Reading Selection 1.1

Lesson no. 1

His First Flight

اس کی پہلی پرواز

Liam of Flaherty

The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them.

ننھا سمندری بگلا چٹان کے باہر نکلے ہوئے ہموار اور تنگ ٹکڑے پر اکیلا تھا۔ اس کے دو بھائی اور اس کی بہن اس سے ایک دن پہلے ہی اُڑ چکے تھے۔ وہ اُن کے ساتھ اڑتے ہوئے ڈرتا تھا۔

Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings, he became afraid.

وہ جب بھی کسی نہ کسی طرح ہموار اور تنگ چٹان کے آخری کنارے تک آگے کی طرف قدرے دوڑا اور اس نے اپنے بازوؤں کو پھڑ پھڑانے کی کوشش کی، وہ خوفزدہ ہوگیا۔

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.

نیچے سمندر کا بڑا وسیع علاقہ پھیلا ہوا تھا اور یہ نیچے اتنی دور تھا جیسے ویلو نیچے ہوا۔ وہ یقینی طور پر ایسے محسوس کرتا کہ اس کے بازو اسے کبھی بھی سہارا نہیں دے سکیں گے پس وہ اپنا سر جھکا لیتا اور دوڑ کر چٹان کے نیچے چھوٹے سے

سوراخ میں واپس چلا جاتا جہاں وہ رات کو سوتا تھا۔

Even when each of his brother 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.

اس وقت بھی جب اس کا ہر ایک بھائی اور اس کی چھوٹی بہن جن کے بازو اس کے اپنے بازووں سے کہیں زیادہ چھوٹے تھے، کنارے کی طرف دوڑے، انہوں نے اپنے بازوؤں کو تیزی سے حرکت دی اور اڑ گئے، وہ اپنے نیچے کودنے کا حوصلہ پیدا کرنے میں ناکام رہا جو اسے بہت مایوس کن معلوم ہوا۔

His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

اس کے ماں باپ اس کے اردگرد آگئے تھے، باریک اور تیز تیکھی آواز میں چیخ چیخ کر اسے ڈانٹ ڈپٹ رہے تھے، دھمکی دے رہے تھے کہ وہ جب تک اُڑ نہیں جاتا وہ اسے چٹان پر بھوکا مرنے دیں گے۔ مگر وہ اپنی زندگی کے لیے بھی حرکت نہ کر سکا۔

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.

یہ 24 گھنٹے پہلے کی بات تھی ۔ اس وقت سے کوئی اس کے پاس نہیں آیا تھا۔ اس سے ایک دن پہلے اس نے اپنے والدین کو اپنے بھائیوں اور بہن کے ساتھ سارا دن ادھر اُدھر اڑتے ہوئے، انہیں اُڑنے کے فن میں کامل بناتے ہوئے، انہیں سکھاتے ہوئے کہ لہروں کو چھوئے بغیر یا کبھی کبھار ہلکا سا چھوتے ہوئے کیسے حرکت کرنا ہے اور مچھلیوں کے لیے کیسے غوطہ لگانا ہے دیکھا تھا۔

He has, 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 morning, the whole family had walked about on the big plateau midway down the opposite cliff, taunting him for his cowardice.

دراصل اس نے اپنے بڑے بھائی کو پہلی ہرنگ (مچھلی کا نام) کو پکڑتے اور ایک چٹان پر کھڑے اسے بے تحاشا کھاتے ہوئے دیکھا تھا جبکہ اس کے والدین چکر لگاتے ہوئے فخر سے کھی کھی، کٹ کٹ کی آوازیں بلند کر رہے تھے۔ اور ساری صبح سارا خاندان نیچے سامنے والی بڑی سطح مرتفع پر ادھر اُدھر چلتے پھرتے ہوئے درمیان میں اسے اس کی بزدلی کے طعنے دے رہا تھا۔

The sun was now ascending the sky, blazing warmly on his ledge that faced the 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.

