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Reading Selection 5.3

Lesson No. 15

The School Boy

اسکول کا لڑکا

William Blake

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I love to rise in a summer morn morning

When the birds sing on every tree;

The distant hunter winds his horn, hunter

And the skylark sings with me.

Oh, what sweet company!

میں گرمیوں میں صبح اٹھنا پسند کرتا ہوں۔

جب پرندے ہر درخت پر چھپاتے ہیں۔

دور شکاری اپنا ہارن بجاتا ہے۔

اور سگانی لارک (چڈول: ایک قسم کا پرندہ) میرے ساتھ گاتا ہے۔

اوہ! کیلی پیاری رفاقت ہے۔

But to go to school in a summer morn,

Oh! it drives all joy away;

Under a cruel eye outworn exhausted, weary

The little ones spend the day

In sighing and dismay alarm, distress

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لیکن گرمی میں صبح سکول جانا،

اوہ! یہ تمام خوشیوں کو ختم کر دیتا ہے۔

عالم فرسودہ نگاہوں کے نیچے

چھوٹے بچے دن گزارتے ہیں

وہ آہیں بھرتے ہیں اور پریشان ہوتے ہیں۔

Ahl then at times I drooping sit,

exhausted

And spend many an anxious hour;

Nor in my book can I take delight,

Nor sit in learning's power,

shady shelter

Worn through with the dreary, shower.

bleak; depressing

آہ! پھر بعض وقت میں افسردہ ہو کر بیٹھ جاتا ہوں۔

اور کئی گھنٹے تشویشناک حالت میں گزارتا ہوں۔

نہ میں کتاب کے اندر خوشی محسوس کرتا ہوں۔

اور نہ علم کے سایہ دار درختوں کے نیچے بیٹھتا ہوں

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How can the bird that is born for joy

Sit in a cage and sing?

How can a child, when fears annoy,

irritate, trouble

But droop his tender wing,

And forget his youthful spring?

کس طرح ایک پرندہ جو خوشی کے لیے پیدا ہوتا ہے۔

ایک بچہ جو بچہ ہو کر گھٹا ہے۔

کس طرح ایک بچہ جب خوف سے پریشان کر دیتا ہے۔

اپنے نازک پروں (بازوؤں) کو جھکانے ہوتا ہے۔

اور اپنی جوانی کی بہار کو بھول جاتا ہے۔

O, father and mother, if buds are nipped clip, cut

And blossoms blown away,

And if the tender plants are stripped

to remove the leaves

Of their joy in the springing day,

By sorrow and care's dismay,

اے میرے ماں باپ، اگر کونپلیں کاٹ دی جائیں۔

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اور کھلے ہوئے پھولوں کو ہوا اڑا لے۔

اور اگر نازک پودوں سے پتے اُتار لیے جائیں۔

جب وہ موسم بہار کی خوشیوں میں مصروف ہوں،

اور انہیں غم اور پریشانیوں سے خوفزدہ کیا جائے۔

How shall the summer arise in joy,

Or the summer fruits appear?

Or how shall we gather what grief destroy,

Or bless the mellowing year,

maturing, ripening

When the blasts of winter appear?

gusts of wind

تو کس طرح گرمیاں خوشیاں دیں گی۔

یا گرمیوں کے پھل نمودار ہوں گے۔

یا جس کو غم تباہ کریں اُسے ہم کیسے بحال کر سکیں گے۔

یا مکمل ہوتے ہوئے سال کو نعمت سمجھیں۔

جب موسم سرما کے جھکڑ نمودار ہوں۔

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About the Poet

William Blake (1757-1827), a great visionary poet of the British Romantic Era, had chosen to be an engraver and he held to that choice until he died. He served for several years as an apprentice with booksellers: he ran a paint shop. In fact, Blake, the poet, lived as an engraver. He is acclaimed as a great visionary.

SUMMARY OF THE POEM

"THE SCHOOL BOY"

BY WILLIAM BLAKE

"The School Boy" is a poem included in William Blake's collection Songs of Innocence. It is told from the perspective of a young boy going to school on a summer day. The boy loves summer mornings, but to have to go to school when the weather is so nice is a misery to him. He sits at his desk in boredom and cannot pay one iota of attention to the lesson, so desperately does he wish to be playing outside. In the fourth verse, the speaker asks, "How can the bird that is born for joy / Sit in a cage and sing?" Here the poet is comparing young children, so full of energy and happiness, to songbirds, who deserve to tumble free and soar on the winds. But, like songbirds trapped in a cage, children trapped in a classroom cannot express themselves, cannot capitalize on all that excess energy, and therefore their potential is being wasted.

The speaker addresses parents in the final two verses, asking how, "...if buds are nipped / ... and if the tender plants are stripped / of their joy... How shall... the summer fruits appear?" That is, if children are stripped of their ability to play and have fun in the summer season, how shall they grow and develop to the fullest extent?

This poem is about allowing children to be children — to run and play outside, to experience the benefits of nature and of the seasons. This practice is equally as beneficial to them as academic learning, and in times such as those in the poem, arguably more so, for on this beautiful summer day the speaker can pay no attention to his lessons — he would rather be outside.

