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FIRST ATTEMPTS AND CHALLENGES

This Unit contains three readings:

1. His First Flight (Story)
2. First Year at Harrow (Essay)
3. September, the First Day of School (Poem)

Before you read:

His First Flight:

The story is about a young seagull who is about to fly, but afraid to fly. "Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings and flew away, he failed to muster up courage to take that plunge ..." Why do you think the seagull is afraid to fly? And do you think he will fly at all?

First Year at Harrow:

In this essay, Sir Winston Churchill writes about his experiences as first year student at college. He writes about his admission, exams, learning Latin, Greek and English. What do you think his experiences are regarding Latin, Greek and English? Think what he might have experienced regarding these subjects and write a note about them.

September, the First Day of School:

In this poem, a father takes his son to school for the first time and leaves him at the door. The father thinks about all the things that his son might experience at school. Can you tell your experience of your first day at school?

UNIT 1: Reading Selection 1.1

HIS FIRST FLIGHT (اسکی پہلی اڑان)

Liam O' Flaherty

About the Author

Liam O' Flaherty (28 August 1896 - 7 September 1984) was an Irish novelist (آئرلینڈ کا افسانہ نگار) and short story writer. He was born in the Arran Islands, county Galway, and educated at University College, Dublin. He was a leading Irish novelist of the early 20th century.

Flaherty's works are characterized by stark Naturalism, psychological analysis, and powerful drama. Among his books are; *The Neighbour's Wife* (1924), *The Informer* (1925; Film, 1935), *Mr. Gilhooley* (1926), *Short Stories* (1937; revised 1956), *Land* (1946), *Two Lovely Beasts and Other Stories* (1950), *Insurrection* (1951), and *The Pedlar's Revenge and Other Stories* (1976). His autobiography *Shame the Devil* was published in 1934.

SUMMARY

"*His First Flight*" is a very interesting lesson about the family of a seagull. It highlights the ways of life of seabirds. It tells us about intelligence, psychology (نفسیات) and behaviour of seagulls. It's a thought provoking (سوچ ابھارتا) lesson for the readers.

A family of seagull used to live on a ledge (پہاڑی کا کنارہ). The parents were very enthusiastic (پر جوش) to see their young ones flying. The little three seagulls had flown away in the guidance (رہنمائی) of their parents. One of them had failed to muster up courage (حوصلہ پکڑنے میں ناکام ہو جانا) to take his first flight.

His parents tried their best to encourage (حوصلہ افزائی کرنا) him by any possible means but all in vain (بے سود). So they flew around him, upbraiding him and even threaten him to starve (بھوکا چھوڑنے کی دھمکی) unless he flies away. At last as a result of his cowardice (بزدلی) he had been left all alone on the ledge without food. He kept on watching his parents perfecting his brothers and sister in the art of flight.

With the passage of time he became more and more uneasy (بے چین) in hunger. He gave some gestures to attain his family's attention but it was useless. He felt that he was going to starve to death on his ledge. Suddenly he saw his mother flying towards him with a piece of fish in her beak (چونچ). The sight of food maddened (پاکل کر دیا) him. She came near his ledge and stopped at an admirable distance. He was greatly wondered at her behaviour she was emotionless (جذبات یا محبت سے عاری).

Being maddened by hunger, he jumped over the food and found himself falling downward and out of ledge. A monstrous terror seized him for a while. Then he felt the supporting power of his wings. His wings supported him to fly higher. He was overjoyed at his new experience and **finally he had made his first flight.**

Theme/Central Ideal

Franklin D. Roosevelt says "*The only thing we have to fear is fear itself.*" "*His First Flight*" highlights the importance of independence, self-belief and confidence. It also narrates the need for motivation to

tain goals. Necessity is always the mother of invention, but it sometimes needs an initial spark from outside.

The story is also a metaphorical assertion that everyone needs to be independent even while staying involved in family life. But the joy of independence is not meant for cowards.

From an educator's point of view 'His First Flight' shows how to tactfully impart motivation. The parents of the seagull had tried to cajole and threaten him in different ways, but to no avail. The mother knew well that the trick was to arouse his need and she eventually lures him out with food - to his momentary horror and then great joy.

TEXT WITH URDU TRANSLATION

The young seagull was alone in his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down -- miles down. He felt certain that his wings would never support him, so he bent his head and ran away back to the little hole under the ledge where he slept at night.

نہا سمندری بگلا اپنی چٹان پر اکیلا بیٹھا تھا۔ اُس کے دو بھائی اور ایک بہن ایک روز پہلے ہی پرواز کر چکے تھے۔ وہ اُن کے ساتھ اُڑنے سے خوف کھاتا تھا۔ کسی نہ کسی طرح جب وہ چٹان کے کنارے پر آگے کی طرف تھوڑا سا دوڑ کر اپنے پروں کو پھڑ پھڑانے کی کوشش کرتا تو خوف زدہ ہو جاتا تھا۔ نیچے وسیع سمندر پھیلا ہوا تھا اور نیچے میلوں تک فاصلہ تھا۔ اُسے یقین تھا کہ اُس کے پر کبھی بھی اُس کا ساتھ نہیں دیں گے، چنانچہ اُس نے اپنا سر جھکایا اور چٹان کے کچھ واقع چھوٹے سے بل کی طرف بھاگ گیا جہاں پر اُس نے رات گزاری۔

| Words | اردو معانی | Meanings/Synonyms |
|-----------|---------------------|--|
| ledge | پہاڑی چٹان کا کنارہ | shelf, sill, mantel, mantelpiece, shelving, projection, protrusion, overhang |
| brink | کنارہ | edge, verge, margin, rim, lip, border, boundary, perimeter, periphery |
| flap | پھڑ پھڑانا | move noisily, move with a thrashing motion |
| expanse | توسیع، پھیلا ہونا | area, stretch, sweep, tract, swathe, belt, region, sea, carpet, blanket |
| stretched | پھیلا ہوا | stretched out, stretched tight, expend |
| bent | رجحان، جھکاؤ | twisted, crooked, warped, contorted, deformed, misshapen, out of shape |
| hole | چھیدا، سوراخ، بل | pit, ditch, trench, cavity, crater, depression, indentation, hollow, well |

Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, scolding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

یہاں تک کہ اُس کے دونوں بھائی اور ایک چھوٹی بہن جن کے پر اُس کے پروں سے کہیں زیادہ چھوٹے تھے، چٹان کے کنارے کی طرف بھاگے تھے، اور اپنے پروں کو پھڑ پھڑاتے ہوئے پرواز کر چکے تھے، مگر وہ یہ ہمت کرنے میں ناکام رہا کہ وہ غوطہ لگائے جو اُسے بہت مشکل لگ رہا تھا۔ اُس کے ماں باپ اُس کے پاس آئے تھے اور تیز آواز سے اُسے پکار رہے تھے۔ اُسے ڈانٹ رہے تھے اور اُسے دھمکی دے رہے تھے کہ وہ اُسے چٹان پر بھوکا مرنے دیں گے یہاں تک کہ وہ اُڑ جائے۔ لیکن وہ اپنی زندگی بچانے کے لیے بھی حرکت نہیں کر سکتا تھا۔

| | | |
|-----------|---------------------------|--|
| muster up | ہمت کرنا | gather or bring together courage |
| desperate | مایوس | despairing, hopeless, anguished, distressed, wretched, desolate, forlorn |
| shrilly | چیخ کی آواز | piercingly, in a shrill voice |
| scolding | ڈانٹنا | rebuke, reprimand, reproach, reproof, admonishment, remonstrance |
| starve | بھوک مارنا، ناقصی سے مرنا | (of a person or animal) suffer severely or die from hunger. |

That was twenty-four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff, laughing at his cowardice.

یہ 24 گھنٹے پہلے کی بات تھی۔ اس وقت تک کوئی اس کے قریب نہیں آیا تھا۔ ایک روز پہلے، سارا دن، وہ اپنے والدین کو اپنے بہن بھائیوں کے ساتھ اڑتے دیکھ چکا تھا جو ان کو اڑان کے فن میں پختہ کر رہے تھے اور انہیں یہ سکھا رہے تھے کہ کس طرح سمندر کے لہروں کے ساتھ ساتھ گزر کر مچھلیاں پکڑنے کے لیے غوطہ لگایا جاتا ہے۔ دراصل وہ اپنے بڑے بھائی کو اپنی پہلی شکار پکڑتے ہوئے اور ہڑپ کر کھاتے ہوئے دیکھ چکا تھا۔ ایک چٹان پر کھڑے ہو کر، جبکہ اس کے والدین اس کے گرد چکر کاٹتے ہوئے فخریہ آوازیں نکال رہے تھے۔ اور اس کا پر خاندان سامنے والی بڑی چٹان کے اُبھرے ہوئے حصے پر چھل قدمی کر رہا اور اس کی بزدلی پر قہقہے لگا رہا تھا۔

| | | |
|------------|----------------------------|---|
| perfecting | کامل، مہل | ideal, model, without fault, faultless, flawless, consummate, quintessential |
| skim | کسی شے کو چھوتے ہوئے گزرتا | glide, move lightly, slide, sail, skate, float |
| herring | ہیرنگ مچھلی | a silvery fish that is most abundant in coastal waters and is of great commercial importance as a food fish in many parts of the world. |
| devour | چیرنا پھاڑنا | eat hungrily, eat greedily, gobble (up/down), guzzle, gulp (down) |
| cackle | حج | squawk, cluck, gabble |
| cliff | ڈھلوان چٹان | precipice, rock face, bluff, ridge, escarpment, scar, scarp, ledge, overhang |
| cowardice | بزدل | lack of bravery. |

The sun was now ascending the sky, blazing warmly on his ledge that faced south. He felt the heat because he had not eaten since the previous nightfall. Then he had found a dried piece of mackerel's tail at the far end of his ledge. Now there was not a single scrap of food left. He had searched every inch, rooting among the rough, dirt-caked straw nest where he and his brothers and sister had been hatched. He even gnawed at the dried pieces of eggshell. It was like eating part of himself.

سورج اب آسمان پر بلند ہو رہا تھا اور اس کی چٹان پر اس کی روشنی پڑ رہی تھی جس کا منہ جنوب کی طرف تھا۔ اس نے گرمی محسوس کی کیونکہ اس نے گزشتہ رات سے کچھ نہیں کھایا تھا۔ پھر اسے چٹان کے ایک دور کنارے پر مچھلی کے دم کا ایک خشک ٹکڑا ملا۔ اب وہاں پر خوراک کا ایک ٹکڑا بھی موجود نہ تھا، اس نے ایک ایک انچ کو تلاش کیا، اس نے گندگی سے بھرا ہوا وہ گھونٹا بھی کرید ڈالا جہاں وہ اور اس کے بھائی انڈوں سے نکلے تھے۔ حتیٰ کہ وہ نشان زدہ انڈوں کے خولوں کو اپنے دانتوں سے کترنے لگا۔ یہ ایسا تھا کہ گویا وہ اپنے جسم کے کسی حصے کو کھا رہا ہو۔

| | | |
|-----------|--------------------------|--|
| ascending | چڑھنا، بلند ہونا | climb, go up/upward, move up/upward, rise (up), clamber (up), mount |
| blazing | جلنا | burn, be alight, be on fire, be in flames, flame |
| warmly | گرمی سے، شدت سے | cordially, heartily, warm |
| scrap | ٹکڑا، خام | fragment, piece, bit, snippet, shred, offcut, oddment, remnant; bit, speck |
| hatched | تدبیر کرنا، منصوبہ بنانا | devise, conceive, concoct, brew, invent, plan, design, formulate, think up |
| gnawed | کترنا، کھا جانا | chew, chomp, champ, bite, munch, crunch, nibble |

He had then trotted back and forth from one end of the ledge to the other, his long gray legs stepping daintily, trying to find some means of reaching his parents without having to fly. But on each side of him the ledge ended in a sheer fall of precipice, with the sea beneath. And between him and his parents there was a deep, wide crack.

وہ پھر چٹان کے ایک سرے سے دوسرے سرے تک چھوٹے چھوٹے قدم لیکر دوڑنے لگا، اس کا خاکی رنگ چٹان کی رنگ کی طرح تھا۔ اس کی خاکستری رنگ کی لمبی ٹانگیں نزاکت سے حرکت کر رہی تھیں اور وہ اس کوشش میں تھا کہ وہ کسی طرح اڑے بغیر اپنے والدین کے پاس پہنچ جائے۔ لیکن اس کے دونوں طرف چٹان عمودی ڈھلان کی شکل میں ختم ہوئی تھی جس کے نیچے سمندر واقع تھا اور اس کے اور اسکے والدین کے درمیان گہری وسیع شکاف ہے۔

| | | |
|---------|------------|---|
| trotted | ہلکی چلاتا | run, jog, scuttle, scurry, bustle, scamper. |
|---------|------------|---|

1.1 HIS FIRST FLIGHT

| | | |
|-----------|--------------------|--|
| daintily | نفاست سے، نزاکت سے | in a delicate manner, fastidious manner |
| precipice | پہاڑی کا اگلا حصہ | cliff face, cliff, steep cliff, rock face, sheer drop, height, crag, bluff |

Surely he could reach them without flying if he could only move northwards along the cliff face? But then on what could he walk? There was no ledge, and he was not a fly. And above him he could see nothing. The precipice was sheer, and the top of it was perhaps farther away than the sea beneath him.

یقیناً وہ بغیر اڑے ان تک پہنچ سکتا تھا اگر وہ جنوب کی جانب چٹان کے منہ کی طرف حرکت کرتا؟ لیکن پھر وہ کس طرح چلتا؟ کوئی کنارہ نہ تھا، اور وہ اڑ بھی نہیں رہا تھا۔ اور اپنے سے اوپر وہ دیکھ نہیں سکتا تھا۔ پہاڑی کا اگلا حصہ تھا، اور اس کا سب سے اوپر والا سرا بہت دور تھا، جتنا کہ اس سے نیچے سمندر تھا۔

| | | |
|--------------|------------|--|
| sheer | سراسر، صرف | utter, complete, absolute, total, pure, downright, out-and-out, arrant |
| farther away | مزید دور | away, farther |

He stepped slowly out to the brink of the ledge, and, standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing, with their heads sunk into their necks. His father was preening the feathers on his white back.

