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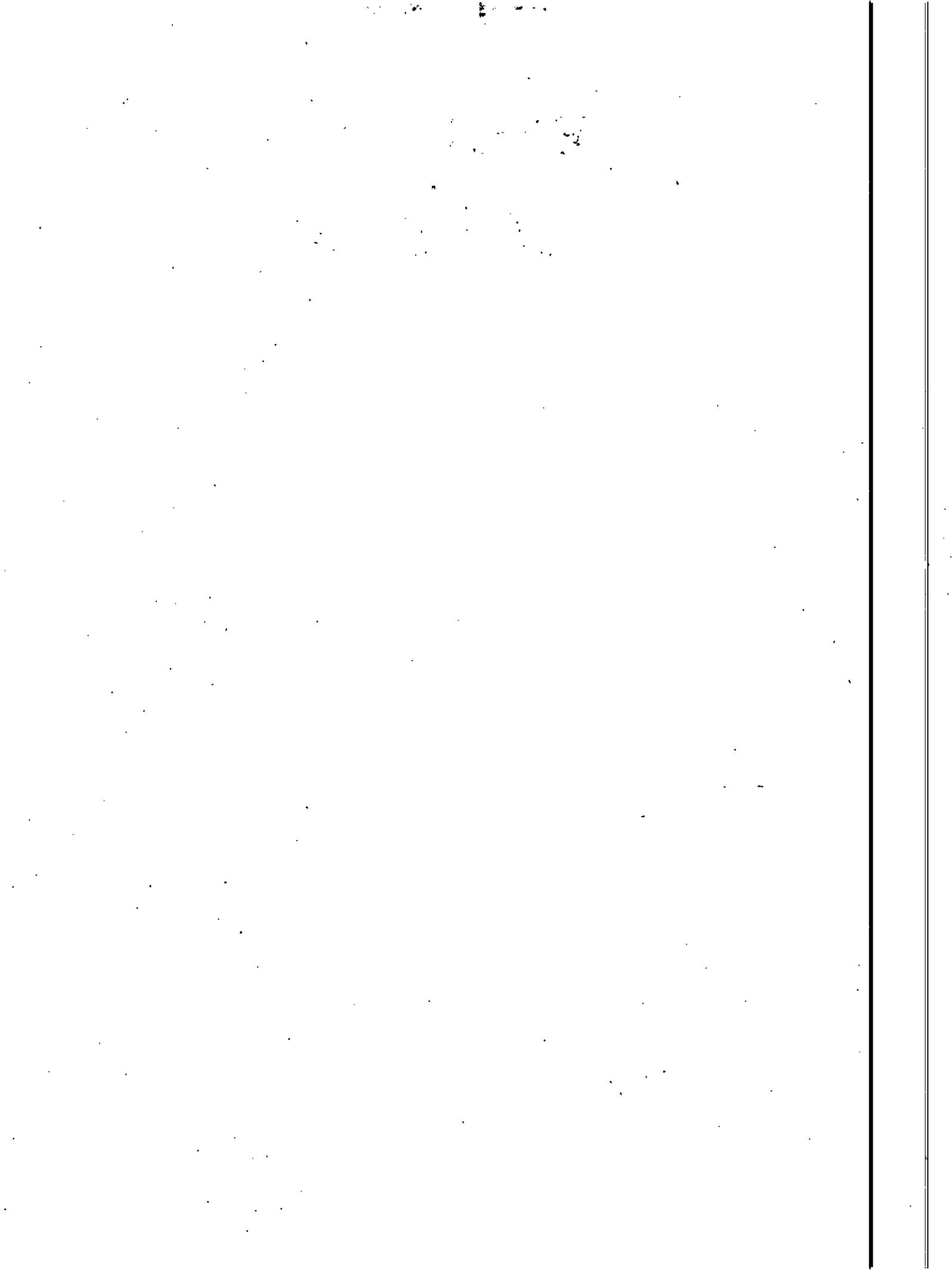
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The Pathways To Higher Studies

English

Class-XII



ENGLISH

CLASS 12

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Notes

1

MY FIRST STEP



My First Steps S

1.1 Introduction

Here is an account of the life and career of Cricketer Sunil Gavaskar. He discusses his love for cricket, his inspiration, his team members, his arguing habit while playing and much more.

1.2 Text

I may never have become a cricketer and this book would certainly not have been written, if an eagle-eyed relation, Mr. Narayan Masurekar, had not come into my life the day I was born (July 10, 1949). It seems that Nan-kaka (as I call him), who had come to see me in hospital on my first day in this world, noticed a little hole near the top of my left ear lobe. The next day he came again and picked up the baby lying on the crib next to my mother. To his utter horror, he discovered that the baby did not have the hole on the left ear lobe. A frantic search of all the cribs in the hospital followed, and I was eventually located sleeping blissfully beside a fisherwoman, totally oblivious of the commotion I had caused! The mix-up, it appears, followed after the babies had been given their bath.

Providence had helped me to retain my true identity, and, in the process, charted the course of my life. I have often wondered what would have happened if nature had not 'marked' me out, and given me my 'guard' by giving me that small hole on my left ear lobe, and if Nan-kaka had not noticed this abnormality. Perhaps, I would have grown up to be an obscure fisherman, toiling somewhere along the west coast. And, what about the baby who, for a spell, took my place? I do not know if he is interested in cricket, or whether he will ever read this book. I can only hope that, if he does, he will start taking a little more interest in Sunil Gavaskar.



My most vivid recollection of my childhood cricket-playing days is the time I almost broke my mother's nose. She used to bowl to me in the small gallery of our house where we played our 'daily match' with a tennis ball. Since the area was small she would kneel to bowl, or rather lob the ball to me. I hit one straight back and caught her bang on the nose, which started bleeding. Although it was a tennis ball, the distance between the two of us was very short, which accounts for the force with which the ball hit her. I was frightened but she shrugged it off, washed her face and as the bleeding stopped, we continued the game. But, for the rest of the day it was only forward defence for me. I restrained myself and played no attacking shot.

Cricket, to use a cliché, is 'in my blood'. My father was a good club cricketer in his days and a keen student of the game. Even now we have interesting discussions on various aspects of the game and I have found his advice invaluable in the development of my career. And, as I have already said, I have had the privilege of having a cricketing mother, who helped me to take the first steps in the game I have come to love. My uncle, Madhav Mantri, who played for India in four 'official' tests, though not very successfully, was a force to reckon with in first-class games.

Whenever I went to my uncle's house my favorite pastime used to be to take out his pullovers and caress them with a sense of longing. I was so attracted by the India test pullovers that once I even dared to ask him if I could take one, since he had so many. My uncle told me that one has to sweat and earn the India 'colours' and I too should work hard to earn the distinction. That is a lesson I have never forgotten. Looking back, I am glad that my uncle did not succumb to my childish fancy and instead, taught me that there was no short-cut to the top. I was also fascinated by the many souvenirs he had and the large number of trophies he had won. What I liked most was the stump bearing the autographs of the 1952 India and England teams, and I loved to linger over the autograph of every player. Right from the beginning, I wanted to become a batsman and I hated losing my wicket. This became such an obsession with me that, if the rest of the boys ever got me out, I would fight and eventually walk home with the bat and the ball. This would bring the game to an abrupt end since nobody else had a ball or bat. The boys cursed and called me names, but the tension did not last long and we generally got on very well. Among these early comrades with whom I played were the Ambaye brothers, the Mandrekar brothers and several others who made up our team. Whenever I batted they would decide beforehand that they would appeal at a particular ball and whether I was out or not, I had to go by the majority verdict! We often played matches against teams made up of boys living in the neighbouring building and there was tremendous interest in the 'trophies' as we called them. These trophies were small white-metal cups for which we all contributed and bought for as little as Rs. 1.50.

**1.3 Grammar****Simple past tense****Definition of the simple past tense**

The simple past tense, sometimes called the preterite, is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples

John Cabot sailed to America in 1498.

My father died last year.

He lived in Fiji in 1976.

We crossed the Channel yesterday.

You always use the simple past when you say when something happened, so it is associated with certain past time expressions

frequency: often, sometimes, always

I sometimes walked home at lunchtime.

I often brought my lunch to school.

a definite point in time: last week, when I was a child, yesterday, six weeks ago

We saw a good film last week.

Yesterday, I arrived in Geneva.

She finished her work at seven o'clock

I went to the theatre last night

an indefinite point in time: the other day, ages ago, a long time ago

People lived in caves a long time ago.

She played the piano when she was a child.

Note: the word ago is a useful way of expressing the distance into the past. It is placed after the period of time: a week ago, three years ago, a minute ago.

Forming the simple past tense**Patterns of simple past tense for regular verbs**

Affirmative Subject + verb + ed I skipped.

Negative Subject + did not + infinitive without to They didn't go.

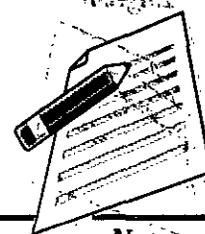
Interrogative Did + subject + infinitive without to, Did she arrive?

Interrogative negative Did not + subject + infinitive without to Didn't you play?

Affirmative

The affirmative of the simple past tense is simple.

I was in Japan last year



She had a headache yesterday.
We did our homework last night.

Negative and interrogative

For the negative and interrogative simple past form of “to do” as an ordinary verb, use the auxiliary “did”, e.g. We didn’t do our homework last night.

The negative of “have” in the simple past is usually formed using the auxiliary “did”, but sometimes by simply adding not or the contraction “n’t”.

The interrogative form of “have” in the simple past normally uses the auxiliary “did”.

Examples

They weren’t in Rio last summer.

We didn’t have any money.

We didn’t have time to visit the Eiffel Tower.

We didn’t do our exercises this morning.

Were they in Iceland last January?

Did you have a bicycle when you were young?

Did you do much climbing in Switzerland?

Note: For the negative and interrogative form of all verbs in the simple past, always use the auxiliary ‘did’.

Simple past, irregular verbs

Some verbs are irregular in the simple past. Here are the most common ones.

to go

He went to a club last night.

Did he go to the cinema last night?

He didn’t go to bed early last night.

to give

We gave her a doll for her birthday.

They didn’t give John their new address.

Did Barry give you my passport?

to come

My parents came to visit me last July.

We didn’t come because it was raining.

Did he come to your party last week?

Using symbols & abbreviations

One of the most difficult aspects of taking notes during lectures is that you cannot both listen and write at the same time. When you stop to write down



an idea, you might miss something else which is important. This means you need to find a way to write down the main ideas as quickly as you can, so that you can maximise the amount of time you spend listening. This is where symbols and abbreviations can help.

Ways to abbreviate words

Almost any word can be shortened during note-taking. Below are some ideas about how to do this.

Use the beginnings of words

One way to shorten a word is to use just the beginning of the word, for example:

pol - politics

gov - government

subj - subject

info - information

intro - introduction

Use the beginnings of words with the final letter

Sometimes it can be useful to add the final letter of the word. Some people prefer to also add an apostrophe ('), others don't. For example:

govt - government

gov't - government

interl - international

inter'l - international

Omit vowels

Sometimes you might need to write out the whole word, but even so, you can probably leave out the vowels and still understand the word, for example:

prblm - problem

schl - school

bkgd - background

Abbreviate -ing

The ending -ing is very common, so find a way to abbreviate it, for example:

ckg - checking

ckng - checking

ck'g - checking

Abbreviate specific words from the lecture

If there are words which are commonly used in a particular lecture you are listening to, you should try to abbreviate them. For example, in a lecture

about acid rain, the speaker might frequently talk about sulphur, nitrogen, pollution, factories. The following abbreviations could be used:

AR - acid rain

S - sulphur

N - nitrogen

pol - pollution

facs - factories

Common symbols & abbreviations

There are many common abbreviations and symbols which you can use for note-taking. You probably already know many of these (especially the mathematical symbols), but perhaps had not thought about using them before. Try to learn *some of these and start using them when you take notes.*

1.4 Writing

Note Making

Note Making is a way of recording important details from a source. This source can be any book, article, meeting or any oral discussion. In note making, the writer records the essence of the information. It helps us to understand and clarify thinking. Note making saves a lot of time by going through the notes made. One can get a glimpse of a lot of information from a short note.

Advantages of Note Making

A note making is a skill which improves by practicing. There are some advantages of note making. Let us get to know some of them.

It has great importance in exams or in academic writing

It is an organization of main points for future use

Note making helps in keeping the information handy whenever we require

It helps in recollecting and recalling the past events said or heard

It helps in concentrating, understanding and provides a permanent record

Note making format helps a writer to go through bulky documents quicker

It helps in understanding a material if the notes are in own words

It distinguishes between main points and details

Note Making Format

There is a fixed note making format. One needs to follow this note making format in order to have a clear and unambiguous understanding from it. The note making format has-

Heading

It shows the title or the heading of note.



**Subheading**

As the name suggests, a subheading is a subdivision of the main topic. One can use as many subheadings as he or she wants.

Point

Below subheading, there are some points which are the part of the main topics.

Sub-subheading

One can add more headings below the points for showing the category, types, advantages, etc.

Key or Keywords

The key portion of the note shows the various codes, symbols or the abbreviation used. It helps to get a clear understanding of the keys used in the note making format.

The Procedure of Note Making

Read the passage provided

Underline the important sentences. It helps to make headings and subheadings

Make a rough note first so as to get an idea

Organize them in logical order or sequence for the final note

Use the appropriate note making format

Do not change the idea or the message of the passage

Points to Remember for Note Making Format

Avoid using long sentences as heading or title

Never lose the main idea of the passage

Ignore information which is less important

Be brief, clear, and specific

Use logical sequencing

Use proper indention

Leave no spaces to avoid confusion

Do not include your own version or understandings

Use abbreviations

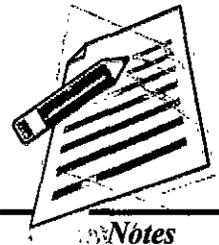
Make your note more memorable by adding colors, drawings, and symbols

Note Making Format

A note making involves the selection, analysis, summarization, and organization of information. There are different note making format. Let us make ourselves familiar with them.

Split – page Format (A narrative note making format method)

In this method, the page is divided into two columns. The first column had



the standard notes. The second column will have a summary. This is the most common note making format to note down lecture notes.

Diagram / Pattern format (A visual note making format method)

In this method, the information is presented by a diagram. The main topic is linked together by related ideas. This method is visually more appealing and easy to understand.

Mind Map (A visual note making method)

In this method, the main points and all the related points are presented through a map. It contains text and images both. For a clear understanding, the information is linked in the proper sequence.

Outline Format (A visual note making format method)

In this method, the information is presented as an outline. Proper titles and subtitles are numbered accordingly for this outline.

Question and Prompt Format (A visual note making format method)

In this method, the main points are highlighted as a series of questions and appropriate answers. It helps in revising the note in an easy way.

1.5 Important questions

1. When was Sunil Gavaskar born?
2. What did Gavaskar's uncle Mr. Narayan Masurekar notice when he came to see the baby in hospital?
3. What was the horrible thing that happened the next day?
4. Where was the missing child found?
5. If Nan-kaka had not noticed the hole on his ear where would he be living?
6. Why does Gavaskar title this account "My First Steps?"
7. That was more than carelessness. What happened after that? Who noticed the irregularity?
8. Why does Gavaskar call Mr. Narayan Masurekar 'eagle-eyed' relative??
9. Mr. Narayan Masurekar's observation played a vital role in determining Gavaskar's destiny. Explain.
10. What does Gavaskar mean by Providence?
11. How did little Gavaskar break his mother's nose while playing cricket?
12. What do you mean by 'cricket being in Gavaskar's blood?'



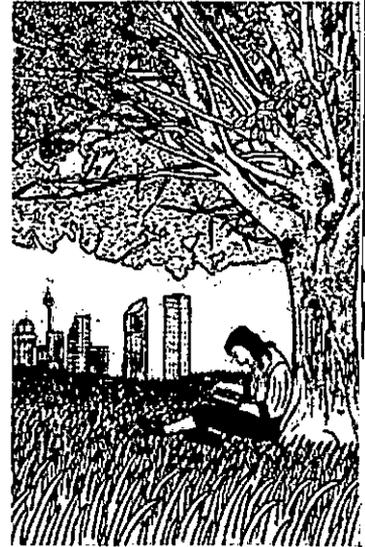
Notes

2

LEISURE

2.1 Introduction

Welsh poet W. H. Davies' poem, "Leisure," plays out in seven riming couplets. The form of the poem might be considered an American or innovative sonnet. But likely the poet merely played out his thoughts in seven couplets and did not think of his poem as a sonnet. The poem's speaker claims that life moves too quickly. He bemoans the fact that human beings are too "full of care" to "stand and stare."



This idea is hardly a novel one—even in the century in which this poet was composing. The notion "stop and smell the roses" is as old as humanity and time in general. However, this speaker is irked that there is so little time for the simple enjoyment of things.

2.2 Poem

What is this life if full of care
 We have no time to stand and stare?
 No time to stand beneath the boughs,
 And stare as long as sheep or cows.
 No time to see when woods we pass
 Where squirrels hide their nuts in grass.
 No time to turn at Beauty's glance
 And watch her feet, how they can dance.
 No time to wait till her mouth can
 Enrich that smile her eyes began.
 A poor life this if, full of care
 We have no time to stand and stare.

— W.H.Davies



2.3 Summary and analysis

First Couplet: Profundity and Triviality

What is this life if, full of care,

We have no time to stand and stare.

The first couplet sets out by proffering the question that is at once deeply profound yet jerks itself back to what at first sounds quite trivial. Readers might guess that this speaker has been bullied by someone for engaging in “standing and staring”—thus wasting time that could be used for more constructive activity.

At this point in his life, the speaker muses on the notion of standing and staring, and he wishes to suggest that life is certainly a poor thing, if people cannot tolerate the simple act of standing and staring.

Second Couplet: Humankind’s Lack of Time

No time to stand beneath the boughs

And stare as long as sheep or cows.

The speaker then starts a catalogue, enumerating all the many things on which no time can be spent. He names things of nature that fill out the old saw: stop and smell the roses. The speaker apparently enjoys rustic scenery, perhaps farm life full of farm scenes. He then asserts that the human condition contrasts unfavorably with that of “sheep and cows.” Those animals are permitted the time to stand and stare as long as they desire.

The speaker is, of course, bemoaning his own sad situation. He is implying that he would prefer to be a cow or a sheep that could take all the leisure time it wishes. But instead he will be called a good-for-nothing, a shirker, or a slacker, if he tries to emulate the activity of animals.

Third Couplet: Lacking Time for Simply Watching

No time to see, when woods we pass,

Where squirrels hide their nuts in grass.

The human being passing by woods will have no time to watch as squirrels roost about through the grass hiding their nuts for winter. This speaker is, however, letting his readers see that he has, in fact, been observant, thus taking that time to see and report.

Fourth Couplet: Stars in Water

No time to see, in broad daylight,

Streams full of stars, like skies at night.

The fourth couplet finds the speaker mourning the lack of time for watching brooks and creeks and rivers where he has concocted to see “stars” during the day, just as one observes the night sky filled with those orbs.



No doubt, the speaker felt proud of himself for making such an odd observation. It is not likely most folks had thought to find "stars" in streams of water.

Fifth Couplet: The Beauty of Dance

No time to turn at Beauty's glance,
And watch her feet, how they can dance.

The fifth couplet points to the abstract quality of "Beauty." He personifies Beauty as a dancer, bemoaning that fact that there is no time to watch Beauty dance.

Sixth Couplet: The Onset of a Smile

No time to wait till her mouth can
Enrich that smile her eyes began.

There is no time to stop and to watch a woman smile, as it begins her eyes and then spreads to her mouth. The speaker shows how he can pick apart something as enigmatic as a smile by the powers of observation and intense musing.

Seventh Couplet: A Moral Judgment

A poor life this is if, full of care,
We have no time to stand and stare.

The speaker has made it clear that he thinks human beings have a rather pitiful time of it that they cannot stop to enjoy what is going on in nature around them. This speaker laments that human beings are strapped with cares, worries, and so much responsibility that they cannot enjoy the beauty and glories of life. Thus, the speaker is ultimately making a moral judgment about his fellows. And he makes it clear that he finds them lacking.

Author's introduction

William Henry Davies (1871-1940) was a Welsh poet who started out as a rounder but ended up a respected poet. Raised by grandparents after his father died and his mother remarried, William was inclined toward a life of adventure; he traveled by boat to North America repeatedly before losing a leg in attempting to jump a train. He eventually returned to England, wrote a book about his wandering years, paid and starved his way into becoming a published poet and, eventually, gained equal standing with such contemporaries as Yeats and Ezra Pound.

2.4 vocabulary

Leisure – free time

Stare – a long fixed look on something with eyes wide open

Boughs – main branches of a tree

Glance – a brief or hurried look

Enrich – to improve the quality

Broad – having a distance larger than usual from side to side; wide



2.5 Important questions

1. What does 'leisure' mean in this poem?
2. Who are 'we' in the poem?
3. The words 'No time' are repeated seven times in the poem. What is the poet trying to say?
4. If the poet was living in a town, what would he see on the roads?
5. How can we live a better life?
6. What does the poet wish to see in his free time?
7. When and where can we see the squirrels hiding their nuts?
8. How do the streams look in broad daylight?
9. Quote the lines from the poem where the poet poses a rhetorical question to his readers?
10. Which 'life' is the poet talking about? What is it that we don't have the time to do but the cows and the sheep have?
11. Why do you think the word 'Beauty' is written with a capital 'B'?



3

READING WITH UNDERSTANDING

Section 1

Caffeine, the stimulant in coffee, has been called "the most widely used psychoactive substance on Earth." Snyder, Daly and Bruns have recently proposed that caffeine affects behavior by countering the activity in the human brain of a naturally occurring chemical called adenosine. Adenosine normally depresses neuron firing in many areas of the brain. It apparently does this by inhibiting the release of neurotransmitters, chemicals that carry nerve impulses from one neuron to the next. Like many other agents that affect neuron firing, adenosine must first bind to specific receptors on neuronal membranes. There are at least two classes of these receptors, which have been designated A1 and A2.

Snyder et al propose that caffeine, which is structurally similar to adenosine, is able to bind to both types of receptors, which prevents adenosine from attaching there and allows the neurons to fire more readily than they otherwise would.

For many years, caffeine's effects have been attributed to its inhibition of the production of phosphodiesterase, an enzyme that breaks down the chemical called cyclic AMP. A number of neurotransmitters exert their effects by first increasing cyclic AMP concentrations in target neurons. Therefore, prolonged periods at the elevated concentrations, as might be brought about by a phosphodiesterase inhibitor, could lead to a greater amount of neuron firing and, consequently, to behavioral stimulation. But Snyder et al point out that the caffeine concentrations needed to inhibit the production of phosphodiesterase in the brain are much higher than those that produce stimulation. Moreover, other compounds that block phosphodiesterase's activity are not stimulants.

To buttress their case that caffeine acts instead by preventing adenosine binding, Snyder et al compared the stimulatory effects of a series of caffeine derivatives with their ability to dislodge adenosine from its receptors in the brains of mice. "In general," they reported, "the ability of the compounds to compete at the receptors correlates with their ability to stimulate locomotion in the mouse; i.e., the higher their capacity to bind at the receptors, the higher their ability to stimulate locomotion." Theophylline, a close structural relative of caffeine and the major stimulant in tea, was one of the most effective compounds in both regards. There were some apparent exceptions to the general correlation observed between adenosine-receptor binding and stimulation. One of these was a compound called 3-isobutyl-1-methylxanthine (IBMX), which bound very well but actually depressed mouse locomotion. Snyder et al suggest that this is not a major stumbling block to their hypothesis. The problem is that the compound



has mixed effects in the brain, a not unusual occurrence with psychoactive drugs. Even caffeine, which is generally known only for its stimulatory effects, displays this property, depressing mouse locomotion at very low concentrations and stimulating it at higher ones.

Based on the Passage, answer the following questions:

- The primary purpose of the passage is to
 - discuss a plan for investigation of a phenomenon that is not yet fully understood
 - present two explanations of a phenomenon and reconcile the differences between them
 - summarize two theories and suggest a third theory that overcomes the problems encountered in the first two
 - describe an alternative hypothesis and provide evidence and arguments that support it
 - challenge the validity of a theory by exposing the inconsistencies and contradictions in it

According to Snyder et al, caffeine differs from adenosine in that caffeine

- stimulates behavior in the mouse and in humans, whereas adenosine stimulates behavior in humans only
- has mixed effects in the brain, whereas adenosine has only a stimulatory effect
- increases cyclic AMP concentrations in target neurons, whereas adenosine decreases such concentrations
- permits release of neurotransmitters when it is bound to adenosine receptors, whereas adenosine inhibits such release
- inhibits both neuron firing and the production of phosphodiesterase when there is a sufficient concentration in the brain, whereas adenosine inhibits only neuron firing

In response to experimental results concerning IBMX, Snyder et al contended that it is not uncommon for psychoactive drugs to have

- mixed effects in the brain
- inhibitory effects on enzymes in the brain
- close structural relationships with caffeine
- depressive effects on mouse locomotion
- the ability to dislodge caffeine from receptors in the brain

According to Snyder et al, all of the following compounds can bind to specific receptors in the brain EXCEPT

- | | |
|-----------------------|------------------|
| (A) IBMX | (B) caffeine |
| (C) adenosine | (D) theophylline |
| (E) phosphodiesterase | |

Snyder et al suggest that caffeine's ability to bind to A1 and A2 receptors can be at least partially attributed to which of the following?

- The chemical relationship between caffeine and phosphodiesterase
- The structural relationship between caffeine and adenosine
- The structural similarity between caffeine and neurotransmitters
- The ability of caffeine to stimulate behavior
- The natural occurrence of caffeine and adenosine in the brain



Notes

Section 2

Archaeology as a profession faces two major problems.

