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LESSON - 1

A Requiem

William Shakespeare
(1564 - 1616)



Fear no more the heat o' the sun
Nor the furious winter's rages;
Thou thy worldly task hast done,
Home art gone, and ta'en thy wages.
Golden lads and girls all must,
As chimney-sweepers, come to dust.

5

Fear no more the frown o' the great;
Thou art past the tyrant's stroke.
Care no more to clothe and eat;
To thee the reed is as the oak.
The sceptre, learning, physic, must
All follow this, and come to dust.

10

Fear no more the lightning-flash,
Nor the all-dreaded thunder-stone;
Fear not slander, censure rash;
Thou hast finish'd joy and moan:
All lovers young, all lovers must
Consign to thee, and come to dust.

15

The Poet : *William Shakespeare (1564 - 1616) is regarded as the greatest English poet and dramatist. He wrote about 37 plays - histories, comedies, tragedies etc. 154 sonnets and five long poems. Some of his well-known works include The Merchant of Venice, As You Like It, Hamlet, Macbeth, Othello and King Lear. His plays also include some poems and the poem above is taken out from his play 'Cymbeline'*

The poem

Many poems of Shakespeare are drawn from his plays themselves and the extract 'A Requiem: Fear No More' from the play *Cymbeline*, is no exception. Representing an act of remembrance, the poem has a philosophical ring to it. It soothes and comforts with a reminder that death, though inevitable, is not to be dreaded for it means a final release from all needs, deficiencies and sorrows of life. In the play it is a Song in Act IV, – 2

Glossary

| | | |
|--|-------------------------------|---|
| (title) | <i>Requiem</i> | : a Mass for the repose of the souls of the dead or a musical composition forming part of such a Mass; used here perhaps in the sense of an act or token of remembrance |
| 1-2 <i>Fear no more, .. winter's rages</i> | | harsh, extreme weather conditions. Also, notice the repetition of the words 'Fear no More' at the beginning of each stanza to emphasize the soothing, supportive tone of the poem |
| 3 <i>worldly task</i> | | : a reference to the belief that each person born into the world comes with "his assigned share of work" |
| 4 <i>Home</i> | | : the Creator, considered to be the original abode of all souls on earth |
| 4 <i>wages</i> | | : God's rewards and punishments for actions done while in the world |
| 5-6 <i>Golden lads, dust</i> | | : Death is inevitable and comes to all – the rich as well as the poor. The phrase 'come to dust' occurs at the end of each stanza to stress the certainty of death, |
| 7 <i>frown o' the great</i> | | : displeasure of the mighty or powerful |
| 8 <i>past the tyrant's stroke</i> | | : beyond the reach of the cruelty of heartless oppressors |
| 10 <i>is as the oak</i> | <i>To thee the reed</i> | a reference to needs, small and big, the reed being slender |
| | | : and the oak being big. |
| 11 <i>The sceptre, learning, physic</i> | | kings, scholars, physicians; used to indicate people engaged in different kinds of work or from all walks of life |
| 14 | <i>thunder-stone</i> | : hailstorms |
| 16 | <i>finish 'd joy and moan</i> | : beyond pleasure and pain |
| 18 <i>Consign to thee</i> | | : be handed over to you. Taken together with the previous line, suggests that though love be immortal, lovers are not so. |

COMPREHENSION :

1. Death spells freedom from all mortal fears. What are the specific fears referred to by Shakespeare in the poem?
2. Death is the ultimate leveller of all differences in human society. Discuss how the poem presents this idea.
3. Discuss the central idea conveyed by the poem.
4. Do you think the title of this poem is apt? Why?
5. Explain: (a) 'Fear no more the frown. .. is as the oak.'(b) 'Fear not slander. .. and come to dust.'

COMPOSITION :

1. Why does the poet say, 'Fear no more ' ?
2. What picture of the world does the poet depict in the poem ?
3. Although the poet advised us not to fear, what is your feeling ?

LESSON - 2

TO THE CUCKOO**WILLIAM WORDSWORTH****(1770-1850)**

O blithe new-comer! I have heard,
I hear thee and rejoice:
O Cuckoo ! shall I call thee bird,
Or but a wandering Voice ?

While I am lying on the grass
Thy twofold shout I hear;
From hill to hill it seems to pass,
At once far off and near.

Though babbling only to the vale
Of sunshine and of flowers,
Thou bringest unto me a tale
Of visionary hours.

Thrice welcome, darling of the Spring!
Even yet thou art to me
No bird, but an invisible thing,
A voice, a mystery;

The same whom in my schoolboy days
I listen'd to; that Cry
Which made me look a thousand ways
In bush, and tree, and sky.

To seek thee did I often rove
Through woods and on the green;
And thou wert still a hope, a love;
Still long'd for, never seen!

And I can listen to thee yet;
Can lie upon the plain
And listen, till I do beget
That golden time again,

O blessed bird; the earth we pace
Again appears to be
An unsubstantial, fairy place,
That is fit home for Thee!



The Poet:

William Wordsworth, born 1770, is one of the major poets of what is known as the Romantic school in English poetry. Other well known Romantic poets are Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats and Lord Byron.

The Poem:

Wordsworth is mainly known for his contribution in guiding “Poetry” back to “Nature” and “simplicity” from what he considered “artificial” in the poetry of the ages of Pope and Dryden. His ideas are clearly expressed in the preface to the Lyrical Ballads (1798), an anthology of poems to which both he and Coleridge contributed.

The concept of romantic nature in poetry as seen by Wordsworth, can be expressed in the following way:

- (a) Poetry is the “Spontaneous overflow of powerful feelings.”
- (b) Poetry “takes its origin from emotion recollected in tranquility.”
- (c) The poet has faith in nature which ‘never did betray the heart that loved her’.

He is known as a poet who loves Nature and finds beauty and romance in the simple and the common place. He also writes in a diction that is simple. Some of his best known poems are, apart from. To the Cuckoo, The Solitary Reaper, To the Skylark, Tintern Abbey, Ode on Intimation of Immortality, and a few Sonnets:

Glossary:

| | | |
|---------------|---|---|
| Cuckoo | : | a singing bird which can be heard in spring |
| blithe | : | happy; free from care |
| thee | : | ‘you’ (Not used in Modern English) |
| wandering | : | aimless by moving around. |
| thy | : | “your”(Thou, thee and thy were used in the past) |
| twofold | : | double |
| babbling | : | here it means ‘talking’ |
| vale | : | valley |
| bringest | : | “bring” |
| visionary | : | imaginary; existing in the mind; fulfilling a desire. |
| art | : | “are” |
| rove | : | roam, move continually |
| green | : | meadows |
| wert | : | “were” |
| beget | : | create, remember |
| golden time | : | happy time |
| blessed | : | favoured by God; happy |
| pace | : | walk about; here, live |
| unsubstantial | : | unreal |

Comprehension:

Answer the following questions;

1. Where does the poet hear the cuckoo's song ?
2. Why is the cuckoo called a “new comer”?
3. Where was the poet when he was listening to the bird ?
4. What does the cuckoo fill the valley with ?
5. What does the song mean to the poet ?
6. What did the poet do as a boy when he heard the song of the cuckoo?
7. What does the song remind the poet of ?
8. Why does the poet say that the earth appears to be “an unsubstantial, fairy place”?
9. Why does the poet describe the song to be “at once far off and near”?
10. Why is the bird called “a hope”?
11. Why is the bird called a “wandering Voice”?
12. Why does the poet call the bird “blessed”?

Composition:

1. In your own words write one paragraph, about what the poet says in the stanzas 1 to 4 of the poem.
2. Write a paraphrase of stanzas 5 to 8 of the poem.
3. Is there any bird, in Manipur which you associate with the spring? Write a paragraph on what you feel when you hear it sing.
4. Do you know of any other English poem about any bird ? Ask your teacher to help you find such a poem. After you find it, read the poem, and find what similarities and differences there are compared to the poem.
5. Bring out the thoughts of Wordsworth about the cuckoo when he hears the song of the bird.

LESSON – 3

TRAVELLER'S RETURN

ROBERT SOUTHEY

(1774-1843)

Sweet to the morning traveller
 The song amid the sky,
 Where twinkling in the dewy light,
 The skylark soars on high.

And cheering to the traveller
 The gales that round him play,
 When faint and heavily he drags
 Along his noontide way.

And when beneath the unclouded sun
 Full wearily toils he
 The flowing water makes to him
 A soothing melody.

And when the evening light decays,
 And all to calm around,
 There is sweet music to his ear
 In the distant sheep-bell's sound.

But oh! of all delightful sounds
 Of evening or of morn.
 The sweetest is the voice of love
 That welcomes his return.

The poet:

[Robert Southey was the son of a Bristol linen-draper of a respectable Somerset family. He was educated at Balliol college, Oxford. He wrote an immense amount both in verse and prose. His longer poems are not much read now-a-days. He is more remembered for his shorter poems like 'My days among the dead, are past', 'The Battle of Blenheim', 'The Inchcape Rock' etc. Southey was also a poet laureate.]

The Poem :

The poem emphasises the joy that is derived from the love of near and dear ones. The beauty of nature gives man joy and happiness, but the voice of the loved one brings greater happiness.

Glossary:

| | | |
|---------------|---|--|
| twinkling | : | shining brightly |
| dewy | : | wet with dew |
| skylark | : | a bird that flies high up in the sky and sings |
| soar | : | to go up~ward, fast |
| cheering | : | giving joy and happiness |
| gale | : | strong wind |
| faint | : | weak, and about to lose consciousness |
| drag(v) | : | to move along slowly and heavily |
| noontide | : | midday |
| unclouded | : | clear |
| full wearily | : | exhausted, very tired |
| soothing | : | comforting |
| melody | : | song or tune |
| decay | : | becomes less strong |
| sheep-bell | : | bell that is tied round the neck of a sheep |
| morn | : | morning |
| voice of love | : | the voice of the person whom the traveler loves and who loves him in return. |

Comprehension:**Answer the following questions :**

1. What does the traveller enjoy when he travels in the morning?
2. What cheers the traveller up during midday?
3. Under the fierce sun, what gives him pleasure?
4. In the evening, what does the traveller enjoy most ?
5. What, according to the poet, is even better than all the pleasure described in the earlier stanzas ?
6. Why does the poet refer to “the voice of love” as the “sweetest”?

Application:

1. What is the rhyme scheme of the poem?
2. How many stanzas are there in the poem ?

Composition:

1. Write a paraphrase of the poem.
2. Make a list of some of the sounds and sights of nature that you like/enjoy.
3. Make another list of the things in nature that you dislike or hate.
4. Describe the sweet sounds and sights that the traveller enjoyed on his return.

LESSON – 4

THE STREAM'S SONG
LASCELLES ABERCROMBIE
 (1881-1939)

Make way, make way,
 You thwarting stones;
 Room for my play
 Serious ones.

Do you not fear,
 O rocks and boulders,
 To feel my laughter
 On your shoulders ?

Do you not know
 My joy at length
 Will all wear out
 Your solemn strength ?

You will not forever
 Cumber my play;
 With joy and a song
 I clear my way.

Your faith of rock
 Shall yield to me.
 And be carried away.
 By the song of my glee.

Crumble, crumble,
 Voiceless things;
 No faith can last
 That never sings,

For the last hour
 To joy belongs;
 The steadfast perish
 But not the songs.
 Yet for a while
 Thwart me, O boulders;
 I need for laughter
 Your serious shoulders.

And when my singing
 Has razed you quite,
 I shall have lost
 Half my delight.



The Poet:

Lascelles Abercrombie (1881-1938) was not only a poet but a critic too. His voice was heard with respect and his poetry was read with interest. "Margaret's Song" and "The Stream's Song" are two of his well-known poems. His works include 'Interludes and Poems' 'Poems' "The Sale of St. Thomas" etc. His critical works include 'Thomas Hardy' "Principles of Literary Criticism" etc.

The poem:

The stream goes its way singing joyfully. It wonders if the rocks and boulders do not feel its songs and get frightened by the power of the songs. All the sturdy rocks and boulders will wear out and ultimately surrender themselves to the stream. The stream takes pride in the power of its joyous song.

Glossary:

| | | |
|-----------|---|---|
| stream | : | small river or brook |
| thwarting | : | obstructing, frustrating |
| grave | : | serious, requiring serious consideration, here, strong and powerful |
| solemn | : | serious-looking |
| cumber | : | hamper |
| glee | : | joy |
| Crumble | : | break |
| steadfast | : | firm and unchanging |
| razed | : | destroyed |
| delight | : | great pleasure |

Comprehension:**I. Say whether the following statements are true or false (according to the poem);**

1. The stream is powerful because of its song.
2. The stream sings a sad song.
3. Nothing can obstruct the stream;
4. Everything that sings is powerful.
5. Things which have no joy, cannot last for long.

II 1. What happens to the rocks and boulders against the current of the stream?

2. How does the stream clean its way?
3. What is the stream's challenge to the 'Voiceless things'?
4. "The steadfast perish".
The songs do not perish because
 - (a) music is eternal.
 - (b) other streams will continue to sing.
 - (c) the power of the stream will rewind the world of the song.

(Choose the appropriate answer from the alternatives)

Application:

1. “Way” and “play” end in similar sounds. They rhyme in the first stanza; the first and third lines, the second and fourth lines rhyme. If one rhyme is ‘a’, and second ‘b’ then the arrangement of rhyme is: a b a b

Find the rhyme-arrangement (scheme) of the other stanzas.

2. In this poem the stream is speaking to the stones. The stream is not a living being, but it is made to behave like a person/human being. When non-living things are treated like human beings, this is known as ‘Personification’. Here, the stream has been personified.
Go, through the other poems in your course and find other cases of personification.
3. In this poem the stream itself speaks. Hence the use of I, or the first person.
Compare the use with ‘We’ in Robert Herrick’s poem ‘To Daffodils’. Is that a case of personification ?
4. Other poems using ‘I’ are: William Wordsworth’s “The Daffodils”, "To the Cuckoo", “Island” by Nissim Ezekeil, Christina Rossetti’s “When I am dead My Dearest” and “True Love” by William Shakespeare. Are these poem with personifications ?
5. In the poem two sets of words occur: one refers to joy and happiness, the other to strength and seriousness. In your exercise book, make two-columns, number them I and 2. Under I write down all the words in the poem that relate to joy and happiness. Under 2 do the same for words showing strength and seriousness.

Composition:

1. Write a summary of the poem.
2. Imagine you are a bird, which flies around in joy. The wind, houses and trees disturb flying, Write a paragraph saying how they disturb flying and how you will not be stopped by them.

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LESSON – 5

A PSALM OF LIFE**H. W. LONGFELLOW**

(1807-1882)



Tell me not, in mournful numbers,
 “Life is but an empty dream!”
 For the soul is dead that slumbers,
 And things are not what they seem.

Life is real! Life is earnest!
 And the grave is not its goal;
 “Dust thou art, to dust returnest,”
 Was not spoken of the soul.

Not enjoyment, and not sorrow,
 Is our destined end or way;
 But to act, that each to-morrow
 Finds us farther than to-day.

Art is long, and Time is fleeting,
 And our hearts, though stout and brave,
 Still, like muffled drums, are beating
 Funeral marches to the grave.

In the world’s broad field of battle,
 In the bivouac of Life,
 Be not like dumb, driven cattle!
 Be a hero in the strife!

Trust no Future, howe’er pleasant!
 Let the dead Past bury its dead!
 Act,—act in the living Present!
 Heart within, and God o’erhead!

“Lives of great men all remind us
 We can make our lives sublime,
 And, departing, leave behind us
 Footprints on the sands of time;

Footprints, that perhaps another,
 Sailing o'er life's solemn main,
 A forlorn and shipwrecked brother,
 Seeing, shall take heart again.

Let us, then, be up and doing,
 With a heart for any fate;
 Still achieving, still pursuing,
 Learn to labor and to wait.

The poet :

Henry Wadsworth Longfellow (1807-1882) was a famous American poet. His art lies concealed largely because of its simple naturalness. He published 'Hyperion', a prose romance after the reigning German fashion and an echo of both his foreign travels and the Pictures of legends that had fixed his imagination. He published his first volume of verse, 'Voices of the Night', containing 'Hyme to the Night' and 'A Psalm of Life'. He died on March, 21, 1882.

The Poem :

The poem is the response of a youngman to a Psalmist. The youngman asks the Psalmist not to tell him that life is an empty dream or life is unreal. Life is real and that the grave is not its goal. Life is struggle.

One should act like a hero in the struggle and strife of life. Act, – act in the living present ! There is a call for duty. We must leave our footprints on the roads of time.

The poem is didactic and inspiring.

A Psalm of Life

Glossary:

| | |
|---------------|--|
| Psalm | : sacred song, a hymn |
| mournful | : sad, sorrowful |
| destined | : decide or ordain in advance |
| muffled drums | : make the sound of a drum dull or to deaden the sound |
| bivouac | : soldiers camp without tents or other cover |
| sublime | : of the greatest and highest sort |
| footprints | : impression left on a soft surface by a foot |
| main | : exerted to the full |
| forlorn | : forsaken |
| labor | : (American) labour (Br.) |
| pursuing | : go after to catch up with, capture |

Comprehension : (A)

Answer the following questions in one phrase or sentence each :

1. What is a Psalm ?
2. What does the poet say of life ?
3. What is our destined end in life ?
4. What do you mean by 'the bivouac of life' ?
5. Act, –act in the living Present ! Explain the line.
6. "Dust thou art, to dust returnest". – Explain.
7. Give the last message of the poem.

Application :

Answer the following questions in about 25-30 words each :

1. What is the attitude of the youngman to life ?
2. How should we behave in the broad battle field of life ?
3. How can we make our lives sublime ?
4. What did Longfellow affirm in the poem, Psalm of life.
5. What does the poet wish us to do in the battle of life ?

Composition :

Answer the following questions in about 100 words :

- a) Give / write the theme of the poem.
- b) Give the central idea of the poem.
- c) How does the poem appeal to you ?
- d) Give an estimate of the poem as a hymn.
- e) Give reasons for your liking / disliking the poem.

Comprehension : (B)

Give the meaning of the extract with comments :

- a) "Lives of great men all remind us
 We can make our lives sublime,
 And, departing, leave behind us
 Footprints on the sands of time;
- b) Let us, then, be up and doing,
 With a heart for any fate;
 Still achieving, still pursuing,
 Learn to labor and to wait.

LESSON - 6

INDIAN WEAVERS**SAROJINI NAIDU****(1879 - 1949)**

WEAVERS, weaving at break of day,
 Why do you weave garment so gay ?
 Blue as the wing of a halcyon wild,
 We weave the robes of a new-born child.

5

Weavers, weaving at fall of night,
 Why do you weave a garment so bright ?...
 Like the plumes of a peacock, purple and green,
 We weave the marriage-veils of a queen.

Weavers, weaving solemn and still,
 What do you weave in the moon-light chill ?
 White as a feather and white as a cloud,
 We weave a dead man's funeral shroud.

10

The Poet :

Sarojini Naidu (1879-1949), known as the 'Nightingale of India' was one of the finest Indian poets to write in English. Her poems have a marked imagery, musical quality and diverse Indian themes, She is considered to be a poet of high order and insight.

She was also a great freedom fighter of India.

The Poem :

The poem gives a picture of Indian Weavers. The weavers weave three kinds of cloth corresponding to three phases of a day. In the morning they weave robes of a new-born child; at fall of night they weave colourful cloth for the wedding-veil of a queen. They also weave cloth for covering a dead body. The poetic device used in the poem is questions and answers. The objects described are simple, familiar and beautiful. There is a rich and poignant imagery.

Glossary :

- garment : an article of clothing
 halcyon: the kingfisher, a bird with a brilliant blue, green and chestnut plumage,
 purple : having the colour of red and blue mixed together.
 solemn : performed with dignity.

EXERCISES**Comprehension :**

Answer the following questions in about 25-30 words each :

1. What are the three kinds of cloth being woven ?
2. Give the respective colours and times of the cloth woven.
3. How does the poet describe the craftsmanship of Indian weavers ?
4. Which kind of cloth do the weavers weave in the moonlight chill ?
5. Give the rhyme scheme of the poem.
6. Why does the poet repeat the word 'Weavers'?

Application :

Answer the following questions in about 90-100 words each.

1. Write the theme of the poem, Indian Weavers.
2. Give the imagery of the poem.
3. Attempt an appreciation of the poem.

Composition :

1. Pick out the comparison /similarities used in the poem.
2. Give the meanings of the following expressions :
 (a) plums of a peacock (b) the marriage-veils of a queen
 (c) a dead man's funeral shroud
3. The Indian weavers weave a dead man's funeral shroud.
 (a) at break of day (b) in the moonlight chill (c) at fall of night.
 (Choose the correct answer from the given alternatives)
4. Describe the weaving skills of Manipuri women.

