comprehension. To determine the writing ability of students, having a good command over English language is imperative. For the sake of studying and practicing translation of Urdu sentences into English, students need to have complete command on the underlying knowledge of **Tenses**. Because without this, they are incapable to learn comprehension skills, vocabulary knowledge and grammar proficiency. Tenses are the backbone of English grammar which denote time reference. You will not be asked the definition directly but tenses come handy when you solve questions on

- Reading comprehension
- Error-spotting
- Fill in the blanks

Tenses are used to show time reference for which a particular action or activity took place. In short it is about the moment of speaking. They play a crucial role in English language. It denotes the time an action takes place whether sometime in the past, in the present or will take some time in the future.



### Types of Tenses

There are three main tenses. The easy way to learn and understand the three types of tenses are

**Past Tense:** An action that has already taken place in the past

**Present Tense:** An action that is currently taking place

**Future Tense:** An action that is likely to take place in the future

Before we go through the basic table that tells you about the types of tenses and the rules you need to follow, we will take a look at the three forms of verbs because, as we know, tenses are applied to the verbs (or the action word) in a sentence.

For Example: Sarah eats apples.

**Subject (S)** – Sarah

**Verb (V)** – eat

**Object (O)** – apple

So, the three forms of the verb “eat” are:

1<sup>st</sup> form of verb(V1)/Infinitive

2<sup>nd</sup> form of verb (V2)/Simple Past

3<sup>rd</sup> form of verb (V3)/Past participle

**Eat**

**Ate**

**Eaten**

### Further Categories of Each Tense:

#### PRESENT TENSE

**i:Simple Present Tense:** Indicates an action that is generally true or habitual. That is, it took place in the past , continue to take place in the present, and will take place in the future. This tense is used to denote

-a habitual action- for instance, "He walk to school".

-general truths- for instance, "The sun rises in the east", "Honesty is the best policy."

-a future event that is part of a fixed timetable, for instance, "The match starts at 9 o' clock."

**ii. Present Continuous Tense:** Indicates an action that is taking place at the moment of speaking. For example, "She is walking" , "I am studying".

**iii. Present Perfect Tense:** Indicates an action that has been completed sometime before the present moment, with a result that affects the present situation.

For example, "He has finished the work", "He has slept".

**iv. Present Perfect Continuous Tense:** Indicates an action that started in the past and is continuing at the present time. For example, "He has been sleeping for an hour".

## PAST TENSE

**i. Simple Past Tense:** Indicates an action took place before the present moment and that has no real connection with the present time.

For example, "He danced in the function". (The action took place in the past, is finished and is completely unrelated to the present)

"He flew to London yesterday".

**Note:** the verb 'flew' is an irregular verb which does not take 'ed' in the past tense like regular verbs.

**ii. Past Continuous Tense:** Indicates an action going on at some time in the past or an action in the past that is longer in duration than another action in the past.

For example, "It was getting darker."

"The light went out while they were reading".

**iii. Past Perfect Tense:** Indicates an action in the past that had been completed before another time or event in the past.

For example, "He had exercised before it started to rain".

"He had slept before I came back from the market."

**iv. Past Perfect Continuous Tense-**

Indicates an action in the past that took place before another time or event in the past and continued during the second event/time point in the past.

For example, "At that time, he had been writing a novel for two months".

"He had been exercising when I called".

## FUTURE TENSE

**i. Simple Future Tense:** Indicates an action that will take place after the present time and that has no real connection with the present time.

For example, "She will visit her ailing grandmother soon".

"He will walk home".

**ii. Future Perfect Tense:** Indicates an action in the future that will have been completed before another time or event in the future. For example, "By the time we arrive, he will have studied".

**iii. Future Continuous Tense:** Indicates an action in the future that is longer in duration than another action in the future. For example, "He will be walking when it starts to rain".

**iv. Future Perfect Continuous Tense:** Indicates an action in the future that will have been continuing until another time or event in the future.

For example, "He will have been exercising an hour at 2:00".

