

# INTERactive ENGLISH



Intermediate Second Year  
English Textbook

**Prose  
Poetry  
Short Stories**

**Composition  
Comprehension  
Language and Usage**



**Telangana State  
Board of Intermediate Education**

**Telugu Akademi  
Hyderabad**



Telugu Akademi Publication  
Intermediate Languages : English

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**Intermediate Second Year Textbook : English**

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## FOREWORD

*"Revision is one of the exquisite pleasures of writing."*  
**Bernard Malamud**

### **Empowering Teachers and students alike**

The launch of **INTERactive English: Books I & II** in June 2016 marked a milestone in the history of the fledgling Board of Intermediate, Telangana State. The release of the books was timed to commemorate the second anniversary of the formation of the nation's youngest state, Telangana. The objective in the preparation of the books was to provide an innovative and meaningful experience in the study of English for students of 1<sup>st</sup> and 2<sup>nd</sup> Year Intermediate. The importance of English in the modern age cannot be overstated. Mastery of English is a gateway to immensely rewarding and challenging jobs in various fields, while lack of English skills greatly diminishes one's job prospects. English is a vital tool for the economic development of the state as well as the nation. Further, English is the *lingua franca* across the globe. In such a scenario 'English for All' should be our motto. In the past, English may have been the language of the elite and was spoken mostly in urban areas. But the urban bias is rapidly receding and, today, with the establishment of egalitarian societies and the spread of universal education, people of all classes and backgrounds are clamouring for access to quality education in English. In this context, the policy decision of the Telangana government to provide free education from K.G to P.G is being hailed as a game changer in the lives of the less privileged and the marginalized sections of society.

**INTERactive English: Books I & II** contain several features which set them apart from other English textbooks. A remarkable feature is that the books have been crafted and honed by none other than Junior College lecturers themselves. All the lecturers of the team have decades of rich and varied experience of teaching English at the Intermediate level. As a result, not only do the lecturers have an intuitive understanding of the interests of students but they are also well aware of the ground realities and challenges involved in teaching English. The team exercised great care in selecting lessons that are instructive, interesting and imaginative. Besides, an effort was made to select themes and issues that students can readily understand and relate to, while avoiding esoteric subjects and abstract ideas.

The textbooks are truly '**glocal**'; they are deep-rooted in the '**local**' and, at the same time, expose the learners to the '**global**'. The creators of the teaching



material have struck a balance between texts reflecting Telangana culture and texts from different parts of the world. There are passages extolling Telangana festivals like Bathukamma and Sammakka Sarakka Jatara; a heart rending story 'Parige' which depicts the plight of Telangana dalits; informative pieces about the formation of the state of Telangana, the icons of the new state and the visionary schemes of the government, such as Mission Kakatiya. Moving from the regional to the national, we have essays, poems and stories by writers like Ruskin Bond, Gulzar, Nehru and Premchand. Finally, at the international level, literary giants like Shakespeare and Walt Whitman have been introduced, along with experimental writers like Edward Albee.

Many exercises have been included in the texts, so that students can get adequate practice. Topics like interpretation of non-verbal data and advertisements, filling bank forms and writing a C.V are instrumental in imparting useful practical skills to students.

It has been a year since the textbooks were introduced and we are heartened by the warm and enthusiastic response from students and teachers alike. The encouragement has spurred the team of writers to review the texts thoroughly and make certain improvements which have further enhanced the standard of the books. The writers also took care to identify and rectify a few errors that had inadvertently crept into the texts. The Board is deeply indebted to Prof Annie Pothan (Retd), Osmania University, who meticulously went through every line of both the books and made extensive changes wherever necessary.

It is hoped that the revamped textbooks will be received with keen interest by all concerned. We look forward to your continued support and motivation.

**Happy Teaching and Happier Learning!**

**Dr. A. Ashok, I.A.S.**

**Secretary, Telangana State Board of Intermediate Education and**

**Commissioner, Intermediate Education, Telangana State, Hyderabad**



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The textbooks are truly '**glocal**'; they are deep-rooted in the '**local**' and, at the same time, expose the learners to the '**global**'. The creators of the teaching



## **TELUGU AKADEMI NOTE**

The Telugu Akademi came into existence as State Institute of Telugu Language in 1968. The main objective of the Akademi is to publish text books, reference books and other reading material for the benefit of students and the teachers in the higher education.

The Akademi has been publishing Telugu medium text books for all the optional subjects of Intermediate Course since its inception. The Board of Intermediate Education has entrusted the work of publication of all language text books to Telugu Akademi, in the academic year 1995-96. Since then, the Akademi has been publishing the language text books and catering to the needs of the students in the State.

The Board of Intermediate Education has revised the syllabus of all language text books from the academic year 2015-16. Now after bifurcation of erstwhile state, the Telangana State Board of Intermediate Education has revised English Language Text Books and entrusted the same to Telugu Akademi for printing and distribution and accordingly the Akademi has taken up the task of publishing the 1<sup>st</sup> & 2<sup>nd</sup> year English Text Books for the academic year 2016-17, along with other language books.

We thank the authors, editors and all other experts who have been involved in the preparation of this book. We also thank the material developers, the Text Book development committee for their support. Our special thanks are due to the Secretary and Commissioner for his invaluable support and encouragement.

We do hope that this book designed for the course of Intermediate Education will serve the student community. We invite advice and suggestions from readers for the improvement of this book in terms of its standard and quality.

**A. Satyanarayana Reddy**  
Director  
Telugu Akademi



## PREFACE

### **Self-help is the best help**

English, as all of us know, has become a global language—a language for upward mobility in career and society, the language of opportunities, the language of empowerment and a gateway to knowledge and to www: worldwideweb. In short, it is the language which throws the entire world open. So, there is a great desire for learning how to communicate effectively in English, both in speech and in writing.

**Top-down** was always the policy of the colonial masters, in administration as well as in education. Decisions were made at the top and all others were asked to 'implement' the decisions taken. This was the 'filtration policy' of Lord Macaulay, who was a Member of the Governor General's Executive Council and the President of the General Committee of Public Instruction; Macaulay himself prepared some prose readers. The standard fare in the 'secular' Government curriculum of mid-nineteenth century consisted of selections by Gray, Milton's *Paradise Lost*, Shakespeare's *Hamlet*, *Othello*, and *Macbeth*, Addison's essays, Goldsmith's *Citizen of the World*, and the like. As a part of the top-down policy, three universities were started in the Presidency cities of Bombay, Calcutta and Madras in 1857, and many more universities were subsequently started: Lahore University (1869), Punjab University (1882) and Allahabad university (1887); it was only later that English medium schools run by Christian Missionaries sprang up in and around the university towns as feeder institutions. Primary education was totally neglected because the filtration policy never trickled down or it dried up on the way to the 'ground level'!

**Bottom-up**, a policy advocated by Mahatma Gandhi, aimed at **Swaraj** or empowering people at the grass-roots level. It had political and social implications. Mahatma Gandhi stated in 1931: 'The British administrators, when they came to India, instead of taking hold of things as they were, began to uproot them. They scratched the soil and began to look at the root like that, and the 'beautiful tree' perished. The village schools were not good enough for the British Administrator, and he came out with his programme.' (Dharampal, 1983). Gandhiji wanted to ensure self-governance and self-dependence; that was the basis of his idea of panchayat-raj.

In the field of education too, teachers must be empowered at each level so that they become more confident and self-reliant. Generally, till recently, teaching materials prepared/selected either by publishers or by Boards of Studies, consisting mostly of university teachers, were 'given' to teachers, who were treated as 'salespersons' or 'foot-soldiers'. They had no say in policy matters or in the selection of materials. Though some institutions were given 'autonomy', the situation continued



to be the same. Self-governance in education as in other fields must be one of the basic aims of autonomy. This can be achieved only through the empowerment of teachers.

**INTERactive English:** Now, an attempt has been made by the Board of Intermediate Education to produce textbooks for teaching English based on the principle of self-governance. The preparation of the present set of learning-teaching materials is based on the experience of the teachers who teach the learners at that level. The books have been prepared by the teachers for their learners. The material has been prepared by the 'field-workers', the Intermediate teachers themselves. They are the ones who wear the shoes and they know where the shoe pinches; they meet their learners every day and experience their level, their requirements, their learning difficulties, and their learning styles. They are the ones in touch with the ground realities. They are the right people to prepare learning materials suitable to their learners. If given proper practice in materials production, they can produce the learning materials based on their local situation. Their involvement in the process of creating materials will have a lasting effect in improving the quality of learning and teaching and making the teachers more responsible and the materials created will be more relevant and effective. **This, in a way, is teacher training through materials production and when the trained ones start training other teachers, it will certainly have a 'multiplier effect'.** The outside 'experts' like senior Professors from universities and Degree Colleges can train them in the production of materials and guide them without imposing their ideas on them.

With this approach in view, the Telangana State Board of Intermediate education, under the inspiring guidance of Dr A. Ashok, I.A.S., the Secretary of the Board, undertook the task of preparing the two textbooks for the first and the second year of the Intermediate course. The entire work—selection of passages, poems, short stories, grammar units, and all exercises and learning activities—has been carried out by the teachers at the Intermediate level under the guidance of some experienced editors. The teachers who produced the book deserve all encouragement and appreciation. We commend all the members of the team for their dedication and hard work in spite of all other commitments like examination work and administrative responsibilities. We do hope these books prove to be very enjoyable as well as effective and get acceptance among the students and fellow teachers at the Intermediate level.

**N. Krishnaswamy**

Former Professor, CIEFL (now EFLU), Hyderabad

Presently, Emeritus Professor, JVB University, Rajasthan

Chief Editor



## **ACKNOWLEDGEMENTS**

Thanks are due to:

Dr A. Ashok, I.A.S., the Secretary, Telangana State Board of Intermediate Education, and Commissioner, Intermediate Education, Telangana State, for his inspiring leadership, constant encouragement and enlightened guidance; but for his initiative and drive this entire project of empowering Junior College teachers and the preparation of the two books could not have materialized.

Prof. N. Krishnaswamy, who is not only the Chief Editor but also a mentor, motivator, planner, coach, and guide. Thanks for all the inspiration, guidance, and quality editing.

Prof. Lalitha Krishnaswamy, the other half, for the guidance and help in editing.

The team of Material Developers particularly M. Malahal Rao, A. Parankusham, P. Nageswara Rao, V. Babu Rao, B.R. Sudheer Reddy for their dedicated work and completing the entire book in record time. They have shown what the Junior college teachers can accomplish. Hope they inspire others.

The team of ERTW from BIE for their coordination and cooperation in bringing out this textbook.

The layout designers - Ms. L. Durga, Ms. V. Aruna, Ms. M. Padma, Ms. K. Saraswathi, Ms. G. Bhudevi and Mr. S. Koteswara Rao for the quality production and for getting the book ready in a short time.

**Director**  
**Telugu Akademi**  
**Hyderabad**



# ANNUAL ACADEMIC PLAN

ENGLISH – II Year

w.e.f. 2016 – 2017

Month/No. of Working Days	Prose	Poetry	Short Story	Language, Usage, and Activities
No. of periods allotted is given in brackets				
June 25 days	Introduction – Importance of English Language and Literature (2) Various types of activities relating to Language, Composition and Comprehension including the non-verbal data. (4) Syllabus and Question Paper Pattern (3)			Module – VI Introduction & Comprehension Passages 1 – 4 (6) Punctuation (5) Vocabulary (5)
July 23 days	Dancing in the Rain (6)  Activities*	I Celebrate Myself (4)  Activities*	The Boy Who Broke the Bank (5)  Activities*	Module – VI Comprehension Passages 5 & 6 (2) Understanding – Advertisements (5) Activities*
REVISION TEST – I (1)				
August 24 days	Opportunities for Youth (6)  Activities*	The Magical Earth (4)  Activities*	Parake (5)  Activities*	Module – VI Comprehension Passages 7 & 8 (2) Understanding – Non-verbal data (6) Activities*
REVISION TEST – II (1)				
September 22 days	To Sir, with Love (6)  Activities*	-  Activities*	My Elder Brother (5)  Activities*	Module – VI Comprehension Passages 9 & 10 (2) Letter Writing (3) Activities*
Half Yearly Examinations (6)				
October 15 days	-  Activities*	Polonius' Advice to his Son (4)  Activities*	-  Activities*	Module – VI Comprehension Passages 11, 12 & 13 (3) Letter Writing Contd. (7) Activities*
REVISION TEST – III (1)				
November 24 days	Polluting the World (6) Activities*	Footprints in the Sand (4) Activities*	The Awakening (5) Activities*	Filling In Forms (6) Resume (2) Activities*
REVISION TEST – IV (1)				
December 23 days	The Sandbox (6) Activities*	What Kind of Place? (4) Activities*	Don't Die, Hilton! Don't Die! (5) Activities*	Dialogue Writing (3) Word-stress (5) Activities*
REVISION TEST – V (1)				
January 23 days	Prose related activities (1)	Poetry related activities (1)	Stories related Activities (1)	Describing a Process (4) Idioms and Phrases (4) Note-making (3) Verbs Patterns (3)
Pre-Final Examinations (6)				
February 22 days	Activities related to Prose, Poetry and Short Stories & Explaining intricacies of IPE Question Paper			

## Activities\*

- Prose Lesson: Listening, Speaking, Reading, Writing and Understanding based on the activities given under each lesson including answers to Annotations and Paragraph Questions.
- Poem : Reading aloud for musical sounds of the rhymes and rhythms. Appreciating the poem including answers to Annotations and Paragraph Questions.
- Short Story: Reading and Understanding including answers to Paragraph Questions.
- Composition and Study Skills : Teaching Composition and Study Skills through textual exercises and additional exercises given under Compositional items separately.

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## MODULE - I

### Unit - 1

# Dancing in the Rain

Azim H. Premji

#### Pre-reading

Have you ever seen children working in factories, fields or shops ? If so, how do you feel when you see children of your age not attending school but working, instead, in difficult conditions?

Consider the workload on school children. In some ways their plight is no different from that of child labourers.

Read on to find out more ... ..

#### ABOUT THE AUTHOR



Azim Hashim Premji (1945-), the Chairman of Wipro Limited, is an Indian business tycoon and philanthropist. He devotes a lot of resources to improve the educational system in India. The Azim Premji Foundation and the Azim Premji University work towards that goal. Premji's speeches and articles on education and motivation are insightful and inspirational.

#### ABOUT THE LESSON

"Dancing in the Rain" deals with the plight of present day children. Young learners find no time for play or recreation. Teachers and parents overload the tender minds of children. Students are not allowed to express themselves. But, in reality, children are more creative than adults. Azim Premji exhorts adults to stop burdening children and, instead, encourage them to be spontaneous and creative. He eagerly looks forward to seeing children dance in the rain merrily. Only then, he affirms, can we say that India is progressing in the right direction.

The essay opens with a disturbing report on child labour. The writer declares that robbing children of their childhood is a criminal act. And this happens in our educational institutions too. The daughter of an employee in Wipro finds just half an hour a day to watch TV. Right from 5 AM to 10 PM, it is study, classes and no play. Students have no time to meet their friends, develop relationships, explore the world or pursue their artistic interests. Consequently, children do not reach their full potential.



do not grow to their full potential. While some children are shackled to the chains of poverty and hunger, others are tied down by parental aspirations and social conditioning. Adults kill the natural curiosity of children and prevent them from following their dreams. We, the parents and teachers, need to alter our attitude and learn from children first. When we, the adults, learn to allow children to learn, the chances are that as a society we can develop in all respects. India can become glorious only when her children are free to dance in the rain.

### THE TEXT

1. One often hears of the high prevalence of child labour in our country. Of the many reports I have read, perhaps the most disturbing was a report on the condition of children employed by zari factories in Delhi, Mumbai and other parts of India. It grieves me to imagine children exposed to such inhumanity.
2. Robbing children of their childhood is a criminal act, and our society must weed this malaise out from the root. But where does the root lie? Before you attempt an answer, let me give you an anecdote from the other end of the social spectrum.
3. A colleague in Wipro has a child studying in standard nine of a reputed school in Bangalore. This child wakes up at 5 a.m. and studies for an hour before going to school. She returns from school at 4 p.m. and rushes for her IIT entrance exam coaching class. At 6 p.m., she has tuitions for 2 hours. Post dinner, she spends an hour or more on homework. I asked her when she gets time to play. She replied that she does not play. She gets half - hour of free time each day, which she spends watching her favourite serial on television. She also added that board exams and entrance exams are very important, and that you only get one chance.
4. Is the condition of this child different from that of the child in the zari factory?
5. When I look at children, I wonder whether they have time to play with friends, to meet interesting people, to explore the world, and to follow their curiosity. When the first monsoon showers begin, I would think that the streets would be full of children rushing headlong into the rain, dancing and playing. However, I think today, the rains fall on empty streets.
6. This, my friends, is the new Indian reality in our villages, in our slums, and in our metropolitan high-rises. Whatever the reasons — poverty, societal



aspiration, apathetic individuals and organizations, or just the burden of circumstances – the reality is that our children are straitjacketed.

7. The final indicator of a country's independence is the way its children live. Are children free from the malaise of poverty and hunger? Are they free from the burden of parental aspiration? Are they free from norms of social conditioning? Are we ensuring the curiosity of our children continues to burn and is not stamped out? Are they free to explore the world, to realize their unique potential, and thereby, help discover the true potential of the society itself?
8. Gandhiji said that the greatest lessons in life are learnt from children, not from learned men. A child will fearlessly try before giving up. As adults, fearing failure, we give up even before we try. A child is inherently curious about the world, about relationships, about wanting to understand how things work. As adults, our blinkered and conditioned self prevents us from truly exploring without prejudice. For a child, what she does is meaningful in its own right. As an adult, we usually link every action to an external reward of money or recognition.
9. I did not learn how to be a father from manuals. Whatever little I learnt about being a parent, I learnt by observing my children and letting them teach me. Similarly, I think our teachers could grow enormously by learning from their students.
10. We will then refrain from pushing our knowledge down their young minds, and begin the democratic process of being joint learners as we discover and understand our world. I believe a powerful force for empowerment is to have motivated teachers who are learners first, teachers second. Only then will we stop trying to mould children into our "adult" likeness. Only then will we let them blossom.
11. If India has to develop economically, socially, intellectually, and culturally, we must empower those most vulnerable to social diktat: our children. Let us resolve to give our children the freedom of childhood; let us change our schools from being textbook prisons to laboratories of exploration; let us change homes from being tuition centres to playgrounds of art and sport.
12. India will be radiant when our children are free to dance in the rain.

**GLOSSARY**

prevalence (n) (1) /'prevələns/	: presence, existence
malaise (n) (2) /mə'leɪz/	: disorder, a problem or condition that harms or weakens society
spectrum (n) (2) /'spektrəm/	: a wide range of similar qualities
explore (v) (5) /ɪk'splɔ:(r)/	: examine completely and carefully to find out something
apathetic (adj) (6) /æpə'tetɪk/	: showing no interest
straitjacketed (adj) (6) /'streɪtdʒækɪtɪd/	: restricted; stopped from growing
potential (n) (7) /pə'tenʃəl/	: quality that exists and can be developed
inherently (adv) (8) /ɪn'hɪərəntli/	: existing as a permanent and inseparable quality
prejudice (n) (8) /'predʒudɪs/	: an unreasonable dislike or preference
refrain (v) (10) /rɪ'freɪn/	: stop oneself from doing something
blossom (v) (10) /'blɒsəm/	: bloom, become more healthy and confident
vulnerable (adj) (11) /'vʌlnərəbl/	: weak and easily hurt, physically and emotionally

**1.1 Annotate the following in about 100 words each.**

- (a) Robbing children of their childhood is a criminal act, and our society must weed this malaise out from the root.

A. These lines are taken from the lesson 'Dancing in the Rain', written by Azim Premji. Azim Premji is the Chairman of Wipro and a philanthropist.

The essay depicts the excessive burden that is imposed on children. It begins with a disturbing report on child labour. The report highlights the pathetic condition of children employed by zari factories. The writer expresses deep concern and adds that it is inhuman to exploit children. He further says that it is a serious crime to deprive children of their God-given childhood. He asserts that we must eradicate this evil from society.

- (b) When I look at children, I wonder whether they have time to play with friends, to meet interesting people, to explore the world, and to follow their curiosity.
- (c) Gandhiji said that the greatest lessons in life are learnt from children, not from learned men.
- d) India will be radiant when our children are free to dance in the rain.



## 1.2 Answer the following questions in about 100 words each.

(a) What kind of freedom does Azim Premji visualize for the children of India?

A. Azim Premji's essay, 'Dancing in the Rain' describes the tragic plight of present day children. Adults are depriving children of their precious childhood. Children suffer a lot, both at factories and at schools. Children should be given complete freedom to express their innate creativity. They must be encouraged to explore the world. Poverty, hunger, parental aspirations and social conditioning should not restrict their freedom. Children should be free to dance in the rain.

(b) According to Azim Premji, in what ways is a child different from adults?

(c) What does the writer expect from parents and teachers in the essay 'Dancing in the Rain'?

(d) What kind of change does Azim Premji visualize in schools and homes?

## 1.3. Stress ( ' )

**1.3.1 Stress** is an aspect of spoken English by which we, roughly, mean that extra importance / prominence / breath force is given to a particular **syllable** when compared to other **syllables** in that **word**. A **stressed syllable**, therefore, is more important than the other **syllables** in the **word**. This importance is shown in print / writing with a small vertical bar placed before and a little above that **syllable**. This **mark** is called the **stress mark**.

Look at the examples and observe the stress mark. Say the words aloud.

'teacher      'final      to'day      indi'vidual      inhu'manity

Mark the **stress** on the correct **syllable** in the following words.

criminal	attempt	answer	return	important
curiosity	monsoon	reality	aspiration	society

## 1.4 Match the following words in Column **A** with their definitions/ meanings in Column **B**.

- | A                   | B   |
|---------------------|---|
| i) colleague        | a) a person who actively promotes human welfare, especially by making financial donations     |
| ii) contemporary    | b) a person who believes that God does not exist  |
| iii) philanthropist | c) a building in which objects of artistic, cultural, historical interest are shown to public |
| iv) atheist         | d) a place where medicines are compounded   |
| v) philatelist      | e) a person that you work with in a profession or a business                                  |
| vi) laboratory      | f) a transparent tank in which fish and other water creatures and plants are kept             |



- |                |  |
|----------------|--|
| vii) aquarium  | g) the type of place that an animal normally lives in            |
| viii) museum   | h) a person who lives or lived at the same time as somebody else |
| ix) dispensary | i) a room or building used for conducting scientific research    |
| x) habitat     | j) a person who collects or studies stamps                       |

## 1.5 Idioms and phrases

**1.5.1** An **idiom** is a group of words whose meaning is different from the meanings of the individual words.

Look at this example: feather in one's cap = achievement

A **phrase** is a small group of words standing together as a unit.

See this example: look into = examine carefully

Understanding the meanings of **idioms** and **phrases** is important for learners. The use of idioms in sentences makes languages lively. **Idioms** and **phrases** add meaning, beauty and clarity to one's writing.

Observe the following example:

stamp out (phr) = get rid of (remove / eliminate) something bad by using force

Study the following sentences:

Are we ensuring the curiosity of our children ..... is not *stamped out*? (Para 7)

How best are we trying to *stamp out* corruption from our society?

give up (phr) = stop doing something because of finding it difficult to complete

Look at the sentences:

A child will fearlessly try before *giving up*. (Para 8)

He *gave up* the idea of going abroad for higher studies.

### Exercise

Use the following **idioms** and **phrases** in your own sentences.

- give and take (idiom) = be willing to accept what somebody wants and to give up some of what you want / mutual concessions
- give in (phr.v.) = to admit defeat
- dance to another's (sb) tune (idiom) = do what someone wants or forces one to do



- d) come rain (n) or sunshine (idiom) = whatever happens / be it rain or sun
- e) raining (v) cats and dogs (idiom) = raining heavily
- f) rained (v) out (phr.) = cancelled because of rain
- g) child's play (idiom) = very easy to do
- h) a labour of love (idiom) = a hard task we do because we want to, not because it is necessary
- i) learn your lesson (idiom) = learn what to do or not to do in future after having a bad experience in the past
- j) spill the beans (idiom) = let out a secret

### Word-teasers! A drill for your brain!!

1. What time of the day is the same when spelled forward and backward?
2. What word if pronounced right is wrong and if pronounced wrong is right?
3. What is the longest word in the English language?
4. What two words have thousands of letters in them?
5. What five-letter word has six left when you take two letters away?

(The answers are on page 113)

## 1.6 Verb Patterns

### 1.6.1 Types of Sentences

Read the following sentences carefully.

- a) She returns from school at 4 PM.
- b) Where does the root lie?
- c) Allow children to play.
- d) How beautiful the rainbow is!

Notice the order of components (**subject, verb, etc.**) in each of the sentences.

Sentences are classified as **statements, questions, commands** and **exclamations**. Look at the order of the parts and the corresponding type of sentence.

- i) In sentence (a) the order is:

She (**Subject**) + returns (**verb**) + ... ..

Sentences with **Subject + verb + etc. structure** are **Statements (Assertive/ Affirmative Sentences)**.

We use a **full stop (.)** at the end of statements.

ii) Examine sentence (b):

Where (**Q- word**) + does (**helping verb**) + the root (**subject**) + lie (**main verb**)?

Sentences with **wh-word + helping verb + subject + main verb structure** are **questions (Interrogative Sentences)**.

**Questions** sometimes begin with a **helping verb** without a **wh-word**.

Examples :

Has Latha completed her work?

Will you give that book to Anand?

**Questions** of this kind are called **yes or no – type questions** for they can be answered with a **yes or no**.

We use a **Question Mark (?)** at the end of **questions**.

iii) Observe sentence (c): Allow (**verb**) + children (**object**) + to play (etc.).

Sentences with **verb + object + etc structure** are **commands**.

They may also be requests (**imperatives**). The **subject 'You'** is understood.

Words like 'please' may come at the beginning or at the end.

We use a **full stop (.)** at the end of **commands**.

iv) Look at sentence (d)

How (**wh-word**) + beautiful (**adjective**) + the rainbow (**subject**) + is (**verb**).

Sentences with **Wh-word + adjective or adverbial + subject + verb structure** are **exclamations**.

We use an **exclamatory mark (!)** at the end of such sentences.

Look at some more sentences.

a) 'Dancing in the Rain' is a thought-provoking essay. (**statement**)

b) Where are you going? (**question – wh-type**)

c) Is your brother at home? (**question – yes or no type**)

d) Call the police. (**command**)

e) How boring that movie is! (**exclamation**)



## Exercises

- i) Identify the **questions** in the following paragraph.

Write them down. Give numbers. (1), (2), (3), etc.

The final indicator of a country's independence is the way its children live. Are children free from the malaise of poverty and hunger? Are they free from the burden of parental aspiration? Are they free from norms of social conditioning? Are we ensuring the curiosity of our children continues to burn and is not stamped out? Are they free to explore the world, to realize their unique potential, and thereby, help discover the true potential of the society itself?

- ii) Write against each of the following sentences its type. (**Statement/Question ...**)

- |   |     |
|---|-----|
| a) We love English.                     | ( ) |
| b) Close the door at once.              | ( ) |
| c) How can I improve my English?        | ( ) |
| d) How difficult the question is!       | ( ) |
| e) Are you ready to go?                 | ( ) |
| f) Read 'Dancing in the Rain' closely.  | ( ) |
| g) How valuable the writer's advice is! | ( ) |
| h) Will parents listen to Azim Premji?  | ( ) |
| i) Learning is a continuous process.    | ( ) |
| j) Children love stories.               | ( ) |

- iii) Your friend tells you that he is going to his grandparents' place. Ask him questions about the date of travel, the number of days he wants to spend there and the tourist attractions of that place.

### 1.7 Punctuation marks

Read the following sentence carefully. Observe marks like (,) closely. Robbing children of their childhood is a criminal act, and our society must weed this malaise out from the root. But where does the root lie?

Symbols like ' . , ? ' are called **punctuation marks**. They help us to understand the text easily. Suppose there are no such marks in the above passage. Would you be able to understand it easily? We use a **full stop** (.), a **question mark** (?), or an **exclamation mark** (!) at the end of a sentence. We begin a sentence with a **capital letter**. We use a **comma** (,) at the end of a small group of words in a sentence.

**Exercise**

Rewrite the following passage using **capital letters** and **punctuation marks** wherever necessary.

gandhiji said that the greatest lessons in life are learnt from children not from learned men a child will fearlessly try before giving up as adults fearing failure we give up before we try

**1.8 Dialogue writing**

Read the following **dialogue** between students of Class IX studying in different schools.

Hema : Hi Maha! What are you drawing?

Maha : Hi Hema! I'm drawing pictures of pet animals, just for fun!

Hema : For fun! Have you finished your homework?

Maha : Yes, for fun! And this is my homework too.

Hema : How can drawing pictures be your homework?

Maha : It may surprise you. But our teachers take a lot of care to make our homework interesting and enjoyable.

Hema : Sounds wonderful! The very word '*homework*' frightens us. Endless pages of boring stuff.

Maha : But for us, homework is a pleasure. In fact we eagerly look forward to the following day's work. It could be something like watching our favourite TV programme and writing about the theme, or describing a particular character, etc.

Hema : Oh! Very interesting. I wish I were a student of that school. I'll ask my dad if I can join your school next year.

Maha : You're welcome. All the best. Bye for now.

Hema : Thank you, Maha. Bye.

**Exercise**

Write a **dialogue** between two students discussing their difficulties in carrying too many text books to college every day.



## 1.9 Comprehension passages

### 1.9.1 Read the following passage and answer the questions that follow.

Shikshayatan – a school started in 1994 at Arasavanankadu, a village near Kumbakonam of Tamilandu, with just 15 children by Mr. Raghavan, a chartered accountant, and his wife Aruna, an M. Phil in English – sets a model for both teachers and learners. The teachers here believe that learning is a form of play. They prove that learning can be made interesting and enjoyable. Most of the teaching materials are produced by the teachers, who customize their teaching aids to suit their students' needs and abilities. Health and nutrition of the children get priority. This ensures the children have the physical energy required for learning. Nutritional and medical supplements are provided to the needy. Free exercise and play are encouraged. Children learn spontaneously when their interest and curiosity are awakened. Teaching is confined to brief periods according to the natural attention span of each child, which is normally 15 – 30 minutes daily during the first two years. It is never extended beyond the child's span of interest. (Based on C. Subramaniam's 'Barefoot Teachers; Brave New Methods', published in *The Hindu* of 19.06.1996.)

- i) Name the founders of Shikshayatan.
- ii) The teachers at Shikshayatan believe that learning is a form of play. Write true or false.
- iii) Who produces the teaching materials used at the school?
- iv) How does the school ensure that the children have the physical energy required for learning?
- v) How can one make children learn spontaneously?
- vi) Why is teaching in that school confined to short spells of time?

### 1.9.2 Read the following passage and answer the questions that follow.

A decent education is a passport to a good, comfortable and secure life. It should provide hope and open avenues for a secure future for intelligent, hardworking, and productive men and women of our society. It should enable youngsters to become contributing members of the society through knowledge, skills and character development, provide access to first-rate training for people of all ages and backgrounds and make it possible for them to compete in a global economy. An educated civilization is essential for the smooth functioning of a democracy and for

the preservation of every citizen, as proved by the democracies in the western world. In the words of the ancient Greek philosopher Diogenes, "The foundation of every state is the education of its youth."  
(From *The Hindu*.)

- i) What helps one lead a good, comfortable life?
- ii) What can intelligent and hardworking persons expect to gain from education?
- iii) How can youngsters become useful members of the society?
- iv) What do we need for the smooth functioning of a democracy?
- v) How does the Greek philosopher highlight the importance of education?
- vi) The passage says that education is for the sole purpose of leading a good and comfortable life. Write **true** or **false**.

### 1.10.1 Critical thinking

'Whatever little I learnt about being a parent, I learnt by observing my children and letting them teach me', says Premji. Write a **paragraph** on what parents can learn from their children.

### 1.10.2 Activity at College

Form groups. Take up issues related to different types of child labour – including the burden imposed on school children. Design posters to be used at different places on important occasions like Children's Day and National Education Day. You can also identify some of the possible solutions.

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## MODULE - I

### Unit - 2

# I Celebrate Myself

Walt Whitman

#### Pre-reading

Have you listened to songs which praise the glory of great persons? Have you listened to songs in which the composers praise themselves? Is one justified in praising oneself?

Can praising oneself be equated with the praising of the Creator?

Read on to know more ...

#### ABOUT THE POET



Walt Whitman (1819 – 1892), popular as the poet of universal values, was born in the USA. His father's failure deprived Whitman of a normal childhood. He was compelled to work as a printer's apprentice, compositor, teacher and a hospital volunteer at a young age. The varied experience helped Whitman see life as an integral whole. In his early poems, Whitman reflected on

the society and civilization of America. But he soon evolved as a poet of universal values. His '*Leaves of Grass*' (1855) is a path breaking epic poem. Originally consisting of just twelve poems, the work was extensively enlarged and revised by Whitman over four decades.

#### ABOUT THE POEM

The present selection is the opening section of Whitman's longer poem *Song of Myself* that has 52 sections. Here the poet seeks to explain the concept of self. This concept has its roots in the philosophical belief that all living and non-living entities are different forms of the Supreme Being. Thus, when he sings of himself, he is actually praising the glory of Himself and the whole cosmic self.

The poet praises himself. In doing so he praises everyone, for, all are equal and all come from the same source, the Almighty. All are composed of the same atoms. He admires the beauty of a blade of grass — a symbol of nature. He asserts that he comes from this soil, as did his parents and their parents. He is proud of his land and family. He is happy that he is healthy at the age of thirty-seven. He wants all structured beliefs and dogmas to be suspended for some time, so that Nature might express herself in all her spontaneity and primal energy. Thus the poem embodies Whitman's many beliefs like love for the land, pride in one's family, appreciation for nature, faith in oneself and in God.



## THE POEM

I celebrate myself, and sing myself, And what I assume you shall assume, For every atom belonging to me as good belongs to you.	1
I loafe and invite my soul, I lean and loafe at my ease observing a spear of summer grass.	2
My tongue, every atom of my blood, form'd from this soil, this air, Born here of parents born here from parents the same, and their parents, the same, I, now thirty-seven years old in perfect health begin, Hoping to cease not till death.	3
Creeds and schools in abeyance, Retiring back a while sufficed at what they are, but never forgotten, I harbor for good or bad, I permit to speak at every hazard, Nature without check with original energy.	4

## GLOSSARY

celebrate (v) (1) /'seləbreɪt/	: praise; appreciate
assume (v) (1) /ə'sju:m/	: have a particular quality or appearance
good (adv) (1) /gʊd/	: well
loafe (v) (2) /ləʊf/	: loiter idly / move about without any
(modern spelling – loaf)	particular work
lean (v) (2) /li:n /	: bend; incline from a vertical position
spear (n) (2) /spiə(r)/	: the long pointed stem of some plants, a blade of grass
creeds (n - pl) (4) /kri:dz/	: sets of principles or religious beliefs
schools (n - pl) (4) /sku:lz /	: groups of writers, artists, etc., with the same style of work and opinion
abeyance (n) (4) /ə'beɪəns/	: state of temporary disuse or suspension
harbor (v) (4) /'hɑ:(r)bə(r)/	: keep a thought or feeling in one's mind
hazard(n) (4) /'hæzə(r)d/	: risk, danger

## 2.1 Annotate the following in about 100 words each.

- a) For every atom belonging to me as good belongs to you.  
A. This line is taken from the poem 'I Celebrate Myself', written by Walt Whitman.

The poem is known for its vision of equality. It is equally famous for its view that all forms of life on earth are different expressions of the Supreme Being. In celebrating himself, Walt Whitman celebrates the glory of all creation and the creator.



For, God expresses Himself in all of His creations. In making this statement the poet glorifies democracy.

- b) My tongue, every atom of my blood, form'd from this soil, this air,
- c) I, now thirty-seven years old in perfect health begin,  
Hoping to cease not till death.
- d) Nature without check with original energy.

## 2.2 Answer the following questions in about 100 words each.

- a) Explain briefly what the poet celebrates in the poem 'I Celebrate Myself'.

A. *Song of Myself* is one of the most famous poems of America. This epic poem, written by Walt Whitman, is important for its vision of equality. 'I Celebrate Myself' is the opening section of this sprawling poem. The poem celebrates the spirit of democracy, the greatness of the soil, and the glory of the Lord. 'I' in the poem is the poet himself. Yet, it refers to the reader too, and extends further to become a universal entity. The poet praises his existence, his land, his parents, his health, nature and everything in this universe.

- b) Describe Walt Whitman's attachment to his soil and air.
- c) What does the poet harbor in the poem 'I Celebrate Myself'?

## 2.3 Appreciating the poem

### 2.3.1 Look at the following words from the poem.

celebrate                  assume                  schools

Write all the meanings of the words. Find out which meaning suits the context.

### 2.3.2 Read the following lines.

Born here of parents born here from parents the same, and their  
parents, the same.

Observe the repetition. What does it highlight? Does it add to the content or the form or both?

### 2.3.3 Look at the **spelling** of the words 'loafe', and 'harbor' as used in the poem.

What is the other **spelling** of these words?

### 2.3.4 Examine the following expression.

"a spear of summer grass."

What is the season mentioned? Do we find green grass in that season in India? Why does the poet say "summer grass"?

2.3.5 What is the poet's age at the time of writing this poem?

How was his health then?

2.3.6 Notice how many times the **pronoun 'I'** has been used.

What is its significance?

## 2.4 Critical thinking

When the poet says he is celebrating himself, is he being selfish or is he showing universal love? Write your views in a short **paragraph**.

For the joy of reading (Not for the examination!)

Myself

I have to live with myself and so

I want to be fit for myself to know.

I want to be able as days go by,

always to look myself straight in the eye;

I don't want to stand with the setting sun

and hate myself for the things I have done.

I don't want to keep on a closet shelf

a lot of secrets about myself

and fool myself as I come and go

into thinking no one else will ever know

the kind of person I really am,

I don't want to dress up myself in sham.

I want to go out with my head erect

I want to deserve all men's respect;

but here in the struggle for fame and wealth

I want to be able to like myself.

I don't want to look at myself and know that

I am bluster and bluff and empty show.

I never can hide myself from me;

I see what others may never see;

I know what others may never know,

I never can fool myself and so,

whatever happens I want to be

self respecting and conscience free.

Edgar Albert Guest



## MODULE-1

### Unit - 3

# The Boy Who Broke the Bank

Ruskin Bond

#### Pre-reading

Rumours spread fast. Those who spread rumours may unwittingly create havoc in the lives of others. Read this interesting story of Ruskin Bond to find out how an innocent boy's effort to secure a better job takes unexpected turns...

#### ABOUT THE WRITER



Ruskin Bond (1934-), a writer of British descent, was born in Kasauli, India. He is fond of writing fiction for children. His first novel, *The Room on the Roof*, written when Bond was just 17, won for him the Llewellyn Rhys Prize. He also received the Sahitya Akademi Award and the Padmashri. He continues to win the hearts of his readers with his delightful stories.

#### ABOUT THE STORY

The story, "The Boy Who Broke the Bank" deals with the plight of underpaid child labourers and their struggle to get better employment. Exploitation of the poor, mob psychology and the role of rumours in spreading panic are some of the themes that find effective expression.

Nathu is the sweeper boy at the Pipalnagar Bank. His request for a pay hike has not been considered. Even his regular salary has not been paid till the 20th of the month. In desperation, Nathu says that he will leave that job. Sitaram, the son of the washerman, promises to help him. Sitaram informs Mrs. Srivastava that his friend, Nathu, is ready to work for her as a sweeper, as the bank has not paid the boy his salary so far. Mrs. Srivastava tells her friend, Mrs. Bhushan, that the Bank has not been paying salaries to its employees. The rumour spreads like wild fire. Soon people are convinced that the bank has become bankrupt. The owner of the bank, Govind Ram, is away holidaying and is not available to dispel the rumours. This strengthens the doubts of the customers. They rush to the bank to withdraw their money. When turned away by the manager, they become agitated and vandalize the bank. The following morning, while Nathu sweeps the scattered glass pieces, he wonders what had led to the collapse of the bank. Little does he know that his innocuous remark made the previous day had triggered a chain reaction!



**THE STORY**

Nathu grumbled to himself as he swept the steps of the Pipalnagar Bank, owned by Seth Govind Ram. He used the small broom hurriedly and carelessly, and the dust, after rising in a cloud above his head settled down again on the steps. As Nathu was banging his pan against a dustbin, Sitaram, the washerman's son, passed by.

Sitaram was on his delivery round. He had a bundle of freshly pressed clothes balanced on his head.

'Don't raise such dust!' he called out to Nathu. 'Are you annoyed because they are still refusing to pay you an extra two rupees a month?'

'I don't wish to talk about it', complained the sweeper boy. 'I haven't even received my regular pay. And this is the twentieth of the month. Who would think a bank would hold up a poor man's salary? As soon as I get my money, I'm off! Not another week I work in this place' and Nathu banged the pan against the dustbin several times, just to emphasize his point and giving himself confidence.

'Well, I wish you luck', said Sitaram. 'I'll keep a lookout for any jobs that might suit you'. And he plodded barefoot along the road, the big bundle of clothes hiding most of his head and shoulders.

At the fourth home he visited, Sitaram heard the lady of the house mention that she was in need of a sweeper. Tying his bundle together, he said, 'I know of a sweeper boy who's looking for work. He can start from next month. He's with the bank just now but they aren't giving him his pay and he wants to leave.'

'Is that so?' said Mrs. Srivastava. 'Well, tell him to come and see me tomorrow.'

And Sitaram, glad that he had been of service to both a customer and his friend, hoisted his bag on his shoulders and went his way.

Mrs. Srivastava had to do some shopping. She gave instructions to the *ayah* about looking after the baby and told the cook not to be late with the midday meal. Then she set out for the Pipalnagar market place, to make her customary tour of the cloth shops.

A large shady tamarind tree grew at one end of the bazaar, and it was here that Mrs. Srivastava found her friend Mrs. Bhushan sheltering from the heat. Mrs. Bhushan was fanning herself with a large handkerchief. She complained of the summer, which she affirmed, was definitely the hottest in the history of Pipalnagar. She then showed Mrs. Srivastava a sample of the cloth she was going to buy, and for



five minutes they discussed its shade, texture and design. Having exhausted this topic, Mrs. Srivastava said, 'Do you know, my dear, that Seth Govind Ram's bank can't even pay its employees? Only this morning I heard a complaint from their sweeper who hasn't received his wages for over a month!'

'Shocking!' remarked Mrs. Bhushan. 'If they can't pay the sweeper they must be in a bad way. None of the others could be getting paid either.'

She left Mrs. Srivastava at the tamarind tree and went in search of her husband, who was sitting in front of Kamal Kishore's photographic shop, talking with the owner.

'So there you are!' cried Mrs. Bhushan. 'I've been looking for you for almost an hour. Where did you disappear?'

'Nowhere', replied Mr. Bhushan. 'Had you remained stationary in one shop, I might have found you. But you go from one shop to another, like a bee in a flower garden.'

'Don't start grumbling. The heat is trying enough. I don't know what's happening to Pipalnagar. Even the bank's about to go bankrupt.'

'What's that?' asked Kamal Kishore, sitting up suddenly. 'Which bank?'

'Why the Pipalnagar bank of course. I hear they have stopped paying employees. Don't tell me you have an account there, Mr. Kishore.'

'No, but my neighbour has!' he exclaimed; and he called out over the low partition to the keeper of the barber shop next door. 'Deep Chand, have you heard the latest? The Pipalnagar Bank is about to collapse. You'd better get your money out as soon as you can!'

Deep Chand, who was cutting the hair of an elderly gentleman, was so startled that his hand shook and he nicked his customer's right ear. The customer yelped with pain and distress: pain, because of the cut and distress, because of the awful news he had just heard. With one side of his neck still unshaven, he sped across the road to the general merchant's store where there was a telephone. He dialed Seth Govind Ram's number. The Seth was not at home. Where was he then? The Seth was holidaying in Kashmir. Oh, was that so? The elderly gentleman did not believe it. He hurried back to the barber's shop and told Deep Chand: 'The bird has flown! Seth Govind Ram has left town. Definitely, it means a collapse.' And then he dashed out of the shop, making a beeline for his office and cheque book.



The news spread through the bazaar with the rapidity of forest fire. From the general merchant's it travelled to the shop, circulated amongst the customers, and then spread with them in various directions, to the betel-seller, the tailor, the free vendor, the jeweller, the beggar sitting on the pavement.

Old Ganpat, the beggar, had a crooked leg. He had been squatting on the pavement for years, calling for alms. In the evening someone would come with a barrow and take him away. He had never been known to walk. But now, on learning that the bank was about to collapse, Ganpat astonished everyone leaping to his feet and actually running at top speed in the direction of the bank. It soon became known that he had a thousand rupees in savings!

Men stood in groups at street corners discussing the situation. Pipalnagar seldom had a crisis, seldom or never had floods, earthquakes or drought; and the imminent crash of the Pipalagar Bank set everyone talking and speculating and rushing about in a frenzy. Some boasted of their far-sightedness, congratulating themselves on having already taken out their money, or on never having put any in; others speculated on the reasons for the crash, putting it all down to excesses indulged in by Seth Govind Ram. The Seth had fled the State, said one. He had fled the country, said another. He was hiding in Pipalnagar, said a third. He had hanged himself from the tamarind tree, said a fourth, and had been found that morning by the sweeper-boy.

By noon the small bank had gone through all its ready cash, and the harassed manager was in a dilemma. Emergency funds could only be obtained from another bank, some thirty miles distant, and he wasn't sure he could persuade the crowd to wait until then. And there was no way of contacting Seth Govind Ram on his houseboat in Kashmir.

People were turned back from the counters and told to return the following day. They did not like the sound of that. And so they gathered outside on the steps of the bank shouting 'Give us our money or we'll break in!' and 'Fetch the Seth, we know he's hiding in a safe deposit locker!' Mischief makers who didn't have a paisa in the bank, joined the crowd and aggravated their mood. The manager stood at the door and tried to placate them. He declared that the bank had plenty of money but no immediate means of collecting it; he urged them to go home and come back the next day.

'We want it now!' chanted some of the crowd. 'Now, now, now!'

And a brick hurtled through the air and crashed through the plate glass window of the Pipalnagar Bank.



Nathu arrived next morning to sweep the steps of the bank. He saw the refuse and the broken glass and the stones cluttering the steps. Raising his hands in a gesture of horror and disgust he cried: 'Hooligans! Sons of donkeys! As though it isn't bad enough to be paid late, it seems my work has also to be increased!' He smote the steps with his broom scattering the refuse.

'Good morning, Nathu, said the washerman's boy getting down from his bicycle. 'Are you ready to take up a new job from the first of next month? You'll have to I suppose, now that the bank is going out of business.'

'How's that?' said Nathu.

'Haven't you heard? Well, you'd better wait here until half the population of Pipalnagar arrives to claim their money.' And he waved cheerfully — he did not have a bank account and sped away on his cycle.

Nathu went back to sweeping the steps, muttering to himself. When he had finished his work, he sat down on the highest step to await the arrival of the manager. He was determined to get his pay.

'Who would have thought the bank would collapse?' he said to himself, and looked thoughtfully into the distance. 'I wonder how it could have happened...'

## GLOSSARY

exhausted (adj)	: completely finished
bankrupt (adj)	: unable to pay debts
collapse (v)	: fail in business; decrease in value
distress (n)	: a feeling of great worry
rapidity (n)	: quickness; speed
alms (n)	: money, clothes and food that are given to poor people
barrow (n)	: a small open handcart with two wheels
imminent (adj)	: likely to happen very soon
crash (n)	: a sudden and serious fall in value
dilemma (n)	: a problematic situation in which a difficult choice has to be made

### 3.1 Answer the following questions in about 100 words each.

a) Why did Nathu grumble to himself?

A. Ruskin Bond's story 'The Boy Who Broke the Bank' describes Nathu's suffering in the opening lines. Nathu works as a sweeper boy with the Pipalnagar Bank. He has, for long, been requesting for a hike of two rupees in his pay. Seth

Govind Ram, the owner of the bank, has not agreed to raise his pay. Not only that, even the regular salary has not yet been paid to Nathu. And it is already the twentieth of the month. Nathu is a poor boy and has many problems. So he grumbles to himself as he sweeps the steps of the bank.

- b) How did Sitaram try to help Nathu?
- c) What did Mrs. Srivastava tell Mrs. Bhushan about the bank? How did the news spread in Pipalnagar?
- d) How did the customers of the bank at Pipalnagar react to the 'news'?

### 3.2 Comprehension passages

Read the following **passages** and answer the **questions** given after them.

**3.2.1** I don't wish to talk about it', complained the sweeper boy. 'I haven't even received my regular pay. And this is the twentieth of the month. Who would think a bank would hold up a poor man's salary? As soon as I get my money, I'm off! Not another week I work in this place' and Nathu banged the pan against the dustbin several times, just to emphasize his point and giving himself confidence.

- i) What was the complaint of the sweeper boy?
- ii) Where was the sweeper boy working?
- iii) '... .. a bank would hold up a poor man's salary?' Who is the poor man referred to here?
- iv) Why did Nathu bang the pan against the dustbin?
- v) Pick the **synonym** of the word 'salary' from the passage.
- vi) The sweeper is . . . . . with the bank. (Fill in the blank choosing from the options given below.)

- a) happy                      b) satisfied                      c) unhappy

**3.2.2** A large shady tamarind tree grew at one end of the bazaar, and it was here that Mrs. Srivastava found her friend Mrs. Bhushan sheltering from the heat. Mrs. Bhushan was fanning herself with a large handkerchief. She complained of the summer, which she affirmed, was definitely the hottest in the history of Pipalnagar. She then showed Mrs. Srivastava a sample of the cloth she was going to buy, and for five minutes they discussed its shade, texture and design. 'Having exhausted this topic, Mrs. Srivastava said, 'Do you know, my dear, that Seth Govind Ram's bank can't even pay its employees? Only this morning I heard a complaint from their sweeper who hasn't received his wages for over a month!'



- i) What kind of tree was there at the end of the bazaar?
- ii) Whom did Mrs. Srivastava meet?
- iii) What was Mrs. Bhushan doing there?
- iv) What was Mrs. Bhushan planning to buy?
- v) The ladies didn't talk much about the colour and quality of the cloth. Write **true** or **false**.
- vi) Name the town where the above meeting took place.

**3.2.3** Deep Chand who was cutting the hair of an elderly gentleman was so startled that his hand shook and he nicked his customer's right ear. The customer yelped with pain and distress: pain, because of the cut and distress, because of the awful news he had just heard. With one side of his neck still unshaven, he sped across the road to the general merchant's store where there was a telephone. He dialed Seth Govind Ram's number. The Seth was not at home. Where was he then? The Seth was holidaying in Kashmir.

- i) What was Deepchand's occupation?
- ii) Why did Deepchand cut his customer's ear?
- iii) Why did the elderly gentleman go to the general store?
- iv) Where did Seth Govind Ram go?
- v) Write the word from the passage that **means** 'surprised and frightened'.
- vi) What kind of news did Deepchand and his customer hear?

### **3.3 Critical thinking**

Narrate an interesting incident to illustrate how rumours can cause misunderstandings and spread panic.

**Just for the Joy of Reading (Not for the examination)****The Power of a Rumour**

A hare resting under a banyan tree had a premonition of doom.

"What would happen to me if the earth were to break up?" he wondered. Suddenly, there was a 'thud' followed by a rumbling sound.

"It's happened," thought the hare, "the earth's breaking up!"

He jumped up and ran.

"Why are you running?" asked a hare who crossed his path.

"The earth's breaking up!" shouted the hare. "You'd better run too."

The second hare ran so fast he overtook the first.

"The earth's breaking up, the earth's breaking up!" he shouted to other hares he passed. Soon thousands of hares were scampering through the forest.

Other animals got caught up in the panic. The word spread from mouth to mouth, and soon everyone knew: the earth was breaking up.

It was not long before the whole jungle was on the move. Reptiles, insects, birds and four-footed animals fled in wild disorder, and their cries of terror filled the air.

A lion standing on a hillock, saw the animals coming and wondered what was going on. He hastened down and positioning himself in front of the horde called for it to stop.

His commanding presence stemmed the rising tide of panic among the animals.

"The earth is breaking up!" shrieked a parrot, alighting on a rock near him.

"Who says so?"

"I heard it from the monkeys."

The monkeys said they had heard it from the tigers, who said their informants were the elephants, who gave the buffaloes as their source. When the hares were finally implicated they pointed one to another until the one who had started it all was identified.

"What makes you think the earth is breaking up?" the lion asked him.

"I heard it cracking with my own ears, sire," squeaked the hare, trembling in fear.

The lion investigated the sound the hare had heard and found that it had been caused by a large coconut falling from a tree. It had landed on a pile of rocks, causing a minor landslide.

"Go back to your homes," said the lion to the animals who had been running away, and who were now looking very foolish. "The earth's safe. Next time, check a rumour before acting on it."



**MODULE-1****Unit - 4****Study Skills - I****Section - A****Punctuation****Play with punctuation**

*A panda (a bear-like mammal, native to China) walks into a cafe. He orders a sandwich, tea, etc. eats and drinks all, then draws a gun and fires two shots in the air.*

*'Why?' asks the confused waiter, as the panda makes towards the exit. The panda produces a badly punctuated manual. 'Look it up,' he says.*

*It is written 'Panda: Large black and white bear like mammal. Eats, shoots and leaves.' The comma is the culprit!*

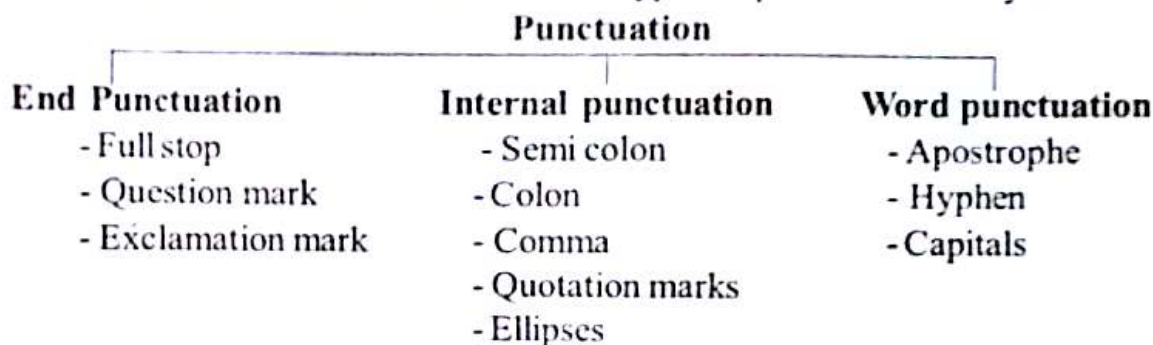
Let's understand and relish the following sets of sentences.

1. Woman, without her man, is nothing.  
(Woman is nothing unless there is a man.)  
Woman! Without her, man is nothing.  
(Man is nothing unless there is a woman.)
2. Let's eat grandpa.  
(Grandpa is going to be eaten!)  
Let's eat, grandpa.  
(Inviting grandpa to eat)
3. Akbar said Ashoka was a great warrior.  
(Ashoka was a great warrior.)  
Akbar, said Ashoka, was a great warrior.  
(Akbar was a great warrior.)
4. This section consists of seven-year-old children.  
(seven years old children)  
This section consists of seven year-old children.  
(one year old children)
5. These are my employees.  
(These people are my employees.)  
These are my employee's.  
(These things belong to my employee.)  
These are my employees'.  
(These things belong to my employees.)

Going by the above sets of sentences, can't we say that the beauty and clarity of a language lie in punctuation too?

**Punctuation marks**, like traffic signals, are visual indicators used in written/printed texts to make texts practical and meaningful.

**Types of punctuation:** There are three types of punctuation. They are:



Now, let's look at their specific functions in detail.

#### A. End punctuation

##### 1. Full stop ( . ) (also called 'period' in American English)

It indicates the longest pause and is always placed at the end of a sentence.

It is used

- i) at the end of declarative and imperative sentences.  
Naveen is a university student.  
Come here.
- ii) after most abbreviations and initials.  
M.A. (Master of arts), B.Sc. (Bachelor of science)  
a.m. (ante meridiem)
- iii) to separate hour from minute and date from month and year.  
The class begins at 7.45 a.m. daily.  
Vanitha was born on 5.12.2012.

**Note:** Full stops are omitted

- i) in acronyms when they are pronounced as a complete word.  
NATO, UNESCO, VAT
- ii) when the capital letter in the abbreviation doesn't stand for a complete word.  
TV (Television), TB (Tuberculosis)
- iii) in newspaper headlines.  
Art is more than unbroken lines  
Heat wave condition persists till May

##### 2. Question mark ( ? )

It is used

- i) at the end of an interrogative sentence.  
Do you like sweets?
- ii) after question tags or similar words.  
He likes music, doesn't he? This is your car, right?



- iii) after elliptical questions.  
Doing well? In trouble?

**Note:** A question mark is **not used** at the end of an indirect question.  
The principal asked me where I had gone.

### 3. Exclamation mark ( ! )

It is used

- i) after an emotional expression of joy/sorrow/surprise/shock/anger, etc.  
How fabulous the movie is!  
What a nasty experience it was!
- ii) after an interjection or one-word exclamation.  
Pity! She lost her father.  
Hurrah! We won the match.
- iii) after an imperative sentence when it is charged with feeling (a strong command).  
Shut up! Go and bring your notebook.  
Get lost! I need no explanation.

### Exercises

I. Use appropriate end punctuation marks (full stop / question mark / exclamation mark) in the following sentences.

1. Will you show me the book
2. How intelligent you are
3. You like English, don't you
4. Stop the bus for me
5. It is raining now
6. What an idea

II. Read the following paragraph and use appropriate end punctuation marks (full stop / question mark / exclamation mark) wherever necessary.

Once upon a time there lived a duck and a kangaroo They were friends One day the duck asked the kangaroo, 'Dear friend, "How do you jump" The kangaroo replied, "Ah it is very easy Do you love it" The duck said, "Oh is it I would love to jump like you then The kangaroo said, "Sit on my back I will take you round the world"

### B. Internal punctuation

#### 1. Semi colon ( ; )

It signifies a long pause in a sentence. The pause is greater than that created by a comma; weaker than a full stop.

It is used

- i) to separate main clauses in sentences not joined by a conjunction.  
Mandela was honest, sincere and brave; all loved him.  
Behave yourself well; there all the honour lies.
- ii) to separate parts of a sentence which has many **commas**.  
Our team for the cultural competition consists of Rahul of class VII, from Medak; Geetanjali of class VIII, from Nalgonda; Amrutha of class VI, from Warangal and Nalini of class X, from Karimnagar.
- iii) between main clauses joined by connectives like **besides, however, moreover, therefore**.  
It is a big mistake; however, you are excused this time.  
I don't need that bike; besides, it is too costly.

## 2. Colon ( : )

A **colon** is not often used. It indicates a fairly close interdependence between the units that it separates. The sentence before the **colon** should be complete in itself, not a sentence fragment.

It is used

- i) to introduce a list of items.  
Send me the following items: art paper, pencils, ink bottles, clips.  
Dictionaries have everything: meanings, word history, origin, antonyms and usage.
- ii) to anticipate a specific explanation of a general statement.  
Cancer is dangerous: it kills lakhs of people every year.  
This bike is very expensive: it gives hardly thirty kilometres a litre.

## 3. Comma ( , )

A **comma** is the most frequently used **mark of punctuation** which provides a slight pause in a sentence.

It is used

- i) to separate more than two words of the same class.  
James, Anthony, Raheem and Sunder are studying in the same school.  
Raghava is rich, clever, brave and honest.
- ii) after an adverbial clause or a phrase.  
After we attended the party, we left for Delhi.  
Born in Nepal, he was brought up and educated here.
- iii) in non-defining relative clauses.  
Mumbai, the business capital of India, is facing a severe water crisis.  
My grandfather, who celebrated his 84<sup>th</sup> birthday yesterday, is a philanthropist.



- iv) in letters, for salutation and complimentary close.  
Dear Srinath, Yours sincerely,
- v) to introduce direct speech and before question tags.  
Jane said, " You are a good friend."  
Srihith is clever, isn't he?
- vi) after sentence adverbs.  
Fortunately, he was saved.  
Suddenly, Leela left the meeting.
- vii) after introductory words and some expressions.  
*Luckily, finally, accordingly, also, consequently, meanwhile, nevertheless, obviously, perhaps, however, therefore, of course, actually, besides, otherwise, for example, namely, in fact, etc.*  
I have to finish my project. Perhaps, the last one.  
Luckily, I got a good job.
- viii) to separate date / month from a year.  
15 August, 1947, January 26, 1950
- ix) in writing postal address.  
24-7-128/A  
Srinagar,  
Hyderabad,  
Telangana.
- x) to separate interjections and other words like *yes, no, oh, well, ah*.  
Wow, what a surprise!  
Yes, he did it.  
Well, I will explain it now.
- xi) after a noun or pronoun in the vocative case.  
Raju, come here.  
Sir, shall I come in?
- xii) to separate a name from a degree / department.  
He is Ashok, I.A.S.  
Meet Mr Bansal, the manager.

#### 4. Quotation marks (Inverted commas) ( ' . . . . ' ) ( " . . . . " )

**Quotation marks** are **commas** that are put upside down above the line of writing. They can be single ( ' . . . . ' ) or double ( " . . . . " ). In British usage **single quotations** are used but in American usage they are usually **double**. In handwriting **double inverted commas** are used in both the countries.

**Quotation marks** are used

- i) in direct speech.  
He said, "I am busy." "Who are you?" she asked.
- ii) to enclose titles of stories, plays, poems, essays, articles.  
Tagore's 'Geetanjali' is my favourite book.  
Have you read the article, 'New Mining Policy'?
- iii) to enclose a word or expression that is being defined.  
The word 'panacea' means 'remedy for all diseases or troubles'.  
A 'back seat driver' is a passenger in a car who gives unwanted advice.
- iv) to mark quotations.  
Abraham Lincoln said, "Writing is a great invention of the world."

### 5. Ellipsis ( ... )

**Ellipsis** is the practice of leaving a word or words in a sentence when they are not necessary for understanding. These are traditionally (**three dots**) used

- i) after a break in speech.  
His declaration was, 'The house caught fire...'
- ii) as an alternative to 'etc.'  
I bought fruits, nuts, rice, bread, water...
- iii) when a word or a phrase of quotation is omitted.  
Stone walls do not make a prison...  
( 'nor iron bars a cage' )
- iv) to make a longer pause in dialogue.  
Come here..., try to understand me.

### Exercises

**I. Use appropriate internal punctuation marks (semi colon / colon / comma/ quotation marks / ellipses) in the following sentences.**

1. The monsoon failed this year too and the country is in the grip of a famine.
2. I wasn't just annoyed I was absolutely furious.'
3. Sumit said Where are you going ?
4. She worked hard she failed.
5. 15 August 1947 It was the day on which we won independence.
6. The man said I wasn't wounded.

**II. Read the following paragraph and use appropriate internal punctuation marks (semicolon/ colon / comma / quotation marks / ellipses) wherever necessary.**

A teacher showed three toys to a student and asked Can you find out the differences. After keen observation the student said the first toy has holes in



the ears the second one has holes in the ear and the mouth the third toy has only one hole that is in one ear. The teacher was amazed and asked what do they represent.

### C. Word punctuation

#### 1. Apostrophe ( ' )

An **apostrophe** has two main functions. They are -

- i) to indicate possession.  

Nitya's dress (singular)	Ammu's books (singular)
Clouds' movement (plural)	Neighbours' children (plural)
- ii) to indicate contraction.  
 I'm (I am)    don't (do not)    won't (will not)    aren't (are not)

**Note:** Look at the magic of an **apostrophe** here.

It's good. (It is good.)

Its head is still. (The head of it is still.)

It's got six legs. (It has got six legs.)