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ADDITIONAL ENGLISH**SECTION - B****PROSE**

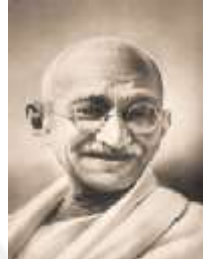
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LESSON – 1

THE NEED FOR RELIGION

M.K. GANDHI
(1869-1948)

[The Author :- Mohandas Karamchand Gandhi, whom the nation affectionately calls “The Father of the Nation “ was born on October 2, 1869. He died on January 30,1948. He fought for truth and justice. He used to write in simple but forceful English. He used the same style in this extract from Young India. Here Gandhiji is not speaking of any particular religion, but religion in a broad sense. However Gandhiji feels that religion alone can instil in man the spirit free from fear.]



Throughout my travels I have been asked about the immediate need of India. And, perhaps, I would not do better than repeat this afternoon the answer I have given elsewhere. In general terms, a proper religious spirit is the greatest and most immediate need. But I know that it is an answer true for all time. What, therefore, I desire to say is, that owing to the religious spirit being dominant in us we are living in a state of perpetual fear. We fear the temporal as well as the spiritual authority. We dare not speak out our minds before our priests and our pandits. We stand in awe of the temporal power. I am sure that in so doing we do a disservice to them and us. Neither the spiritual teachers nor our political governors could possibly desire that we should hide the truth from them. Lord Willingdon, speaking to a Bombay audience, said recently that he had observed that we hesitated to say ‘No’ when we really meant it and advised his audience to cultivate a fearless spirit. Of course, fearlessness should never mean want of due respect of regard for the feelings of others. In my humble opinion, fearlessness is the first thing indispensable before we could achieve anything permanent and real. This quality is unattainable without consciousness. Let us fear God and we shall cease to fear man. If we grasp the fact that there is a divinity within us which witnesses everything we think or do and which protects us and guides us along the true path, it is clear that we shall cease to have any other fear on the face of the earth save the fear of God. Loyalty to the Governor of governors supersedes all other loyalty and gives an intelligent basis to the latter.

I confess to deep sense of sorrow that faith is gradually disappearing in the student world. When I suggest to a Hindu boy to have recourse to ‘Ramanama’, he stares at me and

wonders who Rama may be; when I ask a Mussalman boy to read the Koran and fear God, he confessed his inability to read the Koran and Allah is a mere lip-profession. How can I convince such boys that the first step to a true education is a pure heart ? If the education you get turns you away from God, I do not know how it is going to help you and how you are going to help the world. You were right in saying in your address, that I am endeavouring to see God through service of humanity, for I know that God is neither in heaven, nor down below, but in everyone, be he a Hindu, a Mussalman, a Parsi, a Christian-man or woman.

Mere book reading will be of little help to you in after-life. I know from correspondence with the students all over India what wrecks they have become by having stuffed their brains with information derived from a cartload of books. Some had become unhinged, others have become lunatics. My heart goes out to them when they say that try as much as they might, because they cannot overpower the evil. 'Tell us', they plaintively ask, 'how to get rid of the devil, how to get rid of the impurity that has seized us'. When I ask them to take 'Ramanama' and kneel before God and seek His help, they come to me and say, 'We do not know where God is. We do not know what it is to pray'. That is the state to which they have been reduced. I have therefore been asking the students to be on their guard, not to read all the literature that is within their reach, and I ask their teachers to cultivate their hearts and establish with the students a heart-contact. I have felt that the teachers' work lies more outside than inside the lecture that is within their reach, and I ask their teachers to cultivate their hearts and establish with the students a heart-contact. In this work a-day-life where teachers and professors -work for the wages they get, they have no time to give to the students outside the class room, and that is the greatest stumbling block in the development of the life and character of students today. But unless the teachers are prepared to give all their time outside the classroom to their students, not much can be done.

Let them fashion their hearts rather than their brains. The greatest men of the world have always stood alone. Take the great prophets Zoroaster, Buddha, Jesus, Mohammed; they all stood alone like many others whom I can name. But they had living faith in themselves and their God: and believing as they did that God was on their side, they never felt lonely. You may recall the occasion when pursued by numerous enemy, Abu Bakr, who was accompanying the prophet in his journey, trembled to think of their fate and said, 'Look at the number of the enemies that is overtaking us. What shall we two do against these heavy odds? Without a moment's reflection the Prophet rebuked his faithful companion by saying, 'No, Abu Bakr, we are three, for God is with us.' Or take the invincible faith of Bibhishana and Prahlada, I want you to have that same living faith in yourself and God.

No man can live without religion. There are some who in the egotism of their reason declare that they have nothing to do with religion. But it is like a man saying he breathes but that he has no nose. Whether by reason or by instinct, or by superstition, man acknowledges some sort of relationship with the divine. The rankest agnostic or atheist does acknowledge the need of a moral principle, and associates something good with its observance and something bad with the non-observance. Bradlaugh, whose atheism is well known, always insisted on proclaiming his innermost conviction. He had to suffer a lot for thus speaking the truth, but he delighted in it and said that truth is its own reward. Not that he was quite insensible to the joy resulting from the observance of truth. This joy however, is not at all worldly, but springs out of communion with the divine. This is why I have said that even a man who disowns religion cannot and does not live without religion.

It is the fashion nowadays to dismiss God from life altogether and insist on the possibility of reaching the highest kind of life without the necessity of a living faith in a living God. I must confess my inability to drive the truth of the law home to those who have no faith in and no need for a power infinitely higher than themselves. My own experience had led me to the knowledge that fullest life is impossible without an immovable belief in a living law in obedience to which the whole universe moves, a man without faith is like a drop thrown out of the ocean, bound to perish. Every drop in the ocean shares its majesty and has the honour of living as the ozone of life.

Glossary :-

| | |
|-----------------|--|
| perpetual | : never-ending; going on for a long time, |
| temporal | : secular, of this physical life |
| Lord Willingdon | : (1866-1941) : Viceroy of India from 1931 to 1934 |
| unattainable | : that cannot be attained; that cannot be reached. |
| invincible | : too strong to be overcome or defeated |
| agnostic | : a person who believes that nothing can be known about God. |
| atheist | : person who believes that there is no God |
| perish | : be destroyed; come to an end |
| ozone | : a colourless gas with a strong smell, air that smells fresh and pure |

Word Study and Use :

Exercise 1 : Frame sentences to illustrate the use of the following words:

indispensable, loyalty, derived, stuffed, invincible, acknowledge, infinitely.

Exercise 2: Frame sentences to illustrate the use of the following phrases :-

for all time; ceases to fear; lip-profession; heart contact; stumbling block; living faith; insist on; thrown out.

Exercise 3 :- Re-write the following sentences into indirect form of narration :

- (a) Abu-Bakr, who was accompanying the Prophet in his journey, trembled to think of their fate and said, "Look at the number of enemies that is overtaking us. What shall we two do against those heavy odds?"
- (b) "Tell us," they plaintively ask, "how to get rid of the devil, how to get rid of the impurity, that has seized us".

Comprehension:

1. What, in Gandhiji's opinion, is the greatest and most immediate need for India?
2. Why do we live in a state of perpetual fear?
3. Who are the authorities that we fear?
4. How can one be free from fear?
5. What is the opinion of Gandhiji about mere book reading ?
6. What is the advice of Gandhiji to students and teachers?
7. What, according to Gandhiji, is the greatest stumbling block in the development of the life and character of students?
8. What does Gandhiji say about the greatest men of the world?
9. Why does Gandhiji say that no man can live without religion?
10. What does Gandhiji think of a man without faith?
11. What does Gandhiji say of truth ?

Composition :

1. Name some of the religions of India. Who are the people professing those religions?
2. India is a secular state where there is freedom of worship, where religions are allowed to be followed. Do you think that it is good?
3. Write the importance of religion in Manipur.
4. Write a brief essay on Gandhiji as a great leader of the world.
5. Describe how Gandhiji affirms his faith in God.

LESSON -2

A GLORY HAS DEPARTED

PANDIT JAWAHARLAL NEHRU

(1889-1964)

[The Author : Pandit Jawaharlal Nehru, the first Prime Minister of India, was born on November 14, 1889. He was educated at Cambridge and was called to the Bar. Later on he became a devoted disciple of Gandhiji and became the Prime Minister of free India. He wrote some outstanding books. 'Glimpses of World History' and 'The Discovery of India' are two of his most famous books.]



Pandit Nehru wrote in simple and lucid style. This extract is from his speech on the floor of the Constituent Assembly of India on February 2, 1948 after the assassination of Mahatma Gandhi. Panditji died in 1964.]

It is customary in this House to pay some tribute to the eminent departed to say some word of praise and condolence. I am not quite sure in my own mind if it is exactly fitting for me or for any others of this House to say much on this occasion, for I have a sense of utter shame both as an individual and as head of the Government of India that we should have failed to protect the greatest treasure that we possessed. It is our failure, as it has been our failure in the many months past, to give protection to many an innocent man, woman and child; it may be that the burden and the task was too great for us or for any government. Nevertheless, it is a failure. And to day the fact that this mighty person whom we honoured and loved beyond measure has gone because we could not give him adequate protection it is a shame for all of us. It is a shame to me as an Indian that an Indian should have raised his hand against him, it is a shame to me as a Hindu that a Hindu should have done this deed and done it to the greatest Indian of the day and the greatest Hindu of the age.

We praise people in well-chosen words and have some kind of a measure of greatness. How shall we praise him and how shall we measure him, because he was not of the common clay that all of us are made of? He came, lived a fairly long span of life and has passed away. No words of praise of ours in this House are needed, for he has had greater praise in his life than any living man in history. And during these two or three days since his death he has had the homage of the world; can we who have been children of his, and perhaps more intimately his children than the children of his body, for we have all been in some greater or smaller measure the children of his spirit, unworthy as we were?

A glory has departed and the sun that warmed and brightened our lives has set and we shiver in the cold and dark. Yet, he would not have us feel this way. After all that glory that we saw for all these years, that man with the divine fire, changed us also and such as we are, we have been moulded by him during these years, and out of that divine fire many of us also took a small spark which strengthened and made us work to some extent on the lines that he fashioned. And so if we praise him, our words seem rather small, and if we praise him, to some extent we also praise ourselves. Great men and eminent men have monuments in bronze and marble set up for them, but this man of divine fire managed in his lifetime to become enshrined in millions and millions of hearts so that all of us became somewhat of the stuff *that* he was made of, though to an infinitely lesser degree. He spread out in this way all over India, not in places only, or in select place of assemblies but in every hamlet and but of the lowly and those who suffer. He lives in the hearts of millions and we will live for immemorial ages.

What then can we say about him except to feel humble on this occasion ? To praise him we are not worthy-to praise him whom we could not follow adequately. It is almost doing him an injustice just to pass by with words when he demanded work add labour and sacrifice from us; in a large measure he made this country during the last thirty years or more, attain to heights of sacrifice equalled elsewhere. He succeeded in that. Yet ultimately thing happened which no doubt made him suffer tremendously though his tender face never lost its smile and he never spoke a harsh word to anyone. Yet, he must have suffered-suffered for the failing of this generation whom he had trained, suffered because we went away from the path that he had shown us. And ultimately the hand of a child of his for he after all is as much a child of his as any other Indian a hand of that child of his struck him down.

Long ages afterwards history will judge of this period that we have passed through. It will judge of the successes and the failures - we are too near it to be proper judges and understand what has happened and what has not happened. All we know is that there was a glory and that it is no more; all we know is that for the moment there is darkness, not so dark certainly because when we look into our hearts we still find the living flame which he lighted there. And if those living flames exist, there will not be darkness in this land and we shall be able with our effort, remembering him and following his path, to illumine this land again, small as we are, but still with the fire that he instilled into us.

He was perhaps the greatest symbol of the India of the past, and may I say, of the India of the future, that we could have had. We stand on this perilous edge of the present between that past and the future to be, and we face all manner of perils and the greatest peril is sometimes the lack of faith which comes to us, the sense of frustration that comes to us, the sinking of the heart and of the spirit that comes to us when we see ideals go overboard, when we see the great things that we talked about somehow pass into empty words and life takes a different course. Yet I do believe that perhaps this period will pass soon enough.

Great as this man of God was in his life, he has been greater in his death. He has served the great cause as he served it throughout his life. We mourn him; we shall always mourn him, because we are human and cannot forget our beloved Master. But I know that he would not like us to mourn him. No tears came to his eyes

when his dearest and closest passed away-only a firm resolve to preserve, to serve the great cause that he had chosen. So he would chide us if we merely moun. That is a poor 'way of doing homage to him. The only way is to express our determination, to pledge, ourselves anew, to conduct ourselves in a befitting manner to dedicate ourselves to the great task which he undertook and which he accomplished to such a large extent.

So we have to work, we have to labour, we have to sacrifice and thus prove, to some extent at least worthy followers of his.

It is clear, as you said, Sir, that this happening, this tragedy, is not merely the isolated act of a mad man. This comes out of a certain atmosphere of violence and hatred that has prevailed in this country for many months and years and more especially in the past few months. That atmosphere envelops us and surrounds us and if we are to serve the cause he put before us, we have to face this atmosphere, to combat it, to struggle against it and root out the evil of hatred and violence.

So far as this Government is concerned, I trust they will spare no means, spare no effort to tackle it because if we do not do that, if we, in our weakness or for any other reason that we may consider adequate, do not take effective means to stop this violence, to stop this spreading of hatred, by word of mouth or writing or fact, then indeed we are not worthy of being this Government; we are certainly not worthy of being his followers and we are not worthy of even saying words of praise for this great soul who had departed. So on this occasion or any other when we think of this great Master who has gone, let us always think of him in terms of work and labour and sacrifices, in terms as he put before us, and if we do so, however unworthy we may be, shall at least have done our duty and paid proper homage to his spirit.

He has gone, and all over India there is a feeling of having been left desolate and forlorn. All of us sense that feeling, and I do not know we shall be able to get rid of it, and yet together with that feeling there is also a feeling of proud thankfulness that it has been given to us of this generation to be associated with this mighty person. In ages to come, centuries and may be millennia after us, people will think of this generation when this man of God trod on earth and will think of us who, however small, could also follow his path and tread the holy ground where his feet had been. Let us be worthy of him.

NOTES AND EXERCISES

Glossary :

| | | |
|------------|---|---|
| customary | : | usual, according to custom |
| tribute | : | something done, said or given to show respect. |
| eminent | : | famous |
| condolence | : | expression of sympathy |
| intimately | : | closely |
| | | |
| moulded | : | shaped |
| monuments | : | something like building, statue etc. made to keep alive the memory of a person or event |
| enshrined | : | to cherish as sacred |
| hamlet | : | a very small village |
| domain | : | lands under the rule of a Government |
| illumine | : | enlighten spiritually; make bright |
| peril | : | serious danger |
| homage | : | expression of respect |
| dedicate | : | offer |
| | | |
| envelops | : | covers |
| desolate | : | joyless and sorrowful through separation |
| forlorn | : | Sad and lonely because of isolation. |

Word Study and Use :

Exercise 1 :

Frame sentences to illustrate the use of the following words :

dominant; depart; measure; moulded; humble; succeed; tender; exist; perilous; accomplish, desolate, tread.

Exercise 2 :

Frame sentences to illustrate the use of the following phrases:

beyond measure; made of; spread out; struck down; pass through; pass away.

Exercise 3 :

There are certain cases in which 'to' which is the sign of the infinitive is omitted. The following sentence is an example:

(a) He would not have us feel this way. Give some examples of this type.

Comprehension :

1. Why does Pandit Nehru say that a glory has departed?
2. Why did Nehru regard the death of Gandhiji as a shame?
3. Why does Nehru think that Gandhiji would chide them if they merely mourn?
4. What is the resolve of Pandit Nehru and the Government on the death of Gandhiji?

Composition:

1. *Nehru says that Gandhiji has been greater in his death. Describe your feeling about Gandhiji.*
2. *What is Nehru's view of Gandhiji's contribution to the nation?*
3. *Why did Nehru think that the happening was a tragedy?*
4. *Nehru says that Gandhiji has been greater in his death. Describe the greatness of Gandhiji*

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LESSON -3

THE CONQUEST OF MALARIA**T.C. BRIDGES AND H.H. TILTMAN**

[The Authors : T.C. Bridges and H.H. Tiltman are the co-authors of "Master Minds of Modern Science "(Harrap). The present extract is from the book. The extract describes the epoch-making discovery of Sir Ronald Ross.]

For all tropical diseases the most common is malarial fever. It causes roughly one third of all the attendances at hospitals in the tropics and about one third of the entire population in many hot countries suffer from it every year. Although only about one case in several hundreds proves fatal, yet the disease is so prevalent that the total number of deaths due to it is colossal. It has been officially estimated that in India alone something like 1,300,000 deaths are caused by it in an average year. It has affected Europe as far north as Holland and England. In Greece and around Rome the disease was until recently a curse. Over a vast part of the earth's surface malaria remains a plague which threatens at every turn all who live within the region affected.

For years scientists and doctors sought the secret of how it was spread. Some declared it to be caused by the night air, others that it came from infected waters. Both theories were to be disproved.

In demonstrating to the world how malaria was spread, and thus how it could be fought, Manson and Ross defeated the tiny flying insect which until the beginning of the twentieth century was the most dreaded enemy of the British Empire- an enemy before which Army, Navy and doctors were powerless.

Sir Patrick-Manson was a Scottish doctor, born near Aberdeen, who in 1866 went out to become medical officer at a Chinese hospital in Formosa. There he studied elephantiasis, the strange disease which causes legs and arms, or other parts of the body, to assume monstrous proportions. And there he was first brought into contact with malaria at close quarters.

A theory then generally held was that elephantiasis, a tropical disease like malaria, was caused by the night air of marshes. Manson began his investigation, and came to the conclusion that the presence of blood of a parasite called the filarial worm probably had some connection with the disease. But the discovery only raised a greater problem. How did the filarial worm get into the blood? The worm could neither walk nor fly. A possibility was that it was sucked up by something that fed upon human blood, then released again into the bodies of previously uninfected persons.

The evidence pointed to the mosquito, which in biting a person infected with the germs of elephantiasis and then passing on to uninfected persons might well spread the disease. To test this theory, Manson examined the blood of his native helpers at the hospital. Finding one who was heavily infected, he induced him to sleep in a room containing mosquitoes and to let them bite him.

The next morning Manson collected the insects, gorged with the blood of the infected body. He dissected them and examined them under a microscope. They were all infected with live worms. Thus it was discovered that the mosquito was the carrier of the germ which caused elephantiasis.

Manson's discovery set certain men thinking. If the mosquito carried the parasite of one disease from person to person, might it not also spread malaria ?

A French doctor named Laveran, working in Algeria, definitely suggested that the mosquito might spread malaria. But the medical world in general was in no hurry to give up its theories on the subject. Manson retired from practice in China and came to live in England.

Nothing further was done for some years.

Then in 1894 Major Ronald Ross of the Indian Medical Service, a doctor who had long been interested in the study of malaria and other tropical diseases, returned home on leave, and while in London called upon Manson. The hour for the final onslaught had struck. Manson explained his theories to Ross, who resolved upon his return to India, to begin at once to experiments which have led to such triumphant results.

Thus began one of the most famous partnerships in the history of research, a partnership between two devoted servants of humanity, one in London and the other in India, who laboured for four years inspiring and encouraging each other when doubts assailed them.

Back in India, Major Ronald set to work in earnest. He contrived that mosquitoes should suck up blood full of the parasites of malaria. If mosquitoes were actually the carriers of the disease, then the parasites would be found, alive, within their bodies. But although he dissected hundreds of insects Ross could not find what he was seeking. Actually, he was then trying to infect the wrong type of mosquito, for only one variety, and only the female of that variety, is able to suck up and develop the germs.

Month after month Ross toiled away. Experiment succeeded experiment without success.

Manson still believed that it would be found that human beings contracted malaria from mosquitoes through drinking water infected by the insects after they had sucked up blood containing the germs. Ross disproved this, and found the real solution, but not until he had wasted valuable time in testing Manson's original theory.

In his *Memoirs* Sir Ross relates how he tried to establish the truth or otherwise of the infected water theory by taking four mosquitoes which had fed upon a malarial victim and placing them in two bottles with a little water. The bottles were kept in a cool place for a week, at the end of which the mosquitoes were dead. In addition to the bodies of the infected mosquitoes, the bottles contained grubs, showing that the eggs laid by the insects had been hatched.

Now Ross made his test. After removing the bodies of the mosquitoes, but not the grubs, he gave the contents of the bottles to certain native who volunteered, after a full explanation of the water. The result of the experiment was odd. One man developed an illness which at first seemed like malaria, but when his blood was examined no malarial parasites were found. Two other men who drank the infected water remained quite well.