This poem highlights Blake's affinity for alternative methods of education. Consistently repeated is the draining element of schoolroom education and how it causes students to contribute poor learning and retention for students. Blake instead promotes learning outside the classroom, specifically learning in nature where he believes spontaneous and natural creativity flourishes.

STUDY QUESTIONS

Understanding the Poem

1. This poem is structured as follows:
 - In the first stanza, the speaker (who is the speaker by the way?) tells us what he loves to do in the summer morning (remember, summer in England is the most pleasant season of the year — like the months of March and April in Pakistan);
 - In the second stanza, the speaker says that going to school spoils all the joy since they have to spend their day under a cruel eye (whose cruel eye?);
 - In the third stanza, the speaker laments that later he has to spend many anxious hours — in doing what?
 - In the fourth stanza, the speaker considers himself a caged bird, not allowed to sing and enjoy freedom and deprived of enjoying his youthful spring;
 - The fifth stanza is an appeal to parents, and the speaker asks a series of rhetorical questions continued through to the end.

In short the poem moves through three stages: (1) what the speaker enjoys to do in the mornings in summer, (2) what he is forced or obliged to do, and (3) his appeal to parents that he should be allowed to enjoy his youth.

2. In English poetry, the SPRING season is usually a symbol of birth or re-birth, SUMMER a symbol of bloom or youth, AUTUMN, a symbol of old age or decay, and WINTER and snow, a symbol of death. **What do you think the speaker means by "the blasts of winter appear" in the last line of the poem?**

Ans: The final verse describes how school can never be fun, but it is like a cold winter's day blasting through the warm summer.

3. **Identify one-word metaphors for "youth", "freedom", and "instruction" in the poem.**

Ans: Metaphor for "youth": Summer

Metaphor for "freedom": bird

Metaphor for "instruction": learning

Language Study

4. **Make a list of all the adjectives used in the poem. Which nouns do they qualify?**

Ans:

Adjective	Noun	Adjective	Noun
Summer	Morn	Dreary	Shower
Sweet	Company	Tender	Wing
Cruel	Eye	Springing	Day

Anxious	Hour	Summer	Fruit
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5. In stanza one, there are two words, hunts + man and sky + lark, which are called compound words. Can you think of five such words?

Ans: airman, fireflies, watchman, toothpick, skyscraper, skylight and fisherman.

6. The word 'youthful (an adjective) occurring in the fourth stanza is a combination of 'youth' (a noun) and 'ful' (a suffix). Can you think of five nouns that can be changed to adjectives by adding 'ful' at the end?

Ans: awful, hopeful, hurtful, joyful, beautiful, careful, fearful, harmful and helpful.

Writing

7. How easily can you identify with the speaker of the poem or did you have the same feelings as the speaker of the poem when you were a school going child?

Ans: Yes, the boy loves summer mornings, but to have to go to school when the weather is so nice is a misery to him. He sits at his desk in boredom and cannot pay one iota of attention to the lesson, so desperately does he wish to be playing outside. Here the poet is comparing young children, so full of energy and happiness, to songbirds, who deserve to tumble free and soar on the winds. But, like songbirds trapped in a cage, children trapped in a classroom cannot express themselves, cannot capitalize on all that excess energy, and therefore their potential is being wasted.

8. Now that you have understood the poem, make a paraphrase/ explanation of it in your own words.

Ans: Stanza No. 1

I love to rise in a summer morn
When the birds sing on every tree;
The distant huntsman winds his horn,
And the skylark sings with me.
Oh, what sweet company!

Paraphrase:

I like to urge up early within the summer morning. Once the birds are unit sing on each tree. A way hunter is to wind his horn. The skylark is to sing with me. This is often a sweet company.

Reference to Context:-

These lines are taken from the literary work "The School Boy" written by "William Blake" During this literary work the author describes the emotions of a school boy

Explanation:

The schoolboy says that he loves to rise in a summer morning. It is the time when the birds sing on every tree; the huntsman blows his horn far away (i.e. he makes way towards hunting) and the skylark sings with him. According to the schoolboy, it is his best company and he enjoys it very much.

The first stanza of the poem is all about the things which make the schoolboy happy He, like the birds, love to rise in the morning and enjoy the activities which happen at that time. The morning time is the time of hope and aspirations. Hence humans, as well as, animals wake up in the pursuit of a goal.

(OR)

Reference to the context:

These lines are taken from the literary work "The school Boy" written by "William Blake". During this literary work the writer describes the sentiments of a faculty boy.

Explanation:

In these lines the writer describes the emotions of a faculty boy. He desires to induce up early within the summer morning. Once the birds square measure singing sweet song on the inexperienced trees. A hunter winds his horn from a protracted distance. At a similar time, the skylark sing song of the morning with him. It's very a sweet company.

Paraphrase:

I like to induce up early within the summer morning. Once the birds square measure sings on each tree. A so much hunter is to wind his horn. The skylark is to sing with Maine. This can be a sweet company.

Stanza No. 2

But to go to school in a summer morn,

Oh! it drives all joy away;

Under a cruel eye outworn

The little ones spend the day

In sighing and dismay.