وہ آہستہ آہستہ چٹان کے بیرونی کنارے تک گیا، اور ایک ٹانگ پر کھڑے ہو کر اور دوسرے کو اپنے پر کے نیچے چھپا کر، اُس نے ایک آنکھ بند کی پھر دوسرے کو اور گویا یوں ظاہر کیا کہ وہ سو گیا ہے۔ پھر بھی انہوں نے اُس کی کوئی پرواہ نہ کی۔ اُس نے اپنے بھائیوں اور بہن کو ابھرے ہوئے سطح پر ادبھیٹتے ہوئے دیکھا۔ جنہوں نے اپنے سر اپنے گردنوں میں چھپالیے تھے۔ اُس کا باپ اپنی سفید پروں کو سنوار رہا تھا۔

| | | |
|-----------|------------------|---|
| pretended | بہانہ کرنا | make as if, profess, affect, dissimulate, dissemble, put it on |
| dozing | ادبھیٹنا | catnap, nap, drowse, sleep lightly, rest, snooze, catch forty winks |
| preening | پروں کو صاف کرنا | clean, tidy, groom, smooth, arrange, plume |

Only his mother was looking at him. She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scraping his beak now and again to whet it! He uttered a low cackle. His mother cackled too, and looked over at him.

صرف اُس کی ماں اُس کی طرف دیکھ رہی تھی۔ وہ وہاں پر ایک اُبھری ہوئے سطح پر کھڑی تھی۔ اُس نے اپنا سفید سینہ باہر کو نکالا ہوا تھا۔ وہ بار بار پاؤں میں پڑے ہوئے مچھلی کے ٹکڑے کو نوچ رہی تھی اور پھر اپنی چونچ کے دونوں سروں پر چٹان پر تیز کر رہی تھی۔ کھانے کے منظر نے اُسے پاگل بنا دیا۔ وہ کھانے کے کسی چیز کو اسی طرح چیر پھاڑ کر اور چونچ کو بار بار گرگز کر تیز کرنا کتنا پسند کرتا تھا۔ اُس نے مدھمی آواز نکالی۔ اُس کی ماں نے بھی آواز نکالی اور اُس کی طرف دیکھا۔

| | | |
|----------|--------------|--|
| hump | اُسردہ کرنا | protuberance, prominence, lump, bump, knob, protrusion, projection, bulge |
| maddened | چوکیدار | infuriate, exasperate, irritate, incense, anger, enrage, provoke, upset, agitate |
| uttered | بولنا، چیخنا | emit, let out, give, produce |
| cackle | آواز | squawk, cluck, gabble |

Ga, ga, ga, he cried, begging her to bring him over some food. Gawl-ool-ah, she screamed back mockingly. But he kept calling plaintively, and after a minute or so he uttered a joyful scream. His mother had picked up a piece of the fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, abreast of the ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak.

وہ گا گا کی آواز کے ساتھ چلانے لگا، وہ اپنی ماں سے کھانے کی کوئی چیز لانے کے لیے کہہ رہا تھا۔ اُس کی ماں نے حقارت کے انداز سے چیخ لگائی گال اول آہ۔ مگر وہ پھر بھی غمزہ لہجے سے پکارتا رہا۔ اور ایک آدھ منٹ کے بعد اُس نے خوشی سے چیخنا شروع کیا۔ اُس کی ماں مچھلی کا ایک ٹکڑا اپنی چونچ میں لے کر اُس کی طرف اڑتی ہوئی آ رہی تھی۔ وہ بڑی بے تابی سے آگے کو جھک گیا اور چٹان پر اپنے قدم رکھتے ہوئے ماں کے قریب ہونے کی کوشش کرنے لگا لیکن جب وہ بالکل چٹان کے قریب اُس کے مقابل پہنچ گئی تو وہ رُک گئی۔ اُس کی ٹانگیں فضا میں معلق اور پراساکن ہو گئے۔ مچھلی کا ٹکڑا اُس کی چونچ میں تھا اور اُس کی چونچ اس تک پہنچ سکتی تھی۔

1.1 HIS FIRST FLIGHT

7

Scholar's FEDERAL ENGLISH (For Part-I)

| | | |
|-----------|----------------|--|
| mockingly | طنزیہ انداز سے | jeeringly, derisively, scoffingly |
| leaned | جھکتا | slant, incline, bend, tilt, be at an angle, slope, tip, list |
| halted | روک دیا، رکاوٹ | stop, come to a halt, come to a stop, come to a standstill, pull up, stop, bring |

He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. His mother had swooped upwards. As he passed beneath her he heard the swish of her wings. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a moment. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then he flapped his wings once and he soared upwards.

وہ حیرت سے ایک لمحے تک انتظار کرتا رہا، وہ اس بات پر حیران تھا کہ اُس کی ماں اُس کے قریب کیوں نہیں آئی۔ اور پھر وہ بھوک سے پاگل ہو کر پھلتی پر جھپٹا۔ ایک زوردار چیخ کے ساتھ وہ خلا میں اوپر نیچے اڑنے لگا۔ اُس کی ماں فضا میں اوپر بلند ہو چکی تھی جوں ہی وہ اُس کے نیچے سے گزرا اُس نے اپنی ماں کے پردوں کی پھڑ پھڑاہٹ سنی۔ پھر ایک زبردست خوف نے اُسے گھیر لیا اور اُس کے دل کی دھڑکن رک گئی۔ اُسے کچھ سنائی نہیں دے رہا تھا۔ لیکن یہ حالت صرف ایک لمحے کے لیے تھی۔ اگلے لمحے اُس نے محسوس کیا کہ اُس کے باہر کی طرف پھیل رہے ہیں۔ ہوا اُس کے سینے کے پردوں اور پیٹ کے نیچے اور بازوؤں سے نکلا رہی تھی۔ وہ اپنے پردوں کے سر ہوا کو کاٹتے ہوئے محسوس کر سکتا تھا۔ اب وہ سر کے بل نیچے نہیں گر رہا تھا۔ اب وہ آہستہ نیچے اور اوپر اڑ رہا تھا۔ اب اُسے ڈر نہیں لگ رہا تھا۔ بس اُس کا سر تھوڑا سا چکرا رہا تھا۔ پھر اُس نے ایک بار اپنے پردوں کو پھڑ پھڑایا اور اوپر اڑنے لگا۔

| | | |
|-----------|--------------------|--|
| downward | نیچے | descending, downhill, falling, sinking, dipping, earthbound, earthward |
| swooped | غوطہ لگانا | dive, descend, sweep, pounce, plunge, pitch, nosedive, rush, dart, speed |
| swish | خشک آواز | a hissing or rustling sound. |
| monstrous | بدترین، وحشت انگیز | grotesque, hideous, ugly, ghastly, gruesome, horrible, horrific, horrifying. |
| seized | چھیننا | grab, grasp, snatch, take hold of, get one's hands on, grip, clutch, nab |
| rushed | جلدی کرنا | pressed for time, busy, in a hurry, run off one's feet; hurry, run, race, sprint |
| soaring | بلند پروازی | fly, wing, ascend, climb, rise, take off, take flight |
| dizzy | سرگھومتا | giddy, lightheaded, faint, unsteady, shaky, muzzy, wobbly, woozy |

He was no longer afraid. He just felt a bit dizzy. Then he flapped his wings once and he soared upwards. He uttered a joyous scream and flapped them again. He soared higher. He raised his breast and banked against the wind. Ga, ga, ga. Ga, ga, ga. Gawl-ool-ah. His mother swooped past him, her wings making a loud noise. He answered her with another scream Then his father flew over him screaming. The he saw his two brothers and sister flying around him, soaring and diving.

اب وہ خوفزدہ نہیں تھا۔ اس کو ہلکے ہلکے سے چکرا رہے تھے۔ پھر اس نے اپنے پر پھڑ پھڑائے، او او پر چلا گیا۔ وہ خوشی سے چلایا اور انہیں دوبارہ حرکت دی۔ وہ بلندی کی طرف اڑنے لگا۔ اُس نے اپنا سینہ اوپر کی طرف کیا اور ہوا کے مخالف سمت موڑ کاٹا۔ گا گا گا گال اول آہ کے آواز کے ساتھ ماں اُس کے اوپر سے گزر گئی۔ اُس کے پر شور پیدا کر رہے تھے۔ اُس نے ایک چیخ لگا کر اپنی ماں کو جواب دیا۔ پھر اُس کا باپ اُس کے اوپر چیخ مارتے ہوئے اڑنے لگا۔ پھر اُس نے بہن بھائیوں کو بھی اپنے گرد پرواز کرتے ہوئے دیکھا۔ وہ ہوا میں خوشی سے اچھل رہے تھے۔ ادھر ادھر مڑ رہے تھے۔ فضا میں اوپر بلند ہو رہے تھے اور غوطے لگا رہے تھے۔

HIS FIRST FLIGHT

| | | |
|---------|----------------------|---|
| banked | ڈبیر | pile (up), heap (up), stack (up), accumulate, amass, assemble, put together |
| swooped | تیزی سے گزرتا، تیرتا | dive, descend, sweep, pounce, plunge, pitch, nosedive, rush, dart, speed |

Then he completely forgot that he had not always been able to fly, and commenced himself to dive and soar, shrieking shrilly.

پھر وہ مکمل طور پر بھول گیا کہ کبھی اُسے اڑنا بھی نہیں آتا تھا۔ اور اُس نے غلطے لگانا، اوپر اڑنا، خوشی سے جھومنا اور چوچنا چلانا شروع کیا۔ اب وہ سمندر کے قریب تھا اور بالکل اس کے اوپر اڑ رہا تھا۔ اُس نے نیچے ایک وسیع نیلا سمندر دیکھا جس پر چھوٹی چھوٹی لہریں حرکت کر رہی تھیں۔ اُس نے اپنی چوچ اُدھر اُدھر گھمائی اور خوشی سے چیختے لگا۔

He was near the sea now, flying straight over it, facing out over the ocean. He saw a vast green sea beneath him, with little ridges moving over it, and he turned his beak sideways and crowed amusedly.

| | | |
|-----------|-----------|---|
| commenced | آغاز کرتا | begin, start, get the ball rolling, get going, get underway, get off the ground |
| amusedly | ہنساتا | entertain, make laugh, delight, divert, cheer (up), please, charm, tickle pink |

He was floating on it. And around him his family was screaming, praising him, and their beaks were offering him scraps of dog-fish.

وہ تیر رہا ہے۔ اُس کے خاندان کے افراد اُس کے گرد اڑتے ہوئے آوازیں نکال رہے تھے اُس کی تعریف کر رہے تھے اور اُن کے چوچ اُسے مچھلی کے ٹکڑے پیش کر رہے تھے۔ اُس نے اپنی پہلی اڑان مکمل کر لی۔

He had made his first flight.

| | | |
|----------|------------------|---|
| floating | تیرتا | buoyant, on the surface, afloat, drifting; hovering, levitating, suspended, hanging |
| praising | داوریٹا | express warm approval or admiration of. |
| dog-fish | مچھلی کی ایک قسم | a small sand-colored bottom-dwelling shark with a long tail |

NEW VOCABULARY

Meanings / Explanation

| | |
|------------------|---|
| abreast of (Adj) | Alongside each other; facing in the same direction (also up to date; fully conversant with) |
| Amusedly (Adv) | With amusement; entertainingly |
| Beneath (Adj) | Below esp. If covered, protected or obscured by; underneath |
| Brink (n) | The edge, border or verge of a steep place, such as a precipice |
| Cackle (n) | To squawk in shrill, broken notes (of a hen after laying an egg) |
| Chasm (n) | A deep cleft in the ground; abyss, gorge, ravine |
| Daintily (Adv) | Elegantly |
| Derisively (Adv) | Mockingly, scornfully |
| Desperate (Adj) | Careless of danger (such as from despair); reckless |
| Dirt-caked (Adj) | Covered with a hard layer of dirt; hardened with dirt |
| Dizzy (Adj) | Affected with a whirling or reeling sensation; giddy |
| Eagerly (adv) | Impatiently, anxiously |
| Expanse (n) | An uninterrupted area of something that spreads or extends over a wide area |

| | |
|---|--|
| For the life of him (<i>idiom</i>) | Through trying desperately |
| Headlong (<i>adv</i>), (<i>adj</i>) | With the head downward, foremost; headfirst |
| Herring (<i>n</i>) | Any marine soft-finned fish with an elongated body covered in silvery scales: an important food fish of the northern sea |
| Huma (<i>n</i>) | A rounded projection of earth or sand: a bulge or mound |
| Ledge (<i>n</i>) | A narrow shelf like rock projection on a cliff or mountain |
| Limo (<i>adj.</i>) | Not firm: not stiff: weak: loose: feeble: slack |
| Mackerel (<i>n</i>) | A spiny-finned food fish |
| Monstrous (<i>adj.</i>) | Enormous, great, immense |
| Plaintively (<i>adv</i>) | Expressing sadness, melancholy: mournfully |
| Plateau (<i>n</i>) | A wide mainly levelled area of an elevated land |
| Plunge (<i>n</i>) (<i>v</i>) | To throw or thrust: to leap or dive into |
| Precipice (<i>n</i>) | The cliff or crag |
| Scrap (<i>n</i>) | A small piece of something: fragment |
| Seagull (<i>n</i>) | A sea bird with long pointed wings, short legs and white plumage |
| Sheer (<i>adj</i>) | Perpendicular, very steep |
| Shrilly (<i>adv.</i>) | Of sounds/ voice - in a sharp and high-pitched manner |
| Swish (<i>n</i>) | A hissing or rustling sound of movement in air |
| To ascend (<i>v</i>) | To go or move up (a ladder, hill, slope); to climb up, to mount |
| To bank against (<i>v</i>) | To take support of |
| To blaze (<i>v</i>) | A strong fire or flame; glare |
| To commence (<i>v</i>) | To begin: to start |
| To curvet (<i>v</i>) | To leap, move about in a playful or joyful manner |
| To devour (<i>v</i>) | To swallow or eat up greedily or voraciously |
| To doze (<i>v</i>) | To sleep lightly or intermittently |
| To flap (<i>v</i>) | To move (wings or arms) up and down in or as if in flying |
| To gnaw (<i>v</i>) | To bite at or chew upon so as to wear away little by little |
| To hatch (<i>v</i>) | To cause (the young birds) to emerge from the egg |
| To lean out (<i>v</i>) | To extend forward as if to reach out to something |
| To muster up (<i>v</i>) | To summon, gather, assemble or call up |
| To preen (<i>v</i>) | (Of birds) to maintain feathers in healthy condition by arranging, cleaning with the bill (beak) |
| To root (<i>v</i>) | To burrow, to rummage for something such as food |
| To seize (<i>v</i>) | To take hold of quickly to grab |
| To skim (<i>v</i>) | To glide smoothly or lightly over a surface |
| To soar (<i>v</i>) | To rise or fly upward in the air |
| To stretch (<i>v</i>) | To draw out or extend, such as a limb of the body |
| To swoop upwards (<i>v</i>) | Swift ascent; swift upward movement |
| To taunt (<i>v</i>) | To provoke or deride with mockery, contempt or criticism |
| To trot (<i>v</i>) | To move at a trot |
| To upbraid (<i>v</i>) | To scold or rebuke angrily; to take to task |

SOLVED EXERCISES OF THE TEXTBOOK

RECALLING

Q.1. What is the young seagull afraid of?