Further experiments with infected water yielded negative results. In fact, that first case of intermittent fever, which was co-incidence, was the only case in which any after-effects followed the drinking of water exposed to infected insects.

Eventually Ross abandoned Manson's theory, so far as the means of infection was concerned, and began to search for other means by which the parasites within the mosquito might enter the blood of human being - the search was to end in his brilliant discovery.

By now he had begun to suspect that the mosquito he *sought was a type which eluded him*. One morning a mosquito-man, one of the three who collected the insects for him, produced some larvae which hatched into brown mosquitoes with three black bars on their wings. These proved to be dappled-winged mosquitoes of a type which Ross had not worked with before.

They were allowed to bite a malarial patient in the hospital and latter some were dissected. Again no germs of malaria were found. That was on August 16, 1897 in Secunderabad. Ross secured more specimens of the dappled-winged brown mosquito during the next few days.

The story comes to August 20, 1897, the anniversary of which Sir Ronald Ross called Mosquito Day.

The first few mosquitoes placed under the microscope revealed nothing. Then Ross came to one of the last of batch which had been allowed to feed upon the malarial patient on the 16th. His eyes were already feeling the strain, but carefully, methodically, he searched through the tissues of that tiny winged creature. Again nothing. At last only the stomach of the insects remained to be examined. That meant half an hour's work, and already he was tired out. Moreover, he had examined the stomachs of thousands of mosquitoes without finding any trace of the germ.

Tired as he was, he began to work again, but a kindly fate must have watched over Ross that day. What followed may best be told in his own words:

I had scarcely commenced the search again when I saw a clear and almost perfectly circular outline before me of about twelve microns in diameter. The outline was much too sharp, the cell too small, to be an ordinary stomach-cell of a mosquito. I looked a little further. Here was another and another exactly similar cell. I now focussed the lens carefully on one of these, and found that it contained granules of some black substances, exactly like the pigment of the parasites of malaria. I counted altogether twelve of these cells in the insect, but was so tired out with the work and had so often been disappointed before that I did not at the moment recognize the value of the observation. After mounting the preparation, I went home and slept for nearly an hour. On waking, my first thought was that the problem was solved, and so it was.

Ross had discovered that the germs of malaria were sucked by certain mosquitoes from the body of an infected human being, and developed in the stomach tissue of the insect. He had made one of the greatest medical discoveries, saved millions of lives and yet he did not appreciate what it all meant until he had slept! That incident reveals how utterly weary he was, in mind and body, at the end of months of failure.

The next day Ross dissected the last survivor of the same batch of mosquitoes. Within its stomach he found similar cells-only larger! That was conclusive. The cells were parasites, and they not only lived but grew within the mosquito. The discovery was really two discoveries, and each was of vital importance. As Ross wrote afterwards:

We had to discover two unknown quantities simultaneously the kind of mosquito which carries the parasite, and the form and position of the parasite within it. By an extremely lucky observation I had now discovered both the unknown quantities at the same moment. The mosquito was the Anopheles, and the parasite lives in or on its gastric wall and can be recognised at once by the characteristic pigment. All the work on the subject which has been done since then by me and others during the last thirty years has been mere child's play which anyone could do after the clue was once obtained.

There were many ready to scoff. Even after Ross had infected birds by exposing them to malaria-carrying mosquitoes, there were many who declared that he and others had 'mosquitoes on the brain'.

Happily Ross was content to pursue his investigations to the end, undeterred by criticism and unspoiled by praise. He believed he was on the right road. That was enough. To him is the glory of a great victory over death and disease.

Ross's discovery brought him honours, but not wealth. Like many others who have devoted their lives to research, Ross remained a poor man. For this work he was awarded, in 1902, one of the greatest distinctions of its kind in the world—the Nobel Prize for medicine. There exists in the Putney an Institute of Tropical disease named after him, and of which he was Director-in-Chief until his death in September 1932.

When Ross went to India as a young man he found every one, even the most brilliant doctors, struggling in vain, with a disease, which attacked millions every year. They could mitigate its attacks with quinine, but they could not prevent them, and they did not even know where to look for the enemy. In the course of four years Ross discovered the enemy, and showed how it could be conquered.

Those yet unborn, wrestling with other secrets of life and death, will know moments when the struggle seems hopeless. In those moments perhaps they will remember the story of Sir Ronald Ross, and find in it their inspiration.

Glossary :

| | | |
|---------------|---|---|
| colossal | : | huge; very large |
| Manson | : | Sir Patrick Manson (1884-1922) He distinguished himself in the study of animal parasite |
| elephantiasis | : | a skin disease which causes the affected part to resemble the skin of the elephant |
| onslaught | : | furious attack |
| devoted | : | loyal |
| assailed | : | attacked violently |
| parasite | : | animal or plant living on or in another and getting its food from it |
| contracted | : | caught, acquired |
| grubs | : | insects in the worm-like stage before they develop wings; larva |
| tissue | : | 'cells and cell-products in an animal body |
| reveals | : | displays; makes known |
| granules | : | small grains |
| scoff | : | mock; speak contemptuously |
| undeterred | : | not discouraged. |

Word Study and Use :

Exercise 1: Give the noun forms of the following words:

tropicals; malarial; colossal; infected; monstrous; definitely; contrived;
dissected; reveals; conclusive; prevent.

Exercise 2 : *Frame sentences to illustrate the use of the following.*

child's play; suck up; on the right road; tried out; live on; be in no hurry; after-effects.

Exercise 3: *Frame sentences to illustrate the use of the following as directed -*

- (a) live (as verb and as adjective).
- (b) infected (as verb and adjective).
- (c) powerless (as noun and as adjective).

Exercise 4 : *Give one word for each of the following groups of words.*

e.g. a disease resulting from the bite of certain types of mosquitoes (Anopheles) = Malaria

- (i) A disease in which sugar and starch are not properly absorbed from the blood
- (ii) An animal or plant that lives on or in another gets its food from it.
- (iii) an inability to sleep.
- (iv) a disease of an abnormal growth of cells in the body which often causes death.
- (v) a person who studies or writes about history.
- (vi) celebration of a date that is exactly a year or a number of years after an event.
- (vii) an account written usually by somebody in public life of their own life and experiences.
- (viii) A disease which causes legs and arms, or other parts of the body to assume monstrous proportions.
- (ix) A substances used for killing insects.
- (x) A rapid spread of a disease among many people in the same place.
- (xi) An infectious and often fatal disease causing severe diarrhoea and vomiting.
- (xi) An often fatal disease of the liver suffered specially by people who drink too much alcohol.

Comprehension:

1. What was the extent of the trouble which malaria used to cause in the tropical countries ?
2. Why did malaria remain a plague over a vast part of the earth's surface?
3. What were the theories scientists and doctors used to advance about the possible cause of malaria ?
4. What was the discovery of Sir Patrick Manson ?
5. What was the famous partnership in the history of research referred to in the lesson ? What was the outcome of the partnership ?

Composition:

1. Describe the experiments of Sir Ronald Ross which led to his abandonment of the theory of Manson.

2. Describe how Ross found out two unknown things from his experiments.
3. Write a project report on eradication programme of malaria organised in your locality.
4. "The hour for the final onslaught had struck, Manson explained his theories to Ross ..."
Why does the writer say that the meeting of Sir Ronald Ross and Manson was the hour for the final onslaught ?

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LESSON - 4

AFTER TWENTY YEARS**O' HENRY
(1862-1910)**

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had wellnigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye down the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of cigar store or of an al-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

'It's all right, officer,' he said, reassuringly. 'I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all right. About that long ago there used to be a restaurant where this store stands 'Big Joe' Brady's restaurant'

'Until five years ago,' said the policeman. 'It was torn down then. The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarf-pin was a large diamond oddly set.

'Twenty years ago tonight', said the man, 'I dined here at "Big Joe" Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be'.

'It sounds pretty interesting,' said the policeman. 'Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?'

‘Well, yes, for a time we corresponded,’ said the other. ‘But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he’s alive, for he always was the truest, staunchest old chap in the world, He’ll never forget, ‘I came a thousand miles to stand in this door tonight, and it’s worth it if my old partner turns up’.

The waiting man pulled out a handsome watch, the lids of it set with small diamonds. ‘Three minutes to ten,’ he announced. ‘It was exactly ten o’clock when we parted here at the restaurant door’.

‘Did pretty well out West, didn’t you?’ asked the policeman. ‘You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I’ve had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him’. The policeman twirled his club and took a step or two.

‘I’ll be on my way. Hope your friend comes around all right. Going to call time on him sharp?’

‘I should say not!’ said the other. ‘I’ll give him half an hour at least. If Jimmy is alive on earth he’ll be here by that time. So long, officer’.

‘Goodnight, sir,’ said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

‘Is that you, Bob?’ he asked, doubtfully.

‘Is that you, Jimmy Wells?’ cried the man in the door. ‘Bless my heart!’ exclaimed the new arrival grasping both the other’s hands with his own. ‘It’s Bob, sure as fate. I was certain I’d find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old restaurant’s gone Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?’

Bully, it has given me everything I asked for. You’ve changed lots, Jimmy. I never thought you were so tall by two or three inches’.

‘Oh, I grew a bit after I was twenty’.

‘Doing well in New York, Jimmy?’

‘Moderately. I have a position in one of the city departments. Come on, Bob; we’ll go around to a place I know of, and have a good long talk about old times!’

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm. 'You're not Jimmy Wells', he snapped, 'Twenty years is a long time but not enough to change a man's nose from a Roman to a pug'.

'It sometimes changes a good man into a bad one,' said the tall man. 'You've been under arrest for ten minutes, "Silky" Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go to the station here's a note I was asked to hand to you. You may read it here at the window. It's from Patrolman Wells'.

The man from the West unfolded the little piece of paper handed to him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short. 'Bob, I was at the appointed place on time. When you struck the match to light your cigar I saw the face of the man wanted in Chicago' 'Somehow I couldn't do it myself, so I went around and got a plainclothes man to do the job.'

The Author :

O. Henry, an American, is a prolific writer. His real name is William Sidney Porter. O. Henry is his pseudonym. He had a good sense of humour and saw life as a series of short episodes. His first book, *Cabbages and Kings* (1904) is a notable one. His unexpected story endings became his trademark.

Glossary:

- gusts : sudden strong rush of wind.
- twirling : turn or make something quickly and lightly .round and round.
- intricate : composed of many small parts put together in a complex way.
- swagger : to walk or behave in a too proud manner.

| | |
|--------------|---|
| stalwart | : royal or reliable in difficult conditions. |
| vicinity | : area round a place. |
| scar | : mark left on skin by a wound, burn, etc. after it has healed. |
| chap | : a man or boy. |
| plodder | : a person who works slowly and with determination but who lacks imagination. |
| fortunes | : chances or luck. |
| groove | : a long narrow cut or depression in the surface of hard material. |
| destiny | : the power believed to control events, fate. |
| corresponded | : exchanged letters, |
| proposition | : a suggestion/statement. |
| razor-edge | : a very fine sharp edge. |
| drizzle | : to rain lightly with many fine drops. |
| absurdity | : foolish and ridiculous. |
| existence | : state or fact of existing. |
| bully | : (adj.) excellent. |
| egotism | : the practice of thinking and talking too often or too much about oneself. |
| submerged | : to make something go or be under the surface of water. |
| brilliant | : outstanding, impressive. |
| glare | : a very bright and unpleasant light. |
| pug | : a short thick nose with the lip turned up. |
| note | : a short informal letter. |

COMPREHENSION :

1. Answer the following questions in a phrase/sentence each :
 1. Where were Jimmy Wells and Bob raised ?
 2. Name the appointed place where the two friends are to meet after twenty years.
 3. What made the streets depeople ?
 4. What is the meaning of 'guardian of peace' ?
 5. Where was Bob to start for ?
 6. How has the West treated Bob ?
 7. How did the policeman leave Bob ?
 8. Why did the other man wish the old restaurant to be there ?
 9. How did Bob recognise the tall man was not Jimmy Wells ?

10. Why was Bob wanted by the Chicago police ?
11. Why did Jimmy not arrest Bob ?
12. What is the significance of 'Big Joe' Brady's restaurant' in the story ?

Application :

2. Answer the following questions in about 25-30 words each :

1. Relate the first meeting of Bob and Jimmy Wells after 20 yrs.
2. How did Jimmy Wells manage to arrest Bob ?
3. How did Bob become rich in the West ?
4. Give your first impression of the policeman.
5. How do *you* know that the tall man is not Jimmy Wells ?
6. Where does the story reach its climax ?
7. Why did Bob's hand tremble a little by the time he had finished reading the note ?
8. How does Bob impress you as a friend and a wanted gangster ?
9. Give the content of the 'note' Bob read.
10. Give your comments on the title of the story.
11. How did Jimmy Wells treat Bob at the end of the story ?

Composition :

3. Answer the questions in about 100 words each :

1. Describe how the element of suspense works in the development of the story.
2. "Jimmy Wells is a sincere friend and pragmatic policeman" Justify the above remark.
3. Write how the writer tackles the problem of friendship and crime in the story.
4. Give a character sketch of Bob.
5. Attempt a comment on the physical atmosphere in "After Twenty Years".
6. If you were Jimmy Wells what would you do in the context of the story ?
7. Comment on the ending of "After Twenty Years".

Language study & Use :

Read the following phrases :

- (a) *unlighted* cigar
- (b) *pocketed* hands
- (c) the *waiting* man.

- (d) the *appointed* place
- (e) a *darkened* hardware store
- (f) a *wanted* person.
- (g) a *talking* machine
- (h) a *hunting* dog
- (i) an *interesting* story

Each of the italicised words in the above phrases is inflected either –ed or –ing. It is used as a qualifying word. Words inflected –ed are past participles and those inflected - ing are present participles.

2. **Question tags are important in spoken English. Let us learn the structures of question tags :**

Example :

Sounds a little funny to you, doesn't it ?

Complete the question tags in the following sentences.

- (a) I'm just waiting for a friend,
- (b) There used to be a restaurant,
- (c) Did pretty well out West,
- (d) Twenty years is a long time,
- (e) That's not sensible,

3. **Pick out roots and affixes from each of the following words :**

e.g. Watchful = (watch; affix = ful
quickly, appointment, oddly, doubtfully, existence, sensible, wanted,
unfolded, waiting, uncertain.

4. **Complete the following passage using the correct forms of the verbs given in brackets :**

Science _____ (affect) the average man and woman in two ways already. He or she _____ (benefit) by its application, driving in a motor car or omnibus instead of a horse-drawn vehicle, being _____ (treat) for disease by a doctor or surgeon rather than by a priest or a witch and being _____ (kill) with an automatic pistol or shell in place of a dagger or a battleaxe. It also _____ (affect) his or her opinions. Almost everyone _____ (believe) that the earth _____ (be) round, and the heavens nearly empty, instead of solid.

LESSON - 5

THE AGE OF COMPUTER

Norma D. Mullen and P. Charles Brown

As you know many of the routine activities in today's society are being performed by computers. For example, when we go on a journey our train tickets are often reserved by computers. The bills we pay—electricity, telephone, for example—are calculated and printed by a computer. Diseases are also often diagnosed with the help of a computer.



What is this computer ? Why and how was it invented? What are its different functions? How does it work ? These are some of the questions that come to our mind. We shall deal with all of them in the course of our lectures. Today, however, we will concentrate on the history and development of the computer.

Computing, as you already know, has something to do with calculation. The very first calculating device used was the ten fingers of a person's hands. That is why, even today, we still count in tens and multiples of tens.

Then the abacus was invented, a bead frame in which the beads are moved from left to right. There is evidence that it was used as far back as 3500 BC. People went on using some form of abacus well into the 16th century. Today, in some parts of the world, very small children learn simple calculations on a kind of abacus. During the 17th and 18th centuries many people tried to find easy ways of calculating. J. Napier, a Scotsman, devised a mechanical way of multiplying and dividing, which is how the modern slide rule works.

Henry Briggs used Napier's ideas to produce logarithm tables which all mathematicians use today. Calculus, another branch of mathematics, was independently invented by both Isaac Newton, an Englishman, and Leibnitz, a German mathematician. The first real calculating machine appeared in 1820 as the result of several people's experiments.

This type of machine, which saves a great deal of time and reduces the possibility of making mistakes, depends on a series of ten-tooth gear wheels. In 1830 Charles Babbage, an Englishman, designed a machine that was called 'The Analytical Engine'. This machine attempted to cut out the human being altogether, except for providing it with the necessary facts about the problem to be solved. He never finished this work, but many of his ideas were the basis for building today's computers.

It is in the twentieth century that we enter into the computer age in the real sense. The two most important factors for this are: the rapid technological improvements from the early 1900s, and the availability of vast sums of money for computer development as a result of World War II. The first digital computer was completed in 1944. The men responsible for this invention were Professor Howard Aiken and some people from IBM. This was the first machine that could figure out long lists of mathematical problems, all at a very fast rate. In 1946 two engineers at the University of Pennsylvania, J. Eckert and J. Mauchly, built the first digital computer using parts called vacuum tubes. They named their new invention ENIAC, an acronym for Electronic Numerical Integrator and Calculator. Another important advancement in computers came in 1947, when John von Neumann developed the idea of keeping instructions for the computer inside the computer's memory.

The first generation of computers, which used vacuum tubes, came out in 1950. These computers could perform thousands of calculations per second. In 1960, the second generation of computers was developed and these could perform work ten times faster than their predecessors. The reason for this extra speed was the use of transistors instead of vacuum tubes. Second-generation computers were smaller, faster and more dependable than first-generation computers. The third-generation computers appeared on the market in 1965. These computers could do a million calculations a second, which is 1000 times as many as first generation computers. Unlike second generation computers, these are controlled by tiny integrated circuits and are consequently smaller and more dependable. Fourth-generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. Now, as many as 1000 tiny circuits fit into a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic, ceramic and metal. Fourth-generation computers are 50 times faster than third-generation computers and can complete approximately 1,000,000 instructions per second.

At the rate computer technology is growing, today's computers will most certainly be obsolete by 1990. It has been said that if transport technology had developed as rapidly as computer technology, a trip across the Atlantic Ocean today would take a few seconds.

Glossary :

| | | |
|-------------|---|--|
| perform | : | to do a task. |
| diagnose | : | determine the nature of a disease from observation |
| concentrate | : | bring or come together at one point |

| | | |
|--------------|---|--|
| calculation | : | act of finding out by working with numbers |
| abacus | : | frame with beads or balls sliding on wires for calculation. |
| vacuum tubes | : | sealed glass tubes with an almost perfect vacuum |
| generation | : | single stage or step in family descent |
| predecessor | : | former holder of any office or position |
| circuits | : | complete part for an electrical current |
| silicon | : | (kinds of) complex organic compound used in paints, varnish, and lubricants |
| etched | : | used a needle and acid to make a picture on a metal plate from which copies may be printed |
| encapsulated | : | to enclose in a capsule |
| ceramic | : | articles made of clay |
| obsolete | : | no longer used; out of date |
| trip | : | journey |

COMPREHENSION :

(A) Complete the following statements :

1. Our train tickets are often reserved by_____
2. _____ are also often diagnosed with the help of computers.
3. The first calculating device used was the_____
4. There is evidence that abacus was used as far back as _____ B.C.
5. Leibnitz was a German_____
6. The first generation of computers, which used vacuum tubes_____
7. _____computers are 50 times faster than third-generation computers.
8. Today's computers will most be _____
9. The second generation computer could perform work _____
10. Automatic computers may broadly be classified as Analog and _____

(B) Answer the following questions in one phrase or sentence each :

1. What is a computer ?
2. Who designed 'The Analytical Engine ?
3. In which year was the first digital computer completed ?
4. Who developed the idea of keeping instruction for the computer inside the computer's memory ?
5. When did the third generation computer appear on the market ?
6. Draw a comparison of the speed of 3rd generation computers and 4th generation computers.

7. When can today's computer be obsolete ?
8. What do the following abbreviations stand for ?

| | | | |
|----------|------------|-----------|------------|
| (i) IBM | (ii) FNIAC | (iii) ROM | (iv) RAM |
| (v) RISC | (vi) www | (vii) ATM | (viii) CAL |
- (i) What are the two factors for the sudden growth of computers ?