Paraphrase:

But to attending to school in summer morning deprives all the pleasures.
Alongside different children's, I pay the day beneath strict vigilance of lecturers
whereas sighing and distress.

Reference to Context:-

These lines are taken from the literary work "The School Boy" written by "William Blake" During this literary work the author describes the emotions of a school boy.

Explanation:

In the second stanza and onwards, the tone totally changes from delight, rejoicing and hope to dismay, joylessness. The schoolboy says that going to the school in the summer morning is something which takes away all his joy.

In the school, the students have to spend all their day under a teacher who in outdated fashion keeps an eye on the schoolboys so that they may follow the rules and regulations strictly. Thus, the young ones, according to him, have to spend their day in distress and sadness.

The second stanza describes the schoolboy's concern over the way school work. The children are kept under strict surveillance and are forced to obey the rules which may make their lives joyless.

(OR)

Reference to the context:-

These lines are taken from the literary work "The school Boy" written by "William Blake" During this literary work the writer describes the sentiments of a faculty boy.

Explanation:

In these lines the writer says that {the faculty / the varsity / the college} boy becomes unhappy as he needs to head to school as a result of it snatches

all the thrill of the gorgeous summer morning. The limited boy spends the complete day beneath the strict observation of his academics. Thus, he feels distress and disappointment.

Paraphrase:

But to about to faculty in summer morning deprives all the pleasures. At the side of alternative children's, I pay the day beneath strict vigilance of academics whereas sighing and distress.

Stanza No. 3

Ah! then at times I drooping sit,
And spend many an anxious hour;
Nor in my book can I take delight,
Nor sit in learning's bower,
Worn through with the dreary shower.

Paraphrase:

I sit exhausted most of the hours of the day. I cannot realize pleasure in my books. Nor learning beneath the shady shelter provides comfort to me. I feel tired whereas passing through these depressing moments.

Reference to Context:-

These lines are taken from the literary work "The School Boy" written by "William Blake" During this literary work the author describes the emotions of a school boy.

Explanation:

The schoolboy here describes how he spends his day at the school. According to him he often sits and spends a lot of time in boredom. He does not find any joy or happiness in books.

The next line is quite confusing which I will try to explain in an easy way. The school boy says that he does not feel any joy while sitting in learner's bower, which accordingly to him is worn through with the dreary shower. Bower means a shady place under the tree.

However, the phrase "learner's bower" means a place where someone comes to learn. It can be school, university or any other institution where people gather to acquire knowledge.

Thus "learner's bower", as per the schoolboy, is damaged or has a defect because it was hit by "dreary shower". Dreary shower in simple context means heavy rain which is disastrous. However, when we try to relate "dreary shower" to the learner's bower, it means that the school's education system has been damaged or is defective.

Why it is defective? It can be traced in the previous stanza i.e. the cruel eye. A young student cannot learn under restrictions. He needs love, freedom, joy. But the cruel eye of the teachers or parents have destroyed the basic purpose of education.

The students are forced to learn those things which make them capable of acquiring materialistic things and for that they have to give up all the things which would have otherwise made them a better human.

(OR)

Reference to the context:

These lines are taken from the literary work "The school Boy" written by "William Blake". During this literary work the writer describes the sentiments of a faculty boy.

Explanation:

In these lines the writer says that the varsity boy needs to usually it exhausted for several hours of the day. He doesn't feel any pleasure whereas finding out his books. He doesn't feel any comfort whereas learning beneath a shady shelter. This factor makes him tired and lifeless.

Paraphrase:

I sit exhausted most of the hours of the day. I cannot realize pleasure in my books. Nor learning beneath the shady shelter provides comfort to Maine. I feel tired whereas passing through these depressing moments.

Stanza No. 4

How can the bird that is born for joy

Sit in a cage and sing?

How can a child, when fears annoy,

But droop his tender wing,

And forget his youthful spring?

Paraphrase:

It is inconceivable for a bird that's born for pleasure to be in cage sing jubilantly. Thus, it's additionally inconceivable for a baby World Health Organization is in worry and bother will forget his young spring.

Reference to Context:-

These lines are taken from the literary work "The School Boy" written by "William Blake" During this literary work the author describes the emotions of a school boy.

Explanation:

The schoolboy raises a number of rhetorical questions. First, he asks, "How can the bird that is born for joy sit in a cage and sing?" Here he compares himself to a caged bird and like the caged bird (which is born to remain free), he too loses joy in the school (which is a cage for him).

Next, he asks, "How can a child, when fears annoy, but droop his tender wing, and forget his youthful spring!". Here he says that a child who is scared by the teachers and parents cannot forget the joy of freedom when the latter keep their wings locked. Thus, he remains joyless and longs for the freedom.

(OR)

Reference to the context:

These lines are taken from the literary work "The school Boy" written by "William Blake". During this literary work the writer describes the sentiments of a faculty boy.

Explanation:

In these lines the writer compares the boy with caged bird. He says that a bird that is born for complimentary flights and to fancy the beauties of life. However, will the bird sing if he's unbroken in an exceedingly cage? Equally a toddler cannot fancy the beauties of his youth if his freedom is snatched. He's bereft of enjoying his vernal spring.