First, it is the poorest of the poor. Only paltry sums are available for excavating and even less is available for publishing the results and preserving the sites once excavated. Yet archaeologists deal with priceless objects every day.

Second, there is the problem of illegal excavation, resulting in museum-quality pieces being sold to the highest bidder.

I would like to make an outrageous suggestion that would at one stroke provide funds for archaeology and reduce the amount of illegal digging. I would propose that scientific archaeological expeditions and governmental authorities sell excavated artifacts on the open market. Such sales would provide substantial funds for the excavation and preservation of archaeological sites and the publication of results. At the same time, they would break the illegal excavator's grip on the market, thereby decreasing the inducement to engage in illegal activities.

You might object that professionals excavate to acquire knowledge, not money. Moreover, ancient artifacts are part of our global cultural heritage, which should be available for all to appreciate, not sold to the highest bidder. I agree. Sell nothing that has unique artistic merit or scientific value. But, you might reply, everything that comes out of the ground has scientific value. Here we part company. Theoretically, you may be correct in claiming that every artifact has potential scientific value. Practically, you are wrong.

I refer to the thousands of pottery vessels and ancient lamps that are essentially duplicates of one another. In one small excavation in Cyprus, archaeologists recently uncovered 2,000 virtually indistinguishable small jugs in a single courtyard, even precious royal seal impressions known as melek handles have been found in abundance — more than 4,000 examples so far.

The basement of museums is simply not large enough to store the artifacts that are likely to be discovered in the future. There is not enough money even to catalogue the finds; as a result, they cannot be found again and become as inaccessible as if they had never been discovered. Indeed, with the help of a computer, sold artifacts could be more accessible than are the pieces stored in bulging museum basements. Prior to sale, each could be photographed and the list of the purchasers could be maintained on the computer. A purchaser could even be required to agree to return the piece if it should become needed for scientific purposes. It would be unrealistic to suggest that illegal digging would stop if artifacts were sold in the open market. But the demand for the clandestine product would be substantially reduced. Who would want an unmarked pot when another was available whose provenance was known, and that was dated stratigraphically by the professional archaeologist who excavated it?



Based on the Passage, answer the following questions:

The primary purpose of the passage is to propose

- (A) an alternative to museum display of artifacts
- (B) a way to curb illegal digging while benefiting the archaeological profession
- (C) a way to distinguish artifacts with the scientific value from those that have no such value
- (D) the governmental regulation of archaeological sites
- (E) a new system for cataloging duplicate artifacts

The author implies that all of the following statements about duplicate artifacts are true EXCEPT:

- (A) A market for such artifacts already exists.
- (B) Such artifacts seldom have scientific value.
- (C) There is likely to be a continuing supply of such artifacts.
- (D) Museums are well supplied with examples of such artifacts.
- (E) Such artifacts frequently exceed in quality in comparison to those already cataloged in museum collections

Which of the following is mentioned in the passage as a disadvantage of storing artifacts in museum basements?

- (A) Museum officials rarely allow scholars access to such artifacts.
- (B) Space that could be better used for display is taken up for storage.
- (C) Artifacts discovered in one excavation often become separated from each other.
- (D) Such artifacts are often damaged by variations in temperature and humidity.
- (E) Such artifacts' often remain uncatalogued and thus cannot be located once they are put in storage

The author's argument concerning the effect of the official sale of duplicate artifacts on illegal excavation is based on which of the following assumptions?

- (A) Prospective purchasers would prefer to buy authenticated artifacts.
- (B) The price of illegally excavated artifacts would rise.
- (C) Computers could be used to trace sold artifacts.
- (D) Illegal excavators would be forced to sell only duplicate artifacts.
- (E) Money gained from selling authenticated artifacts could be used to investigate and prosecute illegal excavators

The author anticipates which of the following initial objections to the adoption of his proposal?

- (A) Museum officials will become unwilling to store artifacts.
- (B) An oversupply of salable artifacts will result and the demand for them will fall.
- (C) Artifacts that would have been displayed in public places will be sold to private collectors.
- (D) Illegal excavators will have an even larger supply of artifacts for resale.
- (E) Counterfeiting of artifacts will become more commonplace



4

FATHER DEAR FATHER

**4.1 Introduction**

An unsent letter written by a student named Rahul to his father was published in the Hindu Newspaper as an article. It hints that Rahul came second to class and he informed about it to his father; which was certainly not liked. The father bluntly told him to think before answering without even trying to know as to how the rank slipped. This shows that the father-son relationship is not a close one.

A hurt Rahul did reflect on many aspects like:

The difference in the attitude of his grandfather and father.

The difference in the attitude between his grandmother and mother.

The attitude of the teacher teaching at school.

The act of correcting an answer paper.

4.2 Text

Dear Papa.

This is in answer to your letter about my transgression. Yes, my first rank slipped to the second. You advise that I should think before answering the papers. Yes, the operating word 'think' did make me reflect and these are the results of those reflections.

Father, we've never really been close and I can't rightly say you've been my friend, philosopher, guide, etc. Yet I would like you to be aware of my thoughts. They are very important to me. You are highly educated and you provide very well for the family. But in your departmental store, do you apply Pythagoras' Theorem or Newton's Law of Gravity? For that matter, does your doctor friend? Or your lawyer brother?

Papa, my grandfather speaks of a carefree and beautiful childhood. Of days



spent in plucking mangoes and guavas from their orchards, of picnics on the banks of the river where the men cooked mouth-watering food, of playing marbles and gilli danda. From his talk, it seems, studies were an ancillary subject: and living and experiencing, the major subject. Father, is he fibbing? Or is it possible that the world has turned topsy turvy in just about 70 years? Papa, my grandmother is semi-literate. Yet she is at peace with her pots, pans, her flowers and garden, her Bhagvad Gita and scriptures. My mother, highly qualified, is highly strung, tense and nervous. Do you think literacy makes us, restless, afraid and frustrated?

Oh Papa, last week, my rose plant almost died. Some pests. I asked my Biology teacher what I should do to save it. And she was cross. She said go ask the guy who keeps gardening things. He'll tell you. We learn about pesticides but we do not know how to use them. Oh father, it matters not to me why the apple does not fall upwards, nor do I care what Archimedes did. What matters to me is that my rose plants remain healthy; when there is a fuse in my house, I should know how to do something about it: I should know how to make a desk for myself from my carpenter's tools. Instead I learn about hypotenuse, relational square roots.....

Papa, once I asked my grandmother how she got to be so wise. Do you know what she said? By living and experiencing. And she laughed as though I had asked something which was so obvious. Are we living Papa? Or is life by-passing us?

What I fear is that if I were to meet Newton face to face, I would fail to recognize him, so busy am I learning about him! You know, just like that boy, Vinu, in that award winning film, he prattles on- "the Hibiscus is red"- a hundred times, but in his book, he colours it yellow. Are we missing out on the essence of life?

Anyway Papa, do you know where I lost that quarter mark that brought about my fall? It was a fill-in-the blanks. I held that I was invited to tea and my teacher was adamant that he was invited for tea. A matter of grammar. And Papa, if he says George Bush is the president of India, it will have to be so. If he says the sun rises in the west, so be it: and if he says the earth is flat, it will be, it will be, my Papa. At least on my answer papers. My first rank is at stake, you see. Still, my dearest Papa, I shall keep your advice in mind and try not to lose any quarter marks.

As always, yours ever obedient son,

Rahul

P.S. Your eyes will not see this anguished plea, my father. This was only to lighten my over-burdened heart. It is not all arteries and muscle: it feels too.
-a newspaper article from The Hindu



4.3 Summary

It is a letter from a son to his father. Rahul, the boy, loves life as natural as possible while his father enjoys a complicated life. Father was not very happy with the boy's approach to life. Here are the essential differences between the father and son.

Father believes in high score.

Father cannot compromise.

Father believes that money is very important.

Father doesn't trust his son. He trusts his teachers.

Rahul believes in simple life.

Rahul believes in a flexible (not lazy) going.

Rahul believes that peace of mind and happiness is important.

Rahul says that his teacher was an adamant person.

4.4 Vocabulary

Transgression – To violate a law; disobey

Philosopher – A thinker; one who ponders over life, death, etc.

Provide for – Earn and spend for a family

Carefree – Easy-going; free

Plucking – Pulling (a flower) out

Orchards – An enclosed area where fruit-trees are cultivated

Gilli-danda – A game of tipcat

Ancillary – Secondary; additional

Fibbing – Lying

Topsy turvy – Upside down

Strung – Bundled together

She was cross – She was angry

The guy who keeps gardening things – Gardener

Pesticides – Chemicals that kill pests

4.5 Important question

1. What do you think of the relation between the father and the son in the letter?
2. Why does Rahul find his grandfather's outlook appealing and agreeable?
3. What was the biology teacher's reaction to Rahul when he sought from her a solution for his rose plant?
4. Why do you think that the biology teacher's reaction was immature and bad?
5. Oh father, it matters not to me why the apple does not fall upwards, nor do I care what Archimedes did." What is really important to Rahul?



5.1 Text

The buzzword today is clean energy – something that we can reap from nature. and, the search has led man to the sun (solar), the wind, the tides (tidal), water (hydro) and even biogas. The good news is that we, in India, have reasons to be proud. Not only do we have the world's only Ministry for Renewable Energy Sources, but we are also the world's fifth largest producer of wind energy. "Wind energy" is derived through a process where wind is used to generate mechanical power or electricity. Wind turbines convert the kinetic energy in the wind into mechanical power, which can be used for specific tasks (such as grinding grain or pumping water). A generator converts this mechanical power into electricity. Since recorded history, wind power has been used to move ships, grind grain and pump water. There is evidence that wind energy was used to propel boats along the Nile as early as 5,000 B.C.

In the United States, millions of windmills were erected as the American West was developed during the late 19th century. Most of them were used to pump water for farms and ranches. By 1910, wind turbine generators were producing electricity in many European countries. And while today, one associates windmills with the Netherlands where they are used for pumping water, it is in Denmark that wind is an effective source of energy. Close to home, Tamil Nadu was among the first in India to give a fillip to wind energy over 10 years ago and continues to be a leader. Nearly half of India's nearly 2000 Mw of installed capacity from wind energy comes from Tamil Nadu. Wind turbines have been "decorating" our landscape near Madurai and beyond. In Chennai at the Centre for Wind Energy Technology, research is done to check out various wind sites where wind energy can be tapped. And, wind turbines of various sizes are checked to see if they are delivering what they promised to do. Wind energy is also abundant in many parts of India from Gujarat, Andhra Pradesh and Kerala to the hilly regions in Maharashtra.



In the west, surveys have consistently shown that the public prefers wind and other renewable energy forms over conventional sources of generation. Wind energy is free, renewable resource, so no matter how much is used today, there will still be the same supply in the future. Wind energy is also a source of clean, non-polluting electricity. Unlike conventional power plants, wind plants emit no air pollutants or greenhouse gases.

In 1990, California's wind power plants offset the emission of more than 2.5 billion pounds of carbon dioxide, and 15 million pounds of other pollutants that would have otherwise been produced. It would take a forest of 90 million to 175 million trees to provide the same air quality.

Some have voiced concern over the noise produced by rotor blades, aesthetic impact, and the plight of birds that fly into the rotors. Most of these problems do not exist in India as wind farms are located in remote areas or the problems have already been resolved through technological development. The major challenge to use wind as a source of power is that it is intermittent and it does not always blow when electricity is needed. The fact remains that wind is the fastest growing source of electricity generation in the world. And who knows, might even be a lucrative career for many.

5.2 Grammar

Passive voice

Use of Passive

Passive voice is used when the focus is on the action. It is not important or not known; however, who or what is performing the action.

Example: My bike was stolen.

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it.

Sometimes a statement in passive is more polite than active voice, as the following example shows:

Example: A mistake was made.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

Form of Passive

Subject + finite form of to be + Past Participle (3rd column of irregular verbs)

Example: A letter was written.

When rewriting active sentences in passive voice, note the following:

the object of the active sentence becomes the subject of the passive sentence

the finite form of the verb is changed (to be + past participle)

the subject of the active sentence becomes the object of the passive sentence (or is dropped)



Passive Sentences with Two Objects

Rewriting an active sentence with two objects in passive voice means that one of the two objects becomes the subject, the other one remains an object. Which object to transform into a subject depends on what you want to put the focus on.

Personal and Impersonal Passive

Personal Passive simply means that the object of the active sentence becomes the subject of the passive sentence. So every verb that needs an object (transitive verb) can form a personal passive.

Example: They build houses. – Houses are built.

Verbs without an object (intransitive verb) normally cannot form a personal passive sentence (as there is no object that can become the subject of the passive sentence). If you want to use an intransitive verb in passive voice, you need an impersonal construction – therefore this passive is called Impersonal Passive.

Example: he says – it is said

Impersonal Passive is not as common in English as in some other languages (e.g. German, Latin). In English, Impersonal Passive is only possible with verbs of perception (e. g. say, think, know).

Example: They say that women live longer than men. – It is said that women live longer than men.

5.3 Important question

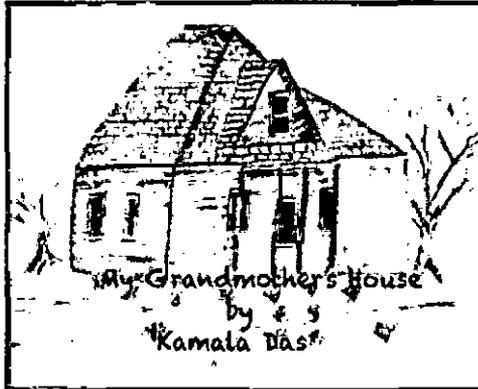
1. Name some sources of clean renewable energy.
2. What unique place does India have in relation to wind energy?
3. What are the advantages of using wind energy?
4. What major challenge does the use of wind energy pose to man?
5. Name the European countries that use wind energy?
6. When and what purpose were windmills used in America?
7. Name the first Indian state that used wind energy. Can it be used elsewhere? Is so, where?
8. How does research help in popularizing the use of wind energy?



Notes

6

MY GRANDMOTHER'S HOUSE

**6.1 Introduction**

My Grandmother's House is a poem written by a very famous Indian author Kamala Das. The poem (My Grandmother's House) is written by Kamala in the memory of her grandmother. She tells about how she spent her childhood with her grandmother. Kamala Das considered those memories to be the best in her life and she desires to get them. She also grieves about her loss.

Poem

There is a house now far away where once
 I received love..... That woman died,
 The house withdrew into silence, snakes moved
 Among books, I was then too young
 To read, and my blood turned cold like the moon
 How often I think of going
 There, to peer through blind eyes of windows or
 Just listen to the frozen air,
 Or in wild despair, pick an armful of
 Darkness to bring it here to lie
 Behind my bedroom door like a brooding
 Dog...you cannot believe, darling,
 Can you, that I lived in such a house and
 Was proud, and loved.... I who have lost
 My way and beg now at strangers' doors to
 Receive love, at least in small change?
 Kamala Das



6.2 Summary

In the beginning lines of the poem *My Grandmother's House*, she says that there is a house which is now very far away from her where she received love. The house which is she talking about is of her grandmother in which she spent the days of the childhood. However, her grandmother is no more with her. The house "withdraw in silence" this term means without any life as her grandmother was the only soul of the house. Her grandmother also had books which kamala could not read as she was quite young and her grandmother would read stories for her. But now snakes had found home in those books. All these things had made that house more horrible and the poet "like the moon" (quite unhappy or sad). She is now without any life and temperateness.

The poet in the next line is expressing her desire to go to her grandmother's house. She is so much emotionally attached to it since her childhood. She wants to look through the "blind eyes of windows" of her grandmother's house. Here "blind eyes of windows" means that there is no one in the house to look for. She also desires to listen to "the frozen air" which means that fresh air has not moved in the house as the house is locked. The poet further says that she wants to bring the darkness of her Grandmother's house with her "in wild despair" i.e. in her bothered life.

In the final lines of the poem she is in conversation with her readers. She says that no one will believe that she had some of the best memories of her grandmother's house. And now she has lost her grandmother. She begs at the door of strangers for love and care. She knows well that no one will able to give that much love and care as her but she hope for at least some part of it. The poets end the poem *My Grandmother's House* with memories, hope and desire.

Important questions

1. Who is 'I' in the second line of the poem?
2. where did the speaker once receive love?
3. why did the house go into silence?
4. why was the speaker unable to read the books?
5. Why did the speaker often wish to go to that house?
6. Why was the speaker proud of living in that house?
7. why does the speaker say that she has lost her way?
8. is the speaker satisfied with her present life? Is not, why?



Notes

7

READING WITH UNDERSTANDING

Section 1

A sanctuary may be defined as a place where Man is passive and the rest of Nature active. Till quite recently Nature had her own sanctuaries, where man either did not go at all or only as a tool-using animal in comparatively small numbers. But now, in this machinery age, there is no place left where man cannot go with overwhelming forces at his command. He can strangle to death all the nobler wild life in the world to-day. To-morrow he certainly will have done so, unless he exercises due foresight and self-control in the meantime.

There is not the slightest doubt that birds and mammals are now being killed off much faster than they can breed. And it is always the largest and noblest forms of life that suffer most. The whales and elephants, lions and eagles, go. The rats and flies, and all mean parasites, remain. This is inevitable in certain cases. But it is wanton killing off that I am speaking of to-night. Civilized man begins by destroying the very forms of wild life he learns to appreciate most when he becomes still more civilized. The obvious remedy is to begin conservation at an earlier stage, when it is easier and better in every way, by enforcing laws for close seasons, game preserves, the selective protection of certain species, and sanctuaries.

I have just defined a sanctuary as a place where man is passive and the rest of Nature active. But this general definition is too absolute for any special case. The mere fact that man has to protect a sanctuary does away with his purely passive attitude. Then, he can be beneficially active by destroying pests and parasites, like bot-flies or mosquitoes, and by finding antidotes for diseases like the epidemic which periodically kills off the rabbits and thus starves many of the carnivora to death. But, except in cases where experiment has proved his intervention to be beneficial, the less he upsets the balance of Nature the better, even when he tries to be an earthly Providence.

1. The author implies that his first definition of a sanctuary is

- | | |
|-------------------|-------------------------|
| (A) Totally wrong | (B) Somewhat idealistic |
| (C) unhelpful | (D) indefensible |
| (E) immutable | |

Your Answer Options:

1. A 2. B 3. C 4. D 5. E

2. The author's argument that destroying bot-flies and mosquitoes would be a beneficial action is most weakened by all of the following except

- | |
|--|
| (A) parasites have an important role to play in the regulation of populations |
| (B) the elimination of any species can have unpredictable effects on the balance of nature |



- (C) the pests themselves are part of the food chain
- (D) these insects have been introduced to the area by human activities
- (E) elimination of these insects would require the use of insecticides that kill a wide range of insects

Your Answer Options

1. B 2. C&D 3. A 4. D 5. E
3. It can be inferred that the passage is
- (A) part of an article in a scientific journal
 - (B) extracted from the minutes of a nature club
 - (C) part of a speech delivered to an educated audience
 - (D) a speech delivered in a court of law
 - (E) from a polemical article published in a magazine

Your Answer Options

1. D&E 2. A 3. C 4. B 5. D
4. What should be the most appropriate central idea of this passage
- (A) Author argues that man kills big animals but saves mosquitoes & other parasites.
 - (B) Man is selfish by nature so he is up against the wild life which is harmful for his survival
 - (C) Ecological balance, if not maintained by man will be harmful in long run.
 - (D) Author proposes a programme for not disturbing the balance of nature as it is beneficial for mankind.
 - (E) In view of the author man should not intervene in natural environments.

Your Answer Options

1. A 2. D 3. C 4. E 5. B
5. Tone of the Author as expressed in the passage can be best described
- (A) Descriptive to analytical
 - (B) Sarcastically humorous
 - (C) Objective to narrative
 - (D) Sarcastically critical to suggestive
 - (E) Ironically sarcastic to negative

Your Answer Options

1. B&C 2. A 3. D 4. E 5. C

SECTION 2

Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the

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physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

1. Marie had a bright mind and a personality.
 - (A) Strong
 - (B) lighthearted
 - (C) Humorous
 - (D) Strange
2. When she learned that she could not attend the university in Warsaw, she felt.
 - (A) Hopeless
 - (B) Annoyed
 - (C) Depressed
 - (D) Worried
3. Marie by leaving Poland and travelling to France to enter the Sorbonne.
 - (A) Challenged authority
 - (B) Showed intelligence
 - (C) Behaved
 - (D) Was distressed
4. _____ she remembered their joy together.
 - (A) Dejectedly
 - (B) Worried
 - (C) Tearfully
 - (D) Happily
5. Her began to fade when she returned to the Sorbonne to succeed her husband.
 - (A) Misfortune
 - (B) Anger
 - (C) Wretchedness
 - (D) Disappointment
6. Even though she became fatally ill from working with radium, Marie Curie was never _____.
 - (A) Troubled
 - (B) Worried
 - (C) Disappointed
 - (D) Sorrowful



Notes

8.1 Introduction

A Case of Suspicion by Ed Wallace is a great history with a surprise ending. Doctor Benson gives us a huge lesson that judged others by their appearance is not right. Many people judge a book by its cover without open it up, but they might like what they find inside. It's the same goes for people. We must give others an opportunity to show who they really are and then make our decision.

8.2 Text

He threw back the covers and sat up on his bed, his feet feeling along the cold floor for his house slippers, the telephone ringing insistently, a little distance away.

He turned on the light and walked to the phone, and took down the receiver. "This is Doctor Benson," he said.

The November wind was bringing sounds of winter as it blew around the little white house. The doctor got into his clothes. He went to the table and stared a moment at his watch, his spirit complaining at the job ahead of him. Two o'clock. His mind also complained at the horrible hour and he wondered why children had to be born at such improper times. He took up two small handbags, the short pill bag, as the people of the town knew it, and the long obstetrical case, the baby bag they called it.

Doctor Benson stopped a moment to light and, then put the pack of cigarettes in his overcoat pocket. The wind felt like a surgeon's knife at his face as he opened the door and ran, bending low, around the driveway to the garage.

His car started with difficulty, coughed half a dozen times as he drove down the driveway but then began to run more smoothly as he turned down Grass Street and on to the deserted highway.

Mrs. Ott Sorley, who Doctor Benson was on his way to visit, already had almost a dozen children, but it seemed to the doctor that never once had she had a baby in good weather, nor in daylight. And while Doctor Benson was a country doctor, he was still a young man and couldn't find the pleasure that his father, the old Doc Benson had found in seeing Ott, the father, always two or three babies behind in payment of his baby bills.

It was a long ride to the Sorley farm and the sight of a man walking alone along the country road, as seen just ahead by the lights of the car, was a

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welcome relief to the doctor. He slowed down and looked at the man walking along with difficulty against the wind, a little package under his arm.

Coming alongside, Doctor Benson stopped and invited the man to ride. The man got in.

"Are you going far?" asked the doctor.

"I'm going all the way to Detroit," said the man, a rather thin man with small black eyes filled with tears from the wind. "Could you give me a cigarette?"

Doctor Benson unbuttoned his coat, then remembered the cigarettes in the outer pocket of his overcoat. He took out the packet and gave it to the rider who then looked in his own pockets for a match. When the cigarette was lighted, the man held the packet a moment, then asked, "Do you mind, mister, if I take another cigarette for later?". The rider shook the packet to remove another cigarette without waiting for the doctor to answer. Doctor Benson felt a hand touch his pocket.

"I'll put them back in your pocket," the little fellow said. Doctor Benson put his hand down quickly to receive the cigarettes and was a little irritated to find them already in his pocket.

A few minutes later, Doctor Benson said, "So you're going to Detroit?"

"I am going out to look for work in one of the automobile plants"

"Are you a mechanic?" asked the doctor.

"More or less, I've been driving a truck since the war ended. But I lost my job about a month ago."

"Were you in the army during the war?"

"Yeah, I was in the ambulance section. Right up at the front. Drove an ambulance for four years."

"Is that so?" said Doctor Benson. "I'm a doctor myself. Doctor Benson is my name."

"I thought this car smelled like pills," the man laughed. Then he added, more seriously, "My name is Evans."

They rode along silently for a few minutes and the rider moved himself in his seat and placed his package on the floor. As the man leaned over, Doctor Benson caught his first good look at the small, catlike face.

The doctor also noticed the long deep scar on the man's cheek, bright and red-looking as though it were of recent origin. He thought of Mrs. Ott Sorly and reached for his watch. His fingers went deep into his pocket before he realized that his watch was not there.

Doctor Benson moved his hand very slowly and very carefully below the seat until he felt the leather holster, in which he always carried with him, his automatic pistol.



He drew out the pistol slowly and held it in the darkness at his side. Doctor Benson stopped the car quickly and pushed the nose of his gun into Evans' side.

The rider jumped with fear and put up his hands quickly "My God, mister," he whispered "I thought you..."

Doctor Benson pushed the pistol still deeper into the man's side and repeated coldly, "Put that watch in my pocket before I let this gun go off."

Evans put his hand in his own vest pocket and later, with trembling hands, tried to put the watch into the doctor's pocket. With his free hand, Doctor Benson pushed the watch down into his pocket. He opened the door and forced the man out of the car.

"I'm out here tonight, probably to save a woman's life, but I took time out to try to help you," he said to the man angrily.

Doctor Benson started the car quickly and the wind closed the door with a loud noise. He put the pistol back into the leather holster under the seat and hurried on.

The drive up the mountain to the Sorley farm was less difficult than he had feared and Ott Sorley had sent one of his older boys down the road with a lantern to help him across the old wooden bridge that led up to the little farm house.

