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MDCAT ENGLISH

Analysis “BOOK II”

Prose & Heroes

Important places to remember

SALMAN UL WAHEED

Teacher/ Teacher Trainer/ Author/ Director

Focal Person OCAS Higher Education Dept. Punjab

Focal Person PEEF Punjab/ Student Career Counselor HED

PhD Scholar English Linguistics (IUB)

M.Phil. Applied Linguistics (GCU FSD)

Controller Exams & Lecturer English Govt. Degree College CS Shaheed

Former Entry Test Expert @ SKANS/ KIPS/ Nishat Multan

Current Entry Test Expert @ STARS Academy Multan

Author of ‘Chemical Grammar’



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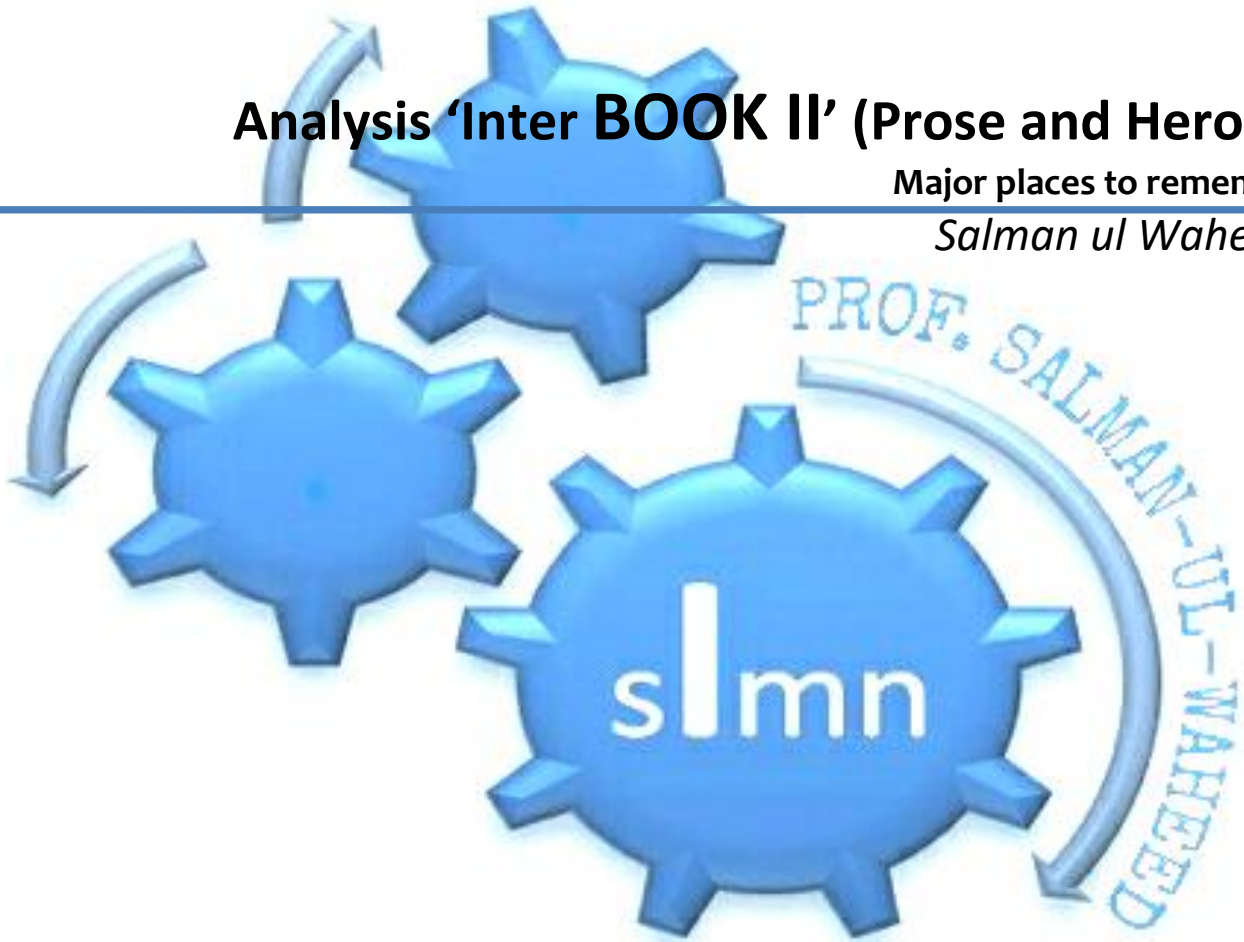


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Analysis 'Inter BOOK II' (Prose and Heroes)