Paraphrase:

It is unattainable for a bird that's born for pleasure to be in cage sing mirthfully. Thus, it's conjointly unattainable for a toddler World Health Organization is in concern and hassle will forget his vernal spring.

Stanza No. 5

O, father and mother, if buds are nipped

And blossoms blown away,
And if the tender plants are stripped
Of their joy in the springing day,
By sorrow and care's dismay,

Paraphrase:

O' my father and mother if blooming flowers are not bitten off. If the inexperienced leaves are not aloof from the young plants. However, they're going to get pleasure from their spring season. They're going to solely feel sorrow and worry.

Reference to Context:-

These lines are taken from the literary work "The School Boy" written by "William Blake". During this literary work the author describes the emotions of a school boy.

Explanation:

In this stanza, he is in conversation with his parents. He says that if like a flower's buds, the child's freedom is snatched away and its flowers (i.e. joy) blown away and if newly grown twigs (here means newly acquired joy by the child) are removed at the time of spring (i.e. when the child has started growing up) he, like the flower plant, will be left in sorrow and dismay.

(OR)

Reference to the context:

These lines are taken from the literary work "The school Boy" written by "William Blake". During this literary work the writer describes the sentiments of a faculty boy.

Explanation:

In these lines the writer tells that the boy asks some question from their oldsters. And he says that if the blooming flowers and also the growing branches square measure cut away. Or once the young plants square measure bereft of their inexperienced leaves. Then, however will they fancy the pleasure of spring time. They're going to feel, sorrow, concern and distress.

Paraphrase:

O' my father and mother if blooming flowers square measure bitten off. If the inexperienced leaves square measure far away from the young plants. However, they're going to fancy their spring season. They're going to solely feel sorrow and concern.

Stanza No. 6

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what grief destroy,
Or bless the mellowing year,
When the blasts of winter appear?

Paraphrase:

It is inconceivable for summer to prove it joyful. However, the summer will bear fruits. The thrill destroyed by grief and sorrow can't be recovered. Will we have a tendency to bless the maturing year? Once a suddenly sturdy wind of winters seems

Reference to Context:-

These lines are taken from the literary work "The School Boy" written by "William Blake". During this literary work the author describes the emotions of a school boy.

Explanation:

This stanza continuous from the previous stanza. According to the poet how summer can be joyful when the buds of flowers are cut, the flower threw away and the twigs removed away. The fruit of summer would never appear. Thus, how the plants (here children) would be able to get the fruit which has been destroyed. How can the summer be a blessing when the blasts of winter appear.

The final stanza is metaphorical. The schoolboy compares the children to the spring plants which have been destroyed. According to him, like the flowers, the children too need freedom for efficient growth. If their freedom is snatched away and their joy-buds are cut off because of schools, they will never be able to get properly educated and hence serve the society.

(OR)

Reference to the context:

These lines are taken from the literary work "The School Boy" written by "William Blake". During this literary work the writer describes the sentiments of a faculty boy.

Explanation:

In these lines the writer says however the summer will prove itself joyful. A bit like the ultimate amount of human life once there's no moment to fancy life. The summer cannot bear fruits and that we cannot recover the destroyed a part of life at the ultimate stage of life. He says there's no use to lament over the past. However, will we have a tendency to bless the ripening year once the image of death appears?

Paraphrase:

It is unattainable for summer to prove it joyful. However, the summer will bear fruits. The thrill destroyed by grief and sorrow cannot be recovered. Will we

have a tendency to bless the maturing year? Once an abrupt sturdy wind of winters seems.

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

Meaning/Theme:				
STANZA TYPE	SPEAKER	SOUND	IMAGERY	FIGURATIVE LANGUAGE
Stanza:	Human:	Rhyme:	Sight (Visual):	Similes:
Couplets	The Poet	Rhythm:	Hearing (Aural):	Metaphors:
Tersest	Man/Woman	Alliteration:	Smell (Olfactory):	Implied meta hors:
Quatrains	Mother/Father	Consonance:	Taste (Gustatory):	Other Devices:
Quintets	Young/Old	Assonance:	Touch (Tactile):	
Sestets	Boy/Girl	Onomatopoeia:		
Octave	Son/Daughter			

Strophes:	Non-human: Animals Wild Domestic Plants			
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The Preposition

Read;

- 1) There is a cow in the field.
- 2) He is fond of tea.
- 3) The cat jumped off the chair.

In sentence 1, the word in shows the relation between two things cow and field.

In sentence 2, the word of shows the relation between the attribute expressed by the adjective fond and tea.

In sentence 3, the word off shows the relation between the action expressed by the verb jumped and the chair.

The words in, of, off are here used as Prepositions.

Def. a preposition is a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it, stands in regard to something else.

[The word preposition means 'that which is placed before']

It will be noticed that

In sentence 1 the Preposition joins a Noun to another Noun'

In sentence 2, the preposition joints a Noun to adjective;

In sentence 3, the preposition joints a Noun to Verb.