#### 2. Hyphen ( - )

The present-day tendency is to avoid using the **hyphen** wherever possible. However, the following cases require **hyphens**.

A **hyphen** is used

- i) in compound words.  
 Father-in-law, coal-mining, co-education, ex-president, up-to-date, pro-American, pre-school, semi-skilled worker, non-scientific
- ii) in writing compound numbers from 21 to 99.  
 Twenty-one, seventy-four, thirty-six
- iii) in compound words formed from fractions.  
 One-third, three-fifths, two-thirds
- iv) between two numbers to indicate range/ inclusion.  
 See the rules 1-6 (one to six).  
 This book is the history of India, 1857-1947 (from 1857 to 1947).
- v) after a single letter joined to a noun or a participle.  
 Y-junction, U-turn, T-shaped

#### 3. Capital Letters

A **capital letter** is used

- i) at the beginning of a sentence and also at the beginning of the sentence in quotations.  
 She is preparing for a test now.  
 She said, "Light travels faster than sound."

- ii) at the beginning of every line of a poem.  
The woods are lovely, dark and deep,  
But I have promises to keep,
- iii) with personal names / proper nouns and the personal pronoun 'I'.  
Osmania University, Red Fort, Netaji, Bhagat Singh, Kalam, Mount Everest  
I am going to bed now.
- iv) with adjectives derived from proper nouns.  
Indian festivals, Chinese toys, Japanese dolls.
- v) with the first letter of a day / month / festival/ special occasion / religion /  
class (group) / . holy book / literary works  
Monday, June, Ramzan, Republic Day, Christian, the Tatas, the Ramayana,  
the Bible, Gitanjali, Malgudi Days
- vi) with high-ranking officials, heads of state, heads of religion.  
the Prime Minister, the Chief Justice, the Pope, the Queen of England.
- vii) with the first letter of God/Lord/Almighty and the pronouns that refer to  
them.  
Do you believe in God?  
Pray to the Lord since He alone saves you.
- viii) with historical events.  
the First World War, the French Revolution, the Battle of Plassey.
- ix) with political parties, institutions, abbreviations of such names.  
The Communist Party, the College of Economics, UNO, UNESCO, WHO

### Exercise

- I. Use appropriate word punctuation marks (apostrophe / hyphen / capitals)  
in the following sentences.
  1. this is my cousins car.
  2. gandhiji led the nonviolence movement.
  3. there are forty six boys in the class.
  4. these are my father in laws clothes.
  5. we have semi skilled workers.
  6. i have an x mas tree.
  7. the woman accompanied her mother in law to the state bank of india.
  8. rahims father reads the koran during ramzan.
  9. saritas mother is a professor of chemistry at osmania university  
hyderabad.
  10. zameer planned to go to the golconda fort on the third monday of june  
along with shuli and safura her sisters friends.



## Exercises

### I. Punctuate the following letter.

24-7/A  
bank street  
hyderabad  
27 october 2015  
to  
the editor  
box no 128  
the hindu  
hyderabad  
dear sir  
with reference to your advertisement in todays newspaper for the post of  
an incharge of ads section i would like to apply for it before that let me be  
known of the details of the interview like date time and venue.  
yours faithfully  
manisharma

### II. Punctuate the following dialogue.

lasya : hi kavya how are you  
kavya : fine what about you ive not seen you for a week  
lasya : ive been to my grandmas village for the vacation  
kavya : oh how did you like it there  
lasya : fabulous what a pleasant life it was greenery cool breeze  
everywhere  
kavya : you are right but we are living in towns nothing but concrete  
jungles  
lasya : but why dont we start planting saplings ourselves  
kavya : good idea we should start soon  
lasya : ok lets meet here tomorrow again  
kavya : ok bye see you

### III. Insert punctuation marks in the following paragraph

two weeks ago i was amused when a friend who couldnt bear to sleep alone,  
woke me up close to midnight at the hotel into which we had checked in. can  
we hire a double room im totally spooked, she said

**MODULE-1**

## Unit - 4

Study Skills - I  
Section - B  
**Vocabulary**

Read the following passage.

I go nostalgic as I stroll along the earthen dam of the tank of my home town. It has been fifty years since I have been away from my town but my childhood still **lingers** in my memory. Now I find all the land that housed the tanks in my town is **bone-dry** and there is an **acute shortage** of drinking water. The entire area, which has been the abode of precious water, looks like the **incarnation** of a desert. As I go **down memory lane**, I can remember my state as it was fifty years ago and the tanks and other parts of my town appear **vividly** in my mind. *Innumerable tanks dot the landscape of my state. Drying up of a tank is unimaginable and the very thought of it **spells disaster** for us. If scanty rainfall is forecast, people **throng** to conduct rituals to **propitiate** the rain god. If one lake **brimmed** with water because of excess rains, the excess water would be sent to other tanks down the lane through specially constructed channels. These tanks **came in handy** in the case of **deficit** rainfall. People from all walks of life could rely on these water bodies for **sustenance**. This is because water in the tanks **ensured** enough water in the wells nearby. The tanks also served as **recharge pits**. This is the reason why there is no record of hunger deaths in my state, even in drought prone areas.* The spell breaks and I am in 2016. I find the changes are **drastic** in a period of fifty years. Land grabbers have **encroached** lands at will. Cities in particular have borne the brunt of **ruthless exploitation** of these lakes. Because of the **unholy nexus** between the land mafia and **hooligans**, some lakes **vanished** from the map of my state. A saying goes 'At **precipice**, we change'. It is time we changed. The solutions for the water problem we face today lies in planting as many trees as possible, **optimum** utilization of ground water, construction of **water harvesting pits** and adopting a new rain water harvesting mechanism. This is the only **remedy** to fight against the **depletion** of water resources.

Have you noted down the words in bold? Do they sound familiar to you?



Read the following dialogue between a student and her lecturer.

- |          |   |  |
|----------|---|--|
| Kranthi  | : | Good morning ma'am!  |
| Lecturer | : | Good morning Kranthi. How are you?   |
| Kranthi  | : | I am fine, ma'am, thank you. It seems you are going on a long trip, ma'am.   |
| Lecturer | : | Yes. I am leaving for England.   |
| Kranthi  | : | Shall I guess the reason? Maybe ...to <b>evade</b> the <b>scorching</b> summer.  |
| Lecturer | : | No, no. To witness the unique celebrations of the 400 <sup>th</sup> anniversary of the <b>death</b> of Shakespeare, being held at his birth place, Stratford on Avon. I want to pay a <b>tribute</b> to his <b>legacy</b> . You know that I am an <b>ardent</b> fan of the <b>Bard</b> . There will be a grand <b>pageant</b> in the evening of 23 April, and I want to be a part of the celebrations. |
| Kranthi  | : | Good luck and <b>bon voyage</b> , ma'am.   |
| Lecturer | : | Thank you. I will bring a <b>souvenir</b> for you.   |
| Kranthi  | : | Thank you, ma'am. Bye.   |
| Lecturer | : | Bye.   |

When we read a new passage or listen to English news channels we come across new words which we are not familiar with. Do you know what this indicates? This indicates that we need to concentrate on improving our vocabulary. Now you may ask, 'what is the use of improving one's vocabulary'?

Learning new words in English systematically sharpens your thinking, improves the felicity of using English and enables you to express your thoughts effectively. Expanding your vocabulary does not mean learning the definitions of obscure words or memorizing unrelated terms.

How can we improve our vocabulary? Though there are no hard and fast rules, the following will be of considerable help:

1. Using a dictionary regularly
2. Learning root words
3. Learning the use and meanings of prefixes and suffixes
4. Learning one-word substitutes

#### 1. Improving vocabulary through dictionary

When we come across new words we refer to a dictionary. But what do we find in a dictionary? Is it only meanings? How can we improve our language skills

using a good dictionary? Usually we look up the dictionary to learn the meaning of a word, to know the part of speech, to know its synonyms and antonyms, to know how it is pronounced and to construct a sentence using it. A good dictionary also contains a few more features. Read on to learn more.

### **Features of a good dictionary**

#### **Meaning(s) and word class**

A word can have multiple meanings. A good dictionary gives all the meanings of a word. If we look up the word **iron** we find

Iron (n) 1. a common, hard metal used to make steel 2. a tool made of iron to press clothes

Iron (v) to make clothes smooth with an iron

#### **Alphabetical order**

Words are arranged alphabetically. This is the most common feature of a dictionary.

#### **Spelling**

A good dictionary gives various spellings of a word. e.g., colour (UK), color (US)

#### **Pronunciation**

A good dictionary uses phonetic symbols. This helps us in pronouncing words correctly. The dictionary also gives us the regional variations in the pronunciation of words. If we look up the word 'garage' we find

/ˈɡærɑːʒ/ (British)

/ɡəˈrɑːʒ/ (US)

#### **Word stress**

Word stress is another feature we find in a dictionary. For instance, the word **protest** has the stress on the first syllable as a noun and on the second syllable as a verb.

ˈprotest (N)      prəˈtest (V)

#### **Usage**

A good dictionary gives the usage of the word.

Iron (n) - This board is as hard as iron.

Iron (v) - Please iron this shirt for me.

#### **Uncountable/ countable**

In a dictionary we find two symbols for a noun, **C**, which stands for countable and **U**, which stands for uncountable noun. For instance, the word **iron** is both a countable and an uncountable noun.



## Synonyms

Synonyms are words which have similar meanings. For example the word **happy** (adj) has the synonyms: **contented, cheerful, merry, joyful, jovial, delighted, buoyant, blithe**

## Antonyms

Antonyms are words which are opposite in meaning to one another. Antonyms too are given in a dictionary.

happy - sad

old - young, new

## Collocations

In English some words frequently occur together. For example, **abject poverty, a well-qualified person, heavy rain** etc. The natural combination of words that occur together is called the collocation of words. Thus we say **high tea** but not **tall tea**, **under a lot of pressure** but not **under high pressure**. Similarly, we say they **staged a protest**, and **lodged a complaint**, but NOT they **lodged a protest** and **staged a complaint**.

There are many good dictionaries available in the market. They come with a CD/DVD. The CD/DVD helps in learning the correct pronunciation of words. Some names of the good dictionaries are mentioned here.

Cambridge Advanced Learner's Dictionary

Longman Dictionary of Contemporary English

Macmillan Advanced Learner's Dictionary

Oxford Advanced Learner's Dictionary

## Exercises

1. Read the following words and
  - a) arrange them in alphabetical order
  - b) write the parts of speech
  - c) write their phonetic transcription
  - d) observe the word stress
  - e) note down their usage and collocations (Check whether your answers are correct by referring to a dictionary).

xerox

analysis

boomerang

peon

fever

doctor

silhouette

success

English

mouse	league	premium
cricket	go	future
zoology	window	huge
dust	chess	debris
manhole	ox	simultaneous
faucet	train	absent
schedule	yolk	page
conduct	question	ice
joke	vacuum	rendezvous
queue	key	water

II. Look up the dictionary and identify the difference in meaning between the words in the following pairs of words.

- |             |           |
|-------------|-----------|
| 1. discover | invent    |
| 2. borrow   | lend      |
| 3. refuse   | deny      |
| 4. mend     | repair    |
| 5. steal    | rob       |
| 6. moment   | movement  |
| 7. made of  | made from |
| 8. drown    | sink      |
| 9. hear     | listen    |
| 10. need    | want      |
| 11. steel   | steal     |
| 12. advice  | advise    |
| 13. cost    | price     |
| 14. older   | elder     |
| 15. house   | home      |
| 16. lane    | line      |

## 2. Root words

Study the following examples and observe how **root words** help us to understand a range of words:

**derma:** skin

hypoderm, epidermal, pachyderm, dermatology, dermatitis, taxidermy



**anthropos:** mankind

anthropology, anthropomorphization, philanthropist

**genesis:** birth, origin

gene, genetics, geneticist, genealogy, genital, congenital

**chronos:** time

anachronism, chronological, chronometry, chronometer

**bene:** kind, not harmful

benign, benignities, benignant, benefactor, beneficiary, benediction, benevolent

**mater:** mother

alma mater, maternal, maternity, matron, matriarch, matricide

### 3. Prefixes and suffixes

There are many prefixes and suffixes in English. A prefix is a letter or group of letters placed before the root of a word whereas a suffix is placed at the end of a word. A good knowledge of prefixes and suffixes helps you in expressing yourself better. Note that a prefix changes the meaning of the word to which it is added. Read the following prefixes and observe how prefixes change the meaning of a word.

prefix	meaning	example
bi	two, twice	bicycle, bi-monthly, bilingual
micro	small	microchip, microwave, microscope, microprocessor, micron, microbe, microbiology
multi	many	multinational, multimedia, multiple, multiplex, multiply
re	again	rewind, redo, restore, replace, restate, retake, retell
semi	half	semi-final, semicircular, semi-vowel, semi-colon
un	not, against	undo, unwind, unbind, unearth

Learning suffixes will help you enrich your vocabulary. A suffix is a letter or a group of letters added to the end of a word to change its form. A suffix changes the grammatical function of the core word. Read the following list and observe how suffixes change the form and meaning of words.

Suffix	meaning	example
-ism	system of being	monotheism, capitalism, idealism
-ish	like something	childish, foolish
-less	without	fearless, careless, endless
-logy	the study of	biology, psychology, theology

-ness	state or condition of	kindness, happiness, greatness
-acy	state or quality	democracy, aristocracy, accuracy

Another important aspect of mastering vocabulary is using the right word in the right context. You will find subtle differences in the usage of synonyms.

To describe **anger (v)**, the following words are used, each with a different shade of meaning: annoy, enrage, infuriate, incense, irk, irritate

Similarly, to describe **walk (v)**, the following words are used:

amble, march, patrol, plod, promenade, prowl, ramble, roam, saunter, stride, stroll, tramp, tread, trek, troop, trudge, waddle and wander

#### 4. One-word substitutes

We can master vocabulary by learning **one-word substitutes**. A one-word substitute, as its name indicates, is a word that replaces a group of words. The knowledge of one word substitutes not only saves time while writing but also helps you in scoring good marks in competitive examinations.

Given below is a list of words to enrich your vocabulary.

1. **agenda** : a list of things to be discussed at a meeting
2. **agnostic** : a person who claims neither faith nor disbelief in the existence of God
3. **altruism** : unselfish interest in the welfare of others
4. **amateur** : one who engages in an activity as a pastime rather than as a profession
5. **ambidextrous** : able to use both hands equally well
6. **ambiguous** : having more than one meaning and, so, is unclear
7. **amphibious** : living on land as well as in water
8. **anarchist** : one who rebels against authority or established order
9. **anarchy** : the absence of government or control in a society
10. **annihilation** : complete destruction of something
11. **anonymous** : (a person) not identified by name, of unknown name
12. **anthology** : a collection of poems or stories
13. **antidote** : a substance that can act against the effect of poison
14. **antiseptic** : a substance that prevents infection by inhibiting the growth of micro-organisms
15. **archaeology** : the study of life and culture of ancient people through the excavation of sites
16. **atheist** : a person who does not believe in the existence of God
17. **audience** : a number of people listening to a lecture or a concert



18. **autobiography** : the life story of a person written by himself/herself
19. **autonomous** : (an organization) having the freedom to govern itself or control its own affairs
20. **benefactor** : one who gives money or help to another person or cause
21. **bibliophile** : a person who loves reading and keeping books
22. **biography** : a story of someone's life written by another person
23. **bouquet** : an attractively arranged bunch of flowers given as a present or to welcome someone
24. **calligraphy** : the art of good handwriting
25. **cannibal** : a person who eats human flesh
26. **cantonment** : a permanent station for soldiers, garrison
27. **cardiologist** : a doctor who treats heart diseases
28. **celibacy** : the state of remaining unmarried (especially for religious reasons)
29. **chronicle** : a record of historical events
30. **colleagues** : people who work in the same organization
31. **contemporary** : living or occurring at the same time
32. **cosmopolitan** : an outlook that is influenced by people from all over the world
33. **dermatologist** : a doctor who treats skin diseases
34. **drought** : prolonged period of abnormally low rainfall
35. **edible** : fit to be eaten as food by humans
36. **egoist (egotist)** : a selfish person who talks and thinks of himself/herself
37. **encyclopedia** : a book or set of books giving information on many subjects and typically arranged alphabetically
38. **endemic** : (disease) regularly found in a particular area or among particular people
39. **ephemeral** : lasting for a very short time
40. **epidemic** : the spread of an infectious disease in a very short time in a place
41. **epitaph** : a short text written on a tombstone
42. **epitome** : the perfect example of something
43. **etiquette** : the rules of accepted polite behaviour in a society
44. **etymology** : the study of the origin, history and meaning of words
45. **extempore** : spoken or done without any preparation
46. **faction** : a small organized dissenting group within a larger one (especially in politics)

47. **fanatic** : a person with extreme and irrational beliefs in politics or religion
48. **feminist** : a person who fights for the rights of women
49. **garage** : a place for keeping cars
50. **glossary** : a list of terms in a text with their explanation
51. **glutton** : one who eats excessively
52. **gregarious** : ( of people) who love the company of others
53. **gymnasium** : a room that has equipment for physical exercises
54. **herbarium** : a collection of dried plants
55. **iconoclast** : one who attacks established and cherished beliefs
56. **illiterate** : a person who cannot read or write
57. **imminent** : about to happen in the immediate future
58. **incorrigible** : (of people or their behaviour) that cannot be corrected or changed
59. **indefatigable** : able to work for a long time without becoming tired
60. **indelible** : (a mark) that cannot be erased easily
61. **inevitable** : that which will happen and cannot be avoided
62. **infallible** : incapable of making mistakes
63. **inflammable** : a substance that catches fire quickly
64. **insolvent** : unable to pay debts
65. **introspection** : the examination of one's own thoughts and feelings
66. **invincible** : too strong to be defeated
67. **invisible** : that which cannot be seen
68. **irrevocable** : something that cannot be changed
69. **kennel** : a house of shelter for a dog
70. **lethal** : designed to cause death
71. **loquacious** : talking a lot or too much
72. **maxim** : a short statement expressing a general truth or rule of conduct
73. **memento** : something kept in the memory of an event
74. **mercenary** : concerned with making money at the expense of ethics
75. **misanthrope** : a person who hates mankind
76. **mortuary** : a place where dead bodies are kept until cremation
77. **museum** : a building in which objects of artistic, cultural, historical and scientific interest are exhibited
78. **notorious** : well known for some bad quality
79. **novice** : one who is inexperienced or new to a job
80. **nuance** : a slight difference in meaning that is difficult to detect
81. **obsolete** : something which is out of date



82. **omnipotent** : having unlimited power
83. **omniscient** : having complete or unlimited knowledge
84. **opaque** : that which cannot be seen through, non-transparent
85. **optimist** : one who looks at the bright side of things
86. **ornithology** : the scientific study of birds
87. **orthopaedician** : one who treats conditions involving the musculo-skeletal system
88. **pediatrician** : a doctor who treats diseases of children
89. **palindrome** : a word or phrase that reads the same backwards or forwards. Example: madam
90. **panacea** : a medicine which cures all diseases, a solution for all problems
91. **patent** : sole right to produce or sell an invention
92. **peccadillo** : a minor offence or mistake
93. **pedestrian** : a person walking on a street
94. **penchant** : strong taste or liking for something
95. **perennial** : lasting for a long or apparently infinite time, continually recurring
96. **peregrination** : a long slow journey ,especially on foot
97. **pessimist** : one who looks at the dark side of things
98. **philanthropist** : a person who helps the needy
99. **physician** : one who attends to sick people and prescribes medicines
100. **plumber** : a person who fits and repairs water pipes
101. **polyglot** : one who is well versed in many languages
102. **professional** : a person with proven practical knowledge in a field
103. **quarantine** : confinement to one place to prevent the spread of infection
104. **seismograph** : an instrument for detecting earth quakes
105. **somnambulism** : the habit or activity of walking in sleep
106. **spendthrift** : a person who wastes money
107. **stalwart** : a loyal supporter of an organization
108. **stoic** : one who is indifferent to pleasure or pain
109. **surgeon** : one who is trained to perform medical operations
110. **teetotaller** : one who never takes alcoholic drinks
111. **theist** : a person who believes in the existence of God
112. **unanimous** : (a decision that is) accepted by all
113. **universal** : affecting, or done, by all people and things in the world
114. **verbose** : using more words than required
115. **veteran** : someone who has a lot of experience in a field

## Exercises

### 1. Match the following words with their meanings/definitions:

- |                    |     |                                       |
|--------------------|-----|---------------------------------------|
| i) acrophobia      | ( ) | a) fear of closed or confined spaces  |
| ii) atychiphobia   | ( ) | b) fear of writing                    |
| iii) agoraphobia   | ( ) | c) fear of blood                      |
| iv) claustrophobia | ( ) | d) fear of heights                    |
| v) graphophobia    | ( ) | e) fear of failure                    |
| vi) hematophobia   | ( ) | f) fear of being alone in open spaces |
|                    |     | g) fear of cats                       |
|                    |     | h) fear of snakes                     |

### 2. Match the following words with their meanings/definitions:

- |                  |     |  |
|------------------|-----|--|
| i) antiseptic    | ( ) | a) confine to one place to avoid spread of infection |
| ii) immune       | ( ) | b) a medicine that causes vomiting                   |
| iii) anaesthetic | ( ) | c) a condition caused by lack of blood               |
| iv) anaemia      | ( ) | d) to disinfect with smoke                           |
| v) quarantine    | ( ) | e) a substance that kills germs like bacteria        |
| vi) fumigate     | ( ) | f) a medicine that makes one unable to feel pain     |
|                  |     | g) resistant to a particular disease or toxin        |
|                  |     | h) a disease caused by a virus                       |

### 3. Match the following words with their meanings/definitions:

- |                  |     |  |
|------------------|-----|--|
| i) peregrination | ( ) | a) a short journey for pleasure                    |
| ii) sojourn      | ( ) | b) a journey to a holy place for religious reasons |
| iii) pilgrimage  | ( ) | c) travelling from one place to another            |
| iv) voyage       | ( ) | d) temporary stay in a place away from home        |
| v) cruise        | ( ) | e) a long journey by sea or in space               |
| vi) expedition   | ( ) | f) a sea trip taken for pleasure or as a vacation  |
|                  |     | g) a long, slow journey, especially on foot        |
|                  |     | h) a purposeful journey by a group of people       |

### 4. Match the following words with their meanings/definitions:

- |                  |     |   |
|------------------|-----|---|
| i) museum        | ( ) | a) people listening to a lecture or a musical programme             |
| ii) sanctuary    | ( ) | b) a room that has equipment for physical exercises                 |
| iii) observatory | ( ) | c) a room in a hospital where dead bodies are kept before cremation |
| iv) stadium      | ( ) | d) a building where monks live                                      |



- v) gymnasium ( ) e) a building where objects of historical, artistic or cultural interest are kept
- vi) monastery ( ) f) an area where birds and animals are protected
- g) a building which has facilities and equipment to observe stars
- h) a sports ground with tiers of seats for spectators

5. Match the following words with their meanings/definitions:

- i) ambitious ( ) a) excessively talkative
- ii) happy-go-lucky ( ) b) hardworking
- iii) garrulous ( ) c) truthful and honest in expressing one's opinions
- iv) ebullient ( ) d) cheerfully unconcerned about the future
- v) frank ( ) e) bubbling with energy and enthusiasm
- vi) industrious ( ) f) showing a strong desire and determination to succeed
- g) a person who hates mankind
- h) a person who helps others

6. Match the following words with their meanings/definitions:

- i) sentence (n) ( ) a) declare that someone is not guilty of a crime
- ii) charge (n) ( ) b) declare that someone is guilty of a crime
- iii) acquit ( ) c) the judgment by a judge or court of law after the trial
- iv) convict (v) ( ) d) an individual or company sued or accused in a court of law
- v) parole ( ) e) an accusation made formally against a prisoner brought to trial
- vi) verdict ( ) f) the punishment given to a person found guilty by a court
- g) a person who has committed a crime
- h) the release of a prisoner, temporarily, on promise of good behaviour

7. Match the following words with their meanings/definitions:

- i) bouquet ( ) a) a decoration made of flowers to be worn round the neck
- ii) banner ( ) b) a bunch of flowers tied together to be given as a gift

- |              |     |   |
|--------------|-----|---|
| iii) bunting | ( ) | c) a circular arrangement of flowers and leaves to be placed on a grave                                   |
| iv) wreath   | ( ) | d) a chain of flowers or coloured papers hung in a curve for decoration                                   |
| v) garland   | ( ) | e) rows of brightly coloured small flags and cloths hung across roads as decoration for a special purpose |
| vi) festoon  | ( ) | f) a piece of cloth with an emblem or slogan written on it  |
|              |     | g) a place where flowers are sold   |
|              |     | h) a place where herbs are grown  |

8. Match the following words with their meanings/definitions:

- |              |     |   |
|--------------|-----|---|
| i) architect | ( ) | a) a person who fits and repairs water pipes                    |
| ii) chef     | ( ) | b) one who sells flowers  |
| iii) plumber | ( ) | c) one who flies an aeroplane                                   |
| iv) sculptor | ( ) | d) one who plans the construction of a building                 |
| v) florist   | ( ) | e) a professional cook, typically the head cook in a restaurant |
| vi) pilot    | ( ) | f) an artist who carves in stone                                |
|              |     | g) one who lives in caves                                       |
|              |     | h) one who makes men's clothes                                  |

9. Match the following words with their meanings/definitions:

- |                  |     |  |
|------------------|-----|--|
| i) etymology     | ( ) | a) the study of rocks  |
| ii) anthropology | ( ) | b) the study of handwriting and of written and printed symbols                 |
| iii) ornithology | ( ) | c) the study of micro-organisms such as bacteria or virus                      |
| iv) microbiology | ( ) | d) the study of the human mind and behaviour                                   |
| v) graphology    | ( ) | e) the comparative study of human societies and cultures and their development |
| vi) psychology   | ( ) | f) the study of the origin, history and meanings of words                      |
|                  |     | g) the scientific study of birds   |
|                  |     | h) the study and treatment of tumours  |

10. Match the following words with their meanings/definitions:

- |            |     |                                  |
|------------|-----|----------------------------------|
| i) feast   | ( ) | a) a person who eats excessively |
| ii) brunch | ( ) | b) a light meal in the evening   |



- |               |     |   |
|---------------|-----|---|
| iii) banquet  | ( ) | c) a late morning meal eaten instead of breakfast and lunch |
| iv) breakfast | ( ) | d) a meal eaten in the middle of the day                    |
| v) supper     | ( ) | e) a formal meal for a large number of people               |
| vi) fast      | ( ) | f) a large meal on a day of celebration                     |
|               |     | g) to eat no food for a period of time                      |
|               |     | h) the first meal of the day                                |



Make the necessary corrections in the above billboard.



This was the conversation between two students after an English grammar test.

Student 1 : What is the past tense of 'think'?

Student 2 : I don't know, why?

Student 1 : I thought throughout the test and wrote 'thinked'.



This is a conversation between a customer and the owner of a restaurant.

Customer : How much does a cup of coffee cost?

Owner : Rs. 6.

Customer : *Six rupees?* You are robbing us! Look at the shop on the opposite side. There the charge is only one rupee.

Owner : It certainly is, because there you get Xerox copy (photo copy), not coffee!



Patient : Doctor! I need a pair of good spectacles.

Barber : You certainly do. This is a barber's shop.



This was a quotation on an optician's mirror:

"If you cannot find what you are looking for, you have come to the right place".

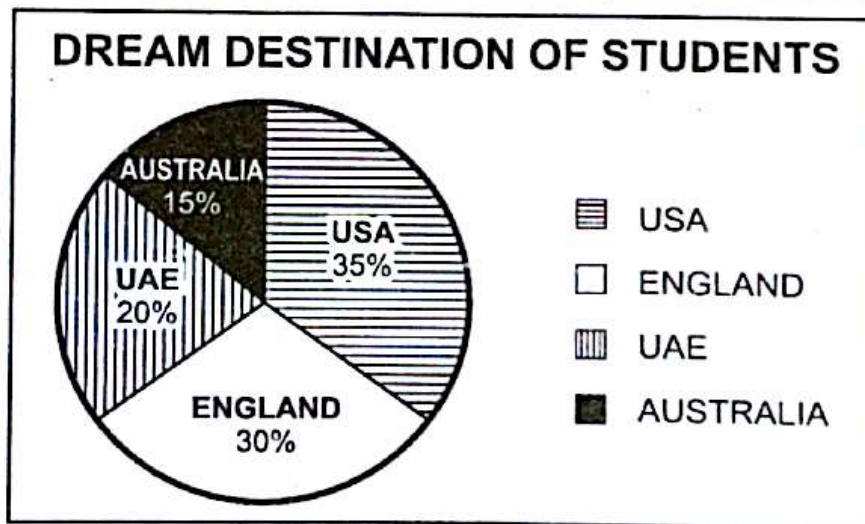
**MODULE - I****Unit - 4****Comprehension****Section - C****Understanding Non-verbal Data**

In the First Year you learnt how data could be presented in the form of graphs, charts and tables. These forms of diagrammatical illustration are both visually appealing and useful. Information is presented in a compact and concise manner such that the important details stand out and the smaller details ignored.

In the following pages you will find various pie-charts, bar graphs, tables, tree diagrams and flow charts. Study them and answer the questions that follow.

**Pie-charts**

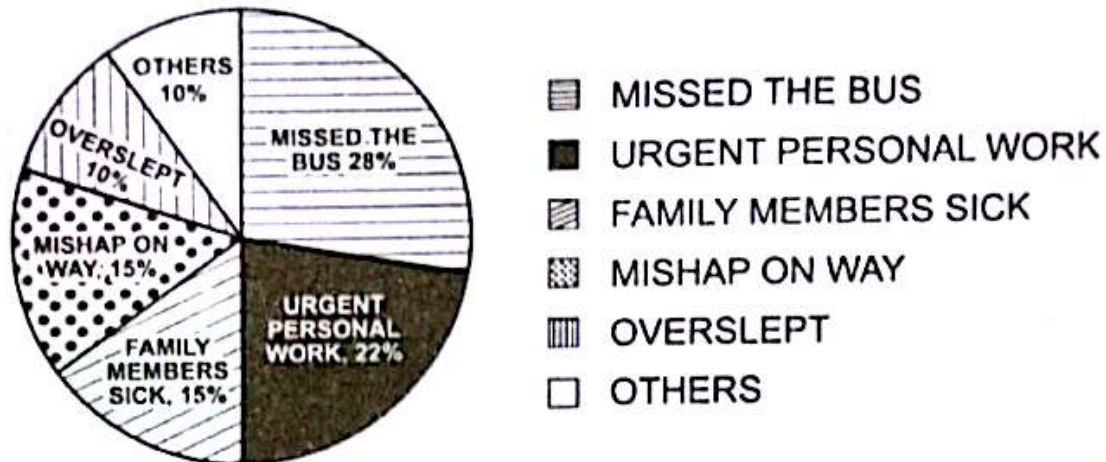
- I. Students of Government Junior College, Nizamabad were asked which country they would like most to visit. Given below are the findings of the survey in the form of a **pie-chart**. Study it and answer the questions that follow.



1. What does the pie chart show?
  2. Which countries were chosen as 'Dream Destinations'?
  3. Which is the most preferred country?
  4. Which is the least preferred country?
  5. What is the difference in percentage between those who preferred USA and those who preferred Australia?
  6. Some students wanted to visit China. Write **true** or **false**
- II. Many students of Government Junior College, Karimnagar were late to college one day. The Principal asked the reason and all the excuses cited were compiled in the form of a **pie-chart**. Study the pie chart and answer the questions that follow.



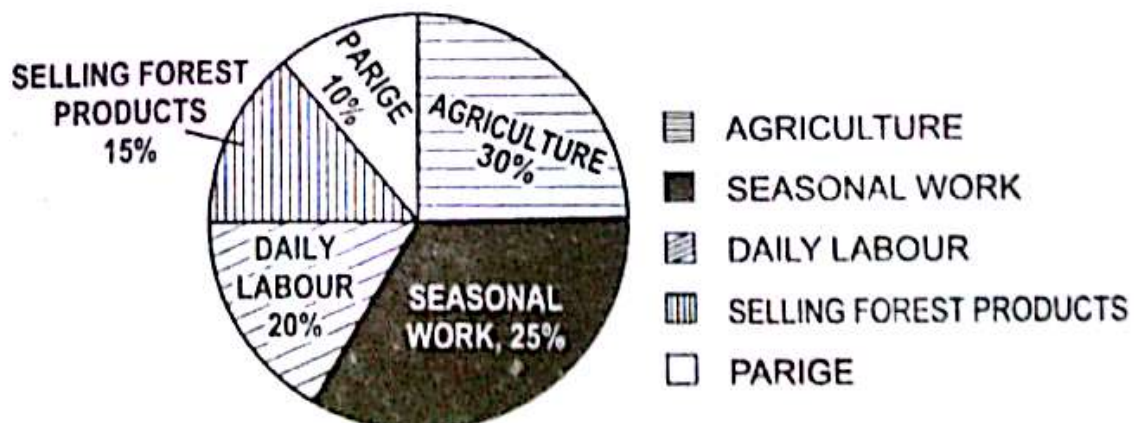
### EXCUSES GIVEN BY STUDENTS FOR COMING LATE



1. What does the pie chart show?
2. What was the most common reason cited by students for coming late to class?
3. The percentage of students who said that a family member was sick was \_\_\_\_.
4. Students who offered miscellaneous reasons, not specifically shown, comprised \_\_\_\_%.
5. The number of students who said that they had met with a mishap on the way was the same as those who said that \_\_\_\_\_.(complete the sentence)
6. The number of students who missed the bus was more than those who had urgent personal work. Write **true** or **false**.

III The following pie-chart depicts the income source of a typical village family. Study it and answer the questions that follow.

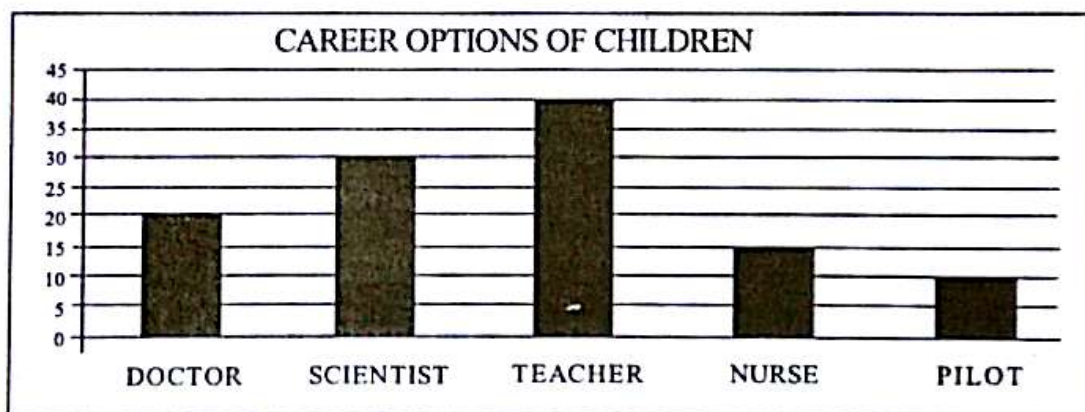
### INCOME SOURCE OF A VILLAGE FAMILY



1. What does the pie-chart show?
2. Which is the highest income source?
3. How many income sources are given in the chart?
4. What is the share of daily labour in the family's income?
5. Which two income sources put together come to half of the total income?
6. Parige occupies the last place among all the income sources. Write **true** or **false**.

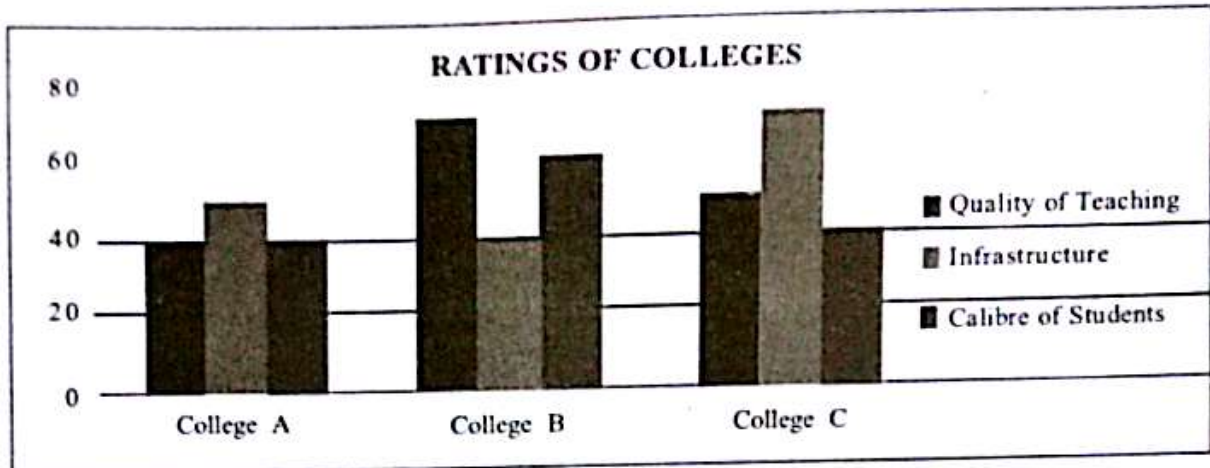
### Bar graphs

- I. Students of a large section of Class IV in a school were asked what they wanted to be when they grew up. Their answers were compiled in the form of a **bar graph**. Study the **bar graph** given below and answer the questions that follow.



1. What does the bar graph depict?
  2. How many children wanted to become doctors?
  3. The most preferred career was that of a \_\_\_\_\_.
  4. 10 students wanted to become \_\_\_\_\_.
  5. How many students wanted to become nurses?
  6. Students opted for eight professions. Write **true** or **false**.
- II. Three Junior Colleges in Telangana were rated by experts based on certain criteria. Their findings are expressed in the **bar graph** given below. Study it and answer the questions that follow:





1. What does the bar graph depict?
2. What were the 3 criteria on which the ratings were done?
3. Which was the best college in terms of Teaching?
4. Which college had the best infrastructure?
5. Which college had almost the same ratings on all three criteria?
6. Four colleges were compared. Write **true** or **false**.

### Tables

- I. Study the **table** given below and answer the questions that follow.



Train No.12697, Trivandrum Exp: Runs on Sunday from starting station

Station Name	Code	Arrival/Departure
Chennai Central	MAS	15:15
Katpadi Jn.	KPD	17:03
Jolarpettai	JTJ	18:18
Erode Jn.	ED	20:45
Palghat	PGT	23:30
Trichur	TCR	00:37
Ernakulam Town	ERN	02:05
Kottayam	KTYM	03:20
Quilon Jn.	QLN	05:05
Kazhakuttam	KZK	05:55
Thiruvananthapuram Central	TVC	06:35

1. Write the name and number of the train.
2. On which days does the train run?
3. What is the destination of the train?
4. What is the railway code of Kottayam?
5. How long does the journey from Ernakulam to Quilon take?
6. The code of Palghat is PLT. Write **true** or **false**.

- II. The **table** given below lists the Prime Ministers of India. Study it and answer the questions that follow.



S. No.	Name	Term
1.	Jawaharlal Nehru	1947-1964
2.	Lal Bahadur Shastri	1964-1966
3.	Indira Gandhi	1966-1977
4.	Morarji Desai	1977-1979
5.	Charan Singh	1979-1980
	Indira Gandhi	1980-1984
6.	Rajiv Gandhi	1984-1989
7.	V.P. Singh	1989-1990
8.	Chandra Shekhar	1990-1991
9.	P.V.Narasimha Rao	1991-1996
10.	Atal Bihari Vajpayee	1996-1996
11.	H.D. Deve Gowda	1996-1997
12.	I.K. Gujral	1997-1998
	Atal Bihari Vajpayee	1998-2004
13.	Manmohan Singh	2004-2014
14.	Narendra Modi	2014—

**Note:** Gulzarilal Nanda was the interim Prime Minister of India twice, for a few days each time, following the death of Jawaharlal Nehru in 1964 and that of Lal Bahadur Shastri in 1966.

1. Name the only woman Prime Minister of India till now.
2. Who was the Prime Minister of India in 1965?
3. Name the fourth Prime Minister of India.
4. In which year did P.V. Narsimha Rao become the Prime Minister?
5. Which Prime Minister served for the longest term?
6. Manmohan Singh was the predecessor of Narendra Modi. Write **true** or **false**.



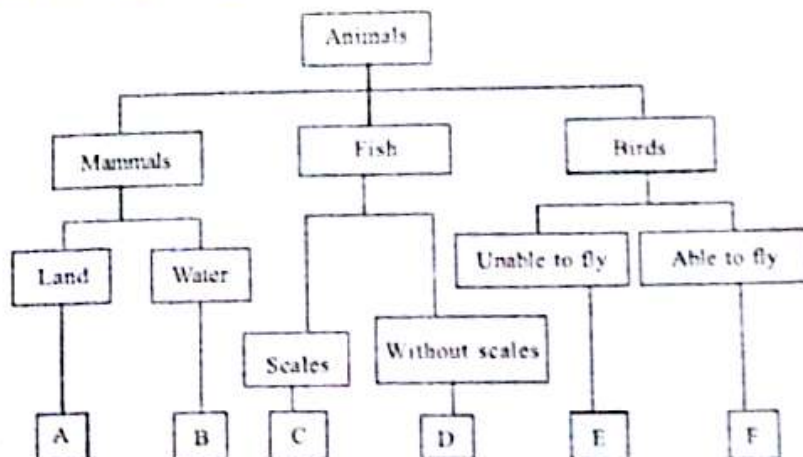
- III. Tables help us to compare products even though we may not be familiar with all the terms used. Given below are a few specifications of two mobile phones. Study the **table** and answer the questions. :

COMPARISON OF MOBILE PHONES		
Specification	Model ZIM ZAM 678	Model BINGBANG 990
Weight (g)	148	190
Battery (mah)	2915	1715
Removable battery	No	No
Colours	Black, silver	Black, silver, red, blue, grey
Screen size (inches)	4.7	5.5
Touch screen	Yes	Yes
RAM	1GB	2GB
Expandable Storage	No	No
Operating System	Android	Android
WiFi	Yes	Yes
3G	Yes	Yes
4G/LTE	No	Yes
No. of SIMs	1	2

1. Name the 2 models of phones being compared.
2. Which mobile phone is heavier?
3. Bing Bang 990 is available in \_\_ number of colours. (Fill in the blank)
4. Name the operating system in both the phones.
5. Which phone can support 4G?
6. Zimzam 678 can hold 2 SIMs. Write **true** or **false**.

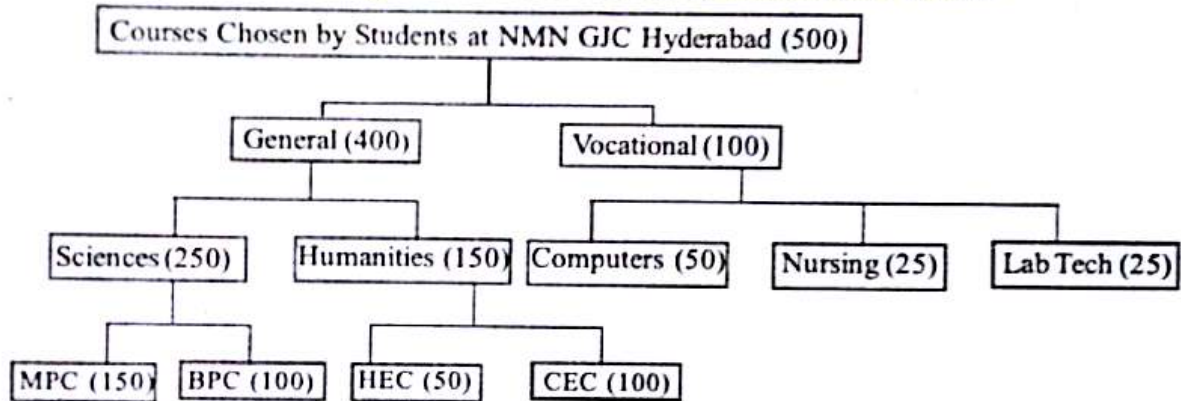
#### Tree diagrams

- I. Look at the **tree diagram** given below and answer the questions that follow.



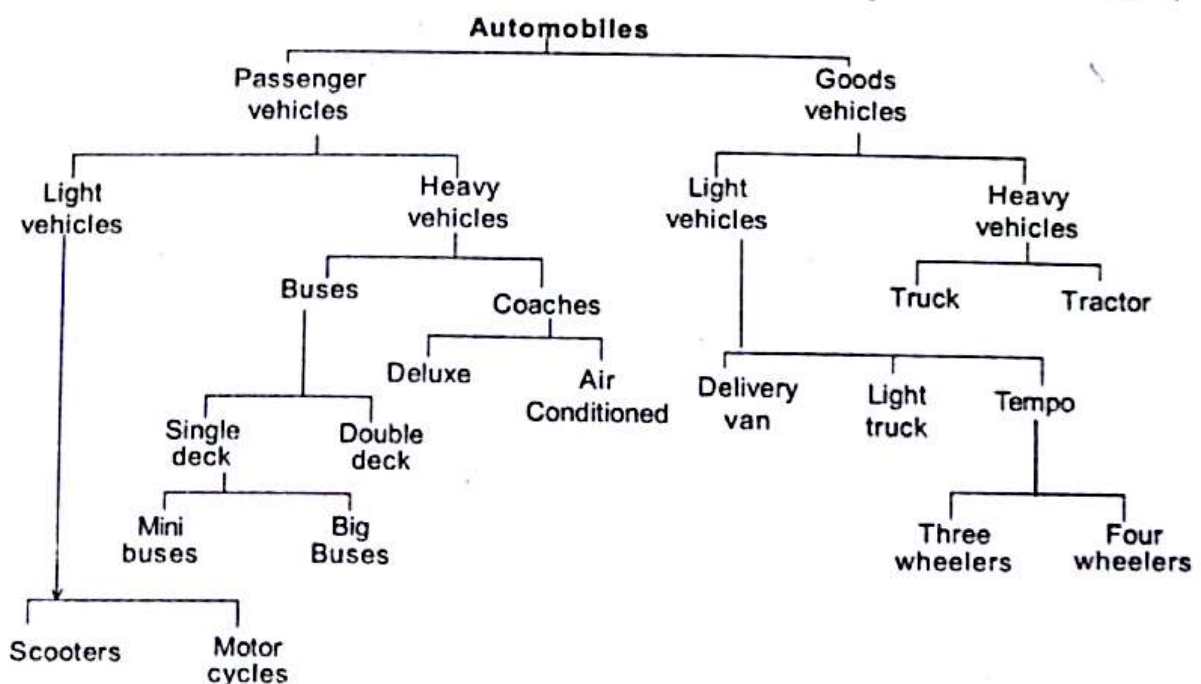
1. What is the tree diagram about?
2. What are the 3 categories of animals?
3. What are the 2 broad categories of mammals?
4. What are the 2 broad categories of fish?
5. What are the 2 broad categories of birds?
6. Birds have scales. Write **true** or **false**.

II. Study the **tree diagram** and answer the questions that follow.



1. What does the tree diagram represent?
2. How many students study at the college?
3. How many students have taken Vocational courses?
4. What are the 2 groups in Humanities at the college?
5. Name the Vocational courses being offered.
6. 7 Vocational courses are being offered. Write **true** or **false**.

III. Study the **tree diagram** given below and answer the questions that follow:



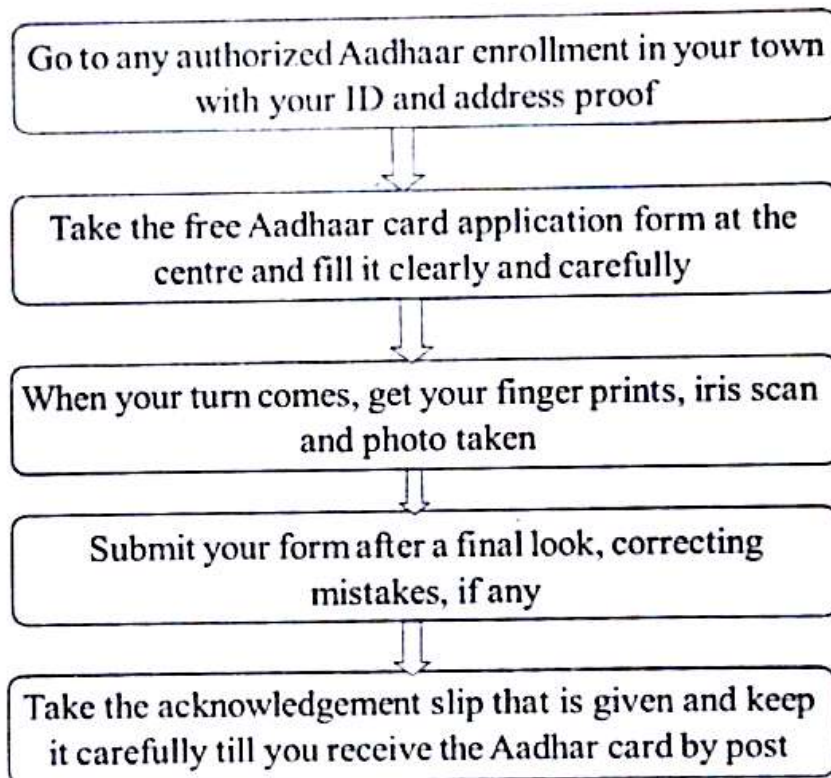


1. What does the diagram show?
2. What are the 2 main classes of automobiles?
3. Give 2 examples of light goods vehicles.
4. Give 2 examples of heavy passenger vehicles.
5. What are the 2 types of coaches?
6. Tractors are heavy vehicles. Write **true** or **false**.

### Flow charts

1. Study the **flow chart** given below and answer the questions that follow.

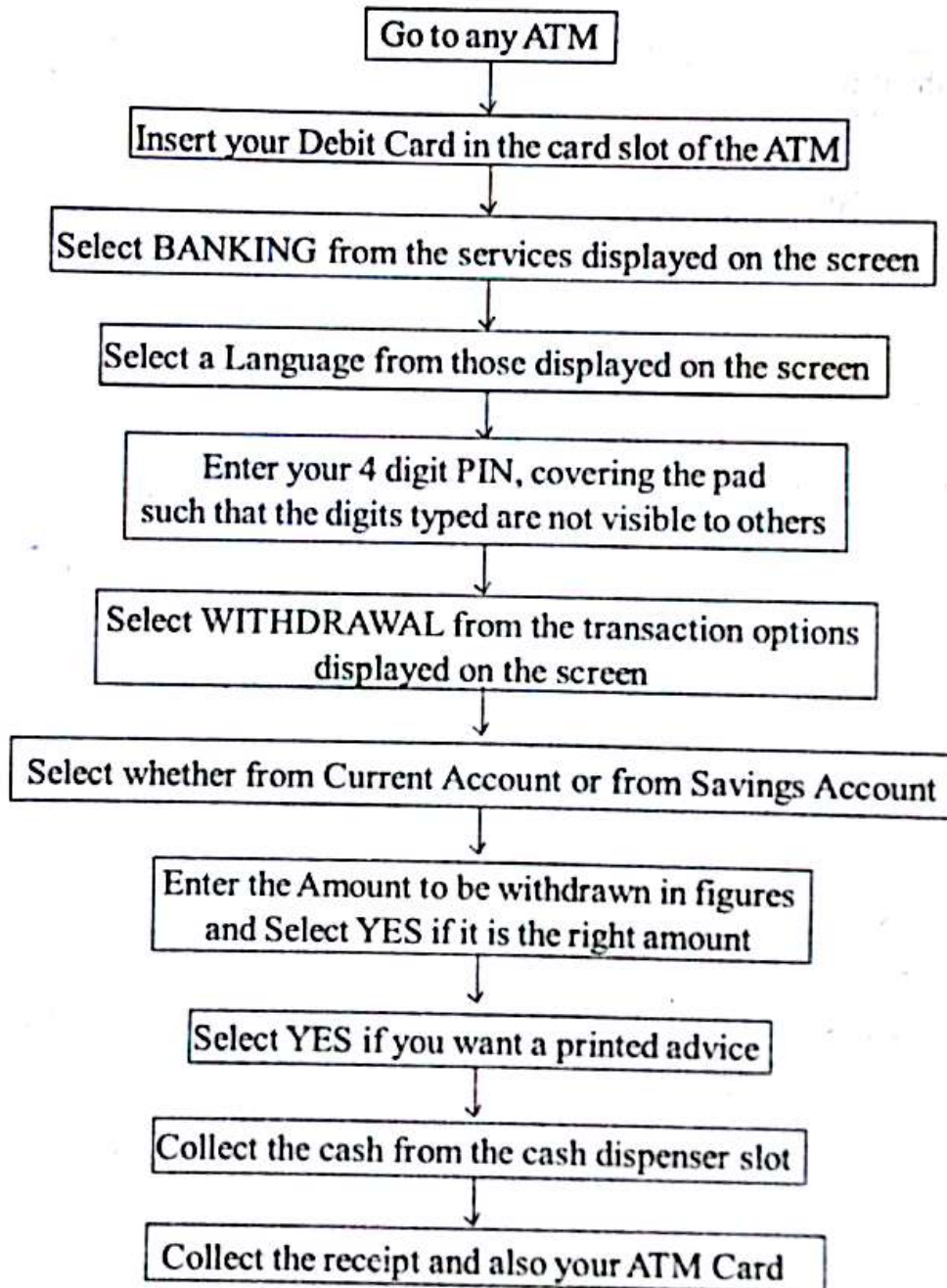
#### APPLYING FOR AN AADHAAR CARD



1. What does the flow chart depict?
2. How many steps have been shown?
3. What should we take with us to the Aadhaar enrollment centre?
4. What are the two kinds of biometric data collected by the personnel at the enrollment centre?
5. What should we keep carefully till we receive the Aadhaar card?
6. The application form costs Rs. 10/-. Write **true** or **false**.

- II. Given below is a **flow chart** showing how to draw money from an ATM (Automated Teller Machine) with a Debit card. Study it and answer the questions that follow:

### DRAWING MONEY FROM THE ATM



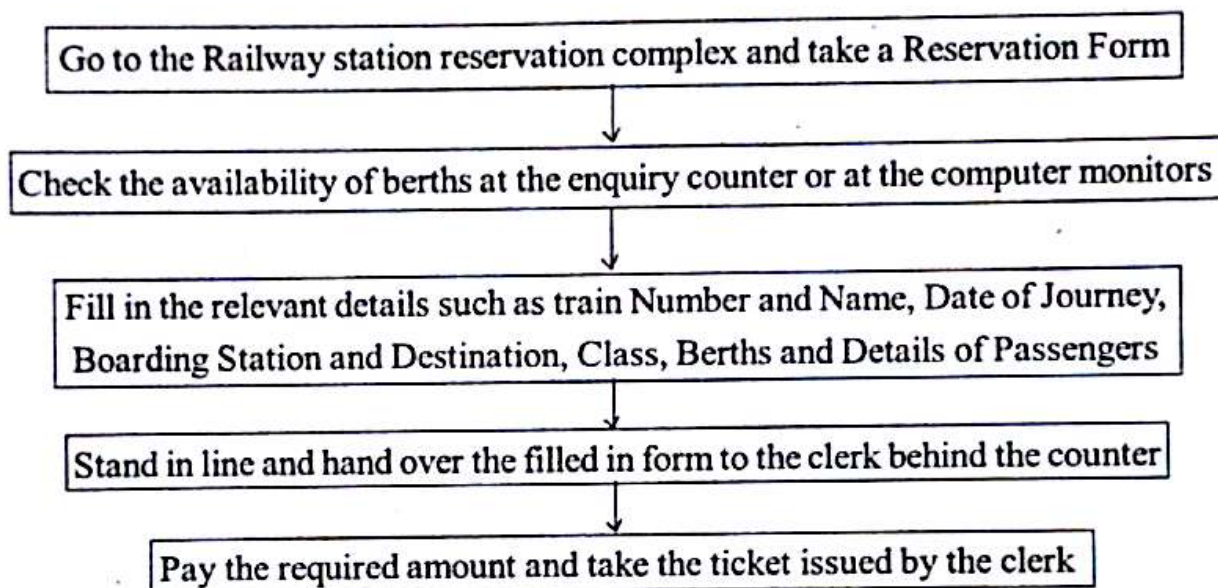
1. What does the flow chart show?
2. How many steps have been shown?
3. What should you do as soon as you enter the ATM?
4. Is the amount to be withdrawn entered in figures or words?



5. What are the 3 things you should collect before leaving the ATM?
6. PIN consists of 5 digits. Write **true** or **false**.

III. Study the **flow chart** given below and answer the questions that follow.

### BOOKING A RAILWAY TICKET



1. What does the flow chart show?
2. How many steps have been shown in the diagram?
3. To which part of the station complex should we go if we want to book a ticket?
4. Where can we check the availability of berths for trains?
5. To whom should we make the payment for the ticket?
6. The ticket is sent to us by post at a later date. Write **true** or **false**.






- 2 Study the following advertisement and answer the questions that follow.



## DON'T 'RAG' ALSO DON'T BE A MUTE WITNESS TO 'RAGGING'

**What is Ragging?**  
Any act resulting in:  
Mental / Physical / Sexual abuse  
Verbal abuse  
Indecent behaviour  
Criminal intimidation / Wrongful restraint

**A student indulging in ragging can be:**  
Expelled from the institution  
Banned from the mess / hostel  
His/her scholarship can be withdrawn  
Debarred from examinations

Each of the above is a criminal offence



**GO AHEAD, REPORT RAGGING**

### Join Hands to make your Campus Ragging Free

- i) Name the social evil that is being picturised in the advertisement.
  - ii) What are the four forms of abuse listed in the advertisement?
  - iii) What are students encouraged to do if they come across someone being ragged?
  - iv) Write down any 2 ways that a student can be punished for indulging in ragging.
  - v) Students should not 'rag'. Besides, they should also not be a . . . . . to ragging. (Fill in the blanks, using words from the advertisement.)
  - vi) The advertisement suggests that . . . . . (Choose the best option)
    - a) It is impossible to stop the evil of ragging.
    - b) If all co-operate, ragging in educational institutions can be completely stopped.
    - c) Some students should rag others while the rest should watch.
3. Study the following advertisement and answer the questions that follow.

**The luggage you carry during rail journey will decide your safety.**

**Carrying of inflammables/explosives is strictly banned on Railways.**

*Do not risk lives by travelling with the following articles*



⊗  
Liquor  
Bottle /  
Bottle /  
Bottle



⊗  
Explosive  
Materials  
Explosives



⊗  
Gas  
Cylinder  
Gas



⊗  
Flammable  
Liquid  
Flammable

Carrying of inflammable and explosives in Railways is an offence under the Railways Act, 1989 and may lead to 3 years imprisonment or fine or both, besides being liable for loss / damage.

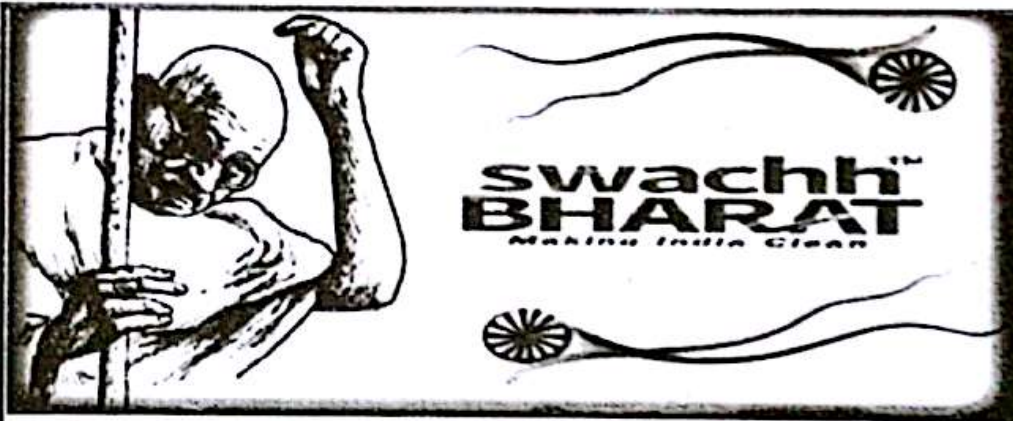
In case you notice any suspicious/dangerous material in Trains / at Stations, don't ignore. Please alert **Security Helpline 182**


**South Central Railway**



- i) Who has issued the advertisement?
- ii) What does the Railways strictly ban?
- iii) Under what Act is carrying explosives in trains an offence?
- iv) Upto how many years can a person be imprisoned for carrying inflammables in trains?
- v) What should you do if you notice any suspicious or dangerous material in a train?
- vi) The \_\_\_ you carry during the Rail journey will decide your safety. (Fill in the blank)

4. Study the following advertisement and answer the questions that follow.



Swachh Bharat Abhiyan is a cleanliness campaign run by the Government of India and initiated by the Honourable Prime Minister, Narendra Modi.

Swachh Bharat Abhiyan is also called as the Clean India Mission or Clean India drive or Swachh Bharat Campaign.

It is a national level campaign run by the Indian Government covering 4041 statutory towns to make them clean.

This campaign involves the construction of latrines, promoting sanitation programmes in the rural areas, cleaning streets, roads and changing the infrastructure of the country to lead the country ahead.

- i) Mention two other names by which Swachh Bharat Abhiyan is called.
- ii) State any two objectives of the campaign.
- iii) Who initiated the programme?
- iv) Who is running the campaign?
- v) How many towns are covered in the programme?



- vi) The campaign suggests that ... .. (Choose the best option)
- latrines should be constructed only in villages.
  - roads should be swept once a month.
  - cleanliness is linked with the progress of the country.

5. Study the following **advertisement** and answer the questions that follow.

**BETI BACHAO BETI PADHAO**

The NDA Government's ambitious national programme of Beti Bachao-Beti Padhao. A campaign launched on 22nd Jan 2015 by Prime Minister Narendra Modi from Panipat in Haryana, the state with the lowest sex ratio.

**BENEFITS OF EDUCATING A GIRL**  
Back to School

THE GIRL AS AN INDIVIDUAL → HER FAMILY → THE COMMUNITY AND SOCIETY → THE NATION

**#BetiBachaoBetiPadhao**

**Beti Bachao Beti Padhao (BBBP) Initiative**

**Objectives:**

- Prevention of gender biased sex selective elimination
- Ensuring survival & protection of the girl child
- Ensuring education and participation of the girl child

- Expand BBBP.
- Which government started this programme?
- Why was the campaign launched in Haryana?
- When was the programme inaugurated?
- Who inaugurated the programme?
- The first objective suggests that girls are being killed even before they are born and, therefore, female foeticide should be stopped. Say **true** or **false**.

6. Study the following advertisement and answer the questions that follow.

<p><b>TURN IT OFF:</b> Turn off taps while brushing your teeth, soaping clothes and scrubbing vessels.</p> 	<p><b>FIX LEAKING TAPS:</b> Fixing leaking taps doesn't take much, but it can save a significant amount of water.</p> 	<p><b>TAKE A BUCKET BATH:</b> Using a bucket instead of a shower to bathe can reduce your water consumption by 80%!</p> 
<p><b>USE ENERGY-EFFICIENT TECHNOLOGY:</b> Energy star rated dishwashers and washing machines use less water.</p> 	<p><b>UPGRADE YOUR EQUIPMENT:</b> Install faucet aerators, low-flow showerheads and toilets with smaller flush tanks.</p> 	<p><b>RECYCLE WATER:</b> Water treatment plants and rainwater harvesting systems can recycle water on a large scale. But to recycle water on your own, you can do simple things like using the water in which vegetables have been washed to water plants.</p> 

**Six ways to save water at home**

- i) Mention the number of ways in which water can be saved at homes (as per the ad).
- ii) When should we turn off taps?
- iii) What is the benefit of energy efficient dishwashers and washing machines?
- iv) Mention 2 ways in which we can upgrade equipment in the bathroom.
- v) Should people be encouraged to take 'bucket baths' or showers?
- vi) Mention a simple way (given in the ad) in which we can recycle water.