Ans: The seagull had been afraid to fly with his brothers and sister. Somehow when he had taken a little run forward to the brink of the ledge, and attempted to flap his wings, he became afraid and did not have the courage to leave the safety of the ledge. The great expanse of the sea stretched down beneath which seemed a long way down, miles down. He felt certain that his wings would never support him so he bent his head and ran away back to the little hole under the ledge where he slept last night.

Q.2. Why don't his parents, brothers and sister give him food?

Ans: The parents, brothers and the sister of the young seagull do not give him any food. They want him to muster up courage to fly in the air. They want to force him to fly and search his own food. As a matter of fact, his wings are as strong as the wings of his brothers and sister, but he thinks that they are weak. It means that he lacks courage and confidence. They deliberately keep him hungry for sometimes. They think that when he becomes hungry, he will be compelled to leave the ledge and fly towards them.

Q3. What does his mother do to force him to fly?

Ans. His mother is very intelligent and witty. She shows great concern for her young one. Firstly she enforces young seagull to starve, then shows him food that madden him and finally take the food within the reach of his beak, but stop at an admirable distance. As a result he jumps over the food and find himself outward the cliff in the space and bound to take his first flight. Her trick is fruitful and she wins her purpose that is to finish the young one's cowardice.

Q4. What does he feel when he finally flaps his wings and finds that he is not falling?

Ans. When he finally flaps his wings and finds that he is not falling, he feels that all his fears about his maiden flight were baseless. He is no longer afraid now. He comes to know that he is not falling headlong now. Although he feels a bit dizzy and loses his balance for a moment, yet he flaps his wings and starts flying upward. He enjoys his first flight of his life and utters very joyful screams.

Q.5: Are the following TRUE (T) or FALSE (F)?

| | | |
|-----|--|--------|
| (a) | The young seagull had never been off his ledge before..... | True |
| (b) | His sister was smaller than him..... | True |
| (c) | The young seagull fell off the ledge into the water..... | False. |
| (d) | The seagull's family was afraid that he would drown..... | False |

INTERPRETING

Q.6. What is significant about the bird's first flight?

Ans. The young Seagull's first flight seems equal to death for him. He is so coward and faint hearted that he dares not to take any step outward the ledge. But fortunately his mother succeeds in motivating him to take his first flight. The significance of his first flight is that he gains heart and get victory over his terror. When he feels supporting power of his wings, he is over joyed. He becomes independent and his first flight encourages him to enjoy life.

Q.7. What lesson do you learn from this simple story?

Ans. This simple story gives an idea that our fear to take the first step stops our spirit and does not motivate us to go forward in our life. To achieve something in life one must be bold enough to take the first step. Fear and coward attitude always resist success and lead to failure and disappointment. This story also suggests that mutual cooperation of the family members make the life possible. We should have strong will power to perform any challenging task in our life. We should not be afraid of fall or failure. If we strive in life and do hard work definitely we can win our goal.

EXTENDING

Q.8. Why is it difficult to do something for the first time?

Ans. It is difficult to do something for the first time because a man thinks that he will not be able to do it properly. He lacks confidence. He has no experience. He fears that if he did it, it may lead to some loss or danger. He dares not to take the first step. He may be successful or may fail. It is but natural. He has complex feelings. Taking first step may be difficult for some people and easy for others. Some are daring and some are coward. Some people are full of confidence and some lack confidence. All people are not equal in this world. But we should try our best to build up our confidence and face the challenges.

Q.9. Have you ever found yourself in situation in which you were supposed to do something for the first time and you could not muster up courage to do it?

Ans: Last week I went to Tarbela Dam with my friends. When we reached the Tarbela Canal, they decided to take a bath in the cold water of the canal. They were daring. They changed their clothes and jumped into the water. I was afraid of jumping and keep standing on the bank. I thought that if I jumped I would drown. My friends were calling and encouraging me but I could not muster up my courage to jump into the water.

LANGUAGE STUDY

Word Classes (Parts of Speech)

Words are fundamental units in every sentence, so we will begin by looking at these. Consider the words in the following sentences:

✓ My brother drives a big car.

We can tell almost instinctively that brother and car are the same type of words, and also that brother and drives are different types of words. By this we mean that brother and car belong to the same word class. Similarly, when we recognize that brother and drives are different types, we mean that they belong to different word classes. Hence, it is useful to learn how different words function within a sentence. Looked at the table below, there are eight main functions, each of which can be used to describe a word.

NOTE: A brief description of each part of speech is given below. For extensive study consult the section of "Grammar and Composition" of the same book.

| # | WORD CLASSES (Parts of Speech) | DESCRIPTION |
|---|--------------------------------------|---|
| 1 | NOUN | <p>A noun means or labels a thing or person, whether a real thing (e.g. 'cat' a concrete noun), an imaginary thing (e.g. 'ghost' still a concrete noun), a thing that is just an idea ('love' - an abstract noun) or a specially named thing or person ('Ali', 'Minar-e-Pakistan' - proper nouns). Clearly nouns form an open class of words in that new nouns are being formed all the time as new things need naming. A phrase that has a noun as its head word is called a noun phrase.</p> <p>Within any sentence, the nouns/noun phrases can occupy three possible positions and each of these has a very different function. A noun/noun phrase can be placed BEFORE a verb to tell what or who is doing the action of the verb. This position is called the subject position (The cat ate the mouse). Some verbs also need a noun or noun phrase after them - to be in the object position, to tell of the thing or person that has taken the action of the verb (The cat ate the mouse). Finally - and very frequently - a noun phrase can follow a preposition (see below) to form a prepositional phrase.</p> |
| 2 | PRONOUN | <p>A pronoun is another kind of naming word. Pronouns form a small closed class of words that stand for a noun ('closed' because no more pronouns are being added to the English language - there are enough already!). Pronouns can be used to save repeating a noun word, e.g. The tiger crawled through the jungle; it couldn't be heard). The noun to which a pronoun refers is called its antecedent or referent - in this case, the pronoun 'it' has - as its antecedent - the noun 'tiger'. As with nouns, a pronoun can be put in either the subject or object position in a sentence (e.g. 'He played the piano' and 'The girl hit him') but form of the pronoun changes whether subject (e.g. he) or object (e.g. him).</p> |
| 3 | ADJECTIVE | <p>An adjective is one of an open class of words that acts as a describing word or phrase (i.e. a adjective phrase) that adds extra information to a noun. It is said to modify the meaning of its noun. Adjectives are often used as a part of a noun phrase and are sometimes referred to as modifiers, e.g. 'That all man', here the adjective 'tall' acts to pre-modify the noun 'man'.</p> <p>Adjectives can also occupy a position after a link verb (e.g. be, is, am, seem, appear) to become a complement, e.g. 'The man is tall.'</p> <p>A separate, small group of modifiers are called determiners. A determiner is a word that can pre-modify and specify a noun, e.g. the, a, some, many, those, these.</p> |
| 4 | ADVERB | <p>An adverb is another kind of describing word. It adds more information to words or phrases other than a noun. Adverbs can also modify or introduce whole sentences. They are an open class of words.</p> <ul style="list-style-type: none"> ✓ An adverb modifying a verb: 'He ran quickly'. ✓ Modifying a sentence: 'Thankfully, they have escaped'. ✓ Modifying an adjective: 'He is really old'. ✓ Modifying another adverb: 'It is simply too expensive'. ✓ Modifying a prepositional phrase: 'He is almost at the top'. <p>Unlike any other part of speech element, the position of an adverb can often be varied <i>without affecting the meaning of the sentence</i>, e.g. They have, thankfully, escaped.</p> |

| | | |
|---|--------------|--|
| 5 | VERB | <p>Verbs are doing or being words. They are an open class of words. If it tells what a subject does, it is called a dynamic verb. If it tells what a subject is, it is called a stative verb. Dynamic verbs can usually take an object, e.g. 'The cat chased the mouse'. Whereas static verbs such as 'be', 'feel', 'appear' and 'seem' can take an object, e.g. 'She likes ice cream.' Or a complement, e.g. 'She is bright' (SVC).</p> <ul style="list-style-type: none"> ✓ A complement acts to 'complete' the subject in some way by describing or explaining it further. ✓ Typically in English syntax, a verb follows its subject (SV) or complement (SC) and proceeds it is object (SVO), e.g. 'The cat (S) ate (V) the mouse (O)'. ✓ There are other grammatical positions within a sentence into which a verb can be placed "however" in these positions, the verb is never part of a subject-verb combination and so is not a finite verb. ✓ Verbs used in this way are called non-finite. These verbs like words are easy to confuse with a verb but they are not acting as a verb but, rather, as <i>another part of speech</i>. For example, non-finite forms of a verb can act as a noun and <i>act as the subject or object of another finite verb</i>, e.g. 'Cooking is fun' or 'To swim can help overall fitness') and 'He enjoys running. Similarly, they can be used in the adjective position to modify a noun, e.g. 'The cooked apples were mixed with a little melted sugar'. |
| 6 | CONJUNCTION | <p>Conjunctions are joining words. They e a closed class of words that link words, phrases and clauses to create larger grammatical units. Co-coordinating conjunctions such as 'and', 'but' 'and', 'or', 'act to create compound sentences when they are used to link two or more equal main clauses. Another kind of conjunction, e.g. however, although, when, because, creates a subordinate clause by acting to link a clause to a main clause to give more detail, e.g. He bought the phone, even though / because/when/although <i>he knew it was stolen</i>'.</p> |
| 7 | PREPOSITION | <p>A preposition is one of about six closed class words (e.g. in, on, about, of). These small words (some are phrases) link to a noun or noun phrase (that acts as its object) to create a prepositional phrase. This acts to modify some other parts of the sentence to tell, often, about time, space, manner or cause (e.g. in, on, under, through, by, because of).</p> <p>Prepositions form small phrases along with their objects that often act as adverbial phrases to answer the questions <i>when (time), where (space) or how (manner)</i>: 'He is in the room'. 'She sings with a fine voice'.</p> <p>Prepositional phrases can also act like adjectives when they act to post-modify a noun, as in "<i>The man in the black cap</i>".</p> |
| 8 | INTERJECTION | <p>Interjections are an open class of words that suggest sudden emotion, e.g. 'Ouch!', 'Hey!'</p> |

It is also useful to know that a word in a sentence may be replaced by a word from the same class only, not by a word from another class:

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----|----------|----------|--------|----|----------|
| My | son | cooks | dinner | on | Sundays. |
| His | daughter | prepares | lunch | on | Mondays |

1.1 HIS FIRST FLIGHT

| | | | | |
|-------|---------|-------|-----------|-----------|
| Her | wife | eats | breakfast | Tuesdays. |
| Your | husband | skips | supper | et. |
| Our | father | etc. | etc. | |
| Their | mother | | | |
| | sister | | | |
| | brother | | | |
| | etc. | | | |

How many more words can you add to each column?

11. By referring to the table above, identify all the parts of speech in the following passage from the Reading Passage 1.1 by underlining them:

The young seagull was alone in his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down -- miles down. He felt certain that his wings would never support him, so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, scolding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

12. Fill in the blanks in the following passage with appropriate parts of speech from the list given below it. Note they are synonyms of the original words.

Ga, ga, ga, he cried, her to bring him over some food. Gawl-ool-ah, she screamed back But he kept calling, and after a minute or so he uttered a scream. His mother had picked up a piece of the fish and was flying across to him with it. He out, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, of the ledge, she, her legs hanging, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he at the fish.

| | | | | | | | |
|---|-----------|----|---------|---|------------|---|------------|
| 1 | reached | 2 | stopped | 3 | plunged | 4 | scornfully |
| 5 | loose | 6 | asking | 7 | mournfully | 8 | happy |
| 9 | alongside | 10 | anxious | | | | |

Solved:

Ga, ga, ga, he cried, asking her to bring him over some food. Gawl-ool-ah, she screamed back scornfully. But he kept calling mournfully, and after a minute or so he uttered a happy scream. His mother had picked up a piece of the fish and was flying across to him with it. He reached out anxiously, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, alongside the ledge, she stopped, her legs hanging loose, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he plugged at the fish.

12(a). Complete the following table. You may use a dictionary, if you like. Some of the blanks have been filled for you.

| S # | Noun | Verb | Adjective | Adverb |
|-----|-------------|-----------|------------|--------------|
| 1 | Courage | encourage | courageous | courageously |
| 2 | warm | warmup | warmed. | warmly |
| 3 | Cowardice | coward | coward | cowardly |
| 4 | Derision | Derisive | Derisive. | Derisively |
| 5 | Desperation | Desperate | Desperate | Desperately |
| 6 | Expanse | expansing | expansive | expansively |
| 7 | Plaintive | Plaintive | Plaintive. | Plaintively |
| 8 | Joy | Joy | Joyous | Joyfully |

13. In each of the following sentences identify the two italicised words by underlining and then putting the appropriate number below it. An example has been provided.

1. noun 2. pronoun 3. verb 4. adjective 5. adverb.

| Example | The disturbances became annoying. | noun, adjective |
|---------|---|----------------------|
| 1 | <i>Refreshment</i> will be served <i>later</i> . | Noun, Adjective |
| 2 | At some <i>later</i> date you very <i>likely</i> will be hired. | Adjective, Adverb |
| 3 | Some of the people <i>left</i> the <i>meetingg</i> early. | Verb, Noun |
| 4 | Some <i>enthusiastic</i> fans swarmed into the <i>left</i> field. | Adjective, Adjective |
| 5 | A <i>swarm</i> of bees <i>settled</i> in the attic. | Noun, Verb |
| 6 | Most of the <i>early settlers</i> arrived by boat. | Adjective, Adverb |
| 7 | We greeted their <i>arrival</i> most <i>enthusiastically</i> . | Noun, Adverb |
| 8 | Your <i>enthusiam</i> for study is <i>commendable</i> . | Noun, Adjective |
| 9 | This <i>completes</i> my <i>report</i> . | Verb, Noun |
| 10 | Two of the <i>photographs</i> are <i>usable</i> . | Noun, Adjective |
| 11 | I found a <i>better use</i> for the old draperies. | Adjective, Verb |
| 12 | The <i>harshness</i> of his <i>voice</i> surprised us. | Adjective, Noun |
| 13 | The teacher <i>voiced</i> his objections <i>harshly</i> . | Verb, Adverb |

GRAMMAR NOTE

The Four Types of Sentences in English:

Note: A brief description of each type of sentence is given below. For extensive study consult the section of "Grammar and Composition" of same book.