Mrs. Sorley's many previous experiences with bringing children into the world apparently helped her greatly because she delivered this child with little difficulty and there was no need on Doctor Benson's part for the instruments in the long bag.

After it was all over, however, Doctor Benson took a cigarette and sat down to smoke.

"A fellow I picked up in my car on my way up here tonight tried to rob me," he said to Ott, feeling a little proud. "He took my watch. But when I pushed my 0.45 pistol into his side, he decided to give it to me back."

Ott smiled wide at such an exciting story coming from young Doctor Benson.

"Well, I'm glad he gave it back to you," Ott said, "Because if he hadn't, we wouldn't have any idea what time the child was born. What time would you say it happened. Doc?"

Doctor Benson took the watch from his pocket.

"The baby was delivered about thirty minutes ago, and right now it's" He walked over to the lamp on the table.

He stared strangely at the watch in his hand. The crystal was cracked, the top was broken, he turned the watch over and held it closer to the lamp. He studied the worn inscription there.

"To Private T. Evans, Ambulance Section, whose personal bravery preserved our lives the night of Nov. 3, 1943 near the Italian front. Nurses Nesbitt, Jones and Wingate."

**8.3 Grammar****Reported speech**

Reported speech is often also called indirect speech in English. Learn useful grammar rules in relation to Reported speech with example sentences and ESL printable worksheets.

When we use reported speech, we are usually talking about the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

For example:

Direct speech: I've lost my umbrella.

Reported speech: He said (that) he had lost his umbrella.

Tense Changes in Reported Speech

When changing from direct to indirect speech, you need to change the grammar in certain ways.

Verb tense forms usually need to change. The tenses generally move backwards in this way:

Present Simple Tense into Past Simple Tense

Present Continuous Tense into Past Continuous Tense

Present Perfect Tense into Past Perfect Tense

Past Simple Tense into Past Perfect Tense

Past Continuous Tense into Past Perfect Continuous Tense

Past Perfect Tense (The tense remains unchanged)

Will into Would

Will be into Would be

Will have into Would have

Will have been into Would have been

Other Verb Form Changes in Indirect Speech

Can into Could

Could (The verb remains unchanged)

Have to into Had to

Must into Must/Had to

May into Might

Might (The verb remains unchanged)

Should (The verb remains unchanged)

Tense Changes in Reported Speech



Changes in Time and Place in Reported Speech

Time and place references often have to change in Indirect Speech

Now → Then

Today → That day

Here → There

This → That

Tomorrow → The following day/ The next day/ The day after

Next week → The following week/ The next week/ The week after

Yesterday → The previous day/ The day before

Last week → The previous week/ The week before

Ago → Previously/ Before

Tonight → That night

No Change in Verb Tenses in Reported Speech

There is no change in verb tenses in Indirect Speech when:

The introductory verb is in the Present, Present Perfect or Future.

If the reported sentence deals with a fact or general truth.

The reported sentence contains a time clause.

The verb of the sentence is in the unreal past (the second or the third conditional).

The subjunctive stays unchanged in the subordinate clause.

Had better, could, would, used to, should, might, ought to and mustn't remain unchanged.

If the speaker reports something immediately or soon after it was said.

Introductory Verbs in Indirect Speech

List of Introductory Verbs in Reported Speech.

Tell, say, ask

Verb + that + clause: complain, deny, explain, exclaim, remark, promise, boast, inform somebody, claim, agree, suggest

Verb + to + infinitive: agree, offer, refuse, demand, threaten, promise, claim

Verb + indirect object + to + infinitive: advise, allow, beg, command, encourage, forbid, invite, want, instruct, permit, urge, order, remind, warn

Verb + "ing" form: admit (to), accuse somebody of, apologize for, boast about/ of, complain to somebody of, deny, insist on, suggest

Verb + how: explain to somebody

Wonder

*Notes***Changes of Pronouns in Reported Speech**

In indirect speech, you need to be careful with personal pronouns. They need to be changed according to the situation. You need to know the context.

8.4 Writing**Report writing**

Report Writing - A report is a written account of something that one has observed, heard, done, or investigated. It is a systematic and well-organized presentation of facts and findings of an event that has already taken place somewhere.

Reports are used as a form of written assessment to find out what you have learned from your reading, research, or experience and to give you the experience of an important skill that is widely used in the workplace.

Format of Report Writing - A newspaper report is the one which is published in a newspaper and magazine report is generally written for a school magazine.

Debate writing

Article writing

Speech writing

Report writing

A well-written report must possess the following traits:

adherence to the specifications of report brief;

analysis of relevant information;

structuring material in a logical and coherent order;

presentation in a consistent manner according to the instructions of the report brief;

making appropriate conclusions that are supported by the evidence and analysis of the report;

Now, it is very important to follow a proper report writing format. Not to forget that format carries marks.

Format of a Magazine Report

Heading- A descriptive title that is expressive of the contents of the report.

By line- Name of the person writing the report. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.

The opening paragraph (introduction) – It may include the '5 Ws' namely, **WHAT, WHY, WHEN, and WHERE** along with **WHO** was invited as the chief guest.

The account of the event in detail- The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.



Conclusion- This will include a description of how the event ended. It may include quote excerpts from the Chief Guest's speech or how did the event wind up.

Format of a newspaper report

Headline- A descriptive title that is expressive of the contents of the report.

By line- Name of the person writing the report along with the designation. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.

Place and date of reporting- It is generally not mentioned in a magazine report separately, but here, it is.

Opening paragraph- It includes the expansion of the headline. It needs to be short as it is a general overview of the report.

The account of the event in detail- It is generally written in two parts: First, complete account of what happened in its chronological sequence (preferably) and second, the witness remarks.

Concluding paragraph- This will include the action that has been taken so far or that will be taken. It is the last paragraph.

Tips to attempt a question on report writing

Here are a few valuable tips for you to attempt the class 12 English writing skills - report writing question in a better way-

Make sure you use language which is suitable for the audience you are addressing. The usage of complex vocabulary for addressing children is not advisable.

Make sure you write in paragraphs.

Practice previous year question papers.

Read as many samples as you can. It will give you an idea as to how they are actually written.

Read the question at least twice and highlight the important information. It is very important to understand the question and read between the lines. Albert Einstein once said,

"If you can't explain it simply, you didn't understand it well enough."

Plan before you pen. Just make a list of all your important points on the rough sheet (last sheet of your answer booklet) so that you do not forget relevant points while writing. This also helps you in maintaining a sequence, which is very important.

The presentation is very important.

Make sure you double-check for grammatical accuracy and spellings. They carry marks.

Leave an adequate number of lines between paragraphs to make it look clean.

Underlining the main points is very important. But it is advised to do it after finishing your exam. Use a pencil and scale for underlining.

Make small sentences. It restricts the scope of grammatical inaccuracies.



Question

1. MMD School, Nashik, recently organized a science symposium on the topic: 'Effect of pollution on quality of life'. You are Amit/Amrita Raazdan, editor of the school magazine. Write a report on the event for your school magazine. (120 – 150 words)

Answer:

Report on Science Symposium held at MMD School, Nashik

-By Amit/ Amrita Raazdan, Editor of the school magazine

A symposium was organized on 1 March 2018 in the school on the topic "Effect of Pollution on Quality of Life". All the science students were a part of the elucidative program.

The event started with the felicitation of the guest speakers. Thereafter, the participants were espoused by Sh. Suraj Prakash. He acquainted them with the objectives and goals of the workshop. The resource person Dr. Hari Om Gupta reflected his profound knowledge on the topic and highlighted how important it is to curb the menace of pollution.

An exalting demonstration of the effects of pollution on our lives galvanized the engrossed participants. After the lunch break Dr. K.K. Arora, Resource Person, exhibited the possible steps that can be undertaken at the personal level to reduce pollution. It was followed by another session on the basic concept behind pollution reduction which triggered the young minds into thinking innovative ways.

An interactive concourse ignited the inquisitiveness of participants. They have committed themselves completely to bring about a change in the situation. The informative workshop culminated with a vote of thanks proposed by the head of the science department.

8.5 Important questions

1. Say whether the following statements are true (T) or false (F):
 - (1) The doctor in the story was an elderly man.
 - (2) His father had been a country doctor too.
 - (3) The doctor liked late night calls.
 - (4) The doctor carried two bags on his visits.
 - (5) Mrs. Ott Sorley was having her first baby.
2. Answer the questions briefly
 - (a) At what time did Doctor Benson receive the call?
 - (b) What information did the inspection give about Evans?
 - (c) How did the doctor realise that he was not looking at his own watch?
 - (d) Why was Mr. Sorley happy that Doctor Benson got back his watch?



Notes

9

**MY SON WILL NOT BE A BEGGAR BE
VED MEHTA****9.1 Text****Section 1**

In India as elsewhere every girl or boy has fond and warm memories of his childhood, from the day he begins to talk to his mother and father. Invariably a child learns and recognizes the faces of his mother and father, of sisters and brothers who play with him, or the servants who prepare his meals or watch him play in a nursery full of toys. He must also remember the rich colours of the butterflies and birds which children everywhere always love to watch. But when I was three and a half, all these memories were expunged, and with the prolonged sickness (meningitis) I started living in a world of four senses – that is, a world in which colours and faces and light and darkness are unknown. If my age and the sickness deprived me of the treasured memories of sight, they also reduced things which are valued so much in the sighted world to nothing more than mere words, empty of meaning. I started living in a universe where it was not the flood of sunshine streaming through the nursery window or the colours of the rainbow, a sunset or a full moon that mattered but the feel of the sun against the skin, the slow drizzling sound of the spattering rain, the feel of the air just before the coming of the quiet night, the smell of the grass on a warm morning. It was a universe where at first – but only at first – I made my way fumbling and faltering.

Section 2

How did Ved's family react to his blindness? Were they very unhappy, or did they think he would recover? What did they do about his problem?

It was good that I lost my sight when I did, because having no memories of seeing, there was nothing to look back to, nothing to miss. I went blind in November 1937. At that time we were living in Gujarat, in the province of Punjab in northern India. After my sickness, we moved to Lahore, a few miles away, but the number of relatives who came to sympathize made my father ask for another transfer, this time to Karnal, where we had neither friends nor relatives. There we got a cottage on the canal bank, built in very peaceful and quiet surroundings.

As might be expected, in the beginning it was tough for all of us, for mother and my father, for my three sisters and my brother, and for me too. The illness had left me weak. The servants avoided me as though I were an evil eye personified. My sisters treated me with care, as though I was a fragile



doll, and mother wept. My father, who was a doctor in the public health service, was grateful that I had got prompt and good medical treatment, for delay would have affected my mind or endangered my life. But he, like the rest, had no hope.

A stage of complete inaction therefore followed my blindness. In part, this was due to the immediate shock of the illness, but more important still, the difficult situation was caused by ignorance of the potentialities of a blind child, since the only blind persons my parents saw were beggars. But now, by fate or by the will of god, blindness had struck not only a child of the well to do, but that of an excellently trained doctor, who found his training in this instance useless. Still, his wide medical experience had prepared him for an acceptance of this tragedy, and he understood that any course of action must begin with the realization that I would be blind for the rest of my life.

Section 3

Ved's mother had her own ideas of why her son went blind. She also had her own methods of treating him. What were they? Did they do him any good?

My mother on the other hand, could not convince herself that my sight would never return: she did not have the medical experience of my father, and she blamed something in her past for the tragedy. The family pandit, upon whose advice, mother had relied almost from her childhood, was called in and consulted. "He knows more about religion and science," mother said with pride, "than any other pandit in our province." I was taken before him, and for a long time I sat in my mother's lap while he was lost in thought. After a while, he took my hand and examined the lines. Then he looked at mother and he studied her forehead, mumbling steadily. He said he found himself inadequate, and more pandits would have to be consulted. At his request, they were called and questioned as to what atonement could be made. They all agreed that by doing penance for her sins, my mother could improve my chance of regaining sight. They prescribed methods ranging from intensive prayers to strenuous physical exertions, and for a fee they agreed to perform part of the necessary religious ceremonies. Each pandit's advice was carefully heeded. Since my mother knew that my father would dislike such methods, she kept them secret, making it doubly hard for herself.

Along with this religious counsel, there were a series of visits to hakims (physicians who followed the Greek or Unani system of medicine). These quacks prescribed all types of concocted drops to put in my eyes. The surmas, which were administered at all hours of the day and night, burned and stung my eyes; and the only soothing part of the miserable ordeal was the loving caress of mother afterwards.

One night when my mother was administering these eye drops, and I was protesting with loud cries, my father unexpectedly returned. He asked and I



told him why I was crying. He was very angry.

He forbade her to make any more visits to the hakims, and strictly prohibited the purchase of any more surmas.

Then he gently lifted me from her arms, and took me away. With steady hands, he bathed my stinging eyes. After this incident, even though we stopped going to hakims, now and then applications of surmas continues till I was eleven. But they were very mild, and my mother always obtained my consent in advance.

Section 4

How did Ved's father deal with his son's blindness?

I remember other little tests my mother put me through. One day she perceived that just before I arrive at a closed door, I would stop and reach for the handle to avengers open it. She began letting me go about the house by myself and she discovered that I seldom ran into things. She credited the hakim and the stinging drops, but every evening she would hold her hand up before my face and ask me to tell her where it was. She used to shake her hand before me so that myriads of pores next to, below and above my ears could feel her hand even when it was a foot away. The air currents helped me to spot it. But she wasn't satisfied with this. She wanted me to tell her whether the light was on or off. When I failed this test, she was unhappy again, but I soon caught on and would listen for the click of the switch and then tell her. Sometimes she would flip the switch very rapidly time and again, and I would always count the clicks and give her the right answer.

Although in my case there was an obstacle that seemed unsurmountable, father was determined to try everything. He read all available literature on blindness. He learned that almost all India's blind people had turned to begging for their livelihood, or had become owners of pan and biri shops and spent their days rolling nuts and condiments in a betel leaf or tobacco in a cigarette paper. He was determined that this was not going to be the fate of his second son, and he started corresponding with many of the prominent educational authorities, asking for their advice. The replies were not optimistic. For the blind, educational facilities and personnel were limited, and often the schools became semi- asylums with all ages grouped together in classes without any gradation system. My father still persisted, for he knew that my staying at home would result in my becoming a pampered child. He realized, as well, that I would have difficulty playing with normal children, and that my mother would always be afraid to let me leave the immediate premises.

At last he heard of Dr. R M Halder, Principal of Dadar School for the Blind in Bombay. My father wrote to him asking for advice. Dr. Halder showed unusual interest in my case, and promised to take special care and personal responsibility for me if I were sent to his school.



Notes

When my mother learned of my father's decision to send me to the Dadar School, she was appalled. She could not understand the reason for sending me nine hundred miles away from home to attend school with orphans and children of the poorest classes. Yet she placed her faith in my father's superior judgment, and in her quiet way, she agreed.

- Ved Mehta

9.2 Summary

Ved Mehta became blind when he was three and a half years old. It was in 1937. His mother called pandits and hakims to offer prayers and apply special medicines in his eyes. His father didn't support his wife, so, he sent him to Dadar School for the Blind in Bombay. Ved Mehta is a writer of number books and is an editor as well.

When Ved Mehta was three and a half years, he lost his sight due to meningitis. It was a shock for the whole family.

When relatives and neighbors came in with too much sympathy, his father got a transfer from Lahore to Karnal.

It took some long time for the family to feel familiar with the new surroundings and with his blindness.

In the new house, Ved's mother called pandits (priests) to offer prayers.

She also went to hakims who were specialized in medicines.

She did it without her husband's consent because he was a doctor.

One day, his father knew what his wife was doing. This made him very angry. He contacted Dr. RM Halder, the Principal of Dadar School for the Blind in Bombay (Mumbai).

Dr. Halder showed deep interest in Ved's case and welcomed him to his care.

9.3 Grammar

Adverb

Definition

Adverbs are words that modify

a verb (He drove slowly. — How did he drive?)

an adjective (He drove a very fast car. — How fast was his car?)

another adverb (She moved quite slowly down the aisle. — How slowly did she move?)

As we will see, adverbs often tell when, where, why, or under what conditions something happens or happened. Adverbs frequently end in -ly; however, many words and phrases not ending in -ly serve an adverbial function and an -ly ending is not a guarantee that a word is an adverb. The words lovely, lonely, motherly, friendly, neighborly, for instance, are adjectives:



That lovely woman lives in a friendly neighborhood.

If a group of words containing a subject and verb acts as an adverb (modifying the verb of a sentence), it is called an Adverb Clause:

When this class is over, we're going to the movies.

When a group of words not containing a subject and verb acts as an adverb, it is called an adverbial phrase. Prepositional phrases frequently have adverbial functions (telling place and time, modifying the verb):

He went to the movies.

She works on holidays.

They lived in Canada during the war.

And Infinitive phrases can act as adverbs (usually telling why):

She hurried to the mainland to see her brother.

The senator ran to catch the bus.

But there are other kinds of adverbial phrases:

He calls his mother as often as possible.

Adverbs can modify adjectives, but an adjective cannot modify an adverb. Thus we would say that "the students showed a really wonderful attitude" and that "the students showed a wonderfully casual attitude" and that "my professor is really tall, but not "He ran real fast."

Like adjectives, adverbs can have comparative and superlative forms to show degree.

Walk faster if you want to keep up with me.

The student who reads fastest will finish first.

We often use more and most, less and least to show degree with adverbs:

With sneakers on, she could move more quickly among the patients.

The flowers were the most beautifully arranged creations I've ever seen.

She worked less confidently after her accident.

That was the least skillfully done performance I've seen in years.

The as — as construction can be used to create adverbs that express sameness or equality: "He can't run as fast as his sister."

A handful of adverbs have two forms, one that ends in -ly and one that doesn't. In certain cases, the two forms have different meanings:

He arrived late.

Lately, he couldn't seem to be on time for anything.

In most cases, however, the form without the -ly ending should be reserved for casual situations:

She certainly drives slow in that old Buick of hers.



He did wrong by her.

He spoke sharp, quick, and to the point.

Adverbs often function as intensifiers, conveying a greater or lesser emphasis to something. Intensifiers are said to have three different functions: they can emphasize, amplify, or downtone. Here are some examples:

Emphasizers:

I really don't believe him.

He literally wrecked his mother's car.

She simply ignored me.

They're going to be late, for sure.

Amplifiers:

The teacher completely rejected her proposal.

I absolutely refuse to attend any more faculty meetings.

They heartily endorsed the new restaurant.

I so wanted to go with them.

We know this city well.

Downtoners:

I kind of like this college.

Joe sort of felt betrayed by his sister.

His mother mildly disapproved his actions.

We can improve on this to some extent.

The boss almost quit after that.

The school was all but ruined by the storm.

Adverbs (as well as adjectives) in their various degrees can be accompanied by premodifiers:

She runs very fast.

We're going to run out of material all the faster

This issue is addressed in the section on degrees in adjectives.

Using Adverbs in a Numbered List

Within the normal flow of text, it's nearly always a bad idea to number items beyond three or four, at the most. Anything beyond that, you're better off with a vertical list that uses numbers (1, 2, 3, etc.). Also, in such a list, don't use adverbs (with an -ly ending); use instead the uninflected ordinal number (first, second, third, fourth, fifth, etc.). First (not firstly), it's unclear what the adverb is modifying. Second (not secondly), it's unnecessary. Third (not thirdly), after you get beyond "secondly," it starts to sound silly. Adverbs that number in this manner are treated as disjuncts (see below.)



Adverbs We Can Do Without

Review the section on Being Concise for some advice on adverbs that we can eliminate to the benefit of our prose: intensifiers such as *very*, *extremely*, and *really* that don't intensify anything and expletive constructions ("There are several books that address this issue.")

Kinds of Adverbs

Adverbs of Manner

She moved slowly and spoke quietly.

Adverbs of Place

She has lived on the island all her life.

She still lives there now.

Adverbs of Frequency

She takes the boat to the mainland every day.

She often goes by herself.

Adverbs of Time

She tries to get back before dark.

It's starting to get dark now.

She finished her tea first.

She left early.

Adverbs of Purpose

She drives her boat slowly to avoid hitting the rocks.

She shops in several stores to get the best buys.

Positions of Adverbs

One of the hallmarks of adverbs is their ability to move around in a sentence. Adverbs of manner are particularly flexible in this regard.

Solemnly the minister addressed her congregation.

The minister solemnly addressed her congregation.

The minister addressed her congregation solemnly.

The following adverbs of frequency appear in various points in these sentences:

Before the main verb: I never get up before nine o'clock.

Between the auxiliary verb and the main verb: I have rarely written to my brother without a good reason.



Before the verb used to: I always used to see him at his summer home.

Indefinite adverbs of time can appear either before the verb or between the auxiliary and the main verb:

He finally showed up for batting practice.

She has recently retired.

Adjectives

a word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else The word red in "the red car" is an adjective.

Adjective

Definition of adjective

1. of, relating to, or functioning as an adjective an adjective clause
2. not standing by itself : DEPENDENT
3. requiring or employing a mordant adjective dyes
4. PROCEDURAL adjective law

What is an adjective?

Noun

Adjectives describe or modify—that is, they limit or restrict the meaning of—nouns and pronouns. They may name qualities of all kinds: huge, red, angry, tremendous, unique, rare, etc.

An adjective usually comes right before a noun: "a red dress," "fifteen people." When an adjective follows a linking verb such as be or seem, it is called a predicate adjective: "That building is huge," "The workers seem happy." Most adjectives can be used as predicate adjectives, although some are always used before a noun. Similarly, a few adjectives can only be used as predicate adjectives and are never used before a noun.

Some adjectives describe qualities that can exist in different amounts or degrees. To do this, the adjective will either change in form (usually by adding -er or -est) or will be used with words like more, most, very, slightly, etc.: "the older girls," "the longest day of the year," "a very strong feeling," "more expensive than that one." Other adjectives describe qualities that do not vary—"nuclear energy," "a medical doctor"—and do not change form.

The four demonstrative adjectives—this, that, these, and those—are identical to the demonstrative pronouns. They are used to distinguish the person or thing being described from others of the same category or class. This and these describe people or things that are nearby, or in the present. That and those are used to describe people or things that are not here, not nearby, or in the past or



future. These adjectives, like the definite and indefinite articles (a, an, and the), always come before any other adjectives that modify a noun.

An indefinite adjective describes a whole group or class of people or things, or a person or thing that is not identified or familiar. The most common indefinite adjectives are: all, another, any, both, each, either, enough, every, few, half, least, less, little, many, more, most, much, neither, one (and two, three, etc.), other, several, some, such, whole.

The interrogative adjectives—primarily which, what, and whose—are used to begin questions. They can also be used as interrogative pronouns.

Which horse did you bet on? = Which did you bet on?

What songs did they sing? = What did they sing?

Whose coat is this? = Whose is this?

The possessive adjectives—my, your, his, her, its, our, their—tell you who has, owns, or has experienced something, as in “I admired her candor, “Our cat is 14 years old,” and “They said their trip was wonderful.”

Nouns often function like adjectives. When they do, they are called attributive nouns.

When two or more adjectives are used before a noun, they should be put in proper order. Any article (a, an, the), demonstrative adjective (that, these, etc.), indefinite adjective (another, both, etc.), or possessive adjective (her, our, etc.) always comes first. If there is a number, it comes first or second. True adjectives always come before attributive nouns. The ordering of true adjectives will vary, but the following order is the most common: opinion word→size→age→shape→color→nationality→material.

Participles are often used like ordinary adjectives. They may come before a noun or after a linking verb. A present participle (an -ing word) describes the person or thing that causes something; for example, a boring conversation is one that bores you. A past participle (usually an -ed word) describes the person or thing who has been affected by something; for example, a bored person is one who has been affected by boredom.

They had just watched an exciting soccer game.

The instructions were confusing.

She's excited about the trip to North Africa.

Several confused students were asking questions about the test.

The lake was frozen.

Examples of adjective in a Sentence

Noun The words blue in “the blue car,” deep in “the water is deep,” and tired in “I'm very tired” are adjectives.



Notes

9.4 Important questions

1. What did Ved's mother think had caused her son's blindness? Which words in the text tell you this?
2. What did the pandits advise her to do. Mention two things.
3. What did the hakims prescribe for him? Name two things.
4. Ved's father was angry when his wife used the hakim's medicines on Ved because

Tick the right answer or answers.

- (a) she did not take his permission.
 - (b) they made Ved uncomfortable.
 - (c) they did not do him any good.
5. Did the treatments stop? If so, which words in the text tell you so.



Rabindranath Tagore

10.1 Introduction

'Where the Mind is Without Fear' was included in the volume called *Naibedyā*. The poem is a prayer to God to protect the nation from evil effects. The poem was written by Tagore during the time when India was under the British Rule and people were eagerly waiting to get their freedom.

10.2 Poem

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

10.3 Summary and analysis

"Where the mind is Without Fear" by Rabindranath Tagore is one of his vastly read and discussed poems. It was originally composed in Bengali possibly in 1900 under the title "Prarthana", meaning prayer. It appeared in



the volume called 'Naibedya' in 1901. Later in 1911 Tagore himself translated the Bengali poem into English and that translation appeared as poem 35 in his Nobel winning anthology "Gitanjali" (Song Offerings) published by the Indian Society, London in 1912.

So when the poem was written, India was under the British Rule and people were eagerly waiting to get their freedom from the British Rule. The poem is written in the form of a prayer to the God, the Almighty for a true freedom for his country. And thus Tagore reveals his own concept of freedom throughout the poem, Where the Mind is Without Fear.

Line 1-2

Where the mind is without fear and the head is held high;

In the very first line, the poet prays to the Almighty that his countrymen should be free from any fear of oppression or forced compulsion. He wishes that everyone in his country has his head held high in dignity. In other words, according to him, in a truly free country every person should be fearless and should have a sense of self dignity.