The Noun or Pronoun which is used with a Preposition is called its Object. It is in Accusative case and is said to be governed by the Preposition.

Thus in sentence 1, the noun field is in the Accusative case, governed by the Preposition in.

A Preposition is usually placed before its object, but sometimes it follows it; as,

- 1) Here is the watch that you asked for.
- 2) That is the boy (whom) I was speaking of
- 3) What are you looking at?
- 4) What are you thinking of?
- 5) Which of these chairs did you sit on?

Note-1: When the object is the Relative Pronoun that, as in sentence 1, the Preposition is always placed at the end.

The Preposition is often placed at the end when the object is an interrogative pronoun (as in sentences 3, 4, and 5) or a Relative pronoun understood (as in sentence 2).

Note 2: Sometimes the object is placed first for the sake of emphasis; as.

This Insists on. He is known all the world over.

The Preposition/or, from, in, on are often omitted before noun of place or time; as, We did it last week. I cannot walk a yard. Wait a minute.

Kinds of Prepositions

Prepositions may be arranged in the following classes:

- 1) Simple Prepositions

At, by, for, from, in, of, off, on, out, through, till, to, up, with.

2) Compound Prepositions which are generally formed by prefixing Preposition (usually a = no or be=by) to a Noun, an Adjective or an adverb).

About, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without.

3) Phrase Preposition (Groups of words used

According to	in accordance with	in place of
Agreeably to	In addition to	In reference to
Along with	In (on) behalf of	In regard to
Away from	In case of	In spite of
Because of	In comparison to	Instead of
By dint of	In compliance with	In the event of
By means of	In consequence of	On account of
By reason of	In course of	owing to
By virtue of	In favour of	With a view to
By way of	In front of	With an eye to
Conformably to	In lieu of	With reference to
For the sake of	In order to	With regard to

- He succeeded by dint of perseverance and sheer hard work.
- In case of need phone to No.32567

- By virtue of the power vested in me, I hereby order, etc.
- In consequence of his illness he could not finish the work in time.
- Owing to his ill health, he retired from business
- With reference to your letter of date, we regret we cannot allow any further rebate.
- In order to avoid litigation, he accepted Rs. 300 in full settlement of his claim for Rs. 450,
- In course of time he saw his mistake.
- He died fighting on behalf of his country.
- On behalf of the staff he read the address.
- He persevered in spite of difficulties.
- In the event of his dying without an issue, his nephew would inherit the whole property.
- Instead of walking, prove your worth by doing something.
- By reason of his perverse attitude, he estranged his best friends.
- He acted according to my instructions.
- Why don't you go along with your brother?
- In accordance with your instructions, we have remitted the amount to your bankers.
- There is a big tree in front of his house.
- Agreeably to the term of the settlement, we herewith enclose our cheque for Rs. 325
- By way of introduction, he made some pertinent remarks.
- By means of rope ladders they scaled the wall.

- For the sake of their beliefs, the puritans emigrated to America.
- In course of his researches he met with many difficulties.
- He abdicated the throne in favour of his eldest son.
- He could not attend the school because of his father's serious illness.
- He accepted the car in lieu of his claim for Rs. 2,500.
- With a view to an amicable settlement, we offer you without prejudice Rs. 750 in full settlement of all your claims up-to-date.
- On account of his negligence the company suffered a heavy loss.
- Whatever he does, he does with an eye to the main chance.

Barring, concerning, considering, during, notwithstanding, pending, regarding, respecting, touching and a few similar words which are present participles of verbs, are used absolutely without any noun or pronoun being attached to it. For all practical purposes, they have become Prepositions, And are sometimes distinguished as Participate Preposition.

Barring	(= excepting, apart from) accident, the mail will arrive tomorrow)
Concerning	(= about) yesterday's fire, there are many rumors in the bazaar.
Considering	(= taking into account) the quality, the price is not high.
Ulysses is said to have invented the game of chess during he siege of Troy	
Notwithstanding	(= in spite of) the resistance offered b him, he was arrested by the police.

Pending further orders, Mr. Desai will act as Headmaster.

Regarding your inquiries, we regret to say that at present we are not interested in imitation silk.

Respecting the plan you mention, I shall write to you hereafter.

Touching (= with regard to) this matter, I have not as yet made p my mind.

♦ Several words are used sometime as Adverbs and sometimes as Prepositions. A word is a Preposition when it governs a noun or pronoun; it is an Adverb when it does not.

Adverb	Preposition
Go, and run about.	Don't loiter about the street.
I could not come before.	I came the day before yesterday.
Has he come in?	Is he in his room?
The wheel came off.	The driver jumped off the car.
Letts move on.	The book lies on the table.
His father arrived soon after.	After a month he returned.
Take this parcel over to the post-office	He rules over a vast empire.
I have not seen him since.	I have not slept since yesterday.

EXERCISE (1)

Name the Prepositions in the following sentences, and tell the word which each governs:

- 1) Little Jack Horner sat in a corner.

Ans: in—governs 'corner'

2) Old Mother Hubbard, she went to the cupboard.