The following notes define the four types of sentence constructions in English - simple sentences, compound sentences, complex sentences, and compound-complex sentences - and includes examples to illustrate the sentence structures.

Simple Sentences:

The first sentence structure in English is the simple sentence. Simple sentences consist of one verb clause. A verb clause is an independent clause that is formed by a subject and a predicate. Verb clauses are also referred to as main clauses or matrix clauses. For example, the following sentences are simple sentences:

1.1 HIS FIRST FLIGHT

Subject / Predicate

The dancer sat on the pie.

The flower and the pumpkin have blown away.

That Max likes cucumbers surprises his mother.

Dancing is my favourite exercise.

Compound Sentences:

The second sentence structure in English is the compound sentence. Compound sentences consist of two or more verb clauses joined by a coordinating conjunction or a correlating and coordinating conjunction pair. For example, the following sentences are compound sentences:

✓ Correlating Conjunction / Verb Clause / Coordinating Conjunction / Verb Clause

☆ Jack Spart did not eat fat, and his wife would not eat lean.

☆ The storm destroyed our squash, so we ate eggplant instead.

☆ Both the shed fell down and the garage blew up.

☆ Either you need to study harder or you need to drop the class.

More Information:

Compound sentences are important because they allow us to shorten the things we say or write. They express our thoughts in a way that allows our audience to receive information easily and quickly. Often, everything we want to say can be summarized, and it is generally the best choice for communicating. So remember: more words don't necessarily mean more information.

Complex Sentences

The third sentence structure in English is the complex sentence. Complex sentences consist of one verb clause and one or more adverb clauses. An adverb clause is a dependent clause that is formed by a subordinating conjunction followed by a clause. The adverb clauses may either precede or follow the verb clause. For example, the following sentences are complex sentences:

✓ Adverb Clause / Verb Clause

Because of the rain, the museum cancelled the picnic.

Although she studied all weekened, she still failed the test.

✓ Verb Clause / Adverb Clause

I will join you for lunch after I wash my hands.

Linus will be sad if he misses the Great Pumpkin again.

✓ Adverb Clause / Verb Clause / Adverb Clause

Even though he enjoyed the movie, he will not buy the DVD because he only watches films once.

After she left work, the woman stopped at the store before she went home.

Compound-Complex Sentences

The fourth sentence structure in English is the compound-complex sentence. Compound-complex sentences consist of two or more verb clauses and one or more adverb clauses. In other words, compound-complex sentences are combinations of one or more compound sentences and one or more complex sentences. For example, the following sentences are compound-complex sentences:

✓ Verb Clause / Adverb Clause / Conjunction / Verb Clause

He went to the market because he needed more milk, and then he made pudding.

✓ Adverb Clause / Verb Clause / Conjunction / Verb Clause

Unless the coffee is hot, I will not drink it, so please put on a fresh pot.

✓ Verb Clause/ Adverb Clause /Conjunction/ Verb Clause / Adverb Clause

I went to the bathroom before I sat down but my husband visited the facilities after he watched the movie.

More Information:

Compound-complex sentences let us express longer thoughts, with more parts than other sentences let us use. They're good tools for explaining complicated ideas or describing long chains of events.

Examples:

Compound-complex sentences are surprisingly common. You probably see them a lot in books that you read for school, and even in books that you read for fun. Here are some examples to help you understand what makes a sentence a compound-complex sentence.

Example 1

Kate doesn't like cartoons because they are loud, so she doesn't watch them.

This sentence has two independent clauses and one dependent clause. The dependent clause "because they are loud" can't be a complete sentence on its own, and that's what makes it dependent. As you've probably figured out, the independent clauses "Kate doesn't like cartoons" and "she doesn't watch them" can be complete sentences on their own.

Example 2

The dog started barking so the cat ran away and I couldn't keep up, so I stopped.

Now we're dealing with more clauses, but they still follow the same rules. The independent clauses can still be complete sentences, while the dependent clause is an incomplete sentence fragment.

Both of these examples have little words called conjunctions that link up the clauses. Read on to the next section to find out more about conjunctions and the other parts of a compound-complex sentence.

14. Identify simple, compound and complex sentences amongs the following sentences from the reading lesson.

| | | |
|----|---|----------|
| a) | The young seagull was alone in his ledge. | Simple |
| b) | His two brothers and his sister had already flown away the day before. | Simple |
| c) | He had been afraid to fly with them. | Simple |
| d) | Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid. | Complex |
| e) | The great expanse of sea stretched down beneath, and it was such a long way down -- miles down. | Complex |
| f) | He felt certain that his wings would never support him, so he bent his head and ran away back to the little hole under the ledge where he slept at night. | Compound |
| g) | Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. | Complex |
| h) | His father and mother had come around calling to him shrilly, scolding him, threatening to let him starve on his ledge unless he flew away. | Complex |
| i) | But for the life of him he could not move. | Compound |

15. Identify all simple, compound and complex sentences in the second paragraph of the lesson, "His First Flight"

| | | |
|----|---|---------|
| a) | That was twenty-four hours ago. | Simple |
| b) | Since then nobody had come near him. | Simple |
| c) | The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. | Complex |
| d) | He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. | Complex |
| e) | And all the morning the whole family had walked about on the big plateau midway down the opposite cliff, laughing at his cowardice. | Complex |

ADDITIONAL EXERCISES

Q.1. Why was the seagull standing alone on his ledge?

Ans: The seagull's two brothers and sister had already flown away the day before. Thus, the seagull was alone on his ledge. He was afraid to fly with them.

Q.2. Why had his father and mother scolded and threatened to let him starve on his ledge?

Ans: Even when each of his brothers and his little sister-whose wings were far shorter than his own ran to the brink, flapped their wings and flew way. He failed to muster up courage to take that plunge. So his father and mother had come around calling to him shrilly, scolding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

Q.3. What had happened on the previous day?

Ans: The day before, all day long, the seagull had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. All morning the whole family had walked about on the big plateau midway down the opposite cliff, taunting him for his cowardice.

Q.4. What did he find on the far end of his ledge? What did he do next?

Ans: The seagull had found a dried piece of mackerel's tail at the far end of his ledge. As the mackerel's tail was the last scrap of food, he searched every inch of the ledge, digging among the rough straw nest where he and his brothers and sister had been hatched.

Q.5. How did he try to reach his parents?

Ans: The seagull had been trotting back and forth from one end of the ledge to the other for the last two hours, his long grey legs stepping daintily, trying to find some means of reaching his parents without having to fly. But on each side of him the ledge ended in a sheer fall, with the sea beneath. Between him and his parents there was a deep, wide chasm. There was no ledge on which to walk and above him he could see nothing.

Q.6. What was his family doing, when he stepped slowly out to the edge of the ledge?

Ans: The seagull's two brothers and his sister were lying on the plateau dozing with their heads sunk into their necks. His father was preening the feathers on his white back. His mother was standing on a little high hump on the plateau. Now and again she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock.

Q.7. Did his mother notice him move to and froon the ledge?

Ans: Yes, his mother was looking at him and noticed him move to and fro.

Q.8. Why did the sight of food madden him?

Ans: The seagull had not eaten since the previous nightfall and now he saw his mother tearing at a piece of fish that lay at her feet and then scraped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scraping his beak now and again to whet it!

Q.9. Why did he keep calling out to his mother?

Ans: The seagull kept calling out to his mother as he wanted her to bring some food to him.

Q.10. Why did the seagull utter a joyful scream?

Ans: The seagull uttered a joyful scream when he saw that his mother had picked up a piece of the fish and was flying across to him with it.

Q.11. What did the mother do when she was just opposite him?

Ans: When she was just opposite him, alongside the ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak.

Q.12. How did he react to this action of his mother?

Ans: Seeing the piece of fish he was maddened by hunger and dived at the fish. With a loud scream he fell outwards and downwards into space. His mother had soared upwards. As he passed beneath her, he heard the swish of her wings. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a moment. The next moment, he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards.

Q.13. What effect did the gradual soaring have on his fear?

Ans: The seagull was no longer afraid. He just felt a bit dizzy. Then, he flapped his wings once and he soared upwards. He uttered a joyous scream and flapped them again. He soared higher.

Q.14. How did his parents reward him?

Ans: As he soared higher, he raised his breast and banked against the wind. His mother swooped past him, her wings making a loud noise. Then his father flew over him screaming.

Q.15. Did his brothers and sister notice him flying?

Ans: As he was soaring in the sky, he saw his two brothers and his sister flying around him, banking and soaring and diving, in appreciation of his first attempt at flying and to encourage him to fly further.

Q.16. How did the seagull feel as he neared the sea now?

Ans: The seagull completely forgot that he had not always been able to fly, and began to dive and soar, shrieking shrilly. He was near the sea now, flying straight over it, facing straight out over the ocean. He saw a vast, green sea beneath him, with little ridges moving over it.

Q.17. What did he still have to learn?

Ans: The seagull had to learn to get used to landing smoothly on water without sinking.

Q.18. What made him "screams with fright"?

Ans: The seagull screamed with fright when he dropped his legs to stand on the green sea and his legs sank into it.

Q.19. Finally how did the young seagull learn to float?

Ans: As he was exhausted by the strange exercise, his feet sank into the green sea, and then his belly touched it and then he sank no farther. He was floating on it. In this way he learnt to float on the water.

UNIT 1: Reading Selection 1.2

FIRST YEAR AT HARROW

(ہیرو کا پہلا سال)

Sir Winston S. Churchill

About the Author

Sir Winston S. Churchill (1874-1965), British Prime Minister (1940-45; 1951-55), was also a writer of eminence. He wrote several books, the most notable being his A History of the English Speaking People (4 vols.) He won the Nobel Prize for literature in 1953.

SUMMARY

In this story Churchill tells us about his educational career. He says that he always showed poor results in examinations. The examiners used to ask questions in Latin and mathematics and he did not like these subjects. He liked poetry, history and writing essays. He liked to be examined in these subjects but the examiner always used to ask difficult questions.

Similarly he did not do well in his entrance exam to Harrow. He attempted his Latin Paper but very badly. The head master marked the paper with sympathy because he saw some hidden talents in him. He recommended him for admission into Harrow. All this credit goes to Mr. Welldon who considered him to be worthy to pass into Harrow.

After admission his performance was very poor. His name was placed at the bottom of the merit list. Greek and Latin languages were too difficult for him. He was only taught English language. It meant that he was included in the list of those weak students who were not able to read and write Latin or Greek.

But Churchill felt no disadvantage as compared to those students who learnt Latin and Greek. He studied English with the help and guidance of his teacher Mr. Somervell. He taught basic structures of English sentence. He used to take a long sentence and break it into its components. This was a kind of drill which he did daily. His other class fellows who had learnt other languages were forced at last to turn to English. Now Churchill was in advantage because he knew English better than them that was why Churchill said that he was in favour of English language. And he would like to punish those severely, who did not know English language well.

TEXT WITH URDU TRANSLATION

I had scarcely (ساکرہ) passed my twelfth birthday (میلے) when I entered the inhospitable (ناسازگار) regions (شعبے) of examinations, through which for the next seven years I was destined (مقدر تھا) to journey (سفر کرنا). These examinations were a great trial (آزمائش) to me. The subjects which were dearest (پرکشش) to the examiners were almost invariably (ہمیشہ) those I fancied (پسند کرتا تھا) least. I would have liked to have been examined in history, poetry and writing essays. The examiners, on the other hand, were partial to (پسند کرتا) Latin and mathematics. And their will prevailed (غالب آجاتی). Moreover, the questions which they asked on both these subjects were almost invariably those to which I was unable to suggest a satisfactory (تسلی بخش) answer. I should have liked to be asked to say what I knew. They always tried to ask what I did not know. When I would have willingly (خوشی خوشی) displayed (اظہار کرنا) my knowledge, they sought (تلاش جاتے، کوشش کرتے) to expose (پردہ فاش کرنا) my ignorance (جهالت). This sort of treatment (سلوک) had only one result; I did not do well in examinations.

مشکل سے ہی میں بارہ سال کا ہوا تھا جب میں امتحانات کے بے مروت سلسلوں میں داخل ہوا۔ جس کے بعد اگلے سات سالوں کے لئے مجھے اسی سفر پر مامور رہنا تھا۔ امتحانات میرے لئے نہایت آزمائش کن تھے۔ جو مضامین امتحان صاحبان کو مرغوب تھے۔ ان کے لئے مجھے کوئی رغبت نہ تھی۔ میں چاہتا تھا کہ میرا امتحان تاریخ، شاعری اور مضمون نویسی جیسے مضامین میں لیا جاتا۔ لیکن اس کے برعکس، امتحان حضرات کا ذوق لاطینی اور ریاضی کی طرف تھا۔ اور حکم ان ہی کا غالب رہا۔ مزید یہ کہ ان دونوں مضامین میں سے جو سوالات پوچھے گئے وہ زیادہ تر وہی تھے جن کے بارے میں، میں کوئی مناسب جواب تجویز کرنے کے قابل نہ تھا۔ میں اس کے بارے میں پوچھا جانا پسند کرتا، جو میں جانتا تھا۔ لیکن انہوں نے وہی سوالات پوچھے جس کا مجھے مطلق علم نہ تھا اور جب مجھے میری مرضی سے میرے علم کا اظہار کرنے دیا گیا۔ تو وہ میری بے علمی کو بے پردہ کرنے کے درپے ہو گئے۔ اس طرح کے برتاؤ کا محض ایک ہی نتیجہ نکلا کہ میں امتحان میں اچھی کارکردگی کا مظاہرہ نہ کر سکا۔

| Words | اردو معانی | Meanings/Synonyms |
|--------------|-----------------------------------|---|
| Inhospitable | نامہربان، ناسازگار | unfriendly, unkind, unwelcoming, hostile |
| destined | قسمت میں ہونا، مقدر میں لکھا ہونا | ordained, doomed, fated, written |
| trial | پریشانی، آزمائش، مصیبت | trouble, load, affliction, burden, adversity |
| invariably | مستقل طور پر، ہمیشہ | constantly, unalterably, unchangingly |
| fancy | پسند کرنا، خواہش کرنا | wish for, like want, desire, long for |
| be partial | پسند کرنا | love, like, have a fondness for, be fond of |
| prevail | غالب آنا | triumph, win, prove superior, conquer |
| willingly | خوشی خوشی | gladly, readily, happily, cheerfully, eagerly |
| expose | دکھانا، پردہ فاش کرنا | uncover, reveal, show, disclose, lay bare |

This was especially true of my Entrance (داخلہ) Examination to Harrow. The Headmaster, Mr. Welldon, however, took a broad-minded view of my Latin prose: he showed discernment (ذہانت، فہم و فراست) in judging my general ability. This was the more remarkable (غیر معمولی), because I was found unable to answer a single question in the Latin paper. I wrote my name at the top of the page. I wrote down the number of the question 'I'. After much reflection (سوچ بچار) I put a bracket (توسیم) round it thus 'I'. But thereafter I could not think of anything connected (متعلقہ) with it that was either relevant (متعلقہ) or true.