Where knowledge is free;

In the second line of Where the Mind is Without Fear the poet dreams of a nation where knowledge would be free. Education should not be restricted to the upper class only but everybody should be allowed to acquire knowledge. Not only that, the children should learn freely from the nature and the world around them. They should not be forced memorize some predetermined lessons. And this is Tagore's typical concept of education.

Line 3-4

Where the world has not been broken up into fragments

By narrow domestic walls;

In the next two lines, the poet emphasizes the unity of not only of his countrymen but also of the entire world. He thinks there should be no division among people based on their caste, creed, color, religion or other baseless superstitions. In other words, prejudices and superstitions should not divide the people in groups and break their unity.

Line 5-6

Where words come out from the depth of truth;

In line 5 of Where the Mind is Without Fear, Tagore wants a nation where people are truthful. They should not be superficial and words should come out from the depth of their hearts.

Where tireless striving stretches its arms towards perfection;

In the sixth line of the poem, the poet wants everyone to work hard to reach their goal, and in the long run to reach perfection. He thinks they should not be tired by working. People should not be lazy and ignoring their work.

**Line 7-8**

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habits;

In line 7, the poet compares 'reason' or logical thinking to a "clear stream" and in the next line compares 'dead habits' or superstitious beliefs to a 'dreary desert'. He wants the stream of reason not to lose its way into the desert of prejudices. In short, people's thought should be monitored by rational thinking, not by superstition; logic should rule over old baseless beliefs.

Line 9-11

Where the mind is led forward by thee

Into ever-widening thought and action;

In line 9 and 10 the poet wishes his countrymen to be progressive and broad-minded. He wants that their minds are "led forward" to "ever-widening thought and action" by the Almighty. In short, we should be open-minded and do something unusual or extraordinary, overcoming the narrowness of mind.

In the final line of the poem, the poet addresses the God as 'Father'. He asks him to awaken his country into such a 'heaven of freedom' where the above conditions meet.

To make it clear, the poet prays to the Almighty (my Father) to raise or lift (awake) his country to such heights where freedom would be realised at its best (a heaven of freedom). In turn, he is actually praying that God awakens his countrymen so that they come out from the darkness of ignorance, prejudices, disunity and all other evils.

Here, a great addition from our reader Ravi Murti suggests that Rabindranath wants to awaken the God within us to free our mind from shackles and bondage. It is not invoking God but using it as metaphor for the higher self within us. This interpretation is beautiful and I can't resist the urge to add it here.

Message of the poem

Finally, In the poem the poet's message is very clear. If all the people of a nation are not wise enough to lead a happy and peaceful life free from all evils, they cannot enjoy their freedom well. So to the poet, only political freedom is not so important unless you are fearless, self-dignified, knowledgeable, truthful, hard-working and broad-minded enough to enjoy it fully.

10.4 Rabindranath Tagore : an introduction

Rabindranath Tagore was a poet, musician, polymath, Ayurveda-researcher and artist who recast music, Bengali literature and Indian art in late 19th and early 20th century. In 1913, Rabindranath Tagore was the first non-European to win Nobel Prize in Literature. Rabindranath Tagore was also referred to as 'the Bard of Bengal'.



Rabindranath Tagore was born as Robindronath Thakur on May 7, 1861, to Debendranath Tagore and Sarada Devi in Calcutta, Bengal Presidency, British India (present-day Kolkata, West Bengal, India). Tagore's mother Sarada Devi died when he was a child and his father Debendranath Tagore travelled a lot. Therefore, Tagore was raised by servants. Dwijendranath, Rabindranath Tagore's oldest brother, was a philosopher and poet. Tagore's other brother Satyendranath was the first Indian to be appointed in the Indian Civil Service. His brother, Jyotirindranath, was a musician, composer, and playwright while sister Swarnakumari was a novelist.

Rabindranath's brother Hemendranath taught him anatomy, geography and history, literature, mathematics, Sanskrit, and English. At the age of 11 after his Janu, Tagore toured India with his father. Rabindranath Tagore visited his father's Santiniketan estate and stayed in Amritsar for a month before reaching the Himalayan hill station of Dalhousie where Tagore read biographies, studied history, astronomy, modern science, Sanskrit, and examined the classical poetry of 'Kalidasa'. Tagore was highly influenced with the Gurbani and Nanak Bani which were sung at Golden Temple, Amritsar. In 1882, Tagore made his debut with a short story in Bengali 'Bhikarini'.

In 1878, Rabindra Nath Tagore enrolled himself at a public school in England because his father wanted him to be a barrister. Tagore read law at University College, London, but opted out again to study independently. He read Shakespeare's plays Coriolanus, and Antony and Cleopatra and the Religio Medici of Thomas Browne which highly impressed him.

In 1880, Tagore returned to Bengal without any degree and started publishing poems, stories and novels. Although he didn't receive any recognition at the national level but became famous in Bengal.

Rabindranath Tagore: Death

In late 1937, Rabindranath Tagore began losing consciousness and remained in a coma for a long period. In 1940, Tagore again went in a coma and never recovered. After years of chronic pain and long term illness, Tagore died on August 7, 1941, at the age of 80 years. Rabindranath Tagore took his last breath in the mansion he was brought up.

Rabindranath Tagore: Personal Life and Notable Works

In 1883, Tagore married Mrinalini Devi (who was 10 years old at that time) and the couple had 5 children (2 died in early childhood). In 1890, Tagore started managing his ancestral estates in Shelaidaha (present-day in Bangladesh) and his wife joined him in 1898 with their children. In 1890, Tagore released one of his best poems 'Manasi'. During 1891-1895, Tagore wrote more than half of the stories of 'Galpaguchchha'.

In 1901, Rabindranath Tagore moved to Santiniketan where he found 'The Mandir' which was an experimental school having trees, gardens and library.



Tagore's wife and 2 children died at Santiniketan and Tagore lost his father in 1905. Tagore received monthly payments from Maharaja of Tripura (as part of his inheritance), sales of his family's jewelry, his seaside bungalow in Puri, and a derisory 2,000 rupees in book royalties. In 1901, Tagore published 'Naivedya' and in 1906, he published 'Kheya'.

In 1913, Tagore won Nobel Prize in Literature. King George V awarded Tagore with 1915 Birthday Honours which he later abandoned after Jallianwala Bagh massacre in 1919 and wrote a letter for the same to Lord Chelmsford, the then British Viceroy of India.

In 1919, Rabindranath Tagore was invited by Syed Abdul Majid (also known as Kaptan Miah) to visit Sylhet, where over 5000 people gathered. Syed Abdul Majid was the president and chairman of Anjuman-e-Islamia.

In 1921, Tagore along with Leonard Elmhirst (agricultural economist), set up the 'Institute for Rural Reconstruction' which was later renamed 'Shriniketan' in Surul. Tagore started receiving donations from Indian and around the world to free the Indian villages from the shackles of helplessness and ignorance by strengthening their knowledge. In 1930, Tagore lectured against 'abnormal caste consciousness' and 'untouchability'. He campaigned against these issues, penned several poems and finally managed to open doors of Guruvayoor Temple to Dalits.

In May 1932, Rabindranath Tagore visited Bedouin encampment where the tribal chief states that as per Prophet Muhammad true Muslim is one by whose words and deeds not the least of his brother-men may ever come to any harm. In 1934, Bihar was hit by an earthquake and killed thousands of people which Gandhi hailed as Karma. Tagore was of a different view and rebuked Gandhi for his implications. Tagore mourned the poverty of Calcutta and the decline of Bengal which he penned in a hundred-line poem. In 1932, Tagore published his prose-poem works-- Punashcha, Shes Saptak in 1935 and Patraout in 1936. In 1914, Tagore published his prose-songs and dance drama works in Chitra, Shyama in 1939 and Chandalika in 1938. Tagore published three novels-- Dui Bon in 1933, Malancha and Char Adhyay in 1934. Rabindranath Tagore after inclining towards science wrote stories-- Se in 1937, Tin Sangi in 1940 and Galpasalpa in 1941.

Rabindranath Tagore: Drama

Rabindranath Tagore along with his brother Jyotirindranath started experiencing drama at the age of sixteen. At the age of 20, Tagore wrote his first original dramatic piece 'Valmiki Pratibha'. In 1890, Tagore wrote 'Visarjan'-- his finest drama. In 1912, Tagore wrote 'Dak Ghar' where the child Amal defying his stuffy and puerile confines by ultimately falls asleep. Tagore defined death as 'spiritual freedom from the world of hoarded wealth and certified creeds'. Tagore's other play was 'Chandalika' the story of an untouchable girl and described how Ananda (disciple of Gautama Buddha), asks a tribal girl for water.



Rabindranath Tagore: Songs

Rabindranath Tagore composed nearly 2,230 songs which are known as 'Rabindrasangit'. Tagore was highly influenced by the thumri style of Hindustani music. In 1971, Rabindranath Tagore wrote a poem 'Amar Sonar Bangla' (National Anthem of Bangladesh), to protest the Partition of Bengal in 1905 on communal lines. The Bengal partition made cut off the Muslim majority East Bengal from the Hindu majority West Bengal. Tagore wrote 'Jana Gana Mana' (National Anthem of India) which was first composed as 'Bharat Bhagyo Bidhata'. In 1911, 'Jana Gana Mana' was first at Calcutta (present-day Kolkata) session of INC and was adopted as National Anthem of India in 1950. 'Sri Lanka Matha' is the National Anthem of Sri Lanka and was inspired by Tagore's work. Sitar maestro Vilayat Khan and sarodiyas Buddhadev Dasgupta and Amjad Ali Khan are all inspired by Rabindranath Tagore's work.

Rabindranath Tagore: Artistic works

Rabindranath Tagore at the age of sixty years started drawing and painting. After the encouragement by artists of France, Tagore's work made a debut appearance in Paris. It is said that Tagore was red-green colour blind and his artworks reflect strange colour schemes. In 1900, Tagore wrote to Jagadishchandra Bose about his drawings. Tagore withdrew from painting as he was using eraser more than the pencil and was dissatisfied with his artwork. Currently, Tagore's 102 works are listed by India's National Gallery of Modern Art lists in its collections.

10.5 Important questions

1. To whom is the poet speaking to? What is he saying?
2. Which narrow walls is the poet talking about?
3. What does the speaker mean by 'where tireless striving stretches its arm towards perfection'?
4. What kind of freedom does the poet desire for his country?
5. After reading the poem, what do you think about the state of the country at this moment in poet's eyes?

**SECTION 1**

Read the following passage and answer the questions that follow:

Restoring Childhood

Girls in particular have no time for childhood. Much of the work that girls and younger children do is carried out in a family group or domestic setting. This is rarely perceived as labour. For example, the concept of “child servitude” implicitly excludes the domestic labour of girls, although this may be full-time work, detrimental to development, necessary for survival and equally inescapable. Perhaps, this blindness to girls’ work is because non-remunerative and nurturing tasks do not have a visible market value. So, while the exploitation of a boy working on gem stones in a small manufacturing unit in Jaipur is easily recognized, the equally hazardous work of a girl cutting grass on a precipitous mountain slope in Garhwal is ignored. Such a concept of child labour is clearly inadequate for understanding the real nature and extent of children’s work. The overwhelming majority of child workers in India are cultivators and agricultural labourers. Poor children also undertake a variety of domestic chores and subsistence activities like minding siblings, grazing cattle, collecting fuel wood and fodder as part of their daily lives, whether or not they are at school.

However, the documentation on child labour in India has a strong focus on the dehumanizing conditions of children labouring in hazardous industries, such as the match and fireworks factories of Sivakasi (Tamil Nadu) or the glass-works of Firozabad (U.P.). The self-employed and ‘street’ children of Delhi, Bombay, Bangalore and other big cities have also been the object of many studies. Yet, these children represent only the most striking and visible aspect of the denial of a child’s right to a healthy childhood.

The invisibility of rural child workers reflects an urban bias in Indian administration, research and the media, and the pervasiveness of the seductive idea that rural life is somewhat idyllic. This bias is not peculiar to middle class.

Important question

Tick the correct answer

1. People are blind to girl’s work because it is considered —
 - a. not profitable and doesn’t have market value.
 - b. hazardous.
 - c. inadequate.

*Notes*

2. Whose work is more easily recognized or noticed?
 - a. a girl cutting grass on a dangerous mountain slope
 - b. a boy working in a gem stone manufacturing unit
3. A large number of children in India are:
 - a. cultivators
 - b. agricultural labourers
 - c. baby-sitters for their siblings
4. List the kinds of work/jobs that girls do (which is considered as child servitude).
5.
 - a. After reading the passage why do you think poor children in India are not able to have a healthy childhood?
 - b. What is 'Child Servitude'?

SECTION 2

Read the following passage and answer the questions that follow:

Marketing of Coconut Products

Copra is primarily used for extracting oil. The country produces about 4.5 lakh tonnes of coconut oil equivalent to about 6.9 lakh tonnes of milling Copra. Tamil Nadu and Kerala account for 90 percent of oil production. The usage of coconut oil as a cooking medium is confined to Kerala.

Palm oil and palm kernel oil are the two primary substitutes of coconut oil. The former competes with coconut oil in the edible oils segment and the latter in the non-edible oils segment of the consumption base. Palm oil prices are globally cheaper than other major edible oils. Palm oil dominates the Indian import scene.

A major reason for augmenting marketing of various coconut products besides coconut oil is perhaps because demand for coconut oil has turned sluggish. It seems necessary to augment and diversify the production of coconut-based commodities such as packaged coconut water, coconut cream etc. However, the competition in these areas is not easy. Coconut water in 200ml. sachet costs Rs. 13 which is much more than dhang se baat karti hai yah se bhi karti hai baat bottled soft drinks. It is also more costly than the other natural drink, namely milk, which is sold at about Rs. 14 per litre.

Important question

1. Name the states where copra is produced.
2. Where is coconut oil mainly used for cooking?
3. Which oils are used in place of coconut oil?
4. Why does Palm oil dominate the import market?
5. What can be produced to promote coconut based commodities?
6. Which is costlier?
 - a) 200 ml. coconut water sachet.
 - b) 1 Ltr. milk

12

IF I WERE YOU

CLASS-12

English



Notes

12.1 Introduction

This play is about a playwright named Gerrard. How he escapes being killed by an intruder who wants to steal his identity and live peacefully. Gerrard fools the intruder, confines him in a cupboard and finally, hands him over to the sergeant.

12.2 text

Section 1

(The scene is a small cottage interior. There is an entrance back right which may be curtained. 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 horn-rimmed glasses... He is dressed in a lounge suit and a great coat. His voice is cultured.

He puts down the phone and goes to the divan on the right, 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 a surprise, Mr__ er__.

Intruder : I am 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.

Gerrard : Anything you like. I know all the answers. But before we begin I should like to change my position; you may 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 inflection, 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 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.

Section 2

What brings the Intruder to Gerrard's house? Chance? Fate? Or a planned move?

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! Listen, this gun's no toy. I can hurt you without killing you, and 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. There's that baker and the greengrocer, of course; and then there's milkman.

Intruder : I happen to know that you never see trades people.

Gerrard : You seem to have taken a considerable amount of trouble. Once 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 smarter. 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 follow, or aren't you a specialist?

Intruder : My speciality's jewels robbery. Your car will do me a treat. It's certainly a dandy car.

Gerrard : I'm afraid, jewels are few and far between in this part of England.

Intruder : So are the cops. I can retire here nicely for a little while.

Gerrard : You mean to live with me? A little 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.

Section 3

The Intruder threatens to kill Gerrard. Is Gerrard afraid? Is he nervous?

Does the Intruder carry out his threat?

Gerrard : You're planning a double murder 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 nothing. I can eat well and sleep and without having to be ready to hide 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. How I know. Your accent comes easy. This is Mr. V.C. Gerrard speaking.

(Pantomime of phoning, in imitated 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 attractive.

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



Notes

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 : That 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 compliment 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 that 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 killed 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.

Section 4

Gerrard was a mystery man. Why did he act in a mysterious way? Was he also a crook like the Intruder? Let's find out what happens to Gerrard and the Intruder.

Intruder : (disregarding him). You phone your orders and sometimes you go away suddenly and come back just as suddenly. 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 surrounded in this air 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 trades-people? 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 fools 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 : Maybe you're right.

Gerrard : Then don't waste time. (goes and pick 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 his 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!

Gerrard : Hello, yes, speaking. Sorry I can't let you have the dress 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.

12.3 Summary

If I Were You start with the playwright, Gerrard, preparing to leave his home to attend a rehearsal. After talking on the phone, he starts to pack his travel bag when he notices an intruder enter from his right side.

Gerrard notices that he has a stark resemblance to Gerrard and is holding a revolver in his hands. Thus, he learns that he is a criminal who directs him to put his hands in the air. However, Gerrard is surprisingly cool even at a



gunpoint and chats pleasantly with him. Finally, the intruders make Gerrard sit on a chair.

After hearing their conversation, we learn that Gerrard is a man who lives alone and owns a car. It is clear that he is kind of mysterious in some ways because he is constantly in and out. We see that Gerrard stays at his home and for some days isn't there.

Moreover, he only talks on the phone without really meeting his tradesmen. After learning all this, we come to know about the intruder too. He is a criminal who is mainly a jewelry robber. After killing a policeman, he is fleeing from the police and due to this resemblance to Gerrard, he plans to kill him and assume his identity to get rid of the police.

Gerrard makes out that the intruder is not so smart but only over-confident. Thus, he plans something witty and lies to the intruder. He makes up a story that Gerrard is also a criminal and murderer himself. Much similar to the intruder, the police are also after him and if he ends up killing Gerrard, the intruder will be killed either way.

So, the intruder believes his story and Gerrard convinces him to go in the garage from where they both can flee in his car. After opening the garage door, we learn that it was actually a cupboard in which Gerrard locks up the intruder and informs the police of his whereabouts. Thus, we see that how a little alertness and cleverness saved Gerrard's life.

12.4 Writing

Job application writing

Job Application Letter: It is a document that should be submitted along with the resume to an employer to express the candidate's interest in the position while applying for jobs. It is also known as a Cover Letter. It explains why the candidate qualified for the position and should be shortlisted for an interview. Whereas the resume explains the candidate's history of work experience, skills, and accomplishments. The letter should emphasize the candidate's skills and key qualifications which is fit for the role.

A well-written job application helps to get the attention of an employer while reviewing an application. However, the job application can be written to express the aspects of the candidate's personality. The job application letter should be well presented by keeping in mind the following information:

It should be written on a single page.

It should be single-spaced with a space between every paragraph and a 1-inch margin with the text aligned to the left.

Times New Roman, Arial, or Calibri font should be used with a font size between 10 to 12 points.

Job Application Letter Writing Tips



Refer to the following writing tips before writing a Job application Letter.

It should be written like a formal business letter. It must include the candidate's contact numbers at the top, date, and contact information of an employer.

Make sure to add a salutation at the start and your signature at the ending of the application.

Emphasize your skills and abilities to express yourself as a suitable candidate for the available position.

It should be written grammatically correct to get a good impression of an employer.

It should be concise as a hiring manager may not read a lengthy and multiple pages letter.

It should include the job listing keywords posted by an employer to express yourself as a good fit for that role.

You should send the letter for every position you apply. Unless the job posting mentions sending only your resume, it is good to send one for every job you apply.

12.5 Important question

1. Why does the intruder choose Gerrard as the man whose identity he wants to take on?
 Who says this?
 What does it mean?
 Is it the truth? What is the speaker's reason for saying this?
3. What is Gerrard's profession? Quote the parts of the play that support your answer.
4. You'll soon stop being smart."
 Who says this?
 Why does the speaker say it?
 What according to the speaker will stop Gerrard from being smart?



Notes

13 THE TIGER IN THE TUNNEL

Ruskin Bond



13.2 Introduction

“The Tiger in the Tunnel” by Ruskin Bond is a short story about doing duty with courage and valour. In this story, we see Baldeo and his son Tembu. They hail from a tribal village in North India, where Baldeo’s wife and daughter lives. Baldeo and his son live in a small hut nearby a tunnel where the overland trains pass by. In the village, they have a small piece of land on which they grow some crops but it is never suffice to fill their bellies. So as to lessen the burden of financial constraint on the family, Baldeo has taken a job of a tunnel guard. His duty is to make sure that the tunnel is clear off the obstacles before trains pass through it. He is stationed at that tunnel which is located in the hills and surrounded by dense forest from both sides where wild animals often create havoc.

At the same time rumours have that a man-eating tiger has killed many humans in and around the tunnel. Like every other night, one night Baldeo picks up his lantern and a small axe in his hand and moves out of the hut to pass the signal for the late night train. The train is running late tonight. When he is moving out of the hut, Tembu wakes up and urges to accompany him. Baldeo refuses his help. As he is walking along the railway track towards the tunnel, he hears a sharp crackling sound from the undergrowth. All of sudden his mind filled with all fears that could possibly happen to him. Also the fear of tiger keeps him alert. He checks the tunnel – it is free from the obstacles. The train is running late.

The light he is carrying for the signal is low and about to dim down. He sits down and reignites it for the proper signaling. Just a few yards before the tunnel, he hears the mild roaring of a tiger. The tiger leaps at him. Baldeo realizing the situation sways the axe at the tiger. The axe hits the shoulder of the tiger. By the time train approaches the tunnel but the tiger does not



heed at it. Its trembling wakens up Tembu. The wounded tiger attacks again and this time Baldeo again strikes the axe at the shoulder of the tiger. This time the axe sticks to the shoulder of the tiger, leaving Baldeo defenseless.

The tiger this time jumps at Baldeo and rips him apart. But the tiger does not see the approaching train, as it's so fiercely busy killing Baldeo. The train running fast passes the tunnel safely and at the next station the driver sees the corpse of the tiger attached to the front of the engine. On the other hand, Tembu comes out in search of his father. Upon finding his father dead and torn apart, Tembu cries all night at his dead body and also protects it from the wild animals like hyenas.

The family remains grief-stricken for two days. After a few days, to carry forward the responsibilities of his father, Tembu joins the duty as a tunnel guard. For his protection he has that legendary axe.

13.2 Text

Section 1

Tembu, the boy, opened his eyes in the dark and wondered if his father was ready to leave the hut on his nightly errand.

There was no moon that night, and the deathly stillness of the surrounding jungle was broken only occasionally by the shrill cry of a cicada. Sometimes from far off came the hollow hammering of a woodpecker, carried along on the faint breeze.

Or the grunt of a wild boar could be heard as he dug up a favourite root. But these sounds were rare, and the silence of the forest always returned to swallow them up.

Baldeo, the watchman, was awake. He stretched himself slowly unwinding the heavy shawl that covered him. It was close on midnight and the chill air made him shiver. The station, a small shack backed by heavy jungle, was a station in name only; for trains only stopped there, if at all, for a few seconds before entering the deep cutting that led to the tunnel. Most trains merely slowed down before taking the sharp curve before cutting.

Baldeo was responsible for signaling whether or not the tunnel was clear of obstruction, and his manual signal stood before the entrance. At night it was his duty to see that the lamp was burning, and that the overland mail passed through safely. 'Shall I come too, Father?' asked Tembu sleepily, still lying in a huddle in a corner of the hut.

'No, it is cold tonight. Do not get up.'

Tembu, who was twelve, did not always sleep with his father at the station, for he had also to help in the home, where his mother and small sister were usually alone.



They lived in a small tribal village on the outskirts of the forest, about three miles from the station. Their small rice fields did not provide them with more than a bare living and Baldeo considered himself lucky to have got the job of Khalasi at this small wayside signal stop.

Still drowsy, Baldeo, groped for his lamp in darkness then fumbled about in search of matches. When he had produced a light he left the hut, closed the door behind him and set off along the permanent way. Tembu had fallen asleep again.

Section 2

At midnight, Baldeo goes out of his hut, into the thick forest. The jungle is full of dangerous animals, but Baldeo has a job to do and it is important. Baldeo wondered whether the lamp on the signal-post was still alight. Gathering his shawl closer about him, he stumbled on, sometimes along the rails, sometimes along the ballast. He longed to get back to his warm corner in the hut.

The eeriness of the place was increased by the neighbouring hills which overhung the main line threateningly. On entering the cutting with its sheer rock walls towering high above the rails, Baldeo could not help thinking about the wild animals he might encounter. He had heard many tales of the famous tunnel tiger, a man-eater, which was supposed to frequent this spot; he hardly believed these stories for since his arrival at this place a month ago, he had not seen or even heard a tiger.

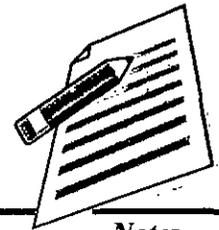
There had, of course, been panthers, and only a few days ago the villagers had killed one with their spears and axes. Baldeo had occasionally heard the sawing of a panther calling to its mate, but they had not come near the tunnel or shed.

Baldeo walked confidently for being a tribal himself, he was used to the jungle and its ways. Like his fore-fathers he carried a small axe; fragile to look at but deadly when in use.

He prided himself in his skill in wielding it against wild animals. He had killed a young boar with it once and the family had feasted on the flesh for three days. The axehead of pure steel, thin but ringing true like a bell, had been made by his father over a charcoal fire. This axe was part of himself. And wherever he went, be it to the local market seven miles away, or to a tribal dance, the axe was always in his hand. Occasionally an official who had come to the station had offered him good money for the weapon, but Baldeo had no intention of parting with it.

The cutting curved sharply, and in the darkness the black entrance to the tunnel looked up menacingly. The signal-light was out. Baldeo set to work to haul the lamp down by its chain. If the oil had finished, he would have to return to the hut for more. The mail train was due in five minutes.

