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# UNIT 3 "A WORLD OF FOUR SENSES"

## by VED MEHTA

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### 3.0 OBJECTIVES

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In this unit our aim is to give you practice in reading comprehension by

- i) giving you a passage from Ved Mehta's autobiography, "Face to Face", and
- ii) giving a glossary of different words, and questions and comprehension

We have also set exercises on selected items of vocabulary. In the section on grammar and usage, we have discussed

- i) prepositional phrases and participial phrases
- ii) Phrasal verbs
- iii) relative clauses : defining and non-defining
- iv) the modal 'would'; and
- v) adverbial clauses

We have also asked you to write a short composition based on the passage you have read and your reactions to it.

We shall also give you practice in listening comprehension, conversation and pronunciation.

After completing the unit you should be able to

- read and appreciate a biographical passage
- use some of the phrasal verbs correctly
- use the relative clauses correctly

- use the modal 'would'
- use adverbial clauses of time
- write a short composition based on your reaction to the passage read
- listen to a text and understand it, and
- take part in a conversation with your teacher.

## 3.1 READING COMPREHENSION

Here is an extract from Ved Mehta's autobiography, "Face to Face".

### 3.1.1 Passage for Reading

#### "A World of Four Senses"

by Ved Mehta

1. In India as elsewhere every girl or boy has fond and warm memories of his childhood, from the day he begins to talk to his mother and father in broken syllables. Invariably a child learns and recognises the faces of his mother and father, or sisters and brothers who play with him constantly, or the servants who prepare his meals or watch him play in the nursery. He must also remember the rich colours of the butterflies and buds which children everywhere always love to watch with open eyes, I must say, because when I was three and a half, all these memories were expunged, and with the prolonged sickness I started living in a world of four senses--that is, a world in which colours and faces and light and darkness are unknown.
2. If my age and the length of the sickness deprived me of the treasured memories of sight, they also reduced things which are valued so much in the sighted world to nothing more than mere words, empty of meaning. I started living in a universe where it was not the flood of sunshine streaming through the nursery window or the colours of the rainbow, a sunset or a full moon that mattered, but the feel of the sun against the skin, the slow drizzling sound of rain, the feel of the air just before the coming of the quiet night, the smell of the grass on a warm morning. It was a universe where at first--but only at first--I made my way fumbling and faltering.
3. It was good that I lost my sight when I did, because having no memories of seeing, there was nothing to look back to, nothing to miss. I went blind in November 1937. At that time we were living in Gujrat, in the province of Punjab in northern India. After my sickness we moved to Lahore, a few miles away, but the procession of relatives who came to sympathise made my father ask for another transfer, this time to Karnal, where we had neither friends nor relatives. There we got a cottage on the canal bank, built in very peaceful and quiet surroundings.
4. As might be expected, in the beginning it was tough for all of us--for my mother and my father, for my three sisters and my brother, and for me, too. The illness had left me weak. The servants shirked me as though I were an evil eye personified. My sister treated me with care, as though I were a fragile doll, and my mother wept. My father, who was a doctor in the public health service, was grateful that my spine had been tapped in time, for a delay in the lumbar puncture would have affected my mind or endangered my life. But he, like the rest, despaired.
5. A state of complete inaction therefore followed my blindness. In part this was due to the immediate shock of the illness, but more important still, the impasse was caused by ignorance of the potentialities of a blind child, since the only blind persons my parents saw were beggars.
6. My father's wide medical experience had prepared him for an acceptance of this tragedy, and he understood that any course of action must begin with the realisation that I would be blind for the rest of my life. My mother, on the other hand, neither would nor could convince herself that my sight would never return; She did not have the medical experience of my father, and she blamed something in her past for the tragedy.
7. The family pundit upon whose advice mother had relied almost from her childhood, was called in and consulted. 'He knows more about religion and science,' Mother said with pride, 'than any other pundit in our province,' I was taken before him, and for a long time I sat in my mother's lap while he was lost in reflection. After a while, he took my hand and thoroughly examined the lines. Then he looked at Mother's and he studied her forehead, mumbling steadily. He said he found himself

inadequate, and more pundits would have to be consulted. At his request, they were called and questioned exhaustively as to what atonement could be made. Although their analyses and remedies differed considerably, they all agreed that by doing penance for her sins, my mother could improve my chance of regaining sight.