اب آسمان پر سورج ابھر رہا تھا' شعلہ سا بھڑکاتے ہوئے وہ اس کے چٹان کے گھر کو' جس کا رخ جنوب کی طرف تھا' گرم کر رہا تھا۔ اس نے حرارت محسوس کی کیونکہ پچھلی رات سے اس نے کچھ نہیں کھایا تھا۔ پھر اس کو اپنے چٹان کے گھر کے دور سے پر میکرل (مچھلی کا نام) کی دُم کا سوکھا ہوا ایک ٹکڑا ملا تھا۔ اب خوراک کا معمولی سا ٹکڑا بھی نہیں بچا تھا۔

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, his brothers and sister had been hatched. He even gnawed at the dry pieces of spotted eggshells. It was like eating part of himself.

اس نے اپنے کھردرے' خشک گندے تنکوں کے بنے ہوئے گھونسلے' جہاں وہ اور اس کے بھائی اور بہن پیدا ہوئے تھے' کے ایک ایک آنچ کی تلاشی لی۔ اس نے دھبے والے انڈوں کے خشک خول کے ٹکڑے بھی کتر کے دیکھے۔ یہ ایسے تھا جیسے وہ اپنا ہی کوئی حصہ کھا رہا ہو۔

He had then trotted back and forth from one end of the ledge to the other, his grey body- the color of the cliff, his long grey legs stepping daintily, trying to find some means of reaching his parents without having to fly.

پھر وہ چٹان کے ایک سرے سے دوسرے سرے تک تیز تیز قدموں سے آگے پیچھے چلا تھا۔ اس کے سرمئی بدن کا رنگ چٹان کا سا تھا' اس کی لمبی لمبی سرمئی ٹانگیں بڑی نفاست سے قدم اٹھا رہی تھیں' (اس طرح) وہ اُڑے بغیر اپنے والدین کے پاس پہنچنے کی کوشش کر رہا تھا۔

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 chasm. (...) 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.

لیکن اس کی ہر طرف گھر ایک عمودی کھڑی چٹان پر ختم ہوتا تھا جس کے نیچے سمندر ہوتا۔ اور اس کے والدین اور اس کے درمیان ایک گہرا وسیع شگاف تھا۔ (۔۔۔۔۔) اور اپنے اوپر وہ کچھ نہیں دیکھ سکتا تھا۔ یہ چٹان سیدھی اور عمودی تھی اور شاید اس کی چوٹی اس کے نیچے سمندر سے بھی زیادہ دور تھی۔

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.

وہ آہستہ آہستہ قدم اٹھاتا ہوا اپنے گھر کے کنارے پر آگیا اور ایک ٹانگ پر کھڑا ہوکر، دوسری ٹانگ بازو کے نیچے چھپائے ہوئے، اس نے ایک آنکھ بند کی، پھر دوسری اور یہ ظاہر کیا کہ وہ سو رہا ہے۔ پھر بھی انہوں نے اس کی طرف کوئی توجہ نہ دی۔

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.

اس نے اپنے دو بھائیوں اور اپنی بہن کو سطح مرتفع پر لیٹے ہوئے اونگھتے دیکھا، اس طرح ان کے سر ان کی گردنوں میں چھپے ہوئے تھے۔ اس کا باپ اپنی سفید پیٹھ کے پروں کو چونچ سے صاف کر رہا تھا۔

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.

صرف اس کی ماں اس کی طرف دیکھ رہی تھی۔ وہ سطح مرتفع کے ایک چھوٹے سے کوہان پر کھڑی تھی، اس کا سفید سینہ آگے کو نکلا ہوا تھا۔ تھوڑی دیر کے بعد وہ مچھلی کے اس ٹکڑے کو چیرتی پھاڑتی جو اس کے پیروں میں پڑا ہوا تھا اور پھر اپنی چونچ کو دونوں طرف سے چٹان پر رگڑتی تھی۔

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.