The rule table you must follow to apply the various tenses are:

Tenses	Simple/Indefinite	Continuous	Perfect	Perfect Continuous
<b>Present</b>	S + V1 + O	S + is/am/are + ING form of V1 + O	S + has/have + V3 + O	S + has been/have been + ING form of V1 + O
<b>Past</b>	S + V2 + O	S + was/were + ING form of V1 + O	S + had + V3 + O	S + had been + ING form of V1 + O
<b>Future</b>	S + will + V1 + O	S + will be + ING form of V1 + O	S + will have + V3 + O	S + will have been + ING form of V1 + O

Based on the above rules and the subject, verb and object the easy way to write sentences will be:

Tenses	Simple/Indefinite	Continuous	Perfect	Perfect Continuous
<b>Present</b>	Sarah eats apples.	Sarah is eating apples.	Sarah has eaten apples.	Sarah has been eating apples.
<b>Past</b>	Sarah ate apples.	Sarah was eating apples.	Sarah had eaten apples.	Sarah had been eating apples.
<b>Future</b>	Sarah will eat apples.	Sarah will be eating apples.	Sarah will have eaten apples.	Sarah will have been eating apples.

Below exercise on tenses will give you a deeper understanding:

- I \_\_\_\_\_ to bake for three years now. (learn)
- But last year I \_\_\_\_\_ (not/work) hard enough on my baking skills, so my bakes \_\_\_\_\_ (not/be) really that good then.
- As I \_\_\_\_\_ (pass/want) my baking exam successfully coming summer, I \_\_\_\_\_ (practice) harder this term.
- During my last winter vacation, my father \_\_\_\_\_ (send) me on a baking course to Paris.
- It \_\_\_\_\_ great and I think I \_\_\_\_\_ (learn) a lot.
- Before I \_\_\_\_\_ (go) to Paris, I \_\_\_\_\_ baking cakes that much. (not enjoy)
- But while I \_\_\_\_\_ (do) the baking course, I \_\_\_\_\_ (meet) lots of people of different age groups from all over the world.
- There I \_\_\_\_\_ (realize) how exciting it \_\_\_\_\_ (be) to experiment and bake.
- Now I \_\_\_\_\_ (have) much more fun baking cakes than I \_\_\_\_\_ (have) before the course.
- At the moment I \_\_\_\_\_ (work) on my bread baking skills.  
But, I \_\_\_\_\_ (already begin) to bake cookies, cakes and short crust pastries. I (think) \_\_\_\_\_  
I (do) \_\_\_\_\_ one type of bake every week.
- My final test \_\_\_\_\_ (be) on 4<sup>th</sup> June, so there (not / be) \_\_\_\_\_ any time to be lost.
- If I \_\_\_\_\_ (clear) my baking exam, I (start) \_\_\_\_\_ an internship with Tesco Bakery in August.

13. And after my internship, maybe I \_\_\_\_\_ (go) back to Paris and open my store.  
14. As you \_\_\_\_\_ (can/see), I \_\_\_\_\_ (fall) in love with Paris already.

### Translation Passages

صدر نے ادیبوں، شاعروں، دانشوروں، مفکروں اور عالموں پر زور دیا ہے کہ اپنی ادبی تخلیقات کے ذریعے ملک کو اسلامی اور فلاحی مملکت بنانے میں حکومت کی مدد کریں۔ صدر گزشتہ روز ایک کتاب کی تعارفی تقریب میں شاعروں اور ادیبوں کے بہت بڑے اجتماع سے خطاب کر رہے تھے۔

The president has stressed upon the writers, poets, intellectuals, thinkers and scholars to help the government, through their literary works, in making the country an Islamic welfare state. The president was addressing a big gathering of poets and writers in the introductory ceremony of a book, yesterday.

