

DEVELOPING SKILLS

FOR

(READING & WRITING COMPREHENSION)

By

L.G. Alexander

Modified By

AZEEM ACADEMY

**Gondlanwala Road, Near Naz Cinema,
Gujranwala-Pakistan Ph # 0431-731060
E-Mail: afarooqi@brain.net.pk**

AZEEM PUBLICATIONS Gondlanwala Road, Near Naz Cinema,
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INSTRUCTIONS TO THE STUDENTS

Before you begin each exercise, read these instructions carefully. Read them each time you begin a new piece. They are very important.

How to work ---- Comprehension and Precis

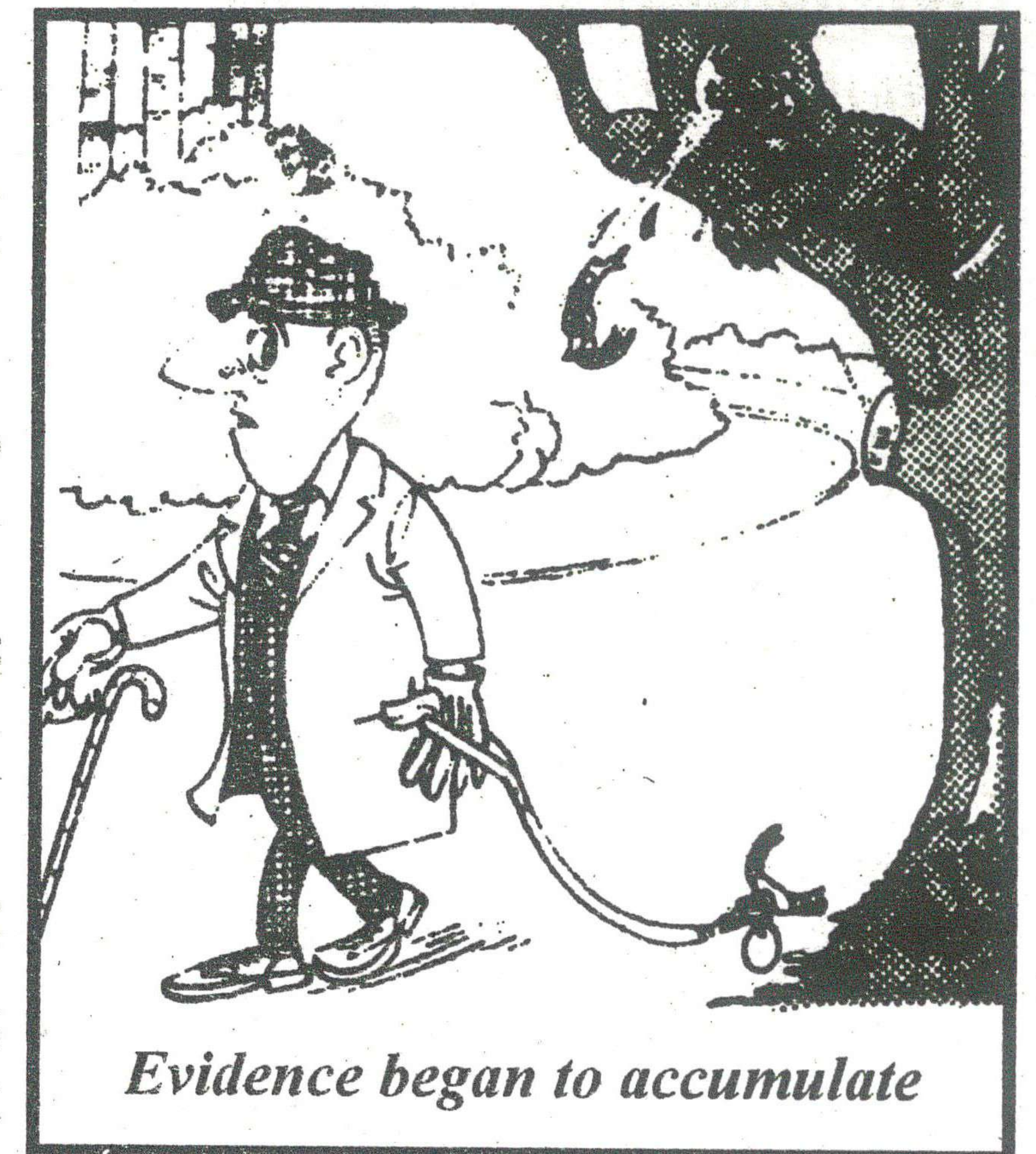
Unit 1 contains 20 passages. You will be asked to write a summary of a part of each piece. In Unit 4 of Practice and Progress you were given the main points and asked to join them up. Connections were provided in the text. Now you will be expected to find the main points yourself and supply your own connections. The Comprehension questions which are given should be answered in note form. Your notes should be very brief.

1. Read the passage two or three times. Make sure you understand it.
2. Read the instructions which will tell you where your précis should begin and end and exactly what you will have to do.
3. Read again the part of the passage you will have to summarize.
4. Answer each of the Comprehension questions in note form to get your points.
5. You will find brackets at the side of the questions. These show you how the answers might be joined to form sentences, but you will have to use your own joining words. You may ignore the brackets if you wish to join the points in your own way.
6. When joining your points, you may refer to the passage if necessary, but try to use your own words as far as possible. Your answer should be in one paragraph.
7. Read through your work and correct your mistakes.
8. At the end of your précis, write the number of words that words like 'the' 'a' etc. count as single words. Words which are joined by a hyphen (e.g. 'living room') also count as single words. You may write fewer than 80 words, but you must not go over the word limit.

Lesson # 1

A PUMA AT LARGE

Pumas are large, cat-like animals, which are found in America. When reports came into London Zoo that a wild puma had been spotted forty-five miles south of London, they were not taken seriously. However, as the evidence began to accumulate, experts from the Zoo felt obliged to investigate, for the



descriptions given by people who claimed to have seen the puma were extraordinarily similar.

The hunt for the puma began in a small village where a woman picking blackberries saw 'a large cat' only five yards away from her. It immediately ran away when she saw it, and experts confirmed that a puma will not attack a human being unless it is cornered. The search proved difficult, for the puma was often observed at one place in the morning and at another place twenty miles away in the evening. Wherever it went, it left behind it a trail of dead deer and small animals like rabbits. Paw prints were seen in a number of places and puma fur was found clinging to bushes. Several people complained of 'cat-like noises' at night and a businessman on a fishing trip saw the puma up a tree. The experts were now fully convinced that the animal was a puma, but where had it come from? As no pumas had been reported missing from any zoo in the country, this one must have been in the possession of a private collector and somehow managed to escape. The hunt went on for several weeks, but the puma was not

caught. It is disturbing to think that a dangerous wild animal is still at large in the quiet countryside.

Comprehension and Precis

In not more than 80 words describe how experts came to the conclusion that the animal seen by many people really was a puma. Do not include anything that is not in the passage.

Answer these questions in note form to get your points:

1. What sort of reports were received by London Zoo?
2. Were the reports similar in nature or not?
3. Who saw it first?
4. Did it stay in one place, or did it move from place to place?
5. What did it leave behind it?
6. Were paw-prints and puma fur found as well or not?
7. What was heard at night?
8. Was the animal seen up a tree or not?
9. Were experts now sure that the animal really was a puma or not?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: spotted (l.4); accumulate (l.7); obliged to (l.8; claimed (l.9); extraordinarily similar (ll. 10-11); immediately (l.15); convinced (l.24).

Composition

Describe the occasion when the woman picking blackberries saw the puma. Expand the following into a paragraph of about 150 words.

Mrs. Stone had spent the whole morning... It was nearly lunch time, so she decided ... She was just ... when she heard a noise in ... Then she saw an animal which... She knew it was not a cat because... The animal suddenly... and she thought it was going to ... She dropped her basket and ... Hearing the sound, the animal... after which, Mrs. Stone... and ran all the way home. She told her neighbours that...but they did not believe her. She also telephoned the police but they... (86 words)

Letter-writing

On a full page, show the exact position of each of the following:

The address and date; the beginning of the letter; the Introduction; the Purpose; the Conclusion; the letter ending; the signature; the postscript. Supply all necessary full stops and commas.

Key Structure

Simple, Compound and Complex Statements. (1 KS 186)

Exercise

Underline all the joining words in the passage. Note carefully how simple statements have been joined to make compound or complex statements.

Special Difficulties

Where had it come from? (l. 24)

Instead of saying:

About whom are you talking?

That is the film about
Which I told you.

It is better to say:

Who (m) are you
talking about?

That is the film I told
you about. Compare 1
SD 78.

Exercise

A. Complete these sentences by adding a suitable word to the end of each one:

1. What are you looking _____?
2. Where is your mother going _____?
3. Whom has the letter been sent _____?
4. This is the house I was born _____.
5. What does your decision depend _____?

B. Write these sentences again changing the position of the words in *italics*. Where possible, omit the words *whom* or *which*.

1. He is the man *about* whom we have heard so much.
2. The shelf *on* which you put those books has collapsed.
3. *From* whom did you receive a letter?
4. This is the road *by* which we came.
5. Where is the pencil *with* which you were playing?

THIRTEEN EQUALS ONE

Our vicar is always raising money for one cause or another, but he has never managed to get enough money to have the church clock repaired. The big clock which used to strike the hours day and night was damaged during the war and has been silent ever since.