خوراک کو دیکھ کر وہ پاگل ہوگیا۔ خوراک کو اس انداز سے چیرنا پھاڑنا، تھوڑی تھوڑی دیر کے بعد اپنی چونچ کو رگڑ کر تیز کرنا اسے کتنا اچھا لگتا تھا! اس نے آہستہ سے کھی کھی اور ٹک ٹک کی آواز نکالی۔ اس کی ماں نے بھی یہ آواز نکالی اور اس کی طرف دیکھا۔

"Ga, ga, ga," he cried; begging her to bring him over some food. "Gaw-ool-ah," she screamed back derisively. But he kept calling plaintively and after a minute or so, he uttered a joyful scream. His mother had picked up a piece of 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.

"گا، گا، گا،" وہ چلایا، اس سے التجا کرتے ہوئے کہ اس کے کھانے کے لیے کچھ خوراک لائے۔ "گا۔ اُول۔ آہ،" اس نے جواب میں ایک تضحیک آمیز چیخ ماری۔ مگر وہ دکھ بھری چیخیں مارتا اور کوئی ایک منٹ بعد اس نے ایک مسرت آمیز چیخ ماری۔ اس کی ماں نے مچھلی کا ٹکڑا اٹھا لیا تھا اور اس کے ساتھ وہ اُڑ کر اس کی طرف آ رہی تھی۔ وہ بڑی بے قراری سے جھکا اور اپنے پاوں چٹان کو آہستہ آہستہ مارنے لگا، اس کے زیادہ قریب ہونے کی کوشش کرتے ہوئے جب وہ اُڑ کر پار آئے گی۔

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. 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 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.

لیکن جب اُس کے سامنے، گھر کے بالکل نزدیک تھی تو رُک گئی، اس کی ڈھیلی ٹانگیں لٹک گئیں اس کے بازو غیر متحرک ہوگئے، ماں کی چونچ میں مچھلی کا ٹکڑا تقریبا اس کی چونچ کی پہنچ میں تھا۔ اس نے اچنبھے میں ایک لمحہ انتظار کیا، وہ حیران تھا کہ وہ کیوں اس کے زیادہ قریب نہیں آ رہی، اور پھر بھوک سے پاگل ہو کے اس سے مچھلی پر جھپٹا مارا۔ ایک تیز چیچ کے ساتھ ہی وہ باہر کی طرف نیچے خلا میں گر پڑا۔ اس کی ماں اوپر کی طرف جھپٹی۔ جب وہ اس کے نیچے سے گزرا تو اس نے اس کے بازوؤں کی سرسراہٹ سنی۔ پھر ایک بہت بڑے خوف نے اسے دبوچ لیا اور اس کے دل کی دھڑکن رک گئی۔ اسے کچھ سنائی نہیں دیتا تھا۔ لیکن صرف چند لمحوں تک ایسا رہا۔

The next moment he felt his wing 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 soared upwards. He uttered a joyous scream and flapped them again.

اگلے لمحے اس نے اپنے بازوؤں کو باہر کی طرف پھیلتے محسوس کیا۔ ہوا اس کے سینے کے پروں سے تیزی سے لگی پھر اس کے پیٹ کے نیچے اور بازوؤں سے تیزی سے لگ کر گزری۔ وہ محسوس کر سکتا تھا کہ اس کے بازوؤں کے سرے ہوا کو کاٹ رہے ہیں۔ وہ اب سر کے بل نہیں گرا تھا۔ وہ بتدریج نیچے اور باہر کی طرف پرواز کر رہا تھا۔ وہ اب خوف زدہ نہیں تھا۔ اس نے بس تھوڑا سا سر چکراتا محسوس کیا۔ پھر اس نے ایک بار پھر اپنے بازوؤں کو پھڑپھڑایا اور اوپر کی طرف پرواز کرتا گیا۔ اس نے خوشی سے چیخ ماری اور انہیں دوبارہ پھڑپھڑایا۔

He soared higher. He raised his breast and banked against the wind. “Ga, ga, ga. Ga, ga, ga. Gaw-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. Then he saw his two brother and his sister flying around him, curveting, banking, soaring and diving.