Composition :

Answer the following questions in about 100 words each :

1. Trace the history of the development of computer generations.
2. Write a brief account of the various uses of computers.
3. Describe the systems of calculation used before the introduction of actual computers.
4. Relate how a computer is a boon/gift of modern technology.
5. Describe the role of computers as a source of entertainment as well as amusement.
6. Describe the process of the operation of a computer.
7. Complete the following table :

| Sl. No. | Computer generations | Period |
|---------|----------------------|-----------|
| 1. | 1st Generation | 1940-1953 |
| 2. | 2nd Generation | |
| 3. | 3rd Generation | |
| 4. | 4th Generation | |
| 5. | 5th Generation | |
8. Choose and rewrite the correct answer from the given alternatives A,B,C.& D.
 - i) People went on using some form of abacus well into the

| | | | |
|------------------|------------------|------------------|------------------|
| (a) 20th century | (b) 18th century | (c) 16th century | (d) 17th century |
|------------------|------------------|------------------|------------------|
 - ii) The Analytical Engine was designed by

| | | | |
|---------------------|------------------|------------------|---------------|
| (a) Charles Babbage | (b) Isaac Newton | (c) Howard Diken | (d) J.Eckert. |
|---------------------|------------------|------------------|---------------|
 - iii) The third-generation computers appeared on the market in

| | | | |
|----------|----------|----------|-----------|
| (a) 1946 | (b) 1950 | (c) 1960 | (d) 1965. |
|----------|----------|----------|-----------|

- iv) Considering the present rate of computer technology, today's computer will most certainly be obsolete by
(a) 1980 (b) 2000 (c) 1990 (d) 1995.
9. Write a paragraph on a world without computers.

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LESSON - 6

IF I WERE YOU

Douglas James
(1929 -.....)

Characters

Gerrard

Intruder

[The scene is a small cottage interior. There is an entrance back right (which may be curtains). Another door to the left must be a practical door. The furniture is simple, consisting of a small table towards the left, a chair or two, and a divan rather up-stage on the right. On the table is a telephone.]

When the curtain rises GERRARD is standing by the table, 'phoning. He is of medium height, and wears hornrimmed glasses... He is dressed in a lounge suit and a great coat. His voice is cultured.]

GERRARD..... WELL, tell him to 'phone up directly. I must know. Yes, I expect I'll still be here, but you mustn't count on that..... In about ten minutes' time. Right-ho. Good-bye.

[He puts down the 'phone and goes to the divan on the left, where there is a travelling bag, and starts packing. Whilst he is thus engaged, another man, similar in build to GERRARD, enters from the right silently—revolver in hand. He is flashily dressed in an overcoat and a soft hat. He bumps accidentally against the table, and at the sound, GERRARD turns quickly.]

GERRARD

(pleasantly). Why, this is a surprise, Mr.—er—

INTRUDER. I'm glad you're pleased to see me. I don't think you'll be pleased for long. Put those paws up!

GERRARD. This is all very melodramatic; not very original, perhaps, but—

INTRUDER. Trying to be calm and—er—

GERRARD. "Nonchalant" is your word, I think.

INTRUDER. Thanks a lot. You'll soon stop being smart. I'll make you crawl. I want to know a few things, see.

GERRTRD. Anything you like. I know all the answers. But before we begin I should like to change my position; you my be comfortable, but I am not.

- INTRUDER. Sit down there, and no funny business.
[Motions to chair, and seats himself on the divan by the bag.] Now then, we'll have a nice little talk about yourself !
- GERRARD. At last a sympathetic audience ! I'll tell you the story of my life. How as a child I was stolen by the gypsies, and why at the age of thirty-two, I find myself in my lonely Essex cottage, how —
- INTRUDER. Keep it to yourself, and just answer my questions. You live here alone ? Well, do you ?
- GERRARD. I'm sorry. I thought you were telling me, not asking me. A question of inflexion; your voice is — unfamiliar.
- INTRUDER *(with emphasis)*. Do you live here alone ?
- GERRARD. And if I don't answer ?
- INTRUDER. You've got enough sense not to want to get hurt.
- GERRARD. I think good sense is shown more in the ability to avoid pain than in the mere desire to do so. What do you think, Mr.—er— —
- INTRUDER. Never mind my name. I like yours better, Mr. Gerrard. What are your Christian names ?
- GERRARD. Vincent Charles.
- INTRUDER. DO you run a car ?
- GERRARD. No.
- INTRUDER. That's a lie. You're not dealing with a fool. I'm as smart as you and smarter, and I know you run a car. Better be careful, wise guy !
- GERRARD. Are you American, or is that merely a clever imitation ?
- INTRUDER. Listen, this gun's no toy. I can hurt you without killing you, and still get my answers.
- GERRARD. Of course, if you put it like that, I'll be glad to assist you. I do possess a car, and it's in the garage round the corner.
- INTRUDER. That's better. Do people often come out here ?
- GERRARD. Very rarely. Surprisingly few people take the trouble to visit me. There's the baker and the greengrocer, of course ; and then there's the milkman—quite charming, but no one so interesting as yourself.
- INTRUDER. I happen to know that you never see trades-people.
- GERRARD. You seem to have taken a considerable amount of trouble. Since you know

so much about me, won't you say something about yourself? You have been so modest.

INTRUDER. I could tell you plenty. You think you're smart, but I'm the top of the class round here. I've got brains and I use them. That's how I've got where I have.

GERRARD. And where precisely have you got? It didn't require a great brain to break into my little cottage.

INTRUDER. When you know why I've broken into your little cottage, you'll be surprised, and it won't be a pleasant surprise.

GERRARD. With you figuring so largely in it, that is understandable. By the way, what particular line of crime do you embrace, or aren't you a specialist?

INTRUDER. My speciality's jewel robbery. Your car will do me a treat. It's certainly a dandy bus.

GERRARD. I'm afraid, jewels are few and far between in the wilds of Essex.

INTRUDER. So are the cops, I can retire here nicely for a little while.

GERRARD. You, mean to live with me? A trifle sudden, isn't it; you've not been invited.

INTRUDER. YOU won't be here long, so I didn't trouble to ask.

GERRARD. What do you mean?

INTRUDER. This is your big surprise. I'm going to kill you.

GERRARD. A little harsh, isn't it?

INTRUDER
(with heavy
sarcasm).

Yeah. I'll be sorry to *do* it. I've taken a fancy to you, but it's just got to be done.

GERRARD. Why add murder to your other crimes? It's a grave step you're taking.

INTRUDER. I'm not taking it for fun. I've been hunted long enough. I'm wanted for murder already, and they can't hang me twice.

GERRARD. You're planning a gratuitous double, so to speak. Admitted you've nothing to lose, but what have you to gain?

INTRUDER. I've got freedom to gain. As for myself, I'm a poor hunted rat. As Vincent Charles Gerrard I'm free to go to places and do things. I can eat well and sleep well without having to be ready to beat it at the sight of a cop.

GERRARD. In most melodramas the villain is foolish enough to delay his killing long enough to be frustrated. You are much luckier.

INTRUDER. I'm O.K. I've got a reason for everything. I'm going to be Vincent Charles Gerrard, see. I've got to know what he talks like. Now I know. That posh stuff comes easy. This is Mr. V. C. Gerrard speaking, (*Pantomime of phoning, in imitation cultured voice.*) And that's not all. (*He stands up.*) Get up a minute. (*GERRARD stands.*) Now take a look at me.

GERRARD. You're not particularly decorative.

INTRUDER. No ! Well, that goes for you, too. I've only got to wear specs and I'll be enough like you to get away with it.

GERRARD. What about your clothes ? They'll let you down if you're not careful.

INTRUDER. That'll be all right. Yours will fit me fine.

GERRARD. This is extremely interesting, but you seem to miss the point of my remark. I said, you were luckier than most melodramatic villains. It was not a tribute to your intelligence. You won't kill me for a very good reason.

INTRUDER. So that's what you think.

GERRARD. You'll let me go, and thank God you didn't shoot sooner.

INTRUDER. Come on. What's on your mind ! Better be quick. This conversation bores me.

GERRARD. Your idea is to elude the police by killing me and taking on my identity ?

INTRUDER. Yes, I like the idea.

GERRARD. But are you sure it's going to help you ?

INTRUDER. NOW listen here. I've got this all planned. I did a job in town. Things went wrong and I plugged a cop. Since then I've done nothing but dodge.

GERRARD. And this is where dodging has brought you ?

INTRUDER. It brought me to Aylesbury. That's where I saw you in the car. Two other people saw you and started to talk. I listened. It looks like you're a bit queer kind of a mystery man.

GERRARD. A mystery which I propose to explain. INTRUDER (*disregarding him*). You 'phone your orders and sometimes you go away suddenly, and come back just the same. Those are just the things I want to do. Hearing about you was one of my luckiest breaks.

GERRARD. Apparently you haven't the intelligence to ask why I am invested in this cloak of mystery.

INTRUDER (*preparing to shoot*). As I said before, this conversation bores me.

GERRARD. Don't be a fool. If you shoot, you'll hang for sure. If not as yourself, then as Vincent Charles Gerrard.

INTRUDER. What is this ?

GERRARD. This is your big surprise. I said you wouldn't kill me and I was right. Why do you think I am here today and gone tomorrow, never see tradespeople ? You say my habits would suit you. You are a crook. Do you think I am a Sunday-school teacher ?

INTRUDER. YOU may be a liar.

GERRARD. Listen. The game's up as far as I'm concerned. ' Things went wrong with me. I said it with bullets and got away. Unfortunately they got one of my men, and found things the fool should have burnt. Tonight I'm expecting trouble. My bag's packed ready to clear off. There it is.

INTRUDER. It's a bag all right, and this is a gun all right. What's all this ?

GERRARD. That's a disguise outfit ; false moustaches and what not. Now do you believe me ?

INTRUDER

(musingly). I don't know.

GERRARD. For God's sake clear that muddled head of yours and let's go. Come with me in the car; I can use you. If you find it's a fake, you've got me in the car, and you've still got your gun.

INTRUDER. May be you're right.

GERRARD. Then don't waste time. *(Goes and picks up hat and bag.)*

INTRUDER. Careful, boss, I'm watching you.

GERRARD. I've got a man posted on the main road. He'll ring up if he sees the police, but I don't want to leave it as late as that. *(Telephone bell rings.)* Come on They're after us. Through here straight to the garage.

INTRUDER. How do I know that ?

GERRARD. Oh, don't be a fool. Look for yourself. *(GERRARD opens door and steps away. INTRUDER leans forward to inspect it, with his side towards GERRARD, but with revolver ready. As he turns his head GERRARD gives him a push into the cupboard, knocking the revolver out of his hand. He slams the door, and locks it, picks up the revolver, and goes to the 'phone, where he stands with the gun pointed at the cupboard door. INTRUDER rattles door and shouts, "Let me out of here" !)* Hallo. Yes, speaking. Sorry I can't let you have the props in time for rehearsal. I've had a spot of bother-quite amusing. I think, I'll put it in my next play. Listen, can you tell our friend the Sergeant to come up here at once. You'll probably find him in the Public Bar.

Author : Douglas, James born in Bray (1929-) contributed to many RTE Serials. Among them The Riordons, a long running agricultural series, and Tolka Row, which had a working

class urban setting. He wrote radio and television plays including *The Bomb* (1962) and *Too Short A Summer* (1973). His stage plays include *North City Traffic Straight Ahead* (1961) and *The Savage* (1970).

Glossary :

| | |
|----------------|---|
| bumps | : hits, knocks |
| Intruder | : a person who enters another's property illegally. |
| paws | : (here) it means hands. |
| melodramatic | : sensational with too much emotion, exciting in effect, often too much to be thought real. |
| nonchalant | : behaving in a calm manner. |
| inflection | : changes in the voice while speaking. |
| guy | : (slang) young fellow. |
| green goocer | : vegetable man |
| modest | : shy, silent, |
| break into | : force oneself into |
| figuring | : appearing, taking part. |
| cops | : policemen |
| pantomine | : dumb show |
| elude | : to escape by a trick |
| dodge | : be on the run to avoid capture. |
| queer | : strange |
| crook | : a dishonest person, a criminal. |
| Sunday | |
| school teacher | : a person who teaches Christian children religion on Sundays. It means a simple, honest, God-fearing person. |
| muddled head | : confused thinking |
| ring up | : a telephone call |

Words study and use :

Frame sentences using the following words :

boss, cop, guy, queer, dandy, grave, crook, identity, compliment, fake.

Adjective form of the word trouble is troublesome. Find out 5 such words.

Fill in the blanks in the following sentences using the phrasal verbs in the box. You may change the form of the verbs if necessary

turn up, fill in, break down, shut down, call off .

1. If you want to receive the letter, make sure you ____ your mailing address properly.
2. We are to call the engineer in case the machine ____ again.
3. The strikers _____ the strike.
4. The manager gives word _____ the factory.
5. Only two members _____ in the meeting.

The following verbs are given in their past tense forms. Try to read and pronounce them correctly. Use a dictionary.

killed, phased, cultured, wanted, visited, packed, pushed, laughed, loved, pulled, mended

Three columns A,B,C are there. List the words to their groups on the basis of their end sound.

| A | B | C |
|--------|-------|---------|
| -t | -d | -id |
| pushed | loved | visited |

Learn the conditional structures

1. If I were you, I would not do that.
2. If I were the Prime Minister, I would work hard for the people.
3. If you were careful, nothing would happen.
4. I wish I were young.
5. If I were rich, I would help the poor.
6. If the rain were heavy, the crops would perish.
7. If I were invited, I should join the party.

COMPREHENSION :

Answer the following questions :

1. Describe the disguise outfit.
2. What does Gerrard do for a living ? How do you know ?
3. Where did Gerrard push the Intruder into ?
4. What happened to the Intruder's revolver ?
5. Who was cleverer - Gerrard or the Intruder ? Why ?
6. Why was the Intruder a hunted rat ?

Application :

Answer the following questions in about; 40-50 words :

1. Why did the Intruder come to Garrard's house ?
2. Describe the opening scene of the play.
3. Relate the Intruder's encounter with Gerrard.
4. Why couldn't the Intruder carry out his plan at once ?
5. How did Gerrard make a trick to the Intruder ?
6. What did the Intruder plan to do as Vincent Charles Gerrard ?
7. Describe the appearance of Gerrard.
8. Who gives away more information about himself - the Intruder or Gerrard ?
9. Give the element of suspense in the play.

Composition :

Answer the following questions :

1. List two things that the intruder had found out about Gerrard before coming to his house.
2. "In most melodramas the villain is foolish enough to delay his killing long enough to be frustrated"
Explain this statement with reference to If I Were You in not more than 70 words.
3. Why did the Intruder want to kill Gerrard ?
4. When did the plan of killing Gerrard occur to the Intruder ?
5. Why does the Intruder delay killing him ?
6. Give a brief character sketch of Gerrard.
7. How did Gerrard succeed in outwitting the Intruder ?
8. What does the title - If I Were You suggest ?
9. What do you think happens in the end ? Does the Intruder succeed in his plan to kill Gerrard ?
10. If Gerrard does not resemble the Intruder, what will the Intruder do ?
11. What would you do if you were Gerrard to tackle the situation ?

SECTION -C
WRITING SKILLS

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WRITING SKILLS

LESSON - 1

READING COMPREHENSION/COMPREHENSION TEST

In broad term, reading comprehension consists of gathering meaning out of the printed/written word or the ability to interpret meaningfully written symbols. This is done by associating the symbol (word) with its corresponding image. Reading therefore is a conceptual and perceptual process; concepts (mental images, both concrete and abstract), are formed mainly as a result of the readers' experience of life and his interact with the environment. The reader also perceives to form relationships, aids in concept formation and enables him to interpret the written word more effectively. Reading also consists of evaluation, discrimination, etc, of what is read.

Reading comprehension / comprehension in English is considered important in the context of English being a second and library language for Indian students.

In a narrower sense, a comprehension exercise consists of a passage, upon which questions are set to test the student's ability to understand the content of the given text. Comprehension can be asked in both textual passage (seen) and unseen reading passages. There are two aspects of comprehension- a) global and b) local. Comprehension covers a wide range of exercises such as vocabulary, structure, context, information, reference and evaluation, etc. The text can be oral or written. In this unit we aim to give you practice in reading comprehension by

1. setting a relevant passage;
2. putting questions relating to comprehension of the passage
3. engaging in the practice of comprehension test.
4. to read the passage thoroughly to grasp the ideas
5. to study the questions carefully and try to spot the corresponding area of the answer from the text.
6. mental exercises to solve the questions based on the material contained in the text.
7. trying to know the shades of meaning and functions of communications and modifiers for correct sentence interpretation depends to a great extent on them.

Normally, it is an exercise in original composition. It is a test to see whether students have an intelligent understanding of a passage or not. Proper scanning and skimming will do a lot in comprehension test(s).

Given below is a passage from Jawaharlal Nehru's letter to his daughter. Read it carefully and answer the questions that follow:

With the growth of the cities, gradually countries and nations were formed. People who lived near each other in one country naturally got to know each other better. They thought they were better than others who lived in other countries, and very foolishly they fought with these others. They did not realize, and people do not realize even now, that fighting and killing each other is about the most stupid thing that people can do. It does good to nobody.

To learn the story of these early days of cities and countries we sometimes get old books. But there were not many of these. Other things help us. The kings and emperors of old times used pillars. Books can't last long. This paper rots away and gets moth eaten. But stones last much longer. Perhaps you remember seeing the great stone pillar of Ashoka in the Allahabad Fort. On this is cut out in stone a proclamation of Ashoka who was a great king of India many hundreds of years ago. If you go to the museum in Lucknow you will find many stone tablets with the words engraved on them.

Questions.

1. Complete the following statements:
 - a) People living together in one country know each other _____ .
 - b) Fighting and killing each other is the most stupid thing that _____ .
 - c) Books can't last long because _____ .
 - d) Ashoka was a great king of _____ .
2. Pick-out the words from the passage, which correspond in meaning to the following words/phrases.
Rule, make known publicly or officially, understand
3. Answer the following questions:
 - a) What did the kings and emperors of old times used to do?
 - b) Why were stones used for writing in the past?
 - c) In which museum would one find many stone tablets with the words engraved on them?
 - d) Why did people fight in the past with other people?
 - e) What is the significance of the great stone pillars of Allahabad Fort?
4. The writer says that we know the story of the early days of cities and countries mainly from.

- a) the old books of the time.
 - b) from stone tablets and engravings
 - c) from the great stone pillars of Allahabad Fort
- (Choose the correct answer from the alternative given)

Answer,

1.
 - a. better
 - b. people can do
 - c. paper rots and gets moth eaten
 - d. India
2.
 - a. reign
 - b. proclamation
 - c. realize
3.
 - a. to have records of their reign on stone tablets and pillars
 - b. they last much longer
 - c. the museum in Lucknow
 - d. they thought they were better than others
 - e. for the proclamation of emperor Ashoka
4.
 - b. from the stone tablets and engravings

Relate the activity people do not realize even today. Fighting and killing each other is the most stupid thing that they can do.

Read the following passage carefully and answer the exercises that follow:

2. Dick was a clever boy. He did well at school and wanted to go to the university. His parents however were poor. They could not afford to pay for his studies at the university. Dick won a scholarship and managed to get to the university. Life there was very expensive. During the holidays he had to get two jobs at the same time to earn enough money to pay for his studies.

One summer he got a job in a butcher's shop during the day time and another in a hospital at night. He learnt to cut up meat quite well. The butcher often went out and left him to cut up meat and give it to the customers. In the hospital, on the other hand, he did the simplest jobs. He helped to lift people and to carry them from one part of the hospital to another. Both at the butcher's shop and in the hospital, Dick had to wear white clothes.

One evening at the hospital, he had to help carry a woman from her bed to the room where she was to have an operation. The woman was very nervous. She was frightened at the thought of the operation. Then she saw Dick. Suddenly she screamed “NO, you’re my butcher; I don’t want my butcher to do the operation!” then she fainted away.

Questions.

1.
 - i). What lines in the passage tell us that Dick the butcher and the attendant in the hospital was the same?
 - ii). Which line indicates that Dick’s parents can’t afford to pay for his studies ?
2. Answer the following questions.
 - a. How did Dick do at school?
 - b. How did Dick manage to get to the university?
 - c. Why was Dick to take up two jobs at the same time?
 - d. How did the butcher treat Dick?
 - e. Which clothes did Dick wear at the shop and the hospital?
 - f. Why was the woman frightened?
 - g. Why did she faint away?
 - h. How did Dick impress you?

Answers.

1.
 - i). Last line of the middle paragraph- he had to wear white clothes and last but one line. I don’t want my butcher to do the operation.
 - ii). The third sentence. They could not his studies.
2.
 - a) He did well there.
 - b). With the help of a scholarship
 - c). To earn enough money to pay for his studies.
 - d). The butcher treated him with full confidence
 - e). He wore white clothes/dresses.
 - f). She was frightened at the thought of the operation.
 - g). To think of her butcher Dick to do the operation, she got fainted.
 - h) Dick was a clever boy doing well at school. He managed to go to university with the help of a scholarship. He had the courage and power to serve at two places. He was a dutiful employee. He inspired me/us.

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3. Most of Tibet is more or less desert. It is a wild and mountainous region with an average elevation of about 14,000 feet, which makes it one of the coldest desert regions of the world. Tibet is a waste and is, for the most part, bleak and forbidding, the rainfall being so scanty and the atmosphere so dry that the nails and skin may split. Freezing winds sweep across this inhospitable land and raise up great whirlwinds of dust.