One night, however, our vicar woke up with a start: the clock was striking the hours! Looking at his watch, he saw that it was one o'clock, but the bell struck thirteen times before it stopped. Armed with a torch, the vicar went up into the clock tower to see what was going on. In the torchlight, he caught sight of a figure whom he immediately recognized as Bill Wilkins, our local grocer.

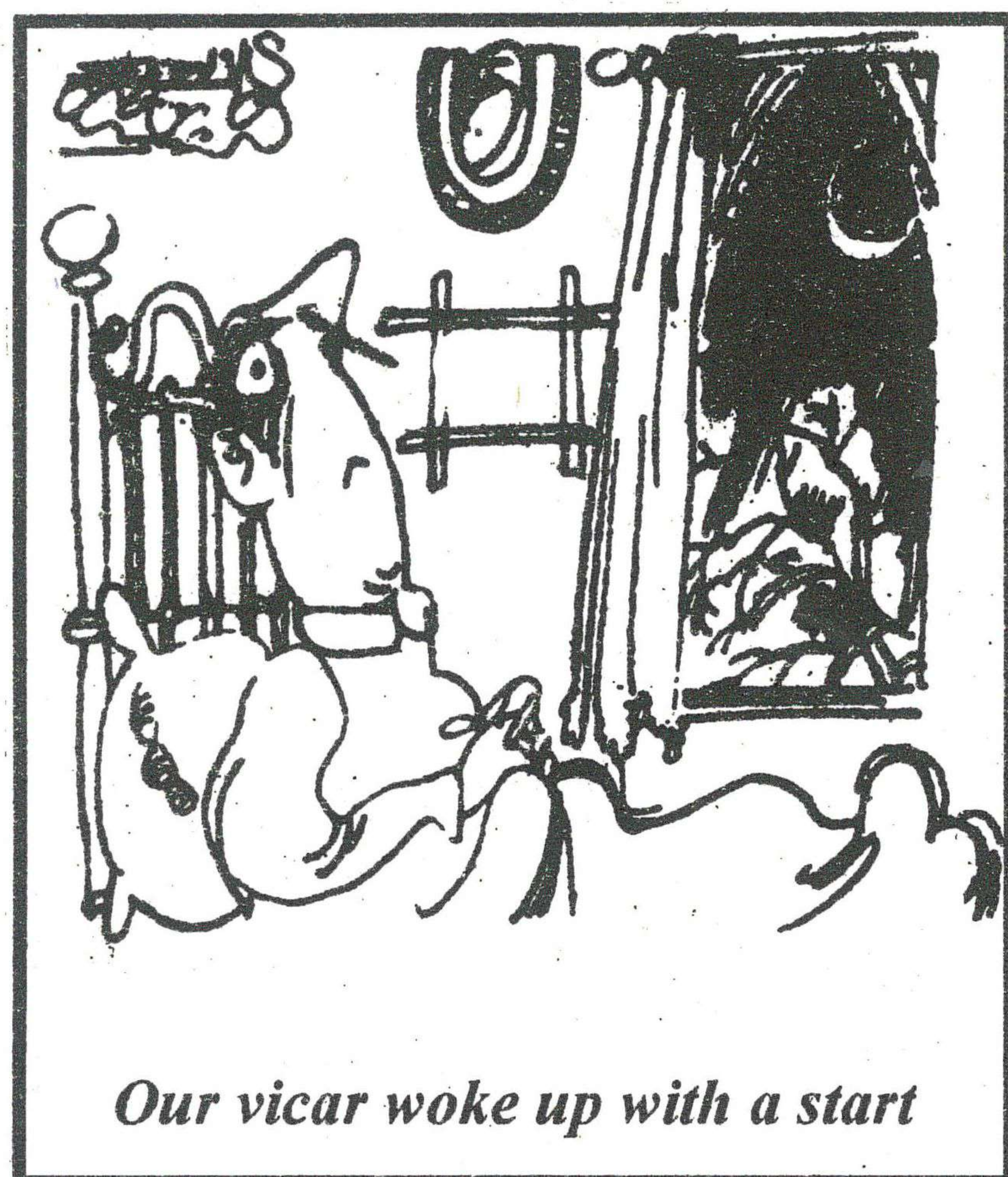
'Whatever are you doing up here Bill?' asked the vicar in surprise.

'I'm trying to repair the bell,' answered Bill. 'I've been coming up here night after night for weeks now. You see, I was hoping to give you a surprise.'

'You certainly did give me a surprise!' said the vicar. 'You've probably woken up everyone in the village as well. Still, I'm glad the bell is working again.'

'That's the trouble, vicar,' answered Bill. 'It's working all right, but I'm afraid that at one o'clock it will strike thirteen times and there's nothing I can do about it.'

'We'll get used to that Bill,' said the vicar. 'Thirteen is not as good as one, but it's better than nothing. Now let's go downstairs and have a cup of tea.'



Our vicar woke up with a start

Comprehension And Precis

In not more than 80 words describe what happened from the moment the vicar woke up.

Do not include anything that is not in the passage.

Answer these questions in note form to get your points:

1. What woke the vicar up?
2. What was the time?
3. How many times did the clock strike?
4. Where did the vicar go?
5. What did he take with him?
6. Whom did he see in the clock tower?
7. What did Bill Wilkins say he was trying to do?
8. Had Bill Wilkins succeeded in repairing the clock or not?
9. Was the vicar pleased or angry?
10. What did he offer the grocer?

Vocabulary

Give another word or phrase to replace the following words as they are used in passage: vicar (1.1); repaired (1.4); damaged (1.6); silent (1.7); with a start (1.9); caught sight of (1.15).

Composition

Write a composition of about 200 words using the ideas given below:

Title: Sticky Business.

Introduction: A small village ---- the church clock suddenly stopped ---- no one could explain why.

Development: The vicar climbed into the clock tower--- found that the clock had been invaded by bees ---- full of honey and wax.

Conclusion: A bee-keeper was called ---- removed the queen bee ---- the other bees followed ---- the clock was cleaned ---- working again.

Letter-writing

Write six phrases which would be used to being letters to friends.

Key Structures

What is happening? What always happens? (1KS I88)

Note that with the word *always* we can sometimes say:

Our vicar is *always* raising money. (1.1)

He is *always* getting into trouble.

She is *always* writing letters.

Exercise

Underline the verbs in the passage that tell us *what* is *happening* now. Note how they have been used.

Special Difficulties

Phrases with *In*. Compare 1 SD 108,200.

Study these examples:

'Whatever are you doing up here Bill?' asked the vicar in *surprise*. (1.18)

Please write *in ink*, not in *pencil*.

We have a great deal in *common*.

The swimmer seemed to be *in difficulty*, but he managed to reach the shore in the end.

I did not feel well so I spent the day *in bed*.

We have received fifty applications *in all*.

The thieves were disturbed and left *in a hurry*.

I can not borrow any more money; I am already *in debt*.

Mary's *in love* with a sailor.

There was not a person *in sight*.

He did not realize that he was *in danger*.

The little boy was *in tears*.

Exercise

A phrase with *in* in place of the words in *italics*.

Left home *very quickly* so as not to miss the train.

Suppose I shall finish this *eventually*.

In the early morning there was not a person *to be seen*.

Shall I write *with a pen* or *with a pencil*?

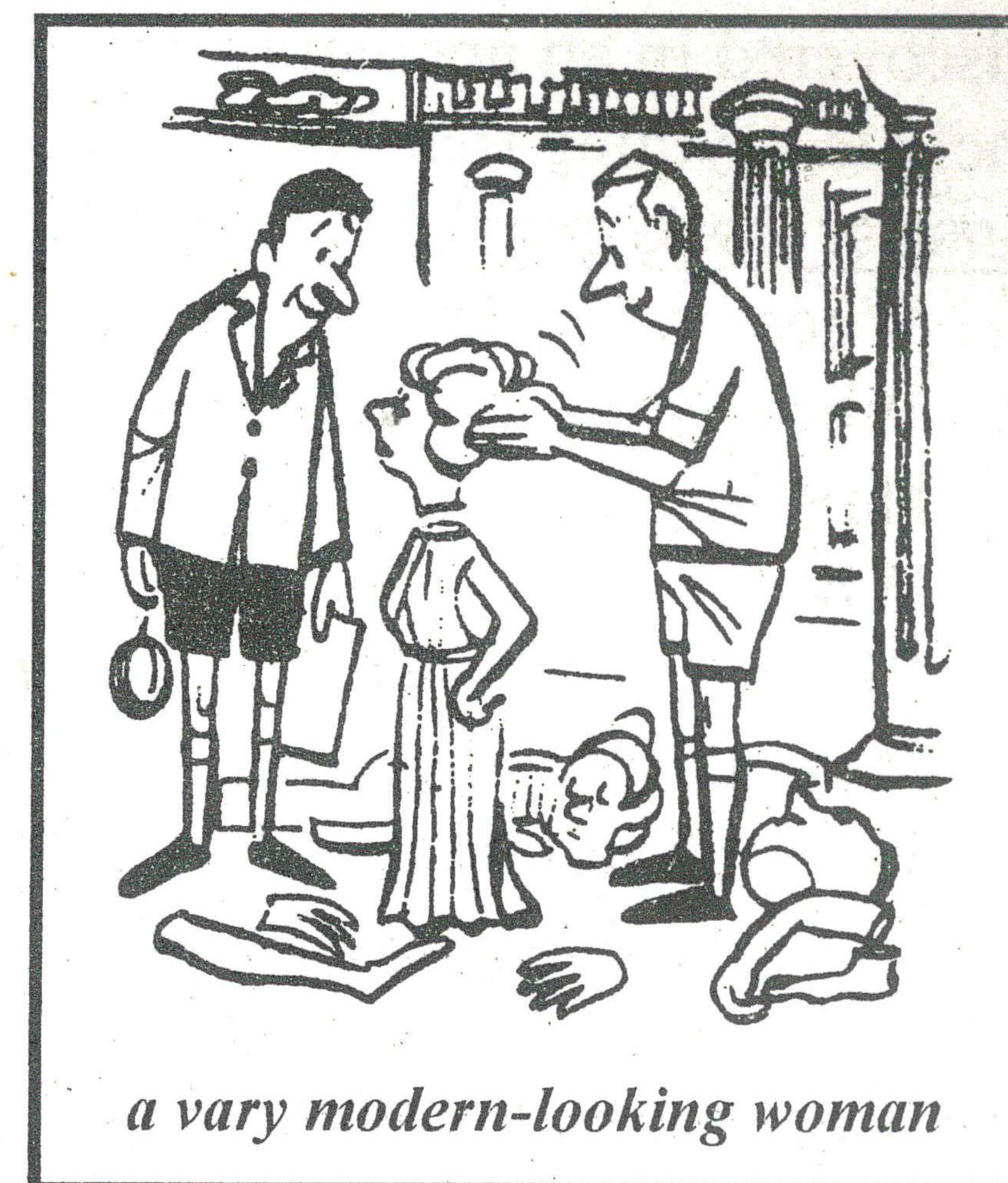
They have not many interests *which they share*.