یہ خاص طور پر ہیرو کے داخلی امتحان کے لئے درست تھا۔ تاہم وہاں کے ہیڈ ماسٹر، مسٹر ویلڈن، نے میری لاطینی نثر کو خاصی وسعت نظری سے دیکھا اور میری عمومی قابلیت کو تاثر لیا۔ یہ نہایت غیر معمولی بات تھی کیونکہ میں لاطینی زبان کے پرچے میں ایک بھی سوال کا جواب نہ دے پایا تھا۔ میں نے صفحے پر سب سے اوپر اپنا نام لکھا۔ پھر میں نے سوال کا نمبر درج کیا "I" کافی سوچنے کے بعد، میں نے اس کے دونوں جانب اس طرح سے توس لگا دی (I) لیکن اس کے بعد میں اس سوال سے منسلک کچھ بھی ایسا نہ سوچ سکا۔ جو اس سے تعلق رکھتا ہو اور درست بھی ہو۔

1.2 FIRST YEAR AT HARROW

Incidentally (انفاقی طور پر) there arrived from nowhere in particular (خاص) (نکتارہا) for two whole hours at this sad spectacle (منظر): and then merciful (مہربان) ushers (نائب استاذ) collected my piece of foolscap (پپر) with all the others and carried it up to the Headmaster's table. It was from these slender (بے وقعت، خفیف) indications (علامات) of scholarship (علم) that Mr. Welldon drew the conclusion (نتیجہ نکالا) that I was worthy (اہل) to pass into (داخل ہونا) Harrow. It is very much to his credit (اعزاز). It showed that he was a man capable (اہل) of looking beneath the surface of things: a man not dependent (متماج) upon paper manifestations (ظاہری علامات). I have always had the greatest regard (احترام، قدر و منزلت) for him.

یکدم، کسی نہ معلوم جگہ سے کچھ مخصوص نشانات اور کئی بد نما دھبے پرچے پر نمودار ہو گئے۔ میں اس اداس کن منظر کو دو گھنٹے تک ٹکٹکی ہاندھے دیکھتا رہا۔ اور پھر مہربان مگر انوں نے دوسروں کے ساتھ میرے پرچے کو بھی اکٹھا کیا اور ہیڈ ماسٹر کی میز تک لے گئے۔ یہ وہ چند واقعات تھے جہاں میں نے اپنے علم کے موتی بکھیرے تھے اور نتیجتاً ہیڈ ماسٹر نے یہ اخذ کیا کہ میں ہیرو میں داخلے کے قابل تھا۔ اس بات کا سہرا ان ہی کے سر جاتا ہے۔ اس سے ظاہر ہوتا ہے کہ مسٹر ویلڈن گہری نگاہ رکھتے تھے اور محض کاغذی یا سطحی چیزوں پر منحصر نہ تھے۔ ہمیشہ سے ہی میں ان کا بے حد عزت و تعظیم کرتا رہا ہوں۔

| | | |
|---------------|---------------------|---|
| Entrance | داخلہ | admission, entry, admittance, permission to enter |
| discernment | ذہانت، فہم، فراست | sharpness, sagacity, wisdom, sense, prudence |
| incidentally | انفاقاً | by chance, by the way, accidentally, coincidentally |
| blot | دھبہ، داغ | blotch, spot, smudge, dot, mark speck |
| smudge | داغ، دھبہ، نشان | mark, dirty, spot, smear, blotch, blot |
| spectacle | نظارہ، منظر | scene, vision, sight, picture, show |
| merciful | مہربان، رحم دل | pitying, forgiving, kind, sympathetic, generous |
| usher | استاد، معاون | assistant, attendant, helper, subordinate teacher |
| foolscap | پپر، کاغذ، پرچہ | paper, writing |
| slender | بے وقعت، حقیر | little, small, slight, meagre, inadequate |
| manifestation | شہوت، علامت | exhibition, show, demonstration, evidence |
| regard | احترام، قدر و منزلت | esteem, respect, admiration, appreciation, love |

In consequence (نتیجے میں) of his decision, I was in due course (بالاخر) placed in the third, or lowest, division of the Fourth¹, or bottom (کم ترین معیار کی کلاس). The names of the new boys were printed (لکھے گئے) in the School List in alphabetical (حروف تہجی) order (ترتیب) and as my correct (صحیح) name, Spencer-Churchill, began with 'S', I gained (حاصل ہوا) no more advantage (فائدہ) from the alphabet than from the wider sphere of letters². I was in fact only two from the bottom of the whole school; and these two, I regret (انسوس کرنا) to say, disappeared (چلے گئے) almost immediately through illness or some other cause (وجہ، سبب).

ان کے اس فیصلے کی رو سے مجھے چوتھی جماعت کے سب سے نچلے یعنی تیسرے درجے میں داخلہ مل گیا۔ نئے لڑکوں کے نام سکول کی فہرست میں حروف تہجی کے اعتبار سے چھپتے تھے اور جیسا کہ میرا صحیح نام پنسر چرچل تھا اور "ایس" سے شروع ہوتا تھا تو مجھے الفاظ کے وسیع ذخیرے کے باوجود حروف تہجی کی ترتیب سے چنداں فائدہ نہ ہوا۔ دراصل میں نیچے سے دوسرے نمبر پر تھا۔ لیکن مجھے انسوس سے کہنا پڑتا ہے کہ آخری دو لڑکے بیماری یا کسی اور وجہ سے فوراً ہی چلے گئے تھے (اس لئے میرا نام سب سے نیچے تھا)۔

چوتھے درجے کی کلاس جو کم ترین معیار کی کلاس ہوتی ہے۔ یہ تقسیم کچھ یوں ہوتی ہے۔ سب سے بہترین درجے کی کلاس کو "The Premier Division" کہتے ہیں۔ اول درجے والی کو "The First Division"، دوسرے درجے والی کو "The Second Division" تیسرے درجے والی کو "The Third Division" اور چوتھے درجے والی کو "The Fourth Division"۔

حروف کا وسیع دائرہ کار سے مراد کتابوں میں محفوظ علم ہے کیونکہ کتابوں میں سب کچھ حروف میں درج ہے۔

| | | |
|-------------|----------------------|--|
| consequence | کے نتیجے میں | consequently: because of, as a result, therefore |
| regret | رنج ہونا، انسوس کرنا | feel sorry about, repent, mourn, grieve over |

I continued in this unpretentious (معمولی) situation (صورتحال) for nearly (تقریباً) a year. However, by being so long in the lowest form I gained (حاصل کر لیے) an immense (بے پناہ) advantage (فائدہ، برتری) over the cleverer (ذہین تر) boys. They all went on to learn Latin and Greek and splendid (شاندار) things like that. But I was taught English. We were considered (کبھی) such dunces (بدھو) that we could learn only English. Mr. Somervell--a most delightful (ہمسرت) man, to whom my debt (احسان) is a great--was charged with (سونا گیا) the duty (کام) of teaching the stupidest (اجتہاد ترین) boys the most disregarded (ادنیٰ) thing--namely, to write mere English. He knew how to do it. He taught it as no one else has ever taught it. Not only did we learn English parsing¹ thoroughly (مکمل طور پر), but we also practised (مشق کرتے تھے) continually (مستل) English analysis (تجزیہ). Mr. Somervell had a system (نظام) of his own. He took a fairly (کافی) long sentence and broke it up into its components (اجزایں) by means of (کے ذریعے سے) black, red, blue and green inks: Subject, Verb, Object, Relative Clauses, Conditional Clauses, Conjunctive and Disjunctive Clauses! Each clad its colour and its bracket. It was a kind of drill (مشق). We did it almost daily. As Remained in the Third three times as long as anyone else, I had three times as much of it. I learned it thoroughly. Thus I got into my bones (میری ہڈیوں میں رچ بس گئی) the essential (بنیادی، ضروری) structure (ساخت) of the ordinary British sentence--which is a noble (عمدہ) thing. And when in after years (ان کے بعد آنے والے سالوں میں) my school-fellows who had won prizes and distinction (امتیاز) for writing such beautiful Latin poetry and pithy (ہرمغز) Greek epigrams (ضرب الامثال) had to come down (روزئی) again to common English, to earn their living (روزئی) or make their way (ترقی کرتا), I did not feel myself at any disadvantage (نقصان). Naturally I am biased (متعصب) in favour (حمایت) of boys learning English. I would make them all learn English: and then I would let the clever (ذہین) ones learn Latin as an honour, and Greek as a treat (تفریح). But the only thing I would whip (پیننا) them for is not knowing English. I would whip them hard for that.

میں تقریباً ایک سال تک اسی تکلیف دہی حالت میں رہا۔ تاہم اتنا عرصہ نچلے درجے میں رہنے کی بدولت مجھے ذہین لڑکوں کی نسبت ایک بہت بڑا فائدہ حاصل ہوا۔ وہ تمام لاطینی، اور یونانی اور اسی طرح کے قابل تعریف مضامین پڑھنے لگ گئے۔ لیکن مجھے انگریزی پڑھائی گئی۔ ہمیں اس قدر احمق تصور کیا گیا کہ ہم محض انگریزی پڑھنے کے ہی قابل تھے۔ مسٹر سرویل، ایک نہایت دلچسپ انسان تھے۔ جن کا میں بے حد مقروض ہوں۔ ان کے ذمے کند ذہن لڑکوں کو انگریزی جیسا مضمون پڑھانے کی ذمہ داری عائد کی گئی۔ جسے کبھی اہمیت نہ دی گئی تھی کیونکہ محض انگریزی لکھنا معمولی بات سمجھا جاتا تھا۔ وہ جانتے تھے کہ فرض کیسے ادا کیا جاتا ہے۔ انہوں نے اسے اس طرح پڑھایا جیسا کوئی اور نہ پڑھا سکتا تھا۔ نہ صرف ہم نے فقرات کو توڑنا مکمل طور پر سیکھ لیا بلکہ ہم متواتر ترتیب غوی کرتے رہے۔ مسٹر سرویل کا اپنا ہی طرز تدریس تھا۔ وہ ایک خاصا بڑا سا فقرہ لیتے اور سیا، سرخ، نیلی اور سبز روشنائی سے اسے حصوں میں بانٹ دیتے۔ فاعل، فعل، مفعول، اضافی، شرطیہ، عطفی اور غیر عطفی جملے! ہر ایک کے لئے الگ رنگ اور قوس استعمال کرتے۔ یہ ایک قسم کی مشق ہوتی تھی۔ ہم تقریباً روز ایسا کرتے۔ چونکہ میں نے تیسرے درجے میں دوسروں کے مقابلے میں تین گنا وقت لگایا۔ مجھے اس کا تین گنا زیادہ فائدہ ہوا۔ میں نے اسے مکمل طور پر سیکھ لیا۔ تاہم عام انگریزی فقرے کی بنیادی طرز بناوٹ میرے خون میں رچ بس گئی۔ جو ایک عالی شان کامیابی تھی اور مستقبل میں، میرے وہ ساتھی جنہوں نے خوبصورت لاطینی اشعار اور مختصر یونانی مشکلوں کے عوض انعامات اور امتیازات حاصل کئے تھے انہیں روزی کمانے اور مقصد حاصل کرنے کے لئے عام انگریزی کے ہی فقرات لکھنے پڑے۔ میں نے کبھی بھی کوئی قباحت محسوس نہ کی۔ فطرتاً میں لڑکوں کے انگریزی سیکھے جانے کے حق میں ہوں۔ میں ان تمام کو انگریزی سکھاؤں اور پھر میں ذہین طلباء کو اعزازیہ طور پر لاطینی اور یونانی سکھاؤں، لیکن محض ایک بات کے لئے ان کو بید سے پیٹوں گا وہ یہ کہ انہوں نے انگریزی کیوں نہیں سیکھی اور اس کے لئے واقعی انہیں سخت سزا دوں گا۔

| | | |
|---------------|---------------------------------|---|
| unpretentious | سادہ، معمولی | plain, modest, simple, ordinary, humble |
| splendid | شاندار | superb, grand, magnificent, glorious, brilliant |
| dunce | احمق، بدھو | halfwit, idiot, ass, dullard, blockhead, silly |
| disregarded | ادنیٰ، معمولی | insulated, humiliated, abused, discredited |
| parsing | لفظ نگار امر کلمات سے بیان کرنا | describe (a word in context) grammatically |
| drill | مشق | exercise, training, rehearsal, practice |
| pithy | معانی سے بھرپور | concise, condensed, compact, epigrammatic |
| biased | متعصب | influenced, partial, prejudiced |