Ans: to—governs 'cupboard'

3) The lion and the unicorn fought for the crown.

Ans: for—governs 'crown'

4) Humpty Dumpty sat on a wall.

Ans: on—governs 'wall'

5) Wee Willie Winkie runs through the town.

Ans: through—governs 'town'

6) She sat by the fire, and told me a tale.

Ans: by—governs 'fire'

7) Rain, rain, go to Spain and never come back again.

Ans: to—governs 'Spain'

8) A fair little girl sat under a tree.

Ans: under—governs 'tree'

9) Such a number of rocks came over her head.

Ans: of—governs 'rocks' ; over—governs 'head'

10) John Gilpin was a citizen of credit and renown.

Ans: of—governs 'credit, renown'

11) "Will you walk into my parlour?" said the spider to the fly.

Ans: into—governs 'parlour' ; to—governs 'fly'

12) Into the street the piper stepped.

Ans: into—governs 'street'

13) I can never return with my poor dog Tray.

Ans: with—governs 'dog'

14) I have worked and sang from morn till night.

Ans: from—governs 'morn' ; till—governs 'night'

15) They all ran after the farmer's wife, who cut off their tails with a carving knife.

Ans: after—governs 'wife' ; with—governs 'knife'

16) One day the boy took his breakfast, and ate it by a purling brook which through his mother's orchard ran.

Ans: by—governs 'brook' through—governs 'orchard'

17) Old John with white hair, does laugh away care, sitting under the oak, among the old folk.

Ans: with—governs 'hair' ; under—governs 'oak' : among—governs 'I folk'

18) They rise with the morning lark and labour till almost dark.

Ans: with—governs 'lark' ; till—governs 'dark'

19) By the nine gods he swore.

Ans: By—governs 'gods'

20) Under a spreading chestnut-tree the village smithy stands.

Ans: Under—governs 'chestnut tree'

21) He goes on Sunday to the church and sits among his boys.

Ans: on—governs 'Sunday' ; to—governs 'church' ; among—governs 'boys'

22) I bring fresh showers for the thirsty flowers from the seas and the streams.

Ans: for—governs 'flowers' ; from—governs 'seas, streams'

23) Her arms across her breast she laid.

Ans: across—governs 'breast'

24) Mine be a cot beside the hill.

Ans: beside—governs 'hill'

25) Around my ivied porch shall spring each fragrant flower that drinks the dew.

Ans: around—governs 'porch'

26) One crowded hour of glorious life is worth an age without a name.

Ans: of— governs 'life' ; without—governs 'name'

27) I tried to reason him out of his fears.

Ans: out of—governs 'fears'

EXERCISE (2)

Distinguish the Prepositions from Adverbs in the following sentences:

- | | |
|-----------------------------------|--------------------------------|
| 1. Come down. | Ans: Down—Adverb |
| 2. We sailed down the river. | Ans: Down—Preposition |
| 3. The man walked round the house | Ans: Round—Preposition |
| 4. He sat on a stool | Ans: On—Preposition |
| 5. The carriage moved on | Ans: On—Adverb |
| 6. The soldiers passed by | Ans: By—Adverb |
| 7. The man turned round. | Ans: Round—Adverb |
| 8. We all went in. | Ans: In—Adverb |
| 9. He is in the room. | Ans: In—Preposition |
| 10. He hid behind the door. | Ans: Behind—Preposition |

11. I left him behind. **Ans: Behind—Adverb**
12. She sat by the cottage door. **Ans: By—Preposition**
13. The path leads through the woods **Ans: Through—Preposition**
14. I have read the book through **Ans: Through—Adverb**
15. The storm is raging outside. **Ans: Outside—Adverb**
16. We cannot live without water. **Ans: Without—Preposition**

EXERCISE (3)

Form sentences to illustrate the use of the following words (1) as Preposition and (2) as Adverbs:-

Behind, up, by, along, in, about, beyond, under, before, after.

Ans:

Words	Sentences
Behind	There is a garden behind the house. (Preposition) The dog was running behind. (Adverb)
Up	It is difficult to climb up the hill. (Preposition) Lift your head up. (Adverb)
By	He arrived by air. (Preposition) He hurried by without a word. (Adverb)
Along	He walked along the road. (Preposition) We were asked to move along. (Adverb)
In	There was nobody in the room. (Preposition)

	Come in, please. (Adverb)
About	What do you know about him? (Preposition) The children were rushing about. (Adverb)

Beyond	I went beyond the museum. (Preposition) What is beyond? (Adverb)
Under	I have put the key under the bed. (Preposition) He pulled up the covers and crawled under. (Adverb)
Before	He was brought before the magistrate. (Preposition) I have read that book before. (Adverb)
After	I can meet him after four o'clock. (Preposition) Two months after, he resigned his job. (Adverb)

We have seen that the object of a Preposition is a Noun or Pronoun. Sometimes, however, the object of a Preposition is an Adverb of Time or Place.

- I will be done by them. (= that time)
- Since then (= that time) he has not shown his face
- Come away from there (= that place)
- He must have reached there by now. (= this time)
- How far is it from here (= this place)?
- It cannot last forever.