وہ زیادہ بلندی پر اڑا۔ اس نے اپنا سینہ ابھارا اور ایک بازو اوپر کر کے ہوا میں اڑنے لگا۔ "گا، گا، گا۔ "گا، گا، گا۔ گا۔ اُول۔ آہ" اسکی ماں اس کے قریب سے جھپٹتے ہوئے گزر گئی، جبکہ اس کے بازو تیز آواز پیدا کر رہے تھے۔ اس نے ایک اور چیخ کے ساتھ اس کا جواب دیا۔ پھر اس کا باپ چیختا ہوا اس کے پاس اُڑ کر گزرا۔ پھر اس نے اپنے دونوں بھائیوں اور بہن کو اپنے گرد اُڑتے ہوئے، مڑتے ہوئے، ایک پر اونچا کر کے، کبھی اوپر اور کبھی نیچے غوطہ

لگاتے ہوئے دیکھا۔

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

پھر وہ مکمل طور پر بھول گیا کہ وہ ہمیشہ کے لئے اڑنے کے قابل نہیں رہا تھا۔ اس نے تیز آواز کے ساتھ غوطہ لگانے، اوپر اُڑنے اور ادھر اُدھر مڑنا شروع کیا۔

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,

he turned his beak sideways and crowed amusedly. And around him his family was screaming, praising him and their beaks were offering him scraps of dogfish. He has made his first flight.

اب وہ سمندر کے قریب تھا اور اس کے اوپر بالکل سیدھا اُڑ رہا تھا، سمندر کے اوپر سیدھا اس کی طرف منہ کر کے۔ اس نے اپنے نیچے ایک وسیع پس منظر دیکھا جس پر چھوٹے چھوٹے پہاڑ کے ابھار حرکت کر رہے تھے۔ اور اس نے اپنی چونچ ایک طرف گھمائی اور دل خوش کن آوازیں لگائیں۔ اور اس کے اردگرد اس کا خاندان چیخیں مار رہا تھا، اس کی تعریفیں کر رہا تھا اور اس کی چونچیں اسے ڈاگ فیش (مچھلی کا نام) کے ٹکڑے پیش کر رہی تھیں۔ اس نے اپنی پہلی پرواز کی ہے۔

About the Author

Liam O'Flaherty (1896-1984), Irish novelist, was born in the Arran Islands, County Galway and educated at University College, Dublin. He was leading Irish novelist of the early 20th century. His words are characterized by stark Naturalism psychological analysis, and powerful drama. Among his books are; Thy Neighbor'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.

New Vocabulary

Words

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 (idiom) – Through trying desperately

Headlong (adv), (adj) – With the head downward foremost; headfirst

Herring (n) – Any marine soft-finned fish with an elongated body covered with silvery scales; an important food fish of the northern sea