اب مڈل تک تعلیم مفت ہو گئی ہے۔ اب غریبوں کے بچے بھی تعلیم حاصل کر سکیں گے۔ حکومت پاکستان نے کالج اور سکول اپنے کنٹرول میں لے لیے ہیں۔ ملک میں ہر شخص کو برابر کے حقوق ہوں گے۔ حکومت ذہین بچوں کی وظائف دے گی۔ وہ اعلیٰ تعلیمی اداروں میں تعلیم حاصل کر سکیں گے۔ ہم نیا اور مضبوط پاکستان بنائیں گے۔ ہمیں ملک کی ترقی کے لیے کوشش کرنی چاہیے۔

Education is free up to the middle classes now. Now the children of the poor will also be able to get education. The government of Pakistan has taken the schools and colleges under its control. Everyone in the country will enjoy equal rights. The government will give scholarships to the intelligent children. They will be able to get education in high-ranking educational institutions. We will build a new powerful Pakistan. We should struggle for the development of the country.

آدمی اپنی قسمت خود بناتا ہے۔ اس کو چاہیے کہ محنت کرے اور لگن سے کام کرے تاکہ اپنی زندگی میں کامیاب ہو سکے۔ محنت اس دنیا کی سب سے بڑی حقیقت ہے جس کو جھٹایا نہیں جاسکتا۔ اگر ہم ماضی میں نظر دوڑائیں تو معلوم ہوگا کہ جتنے بھی عظیم آدمی گزرے ہیں سب نے محنت اور ہمت سے کام لیا اور اپنی قسمت سنواری۔ ابراہم لنکن امریکہ کا صدر گزرا ہے۔ اگر ہم اس کی زندگی کا مطالعہ کریں تو معلوم ہوگا کہ وہ لکڑہارے کا بیٹا تھا لیکن اس کو پڑھنے کا شوق تھا۔

**Man shapes his destiny himself. He should work hard and do his duties with devotion so that he may succeed in his life. Hard work is the greatest reality of the world which cannot be denied. If we look into the past, we will come to know that all the great men of the past did their work with hardihood and courage and bettered their lot. Abraham Lincoln was a president of America. If we study his life, we will come to know that he was the son of a woodcutter. But he was fond of getting education.**

ہمارے سکولوں میں بچوں کو جسمانی سزا دی جاتی ہے۔ اس کا مقصد بظاہر بچے کی اصلاح کرنا ہوتا ہے۔ لیکن یہ دیکھا جاتا ہے کہ سزا کی وجہ سے بچے خود اعتمادی کھو دیتے ہیں۔ ان میں جارحانہ رویہ پیدا ہوتا ہے اور بغاوت کے جذبات پیدا ہوتے ہیں۔ نتیجے کے طور پر وہ استاد اور سکول سے نفرت کرنا شروع کر دیتے ہیں۔ اور سکول جانا چھوڑ دیتے ہیں۔

**Children are given corporal punishment in our schools. The apparent purpose of this is to reform the child. But it is observed that children lose their self-confidence due to punishment. They become aggressive. Emotions of defiance are developed in them. Consequently, they start hating the teacher and the school and quit schooling.**

علم ایک عظیم قوت ہے۔ علم کے ذریعے ہمیں مادی دولت ہی نہیں بلکہ روحانی سکون بھی حاصل ہوتا ہے۔ ہمارے مذہب میں علم حاصل کرنا ہر شخص پر فرض ہے۔ یہ ایک ایسی چیز ہے جسے کوئی چرا نہیں سکتا۔ علم کے بغیر کوئی انسان اپنی ذات کو بھی نہیں پہچان سکتا اور یوں ہی ساری زندگی اپنے مقصدِ حیات سے بے خبر رہتا ہے۔ علم حاصل کر کے انسان اپنی، اپنے معاشرے اور قوم کی بہتری کا سبب بن سکتا ہے۔

**Knowledge is a great power. Knowledge not only gives us not only money but also spiritual satisfaction. In our religion, getting knowledge is obligatory for everyone. This is the thing that cannot be stolen. Without knowledge, no man can recognize himself and is unaware of his objective throughout his life. Having the knowledge got, a man can bring about the betterment of himself, his society, and his nation.**