Major places to remember

Salman ul Waheed



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MDCAT/ CA/ CSS

(Multan, Lahore, Islamabad)

Pakistan

Professor Salman ul Waheed

Ph.D. Scholar English Linguistics

Pakistan's Leading MDCAT English Expert



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Author: Salman ul Waheed Chaudhry
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For suggestions and complaints contact at:
slmn@hotmail.co.uk
0345-7174740

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Head office:
Prof. Salman ul Waheed
'slmn Grammar Accounts'
3-A, Rana Street No. 5, Quaid e Azam Road
New North Gulgasht, Multan

Focal Persons:

Mr. Saqib Azhar Bridge Factor Pvt. (Ltd) Near Pak-Saudi tower Blue Area Islamabad: 0321-4277899
Mr. Shahid Iqbal AWO Education Instructor PAF, Air Headquarters Peshawar: 0333-1376379
Mr. Chaudhry Omer Shahid 4/40 Liaqat Ali Khan road Modal Colony Karachi 0345-8802902
Mr. Shahid Nadeem. H. No. 196-C BOR Society Johar Town Lahore. 0301-6962045
Mr. Javed Ali (M.A International Relations BZU) Multan 0314-3683808
Mr. Naveed Ahmad (M.Phil Commerce, BZU) Multan: 0343-3676522

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MDCAT SPECIFIC
BOOK II
 (IMPORTANT PLACES TO REMEMBER)
 BY
PROF. SALMAN UL WAHEED

LESSON 1 (THE DYING SUN)

But most of them are so large that **hundreds of thousands of earths** could be packed inside each and leave room to spare.
 (Page 1, line 1)

Such is the littleness of our home in space when **measured up against** the total substance of the universe.
 (Page 1, Para 1. Last line)

The millions of stars are **wandering about** in space.
 (Page 1, Para 2, line 1)

For the most part **each star** makes **its** voyage in complete loneliness, **like a ship on an empty ocean**.
 (Page 1st, Para 2nd, line 5th)

In a scale model in which the stars are ships, the average ship will be well **over a million miles** from its nearest neighbour.
 (Page 1st, Para 2nd, line 6th)

Its tidal pull had been **so** powerful **that** this mountain was **torn to** pieces and **threw off** small parts of itself **into space**.
 (Page 1, Para 3, line 10)

Inversion due to adverb of emphasis

So **also no doubt were the pieces** of the sun when they were first **thrown off**.
 (Page 1, Para 4, line 2)

Gradually they became cooler, until now they have very **little heat of their own** left.
 (Page 1, Para 4, line 3)

Frightening because of the stretches of time so great that we cannot imagine them, making the whole of human history **so very small** in comparison.
 (Page 2, Para 2, line 6)



Life of the kind we know on **earth** can exist only on planets like **the earth**.
(Page 2, Para 2, 3rd last line)

Calculation shows that there can only be **very few of such system** in space.
(Page 2, Para 2, 4th last line)

The most important of which is **a temperature** which substances can exit in a liquid state.
(Page 2, Para 2, last line)

Where the temperature is **at most** some four degrees **above absolute zero** about 484 degrees on the Fahrenheit scale.
(Page 2, Para 3, line 3)

Away from the fires there is this unimaginable cold of **hundreds of degree** of frost.
(Page 2, Para 3, line 5)

Life must be very rare, for it is extremely unusual **for suns** to **throw off** planets **as** our sun has done.
(Page 2nd, Para 4th, line 6th)

LESSON 2 (SCIENTIFIC METHOD)

Not only **have our ways of living** changed, **but** people themselves have **also** been changed.
(Page 5, Para 1, line 4)

Inversion due to adverb of emphasis

Although there is still need for improvement, we **are** now generally **less** fearful **than** our fathers and grandfathers **were**.
(Page 5, Para 1, Line 7)

This lesson should **help** you **understand how** the use of scientific method **has** improved living conditions and changed people.
(Page 5, Para 2, Line 1)

'Help' as causative takes bare infinitive

The discoveries of scientists have **helped** people **develop** an attitude of open-mindedness.
(Page 7, Para 4, line 1)

How you **can** make **better use** of the scientific method in your everyday living.
(Page 5th, Para 2nd, line 3rd)

You would undoubtedly **have had** measles, whooping cough, scarlet fever, **and** diphtheria.
(Page 5, Para 2, line 6)



A person **who lived** to be **more than** thirty years of age was indeed fortunate.
(Page 5, Para 2, line 10)

There is **little** likelihood of **their getting** a disease.
(Page 5th, Para 3rd, line 12)

These changes have been made possible **by use** of the scientific method to solve **such** problems **as** the causes of disease and its prevention.
(Page 5, Para 3, last line)