NEW VOCABULARY

| Words | Meanings |
|------------------------------|---|
| Scarcely (<i>adv</i>) | Only just; hardly at all |
| Inhospitable (<i>adj</i>) | Not hospitable; unwelcoming; unfriendly |
| Destined to (<i>adj</i>) | Bound to; fated to; meant to; ordained to |
| Trial (<i>n</i>) | Test, examination |
| To fancy (<i>v</i>) | To like; to be attracted to something |
| Partial (<i>adj</i>) | Be fond of, be keen on, have a liking for; biased, prejudiced |
| Invariably (<i>adv</i>) | Without change or alteration |
| Will (<i>n</i>) | Choice, decision, volition |
| To prevail (<i>v</i>) | To prove superior; to gain mastery |
| To suggest (<i>v</i>) | Put forward, propose, advance, come up with |
| Sought to (<i>v</i>) | (past of to seek to) -to try to, to attempt to |
| Treatment (<i>n</i>) | Conduct, dealing, handling, manipulation |
| Broadminded (<i>adj</i>) | Liberal, tolerant, unbiased, open-minded |
| Discernment (<i>n</i>) | Keen perception or judgment |
| Remarkable (<i>adj</i>) | Unusual, striking, extraordinary, surprising |
| Reflection (<i>n</i>) | Careful thought or consideration |
| Relevant (<i>adj</i>) | Related; having direct bearing on the matter; pertinent |
| Incidentally (<i>adv</i>) | Accidentally, by chance |
| Blot and smudges | A stain/spot of ink and dirty marks |
| Spectacle (<i>n</i>) | Scene, display or phenomenon, usually, strange or interesting |
| Merciful (<i>adj</i>) | Showing mercy or kindness; compassionate |
| Usher (<i>n</i>) | An official who shows people to their seats, as in a theatre or examination hall, and collects scripts from students taking an exam |
| Foolscap (<i>n</i>) | A size of writing or printing paper (13 ¹ / ₂ by 17 inches) |
| Slender (<i>adj</i>) | Small or inadequate; little, scanty or meagre |
| Indications (<i>n</i>) | Clue, evidence, hint, sign |
| Manifestation (<i>n</i>) | Appearance, display, exposure, materialization, etc. |
| Sphere (<i>n</i>) | Range or field of activity |
| Unpretentious (<i>adj</i>) | Keeping a low profile; indistinct; inconspicuous |
| Immense (<i>adj</i>) | Unusually large; huge; vast; limitless |
| Splendid (<i>adj</i>) | Wonderful, brilliant, glorious, magnificent |
| Dunce (<i>n</i>) | A person who is stupid or slow to learn |

| | |
|----------------------------|--|
| Disregarded (<i>adj</i>) | Unworthy of consideration or respect |
| To parse (<i>v</i>) | To assign constituent structure to a sentence or words in a sentence, such as verbs, adjectives, nouns, etc. |
| Pithy (<i>adj</i>) | Brief but full of meaning and substance |
| Epigram (<i>n</i>) | A witty, often paradoxical, remark concisely -expressed |
| Biased (<i>adj</i>) | Preferential mental tendency or inclination; prejudiced |
| To whip (<i>v</i>) | To punish by striking with a strap or rod |

STUDY QUESTIONS

RECALLING

- 1. How old was Churchill when he entered "the inhospitable regions of examinations?"**
Ans. When Churchill entered "the inhospitable regions of examinations", he was twelve years old.
- 2. Which subjects were dearest to Churchill and which ones were fancied by the examiners?**
Ans. Churchill's choice was very different from the examiners. His dearest subjects were very simple, like history, poetry and writing essays. The examiners, on the other hand, fancied Latin and Mathematics.
- 3. In what way did Mr. Welldon take a broadminded view of Churchill's Latin?**
Ans. Mr. Welldon took a broadminded view of Churchill's Latin in the way that he showed discernment in judging his general ability instead of sticking to his performance in the Latin paper. Accordingly, he allowed Churchill to get admission in his school, i.e. Harrow.
- 4. How were the names printed in the school's list, and at which position did Churchill's name appear?**
Ans. The names of new boys were painted in the school list in alphabetical order and Churchill's correct name, Spencer-Churchill, starting with an "S", appeared at the second last number.
- 5. What was Mr. Somervell's system of teaching English?**
Ans. Mr. Somervell's system of teaching was different from a conventional method. His style was to take a fairly long sentence and then break it into its components by means of different colour inks: Subject, Verb, Object, Relative Clauses, Conditional Clauses, Conjunctive and Disjunctive Clauses. Each had its colour and its bracket.

INTERPRETING

- 6. Churchill says that the examiners asked questions which he could not answer and not those which he could. How would you describe your experience with examiners and examinations?**
Ans. Yes, I agree with Churchill that the examiners asked those questions which he could not answer and not those he they could. In fact, Churchill liked to have been examined in history, poetry and writing essays, while the examiners were partial to Latin and mathematics. It was appearance of subject choice between the examiners and Churchill the student. There was no conscious, deliberate bias on the part of the examiners because the questions asked by the examiners were not out of syllabus.

As for my own experience as a student with the examiners and examinations. I also, like Churchill, have grievances against the examiners and examinations because the

questions set in the examination papers are based on the examiners' discretion and there is little room for the students to exercise their choice and creativity.

Why does Churchill think Mr. Weldon considered him to be worthy to pass into Harrow?

Ans. Churchill thinks Mr. Weldon considered him to pass into Harrow because he had seen some signs of scholarship in him. He was a man capable of looking beneath the surface of things. He had judged his abilities and capabilities not just from the paper. Churchill was not good at Latin and Mathematics but Mr. Weldon did not reject him. He might have judged that Churchill was better in English and it was enough.

Why does the author consider his situation at Harrow as unpretentious?

Ans. The author considers his situation at Harrow as unpretentious because he did not do well in the Entrance examination. So he was placed in the lowest division. The names of the new boys were printed in the School list in alphabetical order. The name of the author was Spenser Churchill. It began with "S" and was thus only two from the bottom of the whole school.

Why were Churchill and other such students not allowed to learn Latin and Greek?

Ans. Churchill and other students were not allowed to learn Latin and Greek because they were considered dull. The teacher thought that they were not capable of learning those high-rated languages. Only the clever and intelligent boys were allowed to learn Latin and Greek.

10. Why didn't Churchill feel himself at any disadvantage as compared to those who learnt Latin and Greek?

Ans. Churchill didn't feel himself inferior to those students who learnt Latin and Greek because the learners of Latin and Greek had the advantage only in their academic life. When those students entered practical life, they had to learn English to earn their living. On the other hand, Churchill, who was rather good at English was certainly at advantage in his practical life.

11. Churchill says that he would whip those students hard who do not learn English well. What do you think?

Ans. I think Churchill is right when he says that he would whip those students hard who do not learn English well. It implies that the first choice of students should always be the language which is a requirement for living in their practical life. In this regard, it is interesting to see that English is as much essential for our Pakistani students as for the English students because it has become an almost universal requirement for practical life.

EXTENDING

2. Do you think Churchill is only interested in telling his story or there is something more to it?

Ans. I think Churchill's purpose behind writing this story is not only to tell a story but he wants to convey the message that things are not always the same as they appear and roads to success are many. If one is not genius according to conventional standards, it does not mean he has no special abilities. Everyone has his own talent and sometimes practical life has a lot to offer to those who are considered to be inferior by the set old social norms.

How would you describe your situation in college - pretentious or unpretentious?

Ans. My situation in college is unpretentious. In our class, most of the teachers like those students who participate in class discussions, irrespective of the quality of their ideas and thoughts. A

I always believe in quality sharing. I usually remain a silent listener than a speaker. This has resulted into my comparatively lower worth in the eyes of the teachers and often affects my class test results.

LANGUAGE STUDY

14. Replace the underlined words in the following passage with words having similar meanings (synonyms) You may use a thesaurus:

I had scarcely passed my twelfth birthday when I entered the inhospitable regions of examinations, through which for the next seven years I was destined to journey. These examinations were a great trial to me. The subjects that were dearest to the examiners were almost invariably those I fancied least. I would have liked to have been examined in history, poetry and writing essays. The examiners, on the other hand, were partial to Latin and mathematics. And their will prevailed. Moreover, the questions which they asked on both these subjects were almost invariably those to which I was unable to suggest a satisfactory answer. I should have liked to be asked to say what I knew. They always tried to ask what I did not know. When I would have willingly displayed my knowledge, they sought to expose my ignorance. This sort of treatment had only one result; I did not do well in examinations.

What exactly is a thesaurus?

A thesaurus is a collection of synonyms (words which have basically the same meaning) and antonyms (words which have basically opposite meanings)

A thesaurus can be used in one of the following two ways:

Alphabetical: In the dictionary form, you look up the word 'Thesaurus' under T then Th then The- and so on.

Index Form: In index form, words are 'classified by meaning, and you would have to look up "Thesaurus" in the index at the back of the book. The index would guide you to the page or pages where "Thesaurus" appears.

Which Synonym to use?

Words have different connotations -that is, different implied meanings -and if you use a word you're not familiar with, you may be saying something that you didn't intend to say. A basic rule to remember is that if you don't know the word, don't use it!!

Consider the words "slender" and "skinny." Both words are found under the heading "thin" in the thesaurus, but "slender" has positive connotations, while "skinny" does not. If you write "The slender man walked down the street," and "The skinny man walked down the street,"

your mind sees two different images, even though the words are similar.

A thesaurus is a valuable tool, if used correctly. Stick to words you are familiar with and remember that a longer word is only longer, not necessarily better.

- Ans. Scarcely: hardly, inhospitable: unfriendly/tough/ boring. Destined: bound to trial: lest, invariably: unchangeably, fancied: liked partial: biased in favour of/ inclined to, prevailed: governed/asserted. suggest: come up with/provide, sought: tried deliberately, treatment: behaviour

15. Identify all the nouns in the following extract by underlining them:

In consequence of his decision, I was in due course placed in the third, or lowest, division of the Fourth, or bottom. The names of the new boys were printed in the School List in alphabetical order and as my correct name, Spencer-Churchill, began with an 'S', I gained no more advantage from the alphabet than from the wider sphere of letters. I was in fact only

two from the bottom of the whole school; and these two, I regret to say, disappeared almost immediately through illness or some other cause.

ns. **Nouns:** consequence, decision, course, third, division, fourth, bottom, names, boys, List, order, name, Spencer- Churchill. 'S', advantage, alphabet, sphere, letters, two. school, illness, cause

WRITING ASSIGNMENT

6. Write an essay on your experience of learning English or any other subject in school that gave you an advantage (or disadvantage) over other students? Try to bring humour into it if possible.

ns. **Essay: My Experience of Learning English**

Learning is a good experience in itself. I am always interested in learning the one or the other thing. I enjoy learning different things. One of such experiences is learning English language. After my SSCE examination from an Urdu medium school. I had a three months time till the Board result. My father asked me to get admission in an English language course.

Next day I went to an academy, which was not far from our home. Classes were to start from the same day. The first day at academy was very joyful. Almost all guys were of the same intellectual caliber. When the teacher came, he briefly discussed the syllabus. After introduction, he started delivering lecture. He told us to speak only in English no matter how correct or incorrect it was. It was such a fun. I very one was trying to do his best but each of us was a laughing stock for others. My Pushto accent added a new local flavor to the foreign language. I still remember the teacher enjoying my pronouncing the word 'sex' not much different from 'six'.

After a week, our condition was a bit better. Slowly and gradually, we became familiar with English language and were able to speak fluently and accurately, fastening to the native speakers, practicing English accent and articulating the English sounds under the guidance of the teacher were highly effective. After completion of the course, I was very confident and happy to have an upper hand in speaking English language.

When I joined college, it gave me a great benefit. I was in a better position to comprehend all the lectures delivered by my teachers. In English class, the teacher admired my accent. He asked my class fellows to follow 'me and consult me for improving their English.

Because of my good speaking style, I was now lit to participate in different competitions. I won first prize in my first debate and soon I became the President of English Society of my college. But I love to confess that my errors served as a royal road to my success.

ADDITIONAL EXERCISES

Q. 1. The writer says that the examiners ask questions which students cannot answer and not those which they can answer. Is the complaint just?

Ans. No, the complaint is unjust. It is the complaint of dull students, who study selected chapters only. They expect that the examiner would choose questions from what they have prepared. But examiners always run counter to their expectations. In the lesson, the writer did not like Latin and Mathematics. Therefore, he could not answer the questions about these subjects

and complained that examiners asked unanswerable questions.

Q. 2. What sort of questions are asked by your examiners?

Ans. Mostly, the examiners ask questions according to the syllabus and pattern of the examination. They keep all type of students in their mind. So, they ask easy as well as difficult questions to assess the competency of students. Sometimes they ask questions which are indirect, irrelevant or out of course. But the basic reason of asking such type of question is to know the true status of student.

Q. 3. Why did Churchill not do well in examinations?

OR **What were the subjects in which Churchill was interested and what were the subjects which his examiners selected for him?**

Ans. At Harrow school, Churchill was forced to take the subjects in which he was least interested. He liked the subjects of History, Poetry and Essay writing. But his examiners selected Mathematics and Latin for him. Churchill did not like Mathematics and Latin. He could not answer the questions about these subjects. So Churchill could not do well in the examination.

Q. 4. How did Churchill do his Latin paper?

How did Churchill perform in the Entrance Examination at Harrow?

OR **How did Churchill attempt his Latin paper?**

Ans. Churchill did not answer even a single question in his Latin paper. He wrote his name at the top of the page. He wrote down the number of the question '1' and then put a bracket round it thus '(1)'. Suddenly, a drop of ink spread on the answer sheet. Then he kept looking the large stain of ink for a long time. Even then, Mr. Welldon passed him.

Q. 5. Churchill was taught English at Harrow and not Latin and Greek. Was it a gain or loss?

Ans. Churchill did not learn Latin and Greek. But it did not prove a loss for him. Churchill learnt English only. Therefore, the knowledge of English proved a gain in his practical life. On the other hand the clever boys of the upper class were not taught English; hence they had to learn common English later to earn their livelihood.

Q. 6. What good did Churchill's three years stay at Harrow do him?

Ans. Churchill remained in the lowest form three times more than the clever boys. He was taught English parsing analysis. He learnt the names of the components of a sentence. He understood the structure of an English sentence much better than others. In this way, his three years stay at Harrow gave him advantage on others. Those who were taught special subjects like Latin and Greek were deprived of learning English.

Q. 7. How did the knowledge of English stand Churchill in good stead after years?

Ans. In his practical life, he earned a great benefit of the knowledge of English, he acquired at Harrow, as it made him a good writer. It was by the knowledge of English that he remained successful in his practical life. He became a history making politician. He faced no difficulty in his daily life as he knew his national language.

Q. 8. Write an appreciation or criticism of Churchill's views in regard to the study of Latin, Greek and English and their value in earning a living.

Ans. Churchill is of the opinion that Latin and Greek are of secondary importance for the students as they have little value in their practical life. He wants the students to learn English first and

Latin and Greek later if they are interested in them. He knows that to be successful in their practical life it is necessary for the students to learn English thoroughly because it is their national language.

Q. 9 Why did Churchill call the examinations as "inhospitable"?

Ans. Churchill disliked the examination. Churchill called the examinations as "inhospitable" because these were a great trial to him. He liked the subjects of History, Poetry and Writing Essays, but the examiners asked questions on Latin and Mathematics.