رشوت ستانی اور بد عنوانی ہمارے معاشرے کا حصہ بن چکی ہے۔ ان کا تعلق کسی ایک ادارے یا سوسائٹی کے مخصوص حصے سے نہیں ہے۔ بلکہ یہ تو ہر محکمے اور ہر ادارے کا لازمی جزو نظر آتی ہیں۔ زندگی اب بالکل سادہ نہیں رہی۔ درمیانہ طبقہ دولت مندوں کی نقل میں اپنے راستے سے بھٹک گیا ہے۔ ہم سامانِ تعیش کو حاصل کرنے میں اپنا بہت سا وقت صرف کر دیتے ہیں۔ دوسروں کو نیچا دکھانے اور راتوں رات امیر بننے کی دوڑ معاشرے کو رشوت ستانی اور بد عنوانی کی طرف دھکیل رہی ہے۔

**Bribery and corruption have become a part of our society. These things are not related to a specific part of a single department or a society. It seems to be a necessary component of every department and institution. Life is no more quite simple. The middle class has lost its way in order to follow rich people. We lose a lot of time in getting the luxuries of life. The race to defeat other and to become rich is pushing the society towards bribery and corruption.**



موجودہ دور میں مسلمانوں کی سیاسی اور معاشی پسماندگی کی سب سے بڑی وجہ ان کا حصول علم پر توجہ نہ دینا ہے۔ اگرچہ مسلمان ممالک کے پاس دولت کے انبار موجود ہیں مگر ان کے پاس قابل ذکر یونیورسٹیاں موجود نہیں۔ ہمیں اس بات کو اچھی طرح سمجھ لینا چاہیے کہ صرف کھوکھلی نعرہ بازی سے مغربی تہذیب کا مقابلہ کرنا ممکن نہیں۔ اس کے لیے ہمیں اپنے معاشروں کو مضبوط علمی بنیادوں پر کھڑا کرنا ہوگا۔

**At the present age, the biggest reason of the Muslims' politically and economically backwardness is that they do not pay heed to the acquisition of knowledge. Although Muslim countries are rich in resources yet they do not have authentic universities. We should bear this fact well that it is impossible to compete with the western civilization by raising hollow slogans. For this we will have to raise the society on strong foundations of education.**

## **Lec No.8**

### **Essays**

#### **Television Addiction**

**By Marie Winn**

The word “addiction” is often used loosely and wryly in conversation. People will refer to themselves as “mystery book addicts” or “cookie addicts.” E. B. White writes of his annual surge of interest in gardening, “We are hooked and are making an attempt to kick the habit.” Yet nobody really believes that reading mysteries or ordering seeds by catalogue is serious enough to be compared to an addiction to heroin or alcohol. The word “addiction” is here used jokingly to denote a tendency to overindulge in some pleasurable activity.

People often refer to being “hooked on TV.” Does this, too, fall into the light-hearted category of eating cookies and other pleasures that people pursue with unusual intensity, or is there a kind of television viewing that falls into the more serious category of destructive addiction? When we think about addiction to drugs or alcohol, we frequently focus on negative aspects, ignoring the pleasures that accompany drinking or taking drugs. And yet the essence of any serious addiction is a pursuit of pleasure, a search for a “high” that normal life does not supply. It is only the inability to function without the addictive substance that is dismaying, the dependence of the organism upon a certain experience and an increasing inability to function without it. Thus a person will take two or three drinks at the end of the day not merely for the pleasure drinking provides, but also because he “doesn’t feel normal” without them.

An addict does not merely pursue a pleasurable experience and need to experience it in order to function normally. He needs to repeat it again and again. Some-thing about that particular experience makes life without it less than complete. Other potentially pleasurable experiences are no longer possible, for under the spell of the addictive experience, his life is peculiarly distorted. The addict craves an experience, and yet he is never really satisfied. The organism may be temporarily sated, but soon it begins to crave again.