Why is that little girl *crying*?

Lesson # 3

AN UNKNOWN GODDESS

Some time ago an interesting discovery was made by archaeologists on the Aegean island of Kea. An American team explored a temple, which stands in an ancient city on the promontory of Ayia Irini. The city at one time must have been prosperous, for it enjoyed a high level of civilization. Houses—often three storeys high—



a very modern-looking woman

were built of stone. They had large rooms with beautifully decorated walls. The city was even equipped with a drainage system, for a great many clay pipes were found beneath the narrow streets.

The temple which the archaeologists explored was used as a place of worship from the fifteenth century B.C. until Roman times. In the most sacred room of the temple, clay fragments of fifteen statues were found. Each of these represented a goddess and had, at one time, been painted. The body of one statue was found among remains dating from the fifteenth century B.C. Its missing head happened to be among remains of the fifth century B.C. This head must have been found in Classical times and carefully preserved. It was very old and precious even then. When the archaeologists reconstructed the fragments, they were amazed to find that the goddess turned out to be a very modern-looking woman. She stood three feet high and her hands rested on her hips. She was wearing a full-length skirt which swept the ground. Despite her great age, she was very graceful indeed, but, so far, the archaeologists have been unable to discover her identity.

Comprehension and Precis

In not more than 80 words describe what archaeologists discovered in an ancient temple on the island of Kea. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. Where did the archaeologists find clay fragments?
2. What did they represent?
3. Had they once been painted or not?
4. Where was the body of one statue found?
5. Where was its head found?
6. Were the fragments reconstructed or not?
7. How tall did the goddess turn out to be?
8. Where did her hands rest?
9. What was she wearing?
10. Is her identity known or not?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: explored (II.3-4); ancient (I.5); prosperous (I.7); storeys (I.9); beneath (I.13); fragments (I.18); remains (I.20).

Composition

Write an imaginary account of how the archaeologists explored the sacred room of the ancient temple. Expand the following into a paragraph of about 150 words.

After walking round the ancient city, the archaeologists----
This temple ---- On entering the sacred room, the
archaeologists ---- After this, workmen began digging and
soon discovered ---- They also found ----. The
archaeologists carefully ---- They were astonished to find
that ---- The goddess was ---- She ---- Although the
archaeologists ---- they were unable to find out her name.
(52 words)

Letter-writing

Write six phrases which could be used to end letters to friends.

Key Structures

What happened? (I KS190)

Exercise

Suppose that each of the following verbs were used to describe *what happened* yesterday.

What would be their correct form?

Yesterday Ileave, lay, lie, choose, raise, rise, beat, bite, catch, hear, sing, think, show, run, lose, begin, fall, feel.

Special Difficulties

Words Often Misused and Confused.

a. Happen. Study these examples:

Its missing head *happened to be* among remains of the fifth century B.C. (By chance.)

(II. 20-21)

I happened to find the ticket in my pocket. (By chance.)

It happened that I found the ticket in my pocket. (By chance.)

I could not find out what had happened. (What had taken place.)

Exercise

a. Complete the following making a sentence out of each:

1. She happened _____.

2. It happened _____.

3. Tell me what _____.

4. If you happen _____.

b. Storey and Story. Study these examples:

Houses --- often three storeys high--- were built of stone.
(II. 8-9)

c. Worship and Warship. Study these examples:

The temple..... was used as a place of worship. (II. 15-16)

The *Arethusa* used to be a warship.

Exercise

Use the words storey, story, worship, and warship in sentences of your own.

THE DOUBLE LIFE OF ALFRED BLOGGS

These days, people who do manual work often receive far more money than clerks who work in offices. People who work in offices are frequently referred to as 'white collar workers' for the simple reason that they usually wear a collar and tie to go to work. Such is human nature, that a great many people are often



willing to sacrifice higher pay for the privilege of becoming white collar workers. This can give rise to curious situations, as it did in the case of Alfred Bloggs who worked as a dustman for the Ellesmere Corporation.

When he got married, Alf was too embarrassed to say anything to his wife about his job. He simply told her that he worked for the Corporation. Every morning, he left home dressed in a fine black suit. He then changed into overalls and spent the next eight hours as a dustman. Before returning home at night, he took a shower and changed back into his suit. Alf did this for over two years and this fellow dustman kept his secret. Alf's wife has never discovered that she married a dustman and she never will, for Alf has just found another job. He will soon be working in an office as a junior clerk. He will be earning only half as much as he used to, but he feels that his rise in status is well worth the loss of money. From now on, he will wear a suit all day and others will call him 'Mr. Bloggs', not 'Alf'.

Comprehension and Precis

In not more than 80 words describe how Alfred Bloggs prevented his wife from finding out that he worked as a dustman. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. What did Alfred Bloggs tell his wife when they got married?
2. How did he dress each morning before he left home?
3. Did he change into overalls or not?
4. How did he spend the day?
5. What did he do before going home at night?
6. For how long did this last?
7. Did his fellow dustmen keep his secret or not?
8. Will his wife ever learn the truth?
9. Where will her husband be working in future?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: receive (l.2); sacrifice (l.8); privilege (l.9); curious (l.11); embarrassed (l.15); discovered (l.21); status (l.24).

Composition

Write a composition of about 200 words using the ideas given below. Do not write more than three paragraphs.

Title: Nearly Caught.

Introduction: Alf and three other dustmen were collecting rubbish ---arrived at Mrs. Frost's house.

Development: Alf's wife was visiting Mrs. Frost at the time --- Alf was just getting out of the dustcart ---- saw his wife leaving Mrs. Frost's house----hid in dustcart----dustmen helped him----his wife talked to Mrs. Frost on the doorstep.

Conclusion: The dustcart drove away just as Mrs. Bloggs came towards it.

Letter-writing

Write a letter of about 80 words to an acquaintance whom you do not know very well asking him to lend you a book

you know he possesses. Supply a suitable Introduction and Conclusion.

Use the following ideas to write your *Purpose*: ask for loan of book----its title----why you want it----how long you will keep it----you will take good care of it.

Key Structures

What has happened? What has been happening. (I KS 192)

Exercises

- A. Find two verbs in the passage which tell us *what has happened* and note how they have been used.
- B. Write sentences using each of the following words or phrases: since last April; up till now; just; ever; yet.

Special Difficulties

Alf was too embarrassed to say anything to his wife. (II.14-15) Compare I SD 18.

- a. Study these examples:

He explained the difficulty *to me*.

I described the scene *to my wife*.

He said nothing *to me* about it.

Did you suggest this idea to him?

I confined the secret *to my sister*.

Exercise

- a. Write sentences using the following combinations of words: 1. describe/film/aunt. 2. say/nothing/her. 3. explain/the position/me. 4. propose/idea/us.
- b. Words Often Misused: Worth.