Sometimes the object of a Preposition is an Adverbial Phrase; as,

- Each article was sold at over a shilling.

- The noise comes from across the river.
- He was not promoted to the rank of a colonel till within a few months of his resignation.
- I sold my car for under its half cost
- He swore from dawn till far into the night.
- He did not see her till a few days ago.
- I was thinking about how to circumvent him.
- A clause can also be the object of a preposition; as,
- Pay careful attention to what I am going to say.
- There is no meaning in what you say.
- The object to a Preposition, when it is a relative pronoun is sometimes omitted; as,
- He is the man I was looking for. [Here whom is understood].
- These are the good rules to live by. [Here which is understood]

EXERCISE (4)

Fill blanks with suitable Prepositions.

- 1) The dog ran along the road.
- 2) The river flows under the bridge.
- 3) The work was done in haste.
- 4) He is afraid of the dog.
- 5) I am fond of music.
- 6) He goes on Sunday to the church.

- 7) He died for his country.
- 8) The steam engine was invented by James Watt.
- 9) The burglar jumped over the compound wall.
- 10) The village was destroyed by fire.
- 11) What is that to me.
- 12) It cannot be done without offence.
- 13) He spoke to me in Urdu.
- 14) They live under the same route.
- 15) I have not seen him since Wednesday last.
- 16) I have known him for a long time.
- 17) The moon does not shine by its own light.
- 18) This is a matter of little importance.
- 19) I am tired of walking.
- 20) He has not yet recovered from his illness.

•••••

◆ Prepositions are very commonly used in composition with verbs, to form new verbs. Sometimes they are prefixed; as,

Outbid, overcome, overflow, overlook, undergo, undertake, uphold, withdraw, withhold, withstand.

More frequently Preposition follows the verbs and remains separate; as

- Boast of, laugh at, look for, send for.
- He boasted of his accomplishments.
- He looked for his watch everywhere.

- Please send for Rana.
- Everyone laughed at him.

Relations expressed by Preposition

The following are some of the most common relations indicated by Prepositions.

1) Place; as,

Went about the world; ran across the road; leaned against a wall; fell among thieves; quarreled among themselves; at death's door; athwart the deck; stood before the door; stood behind the curtain; lies below the surface; sat beside me; plies between Bombay and Alibag; stand by me; rain comes from the clouds; in the sky; fell into a ditch; lies near his heart; Calcutta is on the Hoagly; the cliff hangs over the sea; tour round the world; marched through the town; came to the end of the road; put pen to paper; travelled towards Nasik; lay under the table; climbed up the ladder; lies upon the table; within the house; stood without the gate.

2) Time; as,

After his death, at an early date; arrived before me; behind time; by three o'clock, during the whole day; for many years; from 1st April; in the afternoon; sat watching far into the night; lived under the Moghuls; on Monday, pending his return since yesterday; lasted through the night; throughout the year; wait till to-morrow; ten minutes to twelve; towards evening; until his arrival; rise with the sun; within a month.

3) Agency, instrumentality; as,

Sell goods at auction; sent the parcel by post; was stunned by a blow; was destroyed by fire; heard this through a friend; cut it with a knife.

4) Manner; as

Dying by inches, fought with courage, worked with earnestness, won with ease.

5) Cause, reason, purpose; as,

Laboured for the good of humanity; died of fever; the very place for a picnic did it for our good; suffers from gout; died from fatigue; does it from perversity; retreated through fear of an ambush; concealed it through shame; lost his purse through negligence; shivers with fever, took medicine for cold.

6) Possession; as,

There was no money by him, the mosque of Omar, a man of means, the boy with red hair.

7) Measure, standard, rate, value; as

He charges interest at nine per cent. Stories like these must be taken at what they are worth. Cloth is sold by the yard. I am taller than you by two inches. It was one by the tower-clock.

8) Contrast, concession; as

After (in spite of, notwithstanding) every effort, one may fail. For one enemy he has hundred friends. For (in spite of) all his wealth he is not content. With (in spite of) all his faults I admire him.

9) Inference, motive, source, or origin; as

Form what I know of him, I hesitate to trust him. The knights were braver from gallantry of spirit. He did it from gratitude. Light emanates from the sun. from labour health. From health contentment springs. This is a quotation from Milton. His skill comes from practice.

Note: It will be seen that the same Preposition, according to the way in which it is used, would have its place under several heads.

EXERCISE (5)

Explain the force of the Preposition in:

- 1) I will do it for all you may say.

Ans: for—concession

- 2) This work is beyond his capacity.

Ans: beyond—excess

- 3) I would do anything before that.

Ans: before—time

- 4) After this I wash my hands of you.

Ans: After--time of—separation

- 5) It is cool for May

Ans: for—contrast

- 6) She made grand preparations against his coming.

Ans: against—anticipation

- 7) It was all through you that we failed.

Ans: through—cause

- 8) He was left for dead on the field.

Ans: for—supposition

- 9) All that they did was piety to this.

Ans: to—reference

- 10) The lifeboat made straight for the sinking ship.

Ans: for—direction

- 11) I shall do my duty by him.