Hump (n) – A rounded projection of earth or sand: a bulge or mound

Ledge (n) – A narrow shelf like rock projection on a cliff or mountain

Limp (adj) – Not firm; not stiff; weak; loose; feeble; slack

Mackerel (n) – A spiny-finned food fish

Monstrous (adj) – Enormous, great, immense

Plateau (n) – A wide mainly elevated area of an elevated land

Plunge (n) (v) – To throw or thrust; to leap or dive into

Precipice (n) – To cliff or crag

Scrap (n) – A small of piece of something; fragment

Seagull (n) – A sea bird with long pointed wings, short legs and white plumage

Sheer (adj) – Perpendicular, very steep

Shrilly (adv) – Of sound/voice – in a sharp and high-pitched manner

Swish (n) – A hissing or rustling sound of movement in air

To ascend (v) – To so or move up (a ladder, hill, slope); to climb up, to mound

To bank against (v) – To take support of

To blaze (v) – A strong fire or flame: glare

To commence (v) – To begin; to start

To curvet (v) – To leap, move about in a playful or joyful manner

To devour (v) – To swallow or eat up greedily or voraciously

To doze (v) – To sleep lightly or intermittently

To flap (v) – To move (wings or arms) up and down in or as if in flying

To gnaw (v) – To bite at or chew upon so as to wear away little by little

To hatch (v) – To cause (the young birds) to emerge from the egg

To lean out (v) – To extend forward as if to reach out to something

To muster up (v) – To summon, gather, assemble or call up

To preen (v) – (Of birds) to maintain feathers in healthy condition by arranging, cleaning with the bill (beak)

To root (v) – To burrow, to rummage for something such as food

To seize (v) – To take hold of quickly, to grab

To skim (v) – To glide smoothly or lightly over a surface

To soar (v) – To rise or fly upward in the air

To stretch (v) – To draw out or extend, such as a limb of the body

To swoop upwards (v) – Swift ascent; swift upward movement

To taunt (v) – To provoke or deride with mockery, contempt or criticism

To trot (v) – To move at a trot

To upbraid (v) – To scold or rebuke angrily: to take to task

STUDY QUESTIONS

Recalling

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

Ans: The young seagull is afraid of flying over 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.

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

Ans: His parents, his brothers and sister don't give him food because they want the young seagull should make and attempt to fly like them and search for his food by himself. They don't like to see him fearful and coward. They even taunt him for his cowardice and threat him to let him die for hunger unless he himself makes an attempt to fly.

3. **What does his mother do to force him to fly?**

Ans: His mother had picked up a piece of 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.

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

Ans: He flapped his wings once and soared upwards. He uttered a joyous scream and flapped them again. He soared higher. He raised his breast and banked against the wind.

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

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

Answers

a) TRUE
b) TRUE
c) FALSE
d) FALSE

Interpreting

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

Ans: The significant thing about the b bird's first flight in that fears are natural before the start of any new task but they are usually self-created and baseless. We find the reality is very different. Like the seagull we enjoy the real fun of life when we accept the challengers and not when we surrender to them.

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

Ans: The lesson that we learn is that before starting a new work there are always problems, but losing hope or confidence is not the solutions. We should try our level best and never give up the struggler in despair.

Extending

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

Ans: It is difficult to do something for the first time because you do not know what to expect or what the outcome will be. If you're scared about trying new things, just have faith in yourself. Remember that "trying new things" is something you've been doing all your life. You've already failed hundreds of times, you got back on your feet and you succeeded at hundreds of things already. You know failure won't be the end of the world. You know you'll be able to cope with it, even if it hurts a bit. Because you've done this before. You can do it.

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

Ans: No, I've never found myself in a situation in which I were supposed to do something for the first time and I couldn't muster up courage to do it.

Language Speech

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 sentence:

- **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 type 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. Look at the table below, there are eight main functions, each of which can be used to describe a word.

Word classes (Part of speech)	**Description**
NOUN	A noun names or labels a thing or person whether a real thing (e.g. “cat” a **concrete noun**), imaginary thing (e.g. “ghost” still a **concrete noun**) a thing that is just an idea (“love” –an **abstract noun** or specially named thing or person (“Ali”, “Minar-e-Pakistan” –**proper noun**). Clearly noun from an open class of words in that new noun ate being formed all the time as new things need naming. A phrase that has a noun as it head word is called **noun phrase.** Within any sentences the noun/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 **subject** position (The cat ate the mouse). Some verb also need a noun or noun phrase after them to be in the **object** position to tell of the things or person that has taken the action of the verb (The cat ate the dog). Finally – and very frequently a noun phrase can follow a preposition (see below) to form a prepositional phrase.
PRONOUN	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 **subject** or **object** position in a sentence (e.g. "He played the piano" and "The girl hit him") but the form of the pronoun changes whether **subject** (e.g. he) or **object** (e.g. him).
ADJECTIVE	An adjective is an open class of words that acts as a describing word or phrase (i.e. an adjectival 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 tall man", here the adjective "tall" acts to pre-modify the noun "man". "IF 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". 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.
ADVERB	An **adverb** is another kind of describing word. It **adds more information to words or phrases other than a noun**. Adverbs can only modify or introduce whole sentences. They're an **open class** of words. • **An adverb modifying a verb: "He ran quickly".** • **Modifying a sentence: "Thankfully, they've 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".** Unlike any other part of speech element, the position of an adverb can often be varied without affecting the meaning of the sentence, e.g. They have, thankfully, escaped.