Into the narrow, unpaved, and poorly drained city streets household **garbage and** other **refuse** **were** thrown.
(Page 5, Para 4, line 2)

Animals **wandered through** the streets, **feeding upon** the garbage.
(Page 5, Para 4, line 4)

Many of them situated where human wastes **drained into** wells **from which** people obtained drinking water.
(Page 5, Para 4, line 5)

A century ago it was common practice in many cities to bring water **by the bucketful** for household use.
(Page 6, Para 2, line 1)

Towns and cities today have water systems that usually provide **water enough for household use**.
(Page 6, Para 3, line 1)

The growth of cities has been to provide sufficient water to meet **the many needs** of an increasing population.
(Page 6th, Para 3rd, line 3rd)

We have learned that it is healthful to eat **many kinds of food**.
(Page 6, Para 4, line 2)

We have learned how to provide ourselves with **a variety of foods**.
(Page 6, Para 4, line 3)

Most of their foods had to be produced on their own farms.
(Page 6, Para 4, line 5)



Thrifty housewives preserved their home grown **vegetables** and **fruits** by canning.
(Page 6, Para 4, line 8)

They can obtain some fresh **foods**, **meats** and vegetables **throughout the year**.
(Page 6, Para 5, line 1)

The **removal** of water from **such** foods **as** milk, eggs, potatoes, and apples, **has** proved a practical method of preservation.
(Page 6, Para 5, line 6)

We have learned that it is **healthful** to eat many kinds of food, and we have learned how to provide ourselves with the variety of foods.
(Page 6th, Para 4th, line 2nd)

By an attitude we mean the way we feel **toward** some idea or some event.
(Page 7, Para 1, line 1)

Superstitious people **believe in** signs of good or bad luck.
(Page 7, Para 1, line 4)

Few people today believe that diseases are caused by evil spirits.
(Page 7, Para 2, line 2)

There is always a good natural reason for everything that **happens to** people.
(Page 7, Para 2, line 5)

The discoveries of scientists have **helped** people **develop** an attitude of open-mindedness.
(Page 7, last Para, 1st line)

They are **more** willing to **look for** new **truths than** to assume that what has been considered.
(Page 7, last Para, 2nd)

LESSON 3 (WHY BOYS FAIL IN COLLEGE)

Many boys attempt seriously **to make good**, but find it almost impossible to **sit at** a desk and **concentrate on** the tasks assigned.
(Page 9, Para 1, line 3)

There is **the** boy **who sits down** to study.
(Page 9, Para 1, line 5)



I think I **had better sharpen** my pencil.
(Page 9th, Para 1st, line 6th)

He observes that all his pencils **need sharpening**.
(Page 9th, Para 1st, line 7th)

Others can see the difficulty, but the boy must take himself **by the collar** and **make** himself **cultivate a poise and calm** that **smothers** the fidgets.
(Page 9, Para 1, line 10)

He thinks he is trying and often spends **more** time in the presence of an open book **than many a boy** of equal ability who **does** good work.
(Page 9, Para 1, line 13)

A common cause of failure is a mistaken ambition **for** the boy **on the part** of his parents.
(Page 9, Para 2, line 1)

It may be that the boy has **ability enough to be anyone** of these things.
(Page 9, Para 2, line 8)

It may be unreasonable for the boy to **turn** his **back on** a fine opening in the dental profession.
(Page 9, Para 2, line 11)

As a general thing, the boy **wins out** in such controversies.
(Pg. 9, Para 2, 7th last line)

If the college is **alive to its work** of advice, such cases are caught before the failure is complete.
(Page 9, Para 2, last line)

Another type of **boy** who **does** not try **is the** very bright **boy who has** always done his work.
(Page 9, Para 3, line 1)

He supposes that he can **float through** college with **as little effort as** he did **through school**.
(Page 9, Para 3, last line)

The entire opportunity which the college has to offer is **passed up** because of a too receptive mind.
(Page 10, Para 1, line 4)

For it involves an entire change of attitude, **and** the **forming of** a completely new set of habits.
(Page 10, Para 1, line 6)



He would not **consent to** the operation.

(Page 10, Para 2, line 15)

Inversion due to adverb of emphasis

He possesses the physical vigour **to bring it to bear** **on the word's problems**.

(Pg. 10, Para 2nd, last line)

Not only does he get a mighty poor living by the process, **but** a mighty poor education **as well**.

(Page 10, Para 3, line 5)

Many of our boys of **finest** character **and excellent** ability are doing just this kind of thing.

(Page 11, Para 1st, line 8th)

There are always a **goodly number** of undergraduates whose heads are turned and whose judgment is perverted by the attractiveness of athletic sports.