Ans: by—direction

12) He married for money.

Ans: for—purpose

13) A man is a man for all that.

Ans: for—contrast

14) Nothing will come out of nothing.

Ans: of—origin

15) England, with all thy faults, I love thee still.

Ans: with—concession

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The following Prepositions require special notice:

1) In is used with names of countries, and large towns; at is more often used when speaking of small towns and villages; as,

- He is In America. They live in Delhi.
- He lives at Pabbi in Peshawar.

2) In and at are used in speaking of things at rest; to and into are used in speaking of things in motion; as,

- He is in bed. He is at the top of the class.
- He ran to school. He jumped into the river
- The snake crawled into its hole.

3) On is often used in speaking of things at rest; and upon with things in motion; as,

- He sat on a chair the cat sprang upon the table.

4) Till is used of time and to is used of place; as,

- He slept till eight o'clock.
- He walked to the end of the street.

5) With often denotes the instrument and by the agent; as,

- He killed two birds with one shot.
- He was stabbed by a lunatic with a dagger

6) Since is used before a noun or phrase denoting some point of time, and is preceded by verb in the perfect tenses; as,

- I have eaten nothing since yesterday.
- He has been ill since Monday last.
- I have not been smoking since last week.

From is also used before a noun or phrase denoting some point of time, but is used with the non-perfect tenses, as,

- I commenced work from 1st January.
- He will join school from tomorrow.

Unlike since and from, for is used with a period of time: as,

- He has been ill for five days.
- He lived in Bombay for ten years.

7) In before a noun denoting a period of time, means at the end of, within means before the end of; as.

- I shall return in an hour I shall return within an hour.

8) Beside means at (or by) the side of, while besides means in addition to; as,

- Beside the ungathered rice he lay
- Besides his children, there were present his nephews and nieces.

- Besides being fined, he was sentenced to a term of imprisonment.
- Be careful not to use beside for besides.

EXERCISE (6)

Fill in the blanks with appropriate Preposition:

- 1) He was born in a small village at Malabr.
- 2) He started at six in the morning.
- 3) He hanged himself with a piece of cloth.
- 4) The portrait was painted by a famous artist who flourished in the sixteenth century
- 5) I must start at dawn to reach the situation in time.
- 6) I hope to reach the station in an hour at the outside.
- 7) The child has been missing since yesterday.
- 8) The caravan must reach its destination by/before sunset.
- 9) The mail train is due at 3PM.
- 10) He travelled seven miles in two hours.
- 11) He rushed into my room, panting for breath.
- 12) He does not leave his house before 9 o'clock.
- 13) The Express departs at 3PM.
- 14) Human sacrifices were practiced by the Nagas.
- 15) I received his message at eight o'clock in the morning.
- 16) Since last month I have seen him but once.
- 17) Besides rice they had curry.

- 18) The fever has taken a turn for the better since yesterday.
- 19) He has spent his life in Calcutta.
- 20) I saw him felling a big tree with a hatchet.

Special Preposition

1) Than: ____ This word is usually a Conjunction but is sometimes used as Preposition; as,

- I cannot accept less than fifty rupees for this article.
- I speak of Shakespeare, than whom there is none greater as a dramatist.

2) But ____ As a rule but is a conjunction. When used as a Preposition but means

'except', with the exception of,

- What can he do but die?
- All our ambitions death defeats but one.
- None but the brave deserves the fair.
- She returned all his gifts but one.
- All is lost but honour.

3) A ____ in the following sentences the a is a weakened form of the Preposition on:

- Her wages are sixty paise a day.
- Sugar is twenty five paise a seer.
- How jocund did they drive team a field.
- I meet him once a week.

- The house is a building.

Words followed by Preposition

Certain Verbs, Nouns, Adjectives and Participles are always followed by particular Prepositions. Read the following sentences, noting appropriate Prepositions:

- Janupur is famous for its perfumes.
- The goat subsists on the course of food.
- Ibrahim Adil Shah was fond of architecture.
- India is a noble, gorgeous land, teeming with natural wealth.
- Being apprised of our approach, the whole neighborhood came out to meet their minister.
- In the classical age the ideal life of the Brahman was divided into four stages or arshand.
- It is natural in every man to wish for distinction.
- Lord Curzon was endowed with gifts fitted to win eminence in any field of human activity.
- The writer is evidently enamored of the subject.
- The House of Commons was then almost inaccessible to strangers.
- Ambition does not always conduce to ultimate happiness.
- The true gentleman is courteous and affable to his neighbors.
- Newly acquired freedom is sometimes liable to abuse.
- Little Jack proved quite a match for the giant.
- The African elephant is now confined to Central Africa.

- Camels are peculiarly adapted to life in the desert.
- He is a man of deep learning but totally ignorant of life and manners.
- The income derived from the ownership of land is commonly called rent.
- The Moors were famous for their learning and their skill in all kinds of industries.
- Alexander profited by the dissensions of the Punjab Rajas.
- Few things are impossible to diligence and skill.
- Ancient India was largely indebted to Iranian ideas and practices.
- Ashoka, although tolerant of competing creeds, was personally an ardent Buddhist.