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## REVISION TEST - I

Time: 1½ hrs

Marks : 50

### SECTION - A

1. Annotate **any one** of the following in about **100 words**:  $1 \times 4 = 4$ 
  - a) Robbing children of their childhood is a **criminal act**, and our **society** must weed this malaise out from the root.
  - b) Gandhiji said that the greatest lessons in **life** are **learnt from children**, not from learned men.
2. Annotate **any one** of the following in about 100 words:  $1 \times 4 = 4$ 
  - a) My tongue, every atom of my blood, form'd from this soil, this air,
  - b) For every atom belonging to me as good belongs to you.
3. Answer **any one** of the following **questions** in about 100 words:  $1 \times 4 = 4$ 
  - a) What kind of freedom does Azim Premji advocate for the children of India?
  - b) What does the writer expect from parents and teachers in the essay 'Dancing in the Rain'?
4. Answer **any one** of the following **questions** in about 100 words:  $1 \times 4 = 4$ 
  - a) Explain briefly what the poet celebrates in the poem 'I Celebrate Myself'.
  - b) Describe the poet's attachment to his soil and air in the poem 'I Celebrate Myself'.
5. Answer **any one** of the following **questions** in about 100 words:  $1 \times 4 = 4$ 
  - a) How did Sitaram try to help Nathu?
  - b) How did the customers of the bank at Pipalnagar react to the news?

### SECTION - B

6. Read the following **passage** and answer **any five questions** given below:

$5 \times 1 = 5$

Men stood in groups at street corners discussing the situation. Pipalnagar seldom had a crisis, seldom or never had floods, earthquakes or drought; and the imminent crash of the Pipalnagar Bank set everyone talking and speculating and

rushing about in a frenzy. Some boasted of their far sightedness, congratulating themselves on having already taken out their money, or on never having put any in ...

- i) What was the situation that men were discussing in groups?
- ii) Write the natural calamities mentioned in the passage.
- iii) It was common for the people of Pipalnagar to face a crisis frequently. Write **true** or **false**.
- iv) Pick the word from the passage that **means** 'certain to happen'.
- v) What did some people boast of?
- vi) Pick the word from the passage which means 'state of uncontrolled and excited behaviour'.

7. Read the following passage and answer any five questions given below:


5 × 1 = 5

A symbol of selfless service, '**Paalam**' P Kalyanasundaram is a fine example of simple living and high thinking. He practises Gandhian principles without bothering whether the world takes notice of them or not. Working for the cause of the poor and the needy is his passion. **Paalam**, the institution he founded, has its roots in his commitment to serve the needy. Working for over 45 years, serving children, he decided to expand his service. **Paalam** was started after his retirement (he worked as a librarian at Kumarkrupa Arts College, Tuticorin) in 1988. He founded **Paalam** that serves as a link between donors and beneficiaries. Assistance is not just monetary. Children are helped in pursuing education and medical attention is provided to the needy. Blood donation camps are organized. The unemployed, elderly, sick and handicapped are rehabilitated. Kalyanasundaram donated the sale proceeds of his property, retirement benefits, arrears and above all the entire amount of Rs. 30 crores he received along with the award of the 'Man of the Millennium' towards charity. Asked about his personal needs, he says 'I am a bachelor and my personal needs are meagre. I am able to manage doing odd jobs in a hotel or a laundry.'

- i) What does Kalyanasundaram stand us an example of?
- ii) Kalyanasundaram expects others to praise his activities. Write **true** or **false**.
- iii) Name the institution founded by Kalyanasundaram.
- iv) Name two activities of '**Paalam**'.
- v) Mention two sources of the money donated by Kalyanasundaram.
- vi) Why does Kalyanasundaram take up odd jobs at hotels or laundries?



8. Study the following advertisement and answer any five questions that follow.  $5 \times 1 = 5$




### Proposals : How to conserve water

If you want to learn how to conserve water and protect the environment, learning to conserve water is a great way to make a positive impact. A four-minute shower may not sound like much, but in reality can cost up to 40 gallons. But don't worry—there are ways to change water-hogging household habits into leaner, greener activities.

**Water Conservation Tips**

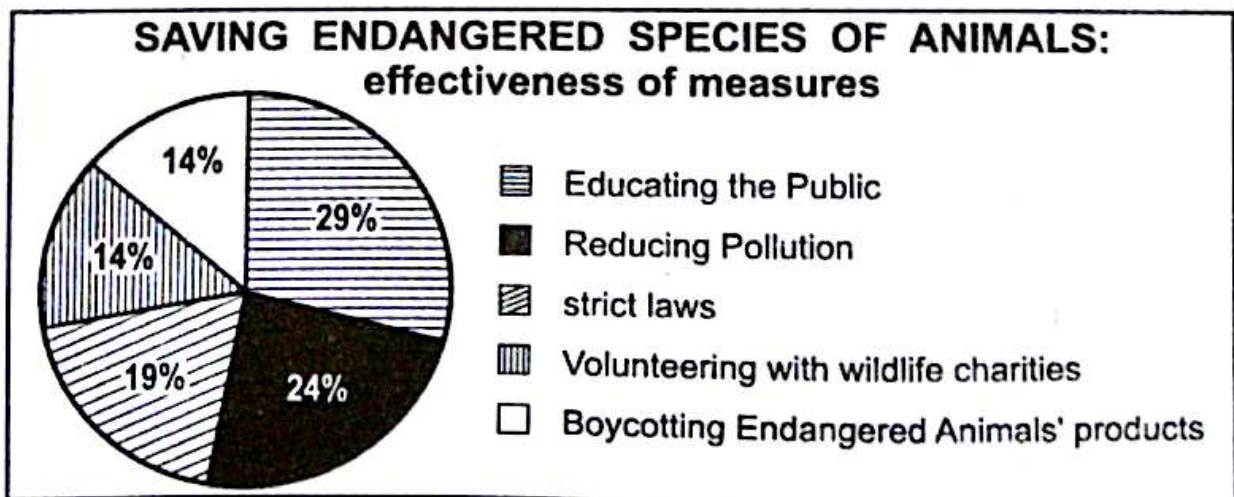
- Run your dishwasher for only full loads
- Turn off the tap when you brush your teeth.
- Check your faucets and toilets for leaks.
- Take shorter showers.
- Water your lawn in the morning.
- Use a cover on your pool.
- Wash your car with a nozzle on the hose.

**Did you know?...**  
 Flushing the toilet accounts for 30% of household water usage. By placing a brick in the toilet cistern we could save 10 million litres of water a day.



- i) What is the advertisement about?
  - ii) How much water is wasted in a four minute shower?
  - iii) How many water conservation tips are mentioned in the advertisement?
  - iv) The lawn should be watered only in the evening. Say true or false.
  - v) What should be put on the hose while washing cars?
  - vi) Pick the antonym of the word, 'negative' from the advertisement.
9. Study the pie-chart below and answer any four questions given after it.  $4 \times 1 = 4$

Students of Government Junior College, Shamshabad were taken to the zoo one day. There they came to know that many animals had been classified under the 'endangered' species. The teachers explained how everyone can take steps to save animals from extinction and how some measures are more effective than others. The opinions of the teachers were expressed in a pie chart.



- i) What does the pie chart depict?
- ii) How many ways of saving endangered species of animals have been shown?
- iii) What is the best way to save endangered species of animals?
- iv) Which 2 strategies are of equal efficacy, as shown in the chart?
- v) What should people boycott if they want to save animals from extinction?
- vi) Reducing pollution is a better way to save endangered species than volunteering with wildlife charities. Say **true** or **false**.

### SECTION – C

10. Rewrite the following passage / sentences using **eight** of the **punctuation marks** wherever necessary.  $8 \times \frac{1}{2} = 4$
- whatever little i learnt about being a parent i learnt by observing my children and letting them teach me but one day my son said dad I found a pen in the class and I brought it home.
11. Mark the **stress** for any **eight** of the following words.  $8 \times \frac{1}{2} = 4$
- i) criminal    ii) attempt    iii) answer    iv) important    v) aspiration  
vi) society    vii) monsoon    viii) reality    ix) nationality    x) inspiration
12. Match the following words in column 'A' with their definitions in column 'B'  $6 \times \frac{1}{2} = 3$
- |                 |     |   |
|-----------------|-----|---|
| i) contemporary | ( ) | a) a place where medicines are compounded   |
| ii) laboratory  | ( ) | b) a transparent tank in which fish and other water creatures and plants are kept       |
| iii) aquarium   | ( ) | c) a building in which objects of artistic, cultural, historical interest are exhibited |
| iv) museum      | ( ) | d) a room or building used for conducting scientific research                           |
| v) dispensary   | ( ) | e) the type of place that an animal normally lives in                                   |
| vi) habitat     | ( ) | f) a person who lives at the same time as somebody else                                 |



**MODULE - II****Unit - 5**

# Opportunities for Youth

Jawaharlal Nehru

**Pre-reading**

Have you ever acted impulsively without thinking about the implications of your actions? Perhaps you bought an expensive shirt and later wished that you had spent the money on books. Conversely, have you ever made resolutions or plans that you were unable to implement? Maybe you decided to get up at 4 am every day. But when the alarm rang, you continued to sleep. It would be wonderful if thoughts and actions could be co-ordinated, wouldn't it?

As a young citizen of India, try to visualize the progress of the country over the next few decades in the social, economic and political fields. What role can the youth play in the development of the nation? Read on to find out.

**ABOUT THE AUTHOR**

Jawaharlal Nehru (1889-1964) was the first Prime Minister of India. He was born in Allahabad. He studied Law in Trinity College, Cambridge. He returned to India in 1912 and practised Law. He joined the Indian National Congress in 1919 under the tutelage of Mahatma Gandhi. As Prime Minister, Nehru was one of the leading figures of the Non-Aligned Movement. He was a staunch advocate of Socialism. He was also a gifted writer. His works include '*Letters from a Father to his Daughter*' (1929), '*Glimpses of World History*' (1934), '*An Autobiography*,' (1936) and '*The Discovery of India*' (1946). These books reflect the depth of his knowledge on Indian culture and civilization and his vision of the future.

**ABOUT THE LESSON**

The present essay 'Opportunities for Youth' is an inspiring message to youth. The energy of the youth should be channelized to accomplish something worthwhile. The quality of a nation depends on its young people. Nehru exhorts the youth to be strong in both mind and body. He tells the youth to dream big if they want to achieve success.

Nehru portrays the dilemma of the present youth. According to Nehru, thought without action is abortion and action without thought is folly. Thought is the root of an action. What we do is conditioned by our thoughts. Integration of thought and action is very important in life.



It is common to point out the faults of others. Nobody is perfect in this world. It is our duty to seek the good in others and ignore the bad. Often we tend to see the bad in others though they may possess some outstanding qualities.

Nehru cautions us about the dangers of narrow parochialism. Before independence, as Indians, we might have been justified in thinking of our country as the best in the world. But now we should focus on the numerous problems that we face in various spheres. It is the duty of citizens to contribute their best for the progress of the country. Constructive thinking should be developed through extensive reading. Obstacles may be many but we can overcome them through hard work and strong will power.

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### THE TEXT

1. You know that I once wrote a book called *The Discovery of India*. I was engaged in that quest long before I wrote that book. It was not mere curiosity that led me to that quest. I was engaged in many activities and I wanted a proper reconciliation between my activity and my thought. Thought without action is abortion. Action without thought is folly.
2. Of course, we sometimes act on some impulse or irrepressible urge. If suddenly you throw a brick at me and my hand goes up to protect myself, it is an automatic, instinctive action and not a result of deliberate thought. Our living is conditioned by a series of automatic actions from morning till night. Anything we do outside that common range of actions, however, has to be preceded by some measure of thinking. The more action and thought are allied and integrated, the more effective they become and the happier you grow. There will then be no inner conflict between a wish to do something and inability to act or between thinking one way and action in another. The happiest man is he whose thinking and action are co-ordinated.
3. Happiness, after all, is an inner state of mind. It is little dependent on outside environment. Happiness has very little to do, for instance, with whether you are rich or not rich. Some of the most miserable persons I have come across in my life are the rich people. It is true that poverty makes one miserable in a very acute way. But my point is that it is not wealth but co-ordination of one's thought and action which removes inner conflicts. It is in that way that integration of personality is achieved. We were engaged, as you know, in a very great movement in India. Because that movement was intimately concerned with the freedom of India, I was led to wonder what exactly is India. I knew, of course, the geography of India. I knew many other odd facts about India, too. I was not prepared to accept it on faith that because I was



born in India, India was the greatest country in the world. That is the kind of folly in which the people of every country indulge.

4. There are quite enough people in India who think that India is obviously the greatest country. In the days when we were politically subject and could not take much pride in our political condition, we prided ourselves on our spiritual greatness. Having nothing else to get hold of, we took refuge in spirituality.
5. If you go to other countries — I shall not name them as I do not wish to cause offence — you will find that people there think that their country is the chosen country, the torch-bearer of civilization, the most advanced country, the most revolutionary country, the country with the biggest buildings, the country with something unique, some mission or other. It is natural for one to like one's own country and one's own people. It would be unnatural not to do so. It is good to be a little proud of one's own country. But it is wrong to start imagining that we are the highest and the best in the world. The fact is that every country and every people have admirable points about them; they have great achievements to their credit, and they have also bad periods in their history. This applies not to countries only but to individuals. Nobody is perfect; he has weakness and failings. Nobody is thoroughly bad either. We are all mixtures of good and evil. But we should try to further the good in ourselves and in others.
6. Most of you probably did not see Gandhiji at close quarters. He had amazing qualities. One of these qualities was that he managed to draw out the good in another person. The other person may have had plenty of evil in him. But he somehow spotted the good and laid emphasis on that good. The result was that that poor man had to try to be good. He could not help it. He would feel a little ashamed when he did something wrong.
7. People who always seek evil in others, find it. This applies to nations as well as individuals. Go to a foreign country. You are likely to find many things that you do not like. Are you going to spend your time finding out the evil in other countries, or rather in finding out the good in them, and profiting yourself and others by your contact?
8. We are all much too apt to look at the evil in other individuals and countries rather than the good. Perhaps some of you know the saying in the Bible about the person who could not see the beam in his own eye and saw the mote in the other's eye. I am sorry if you think I am rambling. But this is, I might inform you in secret, a very clever attempt to get behind your mind. I am at least being frank with you.



9. That is how I came to write *The Discovery of India*. And before that, I wrote my autobiography, which again was an attempt to fix myself in the context of the Indian struggle. Actually the book was more about the struggle in India than about myself. Of course, I was naturally a kind of central figure from my point of view as everybody is from his point of view. Then I wanted a larger canvas to think about and I wrote *Glimpses of World History*. I am no historian. Perhaps that was as well, because there are very few historians that I know who can talk intelligently about history. They are so full of facts and figures that they are overwhelmed by them. They are lost in a forest and do not see some obvious thing because they are always crawling about in the underwood. I wrote *Glimpses of World History* in order that I might see my country and my age in the proper perspective of world history. It was by no means a deep work. But it gave my thinking the framework of world history.
10. Having got the larger frame, I looked more closely at my own country and wrote *The Discovery of India*. In it I concentrated on my country's past and the story of its development.
11. I am trying to explain to you how my thinking developed in these matters. The more I thought and the more I learnt the more I saw how little I knew and how much more there was to learn. One of my regrets today is that I have no time to pursue these studies properly by reading or thinking or writing, because writing for me is essentially an aid to thinking. In trying to write, one has to think more concisely than otherwise.
12. I suppose I must not complain of my present lot. What I would like you to do first of all is to think. Thinking is something which does not come automatically to a person. Gossiping with a neighbour is not thought. If you repeat something which somebody else has said, it is not thought. I do not expect all of you to become mighty thinkers, though some of you may. But I would like all of you to think and to develop the art of thinking. Nothing is more helpful to thinking than reading, that is, reading intelligently, because thereby you get other people's thoughts, and by weighing them you can think yourself. I have often said that it is very unfortunate that people think and read so little nowadays, especially in India. I do not call newspaper-reading reading. But any reading which makes you think is useful reading, even if it is a very good novel. Great novels always make one think, because they are pictures of life painted by great minds.
13. If you think about the Five-Year Plans, you will find what a vital part the engineer plays in them. We shall require tens of thousands of engineers and hundreds of thousands of overseers, mechanics and other technicians for our Plans. The whole world is becoming more and more a world of trained



people. They need to be trained in two ways. They must be trained in mind, and have some vision and understanding of the world picture. Then they must be trained in particular jobs which they can do well, whether it be science or engineering or medicine or education. Such are the skills which will build India.

14. Frankly, the job of the politician will not build India, although I speak as a politician. A politician is a useful person in his own way, though it is conceivable that in a perfect society the politician will fade away. But it is not conceivable that the experts will fade away. There will be always a need for the engineer and the scientist. They cannot fade away even if the politician may fade away. However, I do not think the time is near when the politician will fade away.
15. You are young, I should like you to have the pride of youth and the ambition of youth to do something worthwhile and big. All of you may not be geniuses, but some of you might yet do worthwhile things in some department of human activity or other. I do not like people who have no pride and ambition and are just sloppy people.
16. I am not using the words pride and ambition in a small personal sense. I do not mean the pride of getting money, which is the silliest of all types of pride. Pride should consist in doing your job in the best possible manner. If you are a scientist, think of becoming an Einstein, not merely a reader in your university. If you are a medical man, think of some discovery which will bring healing to the human race. If you are an engineer, aim at some new invention. The mere act of aiming at something big makes you big.
17. If my colleagues and I and others who function on the public stage today appear big leaders to you, look back on how we became so. We may have had some virtue and some ability, but essentially we became what we were because we had some ambition and pride, because we hitched our wagon to a star, because we tried to do big things and in so trying our stature increased a little.
18. It is not what you say that matters, but what you do. Think therefore of the vast opportunities that the world offers to those who are keen of mind, strong of character and fleet of foot. Think of the opportunities that India offers. I know better than you of the difficult problems of India, the suffering and misery of numberless people. We are trying to meet those problems and solve them, not by magic but by strong will and hard work. There is no magic in this world except the occasional magic of human personality and the human mind. It takes time and perseverance to do big things. It will not do to be faint-



hearted. One meets with failure occasionally, but one has yet to go on. Success does not come suddenly or without setbacks. So you have these great opportunities in India. Prepare yourself for them; grow strong in mind and body. Have that inner urge to do big things and I have no doubt that you will do big things.

## GLOSSARY

quest (n) (1) /kwɛst/	: search
curiosity (n) (1) /kjʊərɪ'ɒsɪti/	: eagerness
reconciliation (n) (1) /rekənsɪlɪ'eɪʃən/	: restoration of friendly relations after a quarrel
folly (n) (1) /'fɒli/	: a foolish act or idea
impulse (n) (2) /'ɪmpʌls/	: a sudden inclination to act without thinking about the consequences
irrepressible (adj) (2) /ɪrɪ'presəbl/	: that can't be controlled
urge (n) (2) /ɜ:(r)dʒ/	: a strong desire
deliberate (adj) (2) /dɪ'lɪbəɪt/	: intentional or purposeful
conflict (n) (2) /'kɒnflɪkt/	: fight; struggle
subject (n) (4) /'sʌbdʒɪkt/	: member of a state except the ruler
torch-bearer (n) (2) /tɔ:(r)tʃ-'beərə(r)/	: one who is in the forefront
admirable (adj) (5) /'ædmərəbl/	: praiseworthy
amazing (adj) (6) /ə'meɪzɪŋ/	: surprising
beam (n) (8) /bi:m/	: a long, sturdy piece of timber used for support in a building
rambling (adj) (8) /'ræmblɪŋ/	: very long and confused
mote (n) (8) /məʊt/	: a speck
sloppy (adj) (15) /'slɒpi/	: careless and unsystematic
perseverance (n) (18) /pɜ:(r)sɪ'vɪərəns/	: determination
faint-hearted (adj) (18) /'feɪnt'hɑ:(r)tɪd/	: timid

### 5.1 Annotate the following in about 100 words each.

a) Thought without action is abortion. Action without thought is folly

A. This line is taken from the lesson 'Opportunities for Youth', written by Jawaharlal Nehru. It is one of his inspiring speeches.



The essay deals with the significance of coordination between thought and action which is lacking among young people. Nehru explains clearly how integration of thought and action is necessary. Every activity we do is preceded by thought. Nehru stresses that putting one's thoughts into action is far better than making speeches. Every work we undertake should be preceded by a meticulous plan. The whole effort will become a futile exercise if thought and action are not properly coordinated. Thus, thought and action are inter-dependent.

- b) Happiness, after all, is an inner state of mind. It is little dependent on outside environment.
- c) Great novels always make one think, because they are pictures of life painted by great minds.
- d) There will be always a need for the engineer and the scientist. They cannot fade away even if the politician may fade away.

## 5.2 Answer the following questions in about 100 words each.

- a) What is happiness, according to Jawaharlal Nehru?

**A:** Jawaharlal Nehru presents a number of important ideas about the significance of coordination between words and deeds in the essay. He exhorts the youth to be strong in mind and body as success shuns the weak-spirited. He analyses the concept of happiness. Those who are strong in mind and body will lead a happy life. According to him, happiness is an inner state of mind. It does not rely, as many believe, on the outside environment. He cites the example of rich people who may be miserable and poor people who may be very happy. One's happiness is not determined by wealth or power. One should ensure integration between thought and action to achieve happiness in life.

- b) What quality of Gandhi does Nehru appreciate in the essay?
- c) Nehru advises us to develop the art of thinking. How can one achieve this?
- d) The mere act of aiming at something big makes you big. Elaborate.

## 5.3 Stress

**5.3.1** Mark the stress on the correct syllable in the following words. (Take the help of a dictionary.)

- |              |             |                 |             |            |
|--------------|-------------|-----------------|-------------|------------|
| i) curiosity | ii) impulse | iii) sudden     | iv) between | v) amazing |
| vi) happy    | vii) people | viii) ourselves | ix) action  | x) perhaps |

## 5.4 Matching words

5.4.1 Match the words in Column **A** with their definitions/meanings in Column **B**.

<b>A</b>	<b>B</b>
i) autobiography	a) a skilled work man who repairs machinery
ii) overseer	b) a sudden wish to do something
iii) mechanic	c) an expert in the techniques of a particular work
iv) technician	d) some special work
v) genius	e) one who has an exceptional capacity of the mind
vi) perspective	f) one whose duty is to take charge of a work and see that it is properly done
vii) mission	g) apparent relation between different aspects of a problem
viii) impulse	h) the story of one's own life
ix) university	i) one who leads or one who is in the forefront
x) torch-bearer	j) an institution which offers UG & PG courses and where research is carried out

5.4.2 Match the words in Column **A** with their synonyms in Column **B**.

<b>A</b>	<b>B</b>
i) folly	a) stress
ii) amazing	b) foolishness
iii) emphasis	c) search
iv) intimate	d) inform
v) quest	e) surprising

5.4.3 Match the words in Column **A** with their antonyms in Column **B**.

<b>A</b>	<b>B</b>
i) common	a) indifference
ii) misery	b) ruler
iii) subject	c) succeed
iv) precede	d) happiness
v) curiosity	e) rare

5.4.4 Fill in the blanks with the correct words given in brackets in the following sentences.

1. We have to go out - - - - - the - - - - - is good or bad. (weather, whether)
2. You will have - - - - - problems in understanding, if you - - - - - the meanings of the words. ( know, no)
3. Gandhi did not take rest even for a - - - - - when he was involved in the freedom - - - - -. (movement, moment)



4. I ----- the opportunity to see the actor clearly as I was sitting in the ----- row. (lost, last)
5. As ----- house is very small ----- is no room for us. (there, their)

## 5.5 Idioms and Phrases

5.5.1 Look at the list of some idioms/ phrases and their meanings.

- i) beam in one's eye ... .. mote in another's eye = We are aware of the small defects of others but are unaware of our own major faults.
- ii) get behind one's mind = understand oneself by going beyond the superficial
- iii) hitch one's wagon to a star = aim at something big
- iv) fleet of foot = ready to run/grab the opportunity

### Exercise

Use the above **idioms and phrases** in your own sentences.

#### Riddles! A drill for your brain!!

1. What eight-letter word has one letter in it?
2. If all the letters were invited to a tea party, which letters would be late?
3. What month has 28 days?
4. What is the largest ant?
5. What are the strongest days?

Answer are on pg 113

## 5.6 Verb Pattern i

### 5.6.1 Verb Pattern i (a)

Read the following structures carefully.

S. No.	Subject	Linking verb – 'be'	Subject complement (Noun/Noun Phrase/Adjective)
1.	Thought without action	is	abortion.
2.	Action without thought	is	folly.
3.	Happiness	is	an inner state of mind.
4.	The twins	are	very active.

In the above sentences, the **subject** is followed by a **linking verb** and a **subject complement**. A **complement** usually completes the meaning of predication. If it is deleted either the sentence is unacceptable or the meaning changes.

Complements are of three types.

1. Subject complement
2. Object complement
3. Adverbial complement or complement of the verb

If the linking verb is brought to the front, it becomes a **question** which can have either a **positive** or a **negative** response.

*The Discovery of India* is a popular book.

Question : Is *The Discovery of India* a popular book?

Answer : Yes, it is.

### Exercise

**5.6.2** Make meaningful sentences from the verb pattern given below. An example is given as a model.

**Subject + Linking verb - 'be' + Subject complement**

Cricket is a sport.

### 5.6.3 Verb Pattern i (b)

Observe the following sentences:

S. No.	Subject	Linking Verb - 'be'	Complement of the verb
1.	<i>Glimpses of World History</i>	is	in my library.
2.	I	am	in my room.
3.	The farmers	are	from a nearby village.
4.	The market	is	beside the post office.

Here the **complement** is an **adverbial complement** or **complement of the verb**.

The **linking verb** followed by an **adverb** or **adverbial phrase** expresses some place or location.

*Glimpses of World History* is in my library.

Question: Is *Glimpses of World History* in my library?

Answer : Yes, it is.

Where is *Glimpses of World History*? It's in my library.



## Exercise

**5.6.4** Make meaningful sentences from the verb pattern given below. An example is given as a model.

**Subject + Linking verb – ‘be’ + Complement of the verb**  
 My sister is in Delhi.

### 5.6.5. Verb Pattern i (c)

S. No.	There (Dummy)	Linking Verb – ‘be’	Real Subject	Complement of the verb
1.	There	are	many doctors	in India.
2.	There	will be	no discussion	on this matter.
3.	There	were	several people	in the train.
4.	There	was	a problem	with the computer.

## Exercise

**5.6.6** Rearrange the following jumbled words and frame meaningful sentences, using capital letters, where necessary.

1. / a projector / is / there / in the hall /
2. / in the flat / are / there / five rooms /
3. / a big canvas painting / was / there / on the wall /
4. / no members / were / in the meeting / there /
5. / in the satellite / there / a time machine / is /

## 5.7 Punctuation marks

Punctuate the following sentences.

1. you know that i once wrote discovery of india
2. i was engaged in that quest long before i wrote that book
3. it was not mere curiosity that led me to that quest

## 5.8 Dialogue writing

Read the following **dialogue** between two friends about their interests.

- Neelima : Hi Revathi. How are you?  
 Revathi : Fine, thank you. How about you?  
 Neelima : Fine. Did you decide about the course you'll take in Intermediate?  
 Revathi : I have decided to go for MPC. I like Physics very much. What about you?

- Neelima : I want to opt for MEC. I am interested in doing CA.  
Revathi : Good. One should choose what one likes. All the best.  
Neelima : Thank you and wish you the same. Bye.

### Exercise

Write a **dialogue** between a teacher and a student who seeks clarification on his doubts.

## 5.9 Comprehension passages

### 5.9.1 Read the following passage and answer the questions that follow.

When you study the lives of *all* great achievers — those who have had the greatest influence on others, those who have made significant contributions, those who have simply made things happen — you will find a pattern. Through their persistent efforts and inner struggle, they have greatly expanded their four native human intelligences or capacities. The highest manifestations of these four intelligences are: for the mental, *vision*; for the physical, *discipline*; for the emotional, *passion*; for the spiritual, *conscience*.

Vision is seeing with the mind's eye what is possible in people, in projects, in causes and in enterprises. Vision results when our mind joins need with possibility. Discipline is paying the price to bring that vision into reality. Discipline arises when vision joins with commitment. Passion is the fire, the desire, the strength of conviction and the drive that sustains the discipline to achieve the vision. Conscience is the inward moral sense of what is right and what is wrong. It is the guiding force to vision, discipline and passion.

(from 'The 8<sup>th</sup> Habit' by Stephen Covey)

- What are the four native human intelligences?
- How is vision defined?
- What is discipline?
- How is passion defined?
- What is conscience?
- According to the writer *all* great people have expanded their four native human capacities. Write **true** or **false**.

### 5.9.2 Read the following passage and answer the questions that follow.

Nations are an important part of modern society. If we go back into history, we see that the world was divided into empires and kingdoms. In the modern period, however, nations or nation states have replaced empires as the basic unit of human political organization. Nations just don't happen by historical accident, rather they



are built by men and women with vision and resolve. Nation-building is therefore the product of conscious statecraft, not happenstance.

Nation-building is always a work-in-progress; a dynamic process in constant need of nurturing and re-invention. Nation-building never stops and true nation-builders never rest because all nations are constantly facing new challenges. Nation-building has many important aspects. Firstly, it is about **building a political entity** which corresponds to a given territory, based on some generally accepted rules, norms, and principles, and a common citizenship. Secondly, it is also about **building institutions** which symbolize the political entity – institutions such as a bureaucracy, an economy, the judiciary, universities, a civil service, and civil society organizations. Above all else, however, nation-building is about **building a common sense of purpose, a sense of shared destiny**, a collective imagination of belonging. The greatness of a nation has to be earned and is not determined just by the size of its population or the abundance of its natural resources.

*(from a speech by Ibrahim A. Gambari, former Special Adviser to the United Nations Secretary-General)*

- i) How was the world divided in earlier days?
- ii) Which kind of people build nations?
- iii) In what way is nation-building a dynamic process?
- iv) Why do true nation-builders never rest?
- v) Name the three important aspects of nation building.
- vi) A nation does not become great merely because it has a large population. Write true or false.

### 5.10.1 Critical thinking

Nehru says: 'Frankly, **the job of the politician will not build India, although I speak as a politician.** A politician is a useful person in his own way, though it is conceivable that in a perfect society the politician will fade away.'

Do you agree with Nehru? Write a **paragraph** giving reasons for your answer.

### 5.10.2 Activity at College

Form a club for innovative activities. Persuade the members to think of creative things to do. Take up different ideas. Share these ideas with the group. Present them in group discussions.



**MODULE - II****Unit - 6**

# The Magical Earth

Gulzar

## Pre-reading

“Mother Earth”. How many times have you heard this expression? Even in our mother tongue, we come across words like ‘Bhoomatha’, ‘Bhoodevi’. What do you think is the reason for such descriptions? Do you know that 22<sup>nd</sup> April is celebrated the world over as International Earth Day? Why? Paintings, songs, dances, traditions and festivals praise the glory of the earth. What is so special about the earth? Have you ever thought of it?

Read on to find out more ... ..

## ABOUT THE POET



Sompooran Singh Karla(1934-), whose pen name is Gulzar, was born at Dina of Jhelum district in British India. He started his career in 1963 as a lyricist. He also wrote poems (particularly Green poems). The long list of awards he won include 20 Filmfare awards, the Sahitya Akademi Award, the Dada Saheb Phalke Award and the Padma Bhushan. Talking about his

Green poems, Gulzar says, “I am paying back to the environment through poems. The environment has kept me alive.” He advises youth to plant trees on their birthdays. Let us follow this wonderful piece of advice.

## ABOUT THE POEM

‘The Magical Earth’ is one of Gulzar’s famous Green poems. Gulzar believes: Conserve Nature to conserve Mankind. Nature always captivated him, and inspired him to transform its beauty into art in his Green poems. ‘The Magical Earth’ expresses his admiration for nature. The innocent question ‘Is this earth magical’? and the repeated assertion ‘The earth knows how to do magic’ captivate the reader. Gulzar’s Green poems in Hindi were translated into English by a retired diplomat, Pavan Kumar Varma.

The poet asks if this earth is magical. Then he gives a long list of fruits and flowers that the earth offers. He affirms that the earth knows how to perform magical feats. The earth balances coconut trees even when winds try to fell them. The earth is capable of absorbing everything that falls on its surface. The earth sweetens fruits and makes flowers colourful. Gulzar, thus, pays glorious tributes to mother earth and inspires readers.



**THE POEM**

There is something indeed in the earth of my garden.  
 Is this earth magical?  
 The earth knows how to do magic!  
 If I sow a guava seed, it gives me guavas!  
 If I put a jamun kernel, it gives me jamuns! 5  
 A bitter gourd for a bitter gourd, a lemon for a lemon!  
 If I ask for a flower, it gives me pink flowers!  
 Whatever colour I give to it, it returns that to me!  
 Has it hidden all these colours in the soil below?  
 I dug a lot but found nothing! 10  
 The earth knows how to do magic!  
 The earth knows how to do magic!  
 It shows so many tricks!  
 When it balances these long coconut trees on its fingers,  
 It does not even let them fall! 15  
 The wind does its best but the earth does not let them fumble!  
 A sherbet, or milk, or water, anything may fall,  
 it absorbs them all!  
 How much water does it drink?  
 It gulps down whatever you give, 20  
 be it from a jug or a bucket!  
 Amazingly, its stomach never fills!  
 I have heard that it can hide a river inside!  
 The earth knows how to do magic!  
 Are there sugar godowns under the earth? 25  
 Or rocks of lime?  
 How does this earth put sweetness into fruits?  
 Where from does it get all this?  
 Pomegranates, plums, and mangoes—in all of them, sweetness but of  
 different kinds!

The leaves tasteless, but the fruits sweet.

30

The musambi sweet, the lemon sour;

Undoubtedly, it knows magic!

Otherwise, why is the bamboo tasteless, and the sugarcane sweet?

## GLOSSARY

kernel (n) (5) /'ke(r)nəl/	: edible central part of a seed, nut or fruit within the shell
fumble (v) (16) /'fʌmbəl/	: do or handle something clumsily
absorb (v) (18) /əb'sɔ:(r)b/	: take in
gulp (v) (20) /gʌlp/	: swallow; take in quickly
amazingly (adv) (22) /ə'meɪzɪŋli/	: surprisingly; incredibly

### 6.1 Annotate the following in about 100 words each.

- a) There is something indeed in the earth of my garden.  
Is this earth magical?

A. These lines are taken from the poem 'The Magical Earth' written by Gulzar. Gulzar praises the generous nature of the earth. He expresses surprise at the earth's infinite capacity to shower us with innumerable blessings. He terms this capacity as magical. He begins the poem with the statement that the earth in his garden is enchanting. Then he asks a question, "Is this earth magical?" He does not wait for an answer and proceeds to explain. The question aptly captures the wonder of the poet.

- b) If I ask for a flower, it gives me pink flowers!  
c) I have heard that it can hide a river inside!  
d) Otherwise, why is the bamboo tasteless, and the sugarcane sweet?

### 6.2 Answer the following questions in about 100 words each.

- a) The earth knows how to do magic! Support this statement with examples from the poem.

A: Gulzar pays glorious tributes to the earth in his poem 'The Magical Earth'. He says the earth has something in it. He asks if it is magical and while answering the question, he asserts that the earth knows how to do magic. He says: Give guava seeds to the earth and it gives us guava fruits. Plant any seed and you are sure to get that fruit. The same is the case with many coloured flowers. Does the earth have all these fruits, vegetables and flowers inside it? He says he has dug deep to find out the answer. But he was unable to find anything. It is only the magic of the earth that gives us various fruits, vegetables and flowers. The capacity of the earth to give is immeasurable.



- b) What tricks does the earth show, according to Gulzar?

### 6.3 Appreciating the poem

#### 6.3.1 Read the first line of the poem carefully.

*There is something indeed in the earth of my garden.*

Notice the use of the words - my garden. Is it really the earth of only his garden that has something in it? If not, why does the poet use these words? Is it to highlight the innocence of the speaker? Or does it make the reader think about his / her garden? Think of the significance of the word 'indeed' in the same line.

#### 6.3.2 Observe the second line.

*Is this earth magical?*

Why does the poet ask this question? Does he seek some information? What is the purpose of the question?

#### 6.3.3 Notice the following line.

*If I ask for a flower, it gives me pink flowers!*

What does he ask for? Why does the earth give him pink flowers? Does the earth know what the speaker's choice is?

#### 6.3.4 Consider this line.

*I dug a lot but found nothing!*

Can you really find fruits and flowers in the earth? What reaction does it evoke in the mind of the reader?

#### 6.3.5 Now examine the following line.

*I have heard that it can hide a river inside!*

Does the earth hide inside a river? Where do we get coal, iron and gold from? Now read the line aloud. Does it have a musical quality?

#### 6.3.6 Look at the phrase.

*The leaves tasteless*

Why are leaves described as being tasteless? Bite a neem leaf. Or a tender tamarind leaf. Betel leaves and many other kinds of leaves have a distinctive taste.

#### 6.3.7 List all the names of fruits, vegetables and trees / plants mentioned in the poem. Can you add a few more to each category? Can you guess why the poet has chosen only these?

#### 6.4 Critical thinking

Why is the land/earth called 'mother' and not 'father'? Think of the reasons and write them in a paragraph.

**For the joy of reading - a related poem (Not for the examination!)**

##### **Thankful**

These are the things I'm thankful for...

The sweet smell of flowers in springtime,

Beautiful clear blue skies above me,

The feeling of damp grass beneath my bare feet,

The sound of a free running stream,

The warmth of the sun on my cheeks,

The site of a field filled with corn,

The sound of birds singing in the trees,

The taste of fresh picked raspberries,

Crisp, clear autumn mornings,

The sound of leaves crunching beneath my feet,

The site of pumpkins growing in a field,

The first chill of winter in the air,

The site of snowflakes frolicking on the breeze,

Watching children skate on a frozen pond,

And seeing the first robins of spring.

I hope that future generations will still have these things to be thankful for.

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## MODULE - II

### Unit - 7

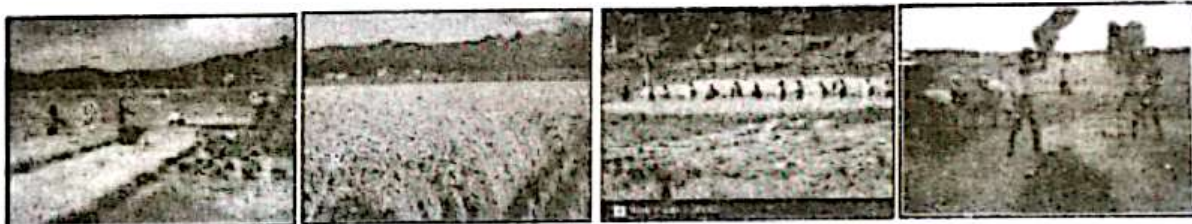
# Parige

Vattikota Alwar Swamy

### Pre-reading

Social and economic inequality is prevalent in our country even today. Poor people struggle to eke out a livelihood. In villages such people scour the fields after harvest and collect the left-over stacks of paddy called *parige* in the Telangana region.

Dalits were treated inhumanly by upper caste landlords in Telangana during the Nizam rule. Here is a touching story of a dalit who is imprisoned for no fault of his.



### ABOUT THE WRITER



Vattikota Alwar Swamy (1915–1961), born at Madaram village near Nakrekal in Nalgonda district of Telangana, was a Telugu writer, human rights activist and a communist leader. He was the uncle of Dr. Dhasharathi Rangacharya.

Born into an upper caste poor family, Vattikota Alwar Swamy could not afford higher education; nevertheless he read widely and gained good command of Telugu. The life of deprivation taught him valuable lessons and provided him a unique opportunity to study the lives of the poor. He identified himself with the oppressed classes, and participated in the people's struggles against the Nizam, following which he was imprisoned. He drew the material for his novels and stories from his own experiences.

The short stories of Vattikota Alwar Swamy depict the abject poverty of the downtrodden, especially of dalits, in feudal Telangana and give us a glimpse of the inhuman social ethos that prevailed during the Nizam rule in the 1940s. 'Parige' is a story which is included in the collection entitled *Inside the Prison* (Jailu lopala).



### ABOUT THE STORY

'*Parige*' is about the plight of a *dalit* who is jailed for an offence he did not commit. As the sole bread-winner of the family, Mallaiah, the main character, sets out in search of food for his aged and bed-ridden father and twelve-year old sister. He gathers *parige*, some left-over stack of paddy from a harvested field. But on his way back home, he is stopped by a rich farmer and branded as a thief who has stolen paddy from his threshing floor. This is narrated in a flashback. Later, while serving his jail term, Mallaiah learns that his father had died months ago and that the whereabouts of his sister are not known. Mallaiah's mental agony and the injustice meted out by the *police patel* are portrayed poignantly.

'*Parige*' gives us a vivid description of the sufferings of the downtrodden people belonging to the lowest rung of the social hierarchy. The narrative is tragic and the reader feels deeply touched. The story is translated into English by Dr. Elanaaga.

### THE STORY

It was 7 p.m. The *jawans* had sent prisoners into the cells, locked them and started gossiping in the veranda. They described the atrocities committed by them in various prisons as great deeds. They also talked about prisoners' adventures and the various methods which were adopted to quell them. They said all those things were their precious experiences.

From one of the cells, a prisoner's wail was heard. Even though the prisoner had been trying for a long time to hold his crying, his anguish crossed the bearable limit and since there was no other alternative, he had to weep loudly. Yet a fear was evident in his wail. It was the fear about one's having no freedom even to cry in a jail. Moreover, the *jawans* sitting in the veranda could object if he cried aloud.

The other prisoners who were sitting in that cell and thinking about their outside world turned their glances to Mallaiah, the crying prisoner, with consternation and commiseration.

"Why do you make a noise man?" asked the *jawans* in a formal manner to carry out their duty. They considered the prisoner's grief as a common thing.

Treating it as one of the usual experiences which they themselves had faced earlier, they resumed their chat rather with disdain. "These prisoners don't let us even talk leisurely," said one of the *jawans*, expressing his disgust.

Irrespective of the family, religion, caste or village which they belong to, they are all prisoners born to the same single societal tree that is polluted. They are blasted fruits.



As the fellow-prisoners surrounded Mallaiah, the latter's wail had decreased a bit. But when he saw his near and dear in them, his grief again swelled up. Then he started sobbing.

"He must have recollected something", said one of the prisoners sympathetically.

"What is the use of crying after coming to jail? One has to be wary before that", another prisoner talked about the morals of conduct.

One jailbird said, "Why are you scared so much? Just three months! I spent half of my life in prison. I am still in jail. How many more times I'll have to come here, I don't know."

"Why are you weeping Mallanna?" asked one prisoner piteously in a consoling manner.

The scene of his father giving solace to him came to Mallaiah's mind. At that time, when his father was moaning in the bed, Mallaiah was sobbing.

\* \* \*

Mallaiah was a *Vanthu Madiga* – that is, a harijan who works on turns in a village. He worked for Khanapuram village. When he was small, his mother died after giving birth to a baby girl. His family consisted of his aged father who had always worked hard but led a hand-to-mouth life and was now awaiting death in a bedridden state, a very small baby who his mother had left while dying, and his other sister whom he had brought up with love.

As Mallaiah's father became very old, it became inevitable for Mallaiah to do the messenger job in the village. His father became restricted to bed. The responsibilities of his sister's marriage – she was ten to twelve years old – the medical treatment of his father and feeding of the family, fell on Mallaiah. After his regular job hours, there was a little time left. But it was not possible for him sometimes, to do additional work as a hired labourer. At times, Mallaiah had to accompany the government officials to other places when his sister would do the messenger work in the village in addition to looking after her father. Sometimes they had to starve the whole day for want of additional hired work. With great difficulty, they used to feed their father with meagre quantities of food.

One day, Mallaiah went to his work and returned in the evening. His father's health was much deteriorated and his condition became very critical. His sister started to weep. Besides suffering from hunger, Mallaiah was facing a situation where he would lose his father. Controlling the anguish, he consoled his sister and with an intention to bring something to eat, he left home.



While walking, Mallaiah was pondering. He reached the outskirts of the village. Farmers were piling up bundles of cut paddy plants. Slowly, he reached a thrashing floor.

The hired labourers who had worked in the fields all the day, were haggling over their wages with the landlord. Disgusted with the miserliness of the landlord, they were imploring for some more grains towards wages. As if he was shaking out his hand to drop the leftover food after his meal, the landlord threw some grains into their laps. Watching this whole scene, Mallaiah felt despaired. When even the people who toiled are not getting enough wages, where is the hope for me to get even a grain here, he thought. With a feeling of despondency, he moved towards the fields in which harvesting was over.

Having completed their day's work, the landlords, their assistants and the hired workers started returning to their village.

In the twilight, Mallaiah gathered the leftover stack of paddy one by one and feeling proud for getting something to eat that night which he thought was due to his usefulness, he started retuning to his home like a valiant warrior with delight. But when his father's condition and the imminent danger came to his mind, as if his enthusiasm and pride took a beating, he felt dejected.

On his way, he saw some bundles of harvested paddy in the fields. When he compared his bundle of *parige* with them, he felt jealous.

"They may be bigger. Yet they can't equal mine. They are as useless as mushrooms", he said moving ahead.

"Who is it that is going?" the words came from one of the heaps.

Mallaiah stopped and looked around.

A tall man came with a stick across his neck. He rested both his hands on either end of the stick.

"Who are you? Where from are you bringing that bundle?"

Mallaiah said, "I picked *parige* in the fields and made it a bundle." He put forth his faultlessness strongly.

"Do you mean we prepared and kept all these bundles of *parige* ready for you?" the man said sarcastically. "What a deluder you are!"

Exhibiting astonishment over the other person's boundless selfishness and the injustice meted out to himself, Mallaiah said, "Is picking *parige* too a wrong thing?"

Lifting his stick, the man said, "You are mighty presumptuous. Keep the bundle there."



Mallaiah then realized that trying to prove his innocence would be of no use. He described the pitiful predicament of his father. He beseeched in utter abjection. This made the person believe strongly that Mallaiah stole the bundle of paddy beyond any doubt. With rage he roared, "To whom are you born?" and lifted the stick to beat him.

Realizing the gravity of the situation, Mallaiah pressed the bundle strongly in his armpit and took to his heels. The other person chased Mallaiah. Both headed towards their village.

Mallaiah has to reach his father and at the same time he has to retain the bundle. This is because, he decided strongly in his mind to provide a small meal with those grains to his sister and father that night. With such a strong determination, he ran very fast using all his energy.

When he reached the shed situated in the centre of the village, he saw his sister wiping her tears beside a wall. The *police patel* was abusing her in foul language.

\* \* \*

When Mallaiah had gone to fields, the *police patel* sent a *sethu sindhi* for him. The *sethu sindhi* saw Mallaiah's sister at home. She was crying over her father's critical state. He took her out. He tried to send her forcibly to do bonded labour for somebody in other village. She was explaining her difficulty to the *police patel*.

Meanwhile she saw Mallaiah running towards her and surmised that he was coming to rescue her from the clutches of *police patel*. But both Mallaiah and her sister were caught in the snare.

The man, who had been chasing, all of a sudden beat strongly on Mallaiah's back with the stick.

"I am dead," said Mallaiah and fell down. Falling on each other, he and his sister both cried.

The man, who had chased Mallaiah, put the bundle of paddy before *police patel* and complained that it was stolen from his thrashing floor.

The *sethu sindhis* separated Mallaiah from his wailing sister and tied him to the shed's post. The *police patel* again started forcing Mallaiah's sister to go to do bonded labour for somebody in other village.

The *police patel* who had been carrying out wicked governance by becoming a part in the cruel machinery of administration, uttered a sentence which reflected human feeling. He said, "How is her father's condition now?"



“He is a very old fellow. He has been bedridden for six months as if he is neither living nor dead. There is no hope that he will survive. But to know when exactly he will die, are these fellows *Brahma's* sons? They are loafers but they tell all lame excuses,” replied one of the *sethu sindhis*.

At home, Mallaiah's father lay nonchalantly accepting that such predicaments are but natural, because they are part of life's experiences. He was in an incoherent state.

At last, they sent his sister forcibly to the neighboring village to do bonded labour for somebody. She started in the middle of the night, in fright.

Mallaiah's sister, who has been protecting his father, has gone. He himself is in prison. “Will I see my father alive?” thought he, agonizing over the uncertain condition that prevailed.

The *police patel* sent Mallaiah to the police station the next day. The latter was sentenced to three months imprisonment.

He didn't know what happened to his father and sister.

\* \* \*

One day, Mallaiah went to the bazaar for a work. There he saw an acquaintance. He requested the *jawan* for permission to talk to him and got the same. He was informed that his father had died, his sister left the village and his house was in a dilapidated and forlorn condition.

He controlled the anguish raging inside his heart, with great difficulty. He thought that if he cried aloud, people would surround him. Further, the *jawan* who showed mercy and allowed him to talk to the acquaintance might get into a problem.

He was smouldering inside his heart. He thought that after having his meal, he could return to his cell and then weep. He believed falsely that he was fully independent. Then he cried aloud.

“What would have happened to my sister?” he agonized over his apprehension.

## GLOSSARY

parige (n)	: the leftover stack of paddy; glean
gossiping (v+ing)	: talking aimlessly about unimportant things
atrocities (n-pl)	: cruel and violent acts
wail (n)	: a long loud high cry
consternation (n)	: alarm, anxiety
commiseration (n)	: sympathy, pity
disdain (n)	: disrespect, disregard



wary (adj)	: cautious
miserliness (n)	: meanness
imploring (v+ing)	: begging, pleading
despondency (n)	: extreme sadness; discouragement
dejected (adj)	: very sad, depressed
deluder (n)	: deceiver
presumptuous (adj)	: arrogant
predicament (n)	: difficult situation
beseeched (v-pt)	: begged
abjection (n)	: extreme humbleness
took to his heels (idiom)	: ran away
police patel	: a local official, usually a native of the same village
sethu sindhi(s)	: worker(s) employed by the village administration, to guard the crops and curb agriculture related irregularities like pilferage
surmised (v-pt)	: guessed
snare (n)	: trap
thrashing floor (phrase)	: a specially prepared floor in the field where paddy is separated by hitting the stalks to the floor
nonchalantly (adv)	: indifferently, in a detached way
incoherent (adj)	: lacking clarity
fright (n)	: sudden fear
dilapidated (adj)	: ruined or decayed
forlorn (adj)	: sad and lonely
smouldering (v+ing)	: burning slowly without a flame
apprehension (n)	: worry or fear that something unpleasant may happen; anxiety

### 7.1 Answer the following questions in about 100 words each.

a) Describe Mallaiah's silent wail in the jail. Why did he cry silently?

A) Vattikota Alwar Swamy's 'Parige' is about the plight of a *dalit* who is jailed for no fault of his.

Mallaiah learnt about the sad news of his ailing father's death. He also came to know that his sister had been sent to the neighbouring village as a bonded labourer by the *police patel*. Mallaiah was overcome with grief. He tried to control his sobs.

He knew that if the prison guards heard him cry, they would get angry. Therefore, he cried silently. But he could not suppress his anguish and he began to weep loudly.

- b) Why did it become inevitable for Mallaiah to take up the job of messenger job in the village?
- c) Describe the conditions that forced Mallaiah to collect *parige* late in the evening?
- d) While in jail, what did Mallaiah come to know about his father and his sister?

## 7.2 Comprehension passages

Read the following **passages** and answer the **questions** given after them.

**7.2.1** It was 7 p.m. The *jawans* had sent prisoners into the cells, locked them and started gossiping in the veranda. They described the atrocities committed by them in various prisons as great deeds. They also talked about prisoners' adventures and the various methods which were adopted to quell them. They said all those things were their precious experiences.

- i) When did the *jawans* lock the cells?
- ii) Where did the *jawans* start gossiping?
- iii) The *jawans* talked about their own atrocities as great deeds. Write **true** or **false**.
- iii) Did the *jawans* really praise the prisoners?
- iv) The rooms in jails are called ..... (fill in the blank)
- v) Which word from the passage means **different**?
- vi) Which word from the passage means **suppress**?

**7.2.2** Mallaiah then realized that trying to prove his innocence would be of no use. He described the pitiful predicament of his father. He beseeched in utter abjection. This made the person (the landlord) believe strongly that Mallaiah stole the bundle of paddy beyond any doubt. With rage he roared "To whom are you born?" and lifted the stick to beat him.

Realizing the gravity of the situation, Mallaiah pressed the bundle strongly in his armpit and took to his heels. The other person chased Mallaiah. Both headed towards their village.

Mallaiah has to reach his father and at the same time he has to retain the bundle. This is because, he decided strongly in his mind to provide a small meal with those grains to his sister and father that night. With such a strong determination, he ran very fast using all his energy.

- i) What did Mallaiah realize?
- ii) How did Mallaiah try to convince the landlord?
- iii) The landlord did not believe that Mallaiah had stolen the bundle of paddy. Write **true** or **false**.



- iv) What did Mallaiah do when the landlord lifted the stick to beat him?
- v) What did Mallaiah decide?
- vi) Did the landlord follow Mallaiah when he tried to run away?

**7.2.3** The *police patel* who has been carrying out wicked governance by becoming a part in the cruel machinery of administration, uttered a sentence which reflected human feeling. He said, "How is her father's condition now?"

"He is a very old fellow. He has been bedridden for six months as if he is neither living nor dead. There is no hope that he will survive. But to know when exactly he will die, are these fellows *Brahma's* sons? They are loafers but they tell all lame excuses," replied one of the *sethu sindhis*.

- i) How did the *police patel* carry out his wicked governance?
- ii) What prompted the writer to say that even the cruel *police patel* had human feelings?
- iii) Who was the old man?
- iv) How long had the old man been bedridden?
- v) One of the *sethu sindhis* commented that the poor labourers were loafers. Write **true** or **false**.
- vi) Find the word in the passage which is the **antonym** of 'young'.

### 7.3 Critical thinking

Write a **paragraph** on the exploitation of the poor in rural areas.

**Just for the joy of reading** (Not for the examination!)

#### Even Top B-Schools Not Insulated

I grew up in urban south India, relatively not exposed to caste discrimination at school. My dad, a government employee, faced caste discrimination but shielded us from it by not talking about it in front of us. In general, we were taught, trained to ignore these things and move on. During my undergraduate days, there were the occasional snide remarks or casual casteist jokes but I took it in my stride, mostly because it was never direct or in my face. The first time I faced public humiliation was unfortunately at one of India's top B-schools, where I should emphasise, I secured an admission as a general student (not based on any caste reservation!) for an employer-funded management program. In the Corporate Finance course, there was an accounting concept that I could not get my head around and I asked the teacher for assistance. The very matter of fact response was, "oh you folks with X surname, I don't expect you to get these concepts easily. Why don't you ask some of these Iyengar and Aggrawal fellows here if they can help?" The entire class laughed at the "joke". But that was the day I realised that no matter how qualified I am, my identity finally boils down to my apparently lower and therefore "incapable" caste.

Anonymous



**MODULE - II****Unit - 8****Composition****Letter Writing**

With the advent of e-mail and other electronic ways of communication, it is becoming less and less common to write letters. Still, letters have their own flair and flavour in communication. Letter writing is an art. Letters should be written in simple, pleasant and plain English.

*'In short, to write a good letter, you must approach the job in the lightest and the most casual way. You must be personal, not abstract. ... A letter written in this way destroys distances; it continues the personal talk, the intimate friendship. It preserves one's presence in absence'.* — A.G. Gardiner

Let's go through these two funny letters and see how one can make a point without using the core word. Here, an employee asks his boss to increase his salary without mentioning the word money/salary.

Dear bo\$\$

AS all of u\$ have read from the new\$paper\$, the \$ingapore economy ha\$ come out of the rece\$\$ion. In thi\$ life, we all need \$ome thing\$ mo\$ de\$perately. I think you \$hould be under\$anding of the need\$ of u\$ worker\$ who have given \$o much \$upport including \$weat and \$ervice to your company.

I am Sure you will gue\$\$ what I mean and re\$pond \$oon.

Your\$ \$incerely

Raj M.

But, the boss is also very intelligent and creative. He says 'NO' without saying 'NO'. Let's read his reply.

Dear Raj

I kNOw you have been working very hard. NOw-a-days, NOthing much has changed. You must have NOticed that our company is NOt doing NOticeably well as yet.

NOw the newspapers are saying the world ecoNOMists are NOt sure if the United States may go into aNOther recession. After the NOVember presidential elections things may turn bad.

I have NOthing more to add NOw. You kNOw what I mean.

Yours truly

Venkat R.K.

Manager



How sensible both the letters are! They show how one can express one's feelings smoothly without hurting others.

A letter should be

- \* in the correct format
- \* short and to the point
- \* relevant
- \* free of any grammatical or spelling mistakes
- \* polite, even if you are complaining
- \* well presented

Letters are of two types - **formal** and **informal**. **Formal letters**, which are also called **official letters**, are written to official and business associates. **Informal letters** or **personal letters** are written to friends, relatives and members of our family.

So, before writing a letter, keep in view these points.

- \* Address- business or private?
- \* Greeting - formal or informal?
- \* Style of letter - friendly or business?
- \* What is the message?
- \* How should it end?

On the whole, *address properly; greet heartily; write clearly and end correctly.*

### Formal letters

Now, let's take a look at the **format** of a **formal letter**. There are various types of formats like - **Indented format** (traditional), **blocked format** (current style), **semi-blocked format** and **hanging indented format**. But it is better to opt for either **indented** or **blocked** format as it is convenient in many ways.

### Formats

#### Comparison

INDENTED FORMAT	BLOCKED FORMAT
<div>From</div> <div>Date</div> <div>To</div> <div>Salutation</div> <div>Subject line</div>	<div>From</div> <div>Date</div> <div>To</div> <div>Salutation</div> <div>Subject line</div>
Body of the letter (in three paragraphs)	Body of the letter (in three paragraphs)
<div>Complimentary close</div> <div>Signature</div>	<div>Complimentary close</div> <div>Signature</div>

### Indented format

In **indented format**, **punctuation marks** are used in the To address, From address, at the end of the salutation and at the end of the complimentary close.

### Blocked format

In the **blocked format**, everything starts from the left margin and **punctuation marks** (except in the body of the letter) are omitted.

Now, let's look at the components of a letter in detail.

#### 1. Date

The standard international convention is: **08 May 2016**

Other styles are:      **May 8th, 2016**  
                              **8th May, 2016**  
                              **08/05/2016**

#### 2. Address

Sender's (From) address should include the following

Name:  
 Designation:  
 Company/Institution:  
 Town/City:  
 Mobile:  
 E-mail:

Recipient's (To) address should include the following

Name:  
 Designation:  
 Company/Institution:  
 Locality  
 Town/City:  
 State and Country:

#### 3. Salutation

Salutation sets the tone of a letter. You can write one of the following.

**Dear Sir**  
**Dear Madam**  
**Dear Dr Sinha**  
**Dear Professor Manohar**  
**Dear Mr. President**



<b>Mr</b>	-	<b>for a man</b>
<b>Mrs</b>	-	<b>for a married woman</b>
<b>Miss</b>	-	<b>for an unmarried woman</b>
<b>Ms</b>	-	<b>for a female whose marital status is unknown</b>

#### 4. Subject line

The subject line should be in three or four words to let the reader know the broad purpose of the letter. The reader goes through the body of the letter if he/she wants to know the details.

Example: SHORT TERM COMPUTER (in caps)

*Summer Coaching Camp* (in italics)

**Note:** Leave one space between the salutation and the subject line and one space between the subject line and the body of the letter so that the subject line may not go unnoticed.

#### 5. Body of the letter

This is the most important part of a letter. It contains the message of the letter. It starts from the left margin and requires separate paragraphs (2 or 3; not too many). Don't use: 'Hoping to receive your reply'. Plain English is the current style and not business jargon. The introductory paragraph should clearly state the purpose, whether it is to lodge a complaint, to make an enquiry or to request something.

The main body should clearly state the points that you want to make. As a general rule it is a good idea to keep to the point as much as possible so that the recipient remains engaged. The concluding paragraph should outline what action you would like the recipient to take: to make a refund, to send you information etc. If it is an informal letter, you can be a little more conversational.

#### 6. Complimentary close

It should be courteous as shown below.

##### Formal

Yours sincerely (if you mention the name)

Yours truly/ Yours faithfully (if you mention Dear sir/Madam)

Yours obediently (for superiors)

##### Informal

Yours lovingly

Your loving son/daughter.....

Yours affectionately

**Note:** Yours doesn't have an apostrophe.

## 7. Signature block

The signature of the writer is placed under the closing greeting (usually with a blank line between them). The signature of many people is illegible; so it is important to write your name below your signature in BLOCK LETTERS. In business letters you also mention your position in an organization or firm.

### Note:

If we send copies of the letters to anyone, we mention: Copy: M. Rajesh Sinha.

If we enclose something along with the letter, we indicate it at the bottom.

Encl: CV/Resume

## Categories of letters

Now, let's look at some letters. They may be of the following categories.

Letters of *enquiry, complaint, condolences, request, invitation, congratulations, thanks, leave* and *letters written to news papers/magazines*.

**Note:** All the letters, here, follow the **blocked format**.

### 1. Here, Yamuna writes a letter to get some details regarding Karate coaching.

K. Yamuna  
H. No. 2 - 124/2  
Sultanabad  
Karimnagar  
cell: 9848012345  
e-mail: yamunak@gmail.com

02 May 2016

The Director  
Lee Karate Centre  
Srinagar colony  
Secunderabad

Dear sir

#### DETAILS OF KARATE COACHING

I saw your advertisement in the newspaper. I have summer vacation till 12 June 2016. So, I would like to join your summer camp and learn Karate for self-protection and self-confidence. Could you please send me the following details regarding the course?

- a. Duration
- b. Timings
- c. Fee
- d. Separate batches for girls

Yours faithfully

Sign

(K. YAMUNA)



2. Now, let's read the reply from the Lee Karate Centre.

**LEE KARATE CENTRE**

Jackson  
Director  
Lee Karate Centre  
Secunderabad  
Cell: 8742352092  
e-mail: leekarate@gmail.com

06 May 2016

K. Yamuna  
H. No. 2 - 124/2  
Sultanabad  
Karimnagar

Dear Yamuna

Thank you for your enquiry dated 02 May 2016.

We conduct Karate classes for boys and girls. As you pointed out rightly, Karate improves self-confidence. We are pleased to provide all the details you have asked for. Please find the brochure herewith. The details are:

1. Course duration: one month
2. Timings: 5 a.m. to 11 a.m.
3. Fee: Rs. 2000
4. Separate batches for girls are also conducted.

If you need any further details about the course, you can contact us by mail or phone.

Yours sincerely

Sign  
(M.JACKSON)

3. Write a **letter to the editor** of an English newspaper complaining about the skyrocketing of prices of essential commodities.

K. Yadaiah  
Plot no. 16, Bank colony  
Mahboobnagar

24 April, 2016

The Editor  
Deccan Herald  
R.P. Road  
Secunderabad  
Sir

I would be grateful if you kindly allow me to express my grievances in the columns of your esteemed daily about the skyrocketing of the prices of everyday necessities.

Prices of rice, wheat, sugar, edible oil and other foodstuff like different vegetables, meat, fish, etc. have gone up so much that a common man can ill-afford to buy them. It is learnt from newspaper reports that we have had a record production of food grains this year. In these circumstances I fail to understand why such a rise in prices has taken place. The government should take strong measures against dishonest traders and hoarders who are creating artificial scarcity.

An editorial in this regard will also be very much welcome.

Yours truly

Sign  
(K. YADAIAH)



4. Write a letter of complaint to the commissioner of your municipality regarding the bad condition of a road that needs immediate repair.

V.Kamal

H. No. 209/C, V.T. Road

Suryapet

28 May 2016

The Commissioner

Municipality

Suryapet

Sir

**BAD CONDITION OF ROAD**

I am a resident of V. T. Road, Suryapet. I would like to bring to your kind notice the miserable condition of the road. The part of V.T. Road from Sai Temple to Area Hospital is in a deplorable condition. It is one of the busiest roads in that area. The part I mentioned is full of potholes and that condition has led to many accidents. Last week a bike skidded there and three members of a family were seriously injured. So far as I remember, no repairing work has been carried out for the last five years. During the rainy season the road gets submerged and it becomes very difficult to notice those potholes.