VERB	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". Where else stative 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). • 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 compliment (SC) and precedes its 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.
	- Verb used in this way are called non-finite. These verb-like words are easy to confuse with a verb but they are not acting as verb but, rather as another part of speech. For example, non-finite forms of a verb can act as a noun and act as a subject or object of another finite verb, e.g. 'Cooking is fun' or 'To swim can help overall fitness' and 'He enjoys running'. Similarly, the can be used in the adjective position to modify a noun, e.g. 'The cooked apples were mixed with the melted sugar'
Conjunction	**Conjunctions** are joining words. They are **closed class** of words that link words, phrases, and clauses to create larger grammatical units. **Co-ordinating 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 main clause to give more details, e.g. He bought the phone, even though/because/when/although he knew it was stolen.'
Preposition	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 **objects**) to create a **prepositional phrase**. This acts to modify some other part of the sentence to tell, often, about time, space, manner or cause (e.g. in, on, under, through, by, because of). **Prepositions** form small phrases along with their objects that often act as **adverbial phrases** to answer the

	questions when (time), where(space), or how (manner): 'He is in the room', 'She sings with a fine voice'. Prepositional phrases can also act like adjectives when they act to **post-modify** a noun, as in 'The man in the black cap'.
Interjection	**Interjections** are an **open class** of words that suggest sudden emotions, e.g. 'ouch!', 'hey!'

It is also useful to know that a word in a sentence maybe 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
Her	wife	eats	breakfast		Tuesdays
Your	husband	skips	supper		etc.
Our	father	etc.	etc.		
Their	mother				
	sister				
	brother				
	etc.				

How many more words can you add to each column?

10. **By referring to the table above, identify all the parts of speech on the following passage from the reading passage 1.1 by underlining them:**

The young seagull was alone on 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, upbraiding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

Ans:

Noun	seagull, ledge, brothers, run, brink, wings, expanse, sea, hole, life.
Pronoun	his, him, he, it, whose.
Adjective	young, long, little, shorter, desperate, starve.
Adverb	already, away, shrilly.
Verb	flown, afraid, taken, attempted, flap, felt, appeared, calling, move.
Conjunction	And, unless, but.
Prepositioned	beneath, to, of, under, at.

11. **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. "Gaw-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, ________ the ledge, she _______ her legs hanging _______, her wings motionless, and 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. anxiously**

Ans: "Ga, ga, ga," he cried, **asking** her to bring him over some food. "Gaw-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 **leaned** 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, and 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 **plunged** at the fish.

12. **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			
2.				Warmly
3.	Cowardice			
4.				Derisively
5.			Desperate	
6.	Expanse			
7.				Plaintively
8.			joyous	

Ans:

s#	Noun	Verb	Adjective	Adverb
1.	Courage	Encourage	Courageous	Courageously
2.	Warm	Warm	Warmish	Warmly
3.	Cowardice	Cowardize	Cowardly	Cowardly
4.	Derision	Deride	Derisiveness	Derisively
5.	Despair	Despair	Desperate	Despairingly
6.	Expanse	Expand	Expansive	Expansively
7.	Plaint	Plaint	Plaintive	Plaintively
8.	Joy	Joy	Joyous	Joyfully