(Page 11, Para 2nd, line 1st)

But most of them really are not, and if **reasoned with** **by a friend** who knows **youth**.

(Page 11, Para 2, line 7)

They will not allow themselves to be **swept off** their feet by athletics.

(Page 11, Para 2, line 9)

Sometimes they learn their lesson and return to do **first rate work**.

(Page 11, Para 3rd, line 4th)

A few lazy bluffers **drift into** college and usually **drift out** again.

(Page 11, Para 3, line 1)

On the whole, the problem that the college dean faces **calls for** about the **same** diagnostic ability **as** the physician's.

(Page 11, Para 4th, line 1st)

He is helping the young man **under him to see** life **steading** and **see** it whole.

(Page 11, Para 4th, line 2nd)

LESSON 4 (END OF TERM)

There was no possibility of **turning over** for an extra dose.

(Page 14, Para 1, line 7)



Seeing the hours of school stretching ahead, was a dismal experience, especially on a Monday.
(Page 14, Para 1, line 8)

However much homework had been assigned for the Monday.
(Page 14, Para 1, 4th last line)

The voice it heralded sounded in my ears like a summons of damnation.
(Page 14, Para 1, line 12)

I had left school and entered the university.
(Page 14, Para 1, line 16)

Once a term, we had annual midterm holiday.
(Page 14, Para 2nd, line 5th)

And occasionally in winter if there had been a continuous hard frost for some days.
(Page 14, Para 2nd, line 7th)

The two months' vacation we got in the summer.
(Page 15, Para 1, line 3)

I would walk home across meadows in the July sunshine.
(Page 15, Para 2, line 3)

It all seemed too good to be true.
(Page 15, Para 2, line 8)

Mythical summer holidays were at hand unspoil as yet.
(Page 15, Para 2, line 7)

I bought my first bicycle for myself.
(Page 15, Para 2nd, line 12)

LESSON 5 (ON DESTROYING BOOKS)

Destruction not merely makes more room for new books but saves one's heirs the trouble of sorting out the rubbish or sorting it.
(Page 17, Para 1, last line)

I therefore had to throw them away or wipe them off the map altogether.
(Page 17, Para 2, line 8)



It was merely midnight as I **stepped into** the street.

(Page 17, Para 3, line 1)

Few people were about, and here and there rang out the steps of solitary travelers **on the way** home **across the bridge** to Battersea.

(Page 17, Para 3, line 3)

A few doors down I passed a policeman.

(Page 17, Para 3rd, line 8th)

I **turned up** my overcoat collar, settled my sack comfortably **across my shoulders**, and **strode off** towards the little square glow.

(Page 17, Para 3, line 4)

That nobody **would be suspected of** having stolen such goods.

(Page 18, Para 1st, line 4th)

I **walked on** until I reached the Embankment.

(Page 18, Para 1, line 8)

I was preparing to **cast** my books **upon** the waters.

(Page 18, Para 2nd, line 7th)

I thought **a little sadly** of all those books **falling into** the cold, torrent, **setting** slowly **down** through the pitchy dark. There to lie forlorn and forgotten whilst the unconscious world of men **went on**.

(Pg. 18, Para 3rd, line 3rd last)

LESSON 6 (THE MAN WHO WAS A HOSPITAL)

It is **a most** extraordinary thing, but I never read a patent medicine advertisement without being **impelled to** the conclusion.

(Page 21, Para 2, line 1)

I remember going to the British museum one day to **read up** the treatment for some slight ailment.

(Page 21, Para 3rd, line 1st)

I **got down** the book, and read all I came to read.

(Page 21, Para 3, line 2)



I forgot **which was** the first distemper.
(Page 21, Para 3rd, line 4th)

It was **born in upon me** that I had fairly go it.
(Page 21, Para 3rd, line 6th)

I again **turned over** the pages.
(Page 21, Para 4, Line 1)

I discovered that, I had typhoid fever, **must have had it** for months.
(Page 21, Para 4, line 3)

I **read up** again and learnt that I was **sickening for** it.
(Page 21, Para 4, line 6)

And zymosis, I had evidently been **suffering with from boyhood**.
(Pg. 21, Para 5, line 6)

I **pulled out** my watch and timed it.
(Page 22, Para 2, line 3)

I went a bit round each side, and **a little way up the back**.
(Page 22, Para 2nd, line 8th)

He shall have me.
(Page 22, Para 3rd, line 4th)

He will get more practice **out of me** than **out of** seventeen hundred of your ordinary, commonplace patients.
(Page 22, Para 4, line 4)

So I went **straight up** and saw him.
(Page 22, Para 4, line 6)

I'll not **take up** your time, dear boy, with telling you **what is the matter with me**.
(Page 22, Para 4th, line 1st)

He sat down and **wrote out** a prescription, and **folded it up**.
(Page 22, 2nd last Para)

If I were a co-operative stores and family hotel combined, I **might** be able to oblige you.