Nevertheless, there is an abundance of animal life. Yaks, gazelles, goats, wild asses and hares are to be found on the higher mountains, for even here they find grassy pastures in summer. The yaks will wade into icy lakes to feed on the water-weed that grows on the bottom. In considering the forms of life that may be found in the most utterly barren land, it is interesting to learn that on Mount Everest small spiders were discovered living on islands of broken rock in seas of snow and ice, at a height of about 23,000 feet above the sea. There was no vestige of any other living creature or vegetation near them. For food they ate one another.

Questions.

- (i.) What is the average altitude of Tibet region?
- (ii.) What makes Tibet a wasteland?
- (iii.) Name the animals found in the Tibetan region
- (iv.) What is the interesting thing that is discovered on Mount Everest at a height of about 23,000 feet above sea level?
- (v.) What is the height of Mount Everest?
- (vi.) How did the spiders survive there?
- (vii.) Add suffix or prefix to the following words.
Bottom, interesting, life, broken

5. Read the following passage carefully and attempt the exercises :

The prisoner awaited his chance. For three solid years he had schemed for this opportunity. Now that escape seemed so near at hand those three years lost some of their monotony. But he would never forget the lashes, the confinement, the low diet and worse still, the mental strain of those black days. Suddenly the warder did what he had hoped. He stooped to unlock the lower padlock. With a dull thud he stumped forward with the knife still in his back. Swiftly the prisoner seized his keys, unlocked the cell, and ran into the courtyard, it took him four seconds to reach the rope-ladder secretly placed there by his accomplices, five more to clamber over the wall, and three more to jump into the waiting motor car to be whisked away to freedom. Even though he was guilty, the prisoner felt he had paid for his crime, for the man he had robbed three years ago was still a millionaire.

- A) Choose and note down the correct word that answers each question below.
- i). For what crime had the prisoner been punished?
a), murder, b). theft, c) robbery.
 - ii). When had the crime been committed?
a) just before the escape, b) three years ago, c) long, long ago
 - iii) Who stooped to unlock the lower padlock?
a) the millionaire
b) the warder
c) the prisoner
 - iv) How many seconds did it take for the prisoner to regain his freedom?
a) four
b) eight
c) twelve
- B) Describe in three sentences of your own what the prisoner suffered during his imprisonment.
- C) What was the second crime the prisoner did?
- D) Narrate how the prisoner managed his escape from the prison.
- E) Answer the following questions :-
- i). Swiftly the prisoner seized *his* keys
 - ii). Those three years lost some of *their* memory
 - iii) *He* stooped to unlock the lower padlock.
What does each of the word in italics refer to?
 - iv) Pick out the words from the passage which means, “helper’ or “companion” in wrong doing.
- F). Give a suitable title of the passage.

6. Read the following passage carefully and answer the questions that follow:

Scientists are always worrying about something. Their knowledge is incomplete. They do not, they say, know where we are going, but what worried them more than this is where we came from and how we arrived at our present exalted state of civilization and intelligence.

The Bible has no doubts and so no worries. Man was created by God, a divine, inspirational creation reflecting God’s image. This is the most satisfying answer to the question. It is complete in itself and leaves no room for doubt but the scientists on the whole reject it. They say that man is an animal, highly intelligent, sophisticated animal, no doubt, but nevertheless an animal. They say that there must be a link between man and the other animals- for all life, it seems glithered out of the water on to the mud and from there on to finer ground.

But search as they will, the scientists are always up against a missing link. There seems to be an unbridgeable gap between the most civilized apes and the most uncivilized man.

Questions:

- i). On the basis of your reading of the passage complete the following statements:
 - a) What worries scientists more is _____
 - b) According to the Bible man is a _____
 - e) Scientists say that man is a _____
 - d) The scientists are up against a missing link because _____
- ii). Answer the following questions in one sentence each:
 - a) Why are scientists always worrying?
 - b) Why has the Bible no worries?
 - c) Why do scientists say that there must be a link between man and other animals?
- iii) Find out words from the passage which have the following meanings.
 - a) dignified
 - b) in spite of that
 - c) unfilled space
- iv) What is the attitude of the scientists to the evolution of apes and men?

Answers,

- i)
 - a) where we come from and how we arrived at the present state
 - b) is a creation of God
 - c) a highly sophisticated animal
 - d) there is an unbridgeable gap between apes and men
- ii)
 - a) they are worrying about their incomplete knowledge
 - b) it believes in the creation of man by God
 - c) they believe that man being an animal must have a link between men and other animals
- iii)
 - a) exalted
 - b) nevertheless
 - e) gap
- iv) Scientists' attitude is that there is a missing link between men and animals.

7. Let us read the following poem and answer the questions that follow :

My Heart Leaps Up when I Behold
William Wordsworth

My hearth leaps up when I behold

A rainbow in the sky :
So was it when my life began,
So is it now I am a man,
So be it when I shall grow old
Or let me die !

The child is father of the Man;
 And I could wish my days to be
 Bound each to each by natural piety.

Questions :

- (i) Why does the poet's heart leap up ?
- (ii) What are the three stages of life mentioned in the poem ?
- (iii) Why does the poet say, "Let me die" ?
- (iv) In what sense is the child father of Man ?
- (v) What is "natural piety" ?
- (vi) What does the poet wish his days ?

Answer :

- (i) It is filled with joy to see a rainbow.
- (ii) Three stages of life are : (a) childhood, (b) manhood, (c) old age
- (iii) He wishes to die if he is to miss his present joy.
- (iv) Every person is first a child and then a man growing out of it.
- (v) It means respect and love which a child should have for his parents and respect and love for Nature.
- (vi) He wishes his days to be bound by natural piety.

EXERCISES ON COMPREHENSION TESTS

Read each of the passages given and answer the questions that follow:

1. Walter Hudson, who has died at Hempstead, New York, aged 46, was once listed in the Guinness Book of World Records as the heaviest man on earth.

About 183 cm tall and 274 cm around, with cherubic features set off by pigtailed braided in the Cherokees style he long devoted himself to the pleasure of the table. Four years ago Hudson -then tipping the industrial scales at his top weight of 540 kg -gained world-wide notoriety (as 'Whopping Walter') when he became stuck in his bedroom door. He was wedged there for some four hours, it took eight firemen to free him.

Walter Hudson was born at Brooklyn in 1945, and , as he recalled, 'began ganging at the age of six. At 15 he was so obese his legs collapsed underneath him and he was confined to bed.

Questions.

On the basis of your reading of the passage answer the following questions briefly:

- 1)
 - a) he long devoted himself to the pleasure of the table.
The pleasure of table means.....
 - b) When Hudson became stuck in his bedroom door, he became
.....
 - c) He was confined to bed when.....
- 2)
 - a). Why was Walter Hudson once listed in the Guinness Book of World Records.?
 - b) How did he gain world wide notoriety as Whopping Walter?
 - c) Why did his legs collapse one day?
3. Relate how Hudson impresses you
4. What is the nationality of W. Hudson?
5. Give the names of two heavy weights of the world you know.

2. Go out on a dark, moonless night and look up. How would you describe the night. Let us ask an astronomer. For all its two-dimensional dome like appearance, he will tell you, the stars lay suspended in unending expanses of emptiness. Nothing is needed to hold them up because there is nowhere to fall to. And though they all look alike, there are many types of stars. Most are as big and bigger than the sun, which itself would contain a million earths. Some are huge compared to the sun and a dull red in colour. Some are as heavy as the sun, but only as big as the earth. They shine with a cold while light, and are known as white dwarfs. The astronomer would go on to describe a domain of much variety, a world as interesting, visually, as a large aquarium of tropical fish.

Questions,**I. Complete the following statements**

- a). There are many types of
- b) Some stars are as heavy as
- c) Astronomy is the science of the

II. Answer the following questions in short.

- a) What will the astronomer tell you about the stars?
- b) What are while dwarfs?
- c) Name two things kept in an aquarium

III. **How would you describe the night sky?**

- IV. Pick out the words from the passage which have the same meaning with
- that which shows and can be seen
 - field of knowledge

3. Ashoka succeeded Bindusara in 268 B.C. to a great empire, which included the whole of north and central India and extended right up to central Asia with the desire, perhaps, of bringing into his empire the remaining parts in the south-east and south, he started to conquest of Kalinga in the ninth year of his reign. Kalinga lay on the east coast of India, between the Mahanadi, Godavari and Krishna rivers. The people of Kalinga fought bravely, but they were ultimately subdued after terrible slaughter. This war and slaughter affected Ashoka so deeply that he was disgusted with war and all its works. Henceforth there was to be no war for him. Nearly the whole of India, except a tiny tip in the south, was under him; and it was easy enough for him to complete the conquest of this little tip. But he refrained. According to H.G. Wells, he is the only military monarch on record who abandoned warfare after victory.

Questions.

- In which year did Ashoka succeed Bindusara?
 - How did the people of Kalinga fight?
 - Why was Ashoka disgusted with war?
- Why did Ashoka start the conquest of Kalinga?
 - Give the extent of Ashoka's empire.
 - What, according to H.G. Wells is Ashoka's place in world history?
- Why did Ashoka not complete the conquest of the whole of India?

4. The newspapers have taken the place of the Gita, the Bible and the Quran with the people. For them, the printed sheet is gospel truth. The fact throws a great responsibility on the editors and newspapers. Newspapers are a powerful influence. It is the duty of editors to see that no false report or report likely to incite the public is published in their newspapers. The editors and their assistants had to be extra careful about the news they give and the manner in which they dress it. In a state of independence, it is **practically** impossible for Governments to control the press. It is the duty of the public to keep a strict watch on the newspapers and keep them on the right path. An enlightened public would refuse to **patronize inflammatory** or indecent newspapers.

Newspapers which indulge in untruth or **exaggeration** harm the cause they profess to espouse. I admit that there is enough untruth in enough newspapers to warrant action. But my experience is that no amount of public criticism will affect the policy of newspapers which make their livelihood by such policy. But I write this in no way to condone untruth in newspaper.

Questions.**Complete the following statements**

- I. a. It is the duty of the editor to see that.....
 b. An enlightened public would refer to.....
 c. It is the duty of the public to keep a strict watch.....
- II. a) Why have the newspapers taken the place of the Gita, the Bible and the Quran with the people?
 b) What is the duty of the enlightened public with respect to the newspapers?
 c) What is the experience of the writer on the policy of newspapers?
- III. Find out the word from the passage which means the same as the words/phrases:
 a) intending to cause very strong feelings of anger
 b) thing that may be believed and known with confidence
 c) forgive

5. You know that there is very little land in the southern part of the earth. So, there is nothing to stop the forceful winds that move round the earth. The roaring winds drag the waters of the seas along with them, causing storms. The rough waters of the sea toss the ships about as if they were toys. And that is why sailors call the region of 40 degree south latitudes, the 'Roaring forties' and the region of 50 degree south latitudes the 'Furious fifties'. And when you enter the Antarctic region which lies beyond 66 degree latitudes, the ship needs special provisions to break the ice. Ordinary ships are of no use in the Polar regions. Of course nowadays with helicopters and other facilities, it is possible to reach the once inaccessible region. But it is still quite dangerous and difficult.

Questions.

- a) Why do the winds cause storms in the southern part of the earth?
 b) What are ships compared with in this paragraph?
 c) What are known as the 'Roaring forties' and 'Furious fifties'?
 d) Where does the Antarctic region lie?
 e) What is the meaning of 'inaccessible'?
 f) What does the ship require beyond 66 degree south latitude?
 g) What do you learn about the journey to Antarctica from the passage?

h) What is the passage about?

6. On the basis of your reading of the given poem answer the questions that follow :

The glories of our blood and state
Are shadows, not substantial things :
There is no armour against fate;

Death lays his icy hand on kings:
Sceptre and Crown
Must tumble down
And in the dust be equal made
With the poor crooked scythe and spade

Questions :

- (i) What does the poet say of the glories of our blood and state ?
- (ii) Why is there no armour against fate ?
- (iii) Where does Death lay his icy hand on ?
- (iv) Name the power / force which makes the king and the poor peasant equal.
- (v) Where do the king and the poor peasant remain equal ?
- (vi) What do the words Sceptre and Crown symbolise ?

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LESSON - 2

LETTER WRITING

Letters are generally classified into two -

1. Personal Letters
2. Business Letters

PERSONAL LETTERS

1. Personal letters deal with personal matters. These are letters written to friends and relatives expressing private thoughts and feeling. These include love letters and intimate letters. Such letters are not rule-bound. Sometimes, personal letters may be social letters. It may be a request, an apology, congratulation and expression of sympathy.

When, personal letters are needed for formal invitation to important social functions, wedding etc. certain formal rules are observed.

BUSINESS LETTERS

Business letters are generally official by nature, the writer and the receiver may not know each other. Business letters may be written in *our private* capacity or in official capacity.

Some rules are generally observed for such letters :

1. The address of the sender is generally on the top right hand corner of the letter. Look at the following :

Paona Bazar,
Imphal

2. The date is written under the address. There are different ways of writing the date. It may be written in the following ways.

5 July 2008
5th July 2008
July 5, 2008
July 5th, 2008
5-7-2008

There is a slight difference between the British and American systems.

5-7-2008 may mean 5th July 2008 to an Englishman But it may be May 7, 2008 to an American.

3. **There are certain conventions about the letter.**

(i) **Salutation :**

The common form of salutation is the use of Dearetc. where it is addressed to friends and relatives e.g. Dear friend; Dear Mr Singh etc.

(ii) The salutation may be followed by a 'comma' e.g.

Dear Mr Singh,

(iii) Official designation may be used in case of letters addressed to person in this official capacity

Dear Mr. President

Dear Madam Chairperson etc.

4. The letter generally ends with polite words e.g.

..... with love, with regards etc.

5. The subscription is generally with one of the following -

Yours Sincere friend,

Yours Sincerely,

Your loving daughter etc.

Q. 1 Write a letter to the Principal of your School requesting him to grant you leave of absence for a month. Give your own reason. Don't write your name and address and sign as Shanti.

Khurai,
5/7/2008

The Principal,
Manipur Public High School
Sir,

My father has fallen ill with bronchitis and he has been admitted to RIMS Hospital. I would like to attend upon him at the Hospital. There is no one to attend on him.

May I request you to give me permission to be absent from my classes for a month starting from today ?

Yours obediently,
(Shanti)

- Q.2. Write an application to the officer of your department asking him to give you leave of absence on account of your sister's marriage. Let your name be Miss Haokip of Imphal

Yaikul Moirangkhom
Chingakham Leirak
Imphal- 795 001
20/1/1991

The Sub Divisional Officer
Imphal West-1, Imphal
Sir,

I would like to say that my sister is getting married on the 5th July 2008. Therefore I will not be able to attend office on that day. I would like to request you for C.L. (Casual leave) for the day.

I would be grateful if you grant me leave.

Yours faithfully

(Miss Haokip)

SALUTATIONS AND ENDING/SUBSCRIPTION OF BUSINESS LETTERS,

| Letter being sent to | Salutation | Subscription |
|--|--|--------------------------|
| 1. A person in an official capacity or one who is not known to us. | Dear Sir, Dear Madam, | Yours faithfully, |
| 2. A person who is addressed by name | Dear Mr. Tomba Dear Mr. Gita Dear Mrs. Rita Dear Miss Sangita | Yours sincerely, |
| 3. The press, i.e the editor of newspaper | | Sir Yours faithfully, |
| 4. A company or a Partnership, | Dear Sirs, | Yours faithfully, |

The following are some sample letters :

***Q.1. Given below is format of personal letters.**

Miss Priya of Khurai writes a letter to her friend Miss Rina of Chingmeirong describing her desire for further studies after passing the H.S.L.C. Examination. The probable form of the letter.

Probable format :

| | | |
|----------------------------------|---|--------------------|
| Dear friend/My dear friend, etc. | - | Khurai, 24-4-94 |
| - | - | 24 April 93/ |
| - | - | 24th April 93 |
| - | - | April 24th 93 etc. |

| | | |
|----------------------|----|-----------------------|
| Yours sincerely, | Or | Yours sincerely |
| Sincerely yours etc. | | Sincerely yours, etc. |

Q.3. Imagining yourself as an engineer, write an application for the post of an Assistant Engineer. Write your name as L. Brojen Singh of Nambol Phoijing.

Ans.

Nambol Phoijing
2/3/1993.

The Manager
Manipur Electronics Corporation,
Imphal-795001.

Sir,

In response to your advertisement which appeared recently in the Manipur News, for the post of an Assistant Engineer. I would like to offer myself as a candidate for the post.

I am a trained Engineer, I obtained my B.E. degree from Gujarat University in 1990. And I have a Diploma in Computer application.

I have been working as Assistant Manager at a private firm since last year. I would be grateful to you if you appoint me as an Assistant Engineer of your firm.

I am willing to send you further details of my qualifications and experience.

I look forward to getting a reply from you shortly,

Yours faithfully,
L. Brojen Singh

Q.4. Apply for the post of a reporter referring to an advertisement. Don't write your name. Sign as X.

Thangmeiban Meisnam Leikai,
Imphal-795 004

The Editor,
The Statesman,
Kolkata

Sir,

With reference to your advertisement which appeared on the 6th of August 1993, I am applying for the post of Reporter at Imphal for your reputed newspaper.

I am a graduate with English Honours from Calcutta University. I have a certificate of Post-graduate course in Journalism from The Indian Institute of Mass Communication, Delhi.

I have been working as a Reporter of the Press Trust of India, Imphal since my graduation in 1990. As my present post as a Reporter of P.T.I, has not yet been confirmed. I would like you to consider my application.

I am sending my certificates along with this application,

Yours faithfully,
(X)

Q.5. Write an application to the Registrar of Manipur University applying for the post of stenographer. Write your name as T. Mani Singh.

Sorbon Thingel
Uripok
Imphal-795001
1/5/1993.

The Registrar
Manipur University
Canchipur.
Imphal.

Sir,

I would like to apply for the post of Stenographer as advertised in the 'Huiyen Lanpao' on 26 April 1993.

I was educated at Don Bosco High School, Imphal. I passed H.S.LC. Examination in the Second Division. Then I took my degree from Manipur University in 1990, I have a certificate of Short-Hand Examination which was held in 1990. My normal typing speed is 50 words per minute.

I am 25 years old and I am not yet married. And I am in good health, I am running a short-hand class at home so that I may be able to keep up my present typing speed.

I would be glad if I am appointed as a Stenographer in your University.

Yours faithfully,
T. Mani Singh

Q.6. Write an application for a job referring to an advertisement in the Manipur Mail. Don't write your name. Sign as X.

Ans.

Paona Bazar
Imphal
11/9/1993.

The Director
Education Department,
Govt. of Manipur
Imphal-795001.

Sir,

I wish to apply for the post of Assistant Teacher as advertised in the Manipur Mail of 6th September 1993.

I was educated at Manipur Public School, Imphal, where I obtained my H.S.L.C. Exam, in the First Division. I got my degree in Education from Utkal University.

I am twenty years old and I am in good health.

I have been working as an Assintant Teacher at Don Bosco High School, Imphal. In this capacity I have a good deal of experience in teaching.

I am drawing a salary of Rs. 1000 at present. I would, therefore, like to be considered for an initial start higher than the minimum in the Scale.

I would be happy to let you have any further information that you may require.

Yours faithfully.
(X)

Q.7. Let Mr. A Rajesh Singh of Thangal Bazar write a letter to the Director, Department of Arts and Culture applying for the post of a typist. Reproduce the probable form of the letter.

Thangal Bazar
Imphal-795001
26/7/2007

The Director,
Department of Art and Culture,

Sir,

I came across your advertisement number 207 which appeared in yesterday's Prajatantra. I feel interested in the Post of a Typist in your Department.

I am a graduate, and I have passed typing Examination conducted by the Industrial Training Institute, Imphal. I can type fifty words a minute in English.

It is my solemn pledge that I shall do my best when I am appointed.

Yours faithfully,
(A. Rajesh Singh)

8. As you are suffering from flu, take leave for three days from the headmaster of your school. Let your name be A Sharatkumar Sharma of Brahmapur Nahabam Leikai.

Brahmapur Nahabam Leikai
Imphal - 795001
1/11/92

The Headmaster
Don Bosco High School
Imphal-795001.

Sir,

As I am down with flu, I cannot attend school for three days. I therefore request you to grant me leave of absence from school for three days starting from today.

Yours obediently,
(A Sharatkumar Sharma)

EXERCISES

1. Write a letter to your friend asking him to attend the wedding of your brother/sister.
2. Write a letter to your friend telling him/her how you have fared in the last High School Leaving Certificate Examination .
3. You want to organise an education trip to a historical place. Write a letter to the Principal of your school asking for his/her permission.
4. Write a letter of thanks to your ant for sending a gift on the occasion of your birthday.
5. Write a letter to the Chairperson of your Municipality to keep your town clean and healthy.
6. Write a letter to the Manager of a book depot asking for supply of books.
7. Write a letter to the Editor of a local Daily on the performance of Indian Contingent in Beijing Olympics game 2008.