8. Along with this religious counsel was coupled a series of visits to hakims (physicians who followed the Greek or Unani system of medicine). These quacks prescribed all types of drops to put in my eyes. The '*surmas*', which were administered at all hours of the day and night, burned and stung my eyes; and the only soothing part of the otherwise miserable treatment was the loving caress of Mother afterwards.
9. One night when my mother was administering these eye drops and I was protesting with loud cries, my father unexpectedly returned. He asked and I told him why I was crying. He was outraged.
10. He questioned Mother as to how long this had been going on, but she would not answer him. She was prepared to bear any outburst silently and the longer she stayed silent, the more irritated my father grew. He said harshly that her superstitions far surpassed those of any village woman he had ever known. He went on to say that any person with the slightest consideration for her husband would have readjusted her ways in ten years of marriage. All his efforts to break her from her deplorable past had been in vain. He did not want his children brought up in such a tradition.
11. Even then she did not defend herself. Just as my mother had silently suffered the verdict of my blindness, the self-abasement imposed by the pundit, and the pleading which preceded the administration of my eye drops, so now she suffered my father's anger quietly. He forbade her to make any more visits to the hakims, and strictly prohibited the purchase of any more '*surmas*'. Then he gently lifted me from her arms, and took me away. With steady hands, he bathed my stinging eyes. After this incident even though we stopped going to hakims, now and then applications of *surmas* continued until I was eleven. But they were very mild, and my mother always obtained my consent in advance.
12. I remember other little tests my mother put me through. One day she perceived that just before I arrived at a closed door I would stop and reach for the handle to open it. She began letting me go about the house by myself and she discovered that I seldom ran into things. She credited the hakim and the stinging drops, but every evening she would hold her hand before my face and ask me to tell her where it was. She used to shake her hand before me so that myriads of pores next to, below and above my ears could feel her hand even when it was a foot away. The air currents helped me to spot it. But she wasn't satisfied with this. She wanted me to tell her whether the light was on or off. When I failed this test she was unhappy again but I soon caught on and would listen for the click of the switch and then tell her. Sometimes she would flip the switch very rapidly time and again, and I would always count the clicks and give her the right answer.
13. The reason for the conflicting approaches of Mother and Father towards my blindness lay in each of their backgrounds. My mother had come from a large middle-class family, and had three sisters and three brothers. She was the eldest of the sisters and at the time when she came to attend school it was still customary for even the best-educated women to go only as far as the eighth grade. Thus her education had ceased with simple arithmetic and Hindi grammar. From that time until her marriage five years later she had devoted herself to cooking, sewing, and caring for her younger brothers and sisters. While these skills trained her to be an excellent mother, they did not prepare her to cope rationally with an unfamiliar tragedy such as blindness. She found the weapons of love and affection useless. If she pampered me as her maternal instinct dictated, my father would scold her; and if she tried to use the medical cures which had been practised and handed down from mother to daughter for generation, my father would forbid their use.
14. Although in my case there was an obstacle which seemed insurmountable, my father was determined to leave no avenue unexplored. He read all available literature on blindness. He learned that almost all India's blind people had turned to begging for their livelihood, or had become owners of pan and biri shops. He was determined that this was not going to be the fate of his second son, and he started corresponding with many of the prominent educational authorities, asking their advice. The replies were not optimistic. For the blind educational facilities and personnel were limited, and often the school became semi-asylums with all ages grouped together in classes without any gradation system.
15. My father still persisted, for he knew that my staying at home would result in over-indulgence. He realised, as well, that I would have difficulty playing with normal children and that my mother would always be afraid to let me leave the immediate premises.

16. Dadar School in Bombay, my city showed interest in my case, and promised to take special care and personal responsibility for me if I were sent to his school.
17. When my mother learned of my father's decision to send me to the Dadar School, she was appalled. She had never been to Bombay, and to her it might have been a foreign country. She could not understand the reason for sending me nine hundred miles away from home to attend school with orphans and children of the poorest classes. After all, another year at home could not but help my development. Yet she placed her faith in my father's superior judgement, and in her quiet way she agreed.

### 3.1.2 Glossary

1. 'syllable : a word or part of a word containing a vowel sound  
ex'punged : rubbed out, removed
2. 'universe : all space and the matter which exists in it  
'fumbling : handling things without skill; moving the hands awkwardly in search of something
3. 'faltering : walking or moving unsteadily
4. 'fragile : easily broken or damaged  
spine : the row of bones in the centre of the back that supports the body  
'lumbar : of the lower part of the back  
de'spaired : lost all hope
5. im'passe/æm 'pa:s/ : a point where further movement is blocked  
'mumbling : speaking unclearly
6. ex'haustively : thoroughly  
a'tonement : making repayment for some crime
7. 'penance : self-punishment suffered willingly to show that one is sorry for having done wrong
8. counsel : advice  
quack : a person dishonestly claiming to have medical knowledge  
'surmas' : eye lotions
9. outraged : offended greatly
10. super'stitious : beliefs which are not based on reason or facts
12. 'myriads : a great number
- 13 'rationally : according to reason  
'instinct : natural feeling  
scold : speak in an angry and complaining way to someone
14. 'obstacle : something which stands in the way  
insur' mountable : too difficult to be dealt with  
'semi- : partly  
a'sylum : a mental hospital
15. 'over- : too much  
in'dulgence : giving in to someone's desires  
'premises : a house or other building with any surrounding land
17. ap'palled : shocked deeply  
'orphan : a person lacking one or both parents

### 3.1.3 Comprehension Questions

#### Exercise 1

Answer the following questions:

1. a) What are some of the things children everywhere learn and recognise?  
.....  
.....  
b) The author's childhood was different from that of other children. Why?  
.....  
.....
2. The author's perception of the world was confined only to four senses. Pick out phrases which highlight the use of the senses of
  - i) hearing.....
  - ii) touch .....
  - iii) smell.....
3. Why does he say 'It was good that I lost my sight when I did'?  
.....  
.....  
.....
4. From Lahore the family moved to Karnal where they had neither friends nor relatives. But they were happy. Why?  
.....  
.....  
.....
5. The servants, shirked me as though I were an evil eye personified. 'This means that the servants thought' I was
  - i) blind
  - ii) a curse on the family
  - iii) a spoilt child.Select the correct alternative.  
.....  
.....
6. What were the two reasons for a state of complete inaction after the author's blindness?  
.....  
.....
7. Why did the author's father object to the treatment prescribed by hakims and the family pundit?  
.....  
.....  
.....
8. How did the author manage to tell his mother whether the light was on or off?  
.....

9. What was the main difference between the attitudes of the author's mother and his father towards his blindness?

10. a) The author's father decided to send him nine hundred miles away from home to school. Was it the right thing to do? If so, why?

b) What was his mother's reaction to it?

## 3.2 VOCABULARY

### Exercise 2

Words under A mean the opposite of those under B. Match them.

Example : empty full

- |              |                  |
|--------------|------------------|
| A            | B                |
| a) empty     | i) sighted       |
| b) optimist  | ii) drop         |
| c) blind     | iii) full        |
| d) quiet     | iv) knowledge    |
| e) lift      | v) stinging      |
| f) ignorance | vi) loud         |
| g) soothing  | vii) pessimistic |

### Exercise 3

Choose the correct meaning of each of the following words:

- a) shirk                      i) accuse

- ii) avoid
- iii) annoy

- |                   |                                   |
|-------------------|-----------------------------------|
| b) fragile        | i) which works smoothly           |
|                   | ii) which functions independently |
|                   | iii) which breaks easily          |
|                   | .....                             |
| c) surpassed      | i) exceeded                       |
|                   | ii) embarrassed                   |
|                   | iii) established                  |
|                   | .....                             |
| d) atonement      | i) an action for wrong doing      |
|                   | ii) an action for pleasure        |
|                   | iii) an action for fame           |
|                   | .....                             |
| e) insurmountable | i) which cannot be made possible  |
|                   | ii) which cannot be avoided       |
|                   | iii) which cannot be overcome     |
|                   | .....                             |

#### Exercise 4

Each of the following words can be used both as a noun and a verb. Fill in the blanks using the given words in their appropriate forms.

despair, spot, hand, report, remedy

1. Surajkund is a popular picnic \_\_\_\_\_ in Haryana
2. Bird in \_\_\_\_\_ is worth two in the bush.
3. The refugee's \_\_\_\_\_ of ever seeing his family again filled us with pity
4. The discovery of a new planet has been \_\_\_\_\_ in today's papers
5. The \_\_\_\_\_ seems more painful than the disease
6. We cannot always observe the traditions \_\_\_\_\_ down to us from the past
7. You can \_\_\_\_\_ a friend even in a crowd
8. Why he \_\_\_\_\_ of success in his new profession was because he was lazy
9. The committee has been asked to hand in its \_\_\_\_\_ in four months.
10. Don't be unhappy your faults of pronunciation can be easily \_\_\_\_\_.

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## 3.3 GRAMMAR AND USAGE

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### 3.3.1 Prepositional Phrases

A prepositional phrase is a phrase consisting of a preposition and the noun following it. Examples:

in bed  
on top

Prepositional phrases can be adjectival or adverbial.

#### Examples

1. The springs under the cushion are broken. (adjectival phrase)
2. He listened to the speech with great attention. (adverbial phrase, indicating manner)
3. I reached the station at 10 O'clock. (adverbial phrase, indicating time)

4. The books were under the cushion. (adverbial phrase, indicating place)

### Exercise 5

Pick ten prepositional phrases from the first paragraph of the passage you have read in Section 14.1.1. and indicate whether they are adjectival or adverbial.

.....

.....

.....

.....

.....

### 3.3.2 Participial Phrases

A participial phrase begins with a participle, that is, either the present participle (the -ing form of the verb) or the past participle-the third (-ed, -en) form of the verb used as an adjective.

Here are some examples from the reading passage of participles used as adjectives:

- i) the prolonged sickness (past participle)
- ii) treasured memories (past participle)
- iii) the slow drizzling sound of rain (present participle)

Examples of participial phrases:

- i) the flood of sunshine streaming through the window
- ii) we got a cottage, built in very peaceful and quiet surroundings.

### 3.3.3 Phrasal Verbs

A phrasal verb is a group of words that acts like a verb and consists usually of a verb with an adverb and/or a preposition.

Examples: get by (= continue one's way of life)  
use up (= finish completely)

Some examples taken from the reading passage in Section 14.1.2 are:

Paragraph 3: There was nothing to look back to. (remember)

Paragraph 10: how long this had been going on. (taking place, continuing)

He did not want his children brought up in such a tradition. (educated and cared for until they grew up)

Paragraph 12: my mother put me through other little tests. (made me experience)

I soon caught on. (understood).