Finally, a serious addiction is distinguished from a harmless pursuit of pleasure by its distinctly destructive elements. A heroin addict, for instance, leads a damaged life: his increasing need for heroin in increasing doses prevents him from working, from maintaining relationships, from developing in human ways. Similarly, an alcoholic's life is narrowed and dehumanized by his dependence on alcohol.

Let us consider television viewing in the light of the conditions that define serious addictions. Not unlike drugs and alcohol, the television experience allows the participant to blot out the real world and enter into a pleasurable and passive mental state. The worries and anxieties of reality are as effectively deferred by becoming absorbed in a television program as by going on a "trip" induced by drugs or alcohol. And just as alcoholics are only vaguely aware of their addiction, feeling that they control their drinking more than they really do ("I can cut it out any time I want—I just like to have three or four drinks before dinner"), people similarly overestimate their control over watching television. Even as they put off other activities to spend hour after hour watching television, they feel they could easily resume living in a different, less passive style. But somehow or other while the television set is present in their homes, the click doesn't sound. With television pleasures available, those other experiences seem less attractive, more difficult somehow.

A heavy viewer (a college English instructor) observes: "I find television al-most irresistible. When the set is on, I cannot ignore it. I can't turn it off. I feel sapped, will-less, enervated. As I reach out to turn off the set, the strength goes out of my arms. I sit there for hours

and hours." The self-confessed television addict often feels he "ought" to do other things— but the fact that he doesn't read and doesn't plant his garden or sew or crochet or play games or have conversations means that those activities are no longer as desirable as television. In a way the heavy viewer's life is as imbalanced by his television "habit" as a drug addict's or an alcoholic's. He is living in a holding pattern, as it were, passing up the activities that lead to growth or development or a sense of accomplishment. This is one reason people talk about their television viewing so ruefully, so apologetically. They are aware that it is an unproductive experience, that almost any other endeavour is more worthwhile by any human measure.

Finally, it is the adverse effect of television viewing on the lives of so many people that defines it as a serious addiction. The television habit distorts the sense of time. It renders other experiences vague and curiously unreal while taking on a greater reality for itself. It weakens relationships by reducing and sometimes eliminating normal opportunities for talking, for communicating. And yet television does not satisfy, else why would the viewer continue to watch hour after hour, day after day? "The measure of health," writes Lawrence Kubie, "is flexibility . . . and especially the freedom to cease when sated." But the television viewer can never be sated with his television experiences—they do not provide the true nourishment that satiation requires—and thus he finds that he can-not stop watching.

## **Right and Wrong**

### **C.S Lewis**

Everyone has heard people quarrelling. Sometimes it sounds funny and sometimes it sounds merely unpleasant; but however it sounds, I believe we can learn something very important from listening to the kind of things they say. They say things like this: "How'd you like it if anyone did the same to you?"- "That's my seat, I was there first"- "Leave him alone, he isn't doing you any harm"- "Why should you shove in first?"- "Give me a bit of your orange, I gave you a bit of

mine"- "Come on, you promised." People say things like that every day, educated people as well as uneducated, and children as well as grown-ups.

Now what interests me about all these remarks is that the man who makes them is not merely saying that the other man's behaviour does not happen to please him. He is appealing to some kind of standard of behaviour which he expects the other man to know about. And the other man very seldom replies: "To hell with your standard." Nearly always he tries to make out that what he has been doing does not really go against the standard, or that if it does there is some special excuse. He pretends there is some special reason in this particular case why the person who took the seat first should not keep it, or that things were quite different when he was given the bit of orange, or that something has turned up which lets him off keeping his promise.

It looks, in fact, very much as if both parties had in mind some kind of Law or Rule of fair play or decent behaviour or morality or whatever you like to call it, about which they really agreed. And they have. If they had not, they might, of course, fight like animals, but they could not quarrel in the human sense of the word. Quarrelling means trying to show that the other man is in the wrong. And there would be no sense in trying to do that unless you and he had some sort of agreement as to what Right and Wrong are; just as there would be no sense in saying that a footballer had committed a foul unless there was some agreement about the rules of football.