(Page 23, Para 1st, line 4th)

LESSON 7 (MY FINANCIAL CAREER)

He turned the key **in** the lock.

(Page 25, 7th last line)

I knew what he was thinking, and it made me **worse**.

(Page 25, last lines)

I went on, **as if I had been** prompted to lie about it.

(Page 26, Para 1, line 1)

A big iron door **stood open** at the side of the private room.

(Page 26, line 13)

I **poked** the ball of money **at** him with a quick convulsive movement **as if I were** doing a conjuring trick.

(Page 26, line 16)

Let us do this painful thing while the **fit is on us**.

(Page 26, 15th last line)

The bank **swam before** my eyes.

(Page 26, 13th last line)

Someone else began telling me how to **write it out**.

(Page 26, 7th last line)

I wrote something on the cheque and **trust it in at the clerk**.

(Page 26, 4th last line)

I was **too far** gone **to reason** now.

(Page 26, 3rd last line)

Since then I bank no more I keep my money **in cash** in my trousers pocket and my saving in silver dollars **in a sock**.

(Page 27)

LESSON 8 (CHINA'S WAY TO PROGRESS)

Chou En-Lai **will end** up dislocating his right hand **if he goes on shaking** it at the present rate.

(Page 29, Para 1, line 9)



China is now the fashion **around** the world, and **in** no uncertain terms.
(Page 29, Para 2nd)

Advertising neon signs and **the three** fevers of money.
(Page 30, Para 2nd)

China will **still** be a powerful agricultural and peasant country.
(Page 30, Para 3rd)

What is taking place today in the world's most populous country is therefore **the education**.
(Page 30, Para 4th)

Despite having to use an interpreter I was able to find out.
(Page 31, Para 3rd)

Inversion: 'only' as adverb of emphasis

Only in more serious cases **are** the sick sent to hospital.
(Page 32, Para 2, line 6)

The cafeteria timetable is **tied up with** company and shift working hours.
(Page 32, Para 2, line 11)

Cinema, theatre, haircuts and work **overalls** are also sometimes non-existent.
(Page 32, Para 1, line 5)

LESSON 9 (HUNGER AND POPULATION)

They are the children whose eyes stare **as if blind**.
(Page 35, Para 1, line 10)

From the birth of Christ **to** about 1800, there are records of famine in Europe in 350 different years.
(Page 35, Para 5, line 1)

It may be that crops have failed **due to** disease.
Thousands, even millions, will **die of** starvation **because of** famines caused by lack of rain.
(Page 36, Para 2, line 2)

The main reason for population increase is **due to** the number of **people** who **are** born in any year being greater than the number who **die**.
(Page 36, Para 4, line 1)

Not only **is** there **not enough food**, **but** each year there are many people to eat it.



(Page 36, Para 3, line 1)

The number of people in the world **is** rapidly increasing.

(Page 36, Para 3, line 2)

One couple on an average **need** only **produce** just over two children to replace themselves.

(Page 36, Para 5, line 2)

There will only be **enough room** on **the earth** for people to **stand up**.

(Page 36, Para 3, last line)

Another example is jaws which until recently caused **a great many deaths**.

(Page 37, Para 3, line 1)

The group of countries **best able** to support a rapidly growing population has a **relatively low** birth rate.

(Page 37, Para 5, line 2) (Rule: relatively/ comparatively + Positive degree)

Most people, **particularly older** people, cannot read or write.

(Page 36, Para 3, line 2)

In the past the population has **not only been reduced** by famine and disease **but also by war**.

(Page 36, Para 3, line 2)

Often called the under developed countries, **into which** so many of the children of the world will be born.

(Page 37, Para 4th)

LESSON 10 (JEWEL OF THE WORLD)

With his **thirteen-year old** brother, Abd-al-Rahman **dashed into** the river.

(Page 40, Para 3, line 3)

The **older** boy **kept on** and gained the opposite bank.

(Page 40, Para 3, line 6)

A foot, friendless, and penniless, he **set out south-westward**, made his way after great hardships to Palestine, found one friend there and **set off** again toward **the west**.

(Page 40, Para 4, line 1)

His reign and that of his two immediate successor mark the height of Muslim rule in **the West**.