### Exercise 6

Some verb + particle (adverb or preposition) combinations are used in sentences under A. Words and phrases of similar meanings are given under B. Match the two lists.

- | A  |    | B                      |
|--|----|------------------------|
| i) He takes after his father more than his mother  | a. | Wear                   |
| ii) He gave up the project for lack of funds.      | b. | adopt as a hobby       |
| iii) Put on a clean shirt; you're going to a party | c. | Resembles              |
| iv) I need to look into the case thoroughly        | d. | investigate, study     |
| v) Most people take to gardening on retirement     | e. | Abandoned Discontinued |

### Exercise 7

Supply the appropriate particles from those given below:



- a. put, after, to, down.  
i) I can't start the car: the battery has run \_\_\_\_\_  
ii) Look \_\_\_\_\_ the baby while I am away.  
iii) The price of fruit usually goes \_\_\_\_\_ in summer in Delhi; even melons cost a lot.  
iv) I am looking forward \_\_\_\_\_ meeting my cousin next week.  
iii) Long side-burns went \_\_\_\_\_ years ago.

### 3.3.4 Relative Clauses

Look at this sentence:

The boy who is standing there is my nephew.

Here the main sentences is

The boy is my nephew.

But I want to tell you which boy I am talking about. So I add the clauses *who is standing there* to define the noun *boy*. Such a clause is called a defining relative clause.

Here are some more examples:

- i) This is the house that Jack built  
ii) Please return the books which I lent you yesterday

Note that defining relative clauses generally begin with *who*, *which* or *that*.

#### Exercise 8

Fill in the blanks using *who*, *which* or *that*:

- i) The man \_\_\_\_\_ is standing at the door is an actor  
ii) The policy \_\_\_\_\_ the government is following these days is praiseworthy  
iii) Teachers generally like students \_\_\_\_\_ are punctual and hardworking.  
iv) The play \_\_\_\_\_ we saw last night was hilarious.  
v) You are telling a story \_\_\_\_\_ is unbelievable.

#### Exercise 9

Join each pair into a single sentence using *who*, *which* or *that* in place of the word in *italics*:

- i) The woman is my father's sister  
*she* came to see me last week.

.....  
.....

- ii) The shop didn't have the book.  
*I* wanted *it*.

.....  
.....

- iii) How can I forget a friend?  
*He* was so good to me.

.....  
.....

- iv) Write a story  
*It* would interest everyone.

.....

- v) The car will fetch a high price.  
*It was driven by the world champion*

### Exercise 10

Complete the following sentences by adding suitable relative clauses?

- i) Do you remember the name of the person.....  
.....
- ii) What is it .....  
.....
- iii) Give me a present.....  
.....
- iv) Did you collect the parcel.....  
.....
- v) I am yet to meet someone .....  
.....

Now look at this sentence:

My wife, who lives in Bombay, is arriving here next week. Here the relative clause *who lives in Bombay* does not define the noun *wife*, because I have only one wife. It only gives additional information about her. Such a clause is called a *non-defining* relative clause. It is necessary to put a comma before and after such a clause.

### Exercise 11

Join each pair into a single sentence using *who* or *which* in place of the word in *italics*. Don't forget to put a comma before *who* or *which*, and also at the end of the clause if it comes in the middle of the sentence.

- i) The country now has 300 TV relay stations.  
*They* are part of the national network.  
.....  
.....
- ii) His latest book has become a great success.  
*It* was well reviewed by *critics*.  
.....  
.....
- iii) Tourists are fascinated by our folk-dances.  
*They* are interested in cultural programmes.  
.....  
.....
- iv) This years' harvest has been rather poor.  
*It looked* like a good one for some time  
.....  
.....

- v) Some Indian scientists live in America.  
*They* are very well known for their knowledge and skill
- .....
- .....

### Exercise 12

Rewrite the following sentences by adding clauses relating to the words in *italics*. Use *who* or *which* at the beginning of the clause and don't forget the commas. The words in brackets against each sentence will give you the clues.

#### Example

My grandfather was once a keen sportsman. (age 75)

My grandfather, who is now 75, was once a keen sportsman

- i) My *health* doesn't allow me to take part in strenuous games. (poor health)
- .....
- .....

- ii) Last year's *floods* damaged a lot of property (too sudden)
- .....
- .....

- iii) P.T. Usha is one of the best Indian athletes. (her appearance on TV last month)
- .....
- .....

- iv) Last night's *meeting* broke up in disorder. (two rival groups attended)
- .....
- .....

- v) *Trams* are still used in Calcutta. (no more in Delhi)
- .....
- .....

### 3.3.5 The modal auxiliary 'would' expresses

- (i) a habitual action in the past.

#### Example

I would stop and reach for the handle to open it (para 12). Sometimes she *would* flip the switch very rapidly time and again and I *would* always count the clicks and give her the right answer (para 12)

My mother would always be afraid to let me leave the immediate premises (para 15) 'use to' also expresses habitual action in the past.