Study these examples:

His rise in status is well worth the loss of money. (II. 23-24)

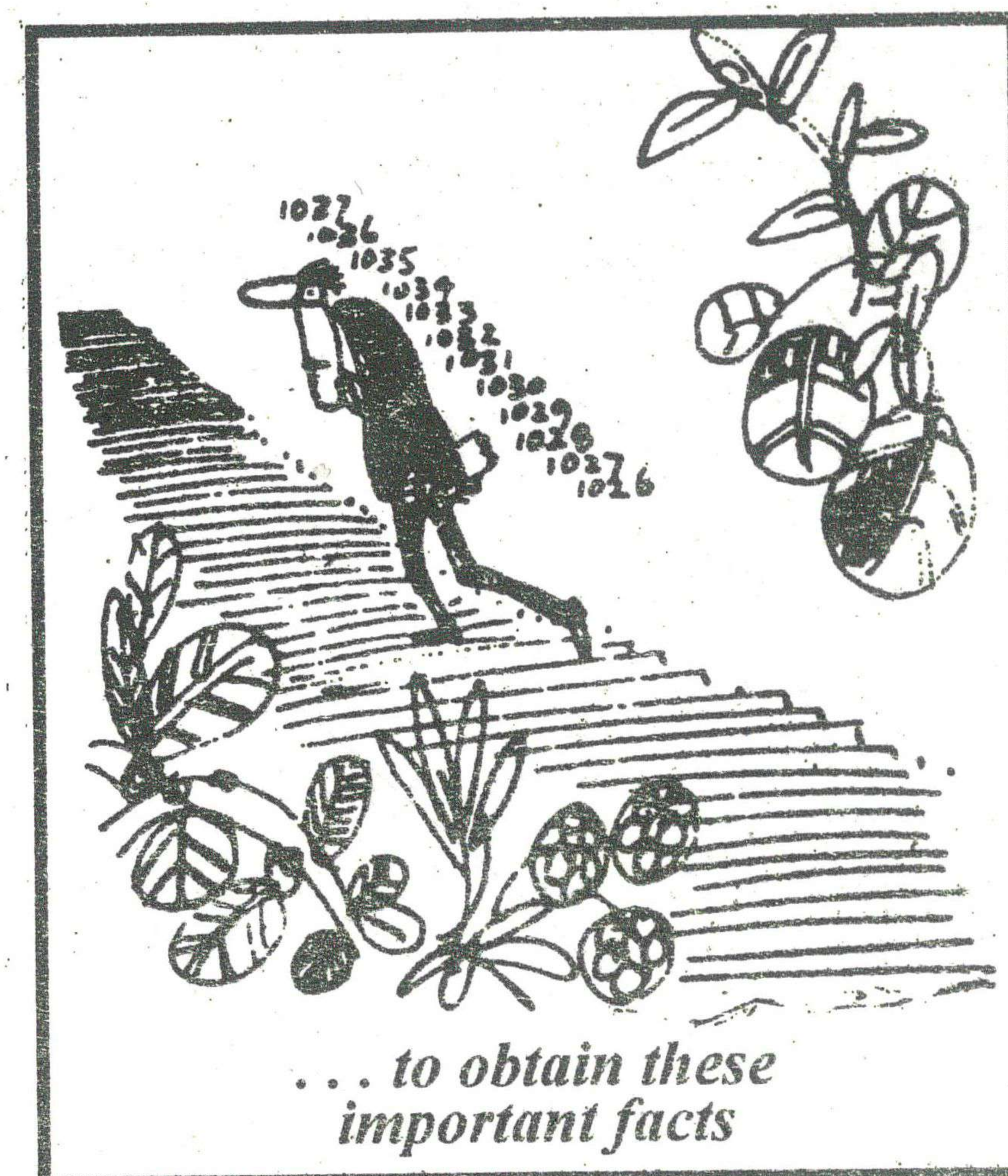
That film is not worth seeing. Compare I KS 166a.

Exercise

Choose the correct words in the following:

1. (Is) (Does) it worth five pounds?
2. Is this worth (buying) (to buy)?
3. Your car (does) (is) not worth \$500.
4. I don't think it is worth (to go) (going) to all that trouble.

Editors of newspapers and magazines often go to extremes to provide their readers with unimportant facts and statistics. Last year a journalist had been instructed by a well-known magazine to write an article on the president's palace in a new African republic. When the article arrived,



the editor read the first sentence and then refused to publish it. The article began: 'Hundred of steps lead to the high wall which surrounds the president's palace.' The editor at once sent the journalist a telegram instructing him to find out the exact number of steps and the height of the wall.

The journalist immediately set out to obtain these important facts, but he took a long time to send them. Meanwhile, the editor was getting impatient, for the magazine would soon go to press. He sent the journalist two urgent telegrams, but received no reply. He sent yet another telegram informing the journalist that if he did not reply soon he would be fired. When the journalist again failed to reply, the editor reluctantly published the article as it had originally been written. A week later, the editor at last received a telegram from the journalist. Not only had the poor man been arrested, but he had been sent to prison as well. However, he had at last been allowed to send a cable in which he informed the editor that he had been arrested while counting the 1084 steps leading to the 15 foot wall which surrounded the president's palace.

Comprehension and Precis:

In not more than 80 words describe what happened from the time the journalist set out to get the facts. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. Did the journalist immediately set out to get the facts after receiving instructions from his editor or not?
2. Did he send them at once or not?
3. Was the editor getting impatient or not?
4. How many telegrams did the editor send?
5. What did the editor threaten to do?
6. Was the last telegram answered or not?
7. Was the article omitted from the magazine, or was it printed in its original form?
8. When did the journalist send a telegram?
9. Why had he been imprisoned?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: journalist (l.4); instructed (l.5); well-known (l.5); publish (l.9); surrounds (l.11); fired (l.21); reluctantly (l.21).

Composition

Describe how the journalist was arrested and what happened afterwards. Expand the following into a paragraph of about 150 words.

The journalist counted the number of steps as he ---- On arriving outside the main gate, he ---- He then ---- in order to measure the wall. While he was busy measuring the wall, a policeman ---- Though the journalist, the policeman refused to believe him. He was arrested and sent to prison because the police thought that ---- When the journalist -- he made things worse for himself. This proved to the police that ----. (69 words)

Letter-writing

Write a letter of about 80 words to a friend who has recently got married. You read about the wedding in your local paper. Supply a suitable Introduction and Conclusion.

Use the following ideas to write the *Purpose*: Surprise and pleasure at seeing newspaper report---glad to hear that he and his wife will be staying in your neighbourhood---hope to see them soon.

Key Structures

A, The and Some. (1 KS 196)

Exercises

- A. Underline the words *a (n)* and *the* in the passage and note how they have been used.
- B. Write sentences using the following words and phrases:
1. Hudson river.
 2. information.
 3. cinema.
 4. industry.
 5. flour and milk.
 6. newspaper.

Special Difficulties

Not only had the poor man been arrested..... (II. 23-24)

Study these pairs of sentences:

I have never seen so many people.

Never have I seen so many people.

I had hardly finished speaking when the door opened.

Hardly had I finished speaking when the door opened.

(Compare 1 SD 98a)

He little realizes the danger he is in.

Little does he realize the danger he is in.

Exercise

Write these sentences again beginning each one with the words in italics:

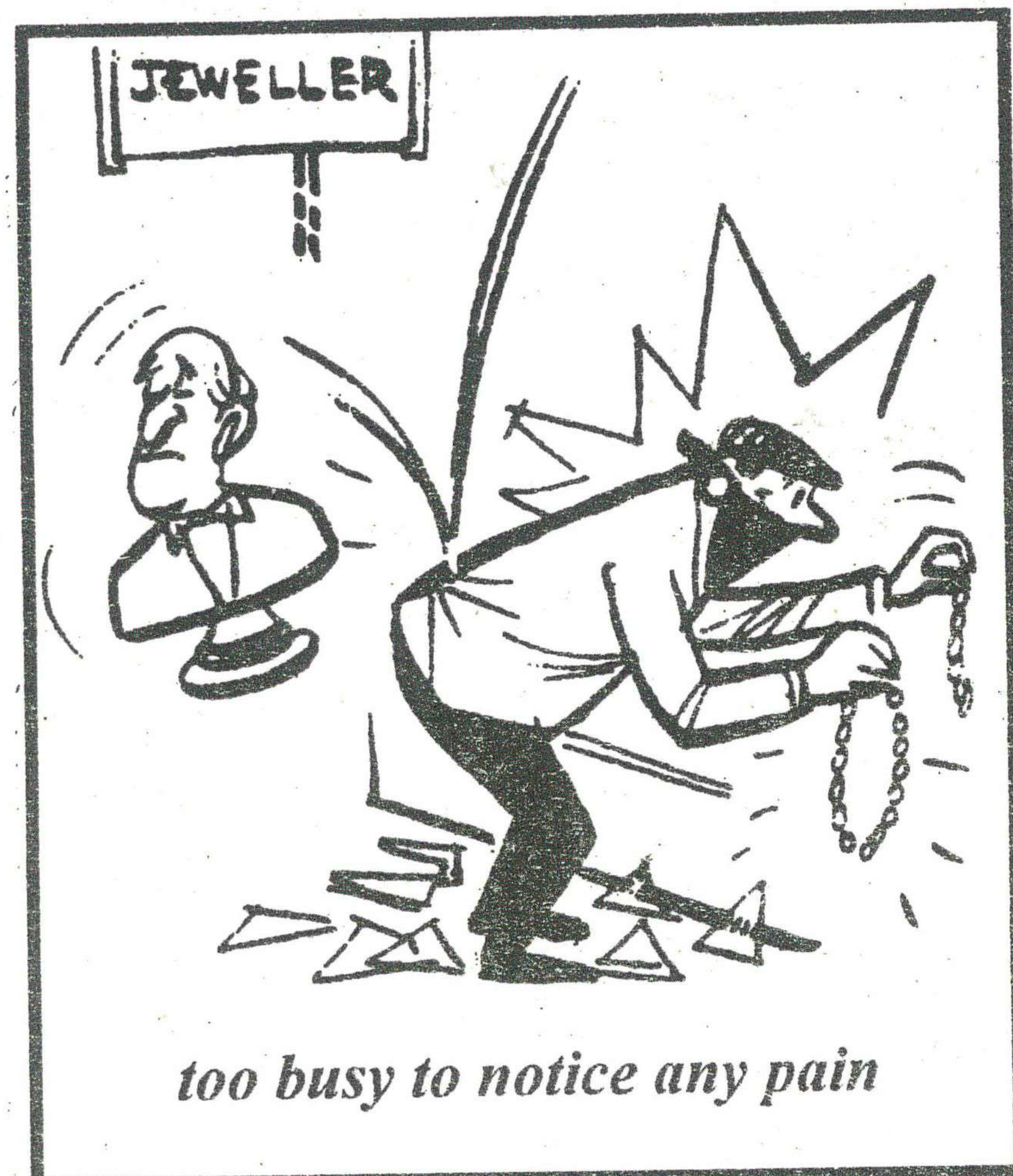
1. He has *not only* made this mistake before but he will make it again.
2. I realized what was happening *only then*.
3. I will *never* trust him again.
4. You *seldom* find traffic wardens who are kind and helpful.