So, I would like to draw the attention of the authorities to the problem and request them to take necessary action so that the road may be put to thorough repair without any further delay.

With regards

Yours faithfully

Sign

(V. KAMAL)

5. Let's go through this leave letter in which Harinder asks his manager for leave.

Harinder Singh  
R/7, Seven Hills  
Manasa nagar  
Manchiryal

17 May 2016

James Bridge  
HR Manager  
Lifeline Solutions  
Nacharam  
Hyderabad

Dear Sir

I am writing to you to inform you that I may not be able to attend office for a week from tomorrow i.e., from 18 May to 24 May, as I am down with flu. I have been advised by the doctor to take absolute rest for recovery. I regret the inconvenience caused to the firm because of my illness.

However, I am glad I could meet the deadline set to me for the report of Handles Agency. I have sent it to you for your approval. I am willing to put in extra efforts to clear the pending work, if any, once I am back from my leave.

Thanks and regards,

Yours sincerely  
Harinder Singh

### Exercises

1. Write a letter to the principal of your college requesting him to issue your transfer, bonafide and conduct certificates.
2. Write a letter to the editor of a newspaper about the need for proper disposal of garbage. Request him to publish an article in the editorial.
3. Write a letter to the Collector requesting him to take necessary steps to close the unused open borewells which pose a big threat to children.
4. Write a letter to the publisher, asking him to send you the required study material for EAMCET.
5. Write a letter to the Tahasildar to restore your village tank (lake) under "Mission Kakatiya".



### Informal Letters

An **informal letter** is perhaps the most common of letters. Such letters are written from time to time to deliver good news to people, to convey festival greetings or to enquire about the health of family members and friends or even simply to maintain some contact with a person. These letters are very friendly and casual in their tone. These rely a lot on memories, shared secrets and humorous moments of the past.

Now, let's go through some **informal letters**. You can notice the slight difference in the format too.

1. Read this **letter** in which a mother shows her gratitude to the teachers of her child.

A-102

Ram Nilyam

Marrigudem

Nizamabad

12 April 2016

The Principal

ABC School

Nalgonda

Dear Madam

I am the mother of your student P. Haritha of class VIII-C. I attended the annual day function last week. I was there in the school right from morning. I am writing this letter to express my appreciation of all the teachers. They were very supportive and helpful. I found that all of them were taking care of the students well and ensuring that everything was well organized.

The teachers made sure that the children had lunch on time. They helped the little ones with their dresses and make-up and made all the preparations for the entertainment programme. At the end of the show they personally saw to it that each child was handed over to his/ her parents.

It was amazing to see my child sing and dance so well as she is very quiet at home. I am sure the credit goes to the teachers who worked so hard to encourage all the children to participate in the programmes and make this annual day a big success. I am sure that my child will grow up as a good student in this school under the guidance of such teachers.

Thank you for hiring such experienced teachers.

Sincerely yours

P. Laxmi

2. You have got two tickets for the IPL-9 cricket match being played at Uppal, Hyderabad. Write a **letter** to your friend inviting him to accompany you.

302/A, Hill view  
Rock Town  
Nagole  
Hyderabad

18 May 2016

Dear Raheem

How are you? It has been ages since we communicated with each other. I think it is mainly because of the annual exams and other entrance exams. I think you left no stone unturned to get a good rank in EAMCET. Hope you come out with flying colours. You know the IPL-9 is going on. I have got two tickets for the match being played between the Sunrisers and the Royal Challengers. The match is at Uppal stadium, Hyderabad on 22<sup>nd</sup> May at 8 p.m. It's going to be a close contest between the two teams. Both teams are studded with international stars like Virat, Gayle, Warner, Watson, De Villiers and many others. It will be a treat to watch. Since both of us are cricket lovers, we will definitely enjoy the game.

So, please come over so that we can watch the live cricket match. Please do not fail to drop a line confirming that you are accompanying me. Convey my regards to your father and mother.

Yours lovingly

Manohar

Sk. Raheem  
S/o Irfan  
203, Moghal enclave  
Shivajinagar  
Nizamabad



3. Write a letter to your father who is anxious to know how you are preparing for annual examinations.

Government Junior College  
Rangasaipet  
Warangal

18 January 2016

Dear Father

I'm fine here. How are you all there? I am preparing well for my Pre-final exams which are going to start next week.

Through your letter, I know that you are anxious to know more about my preparation for the exams. Our syllabus was completed in December. We need not worry about that. And I am well prepared and confident regarding all subjects, except Physics. The theory part is ok but I am rattled by some of the difficult problems, especially in Mechanics. Mechanics is a hard nut to crack. But, don't worry. We have ample time and also good lecturers who are always ready to come to our rescue. Other than that I have revised the entire syllabus twice. I will definitely get a good percentage in the Pre-finals and Annuals too. After the annual exams, we have short-term coaching for EAMCET. So, I will continue my preparation for the Public exams as well as for EAMCET. Once all the exams are over I can relax.

I am doing well. You need not feel anxious about my exams. How is mom? I miss both of you a lot. Take care.

Yours affectionately

Avinash

M. Ramchandar  
1-127, BC Colony  
Inavolu  
Warangal Dt.

4. Here, we find how Noyal **congratulates** his friend Jasweer singh on his selection in the Armed Forces.

102, Green Villa

Keerthi nagar

Nagarjuna Sagar

10 May 2016

Dear Jasweer

Please accept my heartiest congratulations on your selection in the Armed Forces.

I am happy at your achievement and you truly deserve it as you have worked very hard for the past couple of years. I know that you have always dreamt of becoming a fighter pilot, so you must be thrilled. I was sure you would make it. Right from childhood you always strived to achieve success in whatever you did. It was amazing to see you prepare so hard for the physical and written test. Hats off to your dedication and commitment! Your discipline and courage and the zeal to do something for the country is really commendable.

I am sure your family must be very happy and will continue to be a source of good support for you. As you still have time to join the training you can spend time with your parents and brothers. I am sure you will complete your training with flying colours and get the specialization of your choice. You will make the country and your superiors proud.

Congratulations once again and all the best for your future.

Yours affectionately

Noyal

Jasweer Singh

S/o Harpreeth Singh

1-122/A, Soldiers' colony

Secunderabad



5. Read this **letter** in which Keshav is expressing his **condolences** to his friend Srinu on his father's demise.

17/G, Vanam Villas  
Brindavan Colony  
Medak

18 May 2016

Dear Srinu

I'm really sorry to hear about your Dad. We both know that he is now with God in a better place and that his suffering has come to an end. I know how helpless and upset you were to see him in so much pain. I could never find words to console you, either then or now. But remember that God never gives us more sorrow than we can bear, and He alone will give you the strength to bear the loss. Your dad will always be with you; his spirit will be part of you no matter where you are. I know that you wanted, needed, and hoped for more time to spend with your father but the time you did spend with him meant so much to him. Your dad loved you very much and I know you will miss him terribly. God gives examples on this earth of how we should live our lives and your father was one of the best examples I know. I wanted to let you know that I am there for you at any time you need me - just to listen, or to talk. I already told you this, but I wanted to say it again. Please, don't hesitate to call me at home or work.

With my deepest sympathy,

Yours sincerely

Keshav

T.Srinu  
S/o Avilaiah  
H.No:1-2-129  
Officers' Colony  
Karimnagar

### Exercises

1. Write a letter to your friend who is in the U.S.A. about the grace and glory of the Telangana floral festival 'Bathukamma'.
2. Write a letter to your cousin who recently met with an accident. Advise him to be careful while driving and also wish him a quick recovery.
3. You are the president of a voluntary organisation. You are going to conduct a blood donation camp on behalf of the Red Cross. Write a letter to your uncle requesting him to assist you.
4. You are studying in a residential college. Your parents live in a small village. Severe drought conditions have shattered their hopes of getting a good crop. Write a letter to your father about the importance of water harvesting pits.
5. Your college is going to conduct 'Swatch Telangana' campaign. Your friend has been absent for four days. Write a letter to him asking him to participate in it and make it a grand success.

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## REVISION TEST - II

Time: 1½ hrs

Marks : 50

### SECTION - A

1. Annotate *any one* of the following in about 100 words:  $1 \times 4 = 4$ 
  - a) Thought without action is abortion. Action without thought is folly.
  - b) Great novels always make one think, because they are pictures of life painted by great minds.
2. Annotate *any one* of the following in about 100 words:  $1 \times 4 = 4$ 
  - a) If I ask for a flower, it gives me pink flowers!
  - b) I have heard that it can hide a river inside!
3. Answer *any one* of the following questions in about 100 words:  $1 \times 4 = 4$ 
  - a) What is happiness, according to Nehru?
  - b) What is Nehru's message to the youth in the essay 'Opportunities for youth?'
4. Answer *any one* of the following questions in about 100 words:  $1 \times 4 = 4$ 
  - a) The earth knows how to do magic! Support this statement with examples from the poem 'The Magical Earth?'
  - b) What tricks does the earth show, according to Gulzar ?
5. Answer *any one* of the following questions in about 100 words:  $1 \times 4 = 4$ 
  - a) Describe Mallaiah's silent wail in the jail. Why did he cry silently?
  - b) While in jail, what did Mallaiah come to know about his father and his sister?

### SECTION - B

6. Read the following passage and answer *any four* questions given below:

$4 \times 1 = 4$

The hired labourers who had worked in the fields all the day, were haggling over their wages with the landlord. Disgusted with the miserliness of the landlord, they were imploring for some more grains towards wages. As if he was shaking out his hand to drop the leftover food after his meal, the landlord threw some grains into their laps. Watching this whole scene, Mallaiah felt despaired. When even the people who toiled are not getting enough wages, where is the hope for me to get even a grain here, he thought. With a feeling of despondency, he moved towards the fields in which harvesting was over.

- i) What were the hired labourers doing?
- ii) 'As if he was shaking out his hand to drop the leftover food after his meal, the landlord threw some grains into their laps.' **suggests** ... . Choose the right option.
  - a. The landlord extended a helping hand to the poor.
  - b. The landlord was a miserly man.
  - c. The landlord was very kind and gave a lot of grain to the labourers.
- iii) What did Mallaiah feel as he observed the scene?
- iv) What were Mallaiah's thoughts about the attitude of the landlord?
- v) Where did Mallaiah start going?
- vi) Write the **synonym** of the word 'pay' from the passage.

7. Read the following **passage** and answer any four questions given below:

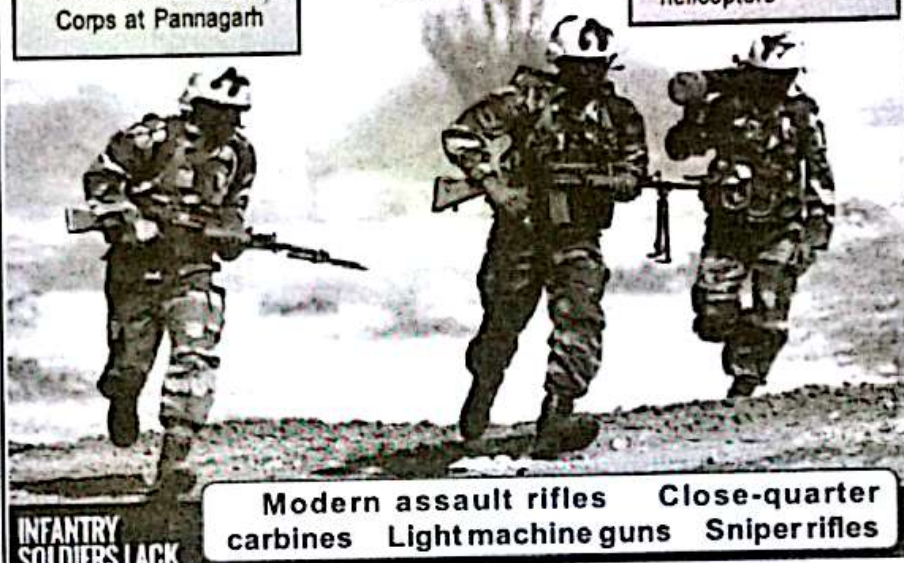
4 × 1 = 4

Some students were asked to list what they thought were the present 'Seven Wonders of the World'. The following received the most votes, in order of ranking: 1. The Pyramids of Egypt 2. The Taj Mahal 3. The Grand Canyon 4. The Panama Canal 5. The Empire State Building 5. St. Peter's Basilica and 7. The Great Wall of China. While gathering the votes the teacher noted that one student had not finished her paper yet. On being asked why, the girl said that she was unable to make up her mind as there were so many wonders. Then the teacher said, "Tell us what you have, and maybe we can help." The girl then read, '1. To see 2. To hear 3. To touch 4. To taste 5. To feel 6. To laugh and 7. To love'. The room became quiet. The things we overlook as being simple and ordinary are truly wondrous. A gentle reminder that the most precious things in life cannot be built by hand or bought by man.

- i) What was the task given to the students?
- ii) Name the first two of the seven wonders that got most votes.
- iii) Why couldn't a girl of that class make up her mind?
- iv) What are the first three wonders that the girl read out?
- v) How do we often regard truly wondrous things?
- vi) What does the girl's response remind us of?



8. Study the following advertisement and answer any four questions that follow.  
4 × 1 = 4

<b>STRENGTHS</b> <ul style="list-style-type: none"> <li>- 6 operational/regional commands</li> <li>- 1 training command</li> <li>- 14 Corps, including 3 'strike' ones</li> <li>- New Mountain Strike Corps at Pannagarh</li> </ul>	<h1>INDIAN ARMY</h1> <p><b>WORLD'S 2ND-LARGEST WITH 39,000 OFFICERS &amp; 11.3 LAKH SOLDIERS</b></p>	<b>CRITICAL GAPS</b> <ul style="list-style-type: none"> <li>- No 155mm artillery gun inducted since Bofors scam</li> <li>- Obsolete air defence guns</li> <li>- Inadequate night-fighting abilities</li> <li>- Ageing light choppers, no dedicated attack helicopters</li> </ul>
		
<p><b>INFANTRY SOLDIERS LACK</b> Modern assault rifles    Close-quarter carbines    Light machine guns    Sniper rifles</p>		

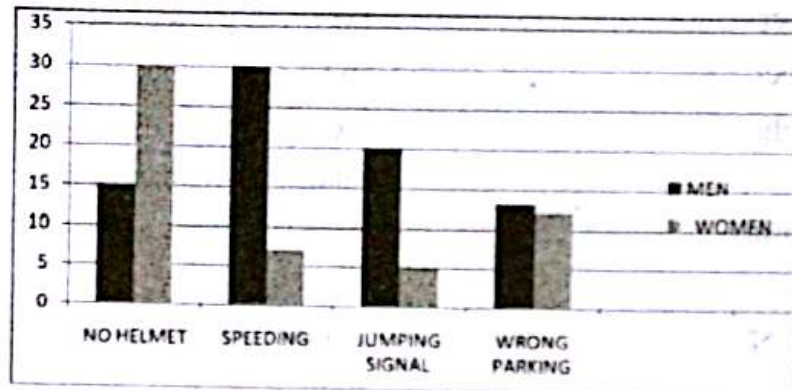
- The advertisement is about (Choose the correct option)  
(a) Indian Army    (b) Indian Airforce    (c) Indian Navy
- Where is the New Mountain Strike Corps stationed?
- How many soldiers are there in the Indian Army?
- The Indian Army is the world's third largest. Write **true** or **false**.
- Mention any two critical gaps given in the advertisement
- Infantry soldiers lack modern assault rifles. Write **true** or **false**.

9. Read the bar-chart below and answer any four questions given after it.

$4 \times 1 = 4$



**TRAFFIC VIOLATIONS IN WARANGAL**



- What does the bar graph depict?
- Name the traffic violations that were committed.
- Name the most common traffic violation committed by women.
- How many men jumped the signal?
- How many men were booked for speeding?
- The number of women not wearing a helmet was double that of men. Say **true** or **false**.

### SECTION – C

10. a) Write a letter to your friend who is in the U.S. about the grace and glory of the Telangana floral festival 'Bathukamma'.

$1 \times 4 = 4$

**OR**

- b) Write a letter to the Principal of your college requesting for leave of absence for three days on the eve of Bathukamma festival.

11. Rewrite the following passage / sentences using **four** of the **punctuation marks** wherever necessary.

$4 \times \frac{1}{2} = 2$

you know that i once wrote a book called the discovery of india

12. Mark the stress on the correct syllable in the following words.  $8 \times \frac{1}{2} = 4$

- |               |              |               |              |            |
|---------------|--------------|---------------|--------------|------------|
| i) curiosity  | ii) happy    | iii) impulse  | iv) people   | v) sudden  |
| vi) ourselves | vii) between | viii) amazing | ix) relation | x) perhaps |



13. Match the following words in column 'A' with their definitions in column 'B'.

$4 \times 1 = 4$

- |                 |     |  |
|-----------------|-----|--|
| i) colleague    | ( ) | a) a skilled workman who repairs machinery                                     |
| ii) overseer    | ( ) | b) an expert in the techniques of a particular work                            |
| iii) mechanic   | ( ) | c) one who has an exceptional capacity of the mind                             |
| iv) technician  | ( ) | d) one whose duty is to take charge of a work and see that it is properly done |
| v) genius       | ( ) | e) apparent relation between different aspects of a problem                    |
| vi) perspective | ( ) | f) one who works in the same office or organization                            |

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### Answers to Word-teasers!, etc.

#### **Unit – 1 : Word-teasers! A drill for your brain!!**

1. Noon 2. Wrong 3. SmileS – there is one mile in-between 4. Post-office  
5. Sixty

#### **Unit – 5 : Word-teasers! A drill for your brain!!**

1. Envelope 2. uvwxyz – all come after T 3. all months 4. giant 5. all days except the week days

#### **Unit – 9 : Word-teasers! A drill for your brain!!**

1. A river has two banks! 2. He has many fans! 3. He has many Maruti's

#### **Unit – 13 : Right or wrong? Give marks out of five.**

1. On his birthday! 2. At the bottom of the page! 3. Yes, when my teacher asked me to spell the word! 4. I can if you show an elephant with one hand! 5. Just take out 'centi'!

## MODULE - III

### Unit - 9

# To Sir, with Love

E.R. Braithwaite

### Pre-reading

Think of your favourite teacher. What are some of the qualities that you recall about him / her ? Is it enough for a teacher to have good a command of the subject ? Or, in addition to professional expertise, should a teacher also show empathy towards students?

Read on to find out ... ..

### ABOUT THE AUTHOR



Edward Ricardo Braithwaite (1912-2016), a novelist, teacher and diplomat, was born at Georgetown, Guyana, South America. Both his parents went to Oxford. Braithwaite had a happy childhood. He had his education at Queen's College, Guyana, City College of New York and the University of Cambridge. During the Second World War, he worked as a pilot with the Royal Air Force. After the war, despite his high educational qualifications and extensive training, he could not find a job. A disillusioned Braithwaite reluctantly took up the job of a school teacher in the East End of London. His experiences here formed the basis for his best known autobiographical novel, *To Sir, with Love* (1959) which was later made into a film in 1967. His works depict the difficulties of being an educated black man and retaining human values in inhuman circumstances. He held several positions in the U.N.O.

### ABOUT THE STORY

*To Sir, with Love* is E. R. Braithwaite's best-known book. The present selection is an excerpt from this widely-read autobiographical novel. The piece presents the challenges a new teacher faces with his students who are indifferent and ill bred, his sincere efforts to bring about a change in them and how he succeeds in winning their respect and establishing a rapport with them. The story, thus, serves as an excellent practical lesson in empowering teachers and learners. It is a fascinating account of the teacher's initial misgivings, his determination to make a difference and the way he wins the trust of the students.



The teacher is aware that the students of the class are not just indifferent, but even hostile. On the second day, therefore, he plans a different strategy. He declares that he wants to have a frank discussion with the students. He advises them to listen to him first. Later they would get a chance to speak whatever they wanted. He assures them of an uninterrupted audience. The students are puzzled and, curious to hear what he will say, fall silent. The teacher tells them that he will treat them, not as little children, but as young adults. After all, they would soon be leaving school and taking up jobs. The boys and girls should learn to observe propriety in their behaviour. They should address each other with courtesy. He reminds them that they are students of the highest class in the school and should be role models for the students of the lower classes. They should live up to the trust reposed on them. The teacher also underlines the importance of personal grooming and conducting oneself with decorum. He adds that social etiquette is essential for both personal and professional excellence.

The talk has its desired impact. Every student receives it well. The change is visible. The students begin to address each other politely and are now respectful towards the teacher. Their conduct shows a marked improvement.

### THE TEXT

I. Next morning I had an idea. It was nothing clear cut, merely speculative, but I considered it all the way to school. Then after assembly, as soon as they were quiet, I waded in. This might be a bit rough, I thought, but here goes.

'I am your teacher, and I think it right and proper that I should let you know something of my plans for this class.' I tried to pitch my voice into its most informally pleasant register. 'We're going to talk, you and I, but we'll be reasonable with each other. I would like you to listen to me without interrupting in any way, and when I'm through, any one of you may say your piece without interruption from me.' I was making it up as I went along and watching them; at the least sign that it wouldn't work I'd drop it, fast.

They were interested, in spite of themselves; even the husky, blase Senham was leaning forward on his desk watching me.

My business here is to teach you, and I shall do my best to make my teaching as interesting as possible. If at any time I say anything which you do not understand or with which you do not agree, I would be pleased if you would let me know. Most of you will be leaving school within six months or so; that means that in a short while you will be embarking on the very adult business of earning a living. Bearing that in mind, I have decided that from now on you will be treated, not as children, but as young men and women, by me and by each other. When we move out of the state of childhood certain higher standards of conduct are expected of us....'



At this moment the door was flung open and Pamela Dare rushed in, somewhat breathlessly, to take her seat. She was very late.

'For instance,' I continued, 'there are really two ways in which a person may enter a room: one is in a controlled, dignified manner, the other is as if someone had just planted a heavy foot in your backside. Miss Dare has just shown us the second way; I'm quite sure she will now give us a demonstration of the first.'

To this day I do not know what made me say it, but there it was. I was annoyed with the way in which she had just barged her way in, insolently, carelessly late.

All eyes were on her as she had probably planned, but instead of supporting her entrance they were watching her waiting to see the result of my challenge. She blushed.

'Well, Miss Dare?'

Her eyes were black with anger and humiliation, but she stood up and walked out, closing the door quietly behind her; then to my surprise, and I must confess, my relief, she opened it as quietly, and with a grace and dignity that would have befitted a queen, she walked to her seat.

**II.** 'Thank you. As from today there are certain courtesies which will be observed at all times in this classroom. Myself you will address as "Mr. Braithwaite" or "Sir"—the choice is yours; the young ladies will be addressed as "Miss" and the young men will be addressed by their surnames.'

I hadn't planned any of this, but it was unfolding all by itself, and, I hoped, fitting into place. There was a general gasp at this, from boys and girls alike.

Potter was the first to protest.

'Why should we call'em "Miss" ? We know'em.'

'What is your name?'

'Potter.'

'I beg your pardon!'

'Potter, Sir.' The 'Sir' was somewhat delayed.

'Thank you, Potter. Now, is there any young lady present whom you consider unworthy of your courtesies?'

'Sir!'

'Is there any one of these young ladies, who you think does not deserve to be addressed as Miss?'



With one accord the girls turned to look at Potter as if daring him; he quailed visibly before their concerted eyes and said, 'No, Sir.'

'You should remember, Potter, that in a little while all of you may be expected to express these courtesies as part of your jobs; it would be helpful to you to become accustomed to giving and receiving them.'

I walked around my desk and sat in my chair. For the time being at least they were listening, really listening to me; may be they would not understand every word, but they'd get the general import of my remarks.

III. 'The next point concerns the general deportment and conduct of the class. First, the young ladies. They must understand that in future they must show themselves both worthy and appreciative of the courtesies we men will show them. As Potter said, we know you. We shall want to feel proud to know you, and just how proud we shall feel will depend entirely on you. There are certain things which need attention, and I have asked Mrs. Dale-Evans to discuss them with you in your domestic science period today.' This last bit was right off the cuff; I'd have to see Mrs. Dale-Evans about it during recess, but I felt sure she'd help.

'Now the boys. I have seen stevedores and longshoremen who looked a lot cleaner and tidier. There is nothing weak and unmanly about clean hands and faces and shoes that are brushed. A man who is strong and tough never needs to show it in his dress or the way he cuts his hair. Toughness is a quality of the mind, nothing to do with muscles. I suppose that in about a year or so some of you will be thinking of girlfriends; believe me, they will think you much attractive with clean teeth, hands and faces than without.'

I gave them a moment to digest that.

'You are the top class; the operative word is "Top." That means you must set the standard in all things for the rest of the school, for, whether you wish it or not, the younger ones will ape everything you do or say. They will try to walk like you and use the words you use, and so, for as long as you're here, much of their conduct will be your responsibility. As the top class you must be top in cleanliness, deportment, courtesy and work. I shall help you in every way I can, both by example and encouragement. I believe that you have it in you to be a fine class; it depends on you.'

Now, any questions?

A hand shot up.

'Yes, Miss Joseph?'

'What about Mr. Weston. He's never tidy. And his shoes are never clean, sir.'

Things were looking up already; the 'Sir' came easily.

'Mr. Weston is a teacher, Miss Joseph, and we shall not discuss him.'



There was a murmur of dissent at this.

'I am your teacher, and I'm the one you should criticize if I fail to maintain the standards I demand of you.'

There was an absence of the silent hostility of yesterday. I felt that I had somehow won for myself a breathing space at least. There were no further questions, so I told them they could spend the remaining minutes of the period considering and discussing the things I had said, providing they did so quietly. I sat back and observed them.

At recess I went to the staff room and told Mrs. Dale-Evans how I had impulsively committed her to a talk with the girls; she was quite pleased about it and promised to 'lay it on thick'.

### GLOSSARY

speculative (adj) /'spekjʊlətɪv/	: based on guessing rather than knowledge
wade in (phr.v) /weɪd ɪn/	: walk in slowly (into a difficult situation)
register (n) /'redʒɪstə(r)/	: all the notes of a human voice
blase (adj) /'bla:zeɪ/	: unconcerned; not interested; indifferent
embark (v) /ɪm'ba:(r)k/	: start; begin
barge (v) /bɑ:(r)dʒ/	: move or push in a fast, awkward, and rude way
insolently (adv) /'ɪnsələntli/	: in an insulting, rude manner
quail (v) /kweɪl/	: shrink with fear
deportment (n) /dɪ'pɔ:(r)tment/	: the way a person behaves, stands and moves (especially in a formal situation)
off the cuff (idiom)	: without previous thought or preparation
recess (n) /rɪ'ses/	: a break, a pause, a time of play
stevedores (n-pl) /'sti:vədə:(r)z/	: persons loading and unloading ships
longshoremen (n-pl) /lɒŋʃɔ:(r)mən/	: men employed to load and unload
ape (v) /eɪp/	: imitate; mimic; do as someone else
hostility (n) /hɒs'tɪlɪti/	: opposition; enmity; hatred
a breathing space (phrase)	: a short period of rest in the middle of a task
impulsively (adv) /ɪm'pʌlsɪvli/	: acting suddenly without thinking of the results
lay it on thick (idiom)	: emphasize



**9.1 Annotate the following in about 100 words each.**

- a) 'I am your teacher, and I think it right and proper that I should let you know something of my plans for this class.'

**A :** This sentence is taken from the lesson 'To Sir, with Love', written by E.R. Braithwaite. The lesson is an extract from his autobiographical novel.

The author presents an account of his initial experience as a teacher. He is shocked to find that the students are ill-bred and indifferent. But he is idealistic and decides to make an attempt to change their attitude and behaviour. On the second day he announces in class that he wants to share with the students the plans he has made for teaching them. He says that it is his responsibility to let the students know what he is going to do in the class room. The students are pleasantly surprised. They are happy that their opinion matters.

- b) Then to my surprise, and I must confess, my relief, she opened it as quietly, and with a grace and dignity that would have befitted a queen, she walked to her seat.
- c) 'Potter, Sir'. The 'sir' was somewhat delayed.
- d) 'I am your teacher, and I'm the one you should criticize if I fail to maintain the standards I demand of you.'

**9.2 Answer the following questions in about 100 words each.**

- a) Describe briefly the scene between the speaker and the listeners in the story 'To Sir, with Love'.

**A :** 'To Sir, with Love' is a touching account of the experiences of a teacher who cares about his students. The scene is the classroom. It is the top class of that school. The students are young boys and girls who are rude, illbred and indifferent. The speaker is the teacher who has just joined the school. He wants to bring about a change in the students. He is friendly but firm. He prefers persuasion to punishment. He says he will treat them like adults. He talks to them about the need to treat one another with respect and politeness. He points out that they should be role models for the lower classes. The students are receptive and begin to mend their ways under his guidance.

- b) 'You will be treated not as children, but as young men and women, by me and by each other.' Why does the speaker say this? Who is being addressed?
- c) Explain the importance of the general deportment and conduct as discussed by the teacher.
- d) Why does the teacher emphasize the fact that the students belong to the top class?

### 9.3 Mark the stress on the correct syllable in the following words.

- i) murmur      ii) absent      iii) concern      iv) around      v) nothing  
vi) today      vii) courtesy      viii) teacher      ix) forward      x) continue

### 9.4 Match the following words in Column [A] with their definitions/meanings in Column [B].

A	B
i) assembly	a) polite behaviour
ii) register	b) the name that is shared by the people in a family
iii) childhood	c) shrink with fear
iv) courtesy	d) relating to the work that is done in a person's home
v) surname	e) period of time when a person is a child
vi) quail	f) all the notes of a human voice
vii) domestic	g) a group of people who have gathered together
viii) moment	h) an unfriendly state or attitude
ix) deportment	i) a very short period of time
x) hostility	j) the way a person behaves, stands and moves especially in a formal situation

### 9.5 Idioms and Phrases

#### 9.5.1 Use the following expressions in your own sentences.

earn a living	=	make money to meet one's needs
barge one's way in	=	enter in a rude way without invitation
ape everything	=	imitate everything
lay it on thick	=	emphasize, exaggerate
do one's best	=	do something with great effort
embark on	=	begin/start something
flung open	=	open something suddenly
set the standard	=	fix a standard

#### Word-teasers! A drill for your brain!!

- How can we say that a river is very rich?
- How can we say that the owner of the shop selling fans is a famous person?
- How can we say that a Maruti car dealer is a devotee of Lord Rama?

(The answers are somewhere in the textbook.)



## 9.6 Verb Pattern ii

Read the following sentences carefully and notice the order of components in each of the sentences.

S. No.	Subject	Intransitive Verb	Any other expression (Optional)
1.	Ants	move	in a line.
2.	Dogs	bark	(when provoked).
3.	I	walked	around my desk.
4.	The plant	grew	slowly.

The verbs used in these sentences don't answer the question, **what** or **whom**?

Ants move --- what/whom? --- no answer (meaningless/unreasonable)

But, how do ants move? --- in a line

### Exercise

**9.6.1** Frame meaningful sentences from the jumbled words, using capital letters, where necessary.

- / in the air / fly / birds ./
- / lay / the child / in bed ./
- / her dress / well / didn't fit ./
- / won't/ stay / for the night / you ?/
- / speak / he doesn't / fluently ./

## 9.7 Punctuation marks

Rewrite the following sentences using **capital letters** and **punctuation marks** wherever necessary.

- i am your teacher and i think it right and proper that i should let you know something of my plans for this class
- at this moment the door was flung open and pamela dare rushed in somewhat breathlessly to take her seat

## 9.8 Dialogue writing

Read the following **dialogue** between a doctor and a patient.

Patient : Good morning, doctor.

Doctor : Good morning. Please sit down. What is the problem?

- Patient : Doctor, I have been suffering from a stomach pain since last night.
- Doctor : Did you eat any roadside food ?
- Patient : Yes, doctor. Last night I had *paani puris*.
- Doctor : Then it might be a case of food poisoning. Avoid oily food for at least two or three days. Take these tablets for three days. You will be all right.
- Patient : Thank you, doctor.
- Doctor : It's all right.

### Exercise

Write a **dialogue** between two students discussing their opinion about the importance of communication skills.

## 9.9 Comprehension passages

**9.9.1** Read the following passage and answer the questions that follow.

The teaching profession is said to be the noblest of all professions. Teachers are honoured all over the world. International Teacher's Day is celebrated on October 5th and Teacher's Day is celebrated all over India on the 5th of September, which is the birthday of an outstanding teacher, philosopher and the second President of India, Dr Sarvepalli Radhakrishnan. When Dr Radhakrishnan was the President of India, some of his students approached him and requested him to allow them to celebrate his birthday. Dr Radhakrishnan said, "Instead of celebrating my birthday, I will be happy if September 5th is observed as Teacher's day." It is an example of Dr Radhakrishnan's love for the teaching profession. From then onwards, his birthday is observed as Teacher's Day in India. It is a remarkable day when teachers are honoured and felicitated for their commitment and dedication.

- When is International Teacher's Day celebrated?
- What did the students request Dr Radhakrishnan?
- Did Dr Radhakrishnan accept the proposal for the celebration of his birthday?
- What makes Teacher's Day remarkable?
- Pick out the word in the passage which means 'extraordinary'.
- Why did Dr Radhakrishnan want his birthday to be celebrated as Teacher's Day?

**9.9.2** Read the following passage and answer the questions that follow.

W.B. Yeats says that education is not the filling of a pail, but the lighting of a fire. The real goal of education is to illuminate and refine the mind and not the mere collection of data. Unfortunately, the schools that impose loads of information on



students are identified as the most remarkable ones in the contemporary context. Parents and teachers have to realize that the excessive stress and the untold agony caused in such schools will mar the mental growth of children. Value-based education is the need of the hour.

- i) What does W.B. Yeats say about education?
- ii) What is the real goal of education?
- iii) Which schools are identified as the most remarkable ones nowadays?
- iv) What is the result of excessive stress on children?
- v) Which word in the passage means 'sorrow'?
- vi) What is the need of the hour in the present context?

### 9.10 Critical thinking

Have you come across a teacher who treats his students with affection and understanding? Write a **paragraph** describing your experiences with such a teacher.

**Just for the joy of reading (Not for the examination!)**

**To a doctor, with love!**

A doctor entered the hospital in hurry after being called in for an urgent surgery. He answered the call asap (as soon as possible), changed his clothes and went directly to the surgery block.

He found the boy's father pacing in the hall waiting for the doctor.

On seeing him, the dad yelled: *"Why did you take all this time to come? Don't you know that my son's life is in danger? Don't you have any sense of responsibility?"*

The doctor smiled and said: *"I am sorry, I wasn't in the hospital and I came as fast as I could after receiving the call..... And now, I wish you'd calm down so that I can do my work."*

*"Calm down? If your son was in this room right now, would you calm down? If your own son dies now what will you do?"* said the father angrily.

The doctor smiled again and replied: *"I will say what Job said in the Holy Book."*

*"From dust we came and to dust we return, blessed be the name of God"- Doctors cannot prolong lives. Go and pray for your son, we will do our best by God's grace".*

*"Giving advice when we're not concerned is so easy,"* murmured the father.

The surgery took some hours after which the doctor came out happily and said *"Thank goodness! Your son is saved!"* And without waiting for the father's reply he carried on his way, running. *"If you have any questions, ask the nurse!"*

*"Why is he so arrogant? He couldn't wait some minutes so that I ask about my son's state,"* commented the father on seeing the nurse minutes after the doctor left.

**The nurse answered, tears coming down her face: *His son died yesterday in a road accident; he was at the burial when we called him for your son's surgery. And now that he saved your son's life, he left running to finish his son's burial.***



**MODULE - III****Unit - 10**

# Polonius' Advice to his Son

William Shakespeare

## Pre-reading

Parents constantly feel anxious about the welfare of their children. They believe that, being experienced on several fronts, they have the ability to guide youngsters. Recall the first day you attended college. Your parents probably advised you about the need to focus on your studies, counselled you about the kind of friends you should make and warned you about the temptations you should avoid.

Let us read the advice given by Polonius to his son as he is about to leave for France.

## ABOUT THE POET



William Shakespeare (1564-1616), hailed as “not of an age but of all times,” was born to John Shakespeare and Mary Arden at Stratford-upon-Avon. Regarded as the greatest writer in English, Shakespeare wrote 38 plays between 1590 and 1612. They include comedies like *'The Merchant of Venice'* and *'Twelfth Night'*; tragedies like *'Othello'* and *'King Lear'*;

historical dramas like *'Julius Caesar'* and *'Richard-II'*. He was popularly referred to as the ‘Bard of Avon’.

## ABOUT THE POEM

The present poem is a part of Shakespeare’s popular tragedy *Hamlet*, Act – I Scene 3 (lines 57 to 81). Polonius is the chief counselor of King Claudius. His son Laertes is about to leave for France to join a university. It is then that Polonius offers him his blessings and many pieces of advice. Polonius reveals his desire to be a sincere father who is concerned about the welfare of his son. Shakespeare is at his best in wit and wisdom. The poem justifies his own statement ‘brevity is the soul of wit’.



Polonius advises his son to think well before speaking and to think carefully before doing something. He asks him to be friendly with others but warns him not to cross the limits of decorum. He encourages Laertes to strike friendship with others but cautions him to distinguish between a true and a false friend. He exhorts his son to avoid fights. However if a conflict is inevitable, then one should put fear into the opponent. He also wants his son to hear patiently what others say but not necessarily follow the advice. His son may buy expensive clothes but the clothes should not look gaudy. His most famous piece of advice is not to lend or borrow money. Lending leads to loss of money and misunderstanding among friends. Finally, Polonius tells his son to be true to himself.

### THE POEM

There; my blessing with thee!  
And these few precepts in thy memory  
See thou character. Give thy thoughts no tongue,  
Nor any unproportioned thought his act.  
Be thou familiar, but by no means vulgar. 5  
Those friends thou hast, and their adoption tried,  
Grapple them to thy soul with hoops of steel;  
But do not dull thy palm with entertainment  
Of each new-hatch'd, unfledged comrade. Beware  
Of entrance to a quarrel, but being in, 10  
Be ar't that the opposed may beware of thee.  
Give every man thy ear, but few thy voice;  
Take each man's censure, but reserve thy judgment.  
Costly thy habit as thy purse can buy,  
But not express'd in fancy; rich, not gaudy; 15  
For the apparel oft proclaims the man,  
And they in France of the best rank and station  
Are of a most select and generous chief in that.  
Neither a borrower nor a lender be;  
For loan oft loses both itself and friend, 20

And borrowing dulls the edge of husbandry.  
 This above all: to thine ownself be true,  
 And it must follow, as the night the day,  
 Thou canst not then be false to any man.  
 Farewell: my blessing season this in thee!

### GLOSSARY

precepts (n-pl) (2) /'pri:septs/	: rules about how to behave or think; principles
vulgar (adj) (5) /'vʌlgə(r)/	: not having or showing good taste
grapple (v) (7) /'græpl/	: take a firm hold of
hoops (n-pl) (7) /hu:ps/	: large rings
hatched (adj) (9) /hætʃt/	: formed ; made ; created
unfledged (adj) (9) /ʌn'fledʒd/	: not tested ; not proved; inexperienced
censure (n) (13) /'senʃə(r)/	: criticism ; opinion ; view
gaudy (adj) (15) /'gɔ:di/	: brightly coloured in a way that lacks taste
husbandry (n) (21) /'hʌzbəndri/	: careful use of money

#### 10.1 Annotate the following in about 100 words each.

- a) And these few precepts in thy memory  
 See thou character.

**A:** These lines are taken from the poem 'Polonius' Advice to his Son' written by William Shakespeare. The poem itself is an extract from Act – I Scene 3 of *Hamlet*.

Polonius speaks to his son Laertes. Laertes is about to leave the country for higher studies. The anxious father, Polonius, reels out a long list of do's and don'ts which he thinks would be helpful to his son in his practical life. Polonius wants to discharge his duty as a sincere father, and asks his son to keep his advice always in his mind.

- b) ..... Give thy thoughts no tongue,  
 Nor any unproportioned thought his act.
- c) Neither a borrower nor a lender be;
- d) This above all: to thine ownself be true,



## 10.2 Answer the following questions in about 100 words each.

a) Sketch briefly the character of Polonius.

A: Polonius is an interesting character in Shakespeare's popular play, *Hamlet*. The present poem is a long list of maxims Polonius offers to his son, Laertes. He says these principles will build his son's character. But, in fact, they reveal the personality of Polonius. He is eager to establish himself as a sincere father. He does not consider whether a university-going-son really needs such elaborate advice. At times it seems self-contradictory. He asks his son to listen to him; and at the same time, he advises his son to be true to himself. Thus the poem shows Polonius more as an anxious father and as a pompous character than as a practical counsellor.

b) Explain the line: "Be thou familiar, but by no means vulgar."

c) What does the poet mean when he says, "Beware Of entrance to a quarrel, but being in, Be ar't that the opposed may beware of thee."?

d) "For the apparel oft proclaims the man,"

Do you agree with the poet?

## 10.3 Appreciating the poem

### 10.3.1 Read the following sentence carefully.

*Give thy thoughts no tongue ... ..*

What type of sentence is this? That is: **statement / imperative** ... ..Are there many sentences of this type in the poem? If so, why?

### 10.3.2 Look at the following sentence.

*Be thou familiar, but by no means vulgar.*

Notice the word 'but'. Read the poem and see how many times this word is used. What is the significance? Does it reveal the speaker's character?

### 10.3.3 Examine the following cryptic phrase.

*but being in,*

Just a **conjunction**, a **be** form and a **preposition**! It conveys complete sense in association with the preceding phrase.

### 10.3.4 Observe the order of words in the following sentence.

*Neither a borrower nor a lender be;*

Where is the word **be** used in the sentence? What is its usual place in normal English?

**10.3.5** Notice the phrase given below.

*This above all:*

What is to be placed above all ?

**10.3.6** Examine the following sentence.

*"And it must follow, as the night the day,"*

Notice the effectiveness of the comparison. Would the impact be affected if the line had been 'as the night follows the day,'?

**10.3.7** Notice the use of the words like *vulgar, new-hatched, unfledged, censure* in the given context. Do we use those words with the same meaning today?

**10.4 Critical thinking**

'Neither a borrower nor a lender be': With the invasion of 'debit cards' and 'credit cards' and banks encouraging the taking of loans for buying houses and cars, do you think that it is possible to follow the piece of advice given above? Write a short paragraph expressing your views.

**For the joy of reading - a related poem (Not for the examination!)**

**So I am Told**

I'm a fourteen-year-old girl with moss-colored hair,  
sparkles and funny clothes, who feels lonely  
sometimes

**I do not ask to be understood because I can't even  
Understand myself.**

I ask to be accepted,

I ask to be accepted as I am.

I do not want to be told what potential I have, or what  
my future holds.

I do not want to be told that I'm going nowhere in life  
because I skipped the math test.

I question my existence, my meaning.

I question what the "Real World" is, and why I'm not  
there.

I feel happy with no shoes on.

**I feel lonesome in a crowded room.**



Sometimes my heart bleeds and I cry,  
Laughter echoes in my mind.

**I am told to be different,  
To be myself.**

**But then I am told what to wear and how to act.**

I like to write and rumors hurt.

I don't know how to dance, but I try to anyway.

Please don't try to understand me, nor judge me too quickly.

My name doesn't matter,

My heart is open.

Alexie Perry

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## MODULE - III

### Unit - 11

# My Elder Brother

Premchand

#### Pre-reading

How would you feel if your elder brother or sister constantly kept nagging you to study? Would you be resentful? Do you think students should spend all their time on studies? Or, should they also be encouraged to spend time with friends and participate in sports?

Here is the story of two brothers, each with a different approach towards studies. Which of them does better in academics?

Read on to find out ...

#### ABOUT THE WRITER



Munshi Premchand (1880-1936) is regarded as the emperor of Hindi novelists. Though named Dhanapat Rai, (King of wealth), all through his life he faced financial turmoil. He had his primary education at a Madarasa, where he learnt Urdu and Persian. When he was just eight, his mother died. He felt isolated and sought solace in books. He started working as a seller of books but later settled

down as a teacher. Considered the greatest writer in Hindi, his works include a dozen novels, about 250 short stories, several essays and many translations.

#### ABOUT THE STORY

'My Elder Brother', originally written in Hindi as 'Bade Bhai Saheb', is a light-hearted comic tale. With its gentle humour and subtle irony, the story appeals to all. It satirizes the lapses in the education system. The story was translated into English by Madan Gopal.

The narrator is younger than his elder brother by five years. He is fond of playing. He studies only when necessary. Yet, he passes his examinations with distinction. The elder brother takes his studies very seriously. He works late into the night. Yet he routinely fails in examinations and is detained in the same class. As a result, while the elder brother is in the 9th class, the younger one reaches the 8th class. Whenever the elder brother sees the younger brother play, he admonishes him and harangues him on the need to work hard. But at the end of the story, we find



that the elder brother cannot control his own strong desire to play. The younger brother takes the elder brother's sermons in the right spirit. He does not mock his brother's failures. Though the elder brother fails in examinations, his sense of responsibility, his persuasive skills and his respect for parents make him a remarkable character.

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### THE STORY

My elder brother is five years older than I but is only three classes ahead. He had started schooling about the same age as I had but it seemed that he did not want to hurry in the matter of studies. He believed in putting a sound foundation for this edifice and therefore spent two years instead of one in each class.

My age is nine years. He is fourteen. The fact that he came into the world earlier has given him almost the birth right to boss over me and to look after my welfare. And I am expected to consider his commands as law.

My elder brother is the studious type. One seldom sees him without a book. The only time he rests his brain is perhaps when he is drawing pictures of sparrows, dogs and cats on the margins of his books. Sometimes he writes meaningless sentences on them or repeats a name ten times. I always wonder why he does that, but never can summon enough courage to ask him. After all he is in the ninth class and I am only in the sixth. Even to try to fathom the meaning of what he writes would be considered impertinence on my part.

I can never put my heart into my studies for long. To read continuously even for an hour is an ordeal for me. At the first opportunity, I try to get out into the playing fields. But the joy of the play is always marred by my brother. The moment I return, he asks, "Where have you been?" I never can answer back and say that I was out playing. And my silence is taken as a proof of my guilt. My brother starts his usual elder brotherly lecture. "If you study English like this, my boy, you will take a whole lifetime to learn it. It is not as easy as you think. If it were easy to learn English, everyone would learn it. It needs all your sweat and your toil. Look at me. Have you ever seen me going out? I devote all my time to my studies. And even then it has taken me two to three years to get through a class. You, with your habits, will never be able to pass. If you are so fond of playing why don't you go home and play? Why waste father's hard-earned money?"

Sometimes I start weeping at his rebuke. Sometimes I even wonder if he isn't right after all about my wasting father's hard-earned money. Sometimes it leads to a resolve to mend my ways. A fresh time table is drawn up and time is allocated to each subject according to its importance. But drawing up a time table is quite different from working to it. Within a couple of days the enthusiasm wears off and the old habit of playing takes hold of me again. The refreshing open air, the green fields and



the feeling of being alive and independent which the fields always inspire in me is irresistible. And this starts afresh the cycle of my brother's advice and rebuke. The result is that I try to avoid even his shadow. Even my entry into the room we share is made as noiselessly as possible so that I may not attract his attention.

\* \* \*

The examination came round. My brother failed, but I passed. Not only did I pass but was placed in the first division. Now there is a difference of only two classes between us. I nearly felt like going and telling him what I thought of him and his lectures but he was so crestfallen that I felt ashamed of myself for even having thought of such a thing.

The examination results were so encouraging that I started devoting more time to playing. One day when I returned after spending practically the whole morning out, he called me and said, "I see that your success in the examination has turned your head. But let me warn you that pride destroys one. It has brought down even the mightiest of monarchs to their knees. Think of Ravan. Have you learnt any lessons from his life? You obviously have not. The mere passing of examination is not enough, my boy. One must learn lessons from history. Ravan was a powerful king; so powerful, indeed, that even the gods were afraid of him. Power turned his head and he started considering himself greater than even God Almighty. And look what his pride did to him. It brought him to a most ignominious end. The same fate has befallen many others who were proud like him. You have only had one success so far and think no end of yourself. But mark my words. One success can be a chance occurrence, a mere fluke. Just as a stray shot does not make a good marksman similarly a stray success does not mean that you are so clever that you will pass whether you study or not. Don't think that just because I have failed I have no right to tell you all this. When you come to my class you will know how difficult it is to get through the ninth class. There is Algebra to be learnt, and Geometry and English, History. It is not easy even to remember the names of those English kings. There have been dozens of Henrys and scores of Williams. It is a regular rigmarole. There must be an acute shortage of names among these wretched people that they invented this queer system of first, second, third, etc., to differentiate between their kings. It is no joke to remember what event took place in which Henry's reign. And the moment you write Henry the Eighth instead of Henry the Seventh you can rest assured that you will not get even a single mark. And geometry, oh geometry is really a devil of a subject. If you write A C B instead of A B C you've had it. I want to ask these examiners what the difference is after all. Or is the intention only to make us learn things by heart *verbatim* and thus make parrots out of us. Take English composition. Some stupid examiner would ask for an essay on Punctuality which should not be less than four pages, four foolscap pages mind you. Now who doesn't know that punctuality is a good thing? But fancy asking for four pages on a



subject which can be adequately covered in one sentence. And on top of that they preach brevity. I cannot understand them. It is almost like saying run fast as well as slow. But they are the examiners and we have to do as they want us to do. Getting through the ninth class is a real hard nut to crack, I can assure you. Don't lose your head merely because you have done well this year. Even though I have failed I know better. Take my advice and don't waste your time; otherwise you would repent."

I listened to him patiently as a younger brother is supposed to but these lectures were so oft repeated that they had lost their charm for me. The school bell, thank God, came to my rescue and we dispersed. I said to myself, "This is the result when I have passed. God alone knows what would have happened if I had failed." One thing was however certain. The gruesome picture he painted of the ninth class really shook me. I wonder at times why I did not leave school and run away home. In spite of my brother's lectures my ways did not change. I worked only when it was absolutely necessary, just enough to keep me going in the class. The rest of the time was spent in playing.

\* \* \*

The examination came round again. The previous year's luck held my hand. My brother failed again. And this time he had worked very hard indeed. Almost daily he used to study till ten o' clock at night and get up at four in the morning. I felt very sorry for him. When the results were declared he started crying. I also could not hold back my tears.

Now there is a difference of only one class between us. At times I wonder if he would fail once again. Then he and I would be in the same class. An unkind thought, I must admit, but then he will not be able to lecture to me anymore. I spurn the thought immediately. Who knows that it may be his constant goading which makes me study and I pass.

Since his last failure my brother has softened considerably. Even when he gets an opportunity of rebuking me he lets go. His leniency has resulted in greater freedom for me and I devote less time to studies now. A new sport has attracted my attention. I have started flying kites. Practically the whole day is spent either in their pursuit or in flying them. But I still fear my brother's outbursts. Kite flying is done stealthily and without his knowledge.

\* \* \*

One evening I was following a kite far away from the hostel when suddenly I saw him. Seeing me running like a mad dog after the kite he caught hold of my hand and said angrily, "You ought to be ashamed of yourself running like this with street urchins. Have you no regard at all for your self-respect? There was a time when



people became Naib Tehsildars after passing the eighth class. Many are still working as Deputy Collectors and Superintendents. And don't say that since I am only one class ahead of you I have no right to advise you anymore. I am five years older than you and even if you were to come in the ninth class itself, with me, I would still be five years older. Not even God can remove this difference between our ages. Even if you were to pass your B. A. I would still be older than you. Listen, my boy, not even all the books of the world can teach one more than what experience teaches. Look at our mother. She has never been to a school. Our father did not go beyond the fifth class. But can you and I ever hope to reach their wisdom? They may not know what type of Government America has or how many times Henry the Eighth married or how many stars there are in the firmament, but there are other and more important things that they do know — things one learns from experience alone. If you were to fall ill today you wouldn't know what to do except to send a telegram to father; but would father in your place send a telegram to anyone? No. He would try to diagnose the disease or call a doctor. He would not lose his bearing as you and I would. Don't forget that father raised a family of nine and spent a major portion of his life on half of what we spend in school today. I won't let you ruin your life like this. Forget that you are as educated as I am. I am your elder brother."

I felt ashamed of myself for having given him the impression that I did not care for him any longer and said with great humility, "You are right in what you say. I shall try my best to come up to your expectations."

My brother clasped me tightly in his arms. Tears rolled down his cheeks. "I do not want to stop you from flying kites," he said, "I want to fly them myself. But if I do it myself how will I be able to stop you from doing so? And if I don't, I shall be failing in my duty towards you." Just then a kite passed over our heads. It had a long string. My brother jumped, caught it and ran towards the hostel. I followed him.

## GLOSSARY

edifice (n)	:	<i>an impressive building (used figuratively)</i>
studious (adj)	:	<i>spending a lot of time studying</i>
impertinence (n)	:	<i>rudeness ; lack of respect or politeness</i>
ordeal (n)	:	<i>a difficult experience</i>
Naib Tehsildars	:	<i>government officials</i>
rebuke (n)	:	<i>expression of sharp disapproval</i>
resolve (n)	:	<i>a strong decision; determination</i>
crest-fallen (adj)	:	<i>sad and disappointed</i>
fluke (n)	:	<i>a lucky or unlikely chance happening</i>



rigmarole (n)	:	<i>a long and complicated process that seems unnecessary</i>
verbatim (adj)	:	<i>word for word; exactly as spoken or written</i>
repent (v)	:	<i>feel sorry for doing something wrong</i>
urchins (n)	:	<i>children who are poor and dirty, often homeless</i>
firmament (n)	:	<i>the sky</i>
humility (n)	:	<i>the quality of having a low view of one's importance, modesty</i>

### 11.1 Answer the following questions in about 100 words each.

a) Describe the elder brother's attitude to his studies.

**A:** Premchand's story 'My Elder Brother' exposes the lapses in the existing education system. The elder brother takes his studies too seriously. He never plays. The only time he relaxes is when he draws pictures of cats or dogs in the margins of his notebooks. He does not allow his younger brother to play. Though he works for long hours, he fails in his examinations. Yet, he doggedly plods on. His all-study-no-play method yields no results. Even then he believes that he is laying a firm foundation for the edifice of his education!

- b) The younger brother loves to play and studies only when he feels it necessary. Yet he passes his examinations. Explain.
- c) What does the elder brother say when he believes that success is about to make his younger brother feel proud?
- d) Does the elder brother love to play? If so, does he suppress his desire? Why?

### 11.2 Comprehension passages

Read the following passages and answer the questions given after them.

**11.2.1** Sometimes I start weeping at his rebuke. Sometimes I even wonder if he isn't right after all about my wasting father's hard-earned money. Sometimes it leads to a resolve to mend my ways. A fresh time table is drawn up and time is allocated to each subject according to its importance. But drawing up a time table is quite different from working to it. Within a couple of days the enthusiasm wears off and the old habit of playing takes hold of me again. The refreshing open air, the green fields and the feeling of being alive and independent which the fields always inspire in me is irresistible.

- i) Why does the narrator start weeping at times?
- ii) The speaker sometimes agrees that he is wasting his father's hard-earned money. Write **true** or **false**.
- iii) What does he decide to do at times?
- iv) What is quite different from drawing up a time-table?
- v) List the things that draw the speaker towards the playground.
- vi) Write the **synonym** of 'uncontrollable' from the passage.

**11.2.2** Since his last failure my brother has softened considerably. Even when he gets an opportunity of rebuking me he lets go. His leniency has resulted in greater freedom for me and I devote less time to studies now. A new sport has attracted my attention. I have started flying kites. Practically the whole day is spent either in their pursuit or in flying them. But I still fear my brother's outbursts. Kite flying is done stealthily and without his knowledge.

- i) What change was seen after the brother's last failure?
- ii) The younger brother got more freedom as a result of the elder brother's leniency. Write **true** or **false**.
- iii) What was the new sport that attracted the speaker's attention?
- iv) What did the narrator do the whole day?
- v) Was the narrator still afraid of his elder brother?
- vi) Write the word from the passage that **means** 'secretly'.

**11.2.3** Listen, my boy, not even all the books of the world can teach one more than what experience teaches. Look at our mother. She has never been to a school. Our father did not go beyond the fifth class. But can you and I ever hope to reach their wisdom? They may not know what type of Government America has or how many times Henry the Eighth married or how many stars there are in the firmament, but there are other and more important things that they do know — things one learns from experience alone. If you were to fall ill today you won't know what to do except to send a telegram to father; but would father in your place send a telegram to anyone? No. He would try to diagnose the disease or call a doctor.

- i) Books, according to the elder brother, teach better than experience. Write **true** or **false**.
- ii) Up to what class did his father study?



- iii) Which people are mentioned in the passage as examples of wise persons?
- iv) How do people learn really important things, according to the passage?
- v) What would a wise father do if his child fell at ill?
- vi) Pick the word from the passage which means 'the sky'.

### 11.3 Critical thinking

All study and no play makes children dull. Do you agree?

Express your opinion in a **paragraph**.

**Just for the joy of reading** (Not for the examination!)

In Hindu mythology, the ideal relationship among siblings has been glorified in the great epic, The Ramayana. We find the brothers of Rama always amiable and respectful to him. Ram-Lakhan ki Jodi is a popular saying in India, signifying an ideal bond between brothers. The Ramayana depicts this relationship even through the examples of Sugreev and Vali, Ravan and Vibhishan. The Mahabharata, another great epic of the Hindus, is based on the conflicts of step-siblings, that resulted in a great war. Tiresome sibling rivalry is present even in the home of Gods. Shiv Purana illustrates the stories of incessant quarrels of Ganesh and Kartikeya.

The Bible tells the story of Cain's jealousy, after God appeared to favour his brother Abel. The jealousy ultimately leads to the murder of Abel at the hands of his own brother.

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## MODULE - III

### Unit - 12

#### Composition

#### Section - A

## Filling in Forms



**Forms** are documents, either printed or electronic, with spaces in which to write or enter data. We come across many forms in our day-to-day transactions. We fill in a **form** to get an admission in a college, to open an account in banks or in post offices,

to deposit or withdraw money from banks or from post offices, to get a driving licence, to apply for jobs, to get a mobile connection and for various other transactions. **Forms** like these have instructions to fill in the required information.

In this unit you will learn how to fill in different types of **forms** in our daily transactions.

The following hints will help you in filling forms.

1. Read the entire form before filling it up. This will give you the complete picture and purpose of the form.
2. Analyse the form from the receiver's point of view. Then it will give you a clear picture.
3. There may be some special instructions such as **Column 3 is mandatory, Column 2 is optional**. Follow these instructions carefully. Look for some important instructions such as **Capital letters only, Fill with pencil only**. Make sure you understand all the instructions. There should not be any ambiguity. Some **forms** instruct you to put a **tick mark** while others ask you to fill a **circle**. Keep these instructions in mind while filling them.
4. Do not write anything in the space which says **For office use only**.
5. Your writing should be neat and legible. Writing one number for another, for e.g. hall ticket number, can be disastrous and may cause irreparable damage.
6. Check your **filled in form** thoroughly and make sure your **form** is complete in all respects.
7. Do not hesitate to approach the official concerned if you cannot understand any instruction. Guess work will land you in trouble.

The activity of **form filling** needs a little attention and patience. A small mistake could lead to a big problem. Some **forms** have been given in the following pages. You will encounter these forms in your daily life. **Filling in forms** without going through instructions is like *pulling* the door you need to *push*. The door of opportunity may never open for you.



## 1. DEPOSITING MONEY IN A BANK

When we deposit money in the Savings Bank Account, we fill in the **Savings Bank Account Pay-in-Slip** and enter the details. The slip has two parts. The longer one is retained with the bank while the smaller one, called counterfoil, is returned to us after the required particulars are entered. First observe how the form was filled in and then attempt the exercise that follows.

**STATE BANK OF HYDERABAD**  
BRANCH: Siddipet Date: 3 May 2016  
20100  
A/c with Branch: Siddipet

SB A/c	CA A/c	RD A/c	ACC A/c	OD A/c	CC A/c
--------	--------	--------	---------	--------	--------

A/c No.  
1 3 5 5 8 8 9 0 0 3 2

for the credit of D. Gopal Rao  
(in words Rupees One thousand only)  
Details of Cheque \_\_\_\_\_  
Rs. 1000/-  
Cashier \_\_\_\_\_ Passing Official \_\_\_\_\_  
Cash/Transfer

**STATE BANK OF HYDERABAD**  
BRANCH: SIDDIPET - 20100  
Date: 3 May 2016

SB A/c	CA A/c	RD A/c	ACC A/c	OD A/c	CC A/c
--------	--------	--------	---------	--------	--------

A/c No. 1 3 5 5 8 8 9 0 0 3 2

Stamp	For the credit of the Account of (Name) <u>D. Gopal Rao</u> Amount (in words) Rupees <u>One thousand</u> only) Details of Cheque _____ Cheque drawn on Bank. _____ Branch _____ Cheque No. _____	Cash Notes	Rs.	Amount	P.
Cash		* 1000		1 000	00
Transfer		* 500			
		* 100			
	* 50				
	* 20				
		* 10			
		* 5			
		Total		1 000	00

Cashier \_\_\_\_\_ Passing Official \_\_\_\_\_  
Cashier Scroll No. \_\_\_\_\_ Passing Official \_\_\_\_\_  
Rs. 1000/-

Note: Please use separate slips for Depositing Cash, Cheques, Draft etc. Transfer instructions will be credited only on Realisation  
Deposited by (Signature) D. Gopal Rao

Cash / Transfer / Phone No. \_\_\_\_\_ / Mob. No. \_\_\_\_\_

### Exercise

You are Mr. L. Venkateshwarlu. Your account number is 2633748950594. Deposit an amount of Rs.8800/- into your SBH Bank account.

**STATE BANK OF HYDERABAD**  
BRANCH: \_\_\_\_\_ Date: \_\_\_\_\_  
A/c with Branch: \_\_\_\_\_

SB A/c	CA A/c	RD A/c	ACC A/c	OD A/c	CC A/c
--------	--------	--------	---------	--------	--------

A/c No. \_\_\_\_\_

for the credit of \_\_\_\_\_  
(in words Rupees \_\_\_\_\_ only)  
Details of Cheque \_\_\_\_\_  
Rs. \_\_\_\_\_  
Cashier \_\_\_\_\_ Passing Official \_\_\_\_\_  
Cash/Transfer

**STATE BANK OF HYDERABAD**  
BRANCH: \_\_\_\_\_  
Date: \_\_\_\_\_

SB A/c	CA A/c	RD A/c	ACC A/c	OD A/c	CC A/c
--------	--------	--------	---------	--------	--------

A/c No. \_\_\_\_\_

Stamp	For the credit of the Account of (Name) _____ Amount (in words) Rupees _____ only) Details of Cheque _____ Cheque drawn on Bank. _____ Branch _____ Cheque No. _____	Cash Notes	Rs.	Amount	P.
Cash		* 1000			
Transfer		* 500			
		* 100			
	* 50				
	* 20				
		* 10			
		* 5			
		Total			

Cashier \_\_\_\_\_ Passing Official \_\_\_\_\_  
Cashier Scroll No. \_\_\_\_\_ Passing Official \_\_\_\_\_  
Rs. \_\_\_\_\_

Note: Please use separate slips for Depositing Cash, Cheques, Draft etc. Transfer instructions will be credited only on Realisation  
Deposited by (Signature) \_\_\_\_\_

Cash / Transfer / Phone No. \_\_\_\_\_ / Mob. No. \_\_\_\_\_

## 2. WITHDRAWING MONEY FROM A BANK

Observe how a Withdrawal form is filled and then attempt the exercise.

NOT NEGOTIABLE TOKEN NO.