She *used to* shake her hand before me. (para 12)

- ii) 'Would' also expresses what would have happened if a certain condition had been fulfilled.

#### Example

a delay in the lumbar puncture would have affected my mind and endangered my life.

(If there had been a delay in the lumbar puncture, it would have affected my mind.)

iii) 'would' also expresses 'future' in the past.

### Example

I would be blind for the rest of my life.

iv) a request.

Would you please tell me the way to India Gate?

I would like to see the manager (more polite than 'I want to.....')

### Exercise 13

Change the sentences below following the direction given after each. Use 'would' in each case.

1. Post this letter for me. (make it a polite request)
2. He ate banana and curd for breakfast when he lived with his aunt. (show habitual action in the past)
3. The doctor said, "You will have to give up sugar in your diet". (write in reported speech)
4. He was warned that he was sure to get jaundice if he drank the water from the tank. (use 'would')

### 3.3.6 Adverbial Clauses

Consider the following sentence:

When they settle they eat every living plant about them.

The sentence has two pairs:

- i) When they settle
- ii) they eat every living plant about them.

We say that the sentence has two clauses. The second part is the main or the principal clause, and the first part, which is dependent on the second, is the subordinate clause showing time, and is called an adverbial clause of time.

Here are other examples from the reading passage.

1. I sat in my mother's lap while he was lost in reflection. (Para 7)
2. .... when *he* came to attend school it was still customary for .....(Para 13)
3. Now and then application of 'surmas' continued until I was eleven. (para 11)

### Exercise 14

Join the following pairs of sentence by converting one of the sentences into an adverbial clause of time.

Example : He went home

He had finished his work

He went home after he had finished his work.

- i) I was three and a half.  
I went to school.

.....

- ii) I had been ill for a long time.  
We moved to Lahore.

.....

- iii) I was washing my hands.  
The telephone rang.

.....

- iv) The patient had died.  
The doctor arrived

.....

- v) I boarded the train,  
The guard waved the green flag.
- .....

### Exercise 15

Complete the following sentences with suitable adverbial clauses:

- i) You can go when.....
- ii) You will feel better after .....
- iii) We will get down to business as soon as .....
- iv) I returned home after .....
- v) I was cooking an omelette while.....
- vi) The train will not leave before .....

### Exercise 16

Change the italicized phrases in the following sentences into time clauses: then rewrite complete sentences. Make small changes, wherever necessary

#### Example

*When in difficulty*, consult the book of instructions.

When you are in difficulty, consult the book of instructions.

*While at it*, you might do other things too.

While you are at it, you might do other things too.

*While you are working on/at it*, you might do other things too.

- i) *When published*, this book will cause a revolution.
- .....
- .....

- ii) *Passing by the post office*, would you please buy some stamps for me?
- .....
- .....

- iii) Mr. Lal retired at the age of 65, *having spent 30 years* with the Company
- .....
- .....

- iv) He gave up hope of passing the examination, *having already failed twice*.
- .....
- .....

- v) *Nearing the entrance*, I shook hands with my host.
- .....
- .....

Clauses beginning with *because*

Notice the cause-effect relationship in the following sentence:

The harvest was good that year, *because* the rains had come in Time.

Here is one from the passage:

It was good that I lost my sight when I did *because*, having no memories of seeing, there was nothing

to look back to, nothing to miss.

Here the clauses beginning with *because* are called adverbial clauses of reason

### Exercise 17

Combine the following pairs of sentences by using a clause beginning with *because*

1. I do it. I like it.

.....  
.....

2. I can't do it now. I am too busy.

.....  
.....

3. The circus-manager was worried.  
Attendances had been falling off.

.....  
.....

4. The clown's jokes fell flat.  
They were the kind of jokes that did not raise a laugh any more

.....  
.....

### Clauses beginning with *although*

Look at the following sentence and notice how a direct contrast is expressed by using a clause beginning with *although*.

Although he is a good painter, he sometimes paints very bad pictures

The contrast here is unexpected and surprising

Here are examples from the passage you have read:

Although their analyses and remedies differed considerably, they all agreed that by doing penance for her sins, my mother could improve my chance of regaining sight. (Para 7)

Although in my case there was an obstacle which seemed insurmountable, my father was determined to leave no avenue unexplored. (para 14)

### Exercise 18

Combine the following pairs of sentence using *although*

1. The sun was shining brightly yesterday.  
It was rather cold.

.....  
.....

2. I was anxious to reach the station in time.  
I was too tired to walk fast.

.....  
.....

3. He always advises others to be punctual.  
He generally comes late himself.

.....

## Conditional Clauses

Look at the following sentences

1. If I go to Delhi, I shall see my brother
2. If I had gone to Delhi, I would have seen my brother
3. If I had wings, I would fly.