13. In each of the following sentences, identify the two italicized 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**

1 **4**

1.	**Refreshments** will be served **later**.
2.	At some **later** date you very **likely** will be hired.
3.	Some of the people **left** the **meeting** early.
4.	Some **enthusiastic** fans swarmed into the **left** field.
5.	A **swarm** of bees **settled** in the attic.
6.	Most of the **early settlers** arrived by boat.
7.	We greeted their **arrival** most **enthusiastically**.
8.	Your **enthusiasm** for study is **commendable**.
9.	This **completes** my **report**.
10.	Two of the **photographers** are **usable**.
11.	I found a **better use** for the old draperies.
12.	The **harshness** of his **voice** surprised us.
13.	The teacher **voiced** his objections **harshly**.

Ans:

1.	**Refreshments** will be served **later**. **1** **5**
2.	At some **later** date you very **likely** will be hired. **4** **5**
3.	Some of the people **left** the **meeting** early. 3 1
4.	Some **enthusiastic** fans swarmed into the **left** field. **4** **4**
5.	A **swarm** of bees **settled** in the attic. 1 **3**
6.	Most of the **early settlers** arrived by boat. **4** **1**
7.	We greeted their **arrival** most **enthusiastically**. **1** **5**
8.	Your **enthusiasm** for study is **commendable**. **1** **4**
9.	This **completes** my **report**. **3** **1**
10.	Two of the **photographers** are **usable**. **1** **1**

11.	I found a **better use** for the old draperies. **4 1**
12.	The **harshness** of his **voice** surprised us. **1 1**
13.	The teacher **voiced** his objections **harshly** **3 5**

Grammar Note

The Four Types of Sentences in English

The following notes define the four types of sentences 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 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:

- Subject | Predicate
- The dancer | sat on the pie.
- The flower and the pumpkin | have blown away.
- That Max likes cucumber | surprises his mother.
- Dancing | is my favorite 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 or coordinating

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conjunction pair. For example, the following sentences are compound sentences:

- Coordinating Conjunction | Verb Clause | Coordinating Conjunction | Verb Clause
- Ø | Jack Sprat did not eat fat | and | his wife would not eat lean.
- Ø | The storm destroyed our squash | so we ate eggplant instead.
- Both | the shed fell down | and | the garage blew up.

Complex Sentences: The third sentence structure in English is the complex sentence. Complex sentences consist of one verb clause and one or more adverb clause. 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 weekend, | 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 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 combination 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 | 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.

Exercise

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

a) The young seagull was alone on his ledge. __________

b) His two brother and his sister had already flown away the day before. __________

c) He had been afraid to fly with them. __________

d) Somehow when he had taken a little run forward to the brink of the ledge and to flap his wings he became afraid. __________

e) The great expanse of sea stretched down beneath, and it was such a long way down, miles down. __________

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. __________

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. __________

h) His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. __________

i) But for the life of him he could not move. __________

Ans:

a) The young seagull was alone on his ledge. **Simple sentence.**

b) His two brother and his sister had already flown away the day before. **Simple sentence.**

c) He had been afraid to fly with them. **Simple sentence.**

d) Somehow when he had taken a little run forward to the brink of the ledge and to flap his wings he became afraid. **Compound sentence.**

e) The great expanse of sea stretched down beneath, and it was such a long way down, miles down. **Compound sentence.**

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. **Complex sentence.**

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. **Compound/Complex sentences.**

h) His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. **Compound/Complex sentence.**

i) But for the life of him he could not move. **Simple sentence.**

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 sentence.**

b) Since then nobody had come near him. **Simple sentence.**

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. **Mixed sentence.**

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. **Mixed sentence.**

e) And all morning, the whole family had walked about on the big plateau midway down the opposite cliff, taunting his for his cowardice. **Compound sentence.**

Page 33 / 33