**STATE BANK OF INDIA** SAVINGS BANK WITHDRAWAL FORM Date 21-02-2016

Kothagudem / Branch ACCOUNT NO. 1245658781201

Name of the Account Holder S. Krishna Mohan

Rupees five thousand only

 <b>Cash Transfer</b> Paid stamp	Savings Bank Account	Rs. 5000/-
	PAY CASH	 Account Holder's Signature
	Scroll No. <span style="margin-left: 50px;">Passing Officer</span>	

Note: This Savings Bank withdrawal Order form is not a cheque. Unless this form is accompanied with Pass Book Payment will be refused.

## Exercise

- You are Mr. Ch. Gopi Krishna. You have a Savings Bank Account in the SBI Hanamkonda Main Branch. Your account number is 0152739836276. Withdraw an amount of Rs.9800/- by filling in the Savings Bank Withdrawal Form.

NOT NEGOTIABLE TOKEN NO.

**STATE BANK OF INDIA** SAVINGS BANK WITHDRAWAL FORM Date \_\_\_\_\_

\_\_\_\_\_/ Branch ACCOUNT NO. 0152739836276

Name of the Account Holder \_\_\_\_\_

Rupees \_\_\_\_\_

 <b>Cash Transfer</b> Paid stamp	Savings Bank Account	Rs. _____
	PAY CASH	Account Holder's Signature
	Scroll No. <span style="margin-left: 50px;">Passing Officer</span>	


Note: This Savings Bank withdrawal Order form is not a cheque. Unless this form is accompanied with Pass Book Payment will be refused.



### 3. APPLICATION FOR A DEMAND DRAFT / BANKER'S CHEQUE


A Demand draft is drawn in favour of a person or a firm to whom money is being sent. The particulars are to be filled in with utmost care. We should also mention in which branch the DD is to be realized. The commission charged by the bank for the service is called exchange.

Now carefully go through the sample DD form and do the exercise which follows.

 <b>SBH</b> स्टेट बैंक ऑफ हैदराबाद State Bank of Hyderabad		विकराबाद शाखा/ Branch		नकदी/ Cash अंतरण/ Transfer	
		डाफ्ट/ बैंक चेक/ आईओआई हेतु आवेदन Application for Draft/ Banker's Cheques/ IOI कृपया एक ड्राफ्ट/ बैंक/ जारी करें/ Please issue a D.D./ B.C.			
नोट : कृपया जमा की गई नकदी/ चेक के विवरण इसके पीछे प्रस्तुत करें NOTE : Please furnish details of CASH/ CHEQUES deposited overleaf		दिनांक/ Date: 3 JAN 2016		₹ ₹/ Ps	
के पक्ष में/ In Favour of Secretary, TS Board of Intermediate Education, Nampally, Hyderabad.		डा. बैंक/ Draft/ B.C. रकम/ Amount		1000 00	
रशि (शब्दों में)/ Rupees (in words) One thousand केवल/ only		विनिमय/ Exchange		30 00	
शाखा में देय Payable at Branch Hyderabad		कुल/ Total		1030 00	
कोड नं./ Code No.		आवेदक का नाम और पता/ Name & Address of the applicant D. Mallikarjun, Vikarabad.		मोबाइल/ फोन नं./ Mobile & Tel No.	
पैन नं./ PAN No.		आवेदक के हस्ताक्षर/ Signature of the Applicant D. Mallikarjun		9 4 4 0 1 3 8 1 2 4	
ड्राफ्ट/ बैंक नं./ DFT/ BC No.		कार्यालय प्रयोग हेतु/ FOR OFFICE USE			
एसडब्ल्यूओ SWO		नकदी पासकर्ता अधिकारी/ Cash/ Passing Officer		जाँचकर्ता Checked by	
				डा. बैंक प्राप्त हुआ/ Received the Draft/ BC आवेदक के हस्ताक्षर/ Signature of the Applicant	

#### Exercises

- You are Mr. S. Srinivas, staying at Vidyanagar, Adilabad. You want to purchase some books from 'Vandana Book Store', Karimnagar. Apply for a Demand Draft of Rs. 4000/- today in favour of the book store payable at the SBH Karimnagar Branch. The exchange to be paid is Rs.40/-.

 <b>SBH</b> स्टेट बैंक ऑफ हैदराबाद State Bank of Hyderabad		शाखा/ Branch		नकदी/ Cash अंतरण/ Transfer	
		डाफ्ट/ बैंक चेक/ आईओआई हेतु आवेदन Application for Draft/ Banker's Cheques/ IOI कृपया एक ड्राफ्ट/ बैंक/ जारी करें/ Please issue a D.D./ B.C.			
नोट : कृपया जमा की गई नकदी/ चेक के विवरण इसके पीछे प्रस्तुत करें NOTE : Please furnish details of CASH/ CHEQUES deposited overleaf		दिनांक/ Date: 20		₹ ₹/ Ps	
के पक्ष में/ In Favour of		डा. बैंक/ Draft/ B.C. रकम/ Amount		4000 00	
रशि (शब्दों में)/ Rupees (in words)		विनिमय/ Exchange		40 00	
केवल/ only		कुल/ Total		4040 00	
शाखा में देय Payable at Branch		आवेदक का नाम और पता/ Name & Address of the applicant		मोबाइल/ फोन नं./ Mobile & Tel No.	
कोड नं./ Code No.		आवेदक के हस्ताक्षर/ Signature of the Applicant		9 4 4 0 1 3 8 1 2 4	
पैन नं./ PAN No.		कार्यालय प्रयोग हेतु/ FOR OFFICE USE			
एसडब्ल्यूओ SWO		नकदी पासकर्ता अधिकारी/ Cash/ Passing Officer		जाँचकर्ता Checked by	
				डा. बैंक प्राप्त हुआ/ Received the Draft/ BC आवेदक के हस्ताक्षर/ Signature of the Applicant	



2. You are Mr. K. Yadagiri. You want to get a Banker's Cheque for Rs. 2000/- on New Delhi Main Branch of The State bank Of India in favour of Goyal Saab Publishers and Distributers Limited. The exchange is Rs. 35/-. Fill in the form given below. You are taking the Banker's Cheque at Karolbagh, Delhi branch.

CPFF-7 Comp. No. 2200139

**भारतीय स्टेट बैंक**  
State Bank of India

① शाखा / Branch

बैंक चैक का आवेदन पत्र /  
BANKER'S CHEQUE APPLICATION FORM

दिनांक / Date

के / For

Amount for Banker's Cheque

Exchange @

रु. / Rs. ④

रोकटोया घासी संख्या /  
Cashier's Scroll No.

रोकट / Cashier

रोकट अधिकारी /  
Cash Officer

रोकट / शाखा  
CASH / TRANSFER

**भारतीय स्टेट बैंक**  
State Bank of India

② शाखा / Branch

दिनांक / Date

बैंक चैक का आवेदन पत्र /  
BANKER'S CHEQUE APPLICATION FORM

के बैंक चैक चाहिए / Wanted a Banker's Cheque for Rupees ③

के नाम / In Favour of ⑤	रकम / Amount	रु. Rs.	₹ P
	दिविष / Exchange	⑥	⑦
	कुल / Total Rs.	⑧	

कैश / Received Stamp

बैंक चैक संख्या  
Banker's Cheque No.

रोकटोया घासी संख्या  
Cashier's Scroll No.

रोकट अधिकारी /  
Cash Officer

रोकट  
Cashier

पासवर्ड अधिकारी  
Passing Official

हस्ताक्षर / Signature ⑨  
नाम / Name  
स्थानिक पता  
Local Address ⑩

बैंक चैक प्राप्त / Received Banker's Cheque

आवेदक / Applicant

#### 4. DEPOSITING CASH IN A POST OFFICE ACCOUNT

We can also avail ourselves of the banking services at various branches of Post offices. We can save our money at any branch of a post office. Given below is the Post Office Savings Bank form.

Study the form carefully and attempt the exercise that follows.

SB/RD/MIS

**POST OFFICE SAVINGS BANK**

आवेदक / Aler

Post Office

Account No. : 123000

Date : 10.10.2017

Paid into the Credit of K. Seetha

Rupees Five hundred only

by cash/cheque No : Rs: 500/-

Date : 10.10.2017

(Subject to realisation)

SB Assistant

Date Stamp

**POST OFFICE SAVINGS BANK**

आवेदक / Aler

Post Office

Account No. : 123000

Date : 10.10.2017

Paid into the credit of K. Seetha

Rupees Five hundred only

by cash/cheque No. : Rs. 500/-

Date : 10.10.2017

(Particulars of the cheque)

Balance after transection

SB. Assistant

by K. Seetha

Date Stamp

#### Exercise

You are Ms. K. Neelaveni. Your Account Number is 1980 in Wanaparthi Post Office, Mahboobnagar district. Deposit an amount of Rs.600/- into your account by filling in the Post Office Savings Bank form.



SB/RD/MIS		POST OFFICE SAVINGS BANK	
<b>POST OFFICE SAVINGS BANK</b>		<b>POST OFFICE SAVINGS BANK</b>	
Post Office		Post Office	
Account No. ....	Account No. ....	Date : .....	
Date : .....	Paid Into the credit of .....	Rs. <span style="border: 1px solid black; padding: 2px 10px;"> </span>	
Paid into the Credit of .....	Rupees ..... only	by cash/cheque No..... Date : .....	
Rupees ..... only	by cash/cheque No.....	(Particulars of the cheque)	
Date : .....	Balance after transaction.....	SB. Assistant.....	
(Subject to realisation)		by .....	
SB Assistant .....		Date Stamp	
Date Stamp		Date Stamp	

### 5. WITHDRAWING CASH FROM A POST OFFICE ACCOUNT

Withdrawing money from a Post Office is a simple transaction. Just fill in the **Post Office Savings Bank Withdrawal form** and submit it to the official concerned. The passbook must accompany the form. Now look at the Withdrawal form and do the exercise that follows.

**निकासी फार्म / WITHDRAWAL FORM**

**इस फार्म के साथ पास बुक अवश्य संलग्न होनी चाहिए**

**PASS BOOK MUST ACCOMPANY THIS FORM**

आवेदन भाग / Application Side (जमाकर्ता द्वारा भरा जाए / To be filled by depositor)

डाकघर का नाम / Name of Post Office : Bhonglr तारीख / Date 09.06.2017

खाते का प्रकार / Type of account : SB/RD/TD/MIS/PPF/NSS/SCSS/PPF etc SB

खाता सं./Account No. 6839 निकासी का स्वरूप / NATURE OF WITHDRAWAL ☐ ब्याज/Interest/

☐ आरटी को अर्धनिकासी/RD Half withdrawal/ कोई अन्य/Any other (कृपया निर्दिष्ट करें /Please specify) .....

कृपया मुझे संदेशवाहक (जिनके नाम और हस्ताक्षर नीचे दिए गए हैं) को /Please pay to self/Messenger (whose name and signatures are given below) the sum of रु/Rs 600/- (अंकों में /In figures)

Rs Six hundred only (शब्दों में) का भुगतान करें /In words

निकासी पर बचाव शेष राशि /Balance after withdrawal Rs .....

जमाकर्ता के हस्ताक्षर या अंगूठे का निशान / Signature or thumb impression of depositor

संदेशवाहक का नाम /Name of Messenger not applicable

संदेशवाहक के हस्ताक्षर/ Signature of Messenger .....

जमाकर्ता के हस्ताक्षर या अंगूठे का निशान / Signature or thumb impression of depositor

(तभी आवश्यक है जबकि भुगतान संदेशवाहक के माध्यम से अपेक्षित हो / Required only if payment is required through messenger)

डाक सहायक के आधाक्षर /Initial of PA Initial of APM/ सहायक पोस्टमास्टर के आधाक्षर

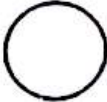
### Exercise

You are Mrs. S. Swetha. Your Post Office Savings Bank Account Number is 65748 at Post Office of Godavarikhani, Karimnagar district. Withdraw an amount of Rs.800/- today by filling in the withdrawal form.

<p><b>PASSBOOK MUST ACCOMPANY THIS FORM IF ACCOUNT STAND AT BO.</b>  <b>APPLICATION SIDE</b>          (To be filled by depositor)</p> <p>Name of Post Office _____ Date _____          Type of account-SB/RD/TD/MIS/NSS/etc. _____          Account No. _____</p> <p><b>NATURE OF WITHDRAWAL</b> (please Tick)  <input type="checkbox"/> Interest  <input type="checkbox"/> RD Half withdrawal  <input type="checkbox"/> Any other (Please Specify) _____</p> <p>Please pay to self/messenger (whose name and signatures are given below) the sum of</p> <p>Rs. _____ (In figures) Rs. _____ (In words)          Balance after withdrawal Rs. _____ (In figures)</p> <p>Signature or thumb impression of depositor _____</p> <p>Name of Messenger _____          Signature of Messenger _____</p> <p>Signature or thumb impression of depositor          (Required only if payment is required through messenger)</p> <p style="text-align: right;">Initial of PA Initial of APM</p>	<p><b>PAYMENT ORDER</b>          (For office use only) Date _____</p> <p>Pay _____</p> <p>Rs. _____ (in figures) _____ (in words)</p> <p>Date Stamp _____ Signature of Postmaster _____</p> <p style="text-align: center;">_____          Acquittance          (To be filled by depositor/messenger)</p> <p>Received Rs. _____          (both in words and figures)</p> <p style="text-align: right;">Signature or thumb impression of depositor _____</p> <p>Date _____</p>
--	--

## 6. SENDING LETTERS THROUGH REGISTER POST

When we send a letter through registered post we may want confirmation that the receiver got our letter. In such a case we fill in the acknowledgement form and this is called **Registered Post Acknowledgement Due**. On receiving the letter, the addressee should sign the acknowledgement form and take the letter. The form given below is the acknowledgement of a letter sent by registered post.

<b>DEPARTMENT OF POSTS-INDIA</b> <b>ACKNOWLEDGEMENT</b>				
<p>Received Registered Letter / parcel / .....</p> <table border="1" style="width: 100%; margin: 10px 0;"> <tr> <td style="width: 33%; text-align: center;">No</td> <td style="width: 33%; text-align: center;">Dated</td> <td style="width: 33%; text-align: center;">of</td> </tr> </table> <p>Insured for Rupees .....</p> <p>Addressed to The <u>Manager, Shantha Bio-tech, Hyderabad, Telangana</u></p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> <div style="width: 30%;">  </div> <div style="width: 60%;"> <p>On.....</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 60%;"> <p>Date Stamp of office of Delivery</p> </div> <div style="width: 35%;"> <p>Signature and name</p> </div> </div>		No	Dated	of
No	Dated	of		

Here is a Post Card.

<div style="border: 1px solid black; width: 150px; height: 30px; margin: 0 auto;"></div> <p>Name-Stamp of Office of Posting</p>	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto; margin-bottom: 10px;"></div> <p>To</p> <p><b>A. Anjaneyulu,</b></p> <p><b>H.No:6-2-70, Bibinagar</b></p> <p><b>Nalgonda District</b></p> <p>PIN <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table></p>						



## 7. RAILWAY RESERVATION

If we plan to undertake a long railway journey it is advisable to reserve a berth in advance in a particular train and class so that we can travel comfortably. Look at the filled-in-form below and then fill in the blank form given after.

RAILWAY RESERVATION/CANCELLATION REQUISITION FORM					CM257
If you are a Medical Practitioner Please tick ( ) in Box (You could be of help in an emergency)					Dr. <input type="checkbox"/>
Train No. & Name <u>12625 Kerala Exp.</u> Date of journey <u>14.11.2016</u> Class <u>III A.C.</u> No of Berth/Seat <u>2</u> Station from <u>WARANGAL</u> To <u>AGRA</u> Boarding at _____ Reservation upto _____					
S.No.	Name in Block (not more than 15 chars)	Sex(M/F)	Age	Concession/Travel Authority No.	Choice if any
1.	MY K. R. JACOB	M	25		Lower/Upper berth
2.	Miss K. LILY	F	15		
3.					Veg./Non- veg. Meal for
4.					Rajdhani/ Shatabdi
5.					Express Only
6.					
<b>CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)</b>					
S.No.	Name in Block Letters	Sex	Age		
<b>ONWARD/RETURN JOURNEY DETAILS</b>					
Train No. & Name _____ Date _____ Class _____ Station from: _____ To _____ Name of applicant <u>K. R. JACOB</u> Full Address <u>124/1, Station Rd., WARANGAL</u>					
<u>K. R. Jacob</u> Signature of the Applicant/Representative					
Telephone No., if any <u>8468791245</u> Date <u>25.10.16</u> Time <u>10.30 am</u>					
<b>FOR OFFICE USE ONLY</b>					
S.No. of Requisition _____		PNR No. _____			
Berth/Seat No. _____		Amount collected _____			
_____ Signature of Reservation Clerk					
Note : 1. Maximum permissible passengers is 6 per requisition. 2. One person can give one requisition form at a time. 3. Please check your ticket and balance amount before leaving the window. 4. Forms not properly filled or in illegible forms shall not be entertained. 5. Choice is subject to availability					

## Exercise

Fill in the blank reservation form given below based on the following details.  
Krishna Kumar, 42 years, plans to go from Mahbubabad to Chennai next Sunday by Train no. 12760 Charminar Express, 2<sup>nd</sup> Sleeper Class.

### RAILWAY RESERVATION / CANCELLATION REQUISITION FORM

If you are a Medical Practitioner Please tick ( ) in Box Dr. <input type="checkbox"/> (You could be of help in an emergency)					
If you want Sr. Citizen concession, please write Yes/No in box <input type="checkbox"/> (if yes, please carry a proof of age during the journey to avoid inconvenience of penal charging under extant Railway Rules)					
Do you want to be upgraded without any extra charge? Write <input type="checkbox"/> Yes/No in the box. (If this option is not exercised, full fare paying passengers may be upgraded automatically)					
Train No & Name <b>(1)</b>			Date of Journey <b>(2)</b>		
Class: <b>(3)</b>			No of Berth / Seat: <b>(4)</b>		
Station From <b>(5)</b>			Station To <b>(6)</b>		
Boarding At			Reservation Upto:		
S.No.	Name in Block Letters (not more than 15 chars)	Sex (M/F)	Age	Concession / Travel Authority No.	Choice if any
<b>(7)</b>		<b>(8)</b>	<b>(9)</b>		Lower / Upper Berth
					Veg / Non-veg Meal for Rajdhani / Shatabdi Express only
<b>CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)</b>					
S.No.	Name in Block Letters	Sex	Age		

### ONWARD / RETURN JOURNEY DETAILS

Train No & Name \_\_\_\_\_ Date \_\_\_\_\_  
 Class \_\_\_\_\_ Station From \_\_\_\_\_ To \_\_\_\_\_  
 Name of Applicant **(10)**  
 Full Address **(11)**  
**(12)**  
 Signature of the Applicant

### FOR OFFICE USE ONLY

S.No. of Requisition \_\_\_\_\_ PNR No. \_\_\_\_\_  
 Berth/Seat No. \_\_\_\_\_ Amount Collected \_\_\_\_\_

Signature of Reservation Clerk



## 8. APPLICATION FOR BUS PASS

Read the following form and fill in it.



### APPLICATION FOR BUS PASS

TELANGANA STATE ROAD TRANSPORT CORPORATION (TSRTC)

Application Form for Student Concessional Bus Pass

Name of the applicant : ..... S/o / D/o.....  
 ..... Age ..... Residential address  
 ..... Journey particulars from .....  
 ..... to ..... for the month of .....

I do hereby apply for a Student Concessional Bus Pass subject to the rules and regulations of TSRTC by paying the requisite charges.

I certify that the particulars are true and correct.

Signature of applicant.

### CERTIFICATION OF THE HEAD OF THE COLLEGE

I hereby certify that Kumar / Kumari ..... is  
 a bonafide student of ..... this institution studying  
 in ..... His / Her date of birth is .....  
 ..... as per this office records. He/ She may be issued Students  
 Concessional Bus Pass.

Admission No: .....

Signature of the Head of the Institution  
 with Office Seal

Station..... Date .....

This Student Concessional Bus Pass is valid only on working days.

**MODULE - III****Unit - 12****Composition****Section - B****Resume/CV/Bio-data  
and Cover Letters****Understanding Job Advertisements**

You have heard the expression that first impressions are lasting ones. Well, your resume is the first meeting between you and a prospective employer, more so in recent times. So, how do you want it to be remembered? Wrinkled and unorganised? Or neat and structured? Long and boring? Or precise and interesting?

A Resume or Curriculum Vitae is a summary of one's background, skills and qualifications, which is sent to employers for review. Consider it to be your personal marketing brochure with the goal of gaining the attention of employers and giving them the information they need to bring you to the next step in the hiring process, an interview.

There are four different words used in the job advertisements in India. Though they mean the same in a broad sense, the focus of each is different.

**Resume**

The word is of French origin and means 'a summary or abstract.' It is the most widely used format. It is usually one page and includes a summary of one's personal, academic and professional details.

**Curriculum Vitae**

The word is of Latin origin and means 'course of life.' CV refers to a brief written account of one's education, qualifications and previous job experience. The length of a CV may run into two pages or more since it includes additional details. A CV is more comprehensive than a Resume. It is generally used when applying for an academic position while a Resume is generally used when applying for a position in the industry. If an advertisement simply states 'send details', you can send a CV as it includes more details.

**Bio-data**

The term is generally used only in India. It is not very common in a multinational context. It means 'biographical information' (not the body data or vital statistics!). It is used by small companies and government agencies.



## Profile

The word is of Italian origin and means 'a portrait.' It is 'a brief biography as given in an article in a periodical'. This is also used by some companies.

One should read an advertisement carefully to understand what exactly the requirement is. One should respond to the advertisement accordingly. If you are asked to send your **Resume**, for example, you should not send your **CV**.

- I. Now, let's look at a **job advertisement** that appeared in a newspaper. Notice the requirements of the company and how Bingi Sateesh applies for it.

We are  
looking for  
**Senior PROGRAMMERS**



To handle & develop superb desktop software, such as P.O.S, Inventory, and other customized programmes

---

- I. Bachelor's Degree in Computer Science / IT or equivalent
- ii. AWESOME SKILL & personality is required.
- iii. Atleast 2 years of working experience in the related field.
- iv. Male/female max age: 28 years
- v. Responsible; good health is a must
- vi. Loves both independent & team working
- vii. Willing to learn something new every year

---

Please mail your resume to  
[deepak@mastersoftware.co.in](mailto:deepak@mastersoftware.co.in)



**MASTER SOFTWARE SOLUTIONS**

Here is the **resume** of B. Sateesh.

**BINGI SATEESH**

D-301, Raj Krishna Towers

Shanthi Nagar

Miryalaguda - 508213

Mobile: +91-9420023043

E-mail: [b.sateesh@gmail.com](mailto:b.sateesh@gmail.com)

**OBJECTIVE**

A position as Senior Programmer in Masters Software Solutions

**WORK EXPERIENCE**

**2014 - 2016**

Software Developer,  
Persistent Systems, Hyderabad.

**EDUCATION**

**2010 - 2014**

B. Tech. in Computer Science and Engineering  
National Institute of Technology Warangal. 86% aggregate.

**2008 - 2010**

Intermediate: Board of Intermediate Education  
Government Junior College, Warangal. 92% aggregate.

**2008**

SSC: Board of Secondary School Education  
Government High School, Kothagudem, Telangana. 93% aggregate.

**TECHNICAL SKILLS**

Languages	: C, C++, Java, VHDL
Operating systems	: Ubuntu, Windows XP, 7, 8, 8.1, 10
Software	: MATLAB, P SPICE, Cadence Virtuoso
Web Designing	: HTML, Java script, MySQL
Graphic Designing	: Photoshop, Illustrator, Indesign, Corel Draw, Flash, Dreamweaver

**PROFILE**

Highly energetic, growth oriented individual seeking to establish a career in the IT industry. Ability to take up challenges, work under pressure; dedication towards work.

**STRENGTHS**

Good Communicator	Flexibility and Adaptability	Positive Attitude
Attention to Detail	Strong Analytical abilities	Team Work Skills



**ADDITIONAL INFORMATION**

Languages known	:	English, Telugu and Hindi
Interests	:	Photography, Painting, Football
Age	:	24 years
Father's name	:	Bingi Ramulu
References	:	Available on request

Let's understand the terms used in this **resume**.

**Sections of the resume****1. Your details**

Make sure you indicate your full name and your address for communication with the Pin Code. If you are still in college, give your permanent address. Your personal e-mail and phone number are a must.

**2. Objective**

The job objective sentence should be brief and no more than two lines long. Some examples of jobs are -

**Marketing Manager - Entry level position in Sales - Banking Investor - LIC Marketing Trainer - Management Trainee - Customer Service Manager - Position as Academic Incharge**

**Note**

Don't use cliches like 'a challenging opportunity' or 'an opportunity for growth' since they are in wide usage and may not be taken seriously by recruitment agencies.

**3. Educational Qualifications**

Educational qualifications are always written in reverse chronological order. That is, the last degree/qualification is written first, followed by other qualifications. List academic year, name of the degree, name of the college and location and the percentage you secured in the courses. If you have work experience, you can put the education section in the last section of your resume.

#### 4. Technical qualifications

If you have any technical skills like knowledge of computer languages, software or hardware, you can mention them under this section.

Example: C, java, MySQL, LT spice, P spice  
C++, .net, java script, Cadence Virtuoso, MATLAB

#### 5. Summary of qualifications (Profile and Strengths)

You can mention the years of experience, the skills you have acquired and your leadership qualities. Such statements can be bulleted. For example,

- **5 year experience in IT Management**
- **Proper sales success in IT products**
- **Degrees in Information Technology**
- **2 year experience in sales and marketing**
- **Cultivated client relationships**

#### 6. Additional Information

You can provide information regarding other things like languages known, hobbies and interests towards the end of your resume. Father's name and Mother's name need not be mentioned these days unless you are specifically asked.

#### 7. References

You can mention the names of one or two people in a responsible position (mention their position), who know you and can vouch for your abilities. For this, you need to obtain permission of the persons concerned. If the advertisement doesn't ask for references, you can say that the references will be made available on request.

#### 8. Cover letter

A resume / CV should be enclosed with a cover letter (In the Indian context, we call it 'covering letter'.) A cover letter is the first chance to have a conversation with a prospective employer. So, it is as important as your Resume. It serves as a fuller expression of your personality, confidence and energy levels. So, be true, for giving false information may lead to problems.



**Cover letter**

**BINGI SATEESH**

D-301, Raj Krishna Towers

Shanthi Nagar

Miryalaguda - 508213

Mobile: +91-9420023043

e-mail: b.sateesh@gmail.com

14 May 2016

The HR Manager

Master Software Solutions

Madapur

Hyderabad

Dear sir

**APPLICATION FOR SOFTWARE DEVELOPER**

With reference to your advertisement in the newspaper THE HERALD dated 11 May 2016, I would like to apply for the position of a Software Developer, Master Software Solutions, as I feel I have the essential and desirable skills required for the position.

As my resume shows, I have always been a meritorious student securing more than 70% marks in all the examinations. Moreover, I have done many technical courses which would be an asset for any project manager in the IT sector.

I would be very happy to discuss how I can be of use to your company if you call me for an interview on any day convenient to you.

With best regards

Yours faithfully

sign

(BINGI SATEESH)

- II. Let's look at a **job advertisement** that appeared in a newspaper.

**ARE YOU  
CREATIVE  
WITH WORDS ?**

**HAVE YOU WORKED  
ON ANY BRANDS ?**

A leading advertising agency with national operators requires **Copywriters; Hindi, English and Bilingual and Creative Managers; Hindi and English**, for its head office in Hyderabad.

Masters from reputed universities, having excellent communication and presentation skills, with a good command over Hindi and English language may apply for these positions. Interested candidates must have experience of working on brands and/or in leading advertising agencies.

Please e-mail your CV at **jobs@svad-ventures.co.in**, with position applied for in the subject of your e-mail.  
Last date to apply is **21 June 2016**

Given below is a **CV** which has been prepared by A. Dheeraj in response to the above **advertisement**.

**CURRICULUM VITAE**

<b>Objective</b>	:	Position as a Creative Manager
<b>Details</b>	:	
<b>Name</b>	:	A. DHEERAJ
<b>Father's Name</b>	:	A. TEJESHWAR
<b>Date of Birth and Age</b>	:	01.10.1990, Age 25 years
<b>Full Address</b>	:	126/A, Kalyan Apartments Street No. 8, Srinagar colony Warangal - 506002 Cell: +91-9405507170 e-mail id: dheeraj.a@gmail.com



**Academic Qualifications**

Qualification	Institution	Year of study	Percentage
M. Tech.	JNTU Hyderabad	2011-2013	80%
B. Tech.	SV Engineering		
ECE Branch	College, Nizamabad	2007-2011	86%
Intermediate	Govt. Junior College,		
M.P.C. Group	Nizamabad	2005-2007	90%
SSC	Govt. High School, Nizamabad	2004-2005	94%

**Experience** : Working as a Creative Director in a Design Ad Agency, Hyderabad since June 2013

**Languages known** : English, Hindi and Telugu

**Place:** Nizamabad

**Date:** 16 May 2016

**Signature**

**III.** Let's look at a **job advertisement** that appeared in a newspaper.

## JOB OPPORTUNITY



A prestigious Public Private partnership company is looking for competent, self-motivated and dynamic candidate to fill the following position based in Hyderabad.

### ◆ SALES REPRESENTATIVE ◆

**Required qualification & experience :**

- Degree in Business Administration/Finance/Economics. Candidate having additional qualification in HR/IT shall be preferred.
- He/she must be responsible to give support in the area of administration, communication, payroll, and HRD side.
- He/she must be fluent in English, Telugu and Hindi.

---

To apply for the above position, please send us your BIO-DATA to <http://telecomsector.ts.gov.in>. Apply within 15 days from publication of this Ad

Gongati Deepak is applying for it. Here is his bio-data

### BIO-DATA

Name : GONGATI DEEPAK

Father's Name : GONGATI RAGHUNADH

Date of Birth and Age : 17.11.1988, Age 27 years

Full Address : 100/C, Sri Ramakrishna  
Complex, Vidyanagar colony  
Adilabad – 504 001  
+91 98485 46525  
[//gonagatideep88@gmail.com//](mailto://gonagatideep88@gmail.com//)

### Academic Qualifications

Qualification	Institution	Year of study	Percentage
M.B.A	Indian Business School Hyderabad	2009-2011	78%
B.Com.	Government Degree College, Adilabad	2006-2009	80%
Intermediate M.E.C. Group	Government Junior College (Boys) Adilabad	2004-2006	91%
S.S.C.	ZPSS Thamsi	2004	92%

Experience : 5 years as Co-ordinator, Sales and  
Marketing Dept., Solar Industries  
limited

Languages known : English, Hindi, Urdu, Telugu and  
French

Place: Adilabad  
Date: 14 May 2016

Signature



## Exercises

Prepare a curriculum vitae / resume / bio-data in response to the following advertisements.

1.



we are hiring

# GRAPHIC DESIGNER



We are looking for innovative and result oriented individuals for the position of graphic designers/illustrator with creative skills and 2-3 years work experience.

Fresh candidates may also apply

**QUALIFICATION:**  
 Graduation or diploma in relevant domain.  
 Must be proficient in PHOTOSHOP, ILLUSTRATOR,  
 COREL DRAW, QUARK XPRESS, INDESIGN




Interested Candidates should send their RESUMES by  
 e-mail: [recruitdesigners@gmail.com](mailto:recruitdesigners@gmail.com)  
 Post: 125/2A, I Floor, RP Road, Secunderabad - 500082.







2.

# ARE YOU THE ONE ?





We are looking for  
**SALES SUPERHEROES**  
 who can sell literally anything

Preferred superhero power:  
 - Good communication skills  
 - English, Telugu and Hindi

If you are the one, send your BIODATA to  
[hr@bookmakers.com](mailto:hr@bookmakers.com)

3.

## WANTED

The leading core banking software company based at Warangal on the look out for

### SOFTWARE ENGINEER TRAINEES

Freshers with Diploma/ PG Diploma/ Degree in Computer Applications Strong computer basics and SQL knowledge

Forward your resume immediately to  
**hr@sesameindia.com**

4.

## TEACHERS REQUIRED

A reputed welfare organisation working for community advancement and uplift in educational field requires Teachers for its English Medium Schools in Adilabad, Medak, Mahabubnagar and Nalgonda.

### Science Teachers (Female / Male)

Age: 24-30 Years  
Qualification & Experience: M.Sc. (Biology / Physics / Chemistry / Mathematics) with 1 year teaching experience in English Medium School.  
OR  
B.Sc. and B.Ed. with 3 years teaching experience in English Medium School.

### English Teachers (Female)

Age: 24-30 Years  
Qualification & Experience: M.A. (English) with 1 year teaching experience in English Medium School.

Candidates may send their BIO-DATA with attested copies of Academic credentials, experience certificates to  
**Director Education, P.O. Box no. 1202, Adilabad.**

5.

## JOB OPPORTUNITIES



A prestigious public Private partnership company is looking for competent, self-motivated and dynamic candidates to fill the following positions based in Warangal

JOB	NOs
■ Personal Assistant/ Office Assistant	02 positions
■ Driver	02 positions
■ Office Boy	02 positions

To apply for the above mentioned jobs, Upload your CV in the below website link:  
[www.jobopportunities.com/upload-cv](http://www.jobopportunities.com/upload-cv)

Apply within 15 days from publication date of this advertisement

6.

## Pharmacy Staff Required

Foreign based company requires the following staff:

- \* Medical Representative
- \* Pharmacist (for retail Pharmacy)
- \* Salesman (Experienced for retail pharmacy)

To apply, send us your BIODATA to  
**healthcare@hotmail.com**



### REVISION TEST - III

Time: 1½ hrs

Marks : 50

#### SECTION - A

1. Annotate **any one** of the following in about 100 words: 1×4=4
  - a) Then to my surprise, I must confess, my relief, she opened it as quietly, and with a grace and dignity that would have befitted a queen, she walked to her seat.
  - b) 'I am your teacher and I am the one you should criticize if I fail to maintain the standards I demand of you'.
2. Annotate **any one** of the following in about 100 words: 1×4=4
  - a) Neither a borrower nor a lender be,
  - b) This above all : to thine yourself be true,
3. Answer **any one** of the following questions in about 100 words: 1×4=4
  - a) Describe briefly the scene between the speaker and the listeners in the story 'To Sir, with Love'.
  - b) Explain the importance of the general deportment and conduct as discussed by the teacher.
4. Answer **any one** of the following questions in about 100 words: 1×4=4
  - a) Sketch the character of Polonius, based on the poem 'Polonius' Advice to his Son'.
  - b) Explain the line : "Be thou familiar, but by no means vulgar".
5. Answer **any one** of the following questions in about 100 words: 1×4=4
  - a) The younger brother loves to play and studies only when he feels it necessary. Yet, he passes his examinations. Explain.
  - b) Does the elder brother love to play? If so, does he suppress his desire? Why?

#### SECTION - B

6. Read the following passage and answer **any four** questions given after it.

4×1=4

The examination came round again. The previous year's luck held my hand. My brother failed again. And this time he had worked very hard indeed. Almost daily he used to study till ten o' clock at night and get up at four in the morning. I felt very sorry for him. When the results were declared he started crying. I also could not hold back my tears.

- i. The narrator passed the examination. Say **true** or **false**.
- ii. The speaker's brother slept for just ... .. hours every night. Fill in the blank.
- iii. Why did the speaker feel sorry for his brother?
- iv. What was the elder brother's reaction to his result?
- v. Write the sentence from the passage that says even the narrator wept for his brother.
- vi. Quote the words that show that the elder brother had failed in the earlier examinations too.

7. Read the following **passage** and answer **any four questions** given after it.

4×1=4

W.B. Yeats says that education is not the filling of a pail, but the lighting of a fire. The real goal of education is to illuminate and refine the mind and not the mere collection of data. Unfortunately, the schools that impose loads of information are identified as the most remarkable ones in the contemporary context. Parents and teachers have to realize that the excessive stress and the untold agony caused in such schools will mar the mental growth of the children. Value-based education is the need of the hour.

- i) What does W.B. Yeats say about education?
  - ii) What is the real goal of education?
  - iii) Which schools are identified as the most remarkable schools nowadays?
  - iv) What is the result of excessive stress on children?
  - v) Which word in the passage means 'sorrow'?
  - vi) What is the need of the hour in the present context?
8. Study the following **advertisement** and answer **any four questions** that follow.

4×1=4

Niti Aayog  
Unique Identification Authority of India

**"It is not mandatory for a citizen to obtain an Aadhaar Card"**  
Aadhaar is a lifelong unique Identity | Enrolment for Aadhaar is free of cost

I have misplaced my Aadhaar enrolment slip  
I have lost my Aadhaar  
I want to download my e-Aadhaar  
I want to update/correct my Aadhaar

**Easy solutions**

For Enrolment/Update/Aadhaar/Finding Lost EID or UID, log on to <https://resident.uidai.net.in>

For locating nearest Permanent Enrolment Centre, log on to <https://resident.uidai.net.in> & Click on "Locate Enrolment Centre"

e-Aadhaar  
www.uidai.gov.in

© 2018 Unique Identification Authority of India. All rights reserved. TOLL-FREE No.: 1947



- i) It is mandatory for a citizen to obtain an Aadhaar Card. Write **true** or **false**.
- ii) Who has issued the advertisement?
- iii) What is the toll free number given at the bottom of the advertisement?
- iv) What is the cost of getting Aadhaar?
- v) Aadhaar is a lifelong \_\_\_\_\_. (Fill in the blanks)
- vi) Can one update/correct one's Aadhar? Write **yes** or **no**.
9. Read the **table** below and answer any **four questions** given after it.

4x1=4



The **table** given below shows the nutrition details of popular Indian sweets.

Recipe name	Calorie (Kcal)	Fat (g)	Carbohydrate (g)	Protein (g)	Sugar (g)
Gulab jamun	178	5.8	30.5	2.8	29.2
Barfi	125	5.3	17.1	3.0	15.5
Jalebi	150	2	32	1.2	20.1
Rasgulla	152	6.4	5.5	17.8	5
Milk cake Mithai	175	9	75	20	5
Laddu	246	14.9	25.9	3.6	16.7
Mysore pak	195	9.8	26	2	21
Kaju Katli	118	7.0	13.3	2.2	9.3

**Nutrition Details of Indian Sweets(100g)**

- i) What does this table show?
- ii) How many sweets have been taken into account?
- iii) Which sweet contains the highest quantity of fat?

- iv) Which sweet contains more sugar, Laddu or Gulab Jamun?
- v) Which sweet has the least protein?
- vi) Kaju Katli has the least number of calories. Say **true** or **false**.

### SECTION – C

10. Write a letter to your uncle describing your feelings about monotonous academic work. 1x4=4

or

Write a letter of complaint about the theft of your mobile in your hostel.

11. Prepare a CV in response to the following advertisement. 1x4=4

## STAFF WANTED

A Hyderabad based Service provider Company intends to induct fresh with expertise in one or more of the following IT Domains:

System Analysis and Design Methodologies & Tools
System Life Cycle, Business Process Documentation & Reengineering
JOOMLA, WORD PRESS, ASP .NET, PHP, JAVA, XML, FLEX
Web Applications, Visual Studio, Data Warehouse, Linux
Oracle Database, Forms, Reports, BI; Content Management

Maximum Age on January 01, 2016 : 26 years


Applications with an up to date CV and a recent photograph must be sent to  
**P.O Box No. 127, Vidyanagar, Hyderabad no later than July 16, 2016**

12. Mark the **stress** for any **four** of the following words. 4x½ = 2
- |             |             |               |               |
|-------------|-------------|---------------|---------------|
| i) murmur   | ii) absent  | iii) concern  | iv) around    |
| v) nothing  | vi) today   | vii) courtesy | viii) teacher |
| ix) forward | x) continue |               |               |



13. Issue an Account Payee Cheque to Ms Naina Begum for Rs. 10,000/-. Your account no. is 904638241. (Nowadays account no. and name of account holder are printed on the cheque leaves)

$$8 \times \frac{1}{2} = 4$$

①  **SBH**  
स्टेट बैंक ऑफ़ हिदराबाद  
State Bank of Hyderabad

Valid for 3 months from the date of instrument

② 

D	D	M	M	Y	Y	Y	Y		

PAY ③ या धारक को OR BEARER

रुपये RUPEES ④

अदा करे ₹ ⑤

कृ. सं. ⑥  
A/c No

Prefix : 2109100001  
07072015 SB

⑦

⑧  
Please sign above

⑧92864 5060040081 005425 10

— - 0 - —

## MODULE-IV

### Unit - 13

# Polluting the World

#### Pre-reading

The water we drink, the air we breathe and the food we eat are contaminated with several impurities. Have you ever thought of the reasons for the rising temperature of the earth, the drying up of rivers and tanks, the melting of ice at the Poles and the rising of the sea-level at various places? Who is responsible for this kind of climate change? Pollution ... .. Read on to find out the causes and effects of pollution ...

#### ABOUT THE LESSON



Air pollution



Litter-trap



Litter



Industrial pollution



Controlling measure

Living in a serene and pure atmosphere has become a dream of the past. This is because the world is becoming increasingly polluted. Pollution has not only caused widespread damage to the environment but is threatening the very existence of future generations. There are several factors which contribute to pollution. It is essential to understand the gravity of the situation and take up remedial measures on a war footing. Only then can we prevent further damage to the environment and save the human race.

In the essay 'Polluting the World', the writer expresses his fears about the survival of future generations in the context of increasing environmental pollution. The growth of population in the world is one of the reasons for pollution. Progress in technology is another major cause of pollution. Pollution is also caused by quarries, mines, vehicles, industries, military poison gases and nuclear tests. Water is polluted with industrial waste; food is contaminated with fertilizers and pesticides; air is polluted with the fumes of vehicles. The survival of all living creatures is under threat and steps should be taken immediately to tackle the problem.



Governments of various countries as well as international organizations have swung into action to propagate the hazards of pollution. Campaigns, such as the Swachh Bharath programme, generate awareness about issues relating to sanitation, health, the need to cleanse rivers and the need to check deforestation. Strict directions to industries for the proper disposal of industrial waste can ensure pollution control. It is the duty of every citizen to do his bit to keep the earth habitable for future generations.

### THE TEXT

1. One of the consequences of technology and population growth is the increase of pollution throughout the world. Everyone knows the future of all life on earth will be endangered if people do not control the contamination of the environment. We read about accidents that cause pollution of cities or the poisoning of millions of fish in big rivers, but few of us realize the full extent of the dangers that confront mankind.
2. Pollution can take many forms: derelict landscapes caused by quarrying or mining, destroyed forests, industrial effluent, indestructible garbage, motor car fumes, farming chemicals, military poison gases, nuclear tests, etc. Pollution can poison the air we breathe, the water we drink, and the food we eat. The pronoun 'we' refers not only to men, women and children but also to all our fellow creatures on earth – insects, birds, fish and animals.
3. It is true that progress in knowledge has led to the development of science and technology, which has, in turn, profoundly altered our environment. For example, fertilizers and insecticides have increased agricultural output, which is required to feed the swelling population of the world. However, both give rise to pollution. Each one in the modern world has accumulated in our bodies a few milligrams of D.D.T., which is organo-chlorine, a type of insecticide. The D.D.T. level in fish is rising and already some fish-eating birds are becoming sterile. Fertilizers used in farmlands are washed away by rain into rivers, lakes and reservoirs. The heavy intake content in fertilizers leads to wild growth of vegetation in them, which in turn de-oxygenizes the waters and, as a result, all the fish is lost.
4. Massive industrialization too has led to serious pollution of the environment. Millions of tons of smoke, sulphur gas, ash and unknown quantities of toxic by-products are sent up every day all over the world and we simply do not know if our chemical environment is slowly poisoning us all. What is even worse, the increase in the carbon dioxide content of the atmosphere from burning oil and coal may, in time, prevent the escape of the sun's heat from the earth, leading to a rise in the earth's temperature, the melting of ice-caps, and a rise in the level of the ocean.



5. The sea has become a cheap dumping ground for all kinds of waste products. Although the sea has a great capacity to break down all kinds of waste, this capacity is not unlimited, especially in shallow seas. Industrial effluent gets washed out to sea, for industries tend to concentrate in coastal areas in order to be able to dispose of unwanted waste cheaply. Atomic wastes as well as poison gases are dumped in the sea by industrial and military authorities.
6. Chemical and biological warfare, like nuclear warfare, could one day destroy mankind; the weapons used destroy not merely the enemy but vast civilian population as well. It seems we can expect a steady rise in leukaemia and bone cancer in the world.
7. It would be foolish to shut our eyes to the dangers of the pollution that human beings cause. It is true that more and more people have become aware of the dangers of pollution. Rivers are being gradually restored to health; international organizations are trying to keep the seas clean. Industries are being asked to pay large sums to meet the cost of disposing of effluents. Campaigns are being organized against cutting down trees. Public opinion is gradually being aroused to concern, and if all of us become concerned about our environment, we shall be able to keep the earth habitable for future generations.

(An article on the internet)

## GLOSSARY

endangered (v -pt) (1) /ɪn'deɪndʒə(r)d/	: put somebody or something at risk, harm, danger
contamination (n) (1) /kən,tæmɪ'neɪʃən/	: state of impurity or uncleanness
confront (v) (1) /kən'frʌnt /	: challenge somebody face to face
derelict (adj) (2) /'derəlɪkt/	: deserted, neglected, abandoned
effluent (n) (2) /'efluənt/	: liquid waste, especially chemicals produced by factories or sewage
profoundly (adv) (3) /prə'faʊndli/	: greatly, deeply
D.D.T. (3)	: the abbreviated form of dichloro diphenyl trichloro ethane; It is a colourless chemical used, especially in the past, for killing insects that harm crops.
sterile (adj) (3) /'sterail/	: not able to produce children
toxic ((adj) (4) /'tɒksɪk/	: containing poison; poisonous
break down (phr. v) (5) /breɪk daʊn/	: decompose



shallow (adj) (5) /'ʃæləʊ/	: not deep
leukaemia (n) (6) /lu:'ki:mɪə/	: blood cancer
campaign (n) (7) /kæm'peɪn/	: movement, drive
habitable (adj) (7) /'hæbɪtəbl/	: fit to live on

### 13.1 *Annotate* the following in about **100 words** each.

- a) The pronoun 'we' refers not only to men, women and children but also to all our fellow creatures on earth – insects, birds, fish and animals.

**A.** This sentence is taken from the essay 'Polluting the World', an article on the internet. The writer enumerates various types of pollution resulting from the advancement of technology. Pollution is caused by quarries, vehicles, industries, poison gases and nuclear tests. The air we breathe, the water we drink and even the food we eat today are contaminated. The writer stresses that it is not only human beings who are at risk but also all the creatures living in water and on the earth. All living organisms are affected by pollution and are in grave danger.

- b) Fertilizers used in farmlands are washed away by rain into rivers, lakes and reservoirs.
- c) The sea has become a cheap dumping ground for all kinds of waste products.
- d) Chemical and biological warfare, like nuclear warfare, could one day destroy mankind.

### 13.2. *Answer the following questions* in about **100 words** each.

- a) What are the consequences of technology and population growth and in what way will our future life be endangered?

**A.** In the present essay, the writer expresses his fear about the survival of future generations in the context of increasing environmental pollution. The growth of population in the world is one of the reasons for pollution. Progress in technology is also another major reason for pollution. Water is polluted with industrial waste, food is contaminated with fertilizers and pesticides and the air is polluted with gases and fumes from vehicles. The survival of all living creatures will be in danger if steps are not taken to control the pollution of air, water and food.

- b) How do we accumulate D.D.T. in our bodies?
- c) What are the effects of massive industrialization?
- d) What attempts are being made to keep the earth habitable for future generations?

### 13.3 Stress

**13.3.1** Look at the following words which end in **-ion**. The **stress** is placed on the **syllable** that comes before **-ion**.

Say the following words aloud, laying **stress** on the correct **syllable**.

population    contamination    industrialization    generation    emission  
pollution    vegetation    organization    opinion

**13.3.2** Mark the **stress** on the correct syllable in the following words.

technology    increase    poison    danger    fertilizer  
sulphur    chlorine    atmosphere    shallow    campaign

**13.4** Match the following words in Column **A** with their meanings in Column **B**.

A	B
i) soporific	a) without life
ii) germicide	b) (water) fit for drinking
iii) antidote	c) to go from bad to worse
iv) autopsy	d) the relation between living beings and the environment
v) cosmology	e) a drug or other substance that induces sleep
vi) cannibal	f) science of the origin of the universe
vii) ecology	g) medical examination of a dead body
viii) potable	h) a medicine that counteracts the effect of another medicine
ix) inanimate	i) somebody who eats human flesh
x) deteriorate	j) a medicine that kills germs

### 13.5 Idioms and Phrases

**13.5.1** Observe the following sentence from the text.

Although the sea has a great capacity to **break down** all kinds of waste, this capacity is not unlimited.

**Break down** is a **phrasal verb** or a **verb** idiomatically followed by a **preposition**. It means 'decompose'.

We find many **phrasal verbs** of this kind. Cultivate the habit of referring to standard dictionaries for complete information on **phrasal verbs**.



## Exercise

**13.5.2** Now use the following **phrasal verbs** with the word 'break' in your own sentences.

- a) **break away** = to free oneself from restraint and get away
- b) **break in/break into** = to enter suddenly and forcibly
- c) **break off** = to separate by breaking; to stop; to desist
- d) **break open** = to open with force or violence
- e) **break out** = to escape from restraint
- f) **break up** = to break into pieces; to disperse; to come to an end
- g) **break with** = to cease to be friendly with

### Test your general knowledge!

1. When was Mahatma Gandhi born?
2. Where was the American Declaration of Independence signed?
3. Did you ever get pneumonia?
4. Can you lift an elephant with one hand?
5. How do we convert centimeters into meters?

(The answers are somewhere in the textbook. )

## 13.6 Verb Patterns

### 13.6.1 Verb Pattern iii (a)

Read the following sentences carefully.

S. No.	Subject	Transitive Verb	Object
1.	Pollution	poisons	air.
2.	Fertilizers	increase	the agricultural output.
3.	Chemical warfare	will destroy	mankind.

- In the above sentences 'air', 'the agricultural output', 'mankind' and are the **objects** of the verbs 'poisons', 'increase' and 'destroys' respectively.
- In this pattern the verbs have only one **object**. The **noun, pronoun or noun phrase** following a **transitive verb** is called its **object**.
- The **object** is the answer to the questions **Whom? What?**

Look at the following examples:

1. Pollution poisons ...                      – **What?** Answer: air (object)
2. Chemical warfare destroys ...           – **Whom?** Answer: mankind (object)

- Examples of this pattern in the passive are:
  1. The electric bulb **was invented** by Edison.
  2. America **was discovered** by Columbus.
- **Intransitive verbs** are not followed by **objects**.  
After the **object** there may be expressions that show manner, place, time etc.
  1. Bharath invited us **cordially**.
  2. I met my friend at the **airport**.
  3. Smitha returned the book the **following day**.
- Some verbs are used both **transitively** and **intransitively**.
  1. Some snakes **live** in water. (Intransitive use)  
He **lived** a happy life. (Transitive use)
  2. I am **reading** now. (Intransitive use)  
I am **reading** 'The Hindu'. (Transitive use)

### 13.6.2 Verb Pattern iii (b)

Read the following sentences carefully.

S. No.	Subject	Transitive Verb	Indirect Object	Direct Object
1.	The woman	told	Rama	a story.
2.	Trees	give	us	oxygen.
3.	The teacher	asked	me	many questions.

- ✓ Verbs like 'give', 'tell', 'ask' take two **objects**.
- ✓ The first **object** (as in the examples) usually refers to persons; it is called the **Indirect Object**.
- ✓ The second **object** normally refers to things and is called the **Direct Object**.
- ✓ The order of the **objects** is sometimes changed for various reasons. Then, an appropriate **preposition** is used.  
The woman told a story to Rama.
- ✓ Now look at the **question form** of this type of sentences.  
Who told Rama a story?  
Why did they send you that mail?



## Exercises

**13.6.3** Make meaningful sentences from the jumbled words (based on iii.a & iii.b).

- i) the telephone / invented / alexander graham bell /./
- ii) clothes / must wash / you /./
- iii) english / you /teaches /who /?/
- iv) a watch / bought / my sister / I /./
- v) cool / she / us / offered / drinks /./
- vi) hasn't granted / the principal / leave / me /./

**13.6.4** Make as many S V O<sub>1</sub> O<sub>2</sub> type sentences as possible with the help of the following table.

Subject	Verb	Indirect object	Direct object
Mother	brought	the voters	help.
Politicians	offered	me	money.
The government	lent	her children	books.
The teacher	promised	people	freebies.
My sisters	got	him	gifts.
They / He / She	gave	her / you	loans.

**13.6.5** Write six sentences of S V IO DO type. You can use the following verbs.  
teach, sell, buy, cost, give, pay

**13.6.6** Rewrite any two of your sentences with **objects** written in a different order and with a suitable **preposition**.

## 13.7. Punctuation marks

Observe the following underlined **punctuation marks** carefully.

- i) Rivers are being gradually restored to health; international organizations are trying to keep the seas clean.
- ii) Pollution can take many forms; derelict landscapes caused by quarrying or mining, destroyed forests, industrial effluent, indestructible garbage, motor car fumes, farming chemicals, military poison gases, nuclear tests, etc.
- iii) organic-chlorine; de-oxygen; by-product

In the first sentence, the (;) mark is used. It is called the **semicolon**. It represents a pause of greater importance than that shown by the **comma**. It is used to separate the **clauses** of a **Compound Sentence**.

In the second sentence, the (:) mark is used. It is called the **colon**. This **punctuation mark** represents a still more complete pause than that expressed by the **semicolon**. It is used to introduce a list of items.

In the third set of examples the (-) mark is used. It is called the **hyphen**. It is used to connect the two parts of a compound word.

### Exercise

Rewrite the following passage using **capital letters** and **punctuation marks** wherever necessary.

chemical and biological warfare like nuclear warfare could one day destroy mankind the weapons used destroy not merely the enemy but vast civilian population as well

### 13.8 Dialogue writing

Here is a **dialogue** between two friends discussing environmental issues.

Shloka : Hi! Srihan, when did you come from the US?

Do you like it here?

Srihan : Hi! Shloka, I came two days ago. I'm slowly getting used to this place.

Shloka : Oh! Any particular problem, Srihan?

Srihan : The heat is unbearable. I'm also shocked to see all the garbage in this locality.

Shloka : Well, I guess it must be cool in the US. But don't you find garbage in the US? Here garbage has become a major problem. With the Swachh Bharath programme initiated by the Prime Minister, people are becoming conscious of cleanliness.

Srihan : Great! That's good to hear. In the US, garbage is not a problem. It is cleared regularly. Moreover, hefty fines are imposed for littering.

Shloka : Here garbage is cleared in urban areas daily but piles accumulate again in no time. Now there is greater awareness about issues like garbage disposal and pollution.

Srihan : Sure, people have to take the initiative. Only if all co-operate, we can check pollution. We must leave a clean planet for the future generations.

Shloka : Bye Srihan, my father is calling me. Let's meet again.

Srihan : Goodbye Shloka.



## Exercise

Write a **dialogue** between two friends on the measures that should be taken to curb sound pollution.

### 13.9 Comprehension passage

13.9.1 Read the following passage and answer the questions given after them.

It was the industrial revolution that gave birth to environmental pollution as we know it today. Pollution issues escalated as population growth far exceeded the ability of neighborhoods to handle their waste problem. Reformers began to demand sewer systems, and clean water. Waste-water from the houses collected in the gutters running alongside the curbs and emitted a truly fearsome smell. The emergence of great factories and consumption of immense quantities of coal gave rise to unprecedented air pollution and the large volume of industrial chemical discharges added to the growing load of untreated human waste.

- i) When did environmental pollution begin?
- ii) What did reformers demand?
- iii) What happens when waste-water collects in gutters?
- iv) What is the cause of air-pollution?
- v) Population growth is linked to an increase in pollution. Say **true** or **false**.
- vi) Find the word in the passage which means 'drainage channels'.

13.9.2 Read the following passage and answer the questions given after them.

Nuclear weapons continued to be tested during the Cold War, especially in the earlier stages of their development. The toll on the worst-affected populations and the growth since then in understanding about the critical threat to human health posed by radioactivity has also been a prohibitive complication associated with nuclear power. Though extreme care is practised in that industry, the potential for disaster suggested by incidents such as those at Three Mile Island and Chernobyl pose a lingering spectre of public mistrust. Worldwide publicity has been intense on those disasters. Widespread support for test ban treaties has ended almost all nuclear testing in the atmosphere.

- i) What was tested during the Cold War?
- ii) What kind of threat to human health is associated with nuclear power?
- iii) Name the two disasters mentioned in this passage.
- iv) Why has nuclear testing in the atmosphere almost stopped?

- v) The passage conveys the idea that there is widespread opposition and fear about the use of nuclear weapons. Write **true** or **false**.
- vi) Find the word from the passage which is the **synonym** of 'calamity'.

1. The **Cold War** was a state of political and military tension after World War II between powers in the Western Bloc (the United States, its NATO allies and others) and powers in the Eastern Bloc (the Soviet Union and its allies in the Western Pact).
2. **Three Mile Island Nuclear Generating Station (TMI)** is a nuclear power plant located on Three Mile Island in the Susquehanna River, near Harrisburg, Pennsylvania, U.S.A. In 1979 one of the reactors in the power plant partially melted. There were no casualties.
3. The **Chernobyl** nuclear plant was situated in Ukraine. In 1986 there was a catastrophic nuclear disaster which killed some and affected thousands. People were evacuated. The population, which used to be 14,000, is now less than a thousand as the place is contaminated with radioactivity and is not safe for human habitation.
4. The **Comprehensive Nuclear-Test-Ban Treaty (CTBT)** is a multilateral treaty by which states agree to ban all nuclear explosions in all environments, for military or civilian purposes. It was adopted by the UN General Assembly on 10 September 1996 but has not entered into force as eight specific states have not ratified the treaty yet.

### 13.10 Critical thinking

Apart from 'air pollution' and 'water pollution' there are many other forms: 'sound pollution', 'light pollution' etc. What do you think of them? Express your ideas in a paragraph.

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**MODULE-IV****Unit - 14**

# Footprints in the Sand

Mary Stevenson

## Pre-reading

When we feel lonely and sad, what do we do? Most of us look up to someone for solace and comfort. Some go to books; yet others turn to Nature. Believers depend on the Almighty. Many are the ways to overcome sorrow.

Read on to find how the speaker of the poem seeks solace ...

## ABOUT THE POET



Mary Stevenson (1896 – 1985) was a Scottish born Australian. She was a political and community activist. During the Second World War, she was a commandant of Voluntary Aid Detachment no. 750. She received several awards for her service, including one from the Red Cross. She also

worked as the President of YWCA. She was more of an activist than a poet.

## ABOUT THE POEM

'Footprints in the Sand' was written in 1936. Mary Stevenson, it is believed, circulated handwritten copies of this poem to those who needed comfort.

The poem is a simple but impressive narration of the speaker's dream. In that dream, the speaker and the Lord are walking along a beach. Scenes from the narrator's life flash in the sky. For every scene, the speaker sees two sets of footprints — one set of herself and the other of the Lord — in the sand. But at places, she finds only a single set of footprints, particularly when the scenes from her life reflect sad moments. Surprised, she asks the Lord why He had abandoned her in times of sorrow. The Lord replies that He never ever leaves anyone who follows Him. The single set of footprints belongs to Him. In testing times, He carries in His arms those who are in difficulties. With this assurance the poem offers comfort to the grief-stricken.

### THE POEM

One night I dreamed a dream.  
 As I was walking along the beach with my Lord,  
 Across the dark sky flashed scenes from my life.  
 For each scene, I noticed two sets of footprints in the sand,  
 One belonging to me and one to my Lord. 1

After the last scene of my life flashed before me,  
 I looked back at the footprints in the sand.  
 I noticed that at many times along the path of my life,  
 especially at the very lowest and saddest times,  
 there was only one set of footprints. 2

This really troubled me, so I asked the Lord about it  
 "Lord, you said once I decided to follow you,  
 You'd walk with me all the way.  
 But I noticed that during the saddest and most troublesome times of my life,  
 there was only one set of footprints.  
 I don't understand why, when I needed You the most, You would leave me." 3

He whispered, "My precious child, I love you and will never leave you  
 Never, ever, during your trials and testings.  
 When you saw only one set of footprints,  
 It was then that I carried you." 4

### GLOSSARY

flashed (v-pt) (1) /flæst/	:	<i>appeared / were seen for a short time</i>
whispered (v-pt) (4) /'wɪspə:(r)d/	:	<i>spoke very quietly; murmured</i>
precious (adj) (4) /'preʃəs/	:	<i>loved, valued very much</i>
trials (n-pl) (4) /'traɪəlz/	:	<i>difficult experiences</i>
testings (n-pl) (4) /'testɪŋz/	:	<i>difficult situations, problems</i>

#### 14.1 Annotate the following in about 100 words each.

- a) For each scene, I noticed two sets of footprints in the sand,  
 A. This line is taken from the poem 'Footprints in the Sand', written by Mary Stevenson.

The speaker says she has a dream. She is walking along the beach. Her Lord is also walking with her. It is dark. She watches the scenes from her life in the sky. For each scene, she sees footprints in the sand. There are two sets of prints. One set



belongs to the speaker, the other to the Lord. The description is so graphic that the footprints are almost visible to us.

- b) especially at the very lowest and saddest times,  
there was only one set of footprints.
- c) I don't understand why, when I needed You the most, You would leave me."
- d) When you saw only one set of footprints,  
It was then that I carried you."

#### 14.2 Answer the following questions in about 100 words each.

- a) Explain where and when the speaker notices two sets of footprints.
- A.** 'Footprints in the Sand' is an inspiring poem. It was written by Mary Stevenson in 1936. The poem describes a dream. The speaker walks along a beach in her dream. She says that her Lord too walks with her. She watches the scenes from her life in the dark sky. She sees two sets of footprints in the sand for every scene. Of the two sets of footprints, one belongs to the narrator and the other to the Lord. The sets of footprints give the impression that the Lord is always with the speaker. This gives her courage and confidence in trying moments.
- b) Describe the reaction of the speaker when she sees only one set of footprints.
  - c) Narrate what the Lord says to His precious child about that one set of footprints.

#### 14.3 Appreciating the poem

- 14.3.1** Read the first line carefully. What is its significance? What would be the effect if the line was deleted?

Is walking beside the Lord possible only in a dream or in reality too?

- 14.3.2** The speaker notices only one set of footprints at times. Whose footprints are they? Is she right in thinking so? What would you say in that situation?

- 14.3.3** He whispered, "My precious child, ... .." Who is 'He'? Why is he whispering?

Is the speaker a child? If not, why is she referred to as a 'child'?

- 14.3.4** ... I love you and will never leave you.

Never, ever, during your trials and testings.

Note the significance of the underlined words.

**14.3.5** The speaker says that she doesn't understand why there is only one set of footprints. (Stanza 3; Last line)

Does she get an answer to her satisfaction?

**14.3.6** The title of the poem is, 'Footprints in the Sand'.  
Are prints in the sand permanent? Think about it.

#### **14.4 Critical thinking**

Just before examinations most students rush to a place of worship and offer prayers. Express your views in a short paragraph.

**For the joy of reading - a poem (Not for the examination!)**

#### **Mother Earth's Gifts**

Mother Earth gives her gifts for all to share,  
She gives them freely, yet she's still aware,  
That things are changing, perhaps for the worse.  
How much more can she give if our future is cursed?  
It's way past time to put Mother Earth first,  
To clean up the water before we all thirst,  
To clean up the air before our lungs sicken,  
To renew the soil and feel it quicken.  
How long until the point of no return?  
How much longer until we all finally learn,  
That to this task we all must rise.  
And stop abusing Mother Earth before she dies.

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## MODULE-IV

### Unit - 15

# The Awakening

Shashi Deshpande

#### Pre-reading

Have you made plans about what you would like to do after Intermediate? Many would surely like to continue their studies. Suppose your parents tell you that you must discontinue studies and take up a job to support the family. You would probably feel upset, angry and dejected.