Once more he fumbled for his matches. Then suddenly he stood still and



listened. The frightened cry of a barking deer followed by a crashing sound in the undergrowth, made Baldeo hurry. There was still a little oil in the lamp, and after an instant's hesitation he lit the lamp again and hoisted it into position. Having done this, he walked quickly down the tunnel, swinging his own lamp, so that the shadows leapt up and down the soot-stained walls, and having made sure that the line was clear, he returned to the entrance and sat down to wait for the mail train. The train was late. Sitting huddled up, almost dozing, he soon forgot his surroundings and began to nod.

Back in the hut, the trembling of the ground told of the approach of the train, and a low, distant rumble woke the boy, who sat up rubbing the sleep from his eyes. 'Father, it's time to light the lamp,' he mumbled and then, realizing that his father had been gone some time, he lay down again, but he was wide awake now, waiting for the train to pass, waiting for his father's returning footsteps.

Section 3

Baldeo finds himself in a dangerous situation. How does he deal with it?

A low grunt resounded from the top of the cutting. In a second Baldeo was awake, all his senses alert. Only a tiger could emit such a sound. There was no shelter for Baldeo, but he grasped his axe firmly and tensed his body, trying to make out the direction from which the animal was approaching.

For some time there was only silence. Even the usual jungle noises seemed to have ceased altogether. Then a thump and the rattle of small stones announced that the tiger had sprung into the cutting.

Baldeo, listening as he had never listened before, wondered if it was making for the tunnel or the opposite direction the direction of the hut, in which Tembu would be lying unprotected. He did not have to wonder for long. Before a minute had passed he made out the huge body of the tiger trotting steadily towards him. Its eyes shone a brilliant green in the light from the signal lamp. Flight was useless, for in the dark the tiger would be more sure-footed than Baldeo and would soon be upon him from behind. Baldeo stood with his back to the signal-post, motionless staring at the great brute moving rapidly towards him. The tiger, used to the ways of men, for it had been preying on them for years, came on fearlessly, and with a quick run and a snarl struck out with its right paw, expecting to bowl over this puny man who dared stand in the way. Baldeo, however, was ready. With a marvelously agile leap he avoided the paw and brought his axe down on the animal's shoulder. The tiger gave a roar and attempted to close in. Again Baldeo drove his axe which caught the tiger on the shoulder, almost severing the leg. To make matters worse, the axe remained stuck in the bone, and Baldeo was left without a weapon.

The tiger, roaring with pain, now sprang upon Baldeo, bringing him down and then tearing at his broken body. It was all over in a sharp few minutes.



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Baldeo was conscious only of a searing pain down his back, and then there was blackness and the night closed in on him forever.

Section 4

Baldeo, the bread winner of the family was dead. Who took on his responsibilities and how did he tackle them. The tiger drew off and sat down licking his wounded leg, roaring every now and then with agony. He did not notice the faint rumble that shook the earth, followed by the distant puffing of an engine steadily climbing. The overland mail was approaching. Through the trees beyond the cutting as the train advanced, the glow of the furnace could be seen, and showers of sparks fell like Divali lights over the forest.

As the train entered the cutting, the engine whistled once, loud and piercingly. The tiger raised his head, then slowly got to his feet. He found himself trapped like the man. Flight along the cutting was impossible. He entered the tunnel, running as fast as his wounded leg would carry him. And then, with a roar and a shower of sparks, the train entered the yawning tunnel. The noise in the confined space was deafening but, when the train came out into the open, on the other side, silence returned once more to the forest and the tunnel.

At the next station the driver slowed down and stopped his train to water the engine. He got down to stretch his legs and decided to examine the head-lamps.

He received the surprise of his life; for, just above the cow-catcher laid the major portion of the tiger, cut in half by the engine.

There was considerable excitement and conjecture at the station, but back at the cutting there was no sound except for the sobs of the boy as he sat beside the body of his father. He sat there a long time, unafraid of the darkness, guarding the body from jackals and hyenas, until the first faint light of dawn brought with it the arrival of the relief-watchman.

Tembu and his sister and mother were plunged in grief for two whole days; but life had to go on, and a living had to be made, and all the responsibility now fell on Tembu. Three nights later, he was at the cutting, lighting the signal-lamp for the overland mail.

He sat down in the darkness to wait for the train, and sang softly to himself. There was nothing to be afraid of – his father had killed the tiger, the forest gods were pleased; and besides, he had the axe with him, his father's axe, and he now knew to use it.

13.3 Summary

“The Tiger in the Tunnel” is a beautiful short story. It was written by Ruskin Bond. It talks about the bravery of a railway watchman. The hero is Baldeo. The short story is about Baldeo's encounter with a tiger. The story is very thrilling. Baldeo is a middle aged man. He lives with his wife and children. He has a small farm. He gets a small (little) income from this farm. But



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this income is not enough. He gets a job in the railways. He is given the job of a watchman. He is very happy. He immediately takes up the job. He considers it to be a blessing.

His job is to check a tunnel. He has to give a signal to the train. The train has to slow near a turning and then enter a tunnel. Baldeo has to make sure that this tunnel is free from any obstacles. Baldeo is very sincere. He enjoys his job. One morning, he wakes up early. He decides to go to the tunnel. His son Thembu is still asleep. Thembu also wants to come with his father. But Baldeo does not disturb Thembu. He alone goes to the tunnel.

Baldeo reaches the tunnel. He hears a strange sound. He is slightly scared. He lights up the lamp. He realises that it is the sound of a tiger. He knows that the tiger is a man eater. He cannot run away because the tiger can run very fast.

Baldeo's Demise (Death)

Baldeo is without any weapons. The tiger is very angry. It tears Baldeo. It kills Baldeo. The sound of the train is heard. The tiger wants to run. But it can't run fast. Its leg is wounded. The train finishes off the tiger. The engine driver stops in the next station. He sees the dead body of the tiger. He is shocked. He guesses what has happened. Thembu wakes up. He goes in search of his father. He finds his father's body. He is shattered. In the next week, he is given the same job given to his father. He is very proud of his father. He carries with him his father's sword. Thus, "The Tiger in the Tunnel" is a beautiful short story. It is very thrilling. Baldeo is a true hero. He is a real role model for his son.

13.4 Grammar

Non finites

Non Finites:

Non-finite is a form of verb that does not display a distinction in tense, in contrast with a finite verb, where there is a distinction between present tense and past tense. Eg. hopes , hoped . A non-finite verb is infinitive, participle or gerund.

The infinitive is the base of a verb, often followed by ' to ' as;

1. To err is human.
2. Birds love to sing.

In sentence one the infinitive like a noun is the subject of the verb ' is '.

In sentence two the infinitive like a noun is the object of the verb ' love '.

After certain verbs like bid , let etc. we use the infinitive without 'to' as;

1. Bid him go there.
2. Let him sit here.



Participle

A participle is a word, which is partly a verb and partly an adjective.

In the sentence

Hearing the noise the boy woke up,

The phrase hearing the noise, which is introduced by a participle, is called a participle phrase and according to the latter part of the definition, it is an adjective phrase.

Gerund

A gerund is that form of the verb, which ends in -ing and has the force of a noun and a verb.

As both, gerund and the infinitive have the forces of a noun and a verb, they have the same uses.

Thus in many sentences, either of them may be used without any special difference in meaning such as;

Teach me to swim.

Or

Teach me swimming.

To give is better than to receive.

Or

Giving is better than receiving.

Further Explanation

A non-finite verb (or a verbal) is a verb form that is not limited by a subject and, more generally, is not marked by tense, aspect, mood, number, gender, and person. As a result, a non-finite verb cannot generally serve as the main verb in an independent clause; rather, it heads a non-finite clause.

A non-finite verb acts simultaneously as a verb and as another part of speech; it can take adverbs and certain kinds of verb arguments, producing a verbal phrase (i.e., non-finite clause), and this phrase then plays a different role — usually noun, adjective, or adverb — in a greater clause. This is the reason for the term verbal; non-finite verbs have traditionally been classified as verbal nouns, verbal adjectives, or verbal adverbs.

English has three kinds of verbals:

1. participles, which function as adjectives;
2. gerunds, which function as nouns; and
3. infinitives, which have noun-like, adjective-like, and adverb-like functions.

Each of these kinds of verbals is also used in various common structures; for example, the past participle is used in forming the perfect aspect (to have done).



Participles

A participle is a verbal adjective that describes a noun as being a participant in the action of the verb.

The following sentences contain participles:

The talking children angered the teacher. (Here talking modifies children.)

Annoyed, Rita ate dinner by herself in the bedroom. (Here annoyed modifies Rita.)

In English, the present participle is used in forming the continuous aspect (to be doing); the past participle is used in forming the passive voice (to be done) and the perfect aspect (to have done).

Gerunds

A gerund is a verbal noun that refers to the action of the verb. In English, a gerund has the same form as a present participle – ending in *-ing* :

1. Fencing is good exercise. (Here fencing is the subject of is.)
2. Leroy expanded his skills by studying. (Here studying is the object of by.)

Infinitives

In English, the infinitive verb form is often introduced by the particle *to*, as in *to eat* or *to run*. The resulting phrase can then function as a subject or object, or as a modifier.

To succeed takes courage, foresight, and luck. (Here *to succeed* is the subject of *takes*.)

I don't have time to waste. (Here *to waste* modifies *time*.)

An infinitive phrase consists of an infinitive and any related words: *wanted Carol to speak*. (Here *to speak* is the object of *wanted*.)

Do not stop to chat. (Here *to chat* functions as an adverb modifying *stop*.)

An infinitive phrase consists of an infinitive and any related words.

Paul wanted to learn silk screening. (The infinitive phrase *to learn silk screening* is the object of *wanted*.)

Present participle

Present participle

The present participle of most verbs has the form *base+ing*. It is used in many different ways.

The present participle as part of the continuous form of a verb

Examples

I am working.

He was singing.

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English



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They have been walking.

We will be staying.

She would have been expecting me.

The present participle after verbs of movement & position

This construction is particularly useful with the verb to go.

Examples

She went shopping.

I go running every morning.

He lay looking up at the clouds.

She came running towards me.

The present participle after verbs of perception

The pattern for this usage is verb + object + present participle. There is a difference in meaning when such a sentence contains a zero infinitive rather than a participle. The infinitive refers to a complete action while the present participle refers to an ongoing action.

Examples

I heard someone singing.

He saw his friend walking along the road.

I can smell something burning!

I watched the birds flying away.

The present participle as an adjective

Examples

It was an amazing film.

Dark billowing clouds often precede a storm.

He was trapped inside the burning house.

Many of his paintings show the setting sun.

The present participle with the verbs spend and waste

The pattern with these verbs is verb + time/money expression + present participle.

Examples

My boss spends two hours a day travelling to work.

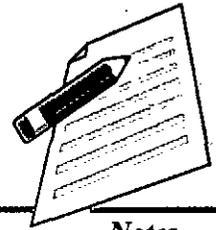
Don't waste time playing computer games!

They've spent the whole day shopping.

I wasted money buying this game.

The present participle with the verbs catch and find

The pattern with these verbs is verb + object + present participle. With catch, the participle always refers to an action which causes annoyance or anger. This



is not the case with find, which is unemotional.

Examples

If I catch you stealing my apples again, there'll be trouble!

Don't let him catch you reading his letters.

I caught him going through my bag.

We found some money lying on the ground.

They found their mother sitting in the garden.

The present participle for two actions at the same time

When two actions occur at the same time, and are done by the same person or thing, we can use a present participle to describe one of them. When one action follows very quickly after another done by the same person or thing, we can express the first action with a present participle.

Examples

Whistling to himself, he walked down the road. = He whistled to himself as he walked down the road.

They went laughing out into the snow. = They laughed as they went out into the snow.

Dropping the gun, she put her hands in the air. = She dropped the gun and put her hands in the air.

Putting on his coat, he left the house. = He put on his coat and left the house.

The present participle to explain a reason

The present participle can be used instead of a phrase starting with as, since, or because. In this usage the participial phrase explains the cause or reason for an action.

Examples

Feeling hungry, he went into the kitchen and opened the fridge.

Being poor, he didn't spend much on clothes.

Knowing that his mother was coming, he cleaned the flat.

He whispered, thinking his brother was still asleep.

13.5 Writing

Editing and Proofreading

Is editing the same thing as proofreading?

Not exactly. Although many people use the terms interchangeably, editing and proofreading are two different stages of the revision process. Both demand close and careful reading, but they focus on different aspects of the writing and employ different techniques.

Some tips that apply to both editing and proofreading



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Get some distance from the text! It's hard to edit or proofread a paper that you've just finished writing—it's still too familiar, and you tend to skip over a lot of errors. Put the paper aside for a few hours, days, or weeks. Go for a run. Take a trip to the beach. Clear your head of what you've written so you can take a fresh look at the paper and see what is really on the page. Better yet, give the paper to a friend—you can't get much more distance than that. Someone who is reading the paper for the first time, comes to it with completely fresh eyes.

Decide which medium lets you proofread most carefully. Some people like to work right at the computer, while others like to sit back with a printed copy that they can mark up as they read.

Try changing the look of your document. Altering the size, spacing, color, or style of the text may trick your brain into thinking it's seeing an unfamiliar document, and that can help you get a different perspective on what you've written.

Find a quiet place to work. Don't try to do your proofreading in front of the TV or while you're chugging away on the treadmill. Find a place where you can concentrate and avoid distractions.

If possible, do your editing and proofreading in several short blocks of time. Your concentration may start to wane if you try to proofread the entire text at one time.

If you're short on time, you may wish to prioritize. Make sure that you complete the most important editing and proofreading tasks.

Editing

Editing is what you begin doing as soon as you finish your first draft. You reread your draft to see, for example, whether the paper is well-organized, the transitions between paragraphs are smooth, and your evidence really backs up your argument. You can edit on several levels:

Content

Have you done everything the assignment requires? Are the claims you make accurate? If it is required to do so, does your paper make an argument? Is the argument complete? Are all of your claims consistent? Have you supported each point with adequate evidence? Is all of the information in your paper relevant to the assignment and/or your overall writing goal?

Overall structure

Does your paper have an appropriate introduction and conclusion? Is your thesis clearly stated in your introduction? Is it clear how each paragraph in the body of your paper is related to your thesis? Are the paragraphs arranged in a logical sequence? Have you made clear transitions between paragraphs? One way to check the structure of your paper is to make a reverse outline of the paper after you have written the first draft.



Structure within paragraphs

Does each paragraph have a clear topic sentence? Does each paragraph stick to one main idea? Are there any extraneous or missing sentences in any of your paragraphs?

Clarity

Have you defined any important terms that might be unclear to your reader? Is the meaning of each sentence clear? (One way to answer this question is to read your paper one sentence at a time, starting at the end and working backwards so that you will not unconsciously fill in content from previous sentences.) Is it clear what each pronoun (he, she, it, they, which, who, this, etc.) refers to? Have you chosen the proper words to express your ideas? Avoid using words you find in the thesaurus that aren't part of your normal vocabulary; you may misuse them.

Style

Have you used an appropriate tone (formal, informal, persuasive, etc.)? Is your use of gendered language (masculine and feminine pronouns like "he" or "she," words like "fireman" that contain "man," and words that some people incorrectly assume apply to only one gender—for example, some people assume "nurse" must refer to a woman) appropriate? Have you varied the length and structure of your sentences? Do you tend to use the passive voice too often? Does your writing contain a lot of unnecessary phrases like "there is," "there are," "due to the fact that," etc.? Do you repeat a strong word (for example, a vivid main verb) unnecessarily?

Citations

Have you appropriately cited quotes, paraphrases, and ideas you got from sources? Are your citations in the correct format?

As you edit at all of these levels, you will usually make significant revisions to the content and wording of your paper. Keep an eye out for patterns of error; knowing what kinds of problems you tend to have will be helpful, especially if you are editing a large document like a thesis or dissertation. Once you have identified a pattern, you can develop techniques for spotting and correcting future instances of that pattern. For example, if you notice that you often discuss several distinct topics in each paragraph, you can go through your paper and underline the key words in each paragraph, then break the paragraphs up so that each one focuses on just one main idea.

Proofreading

Proofreading is the final stage of the editing process, focusing on surface errors such as misspellings and mistakes in grammar and punctuation. You should proofread only after you have finished all of your other editing revisions.



Why proofread? It's the content that really matters, right?

Content is important. But like it or not, the way a paper looks affects the way others judge it. When you've worked hard to develop and present your ideas, you don't want careless errors distracting your reader from what you have to say. It's worth paying attention to the details that help you to make a good impression.

Most people devote only a few minutes to proofreading, hoping to catch any glaring errors that jump out from the page. But a quick and cursory reading, especially after you've been working long and hard on a paper, usually misses a lot. It's better to work with a definite plan that helps you to search systematically for specific kinds of errors.

Sure, this takes a little extra time, but it pays off in the end. If you know that you have an effective way to catch errors when the paper is almost finished, you can worry less about editing while you are writing your first drafts. This makes the entire writing process more efficient.

Try to keep the editing and proofreading processes separate. When you are editing an early draft, you don't want to be bothered with thinking about punctuation, grammar, and spelling. If you're worrying about the spelling of a word or the placement of a comma, you're not focusing on the more important task of developing and connecting ideas.

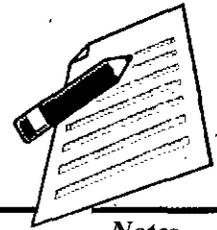
The proofreading process

You probably already use some of the strategies discussed below. Experiment with different tactics until you find a system that works well for you. The important thing is to make the process systematic and focused so that you catch as many errors as possible in the least amount of time.

Don't rely entirely on spelling checkers. These can be useful tools but they are far from foolproof. Spell checkers have a limited dictionary, so some words that show up as misspelled may really just not be in their memory. In addition, spell checkers will not catch misspellings that form another valid word. For example, if you type "your" instead of "you're," "to" instead of "too," or "there" instead of "their," the spell checker won't catch the error.

Grammar checkers can be even more problematic. These programs work with a limited number of rules, so they can't identify every error and often make mistakes. They also fail to give thorough explanations to help you understand why a sentence should be revised. You may want to use a grammar checker to help you identify potential run-on sentences or too-frequent use of the passive voice, but you need to be able to evaluate the feedback it provides.

Proofread for only one kind of error at a time. If you try to identify and revise too many things at once, you risk losing focus, and your proofreading will be less effective. It's easier to catch grammar errors if you aren't checking punctuation and spelling at the same time. In addition, some of the techniques



that work well for spotting one kind of mistake won't catch others.

Read slow, and read every word. Try reading out loud which forces you to say each word and also lets you hear how the words sound together. When you read silently or too quickly, you may skip over errors or make unconscious corrections.

Separate the text into individual sentences. This is another technique to help you to read every sentence carefully. Simply press the return key after every period so that every line begins a new sentence. Then read each sentence separately, looking for grammar, punctuation, or spelling errors. If you're working with a printed copy, try using an opaque object like a ruler or a piece of paper to isolate the line you're working on.

Circle every punctuation mark. This forces you to look at each one. As you circle, ask yourself if the punctuation is correct.

Read the paper backwards. This technique is helpful for checking spelling. Start with the last word on the last page and work your way back to the beginning, reading each word separately. Because content, punctuation, and grammar won't make any sense, your focus will be entirely on the spelling of each word. You can also read backwards sentence by sentence to check grammar; this will help you avoid becoming distracted by content issues.

Proofreading is a learning process. You're not just looking for errors that you recognize; you're also learning to recognize and correct new errors. This is where handbooks and dictionaries come in. Keep the ones you find helpful close at hand as you proofread.

Ignorance may be bliss, but it won't make you a better proofreader. You'll often find things that don't seem quite right to you, but you may not be quite sure what's wrong either. A word looks like it might be misspelled, but the spell checker didn't catch it. You think you need a comma between two words, but you're not sure why. Should you use "that" instead of "which"? If you're not sure about something, look it up.

The proofreading process becomes more efficient as you develop and practice a systematic strategy. You'll learn to identify the specific areas of your own writing that need careful attention, and knowing that you have a sound method for finding errors will help you to focus more on developing your ideas while you are drafting the paper.

13.6 Ruskin Bond : an introduction

Ruskin Bond (born 19 May 1934) is an Indian author of British descent. He lives with his adopted family in Landour, Mussoorie, India. The Indian Council for Child Education has recognised his role in the growth of children's literature in India. He was awarded the Sahitya Academy Award in 1992 for *Our Trees Still Grow in Dehra*, his novel in English. He was awarded the Padma Shri in 1999 and the Padma Bhushan in 2014.



Life and career

Ruskin Bond was born to Edith Clarke and Aubrey Alexander Bond, in Kasauli, Punjab States Agency, British India. His father taught English to the princesses of Jamnagar palace and Ruskin and his sister Ellen lived there till he was six. Later, Ruskin's father joined the Royal Air Force in 1939 and Ruskin along with his mother and sister went to live at his maternal home at Dehradun.

Shortly after that he was sent to a boarding school in Mussourie. When Bond was eight years old, his mother separated from his father and married a Punjabi Hindu, Hari. His father arranged for Ruskin to be brought to New Delhi where he was posted. He was very close to his father and describes this period with his father as one of the happiest times of his life. When he was ten, his father died of malaria, while he was posted in Calcutta. Ruskin was at his boarding school in Shimla and was informed about this tragedy by his teacher. He was thoroughly heartbroken. Later, he was raised by his mother and stepfather who lived in Dehradun.

He did his schooling from Bishop Cotton School in Shimla, from where he graduated in 1950. He won several writing competitions in the school including the Irwin Divinity Prize and the Hailey Literature Prize. He wrote one of his first short stories, "Untouchable", at the age of sixteen in 1951.

Following his high school education he went to his aunt's home in the Channel Islands (U.K.) in 1951 for better prospects and stayed there for two years. In London, he started writing his first novel, *The Room on the Roof*, the semi-autobiographical story of the orphaned Anglo-Indian boy named Rusty; he did various jobs for a living. It won the John Llewellyn Rhys Prize, (1957) awarded to a British Commonwealth writer under 30. He moved to London and worked in a photo studio while searching for a publisher. After getting it published, Bond used the advance money to pay the sea passage to Bombay and settle in Dehradun.

He worked for a few years freelancing from Delhi and Dehradun. He sustained himself financially by writing short stories and poems for newspapers and magazines. On his youth, he said, "Sometimes I got lucky and some [work] got selected and I earned a few hundred rupees. Since I was in my 20s and didn't have any responsibilities I was just happy to be doing what I loved doing best." In 1963, he went to live in Mussoorie because besides liking the place, it was close to the editors and publishers in Delhi. He edited a magazine for four years. In the 1980s, Penguin set up in India and approached him to write some books. He had written *Vagrants in the Valley* in 1956, as a sequel to *The Room on the Roof*. These two novels were published in one volume by Penguin India in 1993. The following year a collection of his non-fiction writings, *The Best Of Ruskin Bond* was published by Penguin India. His interest in supernatural fiction led him to write popular titles such as *Ghost Stories from the Raj*, *A Season of Ghosts*, and *A Face in the Dark* and other *Hauntings*.



Since then he has written over five hundred short stories, essays and novels, including *The Blue Umbrella*, *Funny Side Up*, *A Flight of Pigeons* and more than 50 books for children. He has also published his autobiography: *Scenes from a Writer's Life* describes his formative years growing up in Anglo-India and a further autobiography, *Lone Fox Dancing*, was published in 2017. *The Lamp is Lit* is a collection of essays and episodes from his journal.

Since 1963 he has lived as a freelance writer in Mussoorie, a town in the Himalayan foothills in Uttarakhand where he lives with his adoptive family in Landour, Mussoorie's Ivy Cottage, which has been his home since 1980. Asked what he likes the most about his life, he said, "That I have been able to write for so long. I started at the age of 17 or 18 and I am still writing. If I were not a professional writer who was getting published I would still write." In his essay, "On being an Indian", he explains his Indian identity, "Race did not make me one. Religion did not make me one. But history did. And in the long run, it's history that counts."

His sister Ellen lived in Ludhiana with his step sister until she died in 2014. He also has a brother, William, who lives in Canada.

Literary style

Most of his works are influenced by life in the hill stations at the foothills of the Himalayas, where he spent his childhood. His first novel, *The Room On the Roof*, was written when he was 17 and published when he was 21. It was partly based on his experiences at Dehradun, in his small rented room on the roof, and his friends. His earlier works were written without it being meant for any particular readership. His first children's book, *Angry River*, published in the 1970s, had its writing toned down on a publisher's request for a children's story. On writing for children, he said, "I had a pretty lonely childhood and it helps me to understand a child better." Bond's work reflects his Anglo-Indian experiences and the changing political, social and cultural aspects of India, having been through colonial, postcolonial and post-independence phases of India.

Bond said that while his autobiographical work, *Rain in the Mountains*, was about his years spent in Mussoorie, *Scenes from a Writer's Life* described his first 21 years. *Scenes from a Writer's Life* focuses on Bond's trip to England, his struggle to find a publisher for his first book *The Room on the Roof* and his yearning to come back to India, particularly to Doon. "It also tells a lot about my parents", said Bond. "The book ends with the publication of my first novel and my decision to make writing my livelihood", Bond said, adding: "Basically, it describes how I became a writer".

Being a writer for over 50 years, Bond experimented with different genres; early works include fiction, short stories, novella with some being autobiographical. Later, he tried out non-fiction, romance and books for children. He said his favourite genres are essays and short stories. He considers himself a "visual

*Notes*

writer” because for short stories, he first imagines it like a film and then notes it down. For an essay or travelogue, such planning is not needed for him. He feels the unexpected there makes it more exciting. Bond likes Just William by Richmal Crompton, Billy Bunter by Charles Hamilton and classics such as Alice in Wonderland and works by Charles Dickens and Mark Twain.