Now this Law or Rule about Right and Wrong used to be called the Law of Nature. Nowadays, when we talk of the "laws of nature" we usually mean things like gravitation, or heredity, or the laws of chemistry. But when the older thinkers called the Law of Right and Wrong "the Law of Nature," they really meant the Law of Human Nature. The idea was that, just as all bodies are governed by the law of gravitation and organisms by biological laws, so the creature called man also had his law-with this great difference, that a body could not choose whether it obeyed the law of gravitation or not, but a man could choose either to obey the Law of Human Nature or to disobey it. This law was called the Law of Nature because people thought that everyone knew it by nature and did not need to be taught it. They did not mean, of course, that you might not find an odd individual here and there who did not know it, just as you find a few people who are colour-blind or have no ear for a tune. But taking the race as a whole, they thought that the human idea of decent behaviour was obvious to everyone. And I believe they were right. If they were not, then all the things we said about this war were nonsense. What is the sense in saying the enemy were in the wrong unless Right is a real thing which the Germans at bottom knew as well as we mean by right, then, though we might still have had to fight them, we could no more have blamed them for that than for the colour of their hair.

I know that some people say the idea of a Law of Nature or decent behaviour known to all men is unsound, because different civilizations and different ages have had quite different moralities. But they haven't. They have only different moralities. Just think what a quite different morality mean. Think of a country where people were admired for running away in battle, or where a man felt proud of double-crossing all the people who had been kindest to him. You might just as well try to imagine a country where two and two made five. Men have differed as regards what people you ought to be unselfish to whether it was only your own family, or your fellow countrymen, or everyone. But they have always agreed that you ought not to put yourself first. Selfishness has never been admired. Men have differed as to whether you should have one wife or four. But they have always agreed that you must not simply have any woman you liked.

But the most remarkable thing is this. Whenever you find a man who says he does not believe in a real Right and Wrong, you will find the same man going back on this a moment later. He may break his promise to you, but if you try breaking one to him he will be complaining "It's not fair" before you can say Jack Robinson. A nation may say treaties do not matter, but then, next minute, they spoil their case by saying that the particular treaty they want to break was an unfair one. But if treaties do not matter, and if there is no such thing as Right and Wrong- in other words, if there is no Law of

Nature-what is the difference between a fair treaty and an unfair one? Have they not let the cat out of the bag and shown that, whatever they say, they really know the Law of Nature just like anyone else?

It seems, then, we are forced to believe in a real Right and Wrong. People may be sometimes mistaken about them, just as people sometimes get their sums wrong; but they are not a matter of mere taste and opinion any more than the multiplication table. Now if we are agreed about that, I go on to my next point, which is this. None of us are really keeping the Law of Nature. If there are any exceptions among you, I apologize to them. They had much better read some other work, for nothing I am going to say concerns them. And now, turning to the ordinary human beings who are left: I hope you will not misunderstand what I am going to say. I am not preaching, and Heaven knows I do not pretend to be better than anyone else. I am only trying to call attention to a fact; the fact that this year, or this month, or, more likely, this very day, we have failed to practise ourselves the kind of behaviour we expect from other people. There may be all sorts of excuses for us. That time you were so unfair to the children was when you were very tired. That slightly shady business about the money-the one you have almost forgotten-came when you were very hard up. And what you promised to do for old So- and-so and have never done-well, you never would have promised if you had known how frightfully busy you were going to be. And as for your behaviour to your wife (or husband) or sister (or brother) if I knew how irritating they could be, I would not wonder at it-and who the dickens am I, anyway? I am just the same. That is to say, I do not succeed in keeping the Law of Nature very well, and the moment anyone tells me I am not keeping it, there starts up in my mind a string of excuses as long as your arm. The question at the moment is not whether they are good excuses. The point is that they are one more proof of how deeply, whether we like it or not, we believe in the Law of Nature. If we do not believe in decent behaviour, why should we be so anxious to make excuses for not having behaved decently? The truth is, we believe in decency so much-we feel the Rule or Law pressing on us so- that we cannot bear to face the fact that we are breaking it, and consequently we try to shift the responsibility. For you notice that it is only for our bad behaviour that we find all these explanations. It is only our bad temper that we put down to being tired or worried or hungry; we put our good temper down to ourselves.