(Page 40, Para 4, line 3)



He invited professors from **the East** to the university and **set aside** endowments for their salaries.
(Page 44, Para 1, line 1)

In North Africa he barely escaped assassination **at the hands** of the governor.
(Page 40, Para 4, line 3)

It took him some years more to **bring** all of Spain **to subjection**.
(Page 40, Para 5, line 3)

One Southern city after another **opened** its **gates to** him.
(Page 40, Para 5th)

Under Abd-al-Rahman I, Spain had thus been the first province to **shake off** the authority of the recognized caliph in Islam.
(Page 41, Para 1, line 2)

Abd-al-Rahman **turned to** the arts of peace.
(Page 41, Para 2, line 1)

Nor were the interests of the founder of the Umayyad regime limited to the material welfare of his people.
(Page 41, Para 3, line 9)

His agents ransacked the bookshops of Alexandria, Damascus and Baghdad **with a view to buying** or **copying** manuscripts.
(Page 44, Para 2nd)

All this was achieved **through** the genius of one man.
(Page 42, Para 1st)

Hakam was himself a scholar and **patronized learning**.
(Page 43, last Para)

Two years before his death in 788 Abd-al-Rehman founded the great Mosque of Cordova as a **rival** **to** the mosques of Islam.
(Page 41, Para 3rd)

Caliph Abd-al-Rehman's court was **one of the most glorious** in all Europe.
(Page 41, Para 4th)



Al-Zahra became the nucleus of a royal suburb **whose remains**, partly excavated in and after 1910, can still be seen.

(Page 41, Para 4, last line)

With their aid the caliph **not only** kept treason and brigandage in check **but** reduced the influence of the old Arab aristocracy.

(Page 40, Para 4, line 3)

Never before was Cordova so prosperous, Andalusia so rich and the state so triumphant.

(Page 42, Para 1, line 3)

He **died at** ripe age of seventy-three.

(Page 42, Para 1st)

One of the two centres of world culture

(Page 41, Para 3rd)

The general state of culture in Andalusia reached **such** a high level at this time **that** the distinguished Dutch scholar Dozy went **so far as** to declare enthusiastically that "nearly everyone could read and write."

(Page 44, Para 2, line 10)

HEROES

LESSON 11 (FIRST YEAR AT HARROW)

I entered the inhospitable regions of examinations, **through** which for the next seven years I was **destined to** journey.

(Page 47, Para 1, line 1)

This was **especially** true of my Entrance Examination **to Harrow**.

(Page 47, Para 2, line 1)

The **subject** which **were** dearest to the examiners were almost invariably those I fancied least.

(Page 47, Para 1, line 2nd)

The question which they asked **on both these subjects** were almost invariably.

(Page 47, Para 1, line 7th)

This was **the more remarkable**, because I was found unable to answer a single question in the Latin paper.

(Page 47, Para 2, line 3rd)

I **have** always **had** the greatest **regard for** him.



(Page 47, Para 2, last line)

I regret to say, disappeared almost immediately through illness or some other cause.

(Page 47, last line)

A man not **dependent upon** paper manifestations.

(Pg. 47, Para 2, line 2nd last)

The names of the new boys were printed **on the School list** in alphabetical order.

(Page 47, para last, line 2)

I regret to say, disappeared almost immediately **through illness** or some other case.

(Page 47, last line)

We were considered **such** dunces **that** we should learn only English.

(Page 48, Para 1, line 4)

I gained an immense **advantage over** the cleverer boys.

(Page 48, 2nd last)

They all **went on to learn Latin.**

(Page 48, line 3rd)

Mr- Somervell, **a most delightful man**, to whom my debt is great was **charged with** the duty.

(Page 48, line 5th)

He **taught it as** no one else **has ever taught.**

(Page 48, Para 1, line 7)

Not only did we learn English parsing thoroughly, **but** we **also** practiced continually English analysis.

(Page 48, Para 1, line 8)

He took a fairly long sentence and **broke it up into its components.**

And when in after years my school fellow who had won prizes_

(Page 48, line 10th)

Thus I **got into** my **bones** the essential structure of the ordinary English sentence.

(Page 48, Para 1, line 15)

I would **make** them all **learn** English.