8. Write a letter to the Manager of a factory seeking permission for a school party to visit the factory.
9. Write a letter to the Editor of a local Daily drawing the attention of student community to ban ragging in hostels.

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LESSON - 3

REPORT WRITING

In your previous class you read about writing reports. Let's recall what we read. A report is a first hand account of what someone has seen, heard or read about. Its purpose is to give facts and information. We depend on reports for happenings taking place at distant places across the world. Reports may be oral or written.

In this unit we will discuss three kinds of report-

1. News report (Press Report)
2. Report of Meetings and
3. Reporting experiences

The kind and style of a report depend on three factors

- I. The writer
- II. The event
- III. The readers for whom it is written

Techniques of writing report:

Depending upon the form/kind of a report, there are 3 stages in writing a report.

- Stage 1. To settle-
the specific information to be conveyed in the report
the purpose of the report and who it is for
- Stage 2. To gather relevant materials from sources or agencies with the help of taking
notes to make it authentic.
- Stage 3. Write an outline of the report. A report embodies three things. They are.
 - I. The introduction- to state the subject and the purpose, background information (if necessary)
 - II. The body – present detailed and organized account + supporting ideas
 - III. The conclusion – give observations, suggestions and opinions
- Stage 4. Write in clear simple language to communicate your ideas.

1. a) Example of a News/Press report.

Major Fire Broke Out in Thangal Bazar (Headline)

A staff reporter-

Imphal, August, 10: A major fire broke out in the busy Thangal Bazar, on the morning of 9th August 2008. The fire was noticed around 11. am on the 3rd floor and soon it spread to other floors. White columns of smoke covered the entire building. More than 100 people were on the terrace for rescue.

5 fire tenders arrived there to rescue the stranded people. There was a fire lighting operation for three hours. The police and other security forces rushed to the spot. The entire area was cordoned. All the people trapped in the building were rescued and the fire was put under control. Fortunately there was no case of death. Seven persons got minor injuries.

The cause of the fire was not known. But it was believed that the fire was owing to an electrical short-circuit in the 3rd floor. The incident was one of the worst events in the heart of Imphal city. Proper fire safety measures need to be observed to avoid such incident. The inmates also should be alert. We should remember the proverb- 'A spark neglected burns the house'.

b) **A Daring Temple Robbery (Headline)**

A staff reporter-

Imphal, July, 12: A daring temple robbery hit again in the capital tonight. They robbed the Govinda Temple in the Royal Palace of Manipur. One of the robbers was caught by the residents after a hot chase. According to the residents of the area, the robbers came about 10 pm in disguise to the temple and asked the Pujari/Priest to open the temple for darshan/offering. The priest obliged to do so.

As he opened the temple gate to let them in, they broke and overpowered him, gagged him. He managed to raise an alarm. The residents rushed to the spot. Before it, the robbers took valuables worth one lakh from the temple and escaped. The injured Priest was admitted to a local hospital for treatment.

Law and order agencies should see that such things don't take place in the holy precincts of temples. A security picket may be posted there to check unwanted things in future. We would like to draw the attention of the Government to check such crimes.

Official report or letter report is an official one prepared and submitted by an office/individual to a designated office. This is more or less the same with letter writing. Business or company reports are of this type.

II. Reporting a Meeting

Holding of meetings is a regular feature for every organization. In the meeting (s) organizational policy, expansion, public welfare schemes or business strategies are discussed and resolutions are adopted. Minutes of the agenda are to be recorded. The proceedings are to be put in order.

Here is a format of Minutes

Name of the body;

Nature of the meeting, day, date, time and plan of the meeting to be mentioned.

Minutes of the meeting of the Board of Directors of a Company held on 10 June 2008 at 3. pm in the Committee Room.

Present: Dr. A. Bidhan (M.D. Chairperson)
 K. Ratan Singh (Member)
 P. Chaoba Singh (do)
 S. Koireng Singh (do)
 L. Gopal Singh (do)

Agenda of the meeting taken up.

Confirmation of Minutes: The minutes of the previous meeting held on were confirmed and signed.

Proposals received from the government on the policy line of the business were discussed and endorsed.

Report of the sub committee on export policy tabled in the meeting was finalized and accepted for follow up action.

Sanction of Rs. 20,000 (Rupees Twenty thousand) only was duly passed.

The next meeting of the Board be fixed on the listed at to take the agenda listed.

Sd/-

(A. Bidhan)
 Chairperson

III. Reporting Experiences and Experiments

Reporting experiences and experiment constitute another item of report writing skill. It is based on certain happenings or incidents taking place in the presence of the reporter.

Doing an experiment is also a kind of experience.

Here is an incident of seizures of foreign goods at Imphal Airport by the Directorate of Revenue Intelligence. You had the experience of the incident. You write a letter to your friend who lives in Guwahati. You give your experience of the seizure drama in your letter.

Singjamei **Bazar**

20.05.200S

Dear Pathon,

I am writing about a most exciting news. Yesterday. I went to the airport **to** receive my father. He came from Kolkata on a business trip. The plane was rather late but while we were waiting we saw something very exciting. The custom men **were** checking the heavy luggage. They seized a huge quantity of imported goods including electronic machines, such as record players, tape-recorders. They also opened a refrigerator. There were sparkling foreign watches. It was a case of contraband consignment. They made a seizure list of the items and the goods were put into a cardboard box under seal. The watches, it is said, would cost more than one lakh. After this drama, my father's plane arrived. And I joined him and left the airport. It is a very exciting case I have experienced in my life.

With best wishes:

Bijoy. K

Description of the scene of kidnapping of a boy and his rescue

There was the incident of a kidnapping case of a boy at the city. The boy was coming back from his school after the school had closed. He was kidnapped by some miscreants in a taxi and subsequently he was rescued by the city police. The kidnappers gave a false information that his uncle met a scooter accident and he was taken on that pretext. They took him to an isolated lodge and gave him some tablets. He remained unconscious. They informed the father of the boy to meet them at an appointed place with Rs. 50.000.

The father informed the police for the rescue of the boy. The police were in action. They made a secret plan to nab the kidnappers. They picked up two suspected persons with a taxi. From the report of the two they could trace the whereabouts of the boy and rescued by the police. It is a great victory for the police. This is the drama of a kidnapping incident. The city police have registered a case. This is my experience of a kidnapping case.

Here is a report of an experiment conducted in a laboratory

Aim: To prepare hydrogen gas and to study its properties

Apparatus:

Woulf bottle, thistle funnel; gas jars with discs as covers; delivery tube bent at 3 places; two corks each with a single hole; trough with water; and behive shelf.

Materials:

Granulated zinc, dilute sulpheric acid, matches

Theory: Hydrogen gas is prepared in the laboratory by the action of dilute sulphuric acid on granulated zinc

Procedure:

- i. The apparatus is set up
- ii. 5 grams of granulated zinc are put in the bottle
- iii. The lower end of the thistle funnel is very near the bottom of the woulf bottle
- iv. Dilute sulphuric acid is poured down the thistle funnel to cover zinc
- v. It is observed that as soon as the acid comes in contact with zinc a gas is produced.
- vi. The gas is collected in the jar by the displacement of water. Mouth of the gas jar is closed with a glass disc.

Observations:

- a) The colour of the gas in the gas jar is observed. The gas is colourless
- b) The gas is odourless
- c) A lighted splinter is introduced into the gas jar. The gas begins to burn at the mouth of the jar. From this, we infer that the gas is hydrogen

Conclusion:

The gas collected in the jar is hydrogen

Reporting on experiment must comprise the following contents

- 1) Subject
- 2) Apparatus and materials used
- 3) Procedure
- 4) Observations
- 5) Conclusions
- 6) Diagrams and graphs

EXERCISES

1. You are the staff reporter of The Sangai Express, Imphal. Cover the recently concluded National Athletic Meet at Imphal
2. You happen to witness a bomb blast near your locality. Send a detailed report to the D.C. Imphal West giving him information regarding the damage caused to people and property, and relief work taken up by the local volunteers.
3. Make a report to the Principal of your school on your recent visit to New Delhi on an inter state exchange program.

4. Write a press report covering the effects of 10 day Economic Blockade on National High way No. 39 to the people of Manipur.
5. Write a report on your experience of a street accident.
6. Write a report on the experiment to prove that magnesium burns in Oxygen to form Magnesium Oxide.
7. What are the contents of a report on a scientific experiment?
8. Draft a press report on the following programme organised in your school.
 - a) An Awareness program on HIV/AIDS
 - b) Solid Waste management programme.
 - c) A Blood Donation Camp.
9. Write a report on your personal experience of a day curfew.

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LESSON - 4

CIRCULARS

A circular is a kind of written communication intended for a large audience. It is in the form of a notice or directive meant to be distributed or circulated for reading. It may also include official letters. It may be a printed, typed or handwritten message. The purpose of a circular is to issue some specific information to a large target audience. The communication mode is general in character. The language used should be appropriate and fit. Circulars are issued among members of an organization. They are formal and the relationship is official.

Purposes of circulars.

- i) To bring to public notice the change of address of a showroom, an office or a firm.
- ii) It is to be issued in public interest
- iii) It is connected with the changes brought about in the operation of business,
- iv) Expansion of business
- v) Giving instructions to subordinates for compliance
- vi) Passing information to peers

Rules/Formalities to follow.

The following rules are to be observed in issuing a circular.

- i) The name of the organization or the institution issuing the circular is at the top centre and in block letters.
- ii) The branch of the school/office is mentioned right before in capitals.
- iii) Date on the right, again one space below the address
- iv) Salutation on the left hand side, one space below the addresses.(Dear parent/Dear customers/ Dear Sir. etc)
- v) A subscription like, yours sincerely, yours cordially may or may not be there. But the signature of the designated office is a must,
- vi) Message(s) should be presented in a formal order,
- vii) The signature of the issuing authority comes below the message. Designation in capitals.
- viii) Numbers and abbreviations can be used whenever relevant
- ix) Company circulars are numbered and the department issuing it is mentioned.

Models of circulars.

School circulars

PINE WOOD LANE SCHOOL: IMPHAL
LOWRR SECTION

1.8.08

Dear Parent,

In honour of public pressure for admission to the nursery section, we prepare to start another section in the coming year. Considering you as our wellwisher, we request you to contribute generously towards the building of a new block. The donation may kindly be sent/deposited in the school counter. Your co-operation is solicited.

Sd/-
PRINCIPAL

PARENT TEACHERS ASSOCIATION
CANCHIPUR HIGH SCHOOL

Canchipur
August-31-2008

Dear Sir/Madam,

The Association is willing to mobilize funds for the construction of our alumni block in the school campus. To raise fund for the proposed construction, a meeting of the Executive Committee will be held on the 5th of September 2008 at **4.PM** at the premises of the school. May we look forward to your keen participation and suggestions?

Sd/-

K. Thouba

HONY. SECRETARY

To

All the Executive Committee Members

A Book Club Circular*

Progressive Librar)
 Ring Road
 Lamphelpal
 New Year Day. 2008

Dear Book Lover,

We are opening a new branch of our library at Khumbong on January 2. 2008 at 10.am. This will be a boon for you. You will get any book you want.

We have a rich collection of books including fictions, dramas, essays, anthologies of poems. We provide books on career counseling, public speaking, spoken English and books of business organization. Moreover, we have books of foreign publications. The annual membership fee is Rs. 300/- and you can borrow two books at a time.

Please send your remittance today.

Sd/-

Susama H

* This is an example of a circular letter.

A Company Circular to its employees
IMOINU BUSINESS LIMITED MANIPUR

IBL/Trg

20/9/08

CIRCULAR

Safety Training programme on 25.9.08

Officials of Manipur factory Services of Manipur Government are conducting a one day safety Training programme for our employees at the training Centre Hall on 25.9.08 from 10 am to 4.30 PM. Services of the following officers are available.

| SI. No | Name | Designation |
|--------|------------------|-------------|
| 1 | K Nawang | Officer |
| 2 | RK. Amuba Singh | Officer |
| 3 | L. Naobem Devi | Officer |
| 4 | Dr. A. Lily Devi | Officer |

Sd/-

N. Roshan Singh
 MANAGER (Adm)

ENGLISH TEACHERS ASSOCIATION OF MANIPUR

Cir/10/07-08 3.10.2008

The members of the Association are requested to attend the meeting convened by the Association on 7.10.2008 at 3. PM at its Office.

The Agenda :

- 1) Opening of a coaching centre
- 2) Orientation of English teachers
- 3) Prize distribution of toppers in English in the Hr. Sec. Exam / HSLC Exam 2008

Yours faithfully.

Sd/-

Dr. Chand KR.

(GEN. SECRETARY)

EXERCISE

1. Canchi L.P.G Services wants to introduce home delivery system of gas cylinders to its customers. Draft a circular for the customers in the neighborhood.
2. Draft a circular announcing the retirement of a senior partner MASS BUSINESS Ltd due to his declining health.
3. Draft a circular as the Academic Convener of a school stating details of a workshop for teachers in a hill station.
4. You are the Director of a National Call Centre based at Imphal. You want to introduce a course on training of fresh candidates. Draft a circular for publication in a local daily.
5. You are the General Secretary of your school. You want to organize a Fete to raise funds. Draft a circular to be issued.

LESSON - 5

NOTE MAKING

You studied Note making in your previous class. Note making or note taking is an important writing skill which will help you in different ways. Notes help us store information and recall things. A note is a short written record to help one remember something

What is Note making?

Note making means writing the base essentials, the main ideas, and the supporting details of a text. Notes are made in point form. We can also use abbreviations and symbols while making notes. The main ideas and related points may be numbered.

Points to remember while making/taking notes:

Notes are a form of writing on a given passage, extracting the major points.

It should be

- (i) brief
- (ii) to the point
- (iii) arranged logically and
- (iv.) the main ideas leaving aside other details

How to make notes;

- Read the whole passage quickly to get the ideas
- Select ideas which are relevant
- Decide the format
- Notes in point form under headings and subheading or in tables or **flow charts**
- Make a good layout
- Main points and sub points to be numbered
- Use of abbreviation to save time/space is a rule
- Reduction devices are an important technique
- A draft can be made - then to be polished if necessary.

Let's study the following passage for note making

The discovery of Anesthetics in the 19th century was one of the greatest achievements in the field of medicines. Before anesthetics, operations were done in very rare cases. Patients The discovery of Anesthetics in the 19th century was one of the greatest achievements in the field of medicines. Before anesthetics, operations were done in very rare cases. Patients needing surgery were given alcohol or various drugs extracted from plant juices to dull pains.

Even then, operations were always very painful and were undertaken only in extreme emergencies. Today, with effective anesthetics, it is possible to produce many hours of pain free unconsciousness, and this enables surgeons to perform complex, life saving operations.

The methods of anesthesia are: general, spinal and local. A general anesthetic puts the patient to sleep and is used for all major operations. A spinal anesthetic is given in surgery on the lower abdomen or legs. A local anesthetic removes sensation only in that part of the body which is being operated.

On the basis of your reading of the passage make notes on it using abbreviations wherever necessary

Ans. Notes on the content of the passage

- a) Anesthetics discovered in the 19th century.
- b) Before their use operations in hospitals very painful
- c) Now their use made operations painless
- d) Three methods of giving anesthetics-
 - (i.) General for all major operation
 - (ii.) Spinal for lower abdomen or legs
 - (iii.) Local for part of the body under operation

2. Australia is not mountainous. As the highlands are near the sea, many of the rivers are short. Australia has few big rivers which flow continuously throughout the year. Although lines are drawn on the maps to indicate rivers, in some Australia river water flows only after heavy rain. During dry seasons they are no more than a series of water holes. In wet seasons they can flood many hundreds of square miles. Yet it is a fact that water flows down the Amur River in China than down all river systems of Australia taken together.

On the basis of your reading of the above passage make notes on it using abbreviations wherever necessary

Notes on the context of the passage.

- a) Australia is plain and highlands near the sea
- b) Rivers are short and small
- c) Australian rivers water flows only after heavy rains
- d) During dry season rivers are no more than water holes
- e) In wet season floods are there
- f) The total volume of water of the Australian rivers is less than that of the **Amur** river in China

- 3, In the *first stage of photosynthesis, chlorophyll absorbs sunlight*. *Chlorophyll* is the *green substance* in *leaves* which is able to *trap the energy of sunlight* and use it in the process of making *carbohydrates*.

Within the *leaf there is a small amount of water*. The *energy* which **the chlorophyll has trapped** of the *sun* is used to *split the water* in the leaf into *hydrogen* and *oxygen*. Most of the *oxygen* is *released* into the *air*.

In the *second stage*, the *chlorophyll uses the energy* absorbed from *sunlight* to combine the *hydrogen* (which is obtained by splitting the water) with *carbon dioxide* (which the leaf obtained from the air). Then after several complicated changes, the *hydrogen* and the *carbon dioxide* are combined in such a way that a *carbohydrate* is produced. This *carbohydrate* is *called glucose*.

Later, using *glucose* as its most *important building material* the *plant can make* *substances* called *amino acids* and *proteins*. These *chemicals* are needed for the *growth of both plants and animals*

Let's examine the above passage. There are words in italics in the passage. These words indicate important marks/points. This will help you in writing notes.

On the basis of your reading of the passages, let's make notes on it.

Note on the content of the passage,

- a) 1st stage of photosynthesis
 - (i) Chlorophyll a green substance in leaves absorbs sunlight to trap energy, used in making carbohydrate
 - (ii.) The energy chlorophyll trapped from the sun splits, the water in leaf into hydrogen and oxygen
- b). 2nd stage
 - (i) Chlorophyll uses energy absorbed from sunlight to combine hydrogen and carbohydrate
 - (ii.) Through a complicated process carbohydrate i.e. glucose produced.
- c). Plants make amino acids and proteins with the help of glucose
 - (i). Plants and animals need the two chemicals for growth.

4. Water transport is one of the oldest forms of cargo transport. Though it is slow, it is the cheapest form of transport. Water transport includes inland transport and ocean transport. Inland water ways are rivers and canals while rivers are naturally created canals are artificial water ways. Inland water ways are not always reliable. Sometimes rivers change their course abruptly which may cause dislocation of traffic. In times of drought they may run dry.

Ocean or sea transport is very important for the growth of foreign trade of any country, especially as it is cheaper than air transport. It is particularly useful for carrying bulky goods over long distances, specially when time is not the essential factor.

On the basis of your reading of the passage make notes on it

Notes on the contents of the passage

1. Water transport
 - (i) it is one of the oldest and cheapest forms of cargo transport
 - (ii) it is slow
2. Kinds of water transport
 - (i) they are inland and ocean
 - (ii) inland waterways are rivers and canals
 - (iii) not always reliable and serviceable
 - (iv) ocean transport -important for growth of foreign trade
 - (v) cheaper than air transport
 - (vi) useful for carrying bulky goods over long distance

5. The Bengal Gazette published in 1780 from Calcutta (Kolkata) edited by James Augustus Hickey, was the pioneer in publication of advertisements in India. Also known as Calcutta General Advertiser, a major section of the gazette was obviously covered by advertisements. Subsequently in 1790 Courier of Bombay carried advertisements with a touch of speciality. Though the newspaper was published in English, advertisements appeared in regional languages-in Gujarathi, Marathi and Konkani. With the introduction of the language press, advertisements in the form off announcements and notifications started appearing in language periodicals and newspapers.

A survey of initial advertisements reveals that three fourths of the early Indian advertising comprised of Yorkshire ham, cheese, grocery, clothes, hats, shoes. Irish linen, etc. Advertisement under the headlines 'Public Auctions'- 'To be Let', etc had the lion's share.

Note on the contents of the passage.

1. The Bengal Gazette edited by James Augustus Hickey.
 - published in 1780 from Calcutta - pioneer in advt. in India
 - 1790 Courier of Bombay carried advt. in regional languages
 - Gujarathi. Marathi, Konkani
 - advt. become a part of announcement and notification.

2. Survey of advt.
 - it reveals that comprised of advt.
 - advt. of Yorkshire ham, cheese, grocery, clothes, hats, shoes.
- Irish linen appeared
- advt. under headlines had the lion's share.