Q. 10 What did the examiners try to expose on the part of Churchill?

Ans. Churchill did not like the examiners and examination system. The examiners always tried to ask what he did not know. They wanted to expose his ignorance by asking difficult questions.

Q. 11 Why did Mr. Welldon select Churchill for admission at Harrow?

Ans. Mr. Welldon was a man capable of looking beneath the surface of things. He took a broad minded view of Churchill's performance in Latin paper and selected him for his general ability.

Q. 12 Why was Churchill thankful to Mr. Welldon, the Headmaster of Harrow School?

Ans. Churchill gave an expression to his great regard for Mr. Welldon. He let Churchill pass in Harrow considering his general ability. He was thankful to him for this generosity.

Q. 14 Where was Churchill placed after his admission at Harrow?

Ans. The first letter of the name of a student decided about his position in the class. His first name, "Spencer", began with letter 'S' and was placed at third last position. He remained at the bottom as the last two boys left the school.

Q. 15 What advantage did Churchill get over clever boys, being in the lowest form?

Ans. Churchill got great advantage over the clever boys. In the lowest level the weak students were taught English. He learnt all the aspects of the language in detail.

Q. 16 What was Mr. Somervell's way of teaching English?

R How did Mr. Somervell teach English parsing?

Ans. Mr. Somervell had a very different way of teaching English parsing. Mr. Somervell was a very good and delightful teacher. He took a fairly long sentence and broke it up into components by means of black, red, blue and green inks for its analysis. Students repeated the same activity daily until they learnt it well.

Q. 17 How did Churchill comment on learning English?

Ans. Churchill preferred English to Latin and Greek because he had great love for his national language. Moreover, Churchill told that all the clever boys had to learn common English to be successful. He wished everybody could learn it. He said that all those ignorant to English deserved to be punished.

Q. 18 Why did Churchill, after his becoming the Prime Minister of England, lay emphasis on learning the English language?

Ans. Churchill was ardently in favour of the boys who learnt English. As Prime Minister, he said

that he would whip them hard for not knowing English. To him, to learn English is a noble thing. To him, the knowledge of English is very useful in one's practical life.

SYNONYMS

Q. Choose the correct synonym from the given options.

1. Churchill kept on gazing at his Latin paper for two hours.
(A) laughing (B) giggling (C) grumbling (D) ✓ **staring**
2. Churchill called the person collecting his Latin Paper as 'Merciful usher'.
(A) criminal (B) ✓ **guide** (C) teacher (D) guest
3. Mr. Welldon did not believe in relying on the manifestation of knowledge in the paper expected from the students.
(A) ✓ **display** (B) degradation (C) development (D) methodology
4. Churchill regretted telling about the two boys who left the school, leaving him at the last position.
(A) regarded (B) requested (C) ✓ **repented** (D) revealed
5. Churchill considered his lowest position as an unpretentious situation.
(A) honorable (B) ✓ **meek** (C) unchallenging (D) marvelous
6. Churchill had to take the examinations when he was scarcely twelve years old.
(A) simply (B) ✓ **hardly** (C) sacredly (D) only
7. Churchill considered the examinations as 'inhospitable'.
(A) inaugurating (B) admirable (C) ✓ **uninviting** (D) considerable
8. Mr. Welldon considered Churchill worthy to pass into Harrow.
(A) ✓ **capable** (B) unwilling (C) fool (D) uninteresting
9. The examiners sought to show ignorance on the part of Churchill.
(A) decided (B) ✓ **tried** (C) suggested (D) failed
10. After much reflection, Churchill put a bracket round the number of the question 'I'.
(A) connection (B) ✓ **thought** (C) variation (D) suggestion
11. Mr. Welldon took a broad-minded view of the Churchill's paper.
(A) ✓ **liberal** (B) strict (C) prejudiced (D) narrow-minded
12. Churchill was destined to stay at Harrow for seven years.
(A) failed (B) ✓ **fated** (C) rejected (D) determined
13. Mr. Somervell was a delightful man.
(A) delicate (B) ✓ **pleasing** (C) decent (D) dedicated
14. Churchill fancied least the subjects of Latin and Mathematics.
(A) ✓ **liked** (B) ignored (C) rejected (D) detested
15. The phrase, "capable of looking beneath the surface of things", shows Mr. Welldon's,
(A) disability (B) harshness (C) ✓ **intelligence** (D) inexperience

In the lowest form, Churchill gained great advantage over the clever boys.

- (A) ✓ got (B) wasted (C) gave (D) utilized

At Harrow, the weak students learning English, were considered as dunces.

- (A) dutiful (B) daring (C) dejected (D) ✓ dullard

Churchill's debt is great to Mr. Somervell.

- (A) discovery (B) desire (C) ✓ obligation (D) discernment

Mr. Somervell's job was considered to be the most disregarded thing by the clever boys at Harrow.

- (A) ✓ unimportant (B) degraded (C) deplorable (D) uninteresting

Mr. Somervell showed different components of a sentence with different colours and brackets.

- (A) composition (B) ✓ parts (C) classes (D) kinds

The examinations were a great trial to Churchill.

- (A) text (B) ✓ endeavour (C) trivial (D) excitement

The favourite subjects of the examiners were invariably those that Churchill disliked.

- (A) ✓ always (B) similarly (C) exactly (D) intentionally

At Harrow, the examiners were partial to Latin and Mathematics.

- (A) preparing (B) ✓ interested (C) pathetic (D) ignorant

The examiners tried to expose great ignorance on the part of Churchill regarding the subjects of Latin and Mathematics.

- (A) explore (B) conceal (C) experiment (D) ✓ reveal

Mr. Welldon showed discernment in judging Churchill's general ability.

- (A) unawareness (B) ✓ understanding (C) inability (D) unconsciousness

MULTIPLE CHOICE QUESTIONS (MCQs)

Choose the correct option from the given options.

The subjects which were dearest to the examiners were almost invariably those Churchill _____ least.

- (A) ✓ fancied (B) interested (C) wanted (D) liked

Churchill liked to have been examined in history, _____ and writing essays.

- (A) Physics (B) Chemistry (C) Mathematics (D) ✓ Poetry

The examiners, on the other hand, were _____ to Latin and mathematics.

- (A) keen (B) interested (C) intended (D) ✓ partial

The questions which the examiners asked were almost invariably those to which Churchill was unable to _____ a satisfactory answer.

- (A) give (B) ✓ suggest (C) detect (D) pose

5. The examiners always _____ to ask what I did not know.
(A) ✓tried (B) tired (C) serious (D) ready
6. Churchill showed _____ in judging his general ability.
(A) ✓discernment (B) measurement (C) management (D) development
7. Churchill could not think of anything _____ with paper that was either relevant or true.
(A) detached (B) discharged (C) ✓connected (D) exchanged
8. _____ there arrived from nowhere in particular a blot and several smudges.
(A) accidentally (B) persistently (C) ✓incidentally (D) conveniently
9. Churchill gazed for two whole hours at this _____ spectacle.
(A) interesting (B) ✓sad (C) favourite (D) happy
10. Mr. Wellton was a man _____ of looking beneath the surface of things.
(A) ✓capable (B) able (C) caliber (D) dull
11. Churchill always had the greatest _____ for Mr. Wellton.
(A) award (B) ✓regard (C) salute (D) prayer
12. The names of the new boys were printed in the school list in _____ order.
(A) ✓alphabetical (B) analytical (C) roman (D) numerical
13. Churchill continued in this _____ situation for nearly a year.
(A) clear (B) pretentious (C) wavering (D) ✓unpretentious
14. Churchill gained an _____ advantage over the cleverer boys.
(A) think (B) bright (C) ✓immense (D) little
15. Churchill was taught _____.
(A) ✓English (B) French (C) Latin (D) Greek
16. Churchill and other boys of his section were considered such _____ that they could learn only English.
(A) vagabonds (B) non-sese (C) futile (D) ✓Dunces
17. Mr. Somervell was the most _____ man, to whom Churchill debt was great.
(A) ✓delightful (B) memorable (C) decent (D) great
18. Not only did Churchill learn English parsing thoroughly, but also _____ continually English analysis.
(A) ✓practised (B) learnt (C) sought (D) thought
19. Churchill got into his bones the _____ structure of the ordinary British sentence.
(A) strong (B) advanced (C) ✓essential (D) unessential
20. Naturally Churchill was _____ in favour of boys learning English.
(A) ✓biased (B) happy (C) envious (D) jealous



UNIT 1: Reading Selection 1.3

September, the First Day of School

(ستمبر میں سکول کا پہلا دن)

Howard Nemerov

About the Poet

Howard Nemerov was born on February 29th, 1920 in New York. He was educated at Harvard. He taught in several universities, including Bennington College, 1948.-66. He joined Washington University in 1969. Nemerov has published three novels and a critical book, *Figures of Thought*, 1978. He won the Pulitzer Prize in 1977.

SUMMARY

Howard Nemerov presents a narrator who shares with us the painful experience of dropping his son off his first day of school. While parting with his son, he recalls the similar scene when he was himself standing there with his father on his first day of school. He is worried about what will happen to his son on the other side of this gate apprehending whether his teachers will maltreat him. He thinks that learning is a tough process. Sometimes children fail and sometimes they succeed. They have to endure (جیلنا) mental and physical punishments.

At this, he recalls the Biblical story of Joseph who has a dream in which sheaves and starts bowed down to him. On telling this, his brothers out of jealousy threw him into a well. Then luckily he was rescued by some passerby merchants who sold him to Egypt. There, after the king's death, he got married to the queen and became the king. His brothers, who were famine-stricken, came to him and begged for corn. Ultimately Joseph gained honour and it was a result of his past sufferings.

The poet wishes that his son, who has disappeared behind the schoolroom door, should get some father-like teachers to complete his education successfully. It was no matter that the poet is weeping because tear-shedding at such a time is ceremonial and selfish. He hopes that everything will turn out good in the future.

Theme/Central Ideal

This poem is written from a parent's point of view and recalls the mixed emotions of not only his child's first day of school, but of his own as well. This writing also describes the outcome of a general education. The work is divided into two parts: the former majors on emotions and the latter on the purpose of school and education in general. Much more is woven into "*September, the First Day of School*".

EXPLANATION WITH REFERENCE TO THE CONTEXT

LINES 1-6

My child and I hold hands on the way to school,
And when I leave him at the first-grade door
He cries a little but is brave; he does
Let go. My selfish tears remind me how
I cried before that door a life ago.
I may have had a hard time letting go.

میرا بچہ اور میں ایک دوڑے کا ہاتھ قہقہے سکول جا رہے ہیں،
جب میں نے اس کو پہلی جماعت کے دروازے پر چھوڑا،
وہ تھوڑا سا رو دیا، مگر وہ بہادر ہے وہ مجھے،
جانے دیتا میرے خود غرض آنسو مجھے یاد دلاتے ہیں کہ کیسے
ایک زمانہ پہلے میں اس دروازے کے سامنے کھڑا اور ہاتھ
مجھے الوداع کہنے میں ہمیشہ وقت ہوتی تھی۔

| Words | اردو معانی | Meanings/Synonyms |
|---------|------------|---|
| brave | بہادر | courageous, valiant, valorous, intrepid, heroic, lionhearted, bold, fearless |
| selfish | خود غرض | egocentric, egotistic, egotistical, egomaniacal, self-centered, self-absorbed |

Reference: These lines have been taken from Howard Nevevov's poem, "September, the First Day of School".

Context: In this poem, the poet describes the painful experience of leaving his son alone in the school for the first time. He thinks his small son might also feel the same pinch. He recalls the day when his father took him to the school for the first time. Everyone has to pass through this painful experience of separation.

Explanation: In these lines the poet describes his fatherly feelings on his separation from his son at the school gate. The poet and his son are going hand in hand towards the school on the first day of the new session. When they reach the school gate the poet leaves his son's hand. His son cries a little on separation from his father. The child cries because it is his first day at school and he is worried about unfamiliar environment at school. The child is brave enough that he lets his father's hand and enters into the classrooms. The poet recalls how he wept at this gate when his father was leaving him. Though the poet is worried about his son because he is new to him. Though the poet is worried about his son because he is new to the school environment. Thus it is very difficult time to let his son go.

LINES 7-12

Each fall the children must endure together
What every child also endures alone:
Learning the alphabet, the integers,
Three dozen bits and pieces of a stuff
So arbitrary, so peremptory,
That worlds invisible and visible

ہر پت جملہ میں بچوں کو ایک ساتھ وہ سب لازم سہنا پڑتا ہے،
جس کو ہر بچہ اکیلے بھی برداشت کر لیتا ہے:
حروف تہجی اور ہندسے سیکھنا،
اور ہر چیز کا ایک ایک حصہ جاننا پڑتا ہے۔ تین درجن ٹکڑے اور چیزوں کے ٹکڑے
اتنا تکمنا، اتنا قطعی
کہ دیکھی اور ان دیکھی دنیا میں،

| | | |
|------------|----------------------|---|
| endure | جھیلنا، برداشت کرنا | undergo, go through, live through, experience, meet, encounter, cope with |
| integers | عدد صحیح، مقدار سالم | a whole number; a number that is not a fraction. |
| arbitrary | خود مختار، من مانا | capricious, whimsical, random, chance, unpredictable, casual, wanton |
| peremptory | مستحکم، اٹل | brusque, imperious, high-handed, brisk, abrupt, summary, commanding |

Reference: Same as Above.

Context: Same as Above.

Explanation: The poet talks about a very difficult process in which students share all the failures and achievements together in school. Every child has to go through the tough experiences of learning alphabets and numbers. In the school students learn the basics of language, mathematics and other difficult things. The teachers are so commanding and dictatorial that all the students are compelled to obey them. They have to learn about the real and imaginary, abstract and concrete, seen and unseen things of the world.

LINES 13-18

Bow down before it, as in Joseph's dream
 The sheaves bowed down and then the stars bowed down
 Before the dreaming of a little boy.
 That dream got him such hatred of his brothers
 As cost (خرچ ہوتا) the greater part of life to mend (اصلاح) ,
 And yet great kindness came of it in the end.