(Page 48, Para, last lines)



I would **let** the **clever ones learn** Latin as an honour.
(Page 48, Para, last line)

LESSON 12 (HITCH HIKING ACROSS THE SAHARA)

If a giant **were** to **pick** England **up** and **put** it **down** in the middle of the Sahara desert, we should have quite a time to find it.
(Page 50, line 1)

In other parts there were just a few towns very widely scattered, and **occasional** wandering **tribes** of Arabs or Berbers.
(Page 50, para 2, line 5)

The idea **aroused in him** a keen desire to see this distant place.
(Page 50, para 4, line 3)

Intensely hot during the day, with **few** water wells and **little** vegetation.
(Page 50, line 7th)

Yet this was just **the** mode of travel **that** Robert Christopher decided to adopt.
(Page 50, Para 2nd, line 1st)

The river **Niger** in the extreme south of the great desert.
(Page 50, Para 5th, last line)

And begged the lieutenant in charge to **relieve** him **from** the misery of slowly **baking to death**.
(Page 50, Para last, 2nd line)

I saw many children **on the streets**.
(Page 51, line 8th)

One the day of his arrival he discovered that there was a truck **due to leave** at once for El Golea.
(Page 51, line 11)

None the less, the driver picked his way **with uncanny skill**.
(Page 51, line 17)

It was **difficult travelling**. At times the sand became **too soft to bear** the weight of the heavy truck.
(Page 51, line 19)

The story came vividly to Christopher's mind **on the second morning**.



(Page 51, 7th last line)

By dawn they had gone fifty miles and **dug out** of five more sand dunes.

(Page 51, 3rd last line)

It was **as if** he **had jumped into** a bed of hot coals.

(Page 52, line 1)

I was **on fire** and my lungs hurt from the hot air.

(Page 52, 4th line)

During the next day Christopher suffered **one of** his worst **experiences**.

(Page 52, 13th last line)

His fall, as he **blacked out**, fortunately, woke the other two, and they **dragged** him completely **into** the shade.

(Page 53, 6th last line)

Christopher was doubtful, but he risked it.

(Page 52, 11th last line)

The quality of the water is not **only respect** in which In Salah **differs from** El Golea.

(Page 53, line 1st)

Storm fences **do little**, if any, good.

(Page 53, Para 2nd, last line)

When a midday stop was made **at a little mud building outpost**.

(Page 53, 4th Para, 2nd line)

This was Professor Claude Balanguernon, a remarkable Frenchman who has **devoted** himself **to** **helping** the Taureg people.

(Pg. 53, 3rd last Para, 3rd line)

He could **help them to get** the most from their own natural way of life, **rather than** persuade them.

(Pg. 53, 3rd last Para, 5th line)

The start was made **at dawn**, Boubaker and Christopher each on a camel **with a third** carrying Christopher's supplies.

(Page 54, line 3rd)



Christopher was **handed over** by the leader of a big caravan to **a small group** who **were** willing to go to Kidal.

(Page 54, para 2, line 2)

Making up their minds whether they wanted white or dark meat for the meal they were sure they would soon **by eating**.

(Page 54, 3rd Para, last line)

The four men **went to sleep** early.

(Page 54, 4th Para, 1st line)

They had just **enough water** left to make one cup of tea each and then **set off** for the next waterhole, about five hours distant.

(Page 54, para 4, last line)

Christopher being asked to pay his **share of the cost**.

(Page 54, Para 6, line 2nd)

The dunes seemed to be **on fire**, the peaks were **melting away** and the whole horizon was changing shape.

(Page 55, para 2, line 1)

The force of the storm when it struck was **too great to be avoided**.

(Page 55, para 3, line 2)

Kidal was the last town **on the route** before Timbuktu itself.

(Page 55, 6th Para 1st line)

Christopher was helping to gather stones to place **in the fire**.

(Pg. 55, 2nd last Para, 2nd line)

The sand steadily **piled up on top of him**.

(Page 55, Para 4th, line 2nd)

His camel fell heavily, **knocking** him **off** its back.

(Page 55, para 7, line 4)

Leaving Christopher alone **to await** the arrival.

(Pg. 56, Para 5, 2nd last line)



The teapot would **carry about half a cupful** of liquid at a time if a line was tied to the handle and the spout **plugged up**.

(Page 56, para 8, line 2)

It **dawned on him** suddenly that here was the 'rope' he needed to reach the water in the well.

(Page 57, para 3, line 1)

He spent the whole morning **drawing up** potful after potful.

(Page 57, para 5, line 3)

LESSON 13 (SIR ALEXANDER FLEMING)

Disease was caused by living organisms **so** small **that** they could not be **seen with** the naked eye – micro-organisms, or microbes, or bacteria, or germs; the **words** all **mean** the same thing.

(Page 60, para 2, line 1)

He showed that disease was, in fact, a fight between the leucocytes and the germs _ and a **fight to the death**.

(Page 61, 5th last line)

Alexander Fleming passed **the finals** of his medical examination.

(Page 62, line 1)

His eldest brother, Hugh, **took over** the management of the farm.

(Page 62, para 2, line 3)

The Flemings, born **on the land**, were becoming a medical family.

(Page 62, para 3, line 4)

He **was to take** a job as a clerk in a shipping firm.

(Page 62, 3rd Para, 5th line)

For eight years he **sought to find a means** to aid the leucocytes.