SMASH AND GRAB

The expensive shops in a famous arcade near Piccadilly were just opening. At this time of the morning, the arcade was almost empty. Mr. Taylor, the owner of a jewellery shop was admiring a new window display. Two of his assistants had been working busily since 8 o'clock and had only just finished. Diamond

necklaces and rings had been beautifully arranged on a background of black, velvet. After gazing at the display for several minutes. Mr. Taylor went back into his shop.

The silence was suddenly broken when a large car, with its headlights on and its horn blaring, roared down the arcade. It came to a stop outside the jeweller's. One man stayed at the wheel while two others with black stockings over their faces jumped out and smashed the window of the shop with iron bars. While this was going on, Mr. Taylor was upstairs. He and his staff began throwing furniture out of the window. Chairs and tables went flying into the arcade. One of the thieves was struck by a heavy statue, but he was too busy helping himself to diamonds to notice any pain. The raid was all over on the three minutes, for the men scrambled back into the car and it moved off at a fantastic speed. Just as it was leaving, Mr. Taylor rushed out and ran after it throwing ashtrays and vases, but it was impossible to stop the thieves. They had got away with thousands of pounds worth of diamonds.

**Comprehension and Preci**

Write an account of the smash and grab raid *in not more than 80 words*. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. Did a large car enter an arcade near Piccadilly or not?
2. Where did it stop?
3. How many thieves got out of the car?
4. Did they smash the window or not?
5. Where was the owner of the shop?
6. What did he and his staff throw at the thieves?
7. Did they hit any of the thieves or not?
8. How long did the raid last?
9. Did the thieves drive away or not?
10. Did the owner run after the car or did he stay in the shop?
11. What did he throw at the car?
12. Did the thieves get away or were they caught?
13. What had they stolen?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: expensive (1.1); almost (1.3); assistants' (1.6); gazing (1.11); several (1.11); stayed (1.17); smashed (1.18).

Composition

In not more than 200 words continue the above passage using the ideas given below.

Do not write more than three paragraphs.

Title: They Got Away.

Introduction: The thieves' car joined the traffic ---- Mr. Taylor took a taxi ---- followed the thieves' car.

Development: A mad chase through the streets ---- the thieves' car hit another car ---- did not stop ---- the police chased both taxi and thieves ---- Mr. Taylor's taxi stopped at traffic speeding ---- Mr. Taylor explained the situation.

Conclusion: The thieves' car was found ten minutes later -- side street abandoned the thieves escaped on foot.

Letter-writing

Suppose that you had witnessed an incident similar to the one described in the passage. Write a letter of about 80 words to a friend describing what you saw. Supply a suitable Introduction and Conclusion. Use the following ideas to write the *Purpose*: Tuesday morning ---- busy street ---- a man smashed the window of an antique shop --- chased by passers-by—you joined in—the man was caught.

Key Structures

What happened? What was happening? (I KS 198)

Exercises

- A. Underline the verbs in the passage which tell us *what happened* and *what was happening*. Note how they have been used.
- B. Write sentences using the following words and phrases: just as; used to; while.

Special Difficulties

Word Building.

Study these sentences:

It was possible to stop the thieves.

It was impossible to stop the thieves. (II. 24-25)

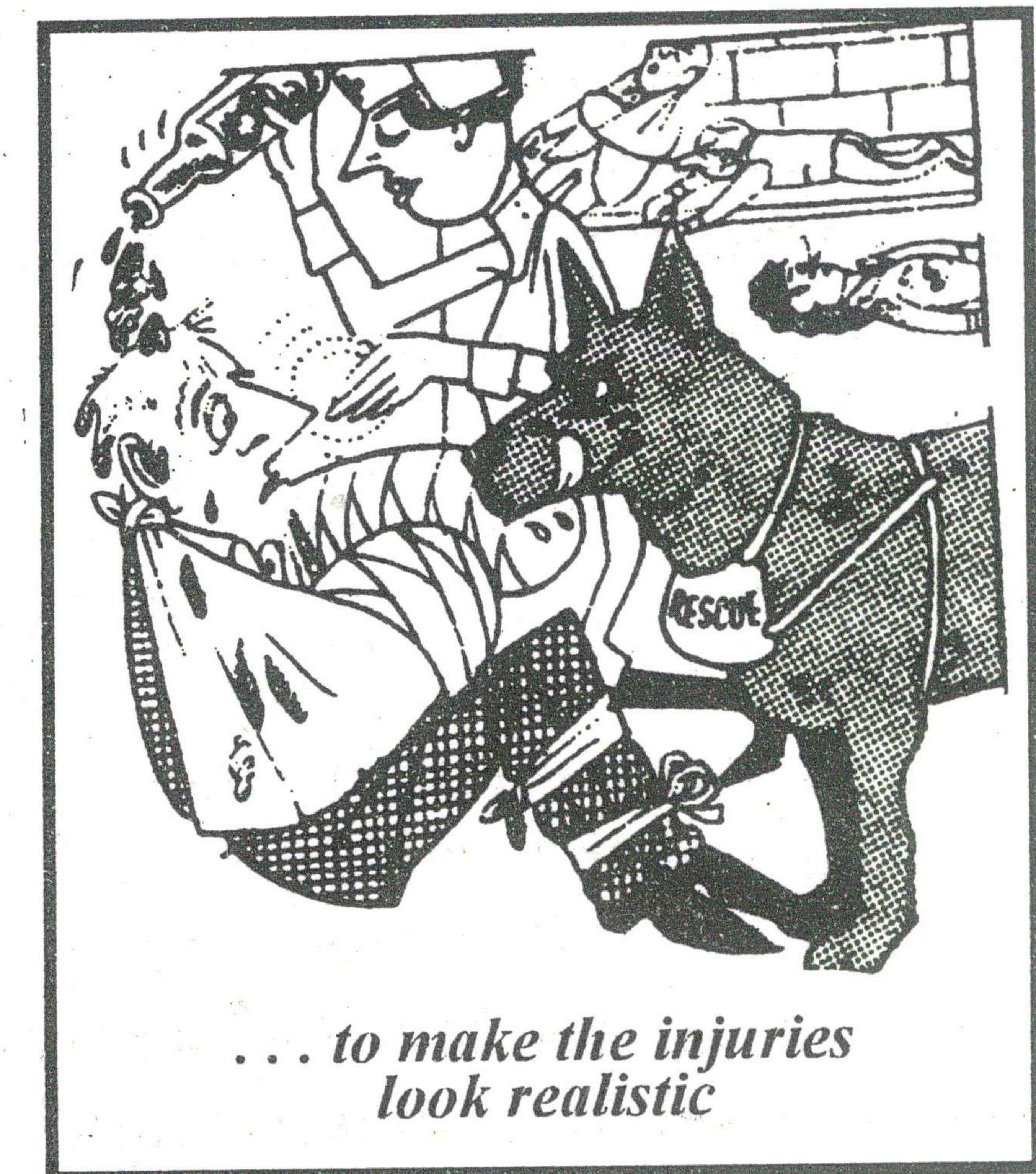
Note how the opposite of 'possible' has been formed. We can add dis, in, im, un, il or ir to certain words to make opposites.

Exercise

Write these sentences again giving the correct opposites of the words in italics:

1. He was extremely *polite*.
2. I *agree* with you.
3. His handwriting is quite *legible*.
4. This report is *accurate*.
5. Have you *locked* the door?
6. Have you learnt these *regular verbs*?

Children often have far more sense than their elders. This simple truth was demonstrated rather dramatically during a civil defence exercise in a small town in Canada. Most of the inhabitants were asked to take part in the exercise during which they had to pretend that their city had been bombed. Air-raid



... to make the injuries look realistic

warnings were sounded and thousands of people went into special air-raid shelters. Doctors and nurses remained above ground while police patrolled the streets in case anyone tried to leave the shelters in case anyone tried to leave the shelters too soon.

The police did not have much to do because the citizens took the exercise seriously. They stayed underground for twenty minutes and waited for the siren to sound again. On leaving the air-raid shelters, they saw that doctors and nurses were busy. A great many people had volunteered to act as casualties. Theatrical make-up and artificial blood had been used to make the injuries look realistic. A lot of people were lying 'dead' in the streets. The living helped to carry the dead and wounded to special stations. A child of six was brought in by two adults. The child was supposed to be dead. With theatrical make-up on his face, he looked as if he had died of shock. Some people were so moved by the sight that they began to cry. However, the child suddenly sat up and a doctor asked him to comment on his death. The child looked around for a moment and said, 'I think they're all crazy!'

Comprehension and Precis

In not more than 80 words describe the scene after the people left the air-raid shelters.

Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. Why were doctors and nurses busy during the civil defence exercise?
2. Were there many 'casualties'?
3. Did their injuries look realistic?
4. Where did the living carry the dead and wounded?
5. How many adults brought in a six-year old child?
6. What had the child 'died' of?
7. Were some people moved by the sight or not?
8. What did the child suddenly do?
9. What did the doctor ask him?
10. What was the child's opinion?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: demonstrated (1.3); inhabitants' (1.5); pretend (1.7); remained (1.11); patrolled (1.12); volunteered (1.19); artificial (1.19).