In this story, you will read about such a dilemma experienced by a young girl and how it is resolved.

#### ABOUT THE WRITER



Shashi Deshpande (1938 - ) is one of the most well known Indian writers in English. She won critical acclaim with her first novel *The Dark Holds No Terror* (1980). She was awarded the Sahitya Academy Award for her novel *The Long Silence* (1990). She has also written numerous short stories. Some of her other works are *If I Die Today* (1982), *Small Remedies* (2000), *The Binding Vine* (2002) and *Moving on* (2004). She received the Padma Shri in 2009. In many of her novels Deshpande explores marital relationships and the status of the middle class woman in Indian society.

#### ABOUT THE STORY

'The Awakening' is a moving story about a young girl who wakes up to the harsh realities of life following the death of her father. Alka is a girl who belongs to a typical lower middle class family. She lives with her parents and siblings in a dirty and congested *chawl*. Her father is a postal clerk who struggles to make both ends meet. Alka is fed up with living in the degrading conditions of the *chawl* where there is a perpetual stink of garbage and toilets and where boys constantly leer at her. At her home in the one room tenement, she is resentful of the utter lack of privacy. Her parents are insensitive to her feelings and are openly partial to their polio-stricken son. Her mother treats her with disdain and refers to her as 'she' rather than by her name. She fails to understand Alka's yearning for a better life.

Alka firmly believes that education alone can set her free from the stifling circumstances in which she lives. She dreams of becoming educated and later taking



up a job which offers a good salary and a life of dignity. But there is a dire need for supplementing the family income. An opportunity to take up a small clerical job comes up. Alka's father is apologetic but helpless. He desperately hopes that Alka will be willing to forgo her dreams. Alka can barely conceal her anger and resentment at the enormity of the sacrifice she is expected to make. The mother, on her part, fails to understand what all the fuss is about. Why can't Alka be like her elder sister, Rekha, who, like other girls, had discontinued studies after class nine and was willing to settle down to married life?

Alka frets at the injustice in her life and is trapped in a dilemma. Should she selfishly pursue her dreams or should she make the sacrifice demanded of her? The dilemma gets resolved in an unexpected manner. Alka's father dies suddenly of a massive heart attack. Alka knows now that the last door to freedom has been closed forever and she has no option but to take up the job. She is forced to wake up to her responsibilities.

But another Awakening is in store for her. As she puts her father's things away she comes across a letter written by her father to his brother. As she reads it, she realizes that her father was not the indifferent, uncaring and irresponsible person she had thought him to be. He had crushed his own dreams in order to raise the family. He had been proud of Alka's intellectual abilities and had been confident that she would rise above her circumstances, despite all odds. His dreams would live on through her.

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### THE STORY

#### 'THINK IT OVER'

I opened my mouth to . . . what? Yell? Protest? Cry? Nothing seemed appropriate so I closed it again, while he went on unnoticed.

'You don't have to, you know. You can always refuse. But think it over first. You know all the facts, anyway.'

Yes, I do. A father who brought into this world more children than he can support on a small salary. A daughter to be married, a son stricken with polio, another daughter yet in school, and I, who will soon be passing my SSC. The conclusion is inescapable.

'I've had them dinned into me often enough', I muttered. 'What?' he asked.

You had to shout to be heard in that room. The noises: the stove hissing loudly, the onions spluttering in the oil, Rekha's radio on at full blast as usual and Shirish and Shobha squabbling . . . also as usual. Hell!

'Nothing,' I shouted back. 'And why must we have so much noise? It's like a zoo. But even the animals live one in a cage.'



'Go and live there yourself,' Shirish retorted gleefully.

'To call your family animals! Mind your tongue, Alka.'

That was Mother. *God made mothers because He couldn't be everywhere himself.* What nonsense! There are mothers and mothers and mothers. Mine is a woman with a heavy, sullen face (but when she looks at Shirish) and a tongue like a serrated knife (but when she talks to Shirish).

'I don't know how you put up with her impudence!' She cast a venomous look at poor Baba. The man whose one aim in life is to avoid conflicts.

'Oh Baba is a saint,' I said lightly. 'He can put up with so many things. Like you, for example. Why not with my impudence?'

A saint? Does being an unthinking, unfeeling, walking zombie make you a saint? No, he's not a saint, but a fool. A blind fool. And it isn't optimism, but idiocy. If only he hadn't been so smugly content with what he is, with what he has, maybe we'd have got out of here. I can't forgive him for being what he is; I'll never forgive him.

'She should be thankful for what we've done for her. After all, Rekha left school after the ninth standard. She's finishing her SSC.'

She . . . doesn't my mother know my name?

'You know Rekha was different, Manda. She was never very interested in studies. But our Alka is a brainy girl . . .' he looked apologetically at me..

'What's the use of talking now? You know I can't go on. You know I have to give up studies and take the precious typist's job your precious Patkar has offered. You know you've ruined my life.'

'No one can ruin your life except yourself, Alka. Don't be so exaggerated.'

'Me? Exaggerated? That's the one thing I'm not.'

Where have I read the words . . . I am twenty-five unfulfilled dreams old? I am seventeen and feel a million unfulfilled dreams old.

'Oh, what's the use?' I threw down the book I was trying to read. 'What's the use of anything?'

The scene ended, as always, with my walking out of the house. House? One room. I stood in the gallery, my elbows on the faded, decaying wooden railings, my face propped on my palm. On either side of me people stood in identical poses. Watching . . . what? The same meaningless jumble of people milling around. With a gesture of impatience, I moved away. A boy walking past saw me, stopped. He smiled at me. I smiled back. You can't antagonize anyone in a place like this. Specially boys.



'When are your results?'

'Next week.'

'Going to get a first class, eh?'

I remembered how it had been when I had first come here from Nana's. I had thought . . . how will I live here? Six of us in one room. The common toilets. The smell, as if the whole building was one vast sewer. And everyone looking as complacent and satisfied as if life could offer nothing better. If only I hadn't known anything better! If only Nana hadn't taken us away!

I had been three and Rekha six when we had gone to live with Nana in Poona. Nana had a chemist's shop and lived . . . Oh, it was heaven compared to this chawl. We had gone to a good school where we wore beautiful uniforms of white with coloured sashes and black shoes. Now it all seems a dream.

'How could you have married Baba and got into this mess?'

I had asked Mother in one of our rare moments of cordiality.

'I mean, look at the way Nana lives and look at this!'

Mother's face had closed up even more than usual and she had said nothing. But my question had been purely rhetorical.

I had learnt the answer long back. Unlikely, improbable and fantastic though it now seemed, Baba, that dull man and Mother, that bitter, angry woman, had fallen in love and got married in spite of Nana's disapproval. There was one daughter. And then another. And Baba, who had started as a postal clerk continued to be a postal clerk. And then, when a third child, a son, was born, Nana had relented and taken Rekha and me away. But of course, he had to die, and we had to come back to this hell. Where you open the door and everyone, anyone can look inside. Where nothing is private, not even your thoughts. Where the boys and girls, stupid, mindless robots, are interested in nothing but movies, clothes and each other's bodies. And God knows if we'll ever get out. And Rekha says, 'What's wrong?'

'You'll never get out, Rekha,' I had told her pityingly, confident I would get out myself. 'Look at the kind of husbands they're trying to get for you. All the same sort. All clerks. And you'll marry one of them and live in another chawl like this all your life and have three or four children. Like Mother. And one day, they'll become clerks too, by the grace of God. Oh God!'

And then Rekha, stupid, slow Rekha had said something that had shaken me. 'But Alka, why do you think of them as clerks? They're also people.'



And I had cried out, 'You don't understand. I don't mean they're no good because they're clerks. I mean their type. Look at them! How dull they are! How dull they look!'

It had been, a despairing cry, because I had known no one would understand. Surely there is something beyond and above this shoddy way of living?

'The trouble is' Mother had said scornfully, 'You don't know what you want. You only know what you don't want.'

'It's not true. I do know what I want. I want to go to college. Attend lectures and take down notes. And read and read. Pass exams with distinctions, go abroad for further studies. Come back and take up a job. Put up my hair and wear glasses and crisp ironed saris like the girl I see at the bus stop every day. Marry (what kind of a man? The face is a blur.) and never quarrel with only a curtain between us and the children. And live in a house with a room of my own. A house that smells nice. And have my own clothes, not wear things out of a general pool . . .

All dreams. But more real than reality itself. Now . . . they were not even dreams. Only bubbles, like the ones children blow out of soapy water. Rainbow coloured, ethereally beautiful when they go up in the air. Then in a moment . . . nothing.

I looked back, not with regret, but with shame. I'd been childish. Dreaming of impossible things. I've got to be more realistic. Keep my feet on the ground. No, on the cracked cement floor of this dirty chawl. Where I belong. And where I'm trapped forever and ever. I'll be a typist now. I'll never be like that girl at the bus stop.

In any case how could I have been like her? I, with my dark complexion, my long nose, my flat figure?

I often looked at myself in the mirror, in stealth of course, willing myself to look like the girl at the bus stop. But the face that looked back, sullen and dark, was Alka's and no one else's. Alka with better brains than all the family put together; Alka, who was to become a typist.

'I can't force you, Alka, I know that. But jobs like these are hard to get. It's Patkar's goodwill that has given us this chance. He knows how hard-pressed I am, especially since Shirish fell ill. I wish I could send you to college but . . .'

I could feel the pit yawning in front of me. Just a week more for my results. And then . . .

And then the world had shattered with a shocking impact. Breaking, not into pieces, but into dust. Into nothingness. The door opened. Two men, Baba's colleagues, entered awkwardly, with shocked faces. And then, pandemonium and hysteria.



*How old was he? Only forty-five? Too young to die. It was the first heart attack. No, the second. It seems he had one before and never told anyone. Poor man, to go so fast. What about the family? Isn't there anything for them? So little? Three girls to get married? And the boy... how sad! How irresponsible to have a large family in such circumstances. Baba... what's happened to my Baba? Hush, Shobha, don't cry like that or you'll start Mother all over again. Shirish. Let me do that for you. Thank God Alka's taking up a job. Imagine he was thinking of sending her to college!*

A failure, I thought, a failure. He couldn't even struggle with death. Just went out meekly. He lived and he died a failure. What's left? Nothing. Only duties incomplete, responsibilities badly shouldered and empty tears. There was no pity in me for him. Only contempt. God, let me not live like that, having achieved nothing, having been nothing. Not even knowing that your life was nothing. Not once could I say, 'My Baba said this.' He said nothing that was not trivial, did nothing that had any meaning. I searched and searched the whole of his life for a meaning and didn't find it.

When all the noise died down, I realized what had happened. My last way of escape had been closed up. I would never get out of the trap now. I had to shoulder his burdens. I would go on doing it till I died. A huge anger filled me. He wronged me by dying. He continued to wrong me even after his death. There was no help for me. There are no fairy godmothers and rich uncles in real life. Not even a God. It makes me laugh when people talk of a God. How childish — a benign, bearded figure up there who looks after all of us. All nonsense, there's no God. Only us.

It was a month later that I came upon the battered briefcase I had seen him carry to work every day of his life. I had often wondered... what's there in it, Baba, for you? You go to work, come back, eat, sleep, wake and go to work again. Every single day.

Now I had to hide the briefcase from Mother. Even now, that stolid, sullen woman would break down into the most shaming, heartbreaking hysteria. I had never seen her smile at him, never heard her speak a soft word to him. And yet, I could hear her moaning into her pillow every night. I couldn't understand.

Stealthily I took the briefcase into a corner and opened it. His lunch box. All cleaned up. The newspaper, neatly folded. His glasses. The aspirins he carried around for his frequent headaches. A book to read on the train... a whodunnit. All so pitiful and small that for the first time a wave of pity broke over me. But the indifferent pity of a stranger for another stranger.

And then I saw the two letters. He must have written them that morning. One to his elder brother. Idly curious, I opened it. My own name leapt out.



'Alka will be starting her job next month. I still feel guilty about that. But what can I do? And then, I have this confidence in her . . . that she will make something of herself, in spite of us all. She has some guts, some spunk in her. If only one of my children achieves something in life, my own will have been worthwhile. Bhau, have you ever read *David Copperfield*? God knows how or why I began . . . I found it second-hand on the pavement one day . . . but now it has become my Bible. There's one line in it . . . 'In our children, my dear Copperfield, we live again!' How true that is, Bhau.'

'Alka! What are you crying for? Alka, stop it, please. Don't. If Mother sees you . . . Alka, don't be a baby.'

But they were not the tears of childhood. They were the first tears of adulthood, bitter, salty and painful.

## GLOSSARY

unnoticing(v)	:	<i>pretending not to notice</i>
serrated (adj)	:	<i>having a jagged edge like a saw</i>
impudence (n)	:	<i>insolence, lack of modesty</i>
zombie(n)	:	<i>soulless corpse</i>
antagonize (v)	:	<i>cause someone to become hostile</i>
complacent (adj)	:	<i>pleased and satisfied with oneself</i>
cordiality(n)	:	<i>sincere affection and kindness</i>
rhetorical (adj)	:	<i>asked in order to make a statement than to elicit information</i>
relented (v)	:	<i>became less harsh</i>
pandemonium(n)	:	<i>uproar; wild and noisy confusion</i>
hysteria(n)	:	<i>uncontrolled emotion or excitement</i>
benign (adj)	:	<i>kind</i>
stolid(adj)	:	<i>showing little or no emotion</i>
whodunit(n)	:	<i>(informal) a murder mystery ('who has done it')</i>
chawl (Hindi)	:	<i>a 4 or 5 storeyed building with 10 to 20 tenements</i>

### 15.1 Answer the following questions in about 100 words each.

a) Describe the conditions in which Alka lived.

A. Alka belonged to a lower middle class family. She was seventeen and had just completed SSC. She had two sisters and a polio-stricken brother. Her father worked as a postal clerk. He found it difficult to maintain the family. They lived in a single room in a dirty and congested *chawl*. Alka hated the degrading conditions in which

they were living and longed to escape. She dreamt of continuing her studies and taking up a good job. But she knew she might have to stop her studies and take up a small job in order to support the family.

- b) Why was Alka unwilling to take up the job? Which incident left her with no choice?
- c) Comment on the relationship between Alka and her mother.
- d) Is the title of the story 'Awakening' appropriate? Explain.

**15.2 Read the following passages and answer the questions given after them.**

**15.2.1** I had been three and Rekha six when we had gone to live with Nana in Poona. Nana had a chemist's shop and lived . . . Oh, it was heaven compared to this chawl. We had gone to a good school where we wore beautiful uniforms of white with coloured sashes and black shoes. Now it all seems a dream.

- i) Name the two children who were sent to Poona.
- ii) How old was the narrator then?
- iii) What kind of business did Nana have?
- iv) What did the speaker like most about life in Poona?
- v) How does their life in Poona seem now?
- vi) "Oh, it was heaven compared to this chawl." This suggests:  
Life in the chawl was very comfortable and happy. Say **true** or **false**.

**15.2.2** 'I can't force you, Alka, I know that. But jobs like these are hard to get. It's Patkar's goodwill that has given us this chance. He knows how hard-pressed I am, especially since Shirish fell ill. I wish I could send you to college but . . .'  
I could feel the pit yawning in front of me. Just a week more for my results. And then . . .

- i) Who was talking to Alka?
- ii) 'He knows how .....' Who does 'he' refer to?
- iii) Who had been kind enough to offer the job?
- iv) When would Alka's exam results be announced?
- v) What happened to Shirish?
- vi) 'I could feel the pit yawning in front of me.' This suggests that Alka was eager to join the job. Say **true** or **false**.



**15.2.3** Stealthily I took the briefcase into a corner and opened it. His lunch box. All cleaned up. The newspaper, neatly folded. His glasses. The aspirins he carried around for his frequent headaches. A book to read on the train . . . a whodunit. All so pitiful and small that for the first time a wave of pity broke over me. But the indifferent pity of a stranger for another stranger.

- i) Where did the narrator take the briefcase?
- ii) How was the newspaper kept?
- iii) Why did the owner of the briefcase carry aspirins?
- iv) Name any two items in the briefcase.
- v) What kind of book was it?
- vi) What emotion did the narrator feel on seeing all the things in the briefcase?

### 15.3 Critical Thinking

Write a small **paragraph** about your own dreams to establish that dreams are essential to achieve one's goals in life.

**Just for the joy of reading (Not for the examination!).**

#### **A son's awakening!**

My mom had only one eye. I hated her. I always felt she was an embarrassment. I never valued her hard work that made money for my needs. I once even went to the extent of asking her to die just because I was insulted by my classmates saying that my mom had only one eye. She did not say a word. That night I noticed she was crying silently – silently so as not to disturb my sleep. Yet, I felt no pity for her. I studied hard, got a job, settled well, got married, bought a house, had children and all the while I left my mom in her hut, to her fate. When once she came to my house, I asked her who she was. She went away without complaining. Later, as I had to attend a school reunion at my village, I visited my mom only to find her dead on the cold floor with a piece of paper in her hand that revealed to me that she had given her eye to me as I lost mine in an accident when I was just two.

My world shattered. I hated the person who lived only for me. I cried for my mother, I did not know of any way that will make up for my worst deeds.

## MODULE-IV

### Unit - 16

## Composition

### Section – A

## Dialogue-writing



**Language** is a vehicle of thought. It is a means of **communication**. If we want to communicate our feelings and thoughts, we need good command over language.

In our day-to-day life, we meet many persons and interact with them in various social situations. When two persons interact with each other, it is called a **dialogue**. People share thoughts, feelings and information through dialogue.

Good skills in spoken English are an asset for communication among people of different mother tongues. Today English is spoken by over two billion people in the world. It is the language of globalization. It is not surprising that English is called the *lingua franca* of the modern era. Appropriate spoken English should be used in different social contexts.

**Communication** is of two types: **Formal** and **Informal**. **Formal communication** is used with strangers, elders and others whom we respect. **Informal communication** is used with one's near and dear. Simple examples have been given in this lesson to show how people converse in real life situations. Let us take a look at two examples of spoken English.

**Dialogue between two friends who met at a shop.**

Aparna : Hi Archana!

Archana : Hi Appi! How are you? Long time, no see.

Aparna : Well, rather busy with exams. And what's the news at your end?

Archana : Nothing much. The same boring routine.

Aparna : Ok, then. I'll get going. Bye.

Archana : See you soon. Bye.

### Exercise

Observe the way the friends greet each other, how they say goodbye and the kind of language they use. Is the language the same as that which one uses in written English? Try to spot any two ways in which it is different from written English. Now look at the following dialogue.



**Dialogue between a manager and a clerk**

- Clerk : Good Morning, sir.  
 Manager : Good Morning. I see that you are late to work again.  
 Clerk : Sir, I am sorry but I had some urgent work at home.  
 Manager : I'm getting tired of your excuses.  
 Clerk : Sir, please excuse me. I will be on time from tomorrow.  
 Manager : This is the last warning. You can go to your desk now.  
 Clerk : Thank you, sir.

**Exercise**

- i) How do the clerk and the manager begin and end the dialogue? What kind of language is used? How different is the language from written English? Discuss.
- ii) If you compare the two pieces of dialogue given above, what do you notice? Discuss whether there are any similarities or differences and, if so, why?

**Informal and formal situations / contexts**

There are many people we know fairly well and with whom we share a personal relationship. When we interact with them, the context is said to be an informal one. Friends chatting with each other and children talking to their parents are typical examples of an informal context. In such situations even the language spoken by both parties is informal. Thus, when friends talk to each other, as in the first example given above, they may call each other by their nicknames (Eg. *Appi*). Full sentences are often not used (Eg. *See you soon*). The language is colloquial and flows easily. It may not conform to the rules of grammar (Eg. *Long time, no see*). Contractions are common (Eg. *What's, I'll*). The tone is one of familiarity and camaraderie.

When people interact in a formal context, as in the classroom (student and teacher), at a conference or in the office (subordinate and boss), as in the second example given above, the language is more formal. Full sentences are spoken and the rules of grammar are scrupulously followed. Contractions are used only occasionally. People greet each other, discuss something and take leave of each other with restraint and decorum. (Eg. *Good morning, thank you*, repeated use of *sir*). Formal language is very close to written language.

**Exercise**

Rewrite the sentences with the contractions of the words that are underlined.

1. I cannot do the work.
2. How are you?

3. Arjun is not going to come .
4. Sita did not complete the project.
5. They are leaving for Singapore tomorrow.
6. Jayaram does not like chocolates.
7. Ruth will not attend college next week.
8. Sandy said that she would not read that book.
9. Harshini and Vivek do not play cricket.
10. I have seen the programme.

An interesting point to be borne in mind is that there may be variations in cultural perceptions between language that is considered acceptable and unacceptable in a given situation. In general, Indians are more formal in their language and interaction compared to their western counterparts. The reason could be that in India social hierarchy is observed quite strictly even today. Thus, students are expected to be respectful to the teacher and, therefore, say '*Good morning, sir*' while in countries like the U.S.A., it is common for graduate students to greet their professor with '*Hi, John!*' At a restaurant in India, the waiter may ask in a tone of deference, "*Can I take the order, Madam?*" while the waiter in the U.S. will ask, "*Well, guys! Have you decided what you want?*"

### Exercise

Read the following pieces of informal spoken American English, paying attention to the underlined part, and try to find out the meaning.

1. "Care for some ice cream" No, "I'm good."/ "I'm done".
2. "Can't plan for the picnic today. Weather is too iffy".
3. "He bought the exact same shirt that I have".
4. "Did you hear, Harry's car got totalled in the accident".
5. "Oh, I gave you the wrong package? My bad".
6. " Those chocolates are to die for!"

Let us now consider different types of situations such as — greeting another person, asking a question, giving a reply, making a request, giving advice, offering a suggestion, offering an apology and expressing gratitude — and observe how one could use informal or formal language to convey the same thing, depending on the level of familiarity between the speakers.



**1. Greeting**

**Informal :** Hi, Neeta! Great to see you!/ Hi, Neeta! What a surprise!/ Hi, Neeta! How're you?

**Formal :** Good morning, Ms Neeta! It is indeed a pleasure to see you.

**2. Leave taking / farewell**

**Informal :** Bye, See you soon!/ Great seeing you. Bye!/ Guess that's all for now. Bye!

**Formal :** I must leave now. Good night, sir!/ It was a pleasure to have met you. Good day!

**3. Asking a question**

**Informal:** Hey! Quick question. Where's Timbuktu?/ Hi, Renu! Know where Timbuktu is?

**Formal:** Renuka, can you please tell me where Timbuktu is?/ Renuka, I'm sorry to bother you but could you tell me where Timbuktu is?

**4. Giving an answer (to the above question)**

**Informal:** How the heck would I know?/ Don't know, don't care./ No idea/ Mali, West Africa.

**Formal:** I'm sorry, Meena, but I don't know the answer./ Timbuktu is a city in Mali, West Africa.

**5. Making a request**

**Informal:** Hey, give me your book for a day? / Mohan, lend me your book for a day? (tone is one of rising inflexion)

**Formal:** Mohan, please lend me your book for a day./I would be obliged if you could lend me your book for a day./ Mohan, would you be kind enough to lend me your book for a day?

**6. Making a suggestion**

**Informal:** Coming for a walk?/ Let's go for a walk.

**Formal:** I think it would be nice if we could go for a walk./ We can consider going for a walk.

**7. Giving advice**

**Informal:** Write neatly, you nitwit!/ Improve your writing, Uma.

**Formal:** Uma, I advise you to improve your writing./ It would be nice if you could improve your writing, Uma.

**8. Offering an apology**

**Informal:** Sorry it broke. / Awfully sorry I broke the plate.

**Formal:** I apologise for breaking the plate./ I am extremely sorry for having broken the plate.

**9. Expressing gratitude**

**Informal:** Thanks Partha, for the pen.

**Formal:** Thank you so much for the pen./ It was indeed nice of you, Parthasarathy, to have given me the pen.

Given below are some dialogues depicting what people might say in situations they encounter in their day-to-day life. Study them and observe the use of formal and informal language, abbreviations, tone and flow of ideas.

**Introducing yourself**

Two girls introduce themselves to each other on their first day at college.

- Vishala : Hello! I'm Vishala. I joined HEC at this college.
- Lakshmi : Hello, Vishala! Nice to meet you. I'm Lakshmi and I joined CEC.
- Vishala : I saw the time table and came to the classroom. It's such a large college.
- Lakshmi : That's true. By the way, where do you stay?
- Vishala : We have recently shifted to Gandhinagar. How about you?
- Lakshmi : At SBI Colony. I came by Bus No.48 today.
- Vishala : Oh, so did I. Maybe we can go back together.
- Lakshmi : That would be nice.
- Vishala : Any idea about the lecturers of this college?
- Lakshmi : The teaching is good, it seems.
- Vishala : Oh, a lecturer is coming. We'll talk later.
- Lakshmi : I'm so happy I have found a nice friend on the very first day of college.
- Vishala : Same here, Lakshmi.

**Making enquiries about a Computer Course**

- Azeem : Good Morning. My name is Azeem.
- Manager : Good Morning, Mr Azeem! How can I help you?



- Azeem : I heard about the Computer courses at your Institute. I came to find out more details.
- Manager : Which course are you interested in? We offer C++, Java, HTML...
- Azeem : I need to join a very basic course. I don't even know how to log on to a computer.
- Manager : We offer introductory courses of 10 days and 20 days duration.
- Azeem : What's the difference?
- Manager : The first requires you to practise at home. The second gives you more practice at the institute itself.
- Azeem : I'll take the 20-day course. And the fees?
- Manager : Rs. 2000. To be paid fully in advance.
- Azeem : Ok. Please give me the application form.
- Manager : Here it is.

**Principal and a student who is applying for leave**

- Ranga : Good Morning Madam! May I come in?
- Principal : Yes, Come in, Ranga. What is it?
- Ranga : Madam, I need permission to be absent from college for two weeks.
- Principal : Two weeks? That's a long time. What is the reason?
- Ranga : Madam, my sister is getting married on the 3rd of August.
- Principal : 3rd August is a long time off.
- Ranga : Madam, I have to help in making the arrangements.
- Principal : But you will miss classes for two weeks.
- Ranga : I will work extra hard, madam.
- Principal : Alright.
- Ranga : Thank you so much madam, for giving me permission.

**Fixing an appointment with the doctor on the phone**

- Secretary : Hello, Drishti Eye Clinic.
- Meghna : Hello! May I speak to Dr Sudhakar Reddy?

- Secretary : He is busy right now. Is it for an appointment ?
- Meghna : Yes, I have called to fix an appointment for next week. Any day will do.
- Secretary : Let me see. Will Friday be ok? We have free slots at 5.30pm and at 6.15pm.
- Meghna : Sure, 5.30 pm will be ok.
- Secretary : Your name? And mobile number?
- Meghna : My name is T.D.Meghna. My mobile number is 9345672134.
- Secretary : Please report at the desk 15 minutes before the appointment with relevant reports, if any.
- Meghna : Thank you! I'll be there by 5 pm on Friday.

#### Stranger seeking directions

- Stranger : Excuse me.
- Naresh : Yes, please.
- Stranger : Could you please give me the directions to Telangana Yuvathi Mandali?
- Naresh : Sure. Go straight till you reach YMCA Circle, Narayanaguda. Then...
- Stranger : Just a minute. Approximately how far is the circle from here?
- Naresh : It's about half a kilometer from here.
- Stranger : From there?
- Naresh : At the circle turn right and go straight for a kilometre till you come to Barkatpura Chaman. Turn left there and proceed straight. It's the 3rd or 4th building on your left.
- Stranger : You've been very helpful. Thanks a lot.
- Naresh : Oh, that's ok. Hope you find the place without a problem.

#### Father explaining to son about mobile etiquette

- Gopal : Thanks, Dad, for the mobile you gifted me. It's great! Just what I wanted.
- Father : Gopi, it's not enough to own a mobile. You must also observe mobile etiquette.



- Gopal : What's that? I'm not sure I understand. Could you please elaborate, Dad?
- Father : There are certain unwritten rules you should observe when using a mobile.
- Gopal : Oh, like not using it in the classroom when the lecturer is teaching?
- Father : Not just that. When you are in the company of others it is impolite to keep talking on the mobile, or to keep checking mail and sending messages. Similarly, in public places you must keep your mobile on vibration mode.
- Gopal : True, people around would be disturbed, otherwise. Thanks Dad for your suggestions.

#### Neighbour giving tips for attending an interview

- Vidyasagar : Come in, Anand. Long time since I've seen you. Hope you're studying well.
- Anand : Uncle, I've completed B.Sc., and am looking for a job. In fact, I have an interview next week.
- Vidyasagar : Congrats! All the best.
- Anand : I thought I'd take a few tips from you as you are the head of H.R. in your company.
- Vidyasagar : Sure! What's the name of the company that called you for the interview?
- Anand : TFG Motors. It's a new company with the headquarters in Chennai.
- Vidyasagar : Well, the first thing you should do is to find out whatever you can about the company and about your job profile.
- Anand : I'll look it up on the internet, uncle, and also contact them on the mobile.
- Vidyasagar : Don't be nervous during the interview. Speak in a polite manner and give direct, complete answers to questions. If you don't know something, tell them frankly.
- Anand : I'll follow your advice, uncle. Any other tips?
- Vidyasagar : Dress neatly and reach the office at least 20 minutes before the scheduled time.

- Anand : Thanks, uncle, for taking the trouble to tell me all this.  
 Vidyasagar : No problem, Anand. All the best and I'm sure you'll do well.  
 Anand : I hope so too. I'll go now. Good night!

**Apology for losing friend's book**

- Rekha : Hi, Kalpana. Such nice weather today!  
 Kalpana : Hi, Rekha.  
 Rekha : What's the matter? You seem rather dull.  
 Kalpana : Rekha, I don't know how to tell you this..... I lost your Physics notes.  
 Rekha : Lost the notes? How did it happen? You mean you misplaced the book?  
 Kalpana : No, Rekha. I think I left it by mistake in the bus yesterday. I'm so sorry.  
 Rekha : I had prepared the notes with so much care, Kalpana.  
 Kalpana : I know, Rekha. Please excuse me. I know you must be so angry.  
 Rekha : Not angry, but upset. How will I ever write all those notes again?  
 Kalpana : I'll help you. I'll complete the work in a week. I promise.  
 Rekha : Well, don't feel bad. Mistakes happen.  
 Kalpana : Sorry again, Rekha. I'll buy a notebook right now and begin the work.

**Complaint about defective goods**

- Salesman : Good morning, Sir. How can I help you?  
 Customer : I bought a Voker TV from your shop last week.  
 Salesman : Any problem, Sir?  
 Customer : The TV was fine for a couple of days. Later the image on the screen started becoming hazy.  
 Salesman : Sir, I suggest you get in touch with Customer Service of Voker T.V. They will send a technician to fix the problem.  
 Customer : No, that's not acceptable to me. I don't want a defective TV.



- Salesman : Sir, I'm sorry but that is the procedure you must follow.  
 Customer : That is not fair. I want my TV to be replaced.  
 Salesman : Sir, please talk to our Manager. I am sure he can help you.  
 Customer : Please call him here at once. I will take out the receipt and other documents in the meantime.

- I. Given below are some sentences. Observe the tone of the speaker, the contracted words and sentences, and also the context. State
- whether the language used in each sentence is informal or formal
  - what the sentence expresses i.e., is it a greeting/ apology/ suggestion etc

- Bye! See you on Monday.
- Can you please tell me the way to the station?
- Hi Ramana! Good to see you.
- How about going to the canteen? I'm starving.
- I am extremely sorry for having spilt water on the sofa.
- You need a haircut! You look like a bear.
- It was a wonderful evening, good night!
- Let us plan to go for the second show tomorrow.
- Salt, please.
- I do not know the answer to your query.

- II. Look at the following tables giving hints about how to make suggestions and requests in spoken English and try to frame a few sentences on your own:

Making suggestions	
<b>Let's [verb]</b>	Let's watch a movie.
<b>Why don't we [verb]</b>	Why don't we watch a movie?
<b>How about [verb + ing]</b>	How about watching a movie?
<b>What about [verb + ing]</b>	What about watching a movie?

Requesting	Accepting Requests	Refusing Requests
<ul style="list-style-type: none"> <li>• Would you mind.... please?</li> <li>• Can/Could you..?</li> <li>• Will/Would you...?</li> <li>• Please...</li> </ul>	<ul style="list-style-type: none"> <li>• Sure, I'd be glad/happy to....</li> <li>• Of course/Certainly.</li> <li>• No problem.</li> <li>• Sure. Just a moment</li> </ul>	<ul style="list-style-type: none"> <li>• I'd love to, but ...</li> <li>• It sounds great, but ...</li> <li>• I'm sorry, but...</li> <li>• Sorry to say that....</li> </ul>

**III. Construct dialogues based on the following situations:**

- i) between friends who are discussing how they are preparing for the exams
- ii) between a teacher and a student who has come late to class
- iii) between a salesman and a customer who has been sold a defective shirt
- iv) between a parent and a teenager who is watching too much TV/ chatting too much on the mobile / spending too much time on the computer.
- v) between a neighbour and a teenager who has damaged the neighbour's car while playing cricket

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**MODULE-IV****Unit - 16****Study Skills - II****Section – B****Word-stress /' /**

A **syllable** is a unit of pronunciation having one **vowel sound**, with or without **consonant sounds**. A word in English (or Telugu or Hindi) is made up of one or more syllables: e.g. **pen** (one syllable), **paper** (two syllables), **banana** (3 syllables), **consequences** (4 syllables) and so on — as the following table will make it clear.

Word	Number of syllables	Classification
pen	one	monosyllabic
pa-per	two	disyllabic
ba-na-na	three	trisyllabic
con-se-quen-ces	four	polysyllabic

But not all syllables in an English word are pronounced with equal **stress** or **emphasis**. Take the word 'banana' for example. The second syllable is stressed.

Then, you may ask: What syllable in a given word is to be stressed? When in doubt, what do you do?

A teacher will help you. Or, a dictionary will help you. In the dictionary, **stress** is often indicated by a short vertical bar [ ' ] on the syllable that is stressed, as in

'father /'fɑ:ðə/

i'dea /aɪ'diə/

The stressed syllable is also called the **accented syllable**. For the listener, the stressed syllable is more prominent than the unstressed syllables. This prominence (of a syllable) may be due to greater breath force (on the part of the speaker) or length of the vowel in the syllable or pitch-change (from low to high). Often all these work together and make a syllable prominent.

## Exercises in word-stress

1. In the following disyllabic words, the stress falls on the first syllable.

Read them aloud:

'apple	'action	'atom	'centre	'cotton	'sorry
'business	'paper	'interest	'knowledge	'lawyer	'novel
'nature	'author	'common	'father	'danger	'service
'doctor	'freedom	'damage	'system	'water	'always

2. In the following disyllabic words, the stress falls on the second syllable.

Read them aloud:

be'cause	a'round	pre'pare	be'fore	be'gin	can'teen
de'gree	for'get	for'give	ma'chine	a'dopt	Ju'ly
su'ccess	ga'rage	de'scribe	a 'larm	ex 'tract	ca 'reer
ab'sent	en'joy	bal'loon	ho'tel	di'rect	com'plete

### I. Rules of word-stress

Now it may seem that word-stress in English is unpredictable. However, the following rules of word-stress are available.

#### Rule 1: Words with weak prefixes

The following words beginning with weak prefixes such as **a**, **be**, **de**, **re**, **con**, have **stress** on the second syllable.

a'lone	a'bout	a'bove	be'come
be'low	be'neath	con'tinue	re'sistant
e'xactly	en'deavour	de'parture	de'gree
de'lay	a'board	a'loud	

#### Rule 2: Compound words

A compound word is a word that is composed of two separate words. In such words **stress** usually falls on the first syllable.

'toothpaste	'football	'postman
'tea-party	'bookshop	'grandmaster

However, there are some compound words which take **stress** on the second part of the word. For instance, the words that end in **'-ever'**, **'-self'** and **'-selves'**, etc., take **stress** on the second part.

how'ever	what'ever	ten-'metre
soft 'spoken	short-'sighted	her'self
them'selves	old-'fashioned	my'self



**Rule 3: Words which denote numbers have a specific stress pattern.**

- a) words that end in '-teen' get the stress on '-teen'.

fif'teen      eigh'teen

- b) for the words that denote the multiples of ten, the stress falls on the first syllable.

'fifty                      'thirty                      'sixty

**Rule 4: Suffixes**

- a) Most words that end in -ee, eer, -ette, -que and -aire take stress on the last syllable.

-ee	-eer	-ette	-que	-aire
emplo'ye	engi'neer	ga'zette	u'nique	million'naire
addre'ssee	profi'teer	ciga'rette	o'blique	
refe'ree	volun'teer	geor'gette	cri'tique	
absen'tee	auctio'neer	kitche'nette	an'tique	
devo'tee	pio'neer		pictu'resque	
exami'nee	electio'neer		tech'nique	

- b) Words that end in -ion, -ial, -ic, and -ious/eous take stress on the penultimate syllable i.e., the second syllable from the end.

-ion	-ial	-ic	-ious/-eaus
deco'ration	po'tential	patri'otic	no'torious
appli'cation	of'ficial	sympa'thetic	cere'monious
exami'nation	es'sential	aca'demic	de'licious
prepa'ration	'social	'logic	am'bitious
combi'nation	fi'nancial	his'toric	'courteous
'station	re'medial	fa'natic	cou'rageous

- c) Words that end in -ical, -ian, -ity, -ize, -logy and -graphy take stress on the ante-penultimate syllable i.e., the third syllable from the end.

-ian	-ical	-ity	-ize	-logy	-graphy
mu'sician	his'torical	a'bility	'civilize	bi'ology	ge'ography
li'brarian	'optical	ca'pacity	'symbolize	zo'ology	bi'ography
co'median	'practical	oppor'tunity	'emphasize	physi'ology	chore'ography

## Rule 5: Stress shift

- a) One very important feature of word-stress is the **stress shift**. That is, the stress shifts when some suffixes are added to a word.

**Examples**

e'conomy	eco'nomie	econo'metrie
'photograph	pho'tographer	photo'graphic

**Note:** In the above examples, you have seen that the addition of suffix results in stress shift. But there are some suffixes which do not affect the stress. Some of them are

-age	-ance	-en	-er	-ess	-ship
'carry	at'tend	en'lighten	be'gin	'actor	'scholar
'carriage	at'tendance	en'lightenment	be'ginner	'actress	'scholarship

- b) There are, again, some (disyllabic) words which can be used as nouns or adjectives and also as verbs. In such cases, the **stress** falls on the first syllable if the words are used as nouns or adjectives. The **stress** shifts to the second syllable if they are used as verbs.

**Examples**

Noun/Adjective	Verb
'protest	pro'test
'insult	in'sult
'convert	con'vert
'export	ex'port
'import	im'port
'present	pre'sent
'record	re'cord
'absent	ab'sent
'conduct	con'duct
'survey	sur'vey
'permit	per'mit
'prospect	pros'pect
'suspect	sus'pect
'contract	con'tract



## Exercises

The following exercises are meant to make the concept of stress clear to you. As you know, practice makes one perfect! You may need a dictionary as you do these exercises.

### I. Mark the stress on the following words.

adjective	apartment	affection	about
botany	bachelor	behind	believe
capital	container	collector	centre
created	continue	character	comfort
certificate	confusion	century	director
dispute	describe	enjoy	eighteen
formation	famous	government	hotel
incident	mistaken	moment	overtake
perfect	question	rehearsal	salute
today	tomorrow	television	understand
ago	victory	cinema	junior
delicious	excellent	happy	people

### II. You have read the stress rules on suffixes. Follow the rules and mark stress on the following words.

publicity	possibility	simplicity	necessity
stupidity	tenacity	information	conversation
application	observation	plantation	political
cyclical	mechanical	terrific	scientific
catastrophic	specific	energetic	realistic
refugee	trainee	luxurious	conscious
suspicious	judicious	career	itself
generation	vacation	atrocious	humility
civilization	confusion	fallacious	curiosity

observation	nation	grammatical	morality
license	education	visibility	humanize
selection	ceremony	legibility	authorize

III. The following words have weak prefixes. Put a **stress mark** on the words and refer to the dictionary.

afar	befriend	belittle	become
across	although	agree	around
again	asleep	alive	arrive
resistant	ahead	according	indebted
abroad	afraid	because	apart

iv. The following words with two syllables have noun/adjective and verb forms. Put the **stress mark** on the right syllable based on their grammatical functions.

Noun/adjective	Verb
absent	absent
convict	convict
conflict	conflict
contract	contract
contrast	contrast
defect	defect
export	export
increase	increase
object	object
present	present
produce	produce
project	project
rebel	rebel
record	record



V. Place a stress mark on the following compound words. Look up the dictionary and correct your answers.

deadline	crossword	whenever	footprint
hairbrush	north-east	lifeboat	schoolteacher
pickpocket	postmortem	rain-coat	airport
breakfast	whoever	postgraduate	aircraft
right handed	anything	earthquake	bad tempered
metal box	left hand	good-natured	afternoon
software	classroom	itself	man-made
half-baked	grandmother	bus-ticket	light house
prime minister	himself	handshake	ourselves
supermarket	bus station	seashore	suitcase

### Primary stress and Secondary stress

In a number of **trisyllabic** and **polysyllabic** English words, we find two syllables accented, not just one. Both are prominent, but the first (of the two) is less prominent than the second: e.g., *after 'noon*, *exami 'nation*. In other words, the second accented syllable will be more prominent than the first. Thus the second accented syllable receives the **primary accent** and the first receives the **secondary accent**. In the dictionary the **primary accent** is indicated (as usual) by a vertical mark ['] above the syllable and the **secondary accent** marked below [ˌ]

Look at the following examples:

ˌaft-er- 'noon  
 ˌem-plo-'yee  
 ˌun-der-'stand  
 ˌop-por-'tu-ni-ty  
 ac-ˌcom-mo-'da-tion  
 ˌci-ga-'rette  
 ˌre-fu-'gee  
 ˌe-xa-mi-'na-tion  
 ˌpo-pu-'la-tion  
 ˌac-ci-'den-tal

### Exercise

The following words have both **primary** and **secondary stress** in them. Mark the stressed **syllables** by using appropriate marks. Look up the dictionary and correct your answers.

congratulation	inferiority	accidental	accusation
advantageous	agitation	authoritarian	calculation
combination	conversation	confidential	disagreement
enthusiastic	independent	opportunity	responsibility

### Activity

Choose the **trisyllabic** and **polysyllabic** words from the exercises given above in this unit and **mark the primary and secondary accent** appropriately.

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## REVISION TEST - IV

Time: 1 ½ hrs

Marks : 50

### SECTION - A

1. Annotate any one of the following in about 100 words:  $1 \times 4 = 4$ 
  - a) Fertilizers used in farmlands are washed away by rain into rivers, lakes and reservoirs.
  - b) Chemical and biological warfare, like nuclear warfare could one day destroy mankind.
2. Annotate any one of the following in about 100 words:  $1 \times 4 = 4$ 
  - a) especially at the very lowest and saddest times, there was only one set of footprints.
  - b) "I don't understand why when I needed You the most, You would leave me".
3. Answer any one of the following questions in about 100 words:  $1 \times 4 = 4$ 
  - a) How do we accumulate D.D.T. in our bodies?
  - b) What attempts are being made to keep the earth habitable for future generations?
4. Answer any one of the following questions in about 100 words:  $1 \times 4 = 4$ 
  - a) Explain where and when the speaker notices two sets of footprints.
  - b) Narrate what the Lord says to His precious child about that one set of footprints.
5. Answer any one of the following questions in about 100 words:  $1 \times 4 = 4$ 
  - a) Describe the conditions in which Alka lived.
  - b) Comment on the relationship between Alka and her mother.

### SECTION - B

6. Read the following passage and answer any four questions given below:

$4 \times 1 = 4$

'You don't have to, you know. You can always refuse. But think it over first. You know all the facts, anyway.'

Yes, I do. A father who brought into this world more children than he can support on a small salary. A daughter to be married, a son stricken with polio,

another daughter yet in school, and I, who will soon be passing my SSC. The conclusion is inescapable.

'I've had them dinned into me often enough', I muttered.

- i) Did the speaker know all the facts?
- ii) How many children did Alka's father have?
- iii) What was the son suffering from?
- iv) How many brothers did the speaker have?
- v) Which educational degree would the speaker get soon?
- vi) The father found it difficult to support a large family. Say **true** or **false**.

7. Read the following **passage** and answer **any four questions** given after it.

$4 \times 1 = 4$

Nuclear weapons continued to be tested during the Cold War, especially in the earlier stages of their development. The toll on the worst-affected populations and the growth since then in understanding the critical threat to human health posed by radioactivity has also been a prohibitive complication associated with nuclear power. Though extreme care is practised in that industry, the potential for disaster suggested by incidents such as those at Three Mile Island and Chernobyl pose a lingering spectre of public mistrust. Worldwide publicity has been intense on those disasters. Widespread support for test ban treaties has ended almost all nuclear testing in the atmosphere.

- i) What was tested during the Cold War?
  - ii) What kind of threat to human health is associated with nuclear power?
  - iii) Name the two disasters mentioned in this passage.
  - iv) Why has nuclear testing in the atmosphere almost stopped?
  - v) Does the passage convey the idea that there is widespread opposition and fear about the use of nuclear weapons?
  - vi) Find the word in the passage which is the **synonym** of 'calamity'.
8. Study the following **advertisement** and answer **any four questions** that follow.

$4 \times 1 = 4$

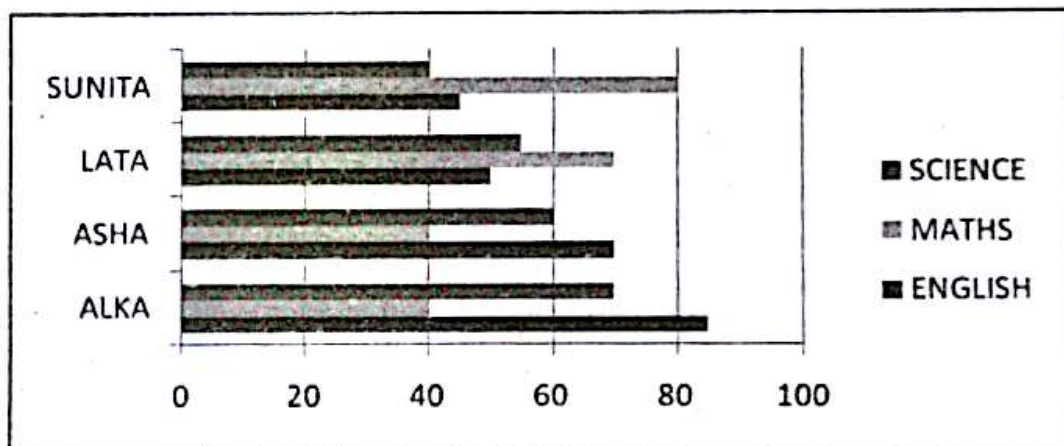




- i) Name the new savings scheme for a girl child.
- ii) Write the word used here that means 'deposit/save as capital'.
- iii) Which department has issued the advertisement?
- iv) Is the scheme applicable to boys? Write **yes** or **no**.
- v) How many stages are shown for the growth of a girl's savings scheme?
- vi) The account is available under a new scheme. Write **true** or **false**.

9. Given below is a **bar graph** depicting the performance of 3 girls in a unit test. Study it and answer the questions that follow:  $4 \times 1 = 4$

PERFORMANCE IN THE UNIT TEST IN JULY



- i) What is the bar graph about?
- ii) Name the subjects taken into account.
- iii) Name the girls whose performance in the test is being compared.
- iv) Who got the highest marks in English?
- v) Who got the highest marks in Science?
- vi) Lata got the lowest marks in Science. Write **true** or **false**.

### SECTION - C

10. Write a **dialogue** between two friends on the measures that should be taken to curb sound pollution.  $1 \times 4 = 4$

or

Write a **dialogue** between a passenger and a conductor on issuing a ticket to a child of under five.

11. Mark the **stress** on the correct syllable in any **four** of the following words.

$$4 \times \frac{1}{2} = 2$$

- i) poison                      ii) technology                      iii) chlorine  
iv) fertilizer                      v) population                      vi) pollution

12. Match any four of the following words in column [A] with their definitions in column [B].

$$4 \times 1 = 4$$

- |                    |     |                          |
|--------------------|-----|--------------------------|
| i) acrophobia      | ( ) | a) fear of closed spaces |
| ii) atychiphobia   | ( ) | b) fear of writing       |
| iii) agoraphobia   | ( ) | c) fear of blood         |
| iv) claustrophobia | ( ) | d) fear of heights       |
| v) graphophobia    | ( ) | e) fear of failure.      |
| vi) acrophobia     | ( ) | f) fear of open spaces   |

13. Prepare a **resume** in response to the following advertisement.

$$1 \times 4 = 4$$



we are hiring

## GRAPHIC DESIGNER



**We are looking for innovative and result oriented individuals for the position of graphic designers/illustrator with creative skills and 2-3 years work experience.**

**Fresh candidates may also apply**

**QUALIFICATION:**  
**Graduation or diploma in relevant domain.**  
**Must be proficient in PHOTOSHOP, ILLUSTRATOR, COREL DRAW, QUARK XPRESS, INDESIGN**



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**e-mail: [recruitdesigners@gmail.com](mailto:recruitdesigners@gmail.com)**  
**Post: 125/2A, I Floor, RP Road, Secunderabad - 500082.**





## MODULE - V

### Unit - 17

# The Sandbox

Edward Albee  
(One-act play)

#### Pre-reading

Parents make many sacrifices to bring up their children. Your parents feed and clothe you, educate you and help you to stand on your own feet. When parents become old, who should look after them? Should children treat them with respect and take care of them? Or should parents be considered a nuisance and sent to a home for the aged? The play you will read now is about a woman who ill-treats her old mother and leaves her to die ... ..

#### ABOUT THE PLAYWRITER



Edward Franklin Albee (1928-2016) is an American playwright known for his unconventional plays such as *The Zoo Story* (1958), *The Sandbox* (1959), *The American Dream* (1960), *Who's Afraid of Virginia Woolf* (1962) and *The Goat or who is Sylvia?* (2002). He is regarded as a pioneer of the Theatre of the Absurd in the U.S.A. His works explore the dark side of American materialism and the rapid erosion of traditional values in society.

#### ABOUT THE PLAY

*The Sandbox* is a short play which can be enacted in 15 minutes. It centres on the pathetic condition of old people in society. Children regard old parents as a burden and subject them to insults, neglect and humiliation. In fact, they can hardly wait for the parents to die. The parents feel deeply hurt by the behaviour of children but helplessly tolerate the abuse that is heaped on them.

There are only five characters in the play. Grandma, the main character in the play, is an old woman of 86 years. Her husband died when she was just thirty and she raised her daughter with great difficulty, all by herself. The daughter, referred to as Mommy, is a bossy and scheming woman. She married a rich man and later forced her mother to sell off her farm and live with them. Mommy and Daddy give a blanket and a plate to the old woman and believe they have done their duty. They treat her with contempt and wish they could get rid of her soon.

As the title suggests, the action of the play takes place in a sandbox, a shallow box or hollow in the ground, filled with sand for children to play in. A young man stands nearby doing some exercises with his hands. He is the Angel of Death. Mommy



and Daddy come to the beach and take a look. They decide to keep Grandma in the sandbox while they play near the water. Mommy also calls out to the Musician, the fifth character in the play, to come on to the stage.

Mommy and Daddy drag Grandma by her armpits and deposit her unceremoniously in the sandbox. Grandma makes odd, gurgling, incoherent noises and does not say anything that is comprehensible. In a hesitant tone Daddy expresses concern for Grandma but is rudely brushed aside by Mommy. Grandma then throws sand on Mommy. Mommy shouts at her and instructs the Musician to play. As the music is being played, Mommy and Daddy remain transfixed. They are actually waiting for Grandma to die.

There is a sudden transformation in Grandma when she realizes that Mommy and Daddy cannot hear her. She begins to address the audience. She narrates the hardships she has suffered in bringing up Mommy. She bitterly criticizes the insensitive and uncaring way Mommy treats her now. In between, she orders the Musician to stop playing as the audience may not be able to hear her. She then greets the Young Man doing body exercises and asks how he entered acting, about his background and his name. She turns back to the audience and continues her narration.

After a while Grandma comments that it's time the lights were dimmed as it is supposed to be night by now. Daddy and Mommy now awake from their frozen stance. They hear a deep rumbling sound. It is a signal that Grandma is going to die. Mommy sheds a few tears and pretends that she is overcome by grief. Daddy attempts to console her. Grandma mimics the hypocritical words of Mommy and Daddy. The music stops and the lights go out. She mutters that the little toy shovel is making it difficult for her to do the job. She then lies down, utterly still.

It is daylight now. Mommy and Daddy believe that Grandma is dead. She then announces that the 'mourning' is over and now Daddy and she can go off for a swim and continue their enjoyment unhindered. They leave the scene.

But Grandma is not actually dead. She has only pretended to be dead. She opens her eyes but finds it difficult to sit up. She shouts to the Young Man and the Musician, asking them to help her. They both go close to Grandma. The Young Man fumbles and finally announces that he is the Angel of Death and he has come to take her. He kisses her on her forehead. Grandma comments that the Young Man is acting very well. As the Musician continues to play, Grandma breathes her last.

#### The play





## (Brief Play, in Memory of My Grandmother - 1876-1959)

## Players:

The Young Man, 25, a good-looking, well-built boy in a bathing suit

Mommy, 55, a well-dressed, imposing woman

Daddy, 60, a small man; gray, thin

Grandma, 86, a tiny, wizened woman with bright eyes

The Musician, no particular age, but young would be nice

## Note:

When, in the course of the play, Mommy and Daddy call each other by these names, there should be no suggestion of regionalism. These names are of empty affection and point up the pre-senility and vacuity of their characters.

## Scene:

A bare stage, with only the following: Near the footlights, far stage right, two simple chairs set side by side, facing the audience; near the footlights, far stage left, a chair facing stage right with a music stand before it; farther back, and stage center, slightly elevated and raked, a large child's sandbox with a toy pail and shovel; the background is the key, which alters from brightest day to deepest night.

At the beginning, it is brightest day; the Young Man is alone on stage to the rear of the sandbox, and to one side. He is doing calisthenics; he does calisthenics until quite at the very end of the play. These calisthenics, employing the arms only, should suggest the beating and fluttering of wings. The Young Man is, after all, the Angel of Death.

Mommy and Daddy enter from stage left, Mommy first.

Mommy : Well, here we are, this is the beach.

Daddy : (whining) I'm cold.

Mommy : (dismissing him with a little laugh) Don't be silly; it's as warm as toast. Look at that nice young man over there: he doesn't think it's cold. (waves to the Young Man) Hello.

Young Man : (with an endearing smile) Hi!

Mommy : (looking about) This will do perfectly...don't you think so, Daddy? There's sand there...and the water beyond. What do you think, Daddy?

Daddy : (vaguely) Whatever you say, Mommy.

Mommy : (with a little laugh) Well, of course...whatever I say. Then it's settled, is it?

- Daddy : (shrugs) She's *your* mother, not mine.
- Mommy : I know she's my mother. What do you take me for? (a pause) All right, now; let's get on with it. (She shouts into the wings, stage-left) You! Out there! You can come in now (The Musician enters, seats himself in the chair, stage-left, places music on the music stand, is ready to play. Mommy nods approvingly.) Very nice; very nice. Are you ready, Daddy? Let's go get Grandma.
- Daddy : Whatever you say, Mommy.
- Mommy : (leading the way out, stage-left) Of course, whatever I say. (To the Musician) You can begin now. (The Musician begins playing; Mommy and Daddy exit; the Musician, all the while playing, nods to the Young Man.)
- Young Man : (with the same endearing smile) Hi! (After a moment, Mommy and Daddy re-enter, carrying Grandma. She is borne in by their hands under her armpits; she is quite rigid; her legs are drawn up; her feet do not touch the ground; the expression on her ancient face is that of puzzlement and fear.)
- Daddy : Where do we put her?
- Mommy : (with a little laugh) Wherever I say, of course. Let me see...well...all right, over there...in the sandbox. (pause) Well, what are you waiting for, Daddy? ... The sandbox! (Together they carry Grandma over to the sandbox and more or less dump her in.)
- Grandma : (righting herself to a sitting position; her voice a cross between a baby's laugh and cry) Ahhhhhh! Graaaaa!
- Daddy : What do we do now?
- Mommy : (to the Musician) You can stop now. (the Musician stops.) (Back to Daddy) What do you mean, what do we do now? We go over there and sit down, of course. (to the Young Man) Hello there.
- Young Man : (smiling) Hi! (Mommy and Daddy move to the chairs, stage-right, and sit down)
- Grandma : (same as before) Ahhhhhh! Ah-haaaaaaa! Graaaaaa!
- Daddy : Do you think...do you think she's...comfortable?



- Mommy : (impatiently) How would I know?
- Daddy : What do we do now?
- Mommy : We...wait. We...sit here...and we wait...that's what we do.
- Daddy : Shall we talk to each other?
- Mommy : Well, *you* can talk, if you want to...if you can think of anything to say...if you can think of anything new.
- Daddy : (thinks) No...I suppose not.
- Mommy : (with a triumphant laugh) Of course not!
- Grandma : (banging the toy shovel against the pail) Haaaaaa! Ah-haaaaaa!
- Mommy : Be quiet, Grandma...just be quiet, and wait. (Grandma throws a shovelful of sand at Mommy.) She's throwing sand at me! You stop that, Grandma; you stop throwing sand at Mommy! (to Daddy) She's throwing sand at me. (Daddy looks around at Grandma, who screams at him.)
- Grandma : GRAAAAAAA!
- Mommy : Don't look at her. Just ...sit here...be very still...and wait. (to the Musician) You...uh...you can go ahead and do whatever it is you do (The Musician plays. Mommy and Daddy are fixed, staring out beyond the audience. Grandma looks at them, looks at the Musician, looks at the sandbox, throws down the shovel.)
- Grandma : Ah-haaaaaa! Graaaaaaa! (Looks for reaction; gets none. Now...she speaks directly to the audience) Honestly! What a way to treat an old woman! Drag her out of the house...stick her in a car....bring her out here from the city....dump her in a pile of sand...and leave her here to set. I'm eighty-six years old! I was married when I was seventeen. To a farmer. He died when I was thirty. (To the Musician) Will you stop that, please? (The Musician stops playing). I'm a feeble old woman...how do you expect anybody to hear me over that peep! Peep! Peep! (to herself) There's no respect around here. (to the Young Man )There's no respect around here!
- Young Man : (smiles ) Hi!

- Grandma : (continues to the audience) My husband died when I was thirty, and I had to raise that big cow over there (indicates mommy) all by my lonesome. You can imagine what *that* was like. Lordy! (to the Young Man) Where'd they get *you*?
- Young Man : Oh...I've been around for a while.
- Grandma : I'll bet you have! Heh, heh, heh. Will you look at you!
- Young Man : (flexing his muscles) Isn't that something?
- Grandma : Boy, oh boy; I'll say. Pretty good.
- Young Man : (sweetly) I'll say.
- Grandma : Where ya from?
- Young Man : Southern California.
- Grandma : Figgers; figgers. What's your name, honey?
- Young Man : I don't know...
- Grandma : (to the audience) Bright, too!
- Young Man : I mean...I mean, they haven't given me one yet...the studio...
- Grandma : (giving him the once-over) You don't say...you don't say. Well...uh, I've got to talk some more...don't you go 'way.
- Young Man : Oh, no.
- Grandma : (turning her attention to the audience) Fine; fine. (then back once more to the Young Man) You're...you're an actor, huh?
- Young Man : (beaming) Yes, I am.
- Grandma : (to audience again) I'm smart that way. Anyhow, I had to raise ... *that* over there all by my lonesome; and what's next to her there...that's what she married. Rich? I tell you...money, money, money. They took me off the farm...which was real decent of them...and they moved me into the big town house with *them*...fixed a nice place for me under the stove...gave me an army blanket...and my own dish...my very own dish! So, what have I got to complain about? Nothing, of course! I'm not complaining. (She looks up at the sky, shouts to someone off stage) Shouldn't it be getting dark now, dear? (the lights dim;



night comes on. The musician begins to play; it becomes deepest night. There are spotlights on all the players, including the Young Man, who is, of course, continuing his calisthenics.)

- Daddy : It's nighttime.
- Mommy : Shhhhh. Be still...wait.
- Daddy : (whining) It's so hot.
- Mommy : Shhhhhhh. Be still....wait.
- Grandma : (to herself) That's better. Night. (to the musician) Honey, do you play all through this part? (the musician nods). Well, kept it nice and soft; that's a good boy. That's nice.
- Daddy : (staring) What was that?
- Mommy : (beginning to weep) It was nothing.
- Daddy : It was....it was...thunder...or a wave breaking...or something.
- Mommy : (whispering, through her tears) It was an off-stage rumble,...and you know what *that* means.
- Daddy : I forget...
- Mommy : (barely able to talk) It means the time has come for poor Grandma ... and I can't bear it!
- Daddy : I...I suppose you've got to be brave.
- Grandma : (mocking) That's right, kid; be brave. You'll bear up; you'll get over it. (offstage: another rumble...louder)
- Mommy : Ohhhhhhhhhhh...poor Grandma....poor Grandma...
- Grandma : (to mommy) I'm fine! I'm all right! It hasn't happened yet! (offstage: violent rumble; all lights go out, save the spot on the young Man; musician stops playing)
- Mommy : Ohhhhhhhhh. . . Ohhhhhhhhhhh..... (silence)
- Grandma : Don't put the lights up yet...I'm not ready; I'm not quite ready. (silence) All right, dear...I'm about done. (the lights come up again, to the brightest day; the musician begins to play. Grandma is discovered, still in the sandbox, lying on her side, propped up on an elbow, half covered, busily shoveling sand over herself.)

- Grandma : (muttering) I don't know how I'm supposed to do anything with this god-damn toy shovel...
- Daddy : Mommy! It's daylight!
- Mommy : (brightly) It is! Well! Our long night is over. We must put away our tears, take off our mourning...and face the future. It's our duty.
- Grandma : (still shoveling; mimicking) ...take off our mourning...face the future....Lordy! (Mommy and Daddy rise, stretch. Mommy waves to the Young Man.)
- Young Man : (with a smile) Hi! (Grandma plays dead. Mommy and Daddy go over to look at her; she is little more than half buried in the sand; the toy shovel is in her hands which are crossed on her breast.)
- Mommy : (before the sandbox; shaking her head) Lovely! It's....it's hard to be sad...she looks...so happy. (with pride and conviction) It pays to do things well. (to the Musician) All right, you can stop now, if you want to. I mean, stay around for a swim, or something; it's all right with us. (she sighs heavily) Well, Daddy...off we go.
- Daddy : Brave Mommy!
- Mommy : Brave Daddy! (they exit, stage-left)
- Grandma : It pays to do things well...Boy, oh boy! (she tries to sit up) ... well, kids...I ...I can't get up. I ... I can't move... (The Young Man stops his calisthenics, nods to the Musician, walks over to Grandma, kneels down by the sandbox.)
- Grandma : I....can't move....
- Young Man : Shhhhh...be very still....
- Grandma : I ... I can't move...
- Young Man : Uh...ma'am; I...I have a line here.
- Grandma : Oh, I'm sorry, sweetie; you go right ahead.
- Young Man : I am ...uh...
- Grandma : Take your time, dear.
- Young Man : I am the Angel of Death. I am...uh...I am come for you.



Grandma : What...wha (then, with resignation)...ohhhhh  
 ....ohhhhh, I see. (The Young Man bends over, kisses  
 Grandma gently on the forehead.)

... ..

Grandma : (her eyes closed, her hands folded on her breast again,  
 the shovel between her hands, a sweet smile on her face)  
 Well....that was very nice, dear...

Young Man : (still kneeling) Shhhhh...be still....

Grandma : What I meant was...you did that very well, dear...

Young Man : (blushing) ...oh...

Grandma : No; I mean it. You've got that....you've got a quality.

Young Man : (with an endearing smile) Oh...thank you; thank you very  
 much...ma'am.