(Page 62, 6th para, 2nd line)

The exception instead of the rule; now it was the **other way about again**.

(Page 63, line 4th)

The discovery of lysozyme **did not bring Fleming popular fame**.

(Page 64, line 1st)



Fleming was appointed **Professor of** Bacteriology in the University of London.
(Page 64, Para 2, line 1st)

Presumably the spore of the mould, or fungus, was **blown in through the window**.
(Page 64, Para 4th, line 1st)

It could not be used in the treatment of diseases until **a means was** found of concentrating it.
(Page 65, line 1st)

Meanwhile a fresh attempt had been begun to solve the problem.
(Page 65, line 11th)

He had to travel widely, **attend** functions, **make** speeches, **received** thanks.
(Pg. 65, 2nd last Para, 3rd line)

Nature, **in the forms of** a lowly vegetable, had been making it for thousands of years.
(Page 66, line 2nd)

LESSON 14 (LOUIS PASTURE)

He was perhaps even **more of a patriot than of** a scientist.
(Page 69, line 6th)

He set himself in **earnest at** school.
(Page 69, 2nd Para, 6th line)

Pasteur was born **at Dole in the Jura district**.
(Page 69, line 1st)

Here he **graduated in** science and Arts and was given a post **on the College staff**.
(Page 69, Para 3rd, line 3rd)

And **come out** fourteenth **on the list**.
(Page 69, 2nd last line)

Pasteur **enrolled** himself **in** the National Guard and seeing one day in the place due Pantheon.
(Page 69, 8th line)

He took examination again **in the following year** and was fourth **on the list**.
(Page 70, line 1st)



This unconquerable man **turned to** the sword of Science and **took up** the study of brewing.
(Page 70, 2nd last line)

He **imparted** his discoveries **to the English** brewers as well as to **the French**, with the rather illuminating remark.
(Page 71, line 1st)

Pasteur's discovery that Fermentation **was due to** bacteria **set Lister wondering** whether inflammation was not also a type of _
(Page 71, Para 3rd, line 1st)

His work on disease was **led up to by an investigation in to which** he was _
(Page 71, Para 5th, line 2nd)

"So much **the better**", replied M.Dumas.
(Page 72, line 9th)

Before Pasteur come to the rescue, France had lost forty million Francs **through silkworm disease**.
(Page 72, Para 3rd, line 3rd)

He **proceeded in inoculate** various birds **with** those dead or dying germs.
(Page 73, 4th Para, line 3rd)

The idea then **occurred to him** of inoculating them with a fresh lot of virulent germs of chicken _ cholera.
(Page 73, 4th Para, line 5th)

And **in the ten years** between 1880 and 1890 they discovered the germs.
(Page 74, Para 2nd, line 3rd)

It was opened in 1888, **and** was the joy of **Pasteur's few remaining years**.
(Page 75, Para 4th, 3rd line)

LESSON 15 (MUSTAFA KAMAL)

Throughout the entire Near and Middle East the armies of the democracies had been hailed.
(Page 78, line 1st)

The **very same day** it became clear **beyond all doubt** that the Allies had condemned the Ottoman Empire.
(Page 78, Para 3rd, line 1st)



The Allies were infuriated by this foreign occupation of the richest and **most essentially Turkish of their provinces.**

(Page 78, 2nd last line)

And covered by these irregulars the patriots must build up the National army.

(Page 79, Para 2nd, line 5th)

And yet no longer stand **in opposition to** the Padishah, the Shadow of God.

(Page 79, 3rd last line)

Inverted Third Conditional

Mustafa Kamal **would not have been** so effective **had** not news **arrived** that the Greeks were advancing.

(Pg. 79, Para 2nd, 5th last line)

The central Government are **in enemy hands**, we must **set up** some temporary Govt - in Anatolia.

(Page 79, Para 2nd, line 7th)

And began the hopeless task of trying to **work up** resistance **under the very eyes** - of the Allies.

(Page 80, line 7th)

The firing **gets worse** steadily.

(Page 80, Para 3rd, line 1st)

1920 was **drawing to its close** the Allies published the terms of peace.

(Page 80, 2nd last line)

Around Izmir was to be a large Greek district.

(Page 81, line 3rd)

There lay Izmir crowded, and **overflowing with** refugees.

(Page 81, Par 4th, line 2nd)

It was **the 17th of November**, 1922.

(Page 82, 3rd Para, 1st line)

No less revolutionary **was** the abolition in 1925 of national head-dress, called the Fez.

(Page 83, Para 2nd, line 1st)

No less great **was** the economic advance.

(Page 83, Para 4th, line 1st)



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