Notice that

- i) All the three types of conditional clauses begin with *if*.
- ii) In the first sentence, I am talking about a possible event which will take place in the future (I shall see my brother) if a certain condition is fulfilled (if I go to Delhi)  
The pattern of verb forms is:  
If + simple present... (conditional clause)  
....simple future (main clause)
- iii) In the second sentence I am talking about an event which did not take place (I did not see my brother) because a certain condition was not fulfilled (I did not go to Delhi).  
The pattern of verb forms is:  
If + past perfect...(conditional clause).  
would have + past participle (main clause)
- iii) In the third sentence I am talking about an event which can take place only if a certain condition, which is very improbable, is fulfilled.  
The pattern of verb forms is:  
If + simple past ....(conditional clause),  
would + simple (infinitive) form of verb (main clause).

Here is an example from the passage.

Dr. Halder promised to take special care and personal responsibility for me if I were sent to his school. (para 16). This shows that an event would take place depending on the happening of another.

The pattern of verb forms if : simple past (main clause):  
if + simple past (conditional clauses)

Clauses of manner

Look at the following sentences:

The servants shirked me, as though I were an evil eye personified. My sister treated me with care, as though I were a fragile doll. The second part of the above sentences show the manner in which something was done.

### Exercise 19

Join these pairs of sentences using conditional causes.

I shall come to your party.

You send the car. (condition)

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## 3.4 WRITING

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### Exercise 20

Write two or three paragraphs (a total of about 200 words) on any one of the following. Wherever possible and necessary, base your composition on the ideas contained in the passage you have read, and your reactions to them.

Educated parents can bring up their children much better than uneducated parents.

Given proper training and education, a blind person can be a useful member of society. Tell the story of a blind person you know, or have heard about, who is living a normal life. Mention her/his, work and day to day.

OR

Based on your own experience, discuss whether children enjoy a sheltered life more than an independent life. In which particular areas should a child of eight or ten be given complete freedom of action and thought?

.....

.....

.....

.....

### 3.5 LISTENING COMPREHENSION

#### Exercise 21

A short biography of Albert Einstein, the eminent scientist, has been recorded for you on the cassette. Listen to it carefully and prepare a list of 13 important events in his life and the year in which each of them took place. Arrange the events in the order in which they occurred. You may listen to the recording again, if you like

.....

.....

.....

.....

#### Exercise 22

Say whether the following statements are 'true' or 'false'

- 1 Einstein trembled at the sight of the compass because he was afraid ( )
- 2 Einstein became world famous when British scientists confirmed his new theory. ( )
3. Einstein was a modest person ( )
4. Einstein supported Hitler during World War II. ( )
5. Einstein loved peace. ( )
6. Einstein had a faulty memory since he forgot to mention his Nobel Prize. ( )

### 3.6 CONVERSATION

Read the following dialogue between a teacher and a student who has just passed the higher secondary examination. You can also listen to it on the cassette and then practice reading it aloud.

Teacher : Hello, Ashok, How are you?

Ashok : I'm fine, sir. Thank you.

Teacher : I'm glad you've done so well in the Higher Secondary Examination. What are your plans now?

Ashok : I think, sir, I'll join a good college.

Teacher : Yes, but what course do you propose to take?



- Ashok : I'll have to choose between science and arts courses  
Teacher : Have you any preference?  
Ashok : Science will probably be more useful. I'm thinking of taking up Chemistry, Botany and Zoology. Then I can also compete for admission to a medical college  
Teacher : That's a good idea. But you'll have to put in long hours of work and spend a lot of time in the laboratories.  
Ashok : I don't mind hard work, sir.  
Teacher : Then I'm sure you'll do well. Good luck to you!

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## 3.7 PRONUNCIATION

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### Exercise 23

/f/ as in false

/v/ as in very

These two consonants should be pronounced correctly by placing the upper teeth very near the lower lip and letting the air come out with friction. /f/ is produced with the breath coming out from the lungs and /v/ with the breath from the lungs acting on the vocal cords to produce a musical note called *voice*. Listen to the two sounds on the cassette along with the following words in which they occur. Then say the words with the correct sounds.

/f/ flash, fear, field, fault.  
biography, carefully, a'fraid  
life, half, brief, safe

/v/ 'very, view, vote, village.  
e'vent, loved, moved, river.  
save, love, move, live, have.

### Exercise 24

/θ/ as in theory

/ð/ as in they

These two consonants are different from the Indian sounds /thʌ/ and /dʌ/. The English sounds are made by placing the tip of the tongue near the upper teeth and letting the breath come out continuously with friction.

/ð/ also has the musical note called *voice*. Listen to the two sounds on the cassette along with the following words in which they occur. Then say the words with the correct sound.

/θ/ 'theory, thank, think, through  
'birthday, 'faithful, 'healthy  
both, teeth, earth, cloth

/ð/ them, they, this, that, there  
'whether, wi'thout, 'mother  
with, bathe, breathe.

### Exercise 25

/dz/ as in judge

/z/ as in zoo

Listen to the following pairs of words on the cassette and then say each pair, making a clear distinction between /dz/ and /z/. Notice that /z/ is produced by adding voice to /s/ and making a continuous sound.