These, then, are the two points I wanted to make. First, that human beings, all over the earth, have this curious idea that they ought to behave in a certain way, and cannot really get rid of it. Secondly, that they do not in fact behave in that way. They know the Law of Nature; they break it. These two facts are the foundation of all clear thinking about ourselves and the universe we live in.

## **The Marvel of an Insect**

**By ALAN DEVOE**

A naturalist might conclude God takes an exuberant joy in creating insects, for our earth is so teemed with the complex little creatures that no one really knows how many different kinds there are. More than a million have been discovered and more are being discovered every year. The entomologists (the scientists who study insects) predict that by the time at least 90 per cent of the world insects have been discovered and classified, we shall be talking of tens of millions different species. Members of this vast and amazing group of living things have assumed countless strange shapes and habits which enable them to cope with almost all circumstances. I know of a beetle that actually develops inside a red pepper. There are insects so tiny and so intensely specialized, that they live on the tongues of horse-flies. There are others whose shimmering lives under the sun are so brief that they have neither mouth nor stomachs because they never have time to eat at all.

Despite this immense diversity, all insects have certain things in common. The lovely giant moths that enchant us when they come beating their beautifully patterned wings at our windows in summer seem utterly unlike the pinhead-sized fleas hopping about in our dog's hair or the winged may-flies whirling in a lyrical spring dance over a brook pool in the dusk.

But basically they are all a similar kind of living machine. To learn something of their makeup is to be introduced to extraordinary wonders.

An insect has no bones. It wears its skeleton externally. From man's point of view, it is built inside out and upside down. Its hearts is on top near its back. Its legs are tubular section of its skin-skeleton plate armor with muscles, nerves and soft tissues carried supporting device possible. In a recent experiment in which an entomologist gradually piled tiny weights on a scarab beetle, he was able to get his little porter to move about under a load of eight hundred and fifty times its own weight without bucking. An average man, straining, can lift a little more than two third his weight. This strong, pliable external skeleton provides even the most fragile-looking insects with astounding durability.

Monarch butterflies, seeming as insubstantial as blown thistle seed, make migratory round trip flights of three thousand miles and more. Painted lady butterflies, tagged for scientific identification, have been found to make a gigantic journey from North Africa to Iceland, although storm-tossed, lashed by trains and gales. They often reach their destinations with their wings in tatters. With an outside skeleton there is no room for expansion. Growing insects must periodically moult. The horny casing spilt and the insect creeps out in such a soft skin that temporarily it is almost "boneless". To make its new skeleton from in a suitably bigger size, the insect swallow air in water. Gulping and swelling until it is the required new size, it waits while its roomier skeleton hardens round it.

The insect's blood is not confined by any system of veins, as our is. From its single great artery, which runs from the heart through the whole body? The blood is forced to the far tips of 2 thread-fine extremities by little auxiliary hearts---pumping station with sets of powerful muscles, located where ever there is difficult booster job to be done. A cockroach has one in its head, to pump blood through its long feelers. Water insects have booster hearts to ensure perfect circulation in their legs.

For, an insect, drawing the breath of life involves another remarkable process; because it has no lungs, nor does it breathe by mouth or nostrils. Along its sides are symmetrical rows of tiny perforations. Each of these is an air duct. Inside the body they link into two main trunk-lines, which branch into hundreds of air lines running to every area of its body. Thus the whole insect is continuously ventilated by a flow of air, which it controls by opening and closing its air ducts as an organist pulls out stops. Resting, an insect needs relatively little oxygen; but in flight to must breathe prodigiously. It must be able suddenly to call upon as much as fifty times the normal amount of oxygen, Its beating wings bring this about; as the wing muscles contract, they force out almost all the air in the system; as they relax, fresh air rushes into the ducts. The oxygenation provided to a flying insect is so complete that even in its wing muscles there occurs an almost complete change of air at every wing beat.