Composition

Describe what happened when the air-raid warning sounded.

Expand the following into a paragraph of about 150 words. Early that morning, people were informed on the radio that --- However, the air-raid warning took everyone by surprise because --- People immediately stopped whatever they were doing and --- The streets were soon full of thousands of people who --- Only one man objected to --- A policeman tried to argue with him but --- The man said that --- and that the end of the world had come. The policeman --- and conducted him to a shelter. In a short time, the streets --- The city was --- and only the wailing of the siren could be heard. (90 words)

Letter-writing

Write a letter of about 80 words to a friend thanking him for his hospitality. Supply a suitable Introduction and Conclusion. Use the following ideas to write the *Purpose*: the pleasure of seeing your friend again --- his kindness during your stay --- things about the visit you will remember for a long time --- hope you can return hospitality one day.

Key Structures

Children often have far more sense than their elders. (1 KS 200)

Exercises

- A. Note how the following have been used in the passage : more ... than (1.1); most (1.5); much (1.14); a great many (1.18); a lot of (1.20).
- B. Write sentences using the following words and phrases: interesting than; a little; a few; a great deal of.

Special Difficulties

Suppose.

Study these examples:

I suppose he must be ill. (I think that _____)

Suppose he's not at home. What shall I do then? (Let's assume _____)

He is supposed to arrive at six o'clock. (He ought to _____)
(Compare 1 KS 160b)

The child was supposed to be dead. (II. 22-23)

He was supposed to arrive last night.

He was supposed to have told me about it.

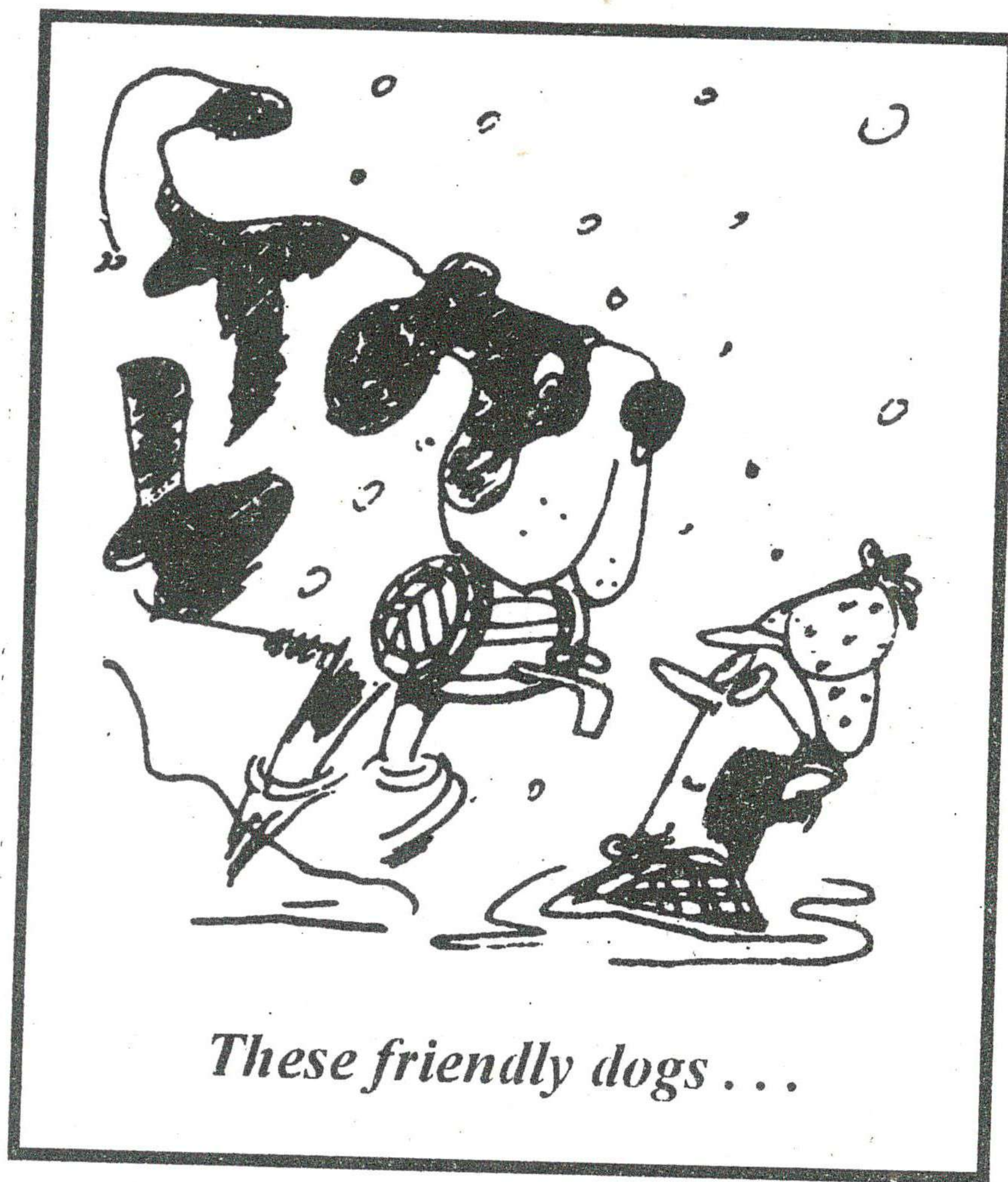
Exercise

Supply the correct form of *suppose* in the following sentences:

1. You _____ (go) to the doctor yesterday.
2. _____ he fails to arrive. What will you do then?
3. He _____ (finish) at 5 o'clock, but he never does.
4. This is an easy question. I _____ you know the answer.
5. Can you tell us what are _____ to do?

The Great St. Bernard Pass connects Switzerland to Italy. At 2470 metres, it is the highest mountain pass in Europe. The famous monastery of St. Bernard, which was founded in the eleventh century, lies about a mile away. For hundred of years, St. Bernard dogs have saved the lives of travellers crossing the dangerous Pass. These friendly dogs, which were first brought from Asia, were used as watch-dogs even in Roman times. Now that a tunnel has been built through the mountains, the Pass is less dangerous, but each year, the dogs are still sent out into the snow whenever a traveller is in difficulty. Despite the new tunnel, there are still a few people who rashly attempt to cross the Pass on foot.

During the summer months, the monastery is very busy, for it is visited by thousands of people who cross the Pass in cars. As there are so many people about, the dogs have to be kept in a special enclosure. In winter, however, life at a monastery is quite different. The temperature drops to -30° and very few people attempt to cross the Pass. The monks prefer winter to summer for they have more privacy. The dogs have greater freedom, too, for they are allowed to wander outside their enclosure. The only regular visitors to the monastery in winter are parties of skiers who go there at Christmas and Easter. These young people, who love the



These friendly dogs...

peace of the mountains, always receive a warm welcome at St Bernard's monastery.

Comprehension and Precis

In not more than 80 words give an account of life at St Bernard's Monastery in summer and in winter. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. When is St Bernard's monastery visited by thousands of people?
2. How do these people cross the Pass?
3. Why are the dogs kept in a special enclosure?
4. How low does the temperature drop in winter?
5. Are there few visitors then, or are there a great many?
6. Do the monks prefer the winter season or not?
7. What are the dogs free to do in winter?
8. What sort of people regularly visit the monastery in winter?
9. Do they stay there the whole winter, or do they stay only at certain time?
10. Are they warmly welcomed or not?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: famous (1.4); founded (1.5); lies (1.6); now that (1.12); rashly attempt (1.17); quite (1.21); drops (1.21).

Composition

In not more than 200 words, write an imaginary account of the way a traveller was rescued on St Bernard's Pass in winter. Use the ideas given below. Do not write more than three paragraphs.

Title: Rescue.

Introduction: A monk took two dogs out for exercise ---- the dogs were restless ---- a search party was organized.

Development: The dogs led the monks through the snow --- high winds the previous night ---- now heavy fog ---- temperature -20° below ---- they got near ---- heard cries - a man was trapped under the snow ---- the dogs dragged him out ---- he was taken to the monastery on a sledge.

Conclusion: The man was unconscious ---- recovered later ---
- told them what had happened the previous night.

Letter Writing

Write a letter of about 80 words to a friend recommending a hotel in the Alps to him. Supply a suitable Introduction and Conclusion. Use the following ideas to write the *Purpose*: Why you recommend it ---- you stayed there last year ---- fine views ---- healthy mountain air ---- comfortable ---- moderates prices ---- you intend to go this year as well.

Key Structures

Verb- forms: review (1 KS 206)

Exercises

- A. Underline the verbs in the passage, which tell us *what always happens, what happened* and *what has happened*.
Note: how they have been used.
- B. Write sentences using the following words and phrases:
ago; for six months; when; since 1948.

Special Difficulties

The dogs are still sent out into the snow whenever a traveller is in difficulty. (II. 14 16)

Compare these pairs of sentences:

He did what I asked him to do.

He did whatever I asked him to do.

Who told you that?

Whoever told you that?

I'll tell you when you make a mistake.

I'll tell you whenever you make a mistake.

Where has he gone?

Wherever has he gone?

The word *ever* is sometimes used in this way to give emphasis to words like who, which and what.