Awards

Award Year John Llewellyn Rhys Prize 1957 Sahitya Akademi Award 1992 Padma Shri 1999 Padma Bhushan 2014 Lifetime Achievement award 2017

Rusty

Rusty is a popular fictional character created by Ruskin Bond. Rusty is an orphaned sixteen-year-old Anglo-Indian boy living in Dehradun. He is orphaned and has no real family. He starts living with his guardian Mr. John Harrison, who is stern and harsh in his manners. Rusty is obliged to follow the orders and rules of his guardian and dares not disobey him. He feels helpless because he knows that if he disobeys Mr. John, he will get caned. He doesn't have any real friends and he finds himself very lonely in his guardian's house. He lives in the European part of Dehradun, but wants to embrace Indian culture and lifestyle. He makes friends with some Indian boys in the local marketplace. He hides the fact from Mr John and continues to go on secret adventures with them. Very soon he decides to run away from the captivity of Mr John and go back to England. Rusty's character offers a teenager's perspective who is battling with his confusions about life, relationship, happiness and love.

Inspiration for the character

Rusty was created by Ruskin Bond to write stories about his own past. His first book, *The Room on the Roof*, which he wrote at the age of 17, was a semi-autobiographical story with Rusty being the protagonist. It was based on his friends and the time he spent in a rented room, when he was in Dehradun. Most of Rusty's initial years are set in the location of Dehradun, a scenic place in northern India. Ruskin Bond was deeply attached to Dehra and most of his stories are inspired by the hills and valleys of this region.

Novels and short stories featuring Rusty

The Room on the Roof

Vagrants in the Valley (a sequel to *Room on the Roof*)

Rusty, the Boy from the Hills (collection of short stories)

Rusty Runs Away (collection of short stories)

Rusty and the Magic Mountain

Rusty goes to London

Rusty Comes Home

The Adventures of Rusty

13.7 Important questions

1. What errand did Tembu's father run every night?
2. Describe the night when Baldeo got ready to leave on his errand?
3. Why was the station said to be a station in name only?
4. Who was Tembu? Where did he live?
5. Why do you think Tembu wanted to accompany his father to the signal post?
6. What did Baldeo carry with him when he left for the signal post? Why?
7. Why was Baldeo struggling about as he left the hut?
8. Why is the tiger referred to as the tunnel tiger?



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... traveling two paths at



14

THE ROAD NOT TAKEN

Robert Frost



once without dividing or changing the self.) The syntax of the first line mirrors this desire for simultaneity: three of the five lines begin with the word and.

After peering down one road as far as he can see, the speaker chooses to take the other one, which he describes as

... just as fair,

And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same.

Later in the poem, the speaker calls the road he chose "less traveled" but does initially strike him as slightly grassier, slightly less trafficked. As he makes this claim, however, he doubles back, erasing the distinction as he makes it: "Though as for that the passing there / Had worn them about the same."

Frost then reiterates that the two roads are comparable, observing that the roads are equally untraveled, carpeted in newly fallen leaves,

And both that morning equally lay
In leaves no step had trodden black.

The poem masquerades as a meditation about choice, but the critic Pritchard suggests that the speaker is admitting that "choosing one road over the other was a matter of impulse. Impossible to speak about any choice other than to say that the road taken had perhaps the better claim." In this sense, the poem becomes about how—through retroactive narrative—the speaker reframes his decision as something as irrational as an "impulse" to a triumphant, intentional choice. Decisions are nobler than whims, and the reframing is comforting. The way it suggests that a life unfolds through conscious design. However, the poem reveals, that design arises out of constructed narratives, not actions.

Having made his choice, the speaker declares, "Oh, I kept the first for another day!" The decision is up until now has been in-fact, focusing on straightforward descriptions and avoiding figurative language. This line initiates a change in the speaker shifts from depicting to emotion, the language becomes stilted, dramatic, and old-fashioned. This shift subtly illustrates that the concept of choice is, itself, a rartifice. Thus far, the entire poem has been one long sentence—which sprays across its meaning, and delaying finality. The meandering syntax of the long sentence—mirrors the speaker's thought process as he deliberates. The meandering syntax of the long sentence—mirrors the speaker's thought process as he deliberates. The meandering syntax of the long sentence—mirrors the speaker's thought process as he deliberates.



suddenly converges with the line structure (this sentence is exactly one line) echoes the sudden, clean division that choice creates.

As the tone becomes increasingly dramatic, it also turns playful and whimsical. "Oh, I kept the first for another day!" sounds like something sighed in a parlor drama, comic partly because it is more dramatic than the occasion merits: after all, the choice at hand is not terribly important. Whichever road he chooses, the speaker, will, presumably, enjoy a walk filled with pleasant fall foliage.

The poem's tone also turns increasingly eerie, elusive, and difficult to grasp. As he does throughout the poem, the speaker makes a confident statement ("I saved the first for another day!") only to turn back and revise it:

Yet knowing how way leads on to way,

I doubted if I should ever come back.

Already, the speaker doubts he'll ever return. Writing, as he was, for his friend Edward Thomas, Frost was perhaps thinking of one of Thomas's most famous poems, "Roads." Thomas, who was Welsh, lived in a country where roads built by the Romans two millennia previously were (and are) still in use. Some, now paved over, are used as highways, remnants of a culture that has long since vanished and been supplanted by another. In "Roads," Thomas writes,

Roads go on

While we forget, and are

Forgotten like a star

That shoots and is gone.

Later he imagines roads when people are absent:

They are lonely

While we sleep, lonelier

For lack of the traveller

Who is now a dream only.

"The Road Not Taken" appears as a preface to Frost's *Mountain Interval*, which was published in 1916 when Europe was engulfed in World War I; the United States would enter the war a year later. Thomas's "Roads" evokes the legions of men who will return to the roads they left only as imagined ghosts:

Now all roads lead to France

And heavy is the tread

Of the living; but the dead

Returning lightly dance.

Frost wrote this poem at a time when many men doubted they would ever go back to what they had left. Indeed, shortly after receiving this poem in a letter, Edward Thomas's Army regiment was sent to Arras, France, where he was killed two months later.



Notes

When Frost sent the poem to Thomas, Thomas initially failed to realize that the poem was (mockingly) about him. Instead, he believed it was a serious reflection on the need for decisive action. (He would not be alone in that assessment.)

Frost was disappointed that the joke fell flat and wrote back, insisting that the sigh at the end of the poem was "a mock sigh, hypo-critical for the fun of the thing." The joke rankled; Thomas was hurt by this characterization of what he saw as a personal weakness—his indecisiveness, which partly sprang from his paralyzing depression. Thomas presciently warned Frost that most readers would not understand the poem's playfulness and wrote, "I doubt if you can get anybody to see the fun of the thing without showing them & advising them which kind of laugh they are to turn on." Edward Thomas was right, and the critic David Orr has hailed "The Road Not Taken" as a poem that "at least in its first few decades ... came close to being reader-proof."

The last stanza—stripped of the poem's earlier insistence that the roads are "really about the same"—has been hailed as a clarion call to venture off the beaten path and blaze a new trail. Frost's lines have often been read as a celebration of individualism, an illustration of Emerson's claim that "Whoso would be a man, must be a nonconformist." In the film *Dead Poets Society*, the iconoclastic teacher Mr. Keating, played by Robin Williams, takes his students into a courtyard, instructs them to stroll around, and then observes how their individual gaits quickly subside into conformity. He passionately tells them "Robert Frost said, 'Two roads diverged in a wood, and I—/ I took the one less traveled by / And that has made all the difference.'"

Far from being an ode to the glories of individualism, however, the last stanza is a riddling, ironic meditation on how we turn bewilderment and impulse into a narrative:

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Again, the language is stylized, archaic, and reminiscent of fairytales. Frost claims he will be telling the story "somewhere ages and ages hence," a revelation of the fairytale beginning, "Long, long ago in a faraway land." Through progression, the poem suggests that our power to shape events comes not from choices made in the material world—in an autumn stand of birches—but from the mind's ability to mold the past into a particular story. The roads were about the same, and the speaker's decision was based on a vague impulse. The act of assigning meanings—more than the inherent significance of events themselves—defines our experience of the past.

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The fairytale-like language also accentuates the way the poem slowly launches into a conjuring trick. Frost liked to warn listeners (and readers) that “you have to be careful of that one; it’s a tricky poem—very tricky.” Part of its trick is that it enacts what it has previously claimed is impossible: the traveling of two roads at once.

The poem’s ending refuses to convey a particular emotional meaning; it playfully evades categorizations even as it describes divisions created by choices. Its triumph is that it does travel two emotional trajectories while cohering as a single statement. We cannot tell, ultimately, whether the speaker is pleased with his choice; a sigh can be either *contented* or *regretful*. The speaker claims that his decision has made “all the difference,” but the word *difference* itself conveys no sense of whether this choice made the speaker’s life better or worse—he could, perhaps, be envisioning an alternate version of life, one full of the imagined pleasures the other road would have offered.

Indeed, when Frost and Thomas went walking together, Thomas would often choose one fork in the road because he was convinced it would lead them to something, perhaps a patch of rare wild flowers or a particular bird’s nest. When the road failed to yield the hoped-for rarities, Thomas would rue his choice, convinced the other road would have doubtless led to something better. In a letter, Frost goaded Thomas, saying, “No matter which road you take, you’ll always sigh, and wish you’d taken another.”

And, indeed, the title of the poem hovers over it like a ghost: “The Road Not Taken.” According to the title, this poem is about absence. It is about what the poem never mentions: the choice the speaker did not make, which still haunts him. Again, however, Frost refuses to allow the title to have a single meaning: “The Road Not Taken” also evokes “the road less traveled,” the road most people did not take.

The poem moves from a fantasy of staving off choice to a statement of division. The reader cannot discern whether the “difference” evoked in the last line is glorious or disappointing—or neither. What is clear is that the act of choosing creates division and thwarts dreams of simultaneity. All the “difference” that has arisen—the loss of unity—has come from the simple fact that choice is always and inescapably inevitable. The repetition of I—as well as heightening the rhetorical drama—mirrors this idea of division. The self has been split. At the same time, the repetition of I recalls the idea of traveling two roads as one traveler: one I stands on each side of the line break—on each side of the verse’s turn—just as earlier when the speaker imagined being a single traveler walking down both roads at once.

The poem also wryly undercuts the idea that division is inevitable: the language of the last stanza evokes two simultaneous emotional stances. The poem suggests that—through language and artifice—we can “trick” our way out of abiding by the law that all decisions create differences. We can be one linguistic traveler



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traveling two roads at once, experiencing two meanings. In a letter, Frost claimed, "My poems ... are all set to trip the reader head foremost into the boundless." The meaning of this poem has certainly tripped up many readers from Edward Thomas to the iconic English teacher in Dead Poets Society. But the poem does not trip readers simply to tease them—instead it aims to launch them into the boundless, to launch them past spurious distinctions and into a vision of unbounded simultaneity.

14.4 Robert Frost : an introduction

Family Life

Robert Frost, was born in San Francisco in 1874. His father, William Prescott Frost, Jr., died of tuberculosis in 1885, so his mother, Isabelle Moodie Frost, moved with her two children, Robert and Jeanie, to Lawrence, Massachusetts, where she taught school to support her family. During his high school years, Robert fell in love with Elinor White, who also shared his interest in poetry, and he and Elinor married in 1895. They had six children, but two of them died early, leaving one boy and three girls.

Schooling and Work

Robert Frost graduated from high school in 1892 as a valedictorian. Then, he attended Dartmouth College for one year before leaving. He later attended Harvard for two years before withdrawing. He struggled to support his family by teaching and farming and to publish his poems, and he experienced little success. Frost moved with his family to England to farm and write poetry from 1912-1915; his first book (A Boy's Will) was published in London in 1913. Frost then returned to New Hampshire to farm, write poetry, and from that point, his reputation grew rapidly.

The Poetry

Robert Frost often wrote about the challenges of New Englanders in nature. His depictions of human contact with the natural world are metaphors for the human condition. Frost mastered the depiction of natural speech in metric lines. He compared free verse to playing tennis without a net and rarely employed rhyme, preferring to depict rural life tersely through traditional forms like the quatrain. I have included fifteen of my favorite Frost poems from You Can't Keep a Good Poet Down: Favorite Poems for Readers of All Ages.

Awards and Honors

Robert Frost was awarded 4 Pulitzer Prizes, and he served as the poet consultant to the Library of Congress (now called poet laureate). He received his poem "The Gift Outright" at the inauguration of President John F. Kennedy before his death in 1963.

14.5 Important questions

1. Where does the traveller find himself?
What problem does he face?
2. Discuss what these phrases mean to you.
a yellow wood
it was grassy and wanted wear
the passing there
leaves no step had trodden black
how way leads on to way
3. Is there any difference between the two roads as the poet describes them?
4. What do you think the last two lines of the poem mean? (Looking back, does the poet regret his choice or accept it?)
5. What was the poet's dilemma?
6. What was the poet's opinion about both the roads?
7. What do the roads represent?
8. Did the poet take his decision haphazardly?
9. Why did the poet choose that road?
10. What is the message of the poem?





Notes

15

READING WITH UNDERSTANDING

Section 1

Read the following passages carefully and answer the questions that follow.

The outer solar system is the name of the planets beyond the asteroid belt. These planets are called gas giants because they are made up of gas and ice.

The first stop of our tour is the fifth planet, Jupiter. Jupiter is bigger than three hundred Earths! It is made up of hydrogen and helium and a few other gases. There are violent wind storms that circle around Jupiter. The most famous storm is called the Great Red Spot. It has been churning for more than four hundred years already. At last count, Jupiter has sixty-three known moons and a faint ring around it too.

Next in our space neighbourhood comes Saturn. It is well-known for the series of beautiful rings that circle it. They are made up of tiny bits of frozen dirt and ice. Like Jupiter, Saturn is made up of mostly hydrogen and helium. It is smaller though, at only ninety-five times the size of Earth. Saturn has sixty-two moons.

The seventh planet, Uranus and its twenty-seven moons orbit very far from the sun. In addition to helium and hydrogen, Uranus atmosphere also contains ammonia ice and methane ice. It is a very cold planet, with no internal heat source. One of the strangest things about Uranus is that it is tipped over and orbits the sun on its side at a ninety-degree angle. The twenty-seven moons it has orbit from top to bottom, instead of left to right like our moon.

The eighth planet is Neptune. Like Uranus, it is made up of hydrogen, helium, ammonia ice and methane ice. But unlike Uranus, Neptune does have an internal heat source, just like Earth. It radiates twice as much heat as it receives from the sun. Neptune's most distinctive quality is its blue colour. Most of the information we know about it came from the Voyager 2 spacecraft passing close by it in 1989.

Pluto is the last and was considered a planet after its discovery in 1930. In 2006, Pluto was demoted and reclassified as a dwarf planet. Pluto exists in the Kuiper belt. That's just a fancy name for the band of rocks, dust and ice that lies beyond the gas giants. Scientists have found objects bigger than Pluto in this belt. Thus, the outer solar system has many secrets to explore.

Questions

- (a) On the basis of your reading of the Passage, answer the following Questions briefly.
- What is the Great Red Spot?
 - How small is Saturn as compared to Jupiter?
 - Why the moons of Uranus are peculiar?



- (iv) What is Neptune's unique quality which distinguishes it from other 'gas giants'?
- (v) What may have been the reason that in 2006 Pluto was demoted and reclassified as a dwarf planet?
- (vi) Why are the planets beyond the asteroid belt called 'gas giants'?
- (b) On the basis of your reading of the Passage, complete the statements given below by choosing the most appropriate option.
 - (i) The two gases which make up most of Jupiter and Saturn are
 - (a) hydrogen and ammonia
 - (b) hydrogen and methane
 - (c) hydrogen and helium
 - (d) None of these

Section 2

The Chipko (literally 'to cling' in Hindi) movement or Chipko andolan is a social-ecological movement that practises the Gandhian methods of satyagraha and non-violent resistance through the act of hugging trees to protect them from being cut.

The Chipko movement started in the early 1970s in Garhwal with growing resentment towards rapid deforestation. The landmark event in this struggle took place on 26th March, 1974, when a group of peasant women in Reni village, Uttarakhand, acted to prevent the cutting of trees and reclaimed their traditional forest rights that were threatened by the contractor system of the state Forest Department. Their actions inspired hundreds of such actions throughout the region. By the 1980s the movement led to the formulation of people-sensitive forest policies, which put a stop to the cutting of trees in regions as far reaching as the Vindhyas and the Western Ghats.

The first recorded event of Chipko however, took place in village Khejrli, Jodhpur, in 1731, when 363 Bishnois led by Amrita Devi sacrificed their lives while protecting Khejri trees, considered sacred by the community, by hugging them, and braved the axes of loggers sent by the local ruler. Today, it is seen as an inspiration and an originator for Garhwal's Chipko movement.

Though primarily a livelihood movement rather than a forest conservation movement, it went on to become a rallying point for many future movements all over the world and created a model for non-violent protest. It occurred at a time when there was hardly any environmental movement in the developing world, and its success meant that the world immediately took notice. It inspired many eco-groups by helping to slow down rapid deforestation, increase ecological awareness and demonstrate the possibility of people power. Above all, it stirred up the existing civil society in India, which began to address the issues of tribal and marginalised people. So much so that, a quarter of a century later, 'India Today' mentioned the people behind the 'forest satyagraha of the Chipko movement as amongst the hundred people who shaped India.

Today, it is also being seen increasingly as an eco-feminism movement. Women were its backbone and core because they were the ones most affected by the



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rampant deforestation, which led to a lack of firewood and fodder as well as drinking and irrigation water. In 1987, the Chipko movement was awarded the Right Livelihood Award.

Questions

(a) On the basis of your reading of the Passage, answer the following Questions briefly.

- (i) What was the landmark event in Garhwal's Chipko movement?
- (ii) What did the Chipko movement ultimately lead to?
- (iii) What event in history was an inspiration for Garhwal's Chipko movement?
- (iv) Why was the Chipko movement awarded the Right Livelihood Award?
- (v) Which word in paragraph 4 means the same as 'attend to'?
- (vi) Which word in paragraph 5 is the antonym of 'afforestation'?

(b) On the basis of your reading of the Passage, complete the statements given below by choosing the most appropriate option.

- (i) Practitioners of the Chipko movement
 - (a) are fond of Gandhiji
 - (b) live in cities
 - (c) cut trees to prevent hugging
 - (d) hug trees to prevent their cutting
- (ii) They are counted amongst the hundred people that shaped India because they
 - (a) hid
 - (b) highlighted
 - (c) trivialised
 - (d) didn't believe in
- (iii) They followed the ideals of.
 - (a) violence and boycott
 - (b) boycott and strikes
 - (c) non-violence and satyagraha
 - (d) armed protest
- (iv) Today it is seen as an eco-feminism movement because
 - (a) women were its backbone and core
 - (b) women want their voting rights
 - (c) women wanted firewood
 - (d) it was eco-friendly
- (v) A synonym of 'endangered' used in paragraph 2 is
 - (a) resentment
 - (b) struggled
 - (c) risked
 - (d) threatened
- (vi) A word meaning 'holding tightly in the arms' used in paragraph 3 is
 - (a) protecting
 - (b) hugging
 - (c) squeezing
 - (d) clinging



Notes

16.1 Text

SECTION 1

Shortly before the annual dance show of the Kamala Devi School of Dance and Music commenced, I slipped backstage once more and hugged her. "See what you've done," wailed my sister. "You've crushed the flowers in my hair." She patted her hair back into place and arranged the pleats of her Bharatnatyam dress.

"Oh! You look great," I told her. "In fact you look very beautiful." My sister did not believe me. She turned towards the mirror and stared at herself. Our eyes met.

"You are beautiful," whispered my sister, "even without the flowers, ornaments and all this," and she brushed down her silken dress. "You are so.....". I know what she was going to say— "Fair, Fair." I felt anger rise inside me. Fair!

As if that was all that mattered, mattered most, more than a good figure, a chiselled face, more than the beauty that lies within. I knew I wasn't as beautiful as she was, with her fine, regular features, and I wasn't even half as talented as her. How did it matter if she was darker than me?

"Look," I said, "You are great and beautiful; you'll prove it today."

Aradhana smiled and said, "You better leave now Simmi, keep fingers crossed."

As I turned to leave I saw Dadima and Aunt Pramela making their way through the crowd of excited girls.

"Aunt Pramela", my sister rolled up her eyes in mock horror, "If it isn't a bad omen!" "Come on, Aradhana," I chuckled, "Don't be mean. Smile, smile Bharatnatyam style. That shouldn't be difficult for you."

My grandmother who suffered from rheumatism waddled towards my sister. My mother appeared from behind her and said in her ambassador voice, "Look who are here to wish you, Aradhana." She gave sister one of her best smiles. My mother looks ten years younger when she smiles. She adjusted Aradhana's blouse and patted her on the shoulders, "Grandfather has come too. He's sitting in the front row. And so has your Father, — ah, how forgetful of me." She held my sister at arm's length and said gently. "We are so proud of you Aradhana, my dear, that you have been selected to inaugurate the Annual Show of your school."



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Father and I have something very special for you on this important event. We wanted to give it to you on your eighteenth birthday next month, but we thought today was a more appropriate occasion. We want you to wear it today." She turned to me and said, "Run Simmi, get it from father!"

"What mummy?" I asked, puzzled. "What have you brought for Aradhana?"

"Never mind," my mother sighed, "I'll get it myself. You help grandmother and aunt Pramela back to their seats."

"Move back," protested Grandma, "I haven't even had time to look at Aradhana properly. I haven't exchanged a single word with her. Let me look at you child."

She regarded my sister tenderly, "You look wonderful. And what a good figure you have. Don't neglect it, dear, like I did."

"No," Aradhana smiled politely.

"You are a real young lady, that's what you are. Soon we'll have to start looking for a suitable match for you."

"Dadima please," Aradhana threw an embarrassed glance around her.

"Time is flying," sighed Grandma and turning to aunt Pramela she asked, "isn't it,

Pramela?" "It certainly is," my aunt nodded. "It seems it was just yesterday when Sunita brought her home. How skinny she was, skinny and dark."

I gasped and stared aghast at Aunt Pramela. How on earth could she say such hurting words in front of Aradhana? Didn't she know how touchy she was about dark complexion? And why did she have to hang on it today of all days?

"Hush, Pramela," my grandmother's voice had an edge now. "Do keep quiet."

Then seizing aunt Pramela's elbow she pulled her away, whispering fiercely all the time.

I looked at Aradhana. The bruised look in her eyes hurt me immensely. I groped for her hand and squeezed it. "Forget her she's mad and mean and miserable."

My sister gave a small laugh which sounded more like a cry.

SECTION 2

Aradhana is shocked and shattered. She asks her grandmother to tell her the truth. What is it that Aradhana wants to know? Why does her grandmother not tell the truth? Who does she send for?

I tried to pull her away from the mirror, away from grandma and Aunt Pramela, whose voice rose aggressively, "Of course she needs to know."

"Come, Aradhana, ignore her."

"I've told Sunita time and again," My aunt's voice was low, but not low enough for us not to catch each and every syllable she uttered. "I told her



the other day too.

An adopted child must know the truth. She has to tell Aradhana sooner or later. She must know.”

Adopted child! Aradhana an adopted child? I stared at her. Our eyes locked. I held out a hand that didn't quite reach Aradhana. Like Aunt Pramela's poisoned words, my arm hung suspended in mid-air. I feel a sickening wave pull me off the ground from somewhere, from a cloud of mist and fog, my grandmother's voice reached me.

“Let Sunita tell her, it doesn't have to be you. And now not another word, Pramela,

I forbid you to utter another word.”

“It's too late now,” I wanted to scream. “Too late! Look what you've done”. But I couldn't struggle out of the fog that enveloped me, imprisoned me.

“Aradhana.”

She didn't hear me. She stood in frozen despair, screaming a great silent scream, full of pain.

“Aradhana, Aradhana,” I shook her by the shoulders. “Dadi, Dadima” I cried helplessly. “Come quickly.”

Grandmother came, wobbling on heavy feet. “What's the matter?” She asked. “What's the matter,” she repeated, alarmed. “Aradhana for heaven's sake. Speak up. Speak up.”

But the silent scream continued although her lips were closed. My grandmother flapped around her. Aunt Pramela did too. Mrs. Kothari, the Principal and the students of the Dance School wanted to know what was wrong.

With a hopeless cry. I flung my arms around Aradhana's neck and wept. “It's not true, Aradhana. It is not true.” I sobbed

Aradhana freed herself from my embrace. She stared at Aunt Pramela and she asked Dadima. “Is it true, is it?”

“Is what true, child?” my grandmother faltered, her eyes full of misery. “Is what true?”

“What,” Aunt Pramela said, “I want to hear the truth.”

“I must know the truth,” she screamed, “I must.”

“All right , all right.” My grandmother trembled. “Shhh, shhh, child don't get so upset. Don't.”

“The truth, Grandmother.”

“All right, all right,” turning to me she whispered urgently, “Get your mother child, get her. Quickly.”



I shouldered my way through the crowd of silent onlookers. When I reached the door, I heard my sister's voice, torn with grief, "Leave me alone. Leave me alone all of you. Oh, why don't you leave me alone?"

SECTION 3

What makes a mother love her child? Does she love her child because she gives birth to it or because she cares for it – that is, shares the child's joys and sorrows over the years? What does Aradhana's mother believe?

Within seconds I returned with my mother to the makeup room. But Aradhana was not there. "Where is she?" asked my mother. "What happened?"

Aunt Pramela's eyes were hard. "She left through this door, Sunita. And it's your fault. You should have told that child earlier..." "Pramela," said my mother in a voice that made my flesh creep, "What don't you mind your own business? For heaven's sake, how could you tell her now!"