EXERCISES

On the basis of your reading each of the passages given below make a note of each :

1. The ants nurse their sick, bury their dead and see that every one does its share of work, and that no one is allowed to be lazy. All this seems to show that ants have some form of reasonable government. A celebrated naturalist tells how he captured an ant and covered it with a piece of clay so that only its head is showed. For some time the little captive was not discovered then one of its fellow-ants found out what happened and tried to set it free. But this task proved too much for one ant, and very soon it hurried away, to return in a few minutes with a dozen companions who at once set to work and in a very short time set the captive free.
2. Life is to be lived and not wasted. We should measure our achievements not by the wealth we have amassed but what we have done to add to human happiness. To know whether our lives have been lived fruitfully, we should ask ourselves. Have we relieved the suffering of those who are in distress? Have we fought injustice and cruelty in life? If the answer is in affirmative, our lives have been lived.
3. Throughout history man has used energy from the sun. Today, when we burn wood or use electric current or travel by car, we are drawing energy that has come from the sun. All our ordinary life depends upon the sun. However, we now have a new supply of energy. For the first time in history, we have a way of getting energy that doesn't come from the sun. This energy comes from inside atoms, it is atomic energy.

Everyone and everything is made of atoms. You are, and so is this book. The whole of our ordinary world is made up of only ninety kinds of atom. However, there are many more than ninety kinds of substance in the world, because atoms join together in many different ways to make many different substances. In the same way, although there are only twenty six letters in the English alphabet, they can be joined together in many different ways to make different words.

4. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Whole buildings collapse. Dams burst. Bridges fall. Gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valleys. Consider the terrifying statistics from the past. In the year 1755: Lisbon, the capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru - 50,000 killed.
5. Even during the brief span of our lives we have seen these two forces at play in India and the world at large – the forces of constructive and creative effort and the forces of destruction. Which will triumph in the end? And on which side do we stand? That is a vital question for each one of us, and more especially, for those from whom the leaders of the nation will be drawn, and on whom the burden *of* tomorrow will fall. We dare not sit on the fence and refuse to face the issue. We dare allow our minds to be befuddled by passion and hatred when clear thought and effective action are necessary.
6. There is the coy bashful smile that the lover may bestow on his beloved. There is the faintly embarrassed smile which all of us turn in when caught on the wrong foot. There is the condescending patronising smile, though it would be more appropriate to call it a smirk. And of course all of us are only too familiar with the Mona Lisa smile, a vague enigmatic half smile which may mean anything or nothing.

There are positive smiles and negative smiles. A smile doesn't necessarily denote pleasure, rapture, joy or approval. It could just as well signify even malice. As Shakespeare would have it. "You can smile and smile and yet be a villain". The smile on your face may be a permanent mark of hypocrisy. There may be nothing behind the smile like that of the famous cheshire cat in Alice in Wonderland.

7. Your skin is the largest and the only unprotected organ of your body. It is also the most versatile. It protects your body from harmful intruders and rays: it aids in blood pressure regulation; it keeps the body's heat control system; it forms the sense of touch; it is the main organ of sexual attraction, it can renew and repair itself, and it withstands a lot of wear and tear.

Perhaps no other human organ can survive so much of abuse, neglect and destruction as the skin. Thanks to research, the fatality limits of skin loss as in burns is now predictable. Death follows when the loss exceeds a certain percentage. This again is related to the victim's age. Upto 30 years, death is most likely if the loss exceeds 75 % of total skin area. Below 22 % the chances of survival are good.

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LESSON - 6

WRITING SUMMARIES/PRECIS

Writing a summary or summarizing is a writing skill. It is a contracted form of writing/composition. An original passage or extract is given and we are asked to write a summary. Unlike a dialogue or conversation, it is a written communication. In both speech and writing we use elaborate expression to support our views or intention. We use to put colour and ornaments instead of giving the naked truth or the essential elements. In summarizing we remove the unnecessary parts without affecting the meaning of the passage.

Like other items of writing, summarizing has its techniques. The writer or reader has to go through the given passage and try to grasp the general ideas. Usually summary or summarizing is the act of making a shorter brief than the full scale writing in the original. A mental makeup for the summary on the given passage is to be made. An outline draft may help the task. Repetition of ideas and ambiguity must be cast away. If word limits are given it is to be observed. If it is a task of guided composition, the writer is bound to be in line with the guideline. It will help the beginners a lot.

A summary/precis is to be written in the reported speech and third person. Mechanics of writing will help the task. A summary/precis demands a gist of the passage.

We may also give a title to the passage.

Now, let's read the following passage for summarizing in the light of what we discussed.

Edison was born in the year 1847. He never went to school. All the education he ever got was given to him by his mother. At the age of twelve he was put to work on a railway. Having a great deal to do with newspaper he managed to pick up the art of printing, and by and by he printed a newspaper of his own in a luggage van. One day he rescued a station master's child who was nearly run over by a train. The station master out of gratitude taught him how to work the telegraph which had been introduced just then. Young Edison soon acquired great skill at the telegraph and was employed as a telegraphist. When only twenty, Edison invented a new telegraph which could print its own message. That invention was found extremely useful and several telegraph companies asked him to invent other things for them which were wanted badly.

From the first hand reading of the passage, we know that the passage deals with the birth, education, service of Edison as a boy. Next we find his good relation with a station master who taught him telegraphy which was in great demand. The underlined words or word groups are more important than the rest. So let us make the summary/ summarizing of the passage

Summary: Edison was born in 1857. He received his education from his mother. At 12 he worked on a railway. He picked up printing and published a newspaper in a luggage van. One day he rescued the station master's child from running over by a train. The master taught him how to work the telegraph. At twenty he became a telegraphist and invented a telegraph printer. He earned a lot.

Title: Edison's Career

Let's take up another passage for summarizing

Floating in the azure blue water of the Indian Ocean is an isolated group of emerald islands- the Andaman and Nicobar. The archipelago consists of 572 islands, islets and rocks. A union territory, its coastline stretches across 1962 Kms., about one fourth of the total coastline of India. Today 36 islands in the group are inhabited with about 4 lakh multicultural populations.

The islands have a rich biodiversity of Flora and Fauna. There are three districts-South Andamans, Middle and North Andamans and Nicobar. The backbone of the island economy is eco-tourism which is permitted in the entire islands except Nicobar,

The Emerald Islands

Summary:

The Andaman and Nicobar islands consist of 572 islands. It is situated in the Indian Ocean. It is a union territory with a coastline of 1962 Kms. The islands are inhabited by 4 lakh multicultural population. The region has a rich biodiversity of Flora and Fauna. There are three districts. The backbone of the economy is ecotourism.

The liver is often called the chemical factory of the body. It is estimated to perform nearly 100 functions and produce about 500 substances. If it were possible to commercially manufacture all these items, it would be necessary to establish a huge chemical complex with investment of crores and crores of rupees.

In the past, the liver was given so much importance that it was even called 'the seat of life'. A cult of living investigation and interpretation was practiced in ancient Mesopotamia. It then spread to Greece and Rome. Now the brain is considered to be the seat of life and the liver has become a bio-chemical miracle. The liver is the largest gland of the body. The most important organ in the human body is the liver.

If we read the above passage, we understand that the underlined words or word groups are more important than the rest. So we will pick up them in writing a summary. In summary, we remove the unnecessary details and maintain the core points in order for summarizing.

Summary.

The liver is the most important organ in the human body. It acts as the chemical factory of the body, it performs nearly 100 functions and produces about 500 substances. It can be developed as a chemical complex. It is called the seat of life. Even studies were made in ancient Mesopotamia followed by Greece and Rome. Later, the brain has become the seat of life and the liver becomes a biochemical miracle.

Title: Liver, the Chemical factory of the human body

Examples of summary/precis writing (Solved)

1. We know that day and night are caused by the rotation of the Earth on its axis, so that for part of the time a place on the globe faces towards the sun and for the rest of the time it is turned away from it. To early people a day meant the span of time between sunrise and sunset. We still use the word in this way to distinguish it from the period of darkness that we call night. But as civilization developed, it became necessary to identify days more accurately and to work out when day began and ended. The ancient Greeks measured their day from sunset to sunset. The Romans unlike the Greek measured their day from midnight to midnight. Most modern countries use this Roman method.

Summary of the passage:

Day and night are caused by the rotation of the earth on its axis. Early people counted a day as the span from sunrise to sunset. This was not the accurate measure of a day. The Greeks measured their day from sunset to sunset, while the Roman measured their day from midnight to midnight. Modern countries use the Roman way.

2. Eskimos live in the Polar regions. It is difficult to make an accurate estimate but there are probably about 50,000 Eskimos. They are not usually tall but they have powerful legs and shoulders. They have yellowish skin and straight, black hair. Eskimos have a common language and can understand members of other group

although they may come from many thousands of miles away. The most important unit of Eskimos society is the family. Marriage is by mutual consent. The Eskimos do not have special marriage ceremony.

Summary:

Eskimos numbering about 50,000 live in the Polar Region. Though short their legs and shoulders are powerful. They have yellowish skin and black hair. They have a common language. The family is the most important social unit. Marriage is by mutual consent.

3. Dolphins enjoy playing games and learning tricks which delight audiences. These intelligent animals can be trained easily. When born, a baby dolphin immediately swims up through the water for air and then swims back down below to nurse from its mother. When a trainer sees a dolphin doing something he thinks the audience would enjoy, he throws fish reward every time, he repeats that action. Dolphins have been taught to jump through a high ring. Each time the dolphin goes through the hoop, it is rewarded. Although dolphins have good eyesight they often search for food in muddy or dark waters.

Summary:

Dolphins are intelligent animals and can be trained easily. A baby dolphin swims up through the water for air and swims down to nurse from its mother. Trainers give fish reward for his action. It can jump through a high ring. They have good eyesight to search food in muddy and dark waters.

4. The test of a good book is whether we want to read it only or more than once. Any book which we want to read the second time even more than we wanted to read it the first time is really a great book. Every additional reading will help us understand it better and we will find new beauties in it. A book that a person of education and good taste does not care to read more than once is very probably not worth much.

Summary:

A good book is one which draws the readers' attention again and again to discover new beauties. A bad book is the one which repels the readers.

The test of a good book

5. Water is the basis of all life. Every animal or every plant contains a substantial proportion of free or combined water in its body, and no kind of physical activity

is possible in which water does not play an essential part. While moisture in the soil is equally imperative for life and growth of plants and trees, though the quantity necessary varies from plant to plant. The conservation and utilization of water is thus fundamental for human welfare. The main source of water is rainfall or snowfall.

Summary:

Water is necessary for animal and plant life. Without water no physical activity is possible. It is required for growth of plants and trees. The quantity may vary from plant to plant. Conservation and utilization of water is vital for human welfare. The main source of water is rainfall and snowfall

No water, no life

6. No person can be happy without friends. The heart is formed for love, and cannot be happy without the opportunity of giving and receiving affection/. But you can't receive affection unless you also give it. You can't find others to love unless you also love them. LOVE is to be obtained only by giving love and obliging dispositions. You cannot be happy without it. If your companions do not love you, it is your own fault. They cannot but love you, if you be kind and friendly.

Summary:

The source of happiness is love. Happiness grows out of the exchange of love. Love begets love. One has to cultivate an obliging disposition to ensure love. People love a man if he is kind and friendly.

The blessings of Love and Happiness

Children never go to fight a war, yet any war brings the greatest misery to them. Even before the war begins, they begin to suffer, because their fathers and brothers leave all their work in order to go to fight. There is less food and homes are uncared for. Then in the battlefields every bullet that kills a soldier takes away from some child the one person to feed in and look after him. Here at home, prices go up. Children do not get things to eat, books to read or toys to play with. It may even happen that people have to leave their country, and then it is the children who suffer most.

Summary

A war brings great misery to children. When the elders go to fight war, they do the domestic work. There is less food and security. The killing of a soldier at the battlefield means loss of a responsible person for a family. They suffer from want of food, books and toys. Children suffer if some people leave the country.

War and sufferings of children

EXERCISES

Read each of the passages given below and write a summary / precis of it to **one-third** of its length using your language. Give a title to each of the summary / precis.

1. The role of women in a society is very important. Women's education is a key to a better life in the future. A recent World Bank study says that educating girls is not charity; it is good economies and developing nations are to eradicate poverty, they must educate the girls. The report says that the economic and social returns on investments in education for the girls are substantial and probably greater than those for boys. As the female population forms half of the national population, the poor performance on the front of female literacy considerably affects the human development index of the nation. Society would progress only if the status of women is respected and the presence of educated women in the family would ensure education of the family itself. Education and empowerment of women are closely related.

2. When the Polos had served Kubla Khan for nearly 17 years they began to feel homesick for Venice, her broad waters and fair buildings calling them back across half the world but the emperor would not hear his servants departing for home. Did not his service provide every facility—power, wealth, dignity, ease and the shining light of the emperor's countenance to bless them? Wherefore then did they look to the West from where they had come, poor merchants, to their present high state

I must not forget the birds of prey. Some of them, especially the owl and the kestrel, are good friends, because they prey on small animals, such as mice and voles. The kestrel may be distinguished in the air by its habit of flying up into the wind and hovering for a time. It can see a mouse from 100 feet away and 50 feet above. It folds its wings and falls like a stone upon its prey. The kestrel also eats large insects of various kinds

And here we come back to the balance of nature, of which the classic example is this proposition. If a farmer stupidly shoots an owl, he won't be able to raise clover. From owls to clover seems a far cry, but this is how it all works out

4. Half the world does not have enough to eat. Each year, as a result many millions die young. The bodies and minds of many more are permanently damaged by hunger.

We say to you, this suffering can be and must be stopped. When all of us, in the rich and poor countries, make up our minds to stop it, we can stop it.

The earth is ruled mainly by people out of touch with the young world. They know that men starve and die in millions. But they think it more important to make guns and bombs to send us to fight one another, then to provide seed and water, schools and hospitals, so that we might feed and serve one another.

5. It is a custom in the United State to issue a memorial stamp when a US President dies in office. The evolution has coincided since the time of Abraham Lincoln After the assassination of President John F Kennedy, on November 22. 1963, there was a loud public glamour for a stamp in his honour. Mr. John A. Gronousky, the then US Post Master General, received many requests from foreign countries also to bring out the stamp. Even children were anxious to have a stamp depicting President Kennedy. Along with the requests, the post master general received many stamp designs also, sent by famous artists grandmothers, and children. As the time passed 100s of stamp designs were submitted to the post office department

6. Once upon a time, a washerman had an ass which was too old to work. So he made up his mind to sell it in the nearest market. The ass knew this and said to himself, 'I'll go to the city and try my luck as a musician, for I have a very fine voice'. The ass had not gone far when he met a dog panting by the road side. The dog said to the ass, "Alas, my master was going to knock me on the head because I am too old". "Don't you worry my friend", said the ass. "You shall come along with me to the city. We will settle down as musicians, and make an honest living".

7. When Joan was admitted to the court the king pretended that someone else was he; but Joan was not deceived. All through her brief but marvelous career she proved that she was guided by Higher Power than that which was newly mortal. Though she rode in armour and carried a sword, she never killed any man. and at night she slept fully armed in the open air, her food was rarely anything but bread dipped in a cup of wine mixed with water.

She was really a shepherdess and her father was a labourer in the fields. While Joan was attending to her duties round the homestead at mid-day a strange voice came to her. She believed it was the voice of God instructing her to save her country from the English.

8. **Earth :**

How many factors can you list that make Earth different from other planets ? They are innumerable: the position of the earth in our solar system; the tilt of the Earth on its axis; and its rotation and revolution around the Sun.

Other unique features include the strength of the gravitational pull of our planet, and of course the chemical and physical composition of the earth and the processes that have taken place on our planet since its birth.

The Earth was formed some 4.6 billion years ago, as dust and particles orbiting our newly formed Sun began to come together to form the nine planets of our solar system. But for the first 3 billion years of its existence, Earth was a barren and harsh planet. The surface was covered in molten lava and exposed to the ultra-violet rays of the Sun. The atmosphere was made up of poisonous gases, and there were no lakes, oceans or rivers. The oldest evidence of life dates to 3.5 billion years ago, but it was not until about 1.4 billion years ago that the first multicellular organisms appeared. These organisms, and the other that evolved from them, could only survive when the systems on the planet began to stabilize.

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LESSON - 7

DEVELOPING COMMUNICATION SKILLS

Conversation is usually an oral skill of communication. It involves two or more persons in a situation. It is an art to be cultivated by a continuous practice. We have frequently use conversation in our family or social life. We also enjoy it and participate in it. The effectiveness of conversation depends on the sensible technique employed by a participant. The leading features of a conversation are the “tone”, “role”, and ‘function’.

Tone of conversation means the way and manner in which a participant delivers himself/herself in the course of a dialogue. Since conversation is an oral face to face communication, the manner, acting and words and structures and body language used by an individual count a lot. Voice quality and intonation patterns also constitute a major component. Tone differs from situation to situation. What we want is homely and frank presentation in a natural way. It is a question of give and take. When you speak to a junior, you speak in a commanding tone. When you speak to your seniors, you speak rather in a polite and submissive way. Among the equals, you speak in a sharing tone.

Role is the part played by someone in the conversation. It is the position of the person. In a formal conversation, certain decorum is to be observed. In an informal conversation, things are otherwise. Openness of the participants is considered as a taste or merit. The role of a film star and a teacher or businessman can't be the same. Personal interest is a matter of concern. The function of a conversation is to enquire, inform, argue, persuade etc. A person may raise a point for opinions, views and comments. Others respond to the points in question. The core of conversation is understanding. Socrates, the Greek Philosopher said “Speak that I may know thee” Power to convince others is the sign of a good talker or conversationalist.

There are two types of conversation. They are

1. Informal conversation
2. Formal conversation

Informal conversation is less formal and more free. Conversations of family and friends are informal whereas official and business conversations are formal ones. Both the conversations are face-to-face conversations. Telephone conversation is another kind of communication.

The use of telephone becomes one of the fastest means of conversations. It is not a face-to-face delivery skill.

Let us take up a model of face-to-face conversation at a bank.

Indira : Excuse me; I'd like to open a bank account.

Bank Clerk : Which sort of account-savings, current or fixed deposit?

Indira : A fixed deposit account. What's the rate of interest for fixed deposit per annum?

Bank Clerk : 9%

Indira : And for ten years?

Bank Clerk : Here is a chart/table. Satisfy yourself. And here's a form for you to fill in.

Indira : Thank you, I'll come back tomorrow.

Bank Clerk : You are welcome

Conversation

Informal

Formal

Mode of conversation: face-to-face in both cases.

Comparison between Face-to-Face and Telephone Conversation

Both are used in different situations. The user will opt the one which is practicable and convenient for him/her. Each has its relative merit. A face-to-face conversation is direct interchange between the persons concerned whereas a telephone conversation is done through the operation of a telephone in action. The telephone is more useful when there is no practical means of face-to-face conversation. It is a gift of telephone connectivity service serving the purpose and interest of the persons involved. A telephone conversation requires a detailed description of the object or thing through telephone whereas the face-to-face conversation can keep the things in view and render maximum service with minimum effort.

Telephone conversation may be either formal or informal depending upon the situation at hand. The telephone proves useful for various conversations of a formal nature. The use of telephone connectivity is a boom for globalization and quick delivery of messages. Apart from the utility of conversation, it is observed that conversation helps develop a composite personality of the people in business or office, which is an obvious asset. A person can develop winning confidence and success through the web and network of good and effective conversation.

Let us read the following conversation between two friends:

Conversation :

- Pathou : Hello! How are you?
 Pari : Fine. Thank you. And you?
 Pathou : Getting along fine. How is your family?
 Pari : My family is okay. Thank you. What about your daughter Thoi? Is she alright now?
 Pathou : Oh, yes. She is. She can attend her school. What about your office?
 Pari : Things are smooth there. Our motto is service for all. We try to keep work culture.
 Pathou : That's the point. It's a rewarding experience for all. Let's hope for the best.
 Pari : Right. Work is worship. Let's go ahead.

The above conversation is an informal one.

Let's take up an example of a conversation at a cloth shop.

Conversation at a cloth shop.

- Shopkeeper : Yes, Madam. What can I do for you?
 Customer : I'd like to see some cloth for a 'Salwar' and 'Kurta'.
 Shopkeeper : Cotton or tery-cotton ?
 Customer : Show me some varieties in both.
 Shopkeeper : Here you are. This is a popular one. It sells like hot cakes.
 Customer : OK. Let me see the third roll from the right, the pink one
 Shopkeeper : Here you are.
 Customer : How much is it?
 Shopkeeper : Rs. 110 per metre
 Customer : It's rather costly. I am a regular customer of your shop, well then, make it Rs. 90.
 Shopkeeper : 95. My last price
 Customer : OK. Give me 5 metres.