Grandma : (slowly; softly—as the Young Man puts his hands on top  
 of Grandma's hands) You're....you're welcome....dear.

The Musician continues to play as the curtain comes down.

**Understanding *The Sandbox*: a mixture of realism and absurdism**  
 Albee's plays are a mixture of realism, satire, humour and absurdism. Real life situations and conflicts are presented; the conversation is close to everyday speech and the characters are people one often comes across. But the realism is intricately woven with absurdist elements. At times reading the plays can be confusing and one may not quite know what to make of them. In *The Sandbox* Albee paints a grim and realistic picture of the way people are ill treated in their old age. It is significant that Mommy, Daddy and Grandma do not have names. They could be anyone and the place anywhere; the theme is universal. They speak like any of us. All old people are likely to be treated in the same insensitive, uncaring way as Grandma is being treated. No wonder, like Grandma, they may pretend to be deaf so that they can shield themselves from the constant insults of the children. It is hurtful to realize that the very children, for whom they have made so many sacrifices, are now simply waiting for them to die. The sandbox could well be a symbol for the deathbed. The quiet despair, loneliness and sense of alienation and futility of old people is captured effectively by the playwright. Edward Albee expresses his feelings of disappointment regarding the way society treats elderly people. But realism is liberally mixed with absurdism and humour. The Young Man, doing body exercises constantly, is meant to be the Angel of Death, flapping his wings. A



funny sight, indeed! The Musician keeps getting directions from the various characters about when to play or stop and also what kind of music to play. Grandma reminds the stage director that lights have to be dimmed as it is nightfall. She also yells at one point that she is not yet ready to enact the dying scene as the toy shovel makes it difficult for her to cover herself with sand in time. Grandma enacts the dying scene, then realizes she is actually dying. Finally, as she breathes her last, she commends the acting skills of the Young Man representing the Angel of Death who, in turn, blushes and accepts the compliment!

### GLOSSARY

- sandbox (n) (1) /'sændbɒks/ : *a shallow box or hollow in the ground partly filled with sand for children to play in*
- calisthenics (n) (2) /'kælis'theniks/ : *gymnastic exercises to achieve bodily fitness and grace of movement*
- endearing (adj) (3) /ɪn'diəriŋ/ : *lovable, attractive*
- shovel (n) (5) /'ʃʌvl/ : *a tool with a broad flat blade used for moving snow or other material*
- peep! peep (n) (6) : *the sound of the music (here)*
- figgers (n) (6) /'fɪgə(r)z/ (slang) : *(it) figures i.e., it adds up; it makes sense*
- mimicking (v+ing) (8) /'mɪmɪkɪŋ/ : *imitating*

#### 17.1 Annotate the following in about 100 words each.

- a) “Honestly! What a way to treat an old woman! Drag her out of the house....stick her in a car...bring her out here from the city....dump her in a pile of sand...”

A. These lines are taken from the one act play ‘The Sandbox’, written by Edward Albee. The play depicts how old people are neglected and abused by their children. Mommy and Daddy bring Grandma, an old woman of 86 years, to the beach. They put her in a sandbox and wait for her to die. When they are not listening, Grandma criticizes Mommy and Daddy bitterly. She says that she has been dragged out of the house, pushed into the car and dumped in the sand. She laments that her daughter does not care for her and considers her a burden.

- b) “It means the time has come for poor Grandma....and I can’t bear it!”
- c) “Don’t put the lights up yet....I’m not ready; I’m not quite ready.”



- d) "Well! Our long night is over. We must put away our tears, take off our mourning...and face the future. It's our duty."

**17.2** Answer the following questions in about 100 words each.

- a) What does Edward Albee wish to highlight in the play 'The Sandbox'?

**A.** The play 'The Sandbox' is a satire on the way old people are abused and neglected by their children. Edward Albee, the playwright, combines realism and absurdism to highlight this theme. Mommy and Daddy bring Grandma to the beach. They dump her in a sandbox. They consider her a burden and wait for her to die. They do not have any affection for Grandma though she has made so many sacrifices to bring up Mommy. When they think Grandma is dead they pretend to mourn for a while. Then they quickly go off to enjoy themselves.

The play shows the need to treat old people with respect and affection. Old people deserve a life of dignity.

- b) How does Albee expose the hypocrisy of Mommy and Daddy in the play 'The Sandbox'?
- c) Describe the role of the Young Man in the play 'The Sandbox'.
- d) Describe Grandma's feelings as she addresses the audience.

**17.3** Mark the stress on the correct syllable in the following words.

musician      allow      audience      respect      complain  
 imagine      herself      expression      perfectly      woman

**17.4** Match the following words in Column **A** with their definitions in Column **B**.

<b>A</b>		<b>B</b>	
i)	maestro	a)	a singer, typically one who performs with a pop group
ii)	vocalist	b)	simple narrative poem of folk origin, composed in short stanzas and adapted for singing
iii)	debut	c)	a group of instrumentalists playing classical music
iv)	orchestra	d)	a distinguished musician
v)	pantomime	e)	a person's final public performance or professional activity before retirement
vi)	ballad	f)	the combination of simultaneously sounded musical notes to produce a pleasing effect
vii)	auditorium	g)	performance in public for the first time

- |       |           |    |  |
|-------|-----------|----|--|
| viii) | swan song | h) | dramatic entertainment in which performers express meaning through gestures accompanied by music |
| ix)   | symphony  | i) | a large building or hall used for public gatherings or stage performances                        |
| x)    | harmony   | j) | an elaborate musical composition   |

## 17.5 Idioms and phrases

**17.5.1** In the play, Grandma gets ready to die and asks, "Shouldn't it be getting dark now, dear". And immediately we are told: '(the lights dim; night comes on.....it becomes deepest night.)'

'Darkness' and 'light' have been used as symbols in literature since times immemorial. There are many **idiomatic expressions** about 'day' and 'night' and about phenomena related to nature like 'thunder' and 'lightning'.

**17.5.2** Study the following examples:

- be in the *dark* = unaware of; not kept informed about something
- brighten up the *day* = make one feel happy the whole day
- cold light of the *day* = in view of the harsh reality or facts
- in broad *daylight* = in daytime when things are clearly visible
- scare the *daylights* out of someone = terrify someone
- shed *light* on = make something clear ; help to understand better
- face like *thunder* = an angry expression
- storm* is brewing = signs that there will be trouble in the near future
- steal someone's *thunder* = take the credit for someone else's work
- greased *lightning* = extremely fast

## Exercise

Use the above **idioms and phrases** in sentences of your own.

## 17.6 Verb Patterns

### 17.6.1 Verb Pattern iv

Read the following sentences carefully.

	Subject	have/has/had	Noun/ Noun phrase
1.	Grandma	had	a wrinkled face.
2.	I	have	a smart phone.
3.	Hyderabad	has	an international airport.



## Exercise

### 17.6.2 Rearrange the following jumbled words and frame meaningful sentences.

- i) / four minarets / the charminar / has ./
- ii) / a long history / has / the goloconda fort ./
- iii) / had / many plans about hyderabad / nizam rulers ./

### 17.6.3 Verb Pattern v

Study the following and see whether they make sense.

1. We found Grandma ...
2. They made Bhaskar ...
3. John's rudeness left her ...

It is clear that the expressions are incomplete and need something more for them to make them meaningful. Let us make changes and read them again.

Subject	Verb	Object	Object Complement
1. We	found	Grandma	dead.
2. They	made	Bhaskar	their leader.
3. John's rudeness	left	her	speechless

In these sentences the **noun** or the **noun phrase** i.e., the **object** following the verb has an **object complement**. The **object complement**, as its name shows, is an expression that qualifies the **object** or completes the meaning of the **object**. The **object complement** may be a **noun** or a **noun phrase** or an **adjective** and sometimes an **adjective + noun**.

#### Examples

I.	Subject	Verb	Object	Object Complement (Noun)
	i) We	elected	him	Mayor.
	ii) The company	appointed	her	President.
II.	Subject	Verb	Object	Object Complement (Adjective)
	i) We	proved	him	wrong.
	ii) Saina's success	made	her parents	proud.

III.	Subject	Verb	Object	Object Complement (Adjective+Noun)
	i) We	found	him	a good worker.
	ii) Keshav	considered	the beggar	a terrible nuisance.

### Exercises

**17.6.4** Complete the given sentences using **object complements** given in brackets.

- I like my tea - - - - -.
- She washed the plates - - - - -.
- The accident left Meena - - - - -.
- The teacher called Harish - - - - -.
- The students made Phani - - - - -.

(a brave boy, clean, the captain of the team, strong, crippled)

**17.6.5** Write four sentences of Subject + Verb + Object + Object complement pattern. A model is given.

Subject	Verb	Object	Object Complement
Her parents	named	her	Aishwarya.

### 17.7 Punctuation

Rewrite the following lines using **capital letters** and **punctuation marks** wherever necessary.

- so what have i got to complain about nothing of course im not complaining
- all right you can stop now if you want to i mean stay around for a swim or something its all right with us

### 17.8 Dialogue writing

Read the following **dialogue** between friends:

- Geeta : Hi Maya! You look tired.
- Maya : Hi Geeta! Yes, couldn't sleep last night. Granny was coughing a lot. I had to get her water and medicines.
- Geeta : What a nuisance! I feel sorry for you.
- Maya : Geeta, I don't mind helping out. I love Granny a lot.
- Geeta : You share your room with her, don't you?
- Maya : Yes. As you know, our house is small.



- Geeta : Then you don't have any privacy. Doesn't it bother you?
- Maya : Geeta, we all have to make sacrifices for each other. Also, Granny does so much for me—she cooks delicious sweets, tells stories, pampers me—I enjoy her company very much.
- Geeta : Oh! That sounds great! I used to think old people were just a burden and one had to put up with them.
- Maya : Come home and meet my granny. You will not leave her.
- Geeta : Sure, Geeta, I'll drop in next week. Bye.

### Exercise

Write a **dialogue** between two students discussing the different things their grandparents do for them.

### 17.9 Comprehension passages – unseen – related

17.9.1 Read the following passage and answer the questions given after them.

It was Rakesh who brought him his morning tea, not in one of the china cups from which the rest of the family drank, but in the old man's favorite brass tumbler, and sat at the edge of his bed, comfortable and relaxed with the string of his pajamas dangling out from under his fine lawn night-shirt, and discussed or, rather, read out the morning news to his father. It made no difference to him that his father made no response apart from spitting. It was Rakesh, too, who, on returning from the clinic in the evening, persuaded the old man to come out of his room, as bare and desolate as a cell, and take the evening air out in the garden, beautifully arranging the pillows and bolsters on the divan in the corner of the open verandah. On summer nights he saw to it that the servants carried out the old man's bed into the lawn and himself helped his father down the steps and onto the bed, soothing him and settling him down for a night under the stars.

(from *The Devoted Son* by Anita Desai)

- i) For whom did Rakesh get tea every morning?
- ii) What did Rakesh read out while sitting at the edge of the bed?
- iii) What was the father's response to what Rakesh did for him?
- iv) What is the old man's room compared to?
- v) In which season did the old man sleep outside, in the lawn?
- vi) The passage suggests: (choose the best answer):
  - a) Rakesh did not care for his father.

- b) Rakesh took good care of his father.
- c) Rakesh went by train to visit his father.

**17.9.2** Read the following passage and answer the questions given after them.

The population of developed countries is ageing fast, and the developing world is only a few decades behind. In the developed countries one person in three will be a pensioner by 2050. At present, Japan has the oldest population in the world, with more than 22 per cent of its population aged 65 and over. The figures clearly show that the ageing process is accelerating, with the number of old people expected to double at the world level around the year 2050, as compared to 2012. The challenge for the future is to ensure that they can grow old with security and dignity; they can continue to participate in social life.

Incredible innovations in robotics are taking place in Japan in an attempt to make the lives of the aged more comfortable. One company is developing a bed that transforms into a wheelchair. The bed splits in half, with one half folding into a chair and removing the need to lift someone out of the bed and into a wheelchair. Another company has developed Robear, a high-tech robot which uses 'paws' to help elderly people to get up or lift them out of bed into a wheelchair. These robots are prohibitively expensive at present but the costs are expected to decrease over the years.

- i) Which country has the world's oldest population?
- ii) What is the challenge for the future with respect to the ageing population?
- iii) In what field are incredible innovations taking place in Japan?
- iv) What is Robear?
- v) At present what is the biggest drawback of robots like Robear?
- vi) The passage says that the elderly population should enjoy security and dignity. Write **true** or **false**.

### 17.10 Critical thinking

Imagine the plight of old people. Nowadays, we find many Old-age Homes and Homes for Senior Citizens because children are away in some other country. Think of the ways you can help old people and write a short paragraph.



**MODULE - V****Unit - 18**

## What Kind of Place?

Uma Parameshwaran

### Pre-reading

The clash between cultures creates friction and tension. It is common for misunderstandings to arise when people of different social and cultural backgrounds live together. It needs a lot of understanding, maturity, and sensitivity to minimize the friction. The 'generation gap' between individuals can exacerbate the problem. See how an elderly woman placed in an alien culture expresses her distress. Observe her eagerness to go back to her familiar surroundings.

### ABOUT THE POET



Uma Parameshwaran (1938-) was born in Madras and had her education in Jabalpur. After her M.A. (English) from Nagpur University, she did M.A. in Creative Writing and Ph. D. in the U.S.A. She later emigrated to Canada in 1966 and took up teaching at Winnipeg University. She continues to live there after her retirement.

She drew inspiration from epic poetry and the Greek theatre. The influence is visible in many of her poems, short stories and plays.

### ABOUT THE POEM

The poem depicts the theme of cultural alienation. It also highlights the difficulties elderly persons face when they are uprooted from their familiar surroundings and made to live in a strange place. The poem begins with a rhetorical question. The poet uses devices like irony and repetition to present her viewpoint.

The speaker is a woman whose son is well-settled in a foreign land. She pours out her feelings about the strange place. The culture here is shockingly different from the one she was born into. She is surprised to see that the windows and doors are always closed. She loves to listen to the sounds of birds, wind and rain. But the only sounds she hears here are the drone of the furnace fan, the hiss of hot blasts and the whoosh of washing machines. At home she is used to cooking fresh food everyday but here cooking is a chore reserved for Sundays. Men and women mingle freely in the new place without inhibitions. This too is difficult for her to accept. The stale smells in the house suffocate her. The absence of a welcoming 'rangoli' in the porch puzzles her. In spite of all this, she says she is happy to see her son prosper. She appreciates him for bringing her all the way to this place. Yet she longs to go back to the familiar sights and sounds.

**THE POEM**

What kind of place you've brought me to, son?  
Where the windows are always closed  
And the front door is always locked?  
And no *rangoli* design on porch  
To say, 'Please come in?'

1

Son, son, it gives me great joy  
to see you well settled,  
children and all,  
Though my hairs do stand on end  
when your wife holds hands with men  
and you with other men's wives.  
But I am glad, son I really am  
That you are settled so good good  
and thought to bring me all the way  
to see this lovely house and car and all.

2

But I cannot breathe this stale air  
with yesterday's cooking smells  
going round and round.  
Son, cooking is an everyday thing  
not a Sunday work alone.

3

Open the windows, son.  
I am too used to the sounds of living things;  
Of birds in the morning  
of rain and wind at night,  
Not the drone of furnace fan  
and hiss of hot blasts  
and whoosh whoosh of washing machine.

4

Open the windows, son,  
And let me go back to sun and air,  
even sweat and flies and all,  
But not this, not this.

5



**GLOSSARY**

porch (n) (1) /pɔ:(r)tʃ/	:	<i>a small area at the entrance of a building / house, etc.</i>
stale (adj) (3) /steɪl/	:	<i>not fresh; with an unpleasant smell</i>
drone (n) (4) /drəʊn/	:	<i>a continuous low noise</i>
furnace (n) (4) /'fɜ:(r)nɪs /	:	<i>a space with walls and roof for heating metals etc., to high temperatures</i>
hiss (n) (4) /hɪs/	:	<i>a sound like a long 's'</i>
blasts (n-pl) (4) /bla:sts /	:	<i>sudden loud noises / sudden strong movements of air</i>
whoosh (n) (4) /wu:f/	:	<i>a sudden movement and sound of air or water rushing past</i>

**18.1 Annotate the following in about 100 words each.**

- a) And the front door is always locked?

And no *rangoli* design on porch

A. These lines are taken from the poem 'What kind of Place?', written by Uma Parmeshwaran.

The poem presents the problems people face when they move to places of a different culture. The speaker is used to living in houses with the windows and doors open. But, now, in the new place, the windows and doors are always closed. There is no free flow of air. Even the porch portrays no 'rangoli'. In her homeland, the bright 'rangoli' beckons visitors and makes them feel welcome. She feels nostalgic as she reminisces about her home.

- b) Son, son, it gives me great joy  
to see you well settled,  
children and all,
- c) But I cannot breathe this stale air  
with yesterday's cooking smells
- d) Open the windows, son,  
And let me go back to sun and air,

**18.2 Answer the following questions in about 100 words each.**

- a) What kind of place? What is that place?  
Describe it with its sights, smells and sounds.

A. Uma Parmeshwaran's 'What kind of Place?' describes the difficulties elderly persons feel when they have to live in an alien culture. The place the speaker refers to is where her son has settled for better prospects. There the windows and doors are always closed. The stale smell of cooked food lingers in the air and repels her. The drone of the furnace, the hiss of hot blasts, and the whoosh of washing machines disturb her. In her native home, she is used to the sounds of birds, wind and rain. She finds it strange that men and women shake hands with one another. The unfamiliar sights, sounds and smells thus compel her to ask 'What kind of place?'

- b) Make a list of the sounds she hears in that place and the sounds she is used to. Which do you like?
- c) Does the speaker want to stay at this place for long? Support your answer.

### 18.3 Appreciating the poem.

18.3.1 The poem opens with a question. Does the speaker seek an answer? Do you know what such questions are called? Questions that don't need answers but convey ideas effectively are called 'Rhetorical Questions'. Think of the importance of the question once again. (What is the title of the poem? Does the speaker love this place?)

18.3.2 What does 'rangoli' signify, according to the speaker? Do you agree with her? Support your view with examples from your experience.

18.3.3 Words like 'though' (line 9), 'but' (line 12) are called sign posts or discourse markers, for they indicate to us what follows them.

What do 'though' and 'but' tell us here? Note their significance.

18.3.4 Look at line 9

'hairs do stand on end'

What emotions of the speaker are conveyed? Did you ever have such an experience?

18.3.5 Read line 12. Notice the use of the word 'really'.

Why does the poet use the word? Recollect occasions when you used the word 'really'. Try to compare your meaning with the poet's.

18.3.6 Explain the significance of the expression 'all the way' (line 14).



**18.3.7** Read line 15. Notice the use of 'and' twice.

Do we normally use 'and' twice in such structures?

Support your answer and explain the poet's use of 'and'.

**18.3.8** ... .. 'cooking is an everyday thing'. Or 'even twice / thrice a day'

Have you ever thought otherwise? Explain.

**18.3.9** Read line 12.

'I am too used to the sounds of living things;'

(Note that the use of 'too ... .. to... ..' is different from our normal use of 'too ... .. to... ..')

What are the examples of living things that follow in lines 23 and 24?

Examine.

**18.3.10** Fill in the following table. (Based on the poem)

Sounds she hears in her son's house	Sounds she loves to listen to

**18.3.11** List all the repetitions used in the poem. Discuss their significance.

One example – son, son (line 6)

**18.3.12** Notice the style – selection of words – sentence structures – of the poem.

Do you find it easy to understand or difficult? Do you like it or not? Support your answer with other examples.

### 18.4 Critical thinking

“Culture shock” is an expression that is used to indicate one’s feelings of bewilderment and alienation when placed in a different culture. This can happen even when you move from a rural area to an urban area or from one state to another in a vast country like India. Did you ever have a similar experience? Describe it briefly in a paragraph.

**Just for the joy of reading (Not for the examination!)**

#### **The Forgotten Mother**

A gray old woman sits all alone  
Unloved, uncherished and unknown.  
Sitting beside her broken door.  
Dreaming of days past long ago,  
When children played about her knee  
Filling the air with childish glee,  
Tended by her with loving care.  
Knowing the blessing of a Mother’s prayer.  
But now they have gone, each to his life  
A girl to her husband, a boy to his wife,  
Forgetful are they of her who sits here  
Silently wiping a tricking tear,  
For striving for things in a life so brief  
Blind their poor eyes to a dear Mother’s grief.  
But does she upbraid them in word or in mind.  
Nor does their neglect to her seem unkind.  
She’ll forgive and forget all unkindness they’ve shown  
This poor old mother who sits alone.

Source : Internet



**MODULE - V****Unit - 19**

# Don't Die, Hilton! Don't Die!

As narrated by Chris Pritchard

## Pre-reading

Do you remember the twenty-five children who received the National Bravery Awards on 26<sup>th</sup> January 2016? The winners included 22 boys and 3 girls from across the country. Two of these children received the award posthumously. The bravery of these children is exemplary. They risked their lives to save fellow human beings. Have you come across any such experience in your life? What would you do if you suddenly find somebody drowning in a river? Would you jump into the river to save the person? Here is a story of a twelve-year-old girl who saved a young man from the jaws of a crocodile, risking her own life.

After reading the story, you will surely realize that *all of us are capable of miraculous achievements.*

## ABOUT THE WRITER

This is a story downloaded from a 'blog' on the Internet.

## ABOUT THE STORY

The story "Don't Die, Hilton! Don't Die!" narrated by Chris Pritchard is the story of the adventure of a girl, Peta-Lynn, who was only twelve years old.

In April 1981 Peta-Lynn returned home from her boarding school in Darwin. She was eager to set out for a drive into the tropical country-side with her father's young partner, Hilton Graham, who was 23 years old.

The country-side abounded in wild life. After a ride of twenty kilometers, they reached marshy land. They got into an air boat and headed towards Palm Spring, a little island. Suddenly, Hilton's pistol slipped from its holster and fell into the muddy water. He knelt to pick it. But in a flash a crocodile appeared and attacked him.

The marshy water turned red with blood as the giant crocodile clamped its jaws over Hilton's arm. Hilton cried for help to the girl on the bank. Peta-Lynn stood rooted to the spot with horror. Hilton thrust out his right arm and screamed at Peta to grab hold. Peta-Lynn felt no fear. She waded back into the murky water to save her



friend. She reached out for his arm and grabbed it with both hands and began to pull with all her might.

After a long and fierce tug-of-war the beast released Hilton from its jaws and moved back. Peta-Lynn dragged Hilton to a tree about 50 metres from the bank so that the crocodile would not attack them again. The girl then ran two kilometers to get the truck. Fortunately, when she was eight, Hilton had taught her to drive. She reached Hilton as fast as she could and helped him onto the passenger seat. By late night they reached Darwin Hospital. The doctors set two fractures in his left forearm and stitched the gaping wounds. Hilton recovered, though scars remained.

Hilton was all praise for Peta-Lynn for her bravery. He commented that she was a wonderful, brave little girl. She knew how dangerous crocodiles could be. But when he faced death, she risked her life to save him.

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### THE STORY

As she climbed into the truck on that bright April afternoon in 1981, the 12 year-old Peta-Lynn Mann felt a flutter of excitement. Less than an hour before, she had arrived from boarding school in Darwin to her home. Now she was going for a drive into the tropical countryside she loved so much.

The region abounded in wildlife — pigs, buffalo, crocodiles and a variety of birds. Here her parents, Robert and Wendy Mann, immigrants from Zimbabwe, had set up a hunting and photo safari business. The Manns were away, so it was their young partner, Hilton Graham, 23, who was taking care of Peta-Lynn. The two were great friends and Hilton had planned an outing as a treat for Peta-Lynn. "We'll shoot a pig for barbecue out on the island," he said, as he started the truck and headed down the track towards Palm Springs, a spot 20 kilometres away and almost cut off by swamp. Although called "the island," the area was joined to the mainland by a narrow strip.

They came to a stop in a clearing under a banyan tree, near where they kept an airboat. (These heavy, flat-bottomed boats carry their propellers well above the waterline to travel easily over reeds and shallows.)

Hilton, tall and strong built, shoved it out on the mud-brown swamp waters. He slung his rifle across his back, steadied the boat while Peta-Lynn stepped in, then pushed clear. Cruising on low throttle round the island, he nosed through the jungle of paper-bark trees and creepers in the hope of surprising and shooting a pig. Peta-Lynn crouched in the bow, staring into the dense vegetation, hardly daring to speak above a whisper.



Suddenly, at around 5.30 p.m. the boat ran aground in the shallows. Hilton unhitched his rifle and clambered overboard to push the airboat into deeper water. As he did so, his pistol slipped from its holster and fell into the swamp. The water reached only to Hilton's calves, so he knelt and groped around on the muddy bottom. "I'll tie up the boat and give you a hand," Peta-Lynn said, jumping in and wading a couple of metres to the bank.

Splash ! Hilton was startled by the sudden sound in the water close behind him. He turned and found himself staring down the throat of a crocodile nearly four metres long, its jaws open like a giant trap. As he raised his left arm in a gesture of defence, the bristling rows of rapier-like teeth snapped together. Hilton felt a burning pain shoot up his arm.

#### **Tug-of-war**

The crocodile, its jaws firmly fastened on Hilton's arm, began to roll over, but for some reason released its hold. Hilton gasped in anguish. "Help! Peta! Peta!" he cried to the girl on the bank. She stood riveted with horror. A despairing thought flashed through Hilton's mind, "What could a little girl do anyway?"

Hilton got up from his knees as the crocodile thrashed wildly with its tail. Now the reptile lunged at him from the side and struck again. Its jaws clamped tightly on Hilton's right thigh and he felt himself being pulled much more vigorously than before. Blood gushed from his torn forearm. He tried desperately to get a firm footing in the mud. Unless he could hold on, grip something, the crocodile would pull him down into deeper water. He knew crocodiles roll over and over, often drowning their prey before tearing it to pieces.

Already Hilton could feel the reptile's unbelievable power, as his own feet were slipping further from the security of the near-by bank. He thrust out his right arm and screamed, "Peta! Grab hold!"

Peta-Lynn felt no fear now. She waded back into murky water and called, "Hang on, Hilton!" The water was up to her knees as she slithered in the mud. Then she reached out for his arms and grabbed it with both hands. She planted her feet in the marsh, flexed her knees and pulled with all her might. It was like a tug-of-war, she thought, with Hilton the rope, and unless she anchored him, he would die.

Out in the deeper water, the crocodile was splashing with renewed fury. It wouldn't let go of Hilton's thigh and Peta-Lynn now realized with horror that gradually she was being dragged forward. The crocodile was winning the tug-of-war.

#### **A bloody sight**

After what seemed to Peta-Lynn a very long time-actually only a minute or two-the crocodile suddenly spun Hilton round full circle under the water. Peta-Lynn



was swept off her feet and, still clutching Hilton's arm, was dragged under the water too. The crocodile could easily drown them both, she knew, unless she fought on. Righting herself, she searched for a foothold on the bottom, dug in her toes and pulled with all her might again. If only she succeeded in holding on, the crocodile might open its jaws just long enough for her to pull Hilton free.

The water reached above her waist now, but she kept her grip — even when a vicious tug from the crocodile again dragged Hilton's shoulders, neck and then his face completely under the water. Peta-Lynn had seen the despair on his face, and she thought she'd lost him. But she gasped for breath and kept pulling.

Suddenly the crocodile stopped rolling. Peta-Lynn felt herself falling backwards into the marsh, dragging Hilton towards her. His head broke the surface and he sputtered, gasping for air. The reptile still had a hold on him, but then five paces from land it unaccountably let go and sank back into the depths.

Peta-Lynn pulled furiously on Hilton's arm. "Hilton, Hilton! Come on!" He staggered out, stunned, his face deathly white and expressionless. Blood streamed from his arm and thigh.

They had barely taken two steps when the crocodile broke through the water again with a noisy splash. It snapped wildly at Hilton's right buttock, and succeeded in ripping the flesh through his khaki pants. But Peta-Lynn gave a sharp tug and the giant reptile lost its hold and fell back. Blood streaked the water as the beast lay waiting, its eyes above the surface, watching.

### **Desperate**

The two scrambled up the bank, and Peta-Lynn helped Hilton to a tree about 50 metres distant—far enough, she hoped, for the crocodile not to attack again. Hilton could barely move, weak from shock and loss of blood. Peta-Lynn settled him against the tree trunk. His shirt was in shreds from the shoulder to the sleeve, his trousers were ripped to tatters. "Wait here," she said, "and I'll get to the truck."

She sprinted two kilometers along the jungle track, then picked her way through open countryside to the vehicle.

Fortunately, when she was eight, Hilton had taught her to drive in the open country. Now she quickly turned on the ignition in the truck and drove back as fast as she could across the rough terrain. Hilton was limping towards the truck when she came upon him. She leapt out and helped him on to the passenger seat. He sprawled there on his left side, his wounded thigh and buttock uppermost and his lacerated left arm hanging limply at his side.



It was 6.05 and growing dark as they set off for Channel Point. A few hundred metres up the track, Hilton passed out. Peta-Lynn wondered whether she should stop. She took a hand off the steering wheel and shook him. Hilton groaned, and the girl said, "You're not going to die on me, are you?"

Hilton grunted an inaudible reply, then fainted again. Just before they reached Channel Point, he began to moan. "Don't die Hilton! Don't die!" Peta-Lynn sobbed.

Her desperation got through to him. Hilton now summoned all his strength and replied forcefully, "Die? The hell I will."

There was nobody at Channel Point, but Hilton dragged himself to the radio and called Welltree Homestead 70 kilometres away. "I've been badly mauled by a croc," he said, "and I must get to hospital. Peta will drive me towards Darwin. Send someone from Labelle to meet us." Labelle Homestead was where his fiancée and her family lived.

In the kitchen Peta-Lynn grabbed a tin of antiseptic powder from the family first-aid box. Then she pulled a clean sheet from the linen cupboard. She sprinkled the powder liberally over Hilton's wounds and draped the sheet around him. She decided not to waste time binding his wounds. She had to get him to hospital fast.

#### **The scars remain**

They got back in to the truck and headed towards Darwin. Hilton was slumped in the seat, but his eyes were open. Every minute, she checked to see if he was still conscious. Occasionally her fear that he might die got the better of her and she asked: "Are you still all right?" Hilton would answer with a clipped "Yeah."

At last Peta-Lynn saw lights in the distance. It was Hilton's fiancée, June-ellen Townsend and her brother Henry in a Landcruiser, followed by a second vehicle. At 7:45, the vehicles met; Hilton was transferred to the Landcruiser; Peta-Lynn climbed in with him and they sped towards Darwin.

Just after eleven o'clock, they pulled up at the emergency entrance of Darwin Hospital. Hilton was rushed to the operating theatre, where he was given 1,500cc of blood, as well as antibiotic, tetanus and pain-killing injections. Two fractures in his left forearm were set. In his thigh, gaping wounds 25 centimetres long were carefully cleaned and scraped of dead tissue. After a week, when it was clear that infection had not set in, the wounds were stitched. For two weeks he stayed in hospital, and back at school again, Peta-Lynn was a regular visitor.

"She's a wonderful, brave little girl," Hilton said, "She had read—and we had even talked—about how dangerous crocodiles could be. But when I was facing death, she risked her life to save me."



Now fully recovered but still bearing scars, Hilton has often returned to the Palm Springs marsh — but has not searched again for his lost pistol. Crocodiles are territorial, he knows. And while he has not seen his toothy tormentor, Hilton imagines as the air boat glides over the dark, still water, that he is being watched.

Source: Internet

### GLOSSARY

immigrants (n-pl)	: persons who come to settle down permanently in another country
barbecue (n)	: grill, metal cooking frame
swamp (n)	: marsh, (an area of) very wet, soft land
clambered (v-pt)	: climbed with great difficulty
riveted (adj)	: so shocked or frightened that one cannot move
slithered (v-pt)	: moved smoothly with a twisting motion
streaked (v-pt)	: marked with a colour that is different from what surrounds it
grunted (v-pt)	: made a low sound in the throat to show pain
draped (v-pt)	: wrapped
tormentor (n)	: one who inflicts severe mental or physical suffering on someone

### 19.1 Answer the following questions in about 100 words each.

a) Why was Peta-Lynn excited when she climbed into the truck?

A. The story “Don’t Die, Hilton! Don’t Die!” told by Chris Pritchard is the story of the adventure of a girl, Peta-Lynn. She was just twelve. She was close to Graham Hilton, aged 23, her father’s young partner. The two were great friends. As soon as Peta-Lynn returned home from her boarding school, she went for a drive into the tropical country-side with Hilton. She was greatly excited when she climbed into the truck on that bright April afternoon. She loved the tropical country-side very much as it abounded in wild life.

b) How did the crocodile advance towards Hilton?

c) Describe the tug-of-war between Peta-Lynn and the crocodile.

d) How did Peta-Lynn help Hilton when he was wounded?

### 19.2 Read the following passages and answer the questions given after them.

19.2.1 The region abounded in wildlife — pigs, buffalo, crocodiles and a variety of birds. Here her parents, Robert and Wendy Mann, immigrants from Zimbabwe, had



set up a hunting and photo safari business. The Manns were away, so it was their young partner, Hilton Graham, 23, who was taking care of Peta-Lynn. The two were great friends and Hilton had planned an outing as a treat for Peta-Lynn.

- i) What did the region abound in?
- ii) To which country did Robert and Wendy Mann belong?
- iii) What did Peta-Lynn's parents set up?
- iv) Who was their young partner?
- v) Name the two great friends mentioned in the passage.
- vi) What did the young partner plan for his friend?

**19.2.2** Already Hilton could feel the reptile's unbelievable power, as his own feet were slipping further from the security of the near-by bank. He thrust out his right arm and screamed, "Peta! Grab hold!"

Peta-Lynn felt no fear now. She waded back into murky water and called, "Hang on, Hilton!" The water was up to her knees as she slithered in the mud. Then she reached out for his arms and grabbed it with both hands. She planted her feet in the marsh, flexed her knees and pulled with all her might. It was like a tug-of-war, she thought, with Hilton the rope, and unless she anchored him, he would die.

- i) What did Hilton feel?
- ii) Why did Hilton scream?
- iii) How did Peta-Lynn catch hold of his hands?
- iv) What did Peta-Lynn do with all her might?
- v) Name the game mentioned in the passage.
- vi) Why did Peta-Lynn think that Hilton would die?

**19.2.3** Peta-Lynn pulled furiously on Hilton's arm. "Hilton, Hilton! Come on!" He staggered out, stunned, his face deathly white and expressionless. Blood streamed from his arm and thigh.

They had barely taken two steps when the crocodile broke through the water again with a noisy splash. It snapped wildly at Hilton's right buttock, and succeeded in ripping the flesh through his khaki pants. But Peta-Lynn gave a sharp tug and the giant reptile lost its hold and fell back. Blood streaked the water as the beast lay waiting, its eyes above the surface, watching.

- i) What did Peta-Lynn pull?
- ii) Describe Hilton's face.
- iii) From which parts of Hilton's body did blood come out?

- iv) Where did the crocodile bite Hilton again?
- v) How did Peta-Lynn rescue Hilton?
- vi) "Blood streaked the water as the beast lay waiting." This means ... ..  
Choose the right option.
  - a) The beast sucked blood and water.
  - b) The water was smeared with blood as the beast looked waiting.
  - c) The beast feared looking at blood and water.

### 19.3 Critical thinking

You may have helped someone in a critical situation. Write about your experience in a **paragraph**.

**Just for the joy of reading** (Not for the examination!)

#### **Bravery in Telangana - Shivampet Ruchitha**

8-year-old Shivampet Ruchitha became the youngest person to receive the bravery-award this year. On July 24, 2014, Ruchita saved two of her school mates when a train hit their school bus. She noticed that their bus had stopped on a railway track and a train was coming towards them. Showing extraordinary presence of mind, she pushed two students out of the window and she too jumped off the bus. Unfortunately, she could not save her younger sister who was sitting in the front row. Her younger brother sustained severe injuries, but he has recovered now. 16 students, the driver, and the conductor lost their lives in that accident. She was honoured with the Geeta Chopra award.

*"It feels good to have the limelight and get an award from the Prime Minister. But I wish I was able to save my sister, too, as we all miss her," she told The Indian Express.*



**MODULE - V****Unit - 20****Composition****Describing a Process**

Read the following description:

Vimala's mother was held up at a meeting one day, so she rang up home and asked Vimala to prepare *Aloo fry* for dinner. Vimala asked for instructions. The mother snapped, "Oh, just cut a few potatoes into pieces and fry them in a little oil." Vimala did so, but the end product was inedible! She had neither washed nor peeled the potatoes, had over-fried them, and had not added salt or chilli powder. But she argued "Well, I simply followed your instructions!"

A **process** can be defined as 'a series of actions or steps taken in order to achieve a particular end'. The steps have to be performed in a sequence for the successful completion of the task. Many daily activities that we routinely perform entail a process and we go through the steps almost without thinking. Brushing one's teeth, for example, is a process which begins with applying toothpaste on the brush, followed by brushing the teeth in the proper manner, rinsing one's mouth and so on. Hobbies like making a kite, growing indoor plants, knitting a sweater or taking good photos require not only aptitude but a basic knowledge of the particular procedures associated with each craft. Sometimes more specialized knowledge may be required. For instance, fixing computer glitches may need familiarity with the working of the modem, router, internet cable and so on.

**Describing a process**, as the term implies, is an account of the various stages or steps involved in the completion of a task. The description may be in the form of a set of instructions. It is common to use imperative sentences. In a description of how to send sms you may find sentences like these:

*From your phone's main menu **find** the "Messages" option. Then **select** "Text Message".....*

Sometimes a numbered list of instructions is given for greater clarity and precision. A description of how to polish shoes may begin like this:

1. First, brush off any dirt, dust or other debris on your shoe with a brush or a damp cloth.
2. Next, apply a little shoe polish to the shoe with a brush or an old cloth, using the same colour of polish as that of the shoe.
3. After that, use the brush to remove any excess polish off the shoe.....



A look at the above examples reveals that in describing a process it is common to use words and phrases like **first, next, then, after that, finally** and **at the end**. These words are called **linkers** and they show the connection between the various steps of the **process**. They also serve as a reminder that it is essential to follow the sequence of the steps listed and interchanging the steps will have disastrous consequences. Imagine what would happen if a person wets his hair first, then dries it and finally applies shampoo and emerges from the bathroom!

When a **process** is described in the form of a cohesive paragraph rather than as a numbered set of instructions, it is common to use the **passive voice**. The focus is placed on the task being performed, rather than the agent who performs it. Consider, for example the description of a typical experiment in the Chemistry laboratory. "*A test tube is taken. A small quantity of the salt is put in it. A few drops of sulphuric acid are added. It is observed that....*" The outcome of the procedure does not vary from person to person if the steps are meticulously followed. The process is not a subjective one but has a predictable outcome. Emphasis is laid on the process and much importance is not attached to the person performing the action.

A **flow chart** is a diagrammatic representation of the various steps involved in a process. If you refer to the ones given in this book, it is apparent at once that the flow charts are simply a listing out of various steps.

Given below are some examples of **describing a process**. The topics may be of use in your daily life. Observe the sequential flow of steps and the way linkers have been used. Observe also the **voice** and variation of the **tense** depending on the title of the topic.

Let us get back to Vimala, for a moment. Do you blame her for the fiasco or is her mother to be blamed too, for not giving clearer instructions? Sometimes, we skip explaining or listing out some steps of a process, under the mistaken assumption that they should be obvious to the other person and, therefore, need not be spelt out. But we should always bear in mind that the explanation or instructions should be more detailed if the target audience or readers are novices in that particular area.

### 1. Preparing potato fry

Given below is a description of how a beginner can make *Aloo* fry. Read the recipe and try it out at home! Observe the concise, numbered instructions, the list of ingredients, as also the preparation and cooking time, making it easy for a person to decide whether to attempt the dish or not.



**Recipe for potato fry**

Preparation time: 5 min, Cooking Time: 20 min, Serves: 2

**Ingredients**

- Potatoes - 2, large, washed, peeled and cubed
- Oil - 2 tbsps
- Turmeric powder – ½ tsp
- Chilli powder-1 tsp
- Salt to taste

**Method**

1. Heat oil in a heavy bottomed vessel.
2. Add the diced potatoes and cook on medium flame for 4 to 5 minutes, tossing the cubed potatoes frequently.
3. Reduce flame, add turmeric powder and mix. Place lid and cook on low flame for 10 minutes.
4. Remove lid, add salt. Allow the potatoes to reach a nice brown shade. It may take another 5-6 minutes.
5. Add chilli powder and mix well. The potato fry is ready.

**2. Sending a letter by Registered Post**

When a letter is sent by registered post, the postman personally hands over the letter to the recipient and takes his signature, instead of simply leaving it in the recipient's letter box. If the sender wants proof of the letter having been delivered, he can attach an acknowledgement card to the letter. Registered post is, therefore, a safe way of sending important letters and documents. Given below is a paragraph about the process of sending a letter by registered post. Observe the use of the passive voice.

Registered post is a safe way of sending important letters and documents. The letter is placed in an envelope and the words "By Registered Post" are inscribed on the top. The address of both the recipient as well as the sender must be written. The cover is then taken to the post office. It should be handed over to the clerk at the Registration counter. The clerk weighs it and informs us about the value of the stamps that should be affixed on the cover. The minimum charges are Rs 25. The stamps should be bought and affixed accordingly and, once again, the cover is handed to the registration clerk. A receipt is given by the clerk and this should be kept safely till we come to know that the letter has reached the recipient.



### 3. Applying for a passport

A passport is an official document issued by the government, certifying the identity and citizenship of the person and entitling him to travel to foreign countries and return. The process of getting a passport was quite difficult till a few years ago but it has become considerably easy now. Given below is the process that must be followed by Indian citizens to get a passport.

#### Applying for a passport online

Applying for a passport is difficult offline but is easy online. The applicant should go to the **Passport Seva Website** first. He/She should fill the **User Registration Form** carefully and click on 'Register'. The applicant will then reach the **Applicant Home Page**. He should click on the link **Apply for a Fresh Passport**. The form contains details of name, place and date of birth, gender, marital status, educational qualifications, identification marks, **Aadhaar Card Number** and so on. An **ARN (Acquirer Reference Number)** is generated when the form is submitted. Next, the applicant must book an appointment at the **Passport Seva Kendra** depending on the availability of dates. A fee of Rs1500 is charged for booking an appointment. On the appointed day the applicant must go to the Passport office with all original documents, self attested Photostat (Xerox) documents and the passport form with a photo pasted on it. The original documents are checked. A photograph is taken and biometric information taken. The person is interviewed briefly. An acknowledgement slip is given. Within a day or two, police verification takes place at the address given. In a few days the applicant receives the passport.

### 4. Buying a mobile phone

Whether we are buying something expensive like a motorbike or something small like a handbag, we often face some confusion. Which brand should we buy? Which colour? How much should we spend? What features are we looking for? Given below is a paragraph describing the process how Keshav bought a mobile phone. Different people may follow different strategies for buying something and such descriptions, therefore, are necessarily subjective. Notice, also, the use of the past tense.

#### How Keshav bought a mobile phone

Keshav wanted to buy a mobile phone, but was a little confused because of the wide variety of phones available in the market. He, therefore, did a little research first. He asked his friends what phones they were using and what they would suggest. He asked about the features and cost. Next he listed out the features he felt were important for his usage and the amount he planned to spend. For example, he wanted a phone with a long lasting battery, 2 GB RAM and a big screen but he did not mind



if the phone was a little heavy or could support only one SIM. He then checked on the internet for the latest models and also compared a few models. At this point, he narrowed the choice to two models. Finally he went to a reputed shop and had a look at both the models. After having a discussion with the salesman, he bought the model he liked.

### Exercises

Write a **paragraph** of about 100 words on each of the following topics. (Hints have been given for some of the topics but will NOT be given in the examination.)

1. Describe how Sandhya drew Rs. 500 from an ATM.
2. Write down the procedure to apply for an Aadhaar card.
3. Describe how to book a railway ticket.  
(Refer to the section on **flow charts unit** for information on the above topics.)
4. Describe how one should prepare for the examinations.
5. Give instructions to your brother on how to make a cup of tea/coffee.
6. Describe how one can make a glass of orange juice .
7. Describe how you and your friends made arrangements for the College Day Function.  
(Hints: date, chief guest, programme, speeches, cultural items, invitations, stage arrangements, catering)
8. Describe how your elder brother got a Driving License.  
(Hints: Learner's License— Road signs, general rules — application— documents including i.d, age, medical certificate, photo — practice — - Permanent License after 30 days and before 6 months—applied)
9. Advise your friend about some practical measures that should be taken a couple of days before the onset of the Public Examinations.  
(Hints: check hall ticket— centre code and address, timings, schedule— visit centre—plan means of transport — estimate time taken—make copies of hall ticket— keep stationery, bus pass, money)
10. Describe how one should prepare for a job interview.  
(Hints: Read the Dialogues/ Note making Passages for ideas.)

## REVISION TEST-V

Time: 1 ½ hrs

Marks : 50

### SECTION - A

1. Annotate any one of the following in about 100 words:  $1 \times 4 = 4$ 
  - a) "It means the time has come for poor Grand ma... and I can't bear it !"
  - b) "Well! Our long night is over. We must put away tears, take off our mourning .... and face the future. It's our duty."
2. Annotate any one of the following in about 100 words:  $1 \times 4 = 4$ 
  - a) And the front door is always locked?  
And no *rangoli* design on porch
  - b) Open the windows, son,  
And let me go back to sun and air,
3. Answer any one of the following questions in about 100 words:  $1 \times 4 = 4$ 
  - a) What does Edward Albee wish to highlight in the play 'The Sandbox'?
  - b) Describe the role of the Young Man in the play 'The Sandbox'.
4. Answer any one of the following questions in about 100 words:  $1 \times 4 = 4$ 
  - a) What kind of place...? What is the place she was brought to?
  - b) Does the speaker want to stay at this place for long? Support your answer.
5. Answer any one of the following questions in about 100 words:  $1 \times 4 = 4$ 
  - a) Why was Peta-Lynn excited when she climbed into the truck?
  - b) Describe the tug-of-war between Peta-Lynn and the crocodile?

### SECTION - B

6. Read the following passage and answer any four questions given below:  $1 \times 4 = 4$

Just after eleven o'clock, they pulled up at the emergency entrance of Darwin Hospital. Hilton was rushed to the operating theatre, where he was given 1,500cc of blood, as well as antibiotic, tetanus and pain-killing injections. Two fractures in his left forearm were set. In his thigh, gaping wounds 25 centimetres long were carefully cleaned and scraped of dead tissue. After a week, when it was clear that infection



had not set in, the wounds were stitched. For two weeks he stayed in hospital, and back at school again, Peta-Lynn was a regular visitor.

- i) At what time did they reach the emergency entrance of Darwin Hospital?
- ii) Who was rushed to the operating theatre?
- iii) What was given to Hilton?
- iv) When were the wounds stitched?
- v) How long did Hilton stay in hospital?
- vi) Write the phrase used in the passage that means 'reached'.

7. Read the following **passage** and answer **any four questions** given below:


$4 \times 1 = 4$


Personal tragedies at times give birth to public welfare programmes. **Shyam Sundar Paliwal** of a tiny village, Pilpalantri in Rajasthan, stands as an example. The death of his dear daughter at a tender age evoked grief first but soon it prompted him to launch a **Save the girl and save the environment** programme. With the cooperation of the villagers, he made it a custom to commemorate the birth of a girl-child by planting 111 fruit trees in the neighbourhood. The villagers also pool together Rs. 21,000/- for each new born girl-child and deposit it in a bank in her name to ensure her education. It is also compulsory for the parents to execute an affidavit stating that they will educate the girl and will not force her into marriage till she attains the legally marriageable age. A single man's vision has now resulted in abundant greenery all around with about a quarter million trees being grown and, more importantly, the laughter of girls reverberating through the entire village.

- i) How do public welfare programmes take birth at times?
- ii) Name the person who serves as an example of public service in personal sorrow.
- iii) How do the villagers of Pilpalantri celebrate the birth of a girl-child?
- iv) Why do the villagers deposit an amount of Rs. 21,000/- in a bank in the name of every new born girl-child?
- v) What are the two conditions laid down in the affidavit executed when a girl is born?
- vi) Which incident prompted the launch of the **Save the girl and save the environment** programme?

8. Study the following **advertisement** and answer any **four questions** that follow.

4 X 1 = 4



No. of persons killed on railway tracks*	<b>2014</b>	
	<b>417</b>	
	<b>2015</b>	
	<b>327</b>	

\* Tamil Nadu  
Railway Police - Madurai

Madurai-sub-division comprises 13 districts

**FOR SAFETY SAKE**

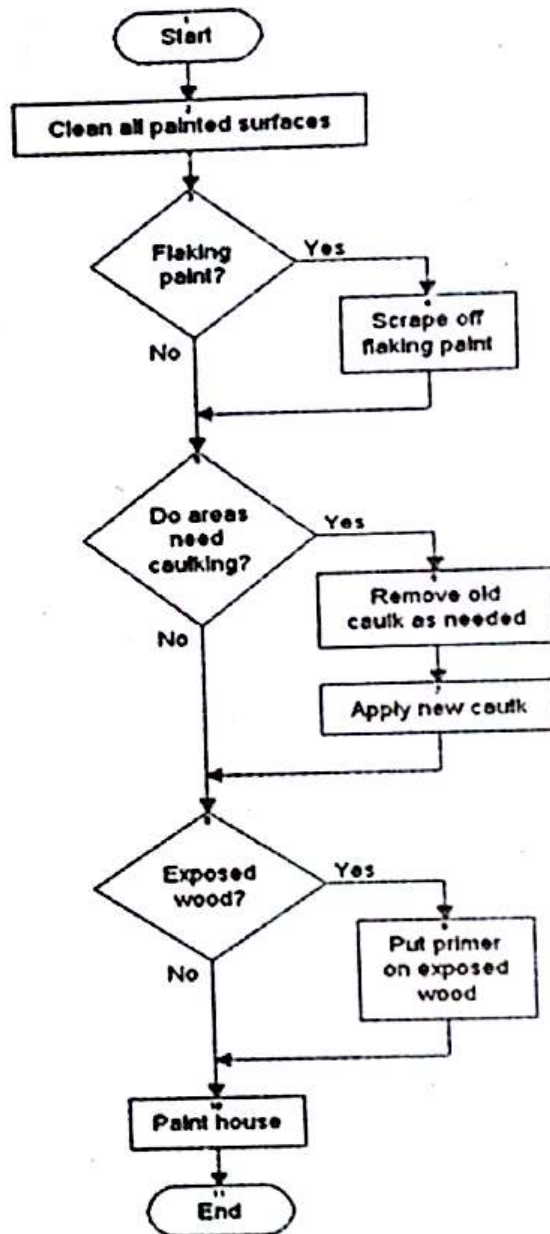
- Avoid eatables from strangers as they could be laced with sedatives.
- Women must avoid wearing a lot of jewels during overnight travel.
- Passengers should not share their e-mail IDs, Phone numbers & Residential addresses with strangers.

- The advertisement lists 3 Tips for Safe Travel. Write **true** or **false**.
- How many persons were killed in Madurai sub-division on railway tracks in 2014 and 2015?
- How many districts are there in Madurai sub-division?
- What should women avoid for safety during overnight travel?
- Why should one avoid taking eatables from strangers?
- What should not be shared with passengers?



9. Read the flow chart below and answer any four questions given after it.  
 $4 \times 1 = 4$

### House Painting



- What does the flow chart show?
- What is the first thing we have to do for painting a house?
- If there is flaking paint on the walls, what do we need to do?
- What do we do after removing old caulk?
- We put primer on exposed wood only. Say true or false.
- Find the antonym of the word 'remove' in the flow chart.

### SECTION - C

- 10 Describe how one can make a glass of orange juice.  $1 \times 4 = 4$

or

Describe the process of opening an account in the bank.

11. Write a letter to your father about your stay in the hostel.  $1 \times 4 = 4$

or

Write a letter to the collector requesting him/ her to take necessary steps to close the unused open bore wells which pose a big threat to children.

12. Mark the stress for any four of the following words.  $4 \times \frac{1}{2} = 2$

- |             |             |                |
|-------------|-------------|----------------|
| i) society  | ii) capital | iii) residence |
| iv) believe | v) against  | vi) village    |

13. Write a dialogue between a student and a teacher about naming their school after a philanthropist.  $1 \times 4 = 4$

or

Write a dialogue between a philanthropist and a donee about the need for charity.

— 0 —



**MODULE - VI****Unit - 21****Study Skills - III****Section - A****Idioms and Phrases**

Let's understand this conversation.

- Anitha : Hi, Akhila... seem to be *over the moon*!
- Akhila : Yeah ... Don't you know? The Inter results are *music to my ears*. What about you?
- Anitha : Ah! I had to eat *humble pie*. I failed in two subjects.
- Akhila : Why ...? You *burnt the midnight oil* ... I think.
- Anitha : Nevertheless, I failed in one subject.
- Akhila : Don't *cry your eyes out*. *Pull up your socks*. Prepare well for the next exam.
- Anitha : It's OK. But my father doesn't have faith in my ability. He often says, "Don't tell me *cock and bull stories*".
- Akhila : Come on Anitha. Don't *cry over spilt milk*. *Keep* bad company *at bay*. You will succeed. Cheer up...
- Anitha : Thank you Akhila. You have been a *pillar of support*.
- Akhila : It's alright.... See you.

Have you gone through the **phrases** in italics? What do they mean? What can you get from the words in isolation? Don't they sound strange? Yes ... they are called **idioms**.

**What is an idiom?**

An **idiom** is an artistic expression whose meaning is unpredictable from the usual meanings of its component words. It is a dialect which is peculiar to a people and adds glamour to the language.

Now, let's look at some **idiomatic expressions** and their usage.

1. **once in a blue moon:** happen very rarely  
He attends classes once in a blue moon.
2. **an arm and a leg:** very expensive  
It cost me an arm and a leg to study in the USA.
3. **a piece of the cake:** very easy  
Batting is a piece of the cake for Virat these days.

4. **a drop in the ocean:** a very small part of something much bigger  
The small donation was just a drop in the ocean.
5. **bite one's tongue:** want to say something but stopping oneself  
Sitara wanted to speak out about the unfair decision, but she bit her tongue.
6. **go the extra mile:** doing much more than required  
My father always goes the extra mile to help the needy.
7. **get ducks in a row:** to get one's affairs in order or organised  
I can't hope to do well at my job until I get my ducks in a row.
8. **let the cat out of the bag:** reveal a secret accidentally  
Joel let the cat out of the bag about my surprise birthday party.
9. **working against the clock:** not having enough time to do something  
I am really working against the clock now. I must hurry.
10. **flogging a dead horse:** attempting to continue with something that is over  
We are flogging a dead horse. Our present business is making no money.  
So, let's do something else.
11. **on cloud nine:** very happy  
Rahul is on cloud nine as he got a good job.
12. **bolt from the blue:** something happened unexpectedly  
The results of the recent polls were a bolt from the blue to many parties.
13. **storm in a tea cup:** making unnecessary fuss/getting excited about something unimportant  
There was a storm in the tea cup over who should be the Chief Guest on Hostel Day.
14. **make hay while the sun shines:** to take advantage of a good situation which may not last long  
Our boss is on a vacation. Let's make hay while the sun shines and relax.
15. **beat black and blue:** covered with bruise marks caused by being hit  
Kiran was beaten black and blue by the violent crowd.



16. **fight an uphill battle:** struggle against very unfavourable circumstances  
The Kings XI Punjab have to fight an uphill battle to win the IPL-9 title.
17. **donkey's years:** doing something for a long time  
I have been teaching grammar for donkey's years.
18. **at the eleventh hour:** something done in the last possible moment  
If you want to do your best, don't do things at the eleventh hour.
19. **bee in one's bonnet:** an idea which constantly occupies one's thoughts  
Our English teacher has a bee in her bonnet about correct pronunciation.
20. **cook some one's goose:** spoil some one's plans or chances of success  
This year's severe drought cooked Ramaiah's goose.
21. **feather in one's cap:** the achievement of which one can be proud of  
*Bahubali's* success is a feather in Rajamouli's cap.
22. **rags to riches:** start off being very poor and become very rich and successful  
Dhirubai Ambani's life is a story of rags to riches.
23. **in the blink of an eye:** happen fast and instantaneously  
The announcement of the Intermediate results reached every corner in the blink of an eye.
24. **in/by leaps and bounds:** make rapid or spectacular progress  
Our business flourished in leaps and bounds.
25. **risk life and limb:** in danger of death or serious injury  
Don't risk your life and limb by participating in reality shows.
26. **save one's neck/skin:** escape from death, punishment, etc. especially by leaving others in an extremely difficult situation  
Satish got his friends into trouble in order to save his skin.
27. **birds of a feather flock together:** similar in many ways, so spend time together  
Arun and Varun are sports enthusiasts and are often found together. So, our friends usually speak of them as 'birds of a feather' (flock together).
28. **keep at arm's length:** not to allow somebody to be friendly with you  
I always keep cheats at arm's length.

29. **bite off more than you can chew:** try to manage something that is too difficult

The tailor accepted more work than he could handle and realized that he had bitten off more than he could chew.

30. **take the bull by the horns:** act decisively in order to deal with a difficult problem

The manager avoided taking a decision but finally took the bull by the horns.

31. **leave no stone unturned:** try everything possible to achieve something  
President Kalam left no stone unturned to motivate the youth.

32. **no spring chicken:** one is quite old or well past his youth

I am no spring chicken, you know. How can I dance?

33. **beyond wildest dreams:** better than you imagined for

The bumper harvest was beyond the farmer's wildest dreams.

34. **keep your nose to the grindstone:** concentrate on working or studying hard (informal)

Uma is in the Intermediate class and has to keep her nose to the grindstone. No time for games or music.

35. **paddle your own canoe:** do something without the help of others

Sonu refused all help as he believed in paddling his own canoe.

36. **have a bone to pick:** annoyed with somebody and talk to them about it

Laxmi has a bone to pick with Revati as she was not invited for the marriage.

37. **give a tongue-lashing:** scold someone severely

The teacher gave the lazy boy a tongue-lashing.

38. **dressed up to the nines:** wearing smart or glamorous clothes

Actors often dress up to the nines for public functions.

39. **make one's ears burn:** embarrassed by hearing something being said about you

The discussion about my childhood pranks made my ears burn.

40. **turn a deaf ear:** refuse to listen to somebody

Our boss turned a deaf ear to our request for changing the venue of the meeting.

41. **back to the salt mines:** returning to work with some reluctance

After the vacation the students had to go back to the salt mines.



42. **nuts and bolts:** detailed facts and the practical aspects. (informal)  
Unless I get to know the nuts and bolts of the business, I can't venture into it..
43. **step into someone's shoes:** take over a job/a position held by someone before you  
When the manager retires, I'll step into his shoes.
44. **catch-22:** a frustrating situation which will lead to further frustration  
In big cities, if you don't have a place to live in, you can't get a job and with no job, you can't get a place to live in! Thus it's a catch 22 situation.
45. **at the drop of a hat:** do it immediately without hesitation  
The rich socialite throws parties at the drop of a hat.
46. **wild goose chase:** a search for something that is impossible for you to find or that does not exist, that makes you waste a lot of time  
Without a proper address or phone number, it would be a wild goose chase to locate someone in Hyderabad.
47. **taste of your own medicine:** have the same bad treatment that you have given to others  
The evil-minded will taste of their own medicine sooner or later.
48. **blow one's horn:** to praise one self; to boast  
People avoid her as she constantly blows her horn.
49. **burn the midnight oil:** to work very late into the night  
I have to present this report by tomorrow. So, I must burn the midnight oil tonight.
50. **thrilled to bits:** extremely pleased about something  
I was thrilled to bits when I received a fancy gift.

### Exercises

- A. Here are some sets of **idioms** in Column **A**. Match them with their **meanings** in Column **B**.

#### Set - I

- | A                         | B  |
|---------------------------|--|
| i) cool one's heels       | a) force someone to behave in a disciplined manner |
| ii) bring someone to heel | b) refuse to do something                          |

- |                       |                             |
|-----------------------|-----------------------------|
| iii) Achilles' heel   | c) thought to be dangerous  |
| iv) hairy at the heel | d) keeps waiting            |
| v) dig in your heels  | e) a weak (vulnerable) spot |

**Set - II**

- | A                        | B  |
|--------------------------|--|
| i) brave face            | a) manage to avoid humiliation           |
| ii) keep a straight face | b) when a plan suddenly fails            |
| iii) save face           | c) pretend to be cheerful                |
| iv) blow up in the face  | d) show no emotions                      |
| v) poker face            | e) look serious though you want to laugh |

**Set - III**

- | A                     | B  |
|-----------------------|--|
| i) armed to the teeth | a) very angry, frustrated                        |
| ii) grind your teeth  | b) very difficult to do                          |
| iii) grit your teeth  | c) show concern in an excessive way when worried |
| iv) gnashing of teeth | d) carrying a lot of weapons                     |
| v) like pulling teeth | e) decide to continue in spite of difficulties   |

**B. Fill in the blanks in the following sentences with suitable idiomatic expressions given below.**

- |                       |                        |
|-----------------------|------------------------|
| spinning one's wheels | take the rap           |
| in a nutshell         | mind one's p's and q's |
| a sea change          | by a whisker           |
| get the nod           | a living hell          |
| a thick skin          | a paper tiger          |

- Finally, our team lost ----- and I was disappointed.
- Mahesh is not making any progress. He's just -----.
- A politician needs-----.
- There is ----- in the behavior of the culprit after his release from the prison.
- The corrupt officers should ----- for their faults.



6. Indian batsmen are nothing but ----- when they play in South Africa.
7. We should ----- when we talk to elders and officials.
8. Let me explain the proceedings-----.
9. Rahul ----- after a lengthy discussion among the members.
10. School is ----- for some kids.