/dz/

jest

/z/

zest

'jealous	'zealous
'region	'reason
range	rains
wage	ways
'marriage	'marries
change	chains

### Exercise 26

The plural and possessive forms of nouns and the simple present third person singular forms of verbs are made by adding -s or -es to the word, but this suffix is pronounced /s/, /z/, or /iz/ in different words.

In words ending in the consonants /p, t, k, f, θ/ it is pronounced /s/ as in e'vents/l'vents/

In words ending in vowel sounds or the consonants /b, d, g, v, m, n, l/ it is pronounced /z/, as in 'theories' and 'robs'.

In words ending in the consonants /tʃ, dʒ, s, z, f, ʒ/ it is pronounced /iz/, as in 'colleges/'koidziz

Now listen to the following words recorded for you on the cassette and then say them with the correct grammatical suffix:

1. suffix pronounced /s/
  - e'vents
  - sights
  - 'students
  - cas'settes
  - 'concepts
  - takes
  - likes
  - sup'ports
  - for'gets
  - sets
2. suffix pronounced /z/
  - years
  - 'theories
  - wars
  - memories
  - 'dialogues
  - 'listens
  - pre'pares
  - oc'curs
  - 'trembles
  - be'comes
3. Suffix pronounced /iz/
  - ad'vances
  - 'preferences
  - 'sciences
  - 'pieces
  - 'ar'ranges
  - 'passes
  - 'partises
  - 'recognizes
  - 'causes

### Exercise 27

Read the following dialogue with the correct patterns of stress and rhythm. You can also listen to it on the cassette.

A: He'llo, A'shok!/ How'are you?/

B: I'm 'fine, 'sir. /'Thank you./

A: I'm 'glad you've done so 'well in the 'Higher' Secondary ex'ami'nation. /'What are your 'plans 'now?/

B: I 'think, sir, /I'll 'join a 'good' college./

A: 'Yes./ but 'what course do you pro'pose to 'take?'

B: I'll 'have to' choose between 'science and 'arts courses.

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### 3.8 LET US SUM UP

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In this unit we have given you practice in

- i) reading and understanding a biographical passage
- ii) using some of the words both as nouns and verbs
- iii) recognizing prepositional phrases and participial phrases
- iv) using some of the phrasal verbs
- v) using defining and non-defining relative clauses
- vi) using the modal 'would'
- vii) using adverbial clauses
- viii) writing a short composition based on your reaction to the passage read
- ix) listening to a recorded talk on Albert Einstein's life and understanding
- x) studying a specimen dialogue between a teacher and a student who has just passed the higher secondary examination, and
- xi) consonant sounds/f, v, o, o, dz, z/ and the pronunciation of some inflectional suffixes

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### 3.9 KEY WORDS

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**parti'cipial** (in grammar): using a participle

**'participle** (in English grammar): present participle or past participle form of a verb, which may be used in a compound form of the verb or as an adjective

**'particle** (in grammar): a short word that is not as important in a sentence as the subject, verb, etc.; e.g. a proposition.

**'phrasal' verb**: a group of words that acts like a verb and consists usually of a verb with an adverb and/on a preposition: e.g., use up

**prepositional' phrase**: a phrase consisting of a preposition and the noun following it: e.g., *in bed*

**relative clause**: a part of a sentence that has a verb in it and is joined to the rest of the sentence by a relative adverb or a relative pronoun. e.g., in the sentence, *The nun who lives next door is a teacher of English*, the words *who lives next door* form a relative clause.

**in'flection** : a change in the form of a word according to its grammatical use, e.g., boy, boys, boy's, boys'

**'rhythm**: occurrence of stressed syllables in English at regular periods of time

**stress**: the degree of force put on a part of a word making it stronger than other parts, e.g., in degree the main stress is on *gree*

**'suffix**: letters or sounds added at the end of a word to change its meaning or its use, e.g., -er in teacher, -en in given

**voice**: the sound produced when the speaker's breath acts on his vocal cords as it passes through them

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## 3.10 SUGGESTED READING

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A World of Four  
Senses

Ved Mehta: Face to Face: Oxford University Press, Delhi

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## 3.11 ANSWERS TO EXERCISES

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### Exercise 1

1. a) Faces of members of the family, and colours of butterflies and birds  
b) He was blind. He lost his sight at the age of three and a half.
2. i) The sound of rain  
ii) The feel of the sun against the skin:  
The feel of the air before the coming of night  
The smell of grass
3. He lost his eyesight right at a very tender age. He almost began life as a blind child, and his mind had stored nothing much which he could have missed later
4. The new surroundings were quiet and peaceful and *no relatives or friends* came to offer sympathies, which used to be embarrassing
5. (ii)
6. a) The shock of the illness; b) the ignorance of the potentialities of a blind child
7. Being a qualified doctor, he knew that the quacks and the priests would further harm the child rather than cure his blindness. He was also raising his voice against his wife's superstitious handling of a hopeless situation.
8. By counting all the clicks of the switch. If the first click meant the light was on, the second would mean it was off, and so on.
9. The main difference was that the father was rational and practical, whereas the mother was superstitious.
10. a) Yes, because i) the child would never get educated if he stayed at home, and  
ii) the Bombay school was the best available, and the Principal showed a lot of interest in the case.  
b) She was deeply shocked, but accepted her husband's decision.