Let's take up another conversation on a common topic :

- Woman : Let's have tea in the garden, shall we?
- Man : That's a good idea. Shall I take the table out ?
- Woman : Yes, please. And the chairs, too.
- Man : Right. Where shall I put them ?
- Woman : Oh anywhere. I'll bring the tea.
- Man : Good. We'll have the table here, and the chairs here.
- Woman : Why have you put the table there ?
- Man : Well, you said anywhere.
- Woman : Yes, but you must be sensible. It'll be too hot there.
- Man : Where shall I put it then?
- Woman : Bring it under the tree here. That's better.
- Man : Sir, what can we do for HIV/AIDS infected persons?
- Woman : Now perhaps we can sorry. I've forgotten the sugar. Would you mind getting it for me?
- Man : Not at all.
- Woman : Now where did I put the milk ? Ah, here it is.
- Man : Here's the sugar.
- Woman : Thank you. That's your cup.
- Man : Thank you. This is very pleasant.
- Woman : It is , isn't it ? But I'm a bit cold here. Do you think you could move the table again ? I'm sorry to be a nuisance.
- Man : All right.I'll put it back where it was. Is that better ?
- Woman : Much. Where are you going?
- Man : I'm going indoors. For a bit of peace and quiet.

It should be noticed that when Mary apologises for forgetting the sugar, and for wanting the table moved again she uses the falling-rising tune. Sentences such as - I'm sorry- and - I'm sorry to be a nuisance - are always said with the falling-rising tune.

Conversation on Receiving visitors.

- Mr. Lefere : Good morning
 Rose : Good morning. Can I help you?
 Mr. Lefere : Er. Yes. I have an appointment with Mr. Ballito at quarter past 10.
 Rose : May I have your good name, please?
 Mr. Lefere : Paul Lefere from the International Hotel Grand
 Rose : Thank you. Please take a seat, Mr. Lefere, and I'll phone Mr. Ballito's office (dials)
 Opal : Mr. Ballito's office
 Rose : Hello, Opal this is reception. Mr. Lefere is here for his 10.15 appointment.
 Opal : Oh, yes. Rose. Mr. Ballito's expecting him. He is in room no. 9 on the first floor.
 Rose : Thanks (replace telephone) Mr. Lefere, would you please go up to room no. 9 on the first floor. Mr. Ballito's expecting you
 Mr. Lefere : Room no. 9 on the first floor?
 Rose : That's right. The stairs are on the left.
 Mr. Lefere : Thank you.

This is the formal conversation in office or business houses. Telephones/visitors are received by the office assistant/receptionist on duty.

Let's read another conversation. This is a very interesting one

Title: Keep to the left (G.C. Thornly)

A policeman

A visitor to England

(A street in an English town. A policeman stops a car. In the car there is a visitor from another country)

- Policeman (holding up his hand) : Stop!
 Visitor (in car) : What's the matter?
 Policeman : Why are you driving on the right side of the road?
 Visitor : Do you want me to drive on the wrong side!
 Policeman : You are driving on the wrong side.
 Visitor : But you said that I was driving on the right side.
 Policeman : That's right. You are on the right, and that's wrong.
 Visitor : A strange country! If right is wrong, I am right when I am on the wrong side. So why did you stop me?

- Policeman : My dear Sir, You must keep to the left. The right is the left.
- Visitor : It's like a looking-glass! I'll try to remember well, I want to go to Ballwood. Will you kindly tell me the way?
- Policeman : Certainly. At the end of this road, turn left.
- Visitor : Now let me think. Turn left! In England left is right, and right is wrong. Am I right?
- Policeman : You will be right if you turn left. But if you turn right you will be wrong.
- Visitor : Thank you. It's as clear as daylight.

NB: In conversation/dialogue we use spoken English-in contracted form. The language used must be colloquial and clear.

In the above conversation, what is the point of confusion between the policeman and the driving visitor. Find one tricky point/word

Now let us read an interview between Michael Faraday and David Humphry which is a very inspiring one for young people.

- Sir Humphry : 'Mr. Faraday?' David puts his hand out
- Faraday : 'Yes, Sir Humphry,' said Michael jumping to his feet.

Let's sit down here and talk the matter over, began David. I enjoy your letter and your notebook.

It was very flattering to find that at least one member of the audience came to learn and did learn.

'You have a trade, at present, Mr. Faraday?'

'Yes, Sir. I am a book binder'.

'And you desire to change?'

'Yes, sir. I am anxious to do so'

'Why?'

'I feel I would be happier if I could devote myself to the service of science'

Humphry : "Very commendable, young man but have you considered the fact that the material rewards science offers her devoted followers are pitifully small ?

'Yes. Sir Humphry. I have thought of that too. But there are other rewards.

I think”.

“Are there? Please tell me about them”.

‘What I mean is its effect on people. It makes them noble more generous. It refreshes their mind from the mean qualities which trade often grinds into character. I feel that is reward enough.’

‘The science you have learnt is more or less the result of self-teaching, isn’t it. Mr. Faraday?’

‘Yes, Sir Humphry I laugh myself during my spare time. The simple apparatus I use for my experiments was almost entirely home-made.’

Davy nodded approvingly. ‘A very good way to learn, in my opinion. That’s how my interest in science begins.

Don’t give up hope, Mr. Faraday, he concluded with a gentle smile.

Thank you. Sir. For your kind interview and advice

*(adapted from Michael Faraday by Harry Sootin)

Here is a formal telephone conversation.

The telephone serves quick service in getting information and queries.

Conversation

Railway Enquiry clerk (at Guwahati station). Yes, railway enquiry, please.

Mr. Gulab : I’d like to know what train times are for Delhi?

E. Clerk : Assam Mail, New Rajdhani Express.

Mr. Gulab : What time do they leave Guwahati?

E. Clerk : Assam Mail at _____ and Rajdhani Express at _____

Mr. Gulab : Everyday?

E. Clerk : Yes. daily except Sundays.

Mr. Gulab : Thank You

E. Clerk : You are welcome.

Interviewer : Good morning. Sir. We know a lot about your achievement. Could you tell us about your career?

Artist : I’m Mr. X. a man of sixties. I started my career as an errand boy in a local theater. I’m actively involved in theater. My interest in it is boundless.

Interviewer : Sir. when did you take up the theater career?

- Artist : At the age of 10. I started to play the role of a child artist. I can show my ability to act as an actor. This is my stepping stone.
- Interviewer : Sir, how did you manage yourself for your career?
- Artist : I have been in the company of my master in the theater. I get the exposure in different capacity with success. I also visited some renowned theater groups and learnt the delicate skills of acting. Besides, acting I can sing and dance in high order.
This is my added qualification.
- Interviewer : Did you win any award?
- Artist : Yes. I do. I won national awards and certificates in recognition of my performance
- Interviewer : Could you present a folk song, sir?
- Artist : Yes, sings a sweet Manipuri folk song.
- Interviewer : Sir. what is the secret of your success?
- Artist : I believe professional commitment and dedication. To be a humble artist all through my career
- Interviewer : Thank you
- Artist : You are welcome

Reporting conversation

A reporting conversation is one in which conversation is followed by a message. Here is a conversation to be studied.

- Mina : Hello!
- Tina : Hello, Could I speak to Sonia?
- Mina : I'm afraid she is out. Can I take a message?
- Tina : Oh, well, this is Diana here. When will she be back'?
- Mina : She won't be long. She's out to post a letter.
- Tina : Good. Can you tell her to meet me at the gate of Mousami Talkie around 1 pm for a movie.
- Mina : Sure. I will tell her. Goodbye
- Tina : Goodbye, thank you.

After the return of Sonia, Mina tells all about the appointment personally. If she is to be out before the return of Sonia she will leave a message for her sister stating the appointment for information.

Education scenario in our state or country is a matter of great interest for all. There is a discussion reflecting on the state of affairs.

Conversation

- Mr. Raju : You've seen the results of Higher secondary exam this year. Haven't you ?
- Mrs. Jina : No, I haven't. What are they like?
- Mr. Raju : Oh, promising! The overall pass percentage is 65.70. Many candidates got good positions securing letter marks in different subjects. Last year it was 55%.
- Mrs. Jina : It's a good trend. Though it is below the pass percentage of CBSE. How do you look at the good turn?
- Mr. Raju : The credit for rising trend should go to both teachers and students. There is good understanding between them. Guardians also pay due attention to the schooling of their children. The government also takes keen interest to upgrade the standard of teaching and learning.
- Mrs. Jina : Much talk about quality education? But the actual return is still short of the goal. We have to work hard because education is a dynamic subject. Poising a big challenge to the society. High PC pass alone will not do. Quality control is not to be neglected.
- Mr Raju : You are right. We need this sound policy of education. The policy should, *inter alia*, try to promote motivation of teachers and learners to get the maximum goal. What do you say?
- Mrs. Jina : I think students support service is the need of the hour. They need academic backup and good exposure. The greatest bottleneck in Manipur is the prevailing law and order which disturbs the whole academic atmosphere.
- Mr. Raju : Right. This is a menace to our education. In a year we have hardly 120 days of schooling and courses of studies can't be covered adequately. There are internal disturbances in the mind of our students.

A girl is missing. A policeman is trying to find her. He asks her mother about her. Here is the conversation between the two.

- Policeman : What is the name of the missing girl? Her age?
 Mother : Her name is Rita, about 14 years reading in class 9
 Policeman : Full name with surname?
 Mother : Rita Kangabam
 Policeman : Please give her features
 Mother : About 5'2", rather slim. Complexion is fair.
 Policeman : Colours of hair and eyes
 Mother : Reddish brown hair bob cut-eyes light brown.
 Policeman : What was she wearing? When was she last seen?
 Mother : She wore her school uniform, red and white checked skirt and blue blouse,
 She was seen around 2 pm, at the school gate.
 Policeman : Thank you, madam. We will try to recover her.

Exercise

1. Here is an incomplete conversation between a father and a son. Complete the dialogue with the help of the context

- Deepu : Papa, I don't know what course to take up at college. It's time to choose my subjects.
 Papa : Well, what is _____
 Deepu : But _____
 Papa : What is your favorite subject?
 Deepu : _____
 Papa : _____
 Deepu : _____
 Papa : Try to stand on your own feet.
 Deepu : So, I _____ the form for science stream.
 Papa : Well, go ahead with your own plan.

2. Complete the following conversation between two students.

- A: Where is Manipur?
 B: It is a state in the north eastern part of India. It is one of the seven sisters of north east India.
 A: How many districts?
 B: There are 9 districts. _____ valley districts and _____ hill districts
 A: What is the capital of Manipur?
 B: _____
 A: What about its past history?

B: It _____ history of 2000 years. It has been described as one of the cradles of civilization. It has a rich culture. It _____ classical Manipuri dance, polo and other indigenous sports

A: What about the Anglo-Manipuri War of 1891?

B: Yes, _____ where the great _____ their lives in defence of

A: Could you tell me some spots of tourist interest in the state?

B: Yes, the state _____ the Kohinoor of Manipur is a great fresh water lake.

A: Thank you

3. Complete the conversation between a customer and a receptionist of a hotel for booking of rooms.

Receptionist : Yes? This is Hotel Imphal.

Mr. Nag : I am Nag speaking from Kolkata

Receptionist : Yes, _____

Mr. Nag : _____ book one _____ for myself for _____ days

Receptionist : Which _____

Mr. Nag : _____ what is the charge?

Receptionist : Rs. _____ for which dates?

Mr. Nag : The 10th and 11th of January. What is the check out time?

Receptionist : 12 noon.

Mr. Nag : Thanks

Receptionist : You are _____

4. Write a dialogue or conversation of the following situation.

- a. Between two friends about their holiday plans
- b. Between two friends on the influence of TV
- c. Between a master and a pupil on public speaking.
- d. Between two friends about bandhs and strikes in Manipur
- e. Between teachers and students over drug abuse
- f. Between two friends about a good film.

6. Write a telephone conversation between a doctor and a patient for treatment.

LESSON - 8

ARGUING

Arguing is the skill of seeing both sides of a given topic. It speaks for and against a topic. A coin has two faces. So also does an argument. In a topic there is positive points as well as negative points. If a man cannot see both sides of a thing he is liable to be one-sided. Arguing is giving reasons in support of one's opinions and against other opinions. It helps development of mental abilities.

Let us examine the following arguments for and against a topic :

Topic : Tuition Practice in Manipur.

For

1. It is a part of students support service.
2. Experts interact and digest topics/problems.
3. Some candidates can get very high score/top positions in public exams.
4. It gives career input.

Against

1. Very expensive
2. It supports commercialized teaching
3. Only the good students can get the benefit—poor students gain little returns.
4. It encourages spoon feeding.

Topic : Watching Television

For

1. It is informative and educative.
2. It is relaxation and entertainment.
3. It's an electronic media.
4. Wide coverage of flash news and advertisement.

Against

1. It causes wastage of time.
2. It affects children.
3. Harmful items are also shown.
4. Difficult to keep detailed records as in a book.
5. It encourages many couch potatoes

Topic : Mobile Phones.

For

1. A fast means of communication.
2. It helps globalisation
3. It's boon for businessmen.
4. Companies earn a lot.

Against

1. Handicap of language.
2. It's expensive.
3. It's abused by youngsters.
4. It creates a phone phobia in the mind.

EXERCISE

Write arguments for and against the following topics :

1. Freedom of Press.
2. Private Schools in Manipur.
3. Study of English in Manipur.
4. Co-Education
5. Study Dowry System.
6. Influence of Films.
7. Modern Fashion

APPENDIX - I

(A)

One important item of study is "Filling in the Form" which is used in different walks of life. When the student goes for admission he/she has to fill in the 'Admission Form'. At the end of the session, the Examination Form has to be filled in. One has to fill in so many forms in the day-to-day affairs of life - in the school, in the office, in the bank, in the post office and life seems to be one of filling in of forms. Though it is so important, one chapter has not been devoted to it for some reasons.

- (i) Students have become so familiar with it that for a student of class x, specially for Additional English, it is not likely to be a difficult item.
- (ii) In most cases, there are two aspects of filling in the form - (a) name, address and bio-data and (b) the purpose for filling in the form -admission, examination, opening a bank account, sending money etc.
- (iii) Experts keep it as "Form filling" or format-based writing which includes letter writing. The book has detailed discussion on letter writing which is a very necessary item of communication.

A little hint here will help students in understanding how to fill in a form.

Specimen Form for admission :

Fill in the following form for admission to class XI :

1. Name :
2. Father's name :
3. Address :
4. Date of birth :
5. General/OBC/SC/ST :
6. Board from which passed :
7. Year of passing :
8. Roll No. :
9. Division / Class :
10. Class to which admission sought :
11. Stream of study-Arts/Science/Commerce :

| |
|-------------------|
| Passport photo |
|-------------------|

Signature :

(B)

In teaching, NCERT insists on Constructivism. NCERT proposes that approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy (incorporating Vygotskian, Chomskyan and Piagetan principles) - (NCF-2005 p.39) NFG-1.4: The Board of Secondary Education, Manipur toes the NCERT line in this regard. In most exercises in the book, we have tried to toe the line.

(C)

In testing, it seems NCERT has been trying to make a slight departure from the Taxonomy of Bloom. The focus now is on the 'mental process' of answering the questions. Students should be trained to develop 'higher order thinking'. 'So questions on Critical Thinking and Creative Thinking should be developed. In the book, exercises have been framed to include different mental processes. The broad classification in the exercises is -

- (a) Language study and Use,
- (b) Comprehension,
- (c) Application and
- (d) Composition

These are framed to encourage the learners to use the different mental processes including Critical Thinking and Creative Thinking.

In making the classification, consciously or unconsciously, we cant help remembering the Taxonomy of Bloom. Comprehension is closely connected with 'Understanding/Comprehension' of Bloom and Application is closely related to 'Application' (Expression) of Bloom. We strongly feel that Composition if properly handled by a competent hand, will help develop Creative Thinking.

* To illustrate the different mental processes some examples as given in the sample questions of NCERT are reproduced in Appendix II. (Courtesy -NCERT).

APPENDIX - II

EXEMPLAR QUESTIONS IN ENGLISH (NCERT)

Questions on Text (Beehive and First Flight)

Questions on Poems

Multiple Choice Questions:

I. Topic: **The Road not Taken**

Mental Process: Judges/ appraises/ evaluates merits or demerits of an idea (Critical thinking)

Question: **Marks: 1**

Which of the following made it more difficult for the poet to make a choice of the road to walk on?

1. both roads had not been walked on ever
2. many people had gone down the road
3. not many people had walked down the road
4. the road was worn by the number of people who had travelled on it.

Key : 3

2. Topic: **No Men are Foreign**

Mental Process: Detects similarities and differences

Question: Which of the following lines **does not** indicate that all human beings are alike?

Mark 1

1. Beneath all uniforms, a single body breathes like ours
2. They too are fed by peaceful harvests, by wars long winter starved
3. Remember, we who take arms against each other, It is the human earth that we defile.
4. They have eyes like ours that wake or sleep and strength that can be won by love

Key : 3

3. Topic: **Amanda**

Mental Process: Interprets

Question: Amanda's dreams are mostly about: **Marks : 1**

1. becoming rich and famous

2. doing exciting things
3. being free to do what she likes
4. becoming a fairy

Key : 3

ESSAY TYPE QUESTIONS

4. Topic: **The Legend of Northland**

Mental Process: Judges/ appraises/ evaluates merits or demerits of an idea (Critical thinking)

Question :

Marks: 6

Do you think St. Peter was right in cursing the woman? Why/why not?

Scoring Criteria:

Ideas : 4 marks

He was right to curse her:

- the woman was too selfish to live as a human being
- the traveller was weak with hunger
- she had a large store of cakes
- she could not part with even the smallest cake

He should not have cursed her:

- the traveller was weak with hunger and the woman gave him nothing out of her large store of cakes
- But—he was a saint
- should have been more patient
- Given her time to repent and to make amends

Fluency 1 mark

Accuracy 1 mark

5 Topic : **The Lost Child**

Mental Process: Creative Thinking, critical thinking, problem solving

Question :

Narrate an incident, when you were separated from your parents on a Diwali Mela/any Fair. How did you manage to get out of it ?

Marks : 6

Scoring Criteria :

Content : 4

- Occasion
- Reaction
- Analysis the situation
- Action taken
- Outcome

Organisation of ideas : 1

Language : 1

6. Topic : Dialogue Completion

Mental Process: Imagines, Predicts based on received information (Creative thinking)

Question: Complete the dialogue with appropriate words according to the context,
Marks :5

- Rashmi : Is Mr. Anderson going to take his class today ?
 Rajat : No, because _____
 Rashmi : I hope he is not hurt badly.
 Do you think we _____ him?
 Rajat : We can't as _____ the hospital
 Rashmi : Then we _____ to his house in the evening, when he is back.
 Rajat : Yes, that _____ idea.

Scoring Criteria 1 mark for a grammatically correct and appropriate expression.

Answers:

1. *he met with an accident/he had an accident*
2. *should visit/should/can go to see*
3. *he is in/has been admitted in/he has gone to*
4. *can go/will go/must go/should go*
5. *is a good/would be a good*

7. Topic : Rearranging the words and Phrases

Mental Process : Organises information appropriately

Question :

Suppose you have to encash a cheque in a bank. The procedure is given below in a jumbled up manner : Rearrange the words and phrases to form meaningful sentences.

Marks : 5(1x5)

- (a) a/cheque/out/first/write
- (b) do/carefully/make/write/mistakes/not
- (c) date/correct/the/make/sure/is

- (d) sign/forget to/cheque/do not/the
- (e) the cashier/to/hand it/over

8. Topic : Newspaper Report Writing

Mental Process : Creative Thinking

Questions : Recently your school has celebrated Annual Sports Day. Write a brief report for the newspaper

Marks - 6

Scoring Criteria :

Comment :

- Title
- Date, time, venue
- Welcome of the Chief Guest
- Flag hoisting :
- March Past
- Pledge
- Athletic events
- Events for parents and teachers
- Annual report of the sports achievements by the Principal
- Speech by the chief guest
- Closing of the meet
- Vote of thanks
- National Anthem
- Closing of the meet

Organisation of ideas: 1

Coherent and logical presentation

Language : 1

Grammar : Spelling and syntax.

9. Topic : My Childhood

Mental Process : Puts forward an argument for and against, gives **illustration**, justifies

Short Question :

Why do you think the author calls his science teacher a 'rebel' ? Support your answer with an example.

(30-40 words)

Marks : 3

Scoring Criteria : 2 + 1

Content :

Marks : 2

1. he tried to break the social barriers of caste, creed and religion
2. he invited Abdul to his house for a meal and had the meal in his kitchen with him.

Language : Grammar, spellings and syntax.

Marks : 1

10. Topic : The Bond of Love

Mental Process : Creative thinking, (Personal response)

Critical thinking

Question : A sloth bear is an endangered species. What would you have done if you had found a baby sloth bear ? Why ?

Marks : 2

Scoring criteria :

Content : Would have taken it to the zoo and handed it over to the authorities for proper care

Or

Would have left it back in the forest so that it goes back to its natural habitat

Or

Tried to locate its mother and give it back to her.

Or

Make it a pet – to give it love and care

Mark : 1

Language : 1 Mark

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