Pulling me along she shot past Aunt Pramela through the door and down into the backyard. And there we stood on the pebbled ground, scanning the empty yard helplessly.

"Aradhana," called my mother softly.

There was no answer.

"Aradhana," she cried beseechingly, "do you hear me?" "Aradhana darling, answer me," this time more desperately.

The soft wind carried her voice away but brought no response.

"Search for her at the back," my mother turned, "I'll check the car park."

I turned and started walking in a daze, when suddenly I heard a muffled cry followed by another cry, fierce, full of hate. I knew then that my mother had found her.

They stood under a peepal tree, facing each other. My sister, tall, broad shouldered, was looking down at my mother. Aradhana pulled out the flowers from her hair.

She cried, "You deceived me, you and Papa. All of you. I hate you. I hate all of you, everybody, everything."

I ran towards her. "No Aradhana," I pleaded, "Don't say that, please don't say that."

She didn't see me nor did she hear me. Her shoulders trembled as she turned away from both Mother and me.

"Aradhana," my mother said quietly, "we love you, my child, and believe me we will always love you. You are our child. For almost eighteen years I have cared for you. I have laughed with you and I have cried for you. I have given you eighteen years of my life. Don't you think that counts more than being carried nine months inside my womb? Tell me, dear."



There was no answer.

“Aradhana,” entreated my mother softly, “answer me. I don’t know, I don’t know,” sobbed my sister. She buried her face in her hands and all I could hear was the smothered echo of her baffled cry, “I don’t know.”

“But I know,” said my mother quietly, “and Papa and Simmi know.” I nodded vigorously.

“Look, darling, look at this necklace. Papa and I bought it for you. We want you to wear it today. This is just one way of telling you how much we love you, how much we care.”

My sister turned and fixed her gaze on the small box in my mother’s extended hand. She didn’t move. My mother took out the delicate necklace from the box and pressed it into sister’s hand. “Don’t you feel my love for you, Aradhana? Can’t you feel it?”

My sister whimpered pitifully.

“Ask yourself,” said my mother, “and if you are the daughter I know, the daughter I love, you will come back into the hall and get on to that stage and dance.

“Because,” she asserted firmly, “nothing has changed today, nothing at all.” Mother held her for a minute and then turned and left.

“Mummy,” I cried, “you can’t leave her alone. Help her please.”

Mother didn’t look at me as she answered in a dead voice, “I can’t help her more than I have Simmi. Nobody can. She has to herself see the truth. And the sooner she does it, the better it is.” She fell silent. But from the way she held up her head, I knew she was crying!

SECTION 4

The audience is waiting for Aradhana to dance — but there is no Aradhana on the stage. Where is she? Is she hiding? Is she sad, hurt or angry? Does she dance?

“Did she like the necklace?” asked my father as we slipped back into our seats. My mother nodded. The light dimmed and the announcer asked Shrimati Kamla Devi to address the audience. And then, it was time for Aradhana. My father pressed my hand and smiled at me. I did not look up. “What’s wrong?” he suddenly asked me. “Is something the matter?”

“Nothing,” I managed to say, “nothing.”

I stared at the empty stage. To the left a tabla player idly tapped his instrument. “Ladies and gentlemen,” said the voice over the loud-speaker. “Our first dance is the Pushpanjali by Aradhana Narain. Aradhana Narain, please.”

The “please” didn’t sound very pleasant.



The stage remained empty.

A restless murmur ran through the audience. "Sunita, what is the matter?" My father tried to catch my mother's eye.

My mother shook her head. Her shoulders drooped. The seat seemed to swallow her. For the third time the announcer's voice rang out, impatient and almost threatening. "Aradhana Narain. Aradhana Narain."

Silence.

A silence that weighed down on me with suffocating force.

Just then, the distant sound of ghungrus, the sound of a rhythmical tap, tap, tap.

A weak applause rose from the audience. The sound of ghungrus grew louder.

Tap, tap, tap. A tall, slim figure appeared, in a turquoise dress falling in neat folds.

My sister! Aradhana! Her hair drawn back in a neat plait. The kajal around her large almond-shaped eyes formed a neat line. She folded her hands over her breast, almost touching the small gold pendant of her delicate necklace. Her face was tense and pale but slowly she relaxed as she fell into a fast combination of different mudras, her slender fingers forming beautiful patterns and designs. She danced, not for her teacher, not for the audience. She danced for one person only, who followed every single movement of hers with bright, burning eyes; our mother.

16.2 Grammar

Relative clause

We can use relative clauses to join two English sentences, or to give more information about something.

I bought a new car. It is very fast.

→ I bought a new car that is very fast.

She lives in New York. She likes living in New York.

→ She lives in New York, which she likes.

Defining and Non-defining

A defining relative clause tells which noun we are talking about:

I like the woman who lives next door.

(If I don't say 'who lives next door', then we don't know which woman I mean).

A non-defining relative clause gives us extra information about something. We don't need this information to understand the sentence.

I live in London, which has some fantastic parks.

(Everybody knows where London is, so 'which has some fantastic parks' is extra information).

**Defining relative clauses:****1. The relative pronoun is the subject:**

First, let's consider when the relative pronoun is the subject of a defining relative clause.

We can use 'who', 'which' or 'that'. We use 'who' for people and 'which' for things. We can use 'that' for people or things.

The relative clause can come after the subject or the object of the sentence. We can't drop the relative pronoun.

For example (clause after the object of the sentence):

I'm looking for a secretary who / that can use a computer well.

She has a son who / that is a doctor.

We bought a house which / that is 200 years old.

I sent a letter which / that arrived three weeks later.

More examples (clause after the subject of the sentence):

The people who / that live on the island are very friendly.

The man who / that phoned is my brother.

The camera which / that costs £100 is over there.

The house which / that belongs to Julie is in London.

2. The relative pronoun is the object:

Next, let's talk about when the relative pronoun is the object of the clause. In this case we can drop the relative pronoun if we want to. Again, the clause can come after the subject or the object of the sentence. Here are some examples:

(Clause after the object)

She loves the chocolate (which / that) I bought.

We went to the village (which / that) Lucy recommended.

John met a woman (who / that) I had been to school with.

The police arrested a man (who / that) Jill worked with.

(Clause after the subject)

The bike (which / that) I loved was stolen.

The university (which / that) she likes is famous.

The woman (who / that) my brother loves is from Mexico.

The doctor (who / that) my grandmother liked lives in New York.

Non-defining relative clauses:

We use 'that' in non-defining relative clauses, so we need to use the relative pronoun 'which' if it refers to a thing, and 'who' if it refers to a person. We can't drop the relative pronoun in this kind of clause,



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even if the relative pronoun is the subject of the clause.

(Clause comes after the subject)

My boss, who is very nice, lives in Manchester.

My sister, who I live with, knows a lot about cars.

My bicycle, which I've had for more than ten years, is falling apart.

My mother's house, which I grew up in, is very small.

(Clause comes after the object)

Yesterday I called our friend Julie, who lives in New York.

The photographer called to the Queen, who looked annoyed.

Last week I bought a new computer, which I don't like now.

I really love the new Chinese restaurant, which we went to last night.

Prepositions and relative clauses

If the verb in the relative clause needs a preposition, we put it at the end of the clause:

For example:

listen to

The music is good. Julie listens to the music.

→ The music (which / that) Julie listens to is good.

work with

My brother met a woman. I used to work with the woman.

→ My brother met a woman (who / that) I used to work with.

go to

The country is very hot. He went to the country.

→ The country (which / that) he went to is very hot.

come from

I visited the city. John comes from the city.

→ I visited the city (that / which) John comes from.

apply for

The job is well paid. She applied for the job.

→ The job (which / that) she applied for is well paid.

Whose

'Whose' is always the subject of the relative clause and can't be left out. It replaces a possessive. It can be used for people and things.

The dog is over there. The dog's / its owner lives next door.

→ The dog whose owner lives next door is over there.

The little girl is sad. The little girl's / her doll was lost.



→ The little girl whose doll was lost is sad.

The woman is coming tonight. Her car is a BMW.

→ The woman whose car is a BMW is coming tonight.

The house belongs to me. Its roof is very old.

→ The house whose roof is old belongs to me.

Where / when / why

We can sometimes use these question words instead of relative pronouns and prepositions.

I live in a city. I study in the city.

→ I live in the city where I study.

→ I live in the city that / which I study in.

→ I live in the city in which I study.

The bar in Barcelona is still there. I met my wife in that bar.

→ The bar in Barcelona where I met my wife is still there.

→ The bar in Barcelona that / which I met my wife in is still there.

→ The bar in Barcelona in which I met my wife is still there.

The summer was long and hot. I graduated from university in the summer.

→ The summer when I graduated from university was long and hot.

→ The summer that / which I graduated from university in was long and hot.

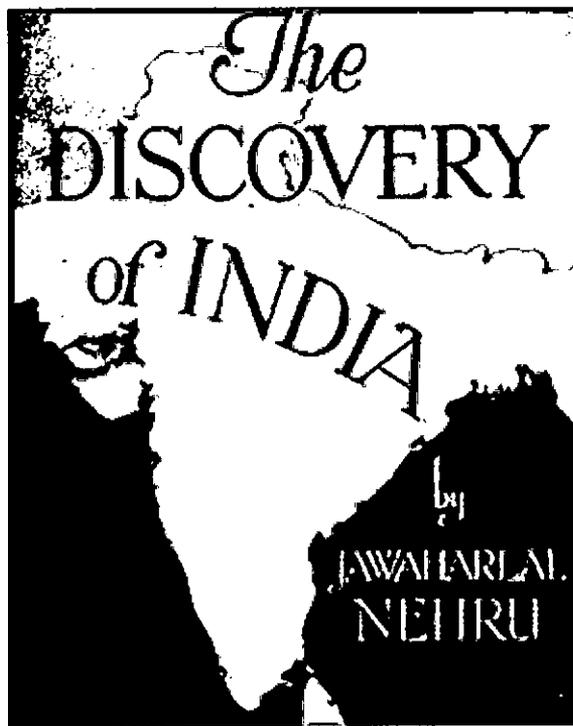
→ The summer in which I graduated was long and hot.

16.3 Important questions

1. Who were the people who came to wish Aradhana?
2. Who was she not particularly keen to meet? Pick out words from the text in support of your answer.
3. Why were Aradhana's family members proud of her?
4. Why did Aradhana's mother leave the stage?
5. Who according to Aradhana's grandmother should tell her truth?
6. How did Aradhana learn the truth?
7. Did it shatter her completely?
8. Why did grandmother ask Simmi to fetch her mother?
9. What gift had Aradhana's parents got for her?
10. Why did Aradhana's mother give it to her on the day of the school's Annual function?
11. Why was Aradhana heart-broken?
12. "Nothing has changed today, nothing at all,"
 - a) Who says this?
 - b) What had not changed?
13. What does Aradhana's mother ask her to do to prove her love for her parents?



17 INDIA HER PAST AND FUTURE



17.1 Introduction

“India-her past and future” is the speech given by Pandit Jawaharlal Nehru. Nehru talks about ancient India and says that there were many aspects in ancient times which fills in him pride and wonder. ... He believed that in the future all the negative forces would be expelled out of the country.

17.2 Text

To endeavour to understand and describe the India of today would be the task of a brave man. To describe tomorrow's India would verge on rashness. What is India? That is a question which has come back again and again to my mind. The early beginnings of our history filled me with wonder. It was the past of a virile and vigorous race with a questioning spirit and an urge for free inquiry, and even in its earliest known period giving evidence of a mature and tolerant civilization. Accepting life and its joys and burdens, it was ever searching for the ultimate and the universal

Gradually deterioration set in. Thought lost its freshness and became stale and the vitality and exuberance of youth gave place to crabbed age. Instead of spirit of adventure there came lifeless routine and the broad and exciting vision of the world was cabined and confined and lost in caste divisions, narrow social



customs and ceremonials. Even so, India was vital enough to absorb the mass of people that flowed into her mighty ocean of humanity and she never quite forgot the thoughts that had stirred in the days of her youthful vigour.

Subsequently, India was powerfully influenced by the coming of Islam and Muslim invasions. Western colonial powers followed, bringing a new type of domination and a new colonialism and, at the same time, the impact of fresh ideas and the industrial civilization that was growing up in Europe. This period culminated after a long struggle, in independence and now we face the future with all this burden of the past upon us and the confused dreams and stirrings of the future that we seek to build.

In the tumult and confusion of our time, we stand facing both ways, forward to the future and backwards to the past, being pulled in both directions. How can we resolve this conflict and evolve a structure for living which fulfils our material needs and at the same time, sustains our mind and spirit? What new ideals or old ideals, varied and adapted to the new world, can we place before our people, and how can we galvanize the people into wakefulness and action? Change is essential but continuity is also necessary. The future has to be built on the foundations laid in the past and in the present. To deny the past and break with it completely is to uproot ourselves and sapless, dry up. It was the virtue of Gandhiji to keep his feet firmly planted in the rich traditions of our race and our soil and, at the same time, to function on the revolutionary plane. Above all, he laid stress on truth and peaceful means. Thus he built on old foundations, and at the same time, oriented the structure towards the future.

Living is a continual adjustment to changing conditions. The rapidity of technological change in the last half-century has made the necessity of social change greater than ever, and there is a continual maladjustment. The advance of science and technology makes it definitely possible to solve most of the economic problems of the world and, in particular, to provide the primary necessities of life to everyone all over the world. The methods adopted will have to depend upon the background and cultural development of a country or a community.

India today presents a very mixed picture of hope and anguish of remarkable advances and at the same time of inertia; of a new spirit and also the dead hand of the past and of privileges; of an overall and growing unity and many disruptive tendencies. Withal there is a great vitality and ferment in people's minds and activities.

It is a remarkable thing that a country and a people rooted in this remote past, who have shown so much resistance to change in the past, should now be marching forward rapidly and with resolute steps.

What will emerge from the labour and the tumults of the present generation? I cannot say what tomorrow's India will be like, I can only express my hope



and wishes. I want India to advance on the material plane – to fulfil her Five Year Plans to raise the standard of living of her vast population: I want the narrow conflicts of today in the name of religion or caste, language or province to cease, and a classless and casteless society to be built up where every individual has full opportunity to grow according to his worth and ability. In particular, I hope that the curse of caste will be ended for there is neither democracy nor socialism on the basis of caste.

A speech by Pandit Jawaharlal Nehru

17.3 Summary

Jawaharlal Nehru is India's first Prime Minister. He is educated in England Cambridge University. He spent most of his life for India's freedom struggle. This short prose piece is an excerpt from his famous book, *The Discovery of India*. This book is written by Jawaharlal Nehru, when he was imprisoned in Ahmadnagar Fort.

Nehru begins the essay by saying that his mind is full of India and his attempts to understand and analyse her. To do this he goes back to his childhood days, when he experienced the country. At present Nehru is proud of the nation and at the same he is ashamed of the nation. He is ashamed because of the superstitious practices, outworn ideas and the poverty of Indian people.

As he grew up he became busy with India's freedom. He considers the British power over India as monstrous. He asks a basic question – "What is India?". He thinks of India in geographical terms, her past, the present condition, the future and her role in the modern world. To talk about the future of India, Nehru needs the present. To talk about the present, Nehru needs to study about the past India. He decides to approach India's past as an alien, through the West, so that he will not be prejudiced and partial.

He thinks of the days, when he stood in Mohenjo-daro in the Indus Valley, where he saw houses all around him with streets, which was laid before 5000 years. The Indus Valley civilization, according to Professor Childe, is a representation of a perfect adjustment of human life to a specific environment. During those days, India was in touch with the Persians, the Egyptians, the Greeks, the Chinese, the Arabs and the people of central Mediterranean. India changed those countries and it was changed by those countries.

Jawaharlal Nehru remembers his readings about India's past, through the books of wanderers from China and other countries. Nehru has been to the Himalayas, which say about India's past and rich culture. The mighty rivers of India talk about the history of India. The Indus or Sindhu, from which India got its name; the Brahmanputra and the Ganges talk about the story of India's civilization and culture and about the rise of fall of great empires and cities.

Nehru's visits to old monuments like Ajanta, Ellora, the Elephanta Caves and



other places like Agra and Delhi has made him learn more about India. He talks about the festival Kumbh Mela, which takes place in his hometown, Allahabad. The festival has a history of thirteen thousand years. The place called Saranath, near Benaras, makes him visualize Buddha. The Ashoka pillars of stone speak a different language to him.

These visits and places has taught a lot about India to Nehru. His pride about the country becomes sad, when he thinks of the present reality. According to Nehru, no other country in the world has such a long history and tradition. The vast panorama of India talks about the great past, but the 180 years of rule by the British has changed everything in India and we are unhappy slaves today. Nehru promises to bring out the hidden past of India and make the Indians feel proud of their nation.

17.4 Grammar

What Is the Present Continuous Tense?

The present continuous tense is one which is commonly used within the English language and often uses the -ing form of a verb, for example 'she is running.' We can see that the sentence is happening continuously in the present moment.

The present continuous verb tense, also known as the present progressive, is used to describe an action that is currently happening or may happen in the future.

The present continuous tense is typically used for the following four general cases:

describe events that are happening at the current time

To discuss an event that is temporary in nature, will continue into the future, but end at a particular time

To list future plans

To describe a new pattern or a habit

This verb tense is formed with a variant of the verb to be + the present participle (verb form ending in -ing). These verbs can also take adverb modifiers to talk about an activity that is continuing into some future time (e.g. in one hour', this Fall'). Additionally, present continuous verb forms are most commonly going to be found in the wild using dynamic verbs' that describe:

an activity (e.g. learn, listen, read)

a process (e.g. change, grow, shrink)

a bodily sensation (e.g. ache, feel, hurt)

a transitional event (e.g. arrive, leave)

a momentary occurrence (e.g. hit, jump, kick).

The other type of verb, which is not generally seen with present continuous verb forms, is known as stative, and the reason it is not used here is that



stative verbs describe actions that are done and over with and do not continue into the future at all (e.g. astonish, see, smell).

In the next section are ten examples to demonstrate the various use cases described above. After that are several exercises to provide practice identifying the different forms of the present continuous verb tense. As always, a good way to continually reinforce this information is to try and identify this type of verb while reading and always, always, always keep a dictionary or google search window handy.

Present Continuous Tense Structure

The present continuous (also the present progressive) is one of the present tenses used in modern English.

Basically, the Present progressive tense is formed by adding -ing to the base verb.

The structure of the Present Continuous Tense is:

S + am/is/are (not) + V-ing +....

Examples:

He is playing.

She isn't cooking.

Am/is/are + S + V-ing +...?

Example:

Am I annoying you? (which is to ask whether I am annoying you.)

Examples of the Present Continuous Tense

My daughter's class is currently attending a lecture on the solar system at the planetarium.

The driver is stopping at the gas station for a moment to fill up the tank and then will proceed to the next town for lunch.

You need to prepare an agenda before your next class because you are keeping the students two minutes late every time lately.

My company is holding face to face meetings a lot less than they used to in favor of video calls.

When my vacation starts, my family and I are flying to Hawaii to relax on the beach.

The movie is starting in the next thirty minutes so we have to leave very shortly.

Whenever the cat is playing with a ribbon, she starts jumping back and forth like her hunter forbears.

I am going to fly back and forth between Detroit and Atlanta twice a month from now on as part of my promotion.

I hate to say it, but my kids are giving me the worst migraine right now with all their screaming!

The fog is slowly lifting which will make my drive to work much less dangerous.

How to Use the Present Continuous

The present progressive is used:

1. To describe something which is happening at the exact moment of speech.
Example: Jim is watching television at the moment.
2. To describe an action that is taking place now but not at the exact moment of speech.
Example: John is working in London.
3. To describe an event planned in the future.
Example: I'm taking my French class on Tuesday.
4. To describe a temporary situation.
Example: I'm staying with a friend for a few days.
5. To emphasize the frequency of an action.
Example: That child is always crying for no good reason.
6. To describe changing situations.
Example: Her health is improving by leaps and bounds.

17.5 Writing

Summary Writing

When you underline and annotate a text, when you ask yourself questions about its contents, when you work out an outline of its structure, you are establishing your understanding of what you are reading. When you write a summary, you are demonstrating your understanding of the text and communicating it to your reader.

To summarize is to condense a text to its main points and to do so in your own words. To include every detail is neither necessary nor desirable. Instead, you should extract only those elements that you think are most important—the main idea (or thesis) and its essential supporting points, which in the original passage may have been interwoven with less important material.

Many students make the mistake of confusing summary with analysis. They are not the same thing. An analysis is a discussion of ideas, techniques, and/or meaning in a text. A summary, on the other hand, does not require you to critique or respond to the ideas in a text. When you analyze a piece of writing, you generally summarize the contents briefly in order to establish for the reader the ideas that your essay will then go on to analyze, but a summary





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is not a substitute for the analysis itself.

If you are writing a literature paper, for example, your teacher probably does not want you to simply write a plot summary. You may include some very brief summary within a literature paper, but only as much as necessary to make your own interpretation, your thesis, clear.

It is important to remember that a summary is not an outline or synopsis of the points that the author makes in the order that the author gives them. Instead, a summary is a distillation of the ideas or argument of the text. It is a reconstruction of the major point or points of development of a text, beginning with the thesis or main idea, followed by the points or details that support or elaborate on that idea.

If a text is organized in a linear fashion, you may be able to write a summary simply by paraphrasing the major points from the beginning of the text to the end. However, you should not assume that this will always be the case. Not all writers use such a straightforward structure. They may not state the thesis or main idea immediately at the beginning, but rather build up to it slowly, and they may introduce a point of development in one place and then return to it later in the text.

However, for the sake of clarity, a summary should present the author's points in a straightforward structure. In order to write a good summary, you may have to gather minor points or components of an argument from different places in the text in order to summarize the text in an organized way. A point made in the beginning of an essay and then one made toward the end may need to be grouped together in your summary to concisely convey the argument that the author is making. In the end, you will have read, digested, and reconstructed the text in a shorter, more concise form.

WHEN AND HOW TO SUMMARIZE

There are many instances in which you will have to write a summary. You may be assigned to write a one or two page summary of an article or reading, or you may be asked to include a brief summary of a text as part of a response paper or critique. Also, you may write summaries of articles as part of the note-taking and planning process for a research paper, and you may want to include these summaries, or at least parts of them, in your paper. The writer of a research paper is especially dependent upon summary as a means of referring to source materials. Through the use of summary in a research paper, you can condense a broad range of information, and you can present and explain the relevance of a number of sources all dealing with the same subject.

You may also summarize your own paper in an introduction in order to present a brief overview of the ideas you will discuss throughout the rest of the paper.

Depending on the length and complexity of the original text as well as your purpose in using summary, a summary can be relatively brief—a short paragraph

or even a single sentence—or quite lengthy—several paragraphs or even an entire paper.

QUALITIES OF A SUMMARY

A good summary should be comprehensive, concise, coherent, and independent. These qualities are explained below:

A summary must be comprehensive: You should isolate all the important points in the original passage and note them down in a list. Review all the ideas on your list, and include in your summary all the ones that are indispensable to the author's development of her/his thesis or main idea.

A summary must be concise: Eliminate repetitions in your list, even if the author restates the same points. Your summary should be considerably shorter than the source. You are hoping to create an overview; therefore, you need not include every repetition of a point or every supporting detail.

A summary must be coherent: It should make sense as a piece of writing in its own right; it should not merely be taken directly from your list of notes or sound like a disjointed collection of points.

A summary must be independent: You are not being asked to imitate the author of the text you are writing about. On the contrary, you are expected to maintain your own voice throughout the summary. Don't simply quote the author; instead use your own words to express your understanding of what you have read. After all, your summary is based on your interpretation of the writer's points or ideas. However, you should be careful not to create any misrepresentation or distortion by introducing comments or criticisms of your own.

TWO TECHNIQUES FOR WRITING SUMMARIES

Summarizing Shorter Texts (ten pages or fewer)

Write a one-sentence summary of each paragraph.

Formulate a single sentence that summarizes the whole text.

Write a paragraph (or more): begin with the overall summary sentence and follow it with the paragraph summary sentences.

Rearrange and rewrite the paragraph to make it clear and concise, to eliminate repetition and relatively minor points, and to provide transitions. The final version should be a complete, unified, and coherent.

Summarizing Longer Texts (more than ten pages)

Outline the text. Break it down into its major sections—groups of paragraphs focused on a common topic—and list the main supporting points for each section.

Write a one or two sentence summary of each section.

Formulate a single sentence to summarize the whole text, looking at the author's thesis or topic sentences as a guide.





Write a paragraph (or more): begin with the overall summary sentence and follow it with the section summary sentences.

Rewrite and rearrange your paragraph(s) as needed to make your writing clear and concise, to eliminate relatively minor or repetitious points, and to provide transitions. Make sure your summary includes all the major supporting points of each idea. The final version should be a complete, unified, and coherent.

17.6 Important Questions

As the Prime Minister of the country, what are the major tasks that Nehru faces?

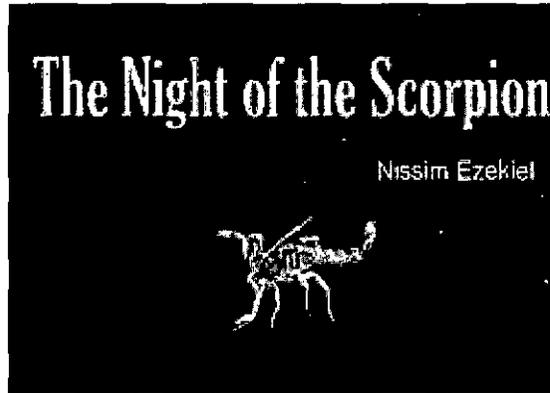
1. What makes Nehru's task difficult?
2. What model of change does Gandhiji provide? What are its advantages?
3. Is Nehru for continuity and/or change?
4. What role does Nehru give to science and technology?
5. What does Nehru find most remarkable about people now?
6. What is Nehru's vision of India in the future?
7. Put the verb in the correct form -- Present Continuous Tense or Simple

Present Tense:

- (i) River Ganga ____ (flow) into the Bay of Bengal.
- (ii) Please turn the tap off. Water _____ (flow) down the drain.
- (iii) The train is never late. It always _____ (leave) on time.
- (iv) There has been an accident. The train _____ (run) late today.
- (v) Can you drive? I _____ (learn). My father _____ (teach) me.