### Exercise 2

- |          |         |
|----------|---------|
| a) (iii) | c) (ii) |
| b) (vii) | f) (iv) |
| c) (i)   | g) (v)  |
| d) (vi)  |         |

### Exercise 3

- a) (ii)
- b) (iii)
- c) (i)
- d) (i)
- e) (iii)
- f) (ii)

### Exercise 4

1. spot    2. hand    3. despair    4. reported    5. remedy    6. handed    7. spot
8. despaired    9. report    10. remedied.

### Exercise 5

- 1 *In India* adverbial
- 2 *of his childhood*: adjectival
- 3 from the day he begins to talk to his mother and father in broken syllables: adverbial
4. *to his mother and father*: adverbial
5. in broken syllables: adverbial
6. of his mother and father: adjectival
7. of sisters and brothers: adjectival
8. with him: adverbial
9. in the nursery: adverbial
10. of the butterflies and hands: adjectival

### Exercise 6

- i) c                      ii) e                      iii) a                      iv) d                      v) b

### Exercise 7

- i) down ii) after iii) up iv) to v) out

### Exercise 8

- i) who ii) which/that iii) who iv) that v) that

### Exercise 9

- i) The woman who came to see me last week is my father's sister
- ii) The shop didn't have the book that I wanted
- iii) How can I forget a friend who was so good to me?
- iv) Write a story that would interest everyone
- v) The car that was driven by the world champion will fetch a high price.

### Exercise 10

- i) who came to see us in the morning
- ii) that you wish to talk about
- iii) that is not too expensive
- iv) that arrived at the post office yesterday
- v) who can speak English like a native

### Exercise 11

- i) ...stations, which are part...
- ii) ...book, which was well reviewed by critics
- iii) Tourists, who are interested in cultural programmes, are fascinated by our folk dances
- iv) ...harvest, which looked...time, has been rather poor
- v) ...scientists, who are very well....skill, live in America.

### Exercise 12

- i) My health, which has been rather poor, doesn't allow...
- ii) ...floods, which came too suddenly, damaged...
- iii) P.T. Usha, who appeared on T.V. last month, is one of....
- iv) Last night's meeting, which was attended by the two rival groups, broke up in disorder.
- v) Trams, which do not run in Delhi now, are still used in Calcutta.

### Exercise 13

1. Would you please post this letter for me?
2. He would eat banana and curd for breakfast when he lived with his aunt.

3. The doctor told him that he would have to give up sugar in his diet.
4. He was warned that he would surely get jaundice if he drank the water from the tank.

#### Exercise 14

- i) I was three and a half when I went to school
- ii) I had been ill for a long time before we moved to Lahore
- iii) I was washing by hands when the telephone rang
- iv) The patient had died before the doctor arrived
- v) I boarded the train when the guard waved the green flag.

#### Exercise 15

- i) .....you have finished the exercise
- ii) .....you have taken the medicine
- iii) .....we have finished lunch
- iv) .....the match was over
- v) .....you were reading the newspaper
- vi) .....all the parcels have been loaded.

#### Exercise 16

- i) When it is published.....
- ii) When you pass by the post office.....
- iii) After he had spent 30 years with the company
- iv) After he had already failed twice
- v) When I neared the entrance.....

#### Exercise 17

1. I do it, because I like it.
2. I can't do it now, because I am too busy.
3. The circus manager was worried, because attendances had been falling off.
4. The clowns' jokes fell flat, because they were the kind of jokes that did not raise a laugh any more.

#### Exercise 18

1. Although the sun was shining yesterday, it was rather cold
2. Although I was anxious to reach the station in time, I was too tired to walk fast.
3. Although he always advises others to be punctual, he generally comes late himself.

#### Exercise 19

I shall come to your party if you send the car.

#### Exercise 21

Albert Einstein

14 March 1879: Albert Einstein was born in Ulm. Germany.

1980: His family moved to Munich.

1900: He graduated from the renowned Polytechnic Academy in Zurich and became a Swiss citizen

1905: He got his Ph.D. for his thesis on his special theory of relativity.

1909 1912: He was Professor of Physics at Prague University.

1912: He returned to work at the Polytechnic at Zurich.

1914: He and his family moved to Berlin, where he worked as a member of the Prussian Academy of Sciences

1915: In the midst of World War I, he completed his masterpiece, the general theory of relativity

1919: He became world famous when his new theory of gravitational bending of light rays was confirmed by British scientists.

1921: He was awarded the Nobel Prize for Physics.

- 1931: He went to Oxford as a visiting professor.  
1933: He renounced his German citizenship and left the country.  
1955: He died in his sleep at Princeton Hospital.

**Exercise 21**

1. False
2. True
3. True
4. False
5. True
6. False