No aspect of the dynamics of an insect's body presents more striking powers than its wings. A dragon-fly, carrying its long body on wings thinner than fine paper, can his forty miles an hour. A mosquito, gorged on blood, performs the extraordinary aerodynamic feat flying off carry a load twiceits own weight. To do so, it beats its wings more than three hundred times a second. Such a furiously rapid wing-beat is by no means a unique performance, when we hear the high thin whine of a midge—so small that is almost invisible—the midge's wings are are beating more than a thousand times a second. In insect that do not fly, the blaze of energy is concentrated in special adaptations that result in equally impressive displays of power. The little flea that hops abroad our dog is able to do so because it can make a leap of a hundred times its own height. If man had the flea's jumping power, proportionately, he could jump over the Houses of parliament. Insect may look fragile, but their strength is as deceptive as the lacy engineering of a suspension bridge.

Dr. F. E. Lutz of the American Museum of Natural History sealed bees and butterflies in a tube, then pumped out the air to make a vacuum. Even the insects' body moisture was sucked out of them, His "fragile" little prisoners survived unharmed even when the tube was broken and normal pressure suddenly restored. The toughest elephant would have died instantly. Insect have only rudimentary brains; they are guided through their lives by strange and lavish sensory gifts. They listen to life two kinds of ears: delicate hairs sensitive to sound waves, or tympanic membrane like our own eardrums: but these are distributed on many areas of the body, and are tuned to prodigies of special reception. Crickets have ears on their knees. Cicadas have ears in their abdomens. A water beetle ears with its chest. Bush-crickets have been found to have supersonic hearing. Acute human hearing seldom ranges above about twenty thousand vibrations per second. Bush-crickets can ear forty-five thousand. Many insect hear sounds outside our human range.<sup>3</sup>

Entomologist believe the whole world outside our doors may be ringing with an insect chorus of mating calls and interchanged messages when we think there is only silence. Insects see by small eyes called ocelli on top of their heads, by great compound eyes at the sides and by kind of all over "invisible eye" or light sense. With its eyes completely covered, alight-loving insect still moves unerringly towards bright and a dark-loving one seeks the shadows. It literally sees through its skin.

With its compound eyes the insect sees a world of extraordinary composite vignettes. Several ingenious technicians have succeeded in taking photographs through an insect's eye. The world thus revealed is a landscape of finely patterned mosaic, each tiny piece of it caught by one facet of the eye. Fitted together, the pieces make a picture something like a stained-glass window. The eye of a dragon-fly has more than twenty-five thousand such facets. In its capacities to taste and smell, an insect achieves perhaps the most remarkable sensitivity of all.

It has taste organs in its mouth, but it also has the power of taste extended in unimaginable other ways and to and incredible keenness. Butterflies and bees can taste not only with their mouths but with their feet. The insect's detection of even microscopically slight trace of edible material amounts to a sensory miracle, The extreme limit at which human taste can detect sweetness is in a solution of one part sugar to about two hundred parts of water. Some moths and butterflies can detect the presence of sugar when it is one part in three hundred thousand.

As with taste, so with scent. An insect experiences the world as a "smeller scape" of titillating vividness. Some male moths are able to catch the scent of a female nine miles downwind. In addition to such sense powers—which, fantastic though they are, fall with our theoretical understanding—insects show sign of other sensings, the nature of which has not been fathomed.

Experiments have been made with beetle to try to discover how they find a hidden bit of meat. With every known sense organ put out of action, and with shellac applied all over their bodies. Legs and feelers, the beetles still make their unerring way the hidden treasure. To know something of the wonder of insect is to contemplate a little of the miracle of life.