اس کے سامنے جھک جاتی ہیں، جیسا کہ یوسف کے خواب میں پہلے اناج کے گھنے جھکے اور پھر ستاروں نے ان کو سجدہ کیا۔ اور یہ ایک چھوٹے لڑکے کا خواب تھا۔ اس خواب کی وجہ سے انہیں اپنے بھائیوں کی ایسی نفرت ملی، کہ ان کی زندگی کا ایک بڑا حصہ اس نفرت کو ختم کرنے میں صرف ہوا، مگر پھر بھی اس قصے کے اختتام پر ایک عظیم مہربانی رحم دلی کا سبق ملا۔

| | | |
|---------|----------------------------|---|
| sheaves | مشا، اناج کا کٹنا ہوا گٹھا | a bundle of grain stalks laid lengthwise and tied together after reaping. |
| bowed | جھکنا، ہٹکر یہ ادا کرنا | incline the body, incline the head, nod, salaam, kowtow, curtsy, bow |
| mend | بہتر کرنا، اصلاح کرنا | repair, fix, put back together, piece together, restore, sew (up), stitch |

Reference: Same as Above.

Context: Same as Above.

Explanation: The poet makes his point clearer through an allusion from the Bible and then he means to say that the beginning students suffer also but latter on they enjoy the fruit of their hardships. The poet says that prophet Joseph dreamt that sheaves of wheat and stars bend down in front of him. Because of this good dream his step brothers hated him and they tried to kill him in a well. It took him a long period of life to reunite with his father and brothers. During this time he suffered many difficulties resulted in a happy ending.

LINES 19-26

My child has disappeared
 Behind the schoolroom door. And should I live
 To see his coming forth, a life away,
 I know my hope, but do not know its form
 Nor hope to know it. May the fathers he finds
 Among his teachers have a care of him
 More than his father could. How that will look
 I do not know, I do not need to know.

میرا بچہ آنکھوں سے اوجھل ہو گیا تھا، سکول کے دروازے کے پیچھے اور مجھے زندہ رہنا ہے، یہ دیکھنے کے لیے کہ کیا بن کر سکول سے نکلے گا۔ میں پر امید تو ہوں لیکن مجھے پتہ نہیں کہ کس کے لیے پر امید ہوں (لیکن میں اپنی امید کے بارے میں نہیں جانتا اور نہ ہی یہ جاننے کی کوئی امید ہے مجھے۔ خدا کرے کہ اُسے روحانی باپ ملیں۔ خدا کرے کہ اس کو اپنے اساتذہ میں وہ باپ ملے جو اس کا خیال رکھیں۔ اس کے باپ سے بھی زیادہ یہ کتنا پیارا لگے گا۔ میں نہیں جانتا نہ ہی مجھے جاننے کی ضرورت ہے۔

| | | |
|-------------|-----------|--|
| disappeared | غائب ہونا | vanish, pass from sight, be lost to view/sight, recede from view |
| care | خیال کرنا | safekeeping, supervision, custody, charge, protection, control, responsibility |

Reference: Same as Above.

Context: Same as Above.

Explanation: The poet says that his son entered the classroom and now he cannot see him. He says that he

has to wait for a long time for the completion of his son's education. He hopes that his son will become a successful man at the completion of education. But he does not know that what he will be in future. He does not think it necessary to know what his son will be. He prays for his son that he should find caring kind and fatherly teachers at school. Then he console his grief and says that neither he guesses nor wishes to know what will happen to his son and what his future will be.

LINES 27-28

Even our tears belong to ritual.

But may great kindness come of it in the end.

ہمارے آنسو بھی رسی، روایتی ہوتے ہیں۔
لیکن مجھے امید ہے کہ ان سب کا انجام نیک ہی ہوگا۔

| | | |
|--------|-----|---|
| ritual | رسم | of, relating to, or done as a religious or solemn rite. |
|--------|-----|---|

Reference: Same as Above.

Context: Same as Above.

Explanation: The poet, as a father, says that the tears he is shedding at such a time are ceremonial and selfish. He prays and hopes that great kindness may come of it at the end. In spite of receiving mal-treatment from his step brothers, Joseph was sympathetic towards them, so shall his son be.

NEW VOCABULARY

| Words | Meanings |
|--|---|
| Arbitrary (<i>adj</i>) | Random; not representing any particular value; absolute, dogmatic |
| Fall (<i>n</i>) | Autumn; the term/semester beginning in September is called the Fall Term/Semester; the other one is called Spring Term/Semester |
| Integers (<i>n</i>) | (mathematics); any rational number that can be expressed as the sum or difference of a finite number of units being a member of the sets . . . -3, -2, -1, 0, 1, 2, 3 ... |
| Joseph (<i>name</i>) | Old testament; the eleventh son of jacob (yousaf and yaqub) |
| Let go (<i>v</i>) | Release; here released father's hand |
| Letting go | Released my father's hand when he took me to school |
| Peremptory (<i>adj</i>) | Urgent or commanding; not debatable, decisive; authoritative |
| Ritual (<i>n</i>) | The prescribed or established form of a religious or other ceremony; stereotyped activity or behaviour |
| Sheaf (<i>n</i>) (<i>sheaves</i>) | A bundle of reaped but unthreshed corn tied with one or two bands |
| Tears belong to ritual | Ceremonial tears; false tears; crocodile tears |
| To come forth (<i>v</i>) | To grow; to mature; to become an adult; come of age |
| To endure (<i>v</i>) | To undergo hardships, strain, difficulties; to bear |
| To mend (<i>v</i>) | To repair; to improve; to reform; to heal or recover |

SOLVED EXERCISES OF THE TEXTBOOK

STUDY QUESTIONS

Understanding the Poem

Here, the poet, as father, describes the complex feelings of a father who is taking his son to school. It reminds him of his first day at school. He is worried about this leaving him alone, but at the same time hopes for a great kindness coming of it in the end- only if the child finds father-like figures among his teachers. Let's see how the poem develops:

The first strophe-(when divisions of a poem are irregular and unrhymed, they are called strophes) tells us how the father takes his child to school, how the child cries a little but then let go his father's hand. The father also has tears in his eyes. He recalls the day when his father took him to school.

In the second strophe, we see the father falling into thinking about children at school, and how they have to endure whatever goes on in the school, good or bad. He refers to the stuff children learn at school as unreasonable and authoritative before which everything has to bow down.

In the third strophe, the speaker alludes to the Biblical story of the prophet, Joseph, and his dream which won him the hatred of his brothers. Joseph suffered because of his dream but great kindness came of it in the end.

In the fourth strophe, the speaker thinks of his own child again who has entered the classroom. He thinks about what would become of his son after years. He hopes for his son but doesn't know the exact outcome. He hopes that his son will find father-like figures among his teachers.

In the last two lines the speaker says that tears shed at such time are ceremonial, selfish; but he hopes for the great kindness that may come at the end - just as in Joseph's case.

Paraphrasing

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

INTERPRETING

3. An allusion is a reference to some historical, political, social, religious, mythological or literary figure or event and it is used to enrich meaning of a poem. It depends upon the shared knowledge between the poet and the reader. How does the allusion to Joseph in this poem enrich the meaning of the poem?

Ans: In the poem, the poet gives a reference to the dream of the Prophet Joseph. He suffered a lot at the hands of his real brothers. But at last great kindness and success came of it in the end. In the same way the father hopes for great kindness for his son whom he leaves at the gate of his school.

EXTENDING

4. Think about your school days. Did you find father-like and mother-like teachers in school? Could you name a teacher (or two) who influenced you tremendously? Could you write your thoughts/feelings about that teacher and how did he/she influence you?

Ans: Yes, all the teachers are just like parents for their pupils. They are our spiritual parents. One of my teachers Mr. Sheikh Abdul Latif Sahib influenced me tremendously. His method of teaching was very

effective. He was well-versed in English literature and I consider him my ideal personality.

5. **Do you think you would still be what you are now if you did not have those father-like, mother-like teachers in school?**

Ans: No, I do not think so. If I did not have those kind teachers, I would not have gained such position. This whole credit goes to all of my teachers. They are really a source of inspiration for me.

6. **Oral Communication:** Be prepared to discuss in class your response to the above two questions.

LANGUAGE STUDY

7. **The simple Present is used to convey the following meanings:**

| Use | Examples |
|---|---|
| Unrestrictive Use | Honesty is the best policy. We live in Peshawar. Two and three make five. A rolling stone gathers no moss. Rome stands on the River Tiber. |
| Instantaneous Use | Napier passes the ball to John who heads it into the goal. Now I put the cake-mixture into this bowl. |
| Performative Use | We accept your offer. I beg your pardon. I give you my word. I name this ship Elizabeth. I declare you husband and wife. |
| Habitual Use | She walks to work. I buy my cosmetics at Molako. |
| Referring to Future | I start work next week. The train leaves at 5:00 pm tomorrow. |
| Historic Present (referring to the past) | John tells me you're getting a new car. The ten o'clock news says it is going to be cold tomorrow. Shakespeare draws his characters from real life. |

Note: Have you ever thought about the use of 'AM' (am) and 'PM' (pm) with time? 'AM' is Latin for ante-meridian (before noon), and 'PM' is post-meridian (after noon). Meridian is 'noon' or 'midday' in Latin. Can you guess the meaning of 'ante' and 'post'? In terms of 'AM' and 'PM', different times are written as follows:

12:00 Midnight (12:05 AM)

1:00-11:00 AM

12:00 Noon (Midday) (12:05 PM)

1:00 - 11:00 PM

'Meridian' also means 'the peak or zenith of something'; for example, the meridian of his/her achievements.

Make a list of the words beginning with 'ante' and 'post'. Write ten for each. What does 'anti' mean? Make a list of words beginning with 'anti':

List of words beginning with 'ante'

List of words beginning with 'post'

List of words beginning with 'anti'

Antecedent, antechamber, antedate, antenatal, anteroom, antechapel, ante-theatre, ante-lawn, ante-rain, ante-choir.

Postcolonial, postnatal, postmodern, postgraduate, postdate, post-war, post conception, post-paid, post coup, post crash

Anti means the opposite of/opposed to/against **Words:** Antidote, antibiotic, anti-hero, antipathy, antiviral, anticipate, antibody, anticraft

8. Note that the poet uses the Simple Present in the first two strophes to refer to something in the past. What happens when we change the present to the Simple Past tense? Could you think of some effect that is lost?

My child and I **held** hands on the way to school,
 And when I **left** him at the first-grade door
 He cries a little but is brave; he did
 Let go. My selfish tears reminded me how
 I cried before that door a life ago.
 I might have had a hard time letting go.

9. Write about a past event in the Simple Present.

Ans. Ali collects from his memory that once he goes to the market with his father. He asks his father to go to a toy shop. He sees different toys arranged in beautiful cases. He asks his father to buy him a ball and also a doll for his little sister. His father buys the two things. When they return home, his sister gets very happy. She takes the doll and shows it to her friends. While Ali takes his ball to school and plays cricket with his friends. This is the first time he learns how to play cricket.

10. Interview the elder who accompanied you on your first day to school. Make a list of questions to ask him; then write the questions/answers in the form of a dialogue. Remember that all narration will be in the past tense.?

Ans. I remember that my neighbour, who was one class senior to me, accompanied me on my first day to school. Our dialogue goes as under:
 I: Did you ever remember that you accompanied me on my first day to school?
Neighbour: Yes, it was almost 35 years ago that you had your first-day on-foot journey with me to the school.
 I: What did you feel while guiding me to the school?

Neighbour: I was asked by your parents to take care of you. So I was very conscious lest you should be out of sight from me even for one minute. It was really a great responsibility for me to look after you throughout the day.

I: How did you find me throughout the day?

Neighbour: You were a very simple boy. It was worth seeing the way you were so conscious of your dress, bag and a few coins in the pocket as was perhaps advised to you by your mother.

11. Use the following chart to record your statement of the meaning of the poem and your observations about the techniques of the poem. Each column in the chart deals with one of the poetic techniques.

Ans. Meaning/Theme:

Sacrifices are a requisite to greatness in life as may better be illustrated by the life of Prophet Joseph, passing from sheer misery to sublime glory through a series of pains.

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

Techniques of the Poem:

Stanza Type: NO regular stanza pattern is followed by the poem.

Speaker: The first person pronouns "I" and "me" and the possessive adjectives "my" and "our" used by the speaker show the Omniscient character of the poet, i.e. the poet is himself the speaker of the poem.

Sound: There is an internal rhyme in the second line of the third stanza, i.e. the repetition of the verbal phrases 'bowed down' within the line:

"The sheaves bowed down and then the stars bowed down".

Imagery: The visual imagery is dominant throughout the poem, i.e. appeal to our sense of sight by the vivid pictures of a father and a son going to school on the first day of September, the son disappearing from the eyes of the father.

Figures: The use of "selfish tears" in the fourth line of the first stanza is a fine example of a transferred epithet to illustrate the possessive nature and sentiments of a father while departing from his son on the first day of his son's school life.

MULTIPLE CHOICE QUESTIONS (MCQs)

Q. Choose the right answer from the given choices.

1. The poem "September, the First Day of School" has been written by.....
 (a) W.Blake (b) W.Wordsworth (c) W.Shakespeare (d) H.Nemerov
2. My..... and I hold hands on the way to school.
 (a) son (b) child (c) daughter (d) brother
3. He cries a little but is.....
 (a) bold (b) brave (c) bave (d) coward
4. how I cried before that..... a life ago.
 (a) gate (b) teacher (c) door (d) principal
5. Each.....the children must endure together.
 (a) year (b) fall (c) day (d) down
6. As in Joseph's dream, the.....bowed down.
 (a) sheaves (b) sheep (c) shelves (d) animals
7. The stars bowed down before the dreaming of a little.....
 (a) man (b) girl (c) boy (d) none of these
8. That dream got him..... of his brothers.
 (a) kindness (b) hatred (c) love (d) enmity
9. And yet great.....came of it in the end.
 (a) benefit (b) kindness (c) advantage (d) rudeness
10. My child has disappeared behind the schoolroom.....
 (a) door. (b) cupboard (c) table (d) writing-board
11. Should I like to see his coming.....a life away.
 (a) ahead (b) next (c) forth (d) back
12. i do know my hope but do not know its.....
 (a) shape (b) form (c) none of these (d) meaning
13. Even our tears belong to.....
 (a) ritual (b) artificial (c) ceremonial (d) none of these
14. But my great.....come of it in the end.
 (a) kindness (b) bitterness (c) betterment (d) goodness.

ANSWERS

| | | | | | | | | | |
|----|-----|----|-----|----|-----|----|-----|----|-----|
| 1. | (d) | 2. | (b) | 3. | (b) | 4. | (c) | 5. | (b) |
| 6. | (c) | 7. | (c) | 8. | (b) | 9. | (b) | 10 | (a) |
| 11 | (c) | 12 | (b) | 13 | (a) | 14 | (a) | | |