Exercise

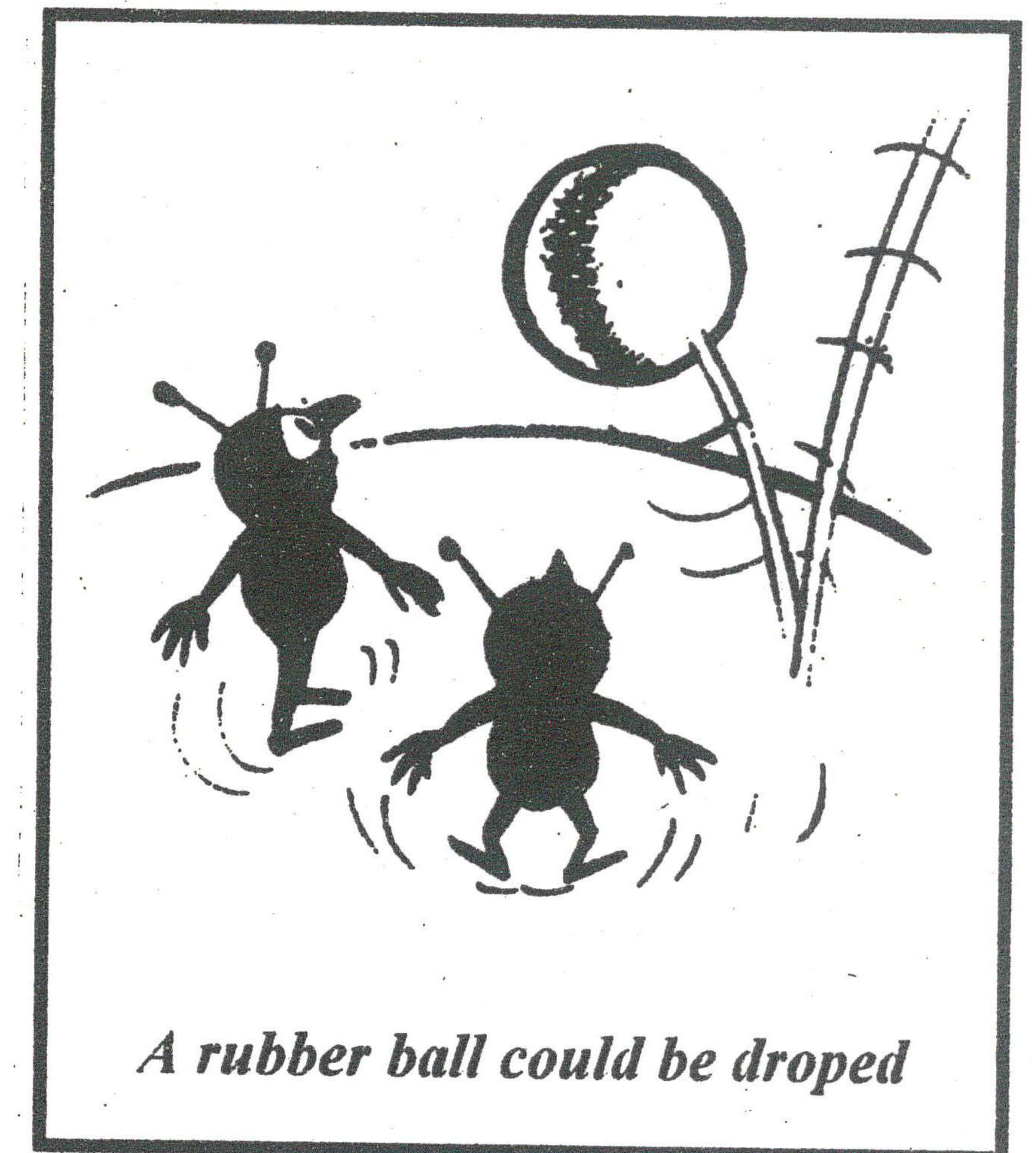
Supply the missing words in the following sentences:

1. Now that he's grown up, he does _____ ever he pleases.
2. _____ ever I telephone, the line's engaged.
3. _____ ever told you that, didn't know what he was talking about.

Lesson # 9

A TRIP TO MARS

By now, a rocket will have set off on its 35 million mile trip to Mars and scientists must be waiting anxiously for the results. The rocket will be travelling for six months before it reaches the planet. It contains a number of scientific instruments, including a television camera. Any pictures that are taken will have to travel for three minutes before they reach the earth. If the pictures are successful, they may solve a number of problems about Mars and provide information about the markings on its surface which, nearly 100 years ago, the astronomer, Schiaparelli, thought to be canals.



A rubber ball could be dropped

It will be a long time before any landing on Mars can be attempted. This will only be possible when scientists have learnt a lot more about the atmosphere that surrounds the planet. If a satellite can one day be put into orbit round Mars, scientists will be able to find out a great deal. An interesting suggestion for measuring the atmosphere around Mars has been put forward. A rubber ball containing a radio transmitter could be dropped from a satellite so that it would fall towards the surface of the planet. The radio would signal the rate at which the ball was slowed down and scientists would be able to calculate how dense the atmosphere is. It may even be possible to drop a capsule containing scientific instruments on to the planet's surface.

Only when a great deal more information has been obtained, will it be possible to plan a manned trip to Mars.

Comprehension and Precise

In not more than 80 words describe how it will be possible for scientists to learn a great deal about Mars and about the atmosphere which surrounds it. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. What must scientists learn about Mars before anyone attempts to go there?
2. What could be dropped from a satellite?
3. What would the ball contain?
4. How would scientists be able to calculate the density of the atmosphere?
5. In what other way could information about Mars be obtained?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: travelling (l.4); reaches (l.5); contains (l.6); solve (l.11); provide (l.12); markings (l.13); surface (l.13); thought (l.15).

Composition

Describe an imaginary trip to the moon. Expand the following into a paragraph of about 150 words. Once the rocket had got beyond the earth's atmosphere, the moon looked like a ---- The astronauts, who had been specially trained for this difficult journey ---- After the rocket landed on the moon, the astronauts got out and ...They were wearing heavy suits so that ---- The astronauts explored a ---- They collected ----from the surface of the moon. The moon landscape was ----It would be impossible for human being to live there because ---- From this distance, the earth looked like ----After the astronauts had ---- the rocket began its long journey back to earth (91 words)

Letter-writing

You borrowed a book from a friend but your baby tore some of the pages. Write a letter of about 80 words offering to replace it. Supply a suitable Introduction and Conclusion. Use the following ideas to write the *Purpose*: very sorry for what has happened ---- had left book on low table ---- baby got

hold of it ---- tore several pages ---- you have bought another book and are sending it.

Key Structures

What will happen? Review: 1 KS 208, 210.

Exercises

- A. Study the use in the passage of all the verbs which express the future.
- B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:
By now, a rocket (set off) on its 35 million mile trip to Mars. The rocket (travel) for six months before it (reach) the planet. Any pictures that are taken (have to) travel for three minutes before they (reach) the earth.

Special Difficulties

Scientists must be waiting anxiously for the results.(II. 2-4)

Read these sentences:

I shall be waiting for you at the station. (1 KS 37)

By this time tomorrow, the *Astra* will have been flying through space for seventeen hours. (1 KS 151)

We can use the verbs can, could, may, might and must in the same way. Study these examples:

Why are you wasting time? You could be finishing your work.

My aunt may be coming here tomorrow.

Tom isn't here. He must be working in the garden.

We could have been flying to Spain now if we had bought tickets in time.

You may have been trying harder, but your work is still not good enough.

I'm sorry I'm late. You must have been waiting a long time.

Exercises

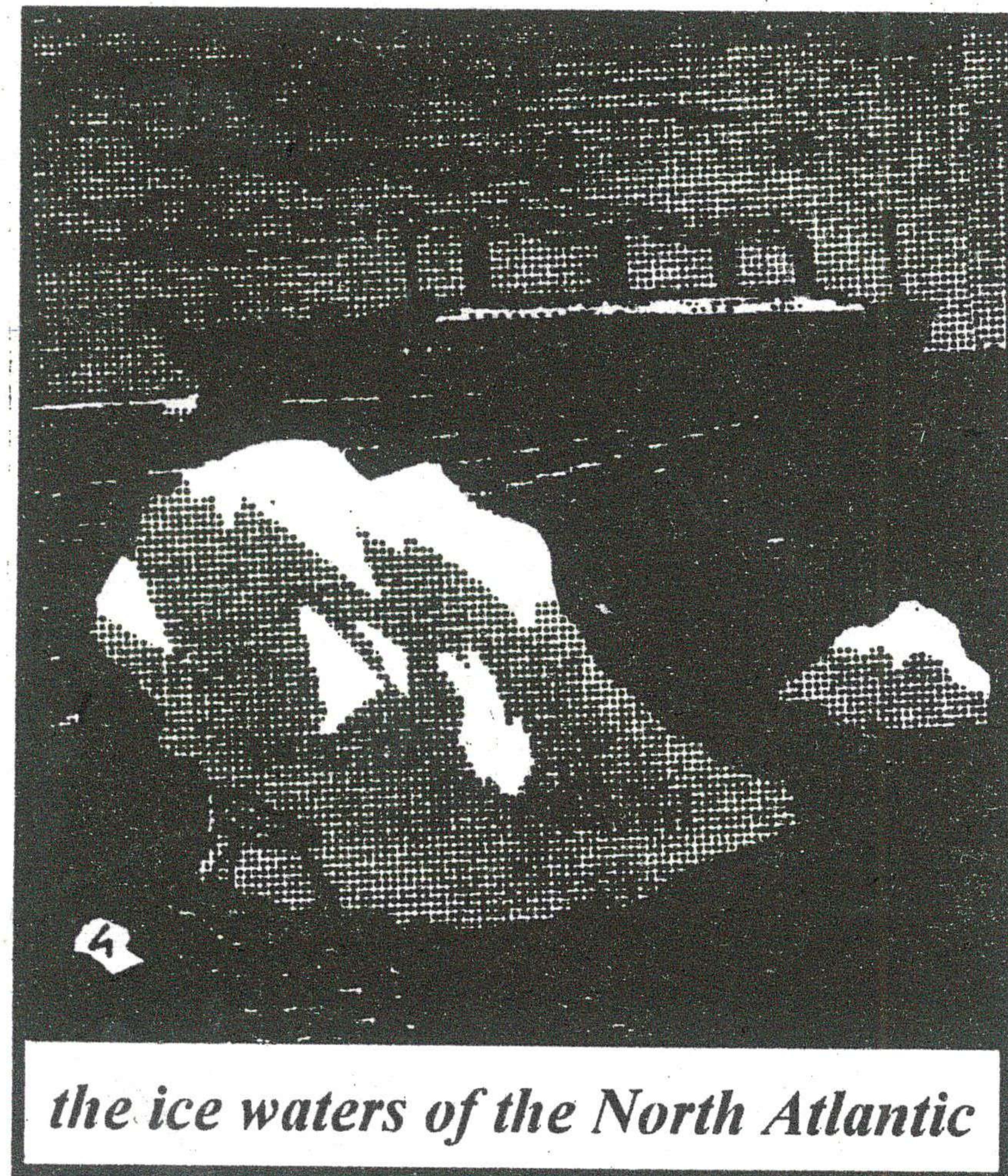
Supply the correct form of the verbs in brackets:

1. Jimmy's upstairs. He (must/do) his homework.
2. Jimmy was upstairs. He (must/do) his homework
3. I wish it wasn't raining. We (could/play) tennis.
4. We (must/wait) for the bus for over an hour before it arrived.

THE LOSS OF THE "TITANIC"

The great ship, Titanic, sailed for New York from Southampton on April 10th, 1912. She was carrying 1316 passengers and a crew of 891. Even by modern standards, the 46,000 ton Titanic was a colossal ship. At that time, however, she was not only the largest ship that had ever been built, but was regarded as unsinkable, for she had sixteen watertight compartments. Even if two of these were flooded, she would still be able to float, the tragic sinking of this great liner will always be remembered, for she went down on her first voyage with heavy loss of life.

Four days after setting out, while the Titanic was sailing across the icy waters of the North Atlantic, a huge iceberg was suddenly spotted by a look-out. After the alarm had been given, the great ship turned sharply to avoid a direct collision. The Titanic turned just in time, narrowly missing the immense wall of ice which rose over 100 feet out of the water beside her. Suddenly, there was a slight trembling sound from below, and the captain went down to see what had happened. The noise had been so faint that no one thought that the ship had been damaged. Below, the captain realized to his horror that the Titanic was sinking rapidly, for five of her sixteen water-tight compartments had already been flooded! The order to abandon ship was given and hundreds of people plunged into the icy water. As there



the ice waters of the North Atlantic

were not enough life-boats for everybody, 1500 lives were lost.

Comprehension and Precis

Write an account of the sinking of the *Titanic* in not more than 80 words. Do not include anything that is not in the last paragraph.

Answer these question in note form to get your points:

1. Where was the Titanic sailing?
2. What was seen by a look-out?
3. When did the ship turn sharply?
4. Did it sail alongside the iceberg, or did it collide with it?
5. What was heard from below?
6. What did the captain do?
7. What did he find?
8. When did everyone jump overboard?
9. Why were 1500 people drowned?

Vocabulary

Give another words or phrase to replace the following words as they are used in the passage: colossal (l.6); regarded (l.8); compartments (l.10); flooded (l.11); float (l.12); avoid(l.19); narrowly (l.20).

Composition

In not more than 200 words write an imaginary account of what happened on the *Titanic* immediately after the order to abandon ship was given. Use the ideas given below. Do not write more than three paragraphs.

Title: Abandon Ship.

Introduction: Order to abandon ship unexpected ---- everybody unprepared.

Development: Immediate effect ---- panic and confusion --- people rushing in all directions ---- crew came up from below ---- life-boats lowered ---- people jumped overboard ---- struggle to get into life-boats ---- life-boats full.

Letter-writing

Which of the following addresses is correct:

19 Kingsley Ave. 19 Kingsley Ave., 19 Kingsley Ave..

Sandford Park, London, N.W.8, England, August 24th, 19__

Sandford Park, London, N.W.8, England, 24th Aug., 19__

Sandford Park, London, N.W.8, England, Aug. 24th, 19__

Key Structure

What had happened? (1 KS 212)

Exercise

A- Underline the verbs in the passage which tell us *what had happened*. Note how they have been used.

B- Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

1. At that time, she was the largest ship that ever (build).
2. After the alarm (give), the great ship (turn) sharply to avoid a direct collision.

Special Difficulties

Word Building.

Study these sentences:

He works hard. He is a hard worker.

He plays the violin. He is a violinist.

He is very careless. I have never seen such carelessness.

Can you explain this? Can you give me an explanation?

He has a responsible position. He has a lot of responsibility.

Note: how new words can be formed by adding -er, -ist, -ness, -ion, -ity.

Exercise

Supply the missing words in the following sentences:

1. He studied physics at university. He is a p_____.
2. He works in a mine. He is a m_____.
3. Pasteur did a great service to _____ (human).
4. He is trying to make a good _____ (impress).
5. His paintings have been admired for their (original).



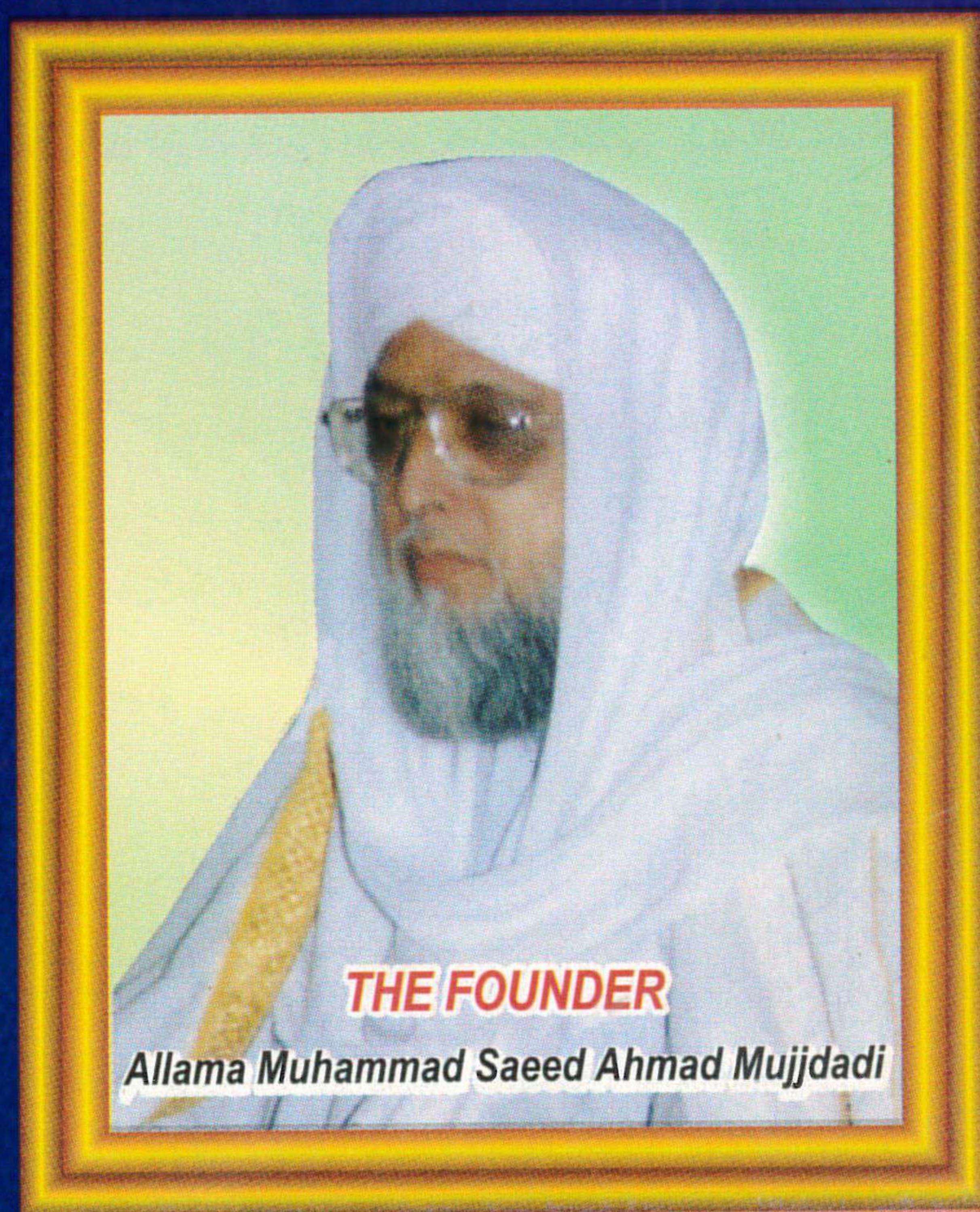
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