**C) Look at some idioms and their meanings. Use them in your own sentences.**

- |                                     |   |   |
|-------------------------------------|---|---|
| 1. a hot potato                     | : | controversial and sensitive issue   |
| 2. beat around the bush             | : | avoid the main topic  |
| 3. judge a book by its cover        | : | judge something primarily on appearance                                   |
| 4. caught between two stools:       |   | find it difficult to choose between two alternatives                      |
| 5. devil's advocate                 | : | one who advocates an opposing or unpopular cause for the sake of argument |
| 6. put all your eggs in one basket: |   | put all the resources in one possibility                                  |
| 7. every cloud has a silver lining: |   | every misfortune has some positive aspect                                 |
| 8. hit the nail on the head         | : | do or say something exactly right   |
| 9. last straw                       | : | the final one in a series of problems                                     |
| 10. steal someone's thunder         | : | to take the credit for something someone else did                         |
| 11. acid test                       | : | something that shows the true worth of something or someone               |
| 12. chase your tail                 | : | spend a lot of time and energy but achieve little                         |
| 13. explore all avenues             | : | try out every possibility to get a result                                 |
| 14. work like a charm               | : | work very well  |
| 15. waiting in the wings            | : | waiting for an opportunity to take action                                 |
| 16. a blessing in disguise          | : | something good that isn't recognized at first                             |
| 17. have a chip on your shoulder:   |   | hold a grudge about something that happened in the past                   |
| 18. a slap on the wrist             | : | a very mild punishment  |

- |                                       |   |  |
|---------------------------------------|---|--|
| 19. all Greek to me                   | : | meaningless and incomprehensible                                       |
| 20. apple of my eye                   | : | someone who is cherished above all others                              |
| 21. cross your fingers                | : | to hope something happens the way you want it to                       |
| 22. beat a dead horse                 | : | try to revive interest in a hopeless issue                             |
| 23. back to square one                | : | having to start all over again   |
| 24. dark horse                        | : | one who is previously unknown and is now prominent.                    |
| 25. Elvis has left the building       | : | the show has come to an end  |
| 26. hit the sack                      | : | go to bed  |
| 27. hit the books                     | : | to study, especially for a test  |
| 28. give (someone) the slip           | : | to escape  |
| 29. haste makes waste                 | : | doing things hastily results in a poor ending                          |
| 30. head over heels                   | : | madly in love.   |
| 31. get itchy feet                    | : | to become bored with the place or situation that you are in            |
| 32. make a mountain out of a molehill | : | to make a small problem seem big                                       |
| 33. keep your powder dry              | : | to be ready for a possible emergency                                   |
| 34. from top to bottom                | : | very thoroughly  |
| 35. rap someone on the knuckles:      | : | criticize or punish someone for doing something wrong                  |
| 36 tie the knot                       | : | to get married   |
| 37. a knight in shining armour        | : | a man who rescues you from danger                                      |
| 38. keep the pot boiling              | : | keep going on actively / keep a controversy alive                      |
| 39. you reap what you sow             | : | what happens to you is the result of things which you did in the past. |
| 40. the best of both worlds           | : | all the benefits and advantages of two different things                |
| 41. dead to the world                 | : | sleeping very deeply   |



- 
- |   |   |   |
|---|---|---|
| 42. an old wives' tale                  | : | a common belief based on traditional ideas (but incorrect)            |
| 43. whistle in the wind                 | : | try without success to solve a problem                                |
| 44. red tape                            | : | official rules that seem complicated and cause delay                  |
| 45. lose your shirt                     | : | to lose all your money on a bad investment                            |
| 46. a red letter day                    | : | a day when something very important happens                           |
| 47. chase rainbows                      | : | to waste your time trying to get something that you cannot            |
| 48. part and parcel                     | : | an essential or basic element   |
| 49. grease someone's palm               | : | to give money to an official for an unfair advantage (bribe)          |
| 50. like oil and water                  | : | two people who are different from each other                          |
| 51. a night owl                         | : | someone who regularly prefers to work late at night                   |
| 52. nickel and dime                     | : | not very important or functioning only on a small scale               |
| 53. a square meal                       | : | a large, filling, nutritious meal                                     |
| 54. by fair means or foul               | : | by any possible method (even unfair too)                              |
| 55. the lion's share                    | : | the largest part of something   |
| 56. a labour of love                    | : | a task that you do for pleasure without expecting payment             |
| 57. horses for courses                  | : | different people are suitable for different things                    |
| 58. teach your grandmother to suck eggs | : | to advise someone who actually knows more about something than you do |
| 59. get a raw deal                      | : | to be treated badly   |
| 60. out of the blue                     | : | unexpectedly  |

**MODULE - VI**

## Unit - 21

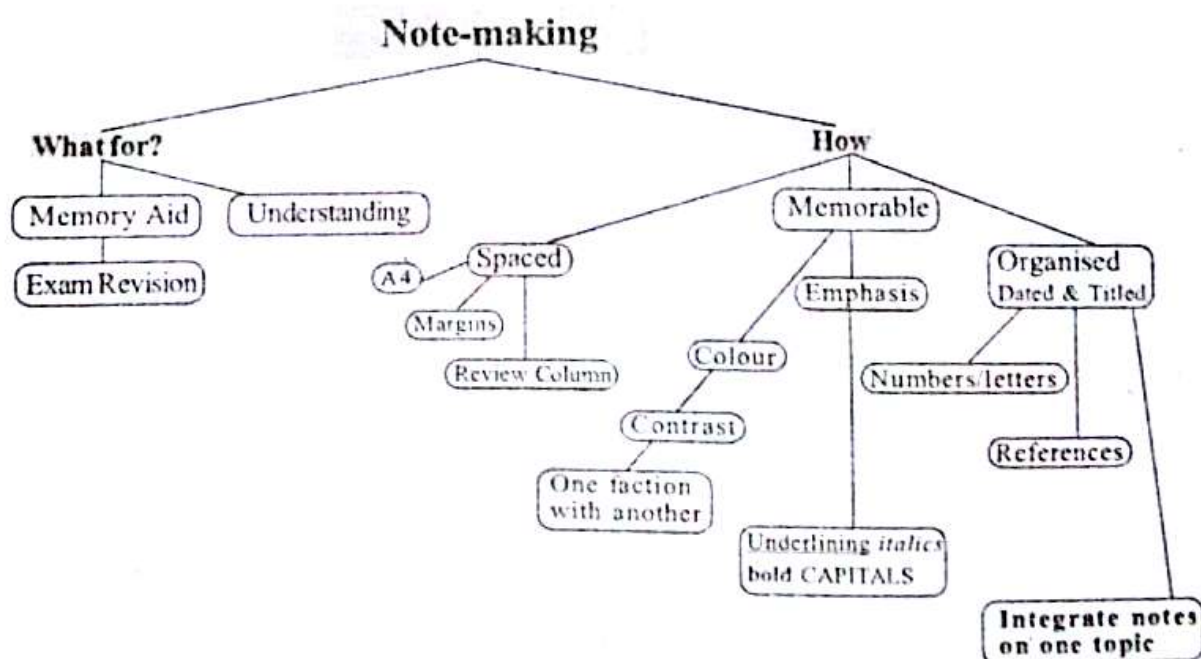
## Composition

## Section – B

## Note - making

**Note - making** refers to the process of selecting important points from an article and assembling them in a way that is easy to comprehend and remember. The notes prepared contain all the key points. Notes can be made for various chapters in the curriculum too. Such notes are particularly useful before the examinations. A glance at the notes helps the student to recall whatever is important in the chapter and he can quickly move on to another chapter. **Note - making** is a skill that should be developed by all students as it can make learning less cumbersome. One can intelligently cover a lot of material in a short time.

Students jot down points during lectures too. They listen to the teacher and try to keep pace as he/she reels off various details pertaining to a topic, some important and some, not. The student takes down whatever he/she feels is important. Such an activity is referred to as **note-taking**, as opposed to **note-making**. Preparing notes while a lecture is being given in class can be more cumbersome than preparing notes from printed matter. In the case of a printed article a student can take his time, repeatedly read sections if he wishes to and also read different sections in the order in which he chooses. In the classroom, however, he has to follow the flow as he cannot keep interrupting the teacher constantly. He has to pay full attention and if he loses the thread of the discussion he would have to refer to someone else's notes later. Given below is a diagrammatic representation of some of the aspects of preparing notes.





When we pick up a newspaper we do not read each and every line in all the columns of each page. We read the headlines, glance through the headings of the columns and read only the news that interests us. If we can practise reading large chunks of material quickly and get an idea of what the main ideas in the passages are, we would be able to improve our reading skills, and consequently, our note-making skills too. Skimming and scanning are two ways we usually follow.

**Skimming** refers to the process of reading only the main ideas within a passage to get an overall idea of the contents. The steps in skimming are:

- i) Read the title.
- ii) Read the introduction.
- iii) Read the first sentence of all the other paragraphs.
- iv) Read any headings and sub-headings.
- v) Observe any pictures, charts or graphs.
- vi) Observe any italicized or boldface words or phrases.
- vii) Read the last paragraph.

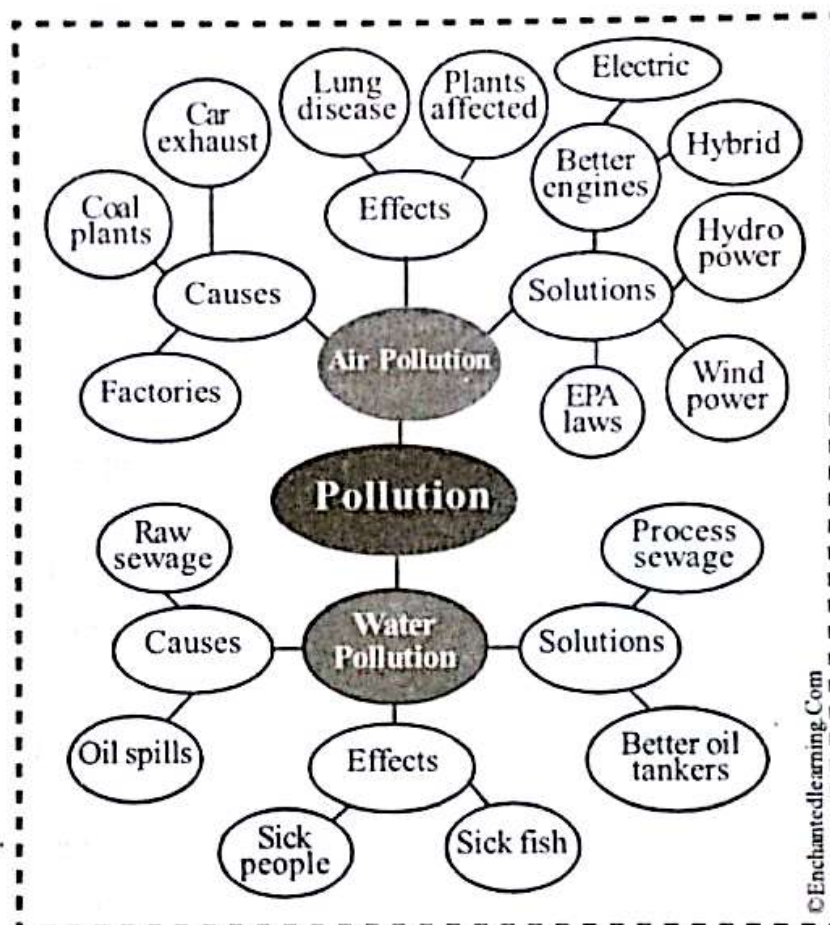
**Scanning** is a reading technique used when we want to find specific information quickly. We have a certain question in mind and we look for the answer, ignoring all the other unrelated information. The steps in scanning include:

- i) Specify clearly what information you are looking for.
- ii) Try to anticipate how the answer will appear and what clues may help you to locate the answer. For instance, if you are looking for a date, keep a watch for figures.
- iii) Use headings to help you identify which sections may contain the information you are looking for.
- iv) Selectively read and skip other sections of the passage.

Notes may be written in the form of points. Clearly written headings and sub-headings add clarity and make the notes intelligible at a glance. Sometimes diagrams such as **pie charts**, **bar graphs** may come in handy. For instance, notes on a passage about the sales figures during different quarters can be shown effectively as a pie diagram. Different generations of a family can be represented as a tree diagram.

Spider diagrams or mind maps are radial diagrams and an interesting way to make notes. They are an effective way to visualize, structure and classify ideas. One can get a quick overview by looking at the figure. The main concept is represented as a 'sun' and is placed at the centre and the various aspects of the concept radiate from it.

Notes on a passage on Pollution which deals with the types of pollution, causes and effects could be represented in the form of a spider diagram:



Given below are some passages for note-making which have been worked out. Study them carefully and attempt the others. Remember to add a **title** which conveys the central idea.

1. Almost everyone has a mobile phone these days. Mobile phones have completely changed the way people interact. Today the mobile phone has become part and parcel of people's lives. These devices are convenient to carry around and you can use them on the go as long as there is network coverage wherever you are. One can receive and send emails, browse websites, download games and videos, book flight tickets, transfer money to banks and even chat with friends far away. With a mobile phone, you are connected to the internet throughout. You can also use it to make calls whenever there is an emergency.

But mobile phones have their disadvantages. People are always on their phones receiving calls, checking out their friends on Facebook, chatting on WhatsApp, checking emails and listening to music. You can't avoid work related emails and



phone calls even when you're at home with your family or on vacation. Having all your information on your device is convenient but it's also dangerous because there's a possibility of someone else accessing your phone. Mobile phone theft is quite common. Innumerable accidents are caused by usage of mobile phones when driving. The mobile phone can also disrupt a meeting or class if proper etiquette is not followed. Today, socializing that involves real interaction is very rare. People have been reduced to interacting on social platforms such as Facebook and Twitter. It can easily take you away from real life activities and you will find it hard interacting with people.

#### MOBILE PHONES: ADVANTAGES AND DISADVANTAGES

Advantages	Disadvantages
1. multiple uses : chatting, banking,	1. constant interruptions : intrusive games, browsing
2. easy communication	2. distraction: accidents
3. always connected	3. affects real life situations
4. emergency situations—great boon	

2. You can do well in your exams if you are disciplined and methodical in the way you approach your studies. Follow your class lessons properly to cover your syllabus in a systematic manner. After coming home, revise whatever is taught in the class, as the topics will be still fresh in mind. Try and solve the questions at the end of each topic and also the last five years' papers. If you are stuck, make sure you have it resolved by the next day at the most.

Do not hesitate to take help from teachers and seniors, as needed.

Jot down important notes and formulae that you come across during your studies. This will help before the exams as you can just grab the subject notebook and revise the portions you want. Revise the points as and when you get time.

Chalk out a time table for board exam preparation and allocate ample time for each subject. Choose the time that you think is best for study. It can be early in the morning or late at night. Do not allow distractions to mar your studies. Hone your strengths but do not ignore your weaknesses. Do not study anything new or from a new book right before exams, as you may get confused. Revise what you have studied and glance at important notes and formulae. Make a weekly revision plan. Eat healthy and take ample rest. Make sure you are also spending some time playing and re-energizing yourself.



**TIPS FOR SUCCESS IN EXAMINATIONS**

Discipline and planning are essential for success in the examinations.

- Cover the syllabus in a systematic manner.
- Revise lessons every day.
- Seek guidance of teachers, seniors.
- Make a timetable for study before final exams.
- Eat well, take rest, relax, play.

3. Renewable energy resources are being used all over the world. Brilliant minds have devoted their lives to finding resources that do not leak greenhouse gases into the ozone layer and which do not cost large amounts of money. Hydro energy, solar energy, wind energy, energy from bio mass and bio fuels are viable alternative sources of energy. They are clean sources of energy and have lower carbon emissions compared to conventional sources of energy such as fossil fuels. What's more, the energy generated is nearly 80% renewable.

Harnessing the power of moving water to generate electricity, known as hydroelectric power, is the largest source of emission-free, renewable electricity worldwide and has been used over the ages. Solar power is another excellent energy resource. The sun gives us free rays, so why not use them as a power source? Solar power is trapped by special rows of panels which take in the energy of the sun and provide power for homes. In places which are windy, powerful wind turbines have been constructed to provide energy. The turbines are big towers with three prongs which are pushed around by the wind. This produces energy. The largest 'wind farm' in the world is in Denmark.

Biogas is a popular source of energy in some countries. In Vietnam, cow and pig manure and waste is washed into a drain, where the gas is allowed to gather through pipes, then leak into a large 'bag,' which is situated above the stove. The methane (the gas produced by the cow and pig manure) is then stored and used as fuel. This procedure is environmentally friendly. Biomass fuels used today come in the form of wood products, dried vegetation, crop residues, and aquatic plants. Biomass has become one of the most commonly used renewable sources of energy in the last two decades.

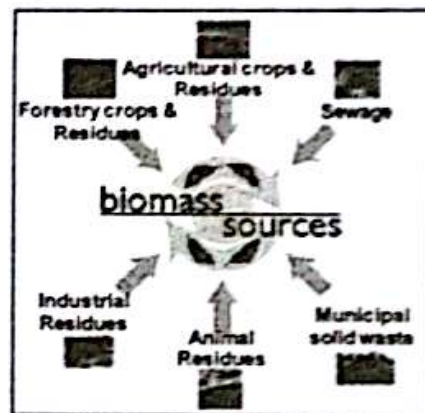
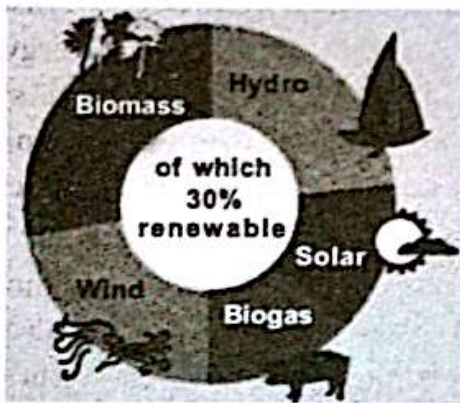
**RENEWABLE SOURCES OF ENERGY**

- 1) Renewable sources of energy : clean, low carbon emission
- 2) Sources: Water, sun, wind, biogas and biomass— 80% renewable
  - a) Hydro energy: from water; largest source of renewable energy
  - b) Solar energy: from sun; solar panels trap energy



- c) Wind energy: from wind; turbines
- d) Biogas: from waste of animals; methane converted to energy
- e) Biomass: from dried vegetation, crop residues, etc.

The above example is one way of **making notes** on the passage. There could be several other ways too. For instance, you could draw a radial diagram, having renewable sources of energy as the main concept at the centre and the various forms of energy as rays. You could also draw a 'doughnut diagram' like the one shown below.



(Biomass Sources)

## Exercises

Study the following passages and **make notes**.

1. There are various factors to consider when planning your career. Planning for the right career starts in high school itself. First, think about your interests and hobbies. If you enjoy science, you may want to apply to college and pursue a career in engineering or marine biology. Write a list of possible careers that match your interests and your capabilities. If you find you are happiest when you work with others, jot down that you are a team player. In that case, you may want to consider jobs that involve interaction with people instead of careers like computer programming or writing, which require more 'alone' time.

Research the careers that you are considering. Write a profile for each, including job description, salary, educational requirements and job outlook. Realistically look at each profile and picture yourself performing the job duties. However, you have to consider all factors. For example, you may be able to picture yourself wearing scrubs and performing open heart surgery, but if you hate biology and can't imagine investing years in medical school, then it may not be a good idea to pursue medicine.



If you have decided that you would like to pursue a career that requires higher education, do your research on applying to the college or program, including qualifications, application deadlines, tuition fees and length of study. If you have decided on a career that does not require higher education, start looking for ways to enter the field and gain experience. Speak to someone who already has your dream job. This person can provide a better picture of the pros and cons of the profession.

**2.** Computers have made our life much easier. They can complete tasks at lightning speed with precision and accuracy. They are used at home for work and entertainment purposes, at offices, in hospitals, in government organizations and in business.

People can find any type of information on the internet. Educational and informative websites are available and one can download books and tutorials. Many institutes are providing distance learning programs. The student does not need to come to the institute. The institute provides the reading material and the student attends a virtual classroom. The trend of online examinations is becoming popular. Different examination like GRE, GMAT and SAT are conducted online all over the world. With a computer one can manage office work at home. Reports can be submitted online. The owner of a company can check the work of the employees from home.

An important use of computers at home is playing games. These games are a source of entertainment and recreation and can improve one's mental capability and thinking power. People can watch movies, listen to songs, and watch videos. They can also watch live matches on the internet. Besides, they can chat with friends and family on the internet using different software like Skype. They can interact with friends over social media websites like Facebook and Twitter. They can also share photos and videos with friends.

The use of computer technology in business provides many facilities. Businessmen are using computers to interact with their customers anywhere in the world.

**3.** When an ageing parent is to be cared for in the home of a grown child, there are few who are prepared for the physical, emotional and financial consequences this entails. To be the primary caregiver for another human being is a huge undertaking, and this is especially true when a grown child is caring for an ageing parent. To begin with, there is the emotional impact of the changing relationship between the parent



and the grown child, whose role has changed from being the cared for to the caregiver. For those who have always looked to their parent for support and guidance, this role reversal can come with a deep sense of loss. A similar feeling of loss can be felt by the parent, who may find it difficult to adjust to being the one who needs support rather than the one who gives it.

In addition to the emotional impact of caring for an ageing parent, there is the issue of their general health to be consider. Many people who survive past 65 have chronic or life-limiting medical conditions that require a high level of care. Another important thing to consider when making the decision to care for an ageing parent is their mobility. If they are unable to rise out of a bed or chair, for example, a certain amount of physical lifting may be involved. There is also the consideration of how self-sufficient they are on the toilet and in the shower.

There is no doubt that caring for an aging parent will bring challenges, but if it can be managed well, it can also bring many rewards -- the main one being a sense of fulfillment. If we can ensure that the parents who gave us life have a good journey to the end of their life, no price should be too high to pay.

**4.** Hobbies bring many benefits that usually make them more than worth the time they require. Popular hobbies include playing musical instruments, dance, sports and gardening.

For those who aren't overly stressed, and may actually be under-stimulated, hobbies provide a nice source of 'eustress', the healthy kind of stress that we all need to remain feeling excited about life. If the rest of your life is somewhat dull or uninspiring, hobbies can provide meaning and fun and can provide just the right amount of challenge.

Many hobbies lend themselves to group activities: golfing, knitting and creative writing groups are good examples. Hobbies that connect you with others can bring the added benefit of social support, which can bring meaning to life in a fun way. The friends you have fun with can become some of your best friends.

Hobbies bring a sense of fun and freedom to life that can help to minimize the impact of chronic stress. Those who feel overwhelmed at a job, for example, can benefit from hobbies because they provide an outlet for stress and something to look forward to after a hard at a stressful job. A study found that enjoyable activities



performed during leisure time were associated with lower blood pressure and lower levels of depression.

5. It is not enough to prepare well for examinations. Success in the exam depends also on your mental state of mind during the exam, proper time management, neat presentation of answers and other small details. Sleep well on the night before the exam and resist the temptation of last minute cramming. You should be well rested and relaxed.

On the morning of the exam have a light breakfast and set out. Reach the examination hall well in time, particularly on the first day. Once you get the question paper, read it carefully. Remain calm as any silly mistake you may make in understanding the questions can have damaging consequences. Spend at least five minutes going through the different sections of the paper. It is advisable to start with those questions you are most confident with, instead of wasting time with the difficult ones. Do not panic if you get stuck with a question. Leave it incomplete and move on to the other questions. After completing the easier questions move on to the next level of difficulty. Save the toughest questions for the end. All the 'bits' pertaining to a question should be answered in sequence and at one place. Keep numbering the papers as you proceed. Draw all diagrams neatly and colour them, if possible, to make them more attractive. After you complete the paper, tie up the sheets properly. You should then revise the answer paper at least twice before handing it.

6. General knowledge is the knowledge of every aspect of human life, which may or may not be a part of one's academic curriculum. There can be various areas identified as different domains of general knowledge like arts, discovery, games, politics, culture, films, medicine, history etc. The main branches can be classified as --- current affairs, fashion, family, physical health and recreation, arts and science.

General knowledge helps us to grow both on a personal and academic level. General awareness increases our confidence. You could start a conversation with anybody on any topic and your knowledge would impress the person you are interacting with. General Knowledge also helps one on the academic front. Almost all competitive exams thrive on general knowledge questions. Even the interview session that follows these exams consists of GK questions.



General knowledge cannot be attained overnight. Reading newspapers and listening to news channels is an important practice that should be adopted. Another interesting medium to gain knowledge is through G.K quizzes. Such quizzes are an entertaining way to attain knowledge on various subjects.

7. Even the smartest and most qualified job seekers need to prepare for job interviews. You do not get a second chance if you fail to impress the interview panel.

The first nonverbal impression can be a great beginning -- or quick ending -- to your interview. One must demonstrate confidence. Standing straight and not slouching, making eye contact with the interviewers and connecting with a firm handshake are important physical gestures which are an index of your confidence. It is important, also, to be well-groomed and to wear formal clothes befitting the occasion. Casual clothes may be frowned upon.

Good communication is not limited to verbal expression but includes listening skills too. The candidate should keenly observe the interviewers and speak only as much as he ought too. Prior to the interview the candidate should prepare himself by reading about the job requirements and about the company. He will then be in a better position to tailor his answers to the needs of the job. He should use language which is polite and respectful. Under no circumstances should personal comments and jokes based on race, gender, community or religion be made.

Part of knowing how to interview is being ready to ask questions that demonstrate an interest in what goes on in the company. Asking questions also gives you the opportunity to find out if this is the right place for you.

Reflect the three Cs during the interview: Be cool, calm and confident. You know you can do the job; make sure the interviewer believes you can, too.

8. Fruits and vegetables are parts of plants. We use them in different forms, either after cooking or in the raw form, as salads. They are natural sources of vitamins, fibres and many minerals. The sweet and succulent produce of a plant is generally referred to as a fruit. The rest of the edible parts are vegetables. These could be leaves as in the case of spinach, the roots as in the case of radish, or the flowers as in cauliflower. Most fruits are available for human use in raw form, for instance, apple, mango, banana and orange.



However, botanists may disagree with these generalizations. Scientifically speaking, a fruit is the matured ovary of a flowering plant (angiosperm), which means that it contains seeds. According to the botanical definition tomatoes, pumpkins, cucumbers, and zucchini are fruits as they contain seeds. Traditions and cultures play a great role in deciding the status of vegetables and fruits.

While fruits have an exact botanical definition, vegetables do not. Fruits are those parts of plants, which contain seeds, but for vegetables to have seeds is not an obligation. This is the basic reason behind the classification of tomatoes and cucumbers among fruits. Fruits, usually, have sugar called fructose, which gave them a sweet taste, whereas vegetables are, usually, savory. Fruits could be used in raw form, whereas only some vegetables can be used in raw form. Fruits protect seeds while vegetables could be any part of a plant. Their uses also make them different from each other, but both are important for the existence of life on this planet.

9. Amitabh Bachchan is one of the most well-known celebrities in India and is known worldwide as the most influential Bollywood actor of all time. He was born Amitabh Harivansh Bachchan on the 11th of October 1942 in Allahabad to the acclaimed poet, Harivanshrai Bachchan, and his wife Teji Bachchan. Amitabh's mother was a homemaker while his father enjoyed great success as a poet in the Chayavaad movement of literature and was awarded the coveted Padma Bhushan for his contribution to literature of India. Amitabh married fellow actress Jaya Bhaduri, with whom he had appeared in several movies. The couple married on June 3, 1973. At that time, Jaya was highly successful and was, by some counts, more successful than her husband. Shortly after their marriage, the couple starred together in a movie, *Abhimaan*, and it was a major hit. The couple are together since 40 years, making their liaison one of the most successful marriages in Bollywood.

Amitabh and Jaya have two children, Shweta and Abhishek. Shweta is married to Raj Kapoor's grandson, Nikhil Nanda. Abhishek Bachchan is married to the highly successful actress, Aishwarya Rai. Shweta and Nikhil have a son, Agastya, and a daughter, Navya Naveli. Abhishek and Aishwarya have a daughter, Aaradhya.



**MODULE - VI****Unit - 21****Composition****Section – C****Verb Patterns**

**Types of sentences:** There are four types of sentences.

- |               |                 |
|---------------|-----------------|
| 1) Statements | 2) Questions    |
| 3) Commands   | 4) Exclamations |

**1. Statements**

1. a Affirmative	1. b Negative
a) Hyderabad is an ancient city.	a) Khammam is not an ancient town.
b) English is an interesting language.	b) Urdu is not a difficult language.
c) Sania Mirza is a tennis player.	c) Sachin is not a hockey player.

**Exercise**

Frame meaningful **statements** from the following jumbled words:

- met/collector/yesterday/the villagers/the
- were/very/the audience/attentive/during the programme
- near the curve/the accident/at night/took place

**2. Questions**

2. a Affirmative	2. b Negative
a) Who is your role model?	a) Why haven't you paid the fee yet?
b) What is your father?	b) Why were you not allowed to pay the fee?
c) What is the capital of India?	c) Which answer is not correct?

**Exercise**

Frame meaningful **questions** from the following jumbled words and put a **question mark** at the end:

- any imported mobiles/available/shop/your/in/there/are
- difficult/swimming/a/is/ exercise
- chameleon/change/does/its colour/often/a

3. **Commands**

Affirmative	Negative
a) Relax for some time.	a) Don't waste your valuable time.
b) Read the passage loudly.	b) Don't ignore your teacher's words.
c) Keep your surroundings clean.	c) Don't encourage evil in others.

**Exercise**

Frame meaningful **commands** from the following jumbled words:

- i) you/where/stay/are
- ii) me/confuse/don't
- iii) neatly/write

4. **Exclamations**

Affirmative	Negative
a) How wonderful the Kuntala waterfall is!	a) They aren't here!
b) What a melodious song it is!	b) You aren't lazy!
c) How neat the room is!	c) She isn't an employee!

**Exercise**

Frame meaningful **exclamations** from the following jumbled words and put an **exclamation mark** at the end:

- i) baby/is/cute/the/how
- ii) an/story/amusing/what/is/it
- iii) pleasant/is/the weather/how

**General exercise**

Read the following sentences and mark **statements** as 'S', **question** as 'Q', **command** or **request** as 'C' and **exclamations** as 'E'.

- i) The train left on time. ( )
- ii) How did you make the kite? ( )
- iii) Go home and take rest. ( )
- iv) What a brilliant boy he is! ( )
- v) Our English teacher explains grammar well. ( )
- vi) Please get me a cup of tea. ( )



## 5. Verb Pattern - i

i (a)

S. No.	Subject	Linking Verb – 'be'	Subject Complement (Noun/Noun Phrase/Adjective)
1.	Kiran	is	a business man.
2.	They	were not	students.
3.	The dish	is	hot.

## Exercise

Fill in the blanks with suitable words from the list given below:

- Tap water is not -----.
- The present-day ----- are intelligent.
- is controversial.  
(the film, children, fresh)

i (b)

S. No.	Subject	Linking Verb – 'be'	Complement of the verb
1.	The photograph	was	on the table.
2.	The bird	is	in the nest.
3.	The guests	were	in the hall.

## Exercise

Fill in the blanks with appropriate phrases from the list given below:

- The director is -----.
- The doctor was -----.
- The child is not -----.  
(in the cradle, in the operation theatre, in the office)

i (c)

S. No.	There	Linking Verb – 'be'	Real Subject	Complement of the verb
1.	There	are	dogs	in the street.
2.	There	is	a lizard	on the wall.
3.	There	was	a snake	in the garden.

**Exercise**

Fill in the blanks with suitable words/phrases from the list given below:

- i) There is a fire - - - - - .
  - ii) There was confusion - - - - - .
  - iii) There are ants - - - - - .
- (in the forest, among the members, in the sugar)

**Verb Pattern - ii**

S. No.	Subject	Intransitive Verb	Any other expression (optional)
1.	Some people	travel	frequently.
2.	Dogs	bark	when provoked.
3.	The moon	rose.	

**Exercise**

Fill in the blanks with suitable words from the list given below:

- i) Squirrels don't - - - - - slowly.
  - ii) They - - - - - loudly.
  - iii) The birds - - - - - on the branches.
- (relax, laugh, run)

**Verb Pattern - iii****iii (a)**

S. No.	Subject	Transitive Verb	Object
1.	They	sell	fruits.
2.	She	loves	music.
3.	We	draw	pictures.

**Exercise**

Fill in the blanks with suitable words from the list given below:

- i) Some hamlets don't - - - - - mobile signals.
  - ii) We - - - - - messages to all the members.
  - iii) They - - - - - a notice on the wall.
- (displayed, sent, receive)



## iii (b)

S. No.	Subject	have/has/had	Noun
1.	They	have	a flat.
2.	She	has	a car.
3.	We	have	a house.

**Note**

The sentences of this kind cannot be changed into the **passive voice**. Because the verb 'have'/'has'/'had' does not take a real **object**.

There are also other verbs in this pattern: **cost, weigh, hold**, etc.

- i) This book costs five hundred rupees.
- ii) The parcel weighs two kilos.

**Exercise**

Correct the following sentences:

- i) Parents has narrated a story.
- ii) She do not have an umbrella.
- iii) Varun have many friends.

**Verb Pattern - iv**

S. No.	Subject	Transitive Verb	Indirect Object	Direct Object
1.	I	sent	him	a message.
2.	They	told	us	a story.
3.	Naresh	gave	her	a gift.

**Alternative pattern**

S. No.	Subject	Transitive Verb	Direct Object	Preposition (to/for)	Indirect Object
1.	I	sent	a message	to	him.
2.	They	told	a story.	to	us .
3.	Naresh	bought	a dictionary	for	his sister.

**Exercise**

Fill in the blanks with suitable words from the list given below:

- i) We brought them a -----.
  - ii) They taught him a -----.
  - iii) I did not write him a -----.
- (letter, book, lesson)

Some verbs can be used both transitively and intransitively.

1. The peon rings the bell. (transitive) The bell rings. (intransitive)
2. We breathe foul air. (transitive) All living beings breathe. (intransitive)
3. My father runs a medical shop. (transitive) My daughter runs fast. (intransitive)

### Exercise

Identify the verbs in the following sentences and write whether each of them is used transitively or intransitively.

- i) R.K. Narayan writes short stories in English. ....
- ii) R.K. Narayan writes humorously. ....
- iii) Picasso drew the pictures. ....
- iv) Picasso drew with a deep meaning. ....
- v) The glass broke into pieces. ....
- vi) He broke the glass into pieces. ....

### Verb Pattern - v

S. No.	Subject	Verb	Object	Object Complement
1.	The children	kept	the windows	closed.
2.	We	elected	her	chairperson.
3.	They	made	him	their leader.

### Exercise

Frame meaningful sentences from the jumbled words given below:

- i) competent/her/we/find/don't
- ii) chose/her/they/their leader
- iii) the mobile/he/repaired/get/did not

Exercise on Verb patterns given above.

Pattern	Number
Subject + Linking Verb – 'be' + Subject Complement (Noun/Noun Phrase/Adjective)	i (a)
Subject + Linking Verb – 'be' + Complement of the verb	i (b)
There + Linking Verb – 'be' + Subject + Complement of the verb	i (c)
Subject + Intransitive Verb + Any other expression	ii
Subject + Transitive Verb + Object	iii (a)
Subject + have/has/had + Noun	iii (b)
Subject + Transitive Verb + Indirect Object + Direct Object	iv
Subject + Verb + Object + Object Complement	v



Read the following sentences given below and mark the number of the **pattern** in the bracket given against each sentence. The first one is given for you as a sample:

- i) The club elected Mr. Rao President. ( v )
- ii) People want a good government. ( )
- iii) There is a revolving chair in the classroom. ( )
- iv) Fire burns. ( )
- v) Mary gave Madhu a wrist watch. ( )
- vi) We made him our leader. ( )
- vii) Students have many facilities now-a-days. ( )
- viii) She offered us orange juice. ( )
- ix) He invited the guests. ( )
- x) The tiger is in the cage. ( )

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**MODULE - VI****Unit - 22**

## Comprehension Passages

1. **Rani Rudrama Devi** (1245-1289) of the Kakatiya Dynasty remains one of the most important women rulers of South India. Rani Rudrama Devi ruled the Kakatiya kingdom for more than three decades. An able fighter and a dynamic ruler, she defended the kingdom from the Cholas and the Yadavas and re-established the Kakatiya authority in the Godavari valley. She put forth her best efforts to bring large tracts of the Kakatiya kingdom, primarily the Telangana region, into cultivation. She ordered the digging of tanks to store rain water for irrigation all over her kingdom. She invited experts in agriculture from neighbouring states to help the farmers in cultivation. The completion of the Warangal fort adds to the long list of Rudrama's accomplishments. Marco Polo, the Venitian traveller, speaks highly of her administrative qualities, benign rule and greatness.

*(Based on information from the Internet)*

**Answer the following questions.**

- i) Name the dynasty to which Rani Rudrama belonged.
- ii) Mention the dynasties from whose attack Rudrama defended her kingdom.
- iii) Was agriculture a major activity in Kakatiya kingdom before Rani Rudrama? Write a sentence from the passage to support your answer.
- iv) What is mentioned in the passage as one of her many accomplishments?
- v) What did Marcopolo say about Rani Rudrama?
- vi) Agriculture in Telangana has its roots in Rudrama's rule. Say **true** or **false**.

2. **Warangal** was the capital of **Kakatiyas** (12<sup>th</sup> – 14<sup>th</sup> Centuries). The old name of this city is '**Orugallu**'. 'Oru' means 'one' and 'kallu' means 'stone'. The entire city was carved from a single rock, hence the name 'Orukallu'. The city was also called Ekasila (one stone) nagaram. The Kakatiyas left many monuments, including an impressive fortress, four massive gateways, the Swayambhu temple dedicated to Shiva and the Ramappa temple. The cultural and administrative distinction of the Kakatiyas was mentioned by the famous traveller Marco Polo. Well-known among the Kakatiyas are Ganapati Deva, Pratapa Rudra and Rani Rudrama Devi.

- i) What is the old name of Warangal?
- ii) What was the other name of Warangal in the past?
- iii) Name some monuments built by the Kakatiyas.



- iv) Name some well-known Kakatiya rulers.
- v) What did Marco Polo say about the Kakatiyas?
- vi) Write the word used in the passage that means “impressive constructions that have historical significance”.

3. **Sammakka Sarakka Jatara**, a popular religious congregation, takes place for three days biennially at Medaram, a village in Jaya Shankar Bhoopalpally district. This is believed to be the second largest congregation in India, next only to the Khumba Mela. Around a crore people converge at this tiny village of Tadvai mandal to seek the blessings of the tribal goddesses, Sammakka and Sarakka. The tribal festival commemorates the fight of a mother and her daughter with the reigning rulers against an unjust law. There are many legends about the miraculous powers of Sammakka. One story goes that some tribal leaders of the 13<sup>th</sup> century went hunting and found a new-born girl emitting enormous light and playing among tigers. They brought her home; adopted her and named her Sammakka and made her the chieftain. Later she got married to Pagidigidda Raju. She had three children: Sarakka, Nagulamma and Jampanna. In a fight with the Kakatiya Army, Sammakka, Sarakka and Jampanna died near a vagu (stream). And this stream is now called Jampanna vagu. Tribals believe that the goddesses Sammakka and Sarakka visit this place to bless the visitors during the Jatara!

(Source: Internet)

**Answer the following questions.**

- i) Where is the popular Sammakka, Sarakka Jatara held?
  - ii) How frequently does this Jatara take place?
  - iii) What does the Jatara commemorate?
  - iv) Who did Sammakka and her daughter fight with?
  - v) Why is the stream called Jampanna vagu?
  - vi) Name the husband and the children of Sammakka.
4. **Bathukamma**, Telangana's famous floral festival, is celebrated for nine days from Bhadrapada Amavasya to Ashwayuja Ashtami (also Durgashtami), usually falling in September – October. Bathukamma – a symbol of Telangana's cultural spirit – is a beautiful flower stack, arranged with different seasonal flowers, most of them, with medicinal values, in seven concentric layers in the shape of a temple gopuram. Bathukamma, a Telugu term, means ‘Mother Goddess, come alive’. Goddess Maha Gouri, the Life Giver, is worshipped as Bathukamma. Bathukamma is the festival of feminine felicitation. Women dress up in traditional silk clothes with befitting jewellery. The festival serves as an excellent opportunity for women to



express their multi-dimensional artistic skills – arranging flowers, dressing up, preparing various prasadam, singing, dancing and playing. It is very useful to know about the historical, religious, social and unifying significance of Bathukamma – the pride of Telangana.

**Answer the following questions.**

- i) When do the celebrations of Bathukamma begin and end?
  - ii) What does the term Bathukamma mean?
  - iii) Do the flowers used to stack Bathukamma have any other significance?
  - iv) Why is Bathukamma considered a festival of feminine felicitation?
  - v) Name the goddess worshipped during the Bathukamma festival.
  - vi) What does Bathukamma symbolize for Telangana people?
5. The Telangana government has announced four icons for the new state. They are : 1. the State Bird – *Palapitta* (Indian Roller or Blue Jay; Scientific name – *Coracias benghalensis*), 2. the State Animal – *Jinka* (Scientific name – *Cervidae*), 3. the State Tree – *Jammi Chettu* (*Prosopis spicigera/cineraria*) and 4. the State Flower – *Tangedu* (Tanner's cassia; Scientific name – *Senna auriculata*). These icons reflect the culture and tradition of the Telangana state and three of them – Tangedu flowers, Blue Jay and Jammi Chettu are associated with the popular festivals of Bathukamma and Dasara. While Tangedu flowers are used in the stacking of Bathukammas, spotting the Blue Jay on Dasara is considered a good omen. People worship the Jammi Chettu during Dasara. Palapitta and Jinka have a prominent place in the Ramayana while Jammi Chettu plays an important role in the Mahabharata. Thus, the new state symbols give importance to our epics too.

(Source : [www.telangana.gov.in](http://www.telangana.gov.in))

**Answer the following questions.**

- i) Name the State Animal of the new state, Telangana.
  - ii) What do the new icons reflect?
  - iii) Which of the icons of the new state are associated with two important festivals of Telangana people?
  - iv) Name the icon of Telangana that finds reference in the Mahabharata.
  - v) How is the Tangedu flower important for Telangana people?
  - vi) Why do people consider it important to spot the Palapitta on Dasara day?
6. India got a new state in the year 2014. According to the constitution of India, Telangana is the 29th State of our country. After many agitations and struggles, sufferings and sacrifices collectively by all sections of people of the Telangana



region for six decades, the dream for a separate State became a reality. The Chief of the Telangana Rashtra Samithi, Mr. K. Chandrashekhara Rao (popularly known as KCR), played a very prominent role in the formation of the new State. The Andhra Pradesh State Re-organization Act received the Presidential assent on the 1<sup>st</sup> of March, 2014. And the appointed day for the formation of the new State was the 2<sup>nd</sup> of June, 2014. The new State, Telangana, is spread over 1, 14, 840 square kilometres. Telangana is the 12<sup>th</sup> largest state in the country and also holds the 12<sup>th</sup> rank in terms of population (35.19 million as per the 2011 census).

(Source: [www.tspscjobs.net](http://www.tspscjobs.net).)

**Answer the following questions.**

- i) How many states were there in India before the formation of Telangana?
- ii) Name the Act that made Telangana a new State.
- iii) Who played a very important role in the movement for a separate Telangana State?
- iv) When did the Act get the Presidential assent?
- v) Mention the area of the new state.
- vi) Telangana is the second largest state in the country. Write **true** or **false**.

7. Tanks have been the life line of Telangana owing to the state's geographical positioning. The topography and rainfall pattern in Telangana have made tank irrigation an ideal source of irrigation. Construction of tanks began in the pre-Satavahana era itself. However, it was only centuries later, during the reign of Kakatiya emperors like Ganapati Deva in the thirteenth century, that tanks were dug on a large scale. The Kakatiyas exhibited utmost technical expertise and commitment in constructing tanks like Ramappa, Pakala, Laknavaram, Ghanapuram, Bayyaram, etc. These tanks looked like seas and brought a sea-change in the lives of people of those areas. The vision and legacy of the Kakatiyas was carried forward by the Qutubshahis and the Asafjahis who built hundreds of tanks in the Telangana region. The present KCR government upholds the vision of the Kakatiyas by launching a major programme – befittingly named *Mission Kakatiya* – to restore and revive irrigation tanks all over Telangana. The programme envisages generation of employment, poverty reduction and agricultural growth.

**Answer the following questions.**

- i) What makes tanks an ideal source of irrigation in Telangana?
- ii) When did the construction of tanks begin in the Telangana region?
- iii) Name an emperor of the Kakatiya dynasty who showed remarkable commitment in the construction of tanks.



- iv) Name three tanks built by the Kakatiyas.
- v) How did the Qutubshahis carry forward the legacy and vision of the Kakatiyas?
- vi) Name the present KCR government's mega programme regarding tanks.

8. **Savitribai Phule** (1831 – 1897) was a social reformer and poet. Coming from a family of farmers, she was married at the tender age of nine to Jyotirao Phule, a boy of twelve years, belonging to a gardener's family. Both of them were bold and had progressive ideas. Savitribai was both an educational and social reformer, advocating especially the upliftment of women. The couple founded the first women's school at Bhidewada in Pune in 1848. They waged a relentless fight for the rights and dignity of widowed women. They established a care centre called 'Balhatya Pratibandhak Griha'. Savitribai ran this home and considered children born here her own. She, along with her adopted son, Yashwanth, who was a doctor, opened a clinic for the plague victims of Pune in 1897. While serving the sick, she herself contracted plague and died of it. Jyothirao Phule (1827 – 1890) fought mainly against the evils of the caste system while Savitribai strove to empower women through education.

**Answer the following questions.**

- i) At what age did Savitribai get married?
- ii) Name any two institutions founded by the Phules.
- iii) How did Savitribai treat the children born at Balhatya Pratibandhak Griha?
- iv) Victims of which disease were served by Savitribai and her son in 1897?
- v) It was common for girls in India to go to school during the nineteenth century. Write **true** or **false**.
- vi) How did Savitribai try to empower women?

9. **Acharya Chanda Kanthaiah Shreshti** symbolizes vision and charity. Amazingly incredible is the way he sought a synthesis of business acumen, social outlook, administrative expertise and spiritual vision. Padmashri Nerella Venumadhav, the famous mimicry artist said, "Kanthaiah garu donated (gave as *chanda*) his life to society." An ardent admirer of education, Acharya Kanthaiah founded the A.V.V. School in Warangal in 1944, the first Telugu Medium School in the then Nizam State. Since then the institution has been steadily flourishing in quality, quantity and diversity. Noticing the pathetic condition of the then Government Maternity hospital (now called Chanda Kanthaiah Memorial – CKM) in Warangal, he donated funds to construct two wards for patients and quarters for nurses and doctors. These philanthropic activities represent just a drop in the reservoir of Kanthaiah's innumerable social service activities.



**Answer the following questions.**

- i) Chanda Kanthaiah was just a skilled business man. Say **true** or **false**.
- ii) What did Padmashri Narella Venumadhav say about Chanda Kanthaiah?
- iii) What was the significance of AVV school when it was founded?
- iv) What did Kanthaiah do for the Govt. Maternity Hospital in Warangal?
- v) What is the Govt Maternity Hospital in Warangal called now?
- vi) Pick out the word from the passage which means 'charitable'.

10. "Castes in India : Their Mechanism, Genesis and Development" was a paper read by Dr. Bhimrao Ramji Ambedkar at a seminar conducted by the famous anthropologist, Dr. Alexander Goldenwiser, in New York on 9<sup>th</sup> May 1916 (100 years ago). It was later published in the Indian Antiquary in May 1917. In the same year, Ambedkar was awarded a Ph.D. degree by Columbia University for his work on this topic. In 1979, the Education Department of the Government of Maharashtra published this article in the collection of Ambedkar's writings and speeches. Later it was translated into many languages. This presentation is an important book for research and the study of India's caste system in many universities and academic programmes.

**Answer the following questions.**

- i) Write the title of the paper Ambedkar presented at a seminar on anthropology.
- ii) When and where was the seminar held?
- iii) When was Ambedkar awarded a Ph.D degree and by which university?
- iv) When was this paper published in India as part of Ambedkar's writings and speeches?
- v) Is Ambedkar's paper on castes available in other languages? Write a sentence from the passage to support your answer.
- vi) How has the book become important for many universities?

11. The Koyas, a scheduled tribal community, are a part of the great Gond race. The Koya population is mostly spread out in the southern region of India, particularly in the States of Andhra Pradesh, Telangana, Chhattisgarh, Madhya Pradesh, Karnataka and Orissa. Known also as Dorla Koitur, the Koyas merge on the southern border of Bastar, Chattisgarh, with the Bison horn Marias. Some groups of Koyas, notably those in the lower Godavari regions, also possess similar head-dresses. In those areas, Koyas still speak a Gondi dialect, but the majority of Koyas have lost their own language and now speak Telugu of their neighbours. In



the districts of undivided Khammam and Warangal, Koyas make up the majority of the tribal population. There they have suffered a fate similar to that of the Gonds of Adilabad district, in the sense that they have lost much of their prime land, which they used to cultivate with ploughs and bullocks. They are now largely reduced to the role of tenants and agricultural labourers. The process of detribalization has progressed further among Koyas than among any other Gond tribe.

(From: *Tribes of India – The Struggle for Survival* by Christoph von Fuares – Haimendorf)

**Answer the following questions.**

- i) Mention the other name of Koyas.
- ii) All the Koyas speak a Gondi dialect. Write **true** or **false**.
- iii) Name the districts where Koyas form the majority of the tribal population of that area.
- iv) What is the fate suffered by the Gonds of Adilabad as well as Koyas?
- v) How did Gonds and Koyas cultivate their land, when they owned it?
- vi) Who – among all the Gond tribes – progressed further in the process of detribalization?

12. Accomplished filmmaker **Shyam Benegal** was born in 1934 in Secunderabad. He made his first film at the age of twelve using a camera that his father had gifted him. He has a Master's degree in Economics from the Nizam College, Osmania University. As a student of the university, he was actively involved in extra-curricular activities and formed the Hyderabad Film Society.

Benegal's first job was as a copywriter in an advertising agency. His hard work and diligence earned him the position of Creative and Accounts Group head. He gradually made filmmaking his full time career. Benegal's fictional work depicts contemporary social issues. His first feature film, *Ankur* (1974), made him instantly famous. The film that depicts exploitation of the poor in Andhra Pradesh, won a National Award. He then went on to make *Nishant* (1975) about the oppressive rule of zamindars. He made *Manthan* (1976) using money donated by farmers. Lakhs of farmers contributed Rs. 2 each towards financing the film.

Some of his other popular movies include *Zubeida* (2001), *Junoon* (1979) and *Kalyug* (1981). He launched some of the greatest actors of Hindi cinema through his films, like Shabana Azmi, Smitha Patil and Naseeruddin Shah. Benegal also made several television serials like *Yatra*, *Katha Sagar* and *Bharat Ek Khoj* — the



last, a 53-part series based on Nehru's book *Discovery of India* — in the 1980s. Apart from this, he also made documentaries on Jawaharlal Nehru and Satyajit Ray.

Shyam Benegal is today an internationally acclaimed award-winning filmmaker. He is regarded as the founder of the parallel cinema movement in India. He received the Padma Shri in 1976, the Nehru Award in 1989, and the Padma Bhushan in 1991. He was honoured with Indian cinema's highest honour, the Dadasaheb Phalke Award, for lifetime achievement, in the year 2005.

(Source: History . Culture . People TELANGANA)

**Answer the following questions.**

- i) Who is Shyam Benegal?
- ii) When did Shyam Benegal start his film career?
- iii) Name the film that made Shyam Benegal instantly famous.
- iv) Name the actors Shyam Benegal introduced in the films.
- v) What is the name given to the television serial on Nehru's book *Discovery of India*?
- vi) What is the Indian cinema's highest honour he received?

13. **Stephen Hawking** was born in Oxford on 8 Jan 1942. He joined the University College, Oxford where he studied physics, as the subject of his first choice, mathematics, was unavailable. He pursued his Ph.D., despite being diagnosed with amyotrophic lateral sclerosis (ALS), a rapidly progressive disease that cripples all nerves and muscles. In 1985, he became ill with pneumonia and since then he has required 24-hour nursing care. Through his incredible determination and with the help of his family and associates, he has continued to pursue research, write books, give lectures, travel widely and inspire millions of persons. His research on black holes, and his books like 'A brief History of Time', 'Black Holes' and 'Baby Universes' bear testimony to the fact that he is a unique person with an extraordinary mind.

**Answer the following questions.**

- i) What did Stephen Hawking study in Oxford?
- ii) What did Hawking actually want to study?
- iii) Name the disease Hawking was diagnosed with when he was just a student.
- iv) What happened as a consequence of his illness in 1985?
- v) Who all helped Hawking in continuing his research and writing books despite his progressively crippling disease?
- vi) Name two of Hawking's books and the area of his research.

## MODEL QUESTION PAPER

### Part – I English Paper - II

Time: 3 hrs

Marks : 100

#### SECTION - A

1. Annotate any **TWO** of the following in about 100 words each.  $2 \times 4 = 8$

- a) India will be radiant when our children are free to dance in the rain.
- b) The sea has become a cheap dumping ground for all kinds of waste products.
- c) "Don't put the lights up yet.... I'm not ready; I'm not quite ready".

2. Annotate any **TWO** of the following in about 100 words each.  $2 \times 4 = 8$

- a) I, now thirty-seven years old in perfect health begin,  
Hoping to cease not till death.
- b) Neither a borrower nor a lender be;
- c) I don't understand why, when I needed You the most, You would leave me."

3. Answer any **TWO** of the following questions in about 100 words each.

$2 \times 4 = 8$

- a) What quality of Gandhi does Nehru appreciate in the essay 'Opportunities for Youth'?
- b) Why does the teacher emphasize the fact that the students belong to the top class?
- c) How does Albee expose the hypocrisy of Mommy and Daddy in the play 'The Sandbox'?

4. Answer any **TWO** of the following questions in about 100 words each.

$2 \times 4 = 8$

- a) What tricks does the earth show, according to Gulzar ?
- b) Describe the reaction of the speaker when she sees only one set of footprints.
- c) Make a list of the sounds she hears in that place and the sounds she is used to in the poem 'What Kind of Place'? Which do you like?



5. Answer any **TWO** of the following questions in about 100 words each.

$$2 \times 4 = 8$$

- a) What does the elder brother say when he believes that success is about to make his younger brother feel proud?
- b) Describe the condition that forced Mallaiah to collect *parige* late in the evening.
- c) Describe the tug-of-war between Peta-Lynn and the crocodile.

### SECTION - B

6. Read the following passage carefully and answer any **four** questions given after it.

$$4 \times 1 = 4$$

People were turned back from the counters and told to return the following day. They did not like the sound of that. And so they gathered outside on the steps of the bank shouting 'Give us our money or we'll break in!' and 'Fetch the Seth, we know he's hiding in a safe deposit locker!' Mischief makers who didn't have a paisa in the bank, joined the crowd and aggravated their mood. The manager stood at the door and tried to placate them. He declared that the bank had plenty of money but no immediate means of collecting it. He urged them to go home and come back the next day.

- i) Where did the people gather?
- ii) What did they shout?
- iii) Who aggravated their mood?
- iv) What did the manager try to do?
- v) What did he declare?
- vi) Pick the word in the passage which means 'made (a problem) more serious'.

7. Read the following passage carefully and answer any **four** questions given after it.

$$4 \times 1 = 4$$

Would anyone imagine that a prematurely born, polio-affected scarlet fever victim could win three Golds in **running** in the Olympics and be called the fastest woman on earth? Well, Wilma **did** it. Yes, Wilma Glodean Rudolph, born into a

middle-class black family in the U.S.A., rose from her physical disability to Olympic glory. Needing braces even to walk till she was nine, by the age of twelve, Wilma challenged even boys in running. With her steely determination, the support of her devoted family and the guidance of her coach, Edward Stanley Temple, she grew to be the first American woman to win three Golds in the Olympics. She achieved that record at the Summer Olympics 1960, in Rome, Italy. She instantly became an international celebrity. She was inducted into the United States Olympic Hall of Fame in 1983. She established the Wilma Rudolph Foundation to train athletes. Her autobiography, *Wilma*, was published in the year 1977. Leaving an excellent legacy behind, she died on 12 November 1994.

- i) Name Wilma's achievement that made her an international celebrity.
  - ii) What two diseases struck Wilma while she was young?
  - iii) Who coached Wilma in running?
  - iv) For women of America, winning many Golds each in the Olympics was common even before Wilma's time. Say **true** or **false**.
  - v) Name the organization Wilma established to train sports persons.
  - vi) Wilma's family was a great support to her. Say **true** or **false**.
8. Study the **advertisement** given below and answer any **four questions** given after it.  $4 \times 1 = 4$

**The luggage you carry during rail journey will decide your safety.**

**Carrying of inflammables/explosives is strictly banned on Railways.**

*Do not risk lives by travelling with the following articles.*

Carrying of inflammables and explosives in Railways is an offence under the Railways Act, 1989 and may lead to 3 years imprisonment, it or fine or both, besides being liable for loss / damage.

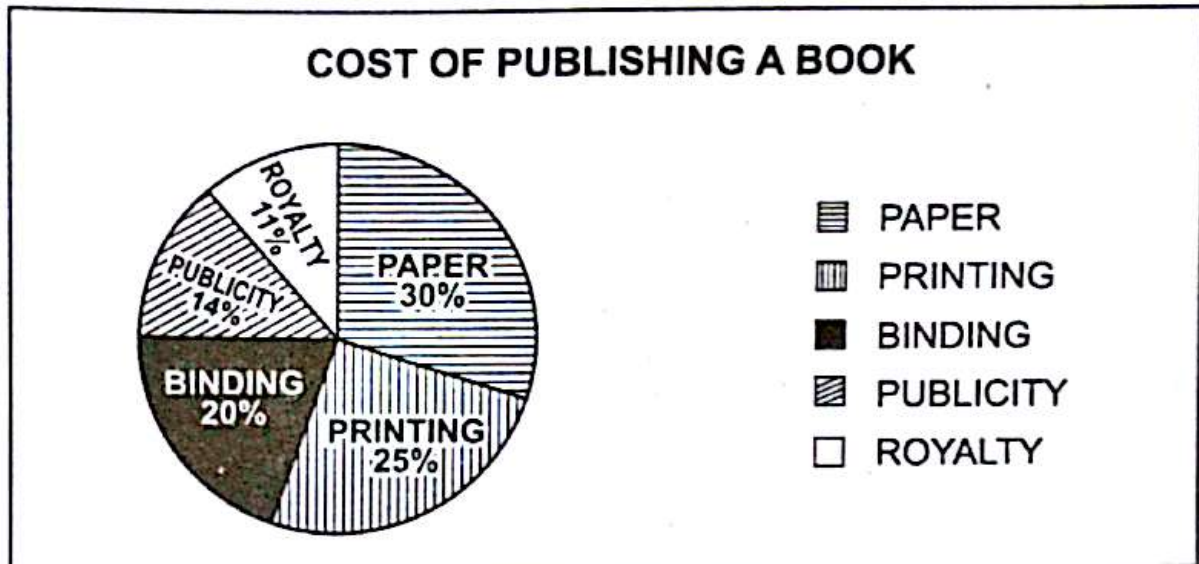
In case you notice any suspicious/dangerous material in Trains / at Stations, don't ignore. Please alert **Security Helpline 182**

**South Central Railway**  
Your safety Our Priority

- i) Who has issued the advertisement?
- ii) What does the Railways strictly ban?
- iii) What is the punishment for carrying inflammables in trains?
- iv) What is the security helpline number?
- v) Fireworks can be carried in trains. Write **true** or **false**.



- vi) The \_\_\_\_ you carry will decide your safety. (Fill in the blank)
9. Read the **pie-chart** below and answer any **four questions** given after it.



- What does the pie chart show?
- How many factors contribute to the cost of publishing?
- What is the expenditure incurred on Royalty?
- The minimum expenditure is incurred on \_\_\_\_\_.
- What two factors together contribute to more than 50% of the cost of publishing?
- More money is spent on binding than on printing. Say **true** or **false**.

### SECTION - C

10. Rewrite the following passage / sentences using **eight** of the **punctuation marks** wherever necessary.  $8 \times \frac{1}{2} = 4$

having got the larger frame i looked more closely at my own country and wrote the discovery of india in it i concentrated on my countrys past and the story of its development

11. Match **any four** of the following words in Column **A** with their **meanings/ definitions** in Column **B**.  $4 \times 1 = 4$

- |              |     |  |
|--------------|-----|--|
| i) anaemia   | ( ) | a) the release of a prisoner temporarily             |
| ii) polyglot | ( ) | b) the state of remaining unmarried                  |
| iii) parole  | ( ) | c) the absence of government or control in a society |

- iv) celibacy ( ) d) a condition caused by lack of blood  
 v) anarchy ( ) e) lack of care or interest  
 vi) apathy ( ) f) one who is well versed in many languages
12. Use **any four** of the following **idioms/phrases** in sentences of your own.  $4 \times 1 = 4$

- i) break open      ii) Achilles' heel      iii) acid test  
 iv) a red letter day      v) a night owl      vi) look up

13. Make **four** meaningful sentences from the **verb pattern** given below.

An example is given as a model.

$4 \times 1 = 4$

Subject	Transitive Verb	Object
I	wrote	this story.

14. Fill in the **eight** blanks of the given **bank form** based on the information furnished below.

You are Mr. K. Akash. You need to pay your MBA exam fee Rs.2000/- through a Banker's cheque. Pay the amount in favour of The Director, Amrutha College of Management at the Ameerpet branch, Hyderabad. The exchange is Rs. 30/-. You are taking the Banker's cheque at SBI, Koti branch, Hyderabad. Fill in the form given below.

$8 \times \frac{1}{2} = 4$

CPF-7 Comp. No.2200138

भारतीय स्टेट बैंक  
State Bank of India

① शाखा / Branch

बैंकर चेक का आवेदन पत्र /  
BANKER'S CHEQUE APPLICATION FORM

दिनांक / Date

के / For

Amount for Banker's Cheque

on

Exchange @ %

रु. / Rs. ④

बैंकटोका सारणी संख्या /  
Cashier's Serial No.

बैंकटोका / Cashier

बैंकटोका अधिकारी /  
Cash Officer

CASH / TRANSFER

भारतीय स्टेट बैंक  
State Bank of India

② तिथि / Date

बैंकर चेक का आवेदन पत्र /  
BANKER'S CHEQUE APPLICATION FORM

के बैंकर चेक चाहिए / Wanted a Banker's Cheque for Rupees ③

के नाम / In Favour of ⑤	रकम / Amount	₹	P
	रिफ़ाइल / Exchange	⑥	
	कुल / Total	⑦	
	कुल / Total	⑧	

कैश / Received Stamp

बैंक चेक संख्या /  
Banker's Cheque No.

बैंकटोका सारणी संख्या /  
Cashier's Serial No.

बैंकटोका अधिकारी /  
Cash Officer

बैंकटोका अधिकारी /  
Passing Official

हस्ताक्षर / Signature  
नाम / Name  
स्थानिक पता /  
Local Address ⑨

बैंकर चेक संख्या /  
Received Banker's Cheque

आवेदक / Applicant



15. Prepare a curriculum vitae in response to the following advertisement.

1 × 4 = 4



**Bigshare Service Pvt. Ltd.**  
A leading category I Registrar and Transfer Agent :-

**URGENTLY REQUIRE**

**Vice President / Assistant Vice President - Operations**  
Graduate with minimum experience of 15 years in R & T Industry or in similar fields (financial services), salary will be as per industry standards, Location Mumbai

**General Managers - Operations & Marketing**  
Graduate with minimum experience of 10 years in R & T Industry or in similar fields (financial services), salary will be as per industry standards, Location Mumbai, Chennai, Ahmedabad, Kolkata

**Managers**  
Graduate with minimum experience of 5 years in operations in any financial service industry, salary will be as per industry standards, Location Mumbai, Delhi, Chennai, Ahmedabad

**Executive (Client Servicing)**  
Graduate minimum 1 year experience Location Mumbai

**If you want to apply for the above mentioned posts  
Send your CV immediately to  
[jobs@bigshareservices.com](mailto:jobs@bigshareservices.com)**

16. Write a short paragraph describing the process of making tea for two persons.

1 × 4 = 4

or

Write a short paragraph describing the process of making a flower bouquet.

17. Write a letter to your sister based on the hints given below:

1 × 4 = 4

Importance of English- global language- interviews- group discussions- placements outside India

or

Write a letter to the Editor based on the hints given below:

Plantation of trees- protecting them- rains- no water problem - adoption of 20 trees by one person- green earth- happy earth – quality life

18. Read the following passage and make notes. Add a suitable title. 1 × 4 = 4

Adolescence is a time of life when a person's self esteem is known to fluctuate significantly. It is estimated that up to a half of all adolescents struggle with low self esteem. There are some common indicators that suggest a teenager may have issues with self esteem.

Teens with low self esteem often feel like hiding and get through public situations unnoticed. Teens who feel that they are not worth much may find it very hard to make eye contact with others when communicating. Then again, the language teens use often conveys what it is they believe. Phrases like "I am useless", "I always get it wrong," are examples of someone expressing negative beliefs about who she is.

Teenagers who feel bad about themselves will often seek to be negative about others. This is usually a defence mechanism. Feelings of worthlessness can also manifest in a genuine fear of physical contact with others. When teens feel they are not valuable or worthwhile they can crave attention.

Feelings of inadequacy in teens may also be manifested as excessive bragging about themselves, their achievements, or appearance. They may also avoid social situations. Teens who have few friends or weak bonds with peers commonly have low self esteem.

19. Mark the **stress** for any eight of the following words.  $8 \times \frac{1}{2} = 4$

i) because      ii) centre      iii) billionaire      iv) librarian  
v) perhaps      vi) translation      vii) continue      viii) emission  
ix) curiosity      x) answer

20. Write a **dialogue** between two friends who are going to join an Engineering college in about 4 or 5 meaningful exchanges.  $1 \times 4 = 4$

or

Write a **dialogue** between a student and the principal about establishing an English language lab at the college.

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