Notes



18.1 Introduction

In this poem The poet remembers the dark rainy night when his mother was stung by a scorpion. It was raining heavily, a scorpion had taken shelter, under a sack of rice. When the poet's mother went to get rice from the granary, the scorpion bit her and disappeared in the rain.

The neighboring peasants, came in large numbers with candles and lanterns. They chanted the name of God to paralyze the evil one, they wanted to stop the scorpion from moving. They believed the effect of the poison would increase with the movement of the scorpion. They wanted to kill it, but it wasn't found anywhere.

The poet's mother was in great pain. The people prayed that all the sins of her previous birth be burnt. They believed the world to be unreal and wanted pain to absolve all her sins, and decrease the sufferings of the next birth also. More and more people walked in. The poet's mother continued to suffer and was in great pain.

The villagers were superstitious, but the poet's father was a disbeliever, he doubted everything especially the claims of religion. He was a rational person, his views were based on reason and logic. He tried every powder, mixture, herb, and an amalgam of herbs and prayers. He poured a little paraffin upon the bitten toe and put a match to it. The poet watched the flame feeding on his mother, he also watched the holy man trying to control the effect of poison with words in prayer or magic and performed his rites. After twenty hours the sting was lost, the poison became powerless and the mother recovered. She forgot all her sufferings and her pain. She thanked God, and was grateful that the scorpion had spared her children.

**18.2 Poem**

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.

They clicked their tongues.

With every movement that the scorpion made his poison moved in Mother's
blood, they said.

May he sit still, they said

May the sins of your previous birth
be burned away tonight, they said.

May your suffering decrease
the misfortunes of your next birth, they said.

May the sum of all evil
balanced in this unreal world
against the sum of good
become diminished by your pain.

May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around

on the floor with my mother in the centre,
the peace of understanding on each face.

More candles, more lanterns, more neighbours,
more insects, and the endless rain.

My mother twisted through and through,

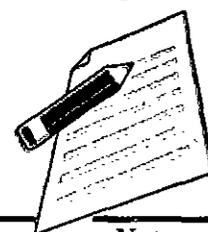
groaning on a mat.
 My father, sceptic, rationalist,
 trying every curse and blessing,
 powder, mixture, herb and hybrid.
 He even poured a little paraffin
 upon the bitten toe and put a match to it.
 I watched the flame feeding on my mother.
 I watched the holy man perform his rites to tame the poison with an incantation.
 After twenty hours
 it lost its sting.
 My mother only said
 Thank God the scorpion picked on me
 And spared my children.
 Nissim Ezekiel

18.3 Summary

"Night of the Scorpion" is a poem by Nissim Ezekiel included in the AQA Anthology. It starts in a house at night where it is raining and a scorpion, in order to take some shelter, comes to the house. This poem is about how the scorpion stung the poet's mother and the mother's love for her children.

"I remember the night my mother was stung by a scorpion. Ten hours of steady rain had driven him to crawl beneath a sack of rice."

The poem opens in a way that suggests reflection—the speaker remembers (and, is so, older now) the night his mother was stung by a scorpion, which bit the mother because of its predatory impulse, while hiding beneath a bag of rice to escape from the rain. The speaker specifically remembers this night due to this event—namely, the mother getting bitten. The way in which the mother is bitten is also shown in 'flash of diabolic tail'; the speaker manages to suggest that the scorpion is demonic with its "diabolic" tail, and emphasizes its speed with the word flash. The scorpion then flees the scene and, thus, risks the rain again. A picture of a religious village is created by what the neighbours do to paralyse the scorpion ("buzz the name of God"). Their reason for this is that they believe that as the scorpion moves, his poison moves in the blood of the mother. It is also implied that they live in a caring, close-knit village by the fact that the neighbours feel welcome at all. The speaker is displeased by their arrival, comparing them to flies (unwanted and irritating) as they veritably buzzed around the mother. They tried to provide reasons and many relied on superstition to guess what the problem was. The villagers tried to find the scorpion but they couldn't. By saying, "With candles and with



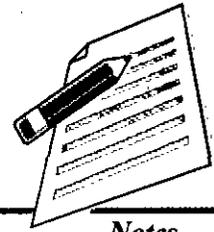


lanterns throwing giant scorpion shadows on the sun-baked walls." the speaker is implying there is still evil haunting the house, even after the scorpion had left the house. This could also be implying that the shadows of the various household utensils and other items are converted by the brain of the searchers into the shadow of a scorpion- as that is what they are looking for. Many things were tried to help relieve the mother's pain but none worked. The speaker watches, helpless. The speaker's father who was sceptic and rationalist, tried to save his wife by using powder, mixture, herbs, hybrid and even by pouring a little paraffin upon the bitten toe and put a match to it, this reflects to one of the village peasant saying, "May the sins of your previous birth be burned away tonight." Which the father tries to do; Not for burning her sins but to burn away the poison residing inside the mother, which reflects her sins being atoned for. The speaker watches the vain holy man performing his deceptive incantations but he cannot do anything to stop it. The peasants, finally accepting the fate of the mother, try to put a positive spin on the situation by saying that even if the mother died, her next life (An Indian Belief) would be less painful, as she atoning for her future sins by enduring this pain. After twenty hours, the poison loses its sting. A sign of her prevailing love and affection for her children is shown when she thanks God that she was stung and not her children. It came from a religious background and Nissim wrote this poem trying to give the impression of anger, but also an underlying message of motherly love, along with a hint of culture and superstition.

"After twenty hours it lost its sting. My mother only said Thank God the scorpion picked on me And spared my children." - Nissim Ezekiel The last lines of the poem carry the irony, that is, the poet's mother expresses her gratitude to God for saving her children. "The concern of the villagers and the poet's father seem rather superficial when pitted against the heartfelt feelings of his mother". It is a universal truth that a mother cannot tolerate the pain and suffering of her children. In the context of the poem, this is not exceptional because the poet's mother expresses her concern for her children just after the relief from the intense pain which conveys an underlying gesture of unconditional motherly love. Nissim Ezekiel's "Night of the Scorpion" presents a rural Indian village and its people, throwing light on their superstitions, temperament, and outlook on life which were prevalent in the poet's time. Nevertheless, the poem shows the concern and unity of the village people. Therefore "Night of the Scorpion" is not only a depiction of an incident in the life of the poet's mother but also an overall portrayal of rural India.

18.4 Analysis

"Night of the Scorpion," which was published as a part of *The Exact Name*, demonstrates a new and emerging aesthetic in Ezekiel's poetry. Whereas his early poems conformed to a strict meter and rhyme, later poems like "Night



of the Scorpion” adopts a natural, colloquial meter and tone. This poem was published in a time when Ezekiel was making a deliberate attempt at formal innovation by using a loose, seemingly free-verse structure for his narrative poems. Additionally, Ezekiel stopped putting capitals at the beginning of each line, which allows his later poems to flow much more easily on the page.

The fact that Ezekiel distances himself from formal poetic conventions does not imply a lack of care when it comes to the form of “Night of the Scorpion.” In fact, Ezekiel makes deliberate choices about line breaks, enjambment, voice, chronology, and tone in this poem which gives it the effect on the reader that made it so famous to begin with. There is only one line break in this poem, which occurs right after the speaker’s mother is released from her suffering:

“After twenty hours

it lost its sting.

My mother only said

thank God the scorpion picked on me

and spared my children” .

This line break is a literal break in the tension of the poem and endows the conclusion with a quiet depth. The tension in the poem before the line break comes from two sources: first, that the speaker’s mother is suffering with little prospect of relief, and second, the tension that the speaker holds between personal crisis and mocking social observation.

While the personal crisis is clearly on the surface of the poem, the mocking social commentary is evident through the speaker’s tone. The speaker in the poem, who inhabits a perspective between the little boy watching his mother suffer and the older man looking back upon that memory, relays the events of the crisis in a calm and detached manner. The casualness with which the speaker relays this scene is incongruous and even alarming for the reader. Even so, the speaker moves slowly through the events of the poem in one long stanza without breaks—unhurried and, it seems, unbothered. This emotional detachment lets the poem speak directly to the reader, who understands right away what Ezekiel means without having to juggle emotional pain over the suffering mother.

When the speaker addresses the peasants, we find a tone that we often see in the Collected Works—Ezekiel’s sardonic and mocking gaze, which is the gaze of an insider that is nonetheless distanced from his subject. In this poem, Ezekiel’s irony dramatizes the peasant’s, as well as the speaker’s fathers, superstition in their desperate attempts to save the speaker’s mother. The speaker does not see the peasants in a positive light and instead compares them to “swarms of flies” in their desperation to help his mother . Their mixture of Christianity and Hinduism allows for slight confusion, as they pray to God for the mother’s wellbeing yet also hope for the best in her reincarnations. The



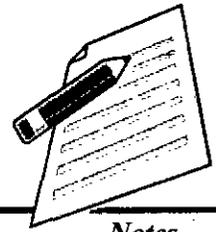
speaker highlights how futile their spiritual efforts were in helping his mother: "My mother twisted through and through / groaning on a mat". While this perspective does reflect a slight elitism—the speaker is looking down on the peasants for believing what they believe—it also indicates the religious and cultural diversity that India holds. In this way, "Night of the Scorpion" is a quintessentially Indian poem in that it shows the meeting of worlds through a sense of community ties after a specific disastrous event.

Though "Night of the Scorpion" does not use the strict formal structures that Ezekiel had used in his earlier poetry, this does not mean that the poem is not rhythmic or musical. The punctuation and enjambment of the lines cause the poem to flow in the large first stanza. This helps to build tension and make a large block of text easier and more pleasant to read. For example, the descriptions of the peasants looking for the scorpion contain an easy internal rhythm: "With candles and with lanterns / throwing giant scorpion shadows / on the sun-baked walls / they searched for him: he was not found". These lines start out in an even rhythm (with CAN-dles and with LAN-terns), which is broken by the colon, and the depressing revelation that the scorpion was not found. In this way, the careful variation of rhythm throughout "Night of the Scorpion" helps Ezekiel achieve different emotional effects.

Finally, this poem communicates a tension between urban living and the natural world that Ezekiel returns to again and again in this work. The speaker's community, which lives close together and keeps itself informed about its residents, rose up in this work to surround the mother as she burned. The antagonist of the poem is the scorpion, who is forgiven by the speaker very early on since he was indoors simply for survival: "Ten hours / of steady rain had driven him / to crawl beneath a sack of rice". In this way, the true force of chaos and evil is the rain, which drove the scorpion indoors and beats down upon the speaker and his family throughout their ordeal: "More candles, more lanterns, more neighbours, / more insects, and the endless rain". Like "Monsoon Madness," the natural world is a force of its own in "Night of the Scorpion" and is directly responsible for all of the characters' troubles.

18.5 Important Questions

1. How was the mother bitten by the scorpion?
2. How did the villagers come to the aid of the woman?
3. How did the peasants view the stinging in a positive manner?
4. What type of man was the father? How did he treat his wife?
5. How did the mother respond after the recovery?
6. What did the scorpion do?
7. What attitude of the peasants do you get in Ezekiel's poem?
8. What was the difference in the poet's father?
9. Describe the nature of the peasants.



Read the passage and do the activities.

SECTION 1

Passage 1:

Too many parents these days can't say no. As a result, they find themselves raising 'children' who respond greedily to the advertisements aimed right at them. Even getting what they want doesn't satisfy some kids; they only want more. Now, a growing number of psychologists, educators and parents think it's time to stop the madness and start teaching kids about what's really important : values like hard work, contentment, honesty and compassion. The struggle to set limits has never been tougher—and the stakes have never been higher. One recent study of adults who were overindulged as children, paints a discouraging picture of their future : when given too much too soon, they grow up to be adults who have difficulty coping with life's disappointments. They also have *distorted sense of entitlement* that gets in the way of success in the work place and in relationships.

Psychologists say that parents who overindulge their kids, set them up to be more vulnerable to future anxiety and depression. Today's parents themselves raised on values of thrift and self-sacrifice, grew up in a culture where 'no' was a household word. Today's kids want much more, partly because there is so much more to want. The oldest members of this generation were born in the late 1980s, just as PCs and video games were making their assault' on the family room. They think of MP3 players and flat screen TV as essential utilities, and they have developed strategies to get them. One survey of teenagers found that when they crave for something new, most expect to ask nine times before their parents give in. By every measure, parents are shelling out record amounts. In the heat of this buying blitz, even parents who desperately need to say *no* find themselves reaching for their credit cards.

Today's parents aren't equipped to deal with the problem. Many of them, raised in the 1960s and 70s, swore they'd act differently from their parents and have closer relationships with their own children. Many even wear the same designer clothes as their kids and listen to the same music. And they work more hours; at the end of a long week, it's tempting to buy peace with 'yes' and not mar precious family time with conflict. Anxiety about the future is another factor. How do well intentioned parents say no to all the sports gear and arts and language lessons they believe will help their kids thrive in an increasingly competitive world? Experts agree: too much love won't spoil a child. Too few limits will.



What parents need to find, is a balance between the advantages of an affluent society and the critical life lessons that come from waiting, saving and working hard to achieve goals. That search for balance has to start early. Children need limits on their behaviour because they feel better and more secure when they live within a secured structure.

Older children learn self-control by watching how others, especially parents act. Learning how to overcome challenges is essential to becoming a successful adult. Few parents ask kids to do chores. They think their kids are already overburdened by social and academic pressures. Every individual can be of service to others, and life has meaning beyond one's own immediate happiness. That means parents eager to teach values have to take a long, hard look at their own.

Questions:**A. Choose the most appropriate option:**

1. What do the psychologists, educators and parents want to teach the children?
 - (a) To teach them about treachery.
 - (b) To teach them about indiscipline.
 - (c) To teach them about the values of life like hard work, contentment, honesty and compassion.
 - (d) None of these
2. What is essential to become a successful adult?
 - (a) Learn not to overcome challenges
 - (b) Learn how to overcome challenges
 - (c) Nothing is essential.
 - (d) None of these
3. Why do children need limits on their behaviour when they live within a secured structure?
 - (a) They feel more secure and better.
 - (b) They feel insecure.
 - (c) They feel bored.
 - (d) None of these.
4. What is the drawback of giving children too much too soon?
 - (a) They fail to cope with life's disappointments when they grow up.
 - (b) They do not study seriously.
 - (c) They become quarrelsome when they grow up.
 - (d) None of these.

B. Answer the following questions briefly:

- (A) What values do parents and teachers want children to learn?
- (B) What are the results of giving the children too much too soon?
- (C) Why do today's children want more?
- (D) What is the balance which the parents need to have in today's world?
- (E) What is the necessity to set limits for children?
- (F) How do older children learn self-control?

SECTION 2

SPACE TOURISM

If NSYNC singer Lance Bass can't afford the \$20 million price tag for a ride into space now, he should try again in, say, a decade.

But within a decade or so, even some of Bass's fans could afford a quick and safe trip to the suborbital edge of space — roughly 50-60 miles above earth, says Frank Seitzen, 5 president of the Space Transport Association.

"I think you're maybe 10 or 12 years away from having companies that are reliable and that can go through that process for \$5,000 or \$10,000," Seitzen said.

There's a hungry demand from would-be space tourists and a \$10 million prize is inspiring designers. The X Prize, created in 1994 to spur the development of new space travel technologies, has attracted at least 21 space vehicle designs from people in five countries. The non-profit X Prize Foundation, founded by a group of donors inspired by the \$25,000 Orteig Prize that Charles Lindbergh won in 1927, will give the prize.

Each design team is hoping to develop the first reusable rocket capable of blasting a pilot and two to five passengers to a height of 62 miles. NASA awards astronaut status for 15 flights above 50 miles.

Some design contestants boast that such trips will be available by 2005, although the first few travellers will face \$100,000 bills until the market matures.

Despite steep prices and lagging technology, Seitzen and others are convinced that a lucrative travel business awaits. Space Adventures, a travel agency that helped coordinate the first 20 tourist trip to the International Space Station last year by US businessman Dennis Tito, claims it has collected \$2 million in deposits from more than 120 would-be suborbital tourists. For client Wally Funk, who has paid her deposit, suborbital travel is a disappointing, yet feasible, alternative to decades of trying to reach space. Funk, a retired aviation safety investigator says, "I would do (a space station trip) in a heartbeat, but I can't because I'm 25 not a millionaire."

Compared to Tito's groundbreaking effort last year, future suborbital flights look easy. Tito was subjected to rigid medical requirements and a grueling six-month training course in Russia.

But suborbital travellers will need only a few days of training and, pending FAA approval, 30 would have to pass a much lower bar for medical standards.

"We always say that if you can safely ride a rollercoaster, then you are fit for a suborbital flight," says Space Adventures spokeswoman Tereza Predescu.

Four commercial spaceports, which launch rockets into space like airports launch planes, are already licensed to operate by the FAA in Virginia, California, Alaska and Florida, and 35 they are eager to welcome extra business from space tourists, negating the need to catch a ride to Russia.



*Notes*

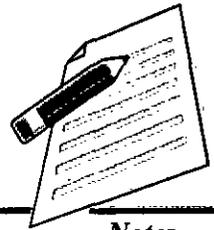
For those reasons, suborbital travel may represent a \$1 billion a year market, according to Space Adventures President and CEO Eric Anderson. Translated, that's 10,000 travellers paying \$100,000 each during the first few years of adventure space travel.

Questions:**A. Choose the most appropriate option:**

1. Space adventure claims that.....
 - (a) it is a lucrative business
 - (b) it is a business of less profit
 - (c) people don't want to go to space
 - (d) none of the above
2. Some design contestants feel convinced that.....
 - (a) space trips will never be made available
 - (b) space trips are not feasible
 - (c) space trips are disappointing
 - (d) space trips will soon be made available
3. Tito.....
 - (a) underwent rigid medical checkups
 - (b) attended a six month training course
 - (c) both (a) and (b)
 - (d) none of the above
4. Suborbital travellers will need
 - (a) two years training course
 - (b) a few days of training
 - (c) a lot of money
 - (d) none of these

B. Answer the following questions briefly:

1. Name the first tourist to the International Space Station. What difficulties did he face?
2. Why is Lance Bass unable to have a ride into space now? What is likely to happen in a decade?
3. Which two factors are inspiring the designers of new space vehicle—the reusable rocket?
4. How do you think suborbital tourism is a poor alternative to space travel?
5. What are the prospects of suborbital travel? Give two examples in support of your answer.
6. What are the prerequisites for space travelling?



Reading and Understanding

SECTION 1

Read the passage given below and answer the questions that follow.

1. You never saw such a commotion in all your life as when my Uncle Podger undertook to do a job. A picture would be waiting to be put up and Uncle Podger would say: 'Oh, you leave that to me. Don't you worry about that? I'll do all that. Now you go and get me my hammer. You bring me the rule Tom, and I shall want the step – ladder and I had better have a kitchen chair too and Jim, you run round to Mr. Goggles and tell him Pa's kind regards and hopes his leg's better and will he lend him his spirit level? And don't you go, Martha, because I shall want somebody to hold me the light, and when the girl comes back, she must go out again for a bit of picture – cord and Tom you come here I shall want you to hand me up the picture.'
2. And then he would lift up the picture and drop it and it would come out of the frame, and he would try to save the glass and cut himself and then he would spring round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where ~~she had~~ put the coat. The entire house had to leave off looking for his tools and start looking for his coat, while he would dance round and hinder them. 'Doesn't anybody in the whole house knows where my coat is? Six of you! You can't find a coat!' Then he'd get up and find that he had been sitting on it, and would call out. 'Oh, you can give it up! I've found it myself now.'
3. When half an hour had been spent in tying up his finger, and a new glass had been got, and the tools, and the ladder, and the chair, and the candle had been brought, he would have another go, the whole family, including the girl and the charwoman, standing round in a semi-circle, ready to help.
4. Two people would have to hold him there, and a fourth would hand him a nail, and a fifth would pass him up the hammer, and he would take hold of the nail, and drop it. "There!" he would say, in an injured tone, 'now the nail's gone'.

*Notes*

5. We would all have to go down on our knees and grovel for it, while he would stand on the chair, and grunt, and want to know if he was to be kept there all the evening. The nail would be found at last, but by that time he would have lost the hammer. "Where's the hammer? Seven of you gaping round there and you don't know what I did with the hammer?"
6. We would find the hammer and then he would have lost sight of the mark he had made on the wall. Each of us had to get up on the chair beside him and see if we could find it, and we would each discover it in a different place and he would call us all fools. And he would take the rule, and re-measure and find that he wanted half thirty – one and three-eighths inches from the corner, and would try to do it in his head, and go mad. And we would all try to do it in our heads and all arrive at different results, and the original number would be forgotten, and Uncle Podger would have to measure it again.
7. He would use a bit of string this time and at the critical moment, when he was leaning over the chair at an angle of forty – five, and trying to reach a point on the wall, the string would slip, and down he would slide on the piano, a really fine musical effect being produced by the suddenness with which his head and body struck all the notes at the same time.
8. At last, Uncle Podger would get the spot fixed again and put the point of the nail on it with his left hand and take the hammer in his right hand. And, with the first blow, he would smash his thumb, and drop the hammer with a yell, on somebody's toes.
9. Aunt Maria would observe that the next time Uncle Podger was going to hammer a nail into the wall; she would go and spend a week with her mother while it was being done. 'You women you make such a fuss over everything,' Uncle Podger would reply. "I like doing a little job of this sort."

Adapted from *Three Men in a Boat (To Say Nothing of the Dog)* by Jerome K. Jerome

Choose the correct option.

1. A charwoman is a woman

 - (a) who cleans houses
 - (b) who is the head of a committee
 - (c) none of the above

2. When the hammer had finally been found, Uncle Podger would

 - (a) have lost sight of the mark he had made on the wall
 - (b) have lost the nail
 - (c) fix the nail on the wall



3. On the basis of your reading of the passage, answer the following questions.
 - (a) How did Uncle Podger prepare for the task that he was going to undertake?
 - (b) Why was looking for the handkerchief a tedious task? *
 - (c) Uncle Podger's family was not good at mental maths. Give evidence.
 - (d) What was Aunt Maria's reaction to Uncle Podger's hanging the picture?
 - (e) Give two words to describe Uncle Podger.
4. Pick out the words from the passage which mean the same as the following.
 - (a) tumult (para 1)
 - (b) abruptness (para 7)

SECTION 2

Read the following passage carefully

1. That large animals require luxuriant vegetation has been a general assumption which has passed from one work to another, but I do not hesitate to say that it is completely false and that it has vitiated the reasoning of geologists on some points of great interest in the ancient history of the world. The prejudice has probably been derived from India, and the Indian islands, where troops of elephants, noble forests, and impenetrable jungles are associated together in everyone's mind. If, however, we refer to any work of travels through the southern parts of Africa, we shall find allusions in almost every page either to the desert character of the country or to the numbers of large animals inhabiting it. The same thing is rendered evident by the many engravings which have been published in various parts of the interior.
2. Dr. Andrew Smith, who has lately succeeded in passing the Tropic of Capricorn, informs me that taking into consideration the whole of the southern part of Africa, there can be no doubt of its being a sterile country. On the southern coasts, there are some fine forests, but with these exceptions, the traveller may pass for days together through open plains, covered by poor and scanty vegetation. Now, if we look to the animals inhabiting these wide plains, we shall find their numbers extraordinarily great, and their bulk immense.
3. It may be supposed that although the species are numerous, the individuals of each kind are few. By the kindness of Dr. Smith, I am enabled to show that the case is very different. He informs me that in one day's march with the bullock-wagons, he saw, without wandering to any great distance on either side, between one-hundred and one-hundred and fifty rhinoceroses—the same day he saw several herds of giraffes, amounting together to nearly a hundred.
4. At the distance of a little more than one hour's march from their place of encampment on the previous night, his party actually killed eight hippopotamuses at one spot and saw many more. In this same



river, there were likewise crocodiles. Of course, it was a case quite extraordinary to see so many great animals crowded together, but it evidently proves that they must exist in great numbers. Dr. Smith describes that the country passed through that day as 'being thinly covered with grass, and bushes about four feet high, and still more thinly with mimosa trees'.

5. Besides these large animals, anyone the least acquainted with the natural history of the Cape has read of the herds of antelopes, which can be compared only with the flocks of migratory birds. The numbers indeed of the lion, panther, and hyena, and the multitude of birds of prey, plainly speak of the abundance of the smaller quadrupeds. One evening, seven lions were counted at the same time prowling round Dr. Smith's encampment. As this, an able naturalist remarked to me, each day the carnage in Southern Africa must indeed be terrific! I confess that it is truly surprising how such a number of animals can find support in a country producing so little food.
6. The larger quadrupeds no doubt roam over wide tracts in search of it; and their food chiefly consists of underwood, which probably contains many nutrients in a small bulk. Dr. Smith also informs me that the vegetation has a rapid growth; no sooner is a part consumed, than its place is supplied by a fresh stock. There can be no doubt, however, that our ideas respecting the apparent amount of food necessary for the support of large quadrupeds are much exaggerated. The belief that where large quadrupeds exist, the vegetation must necessarily be luxuriant is more remarkable because the converse is far from true.
7. Mr. Burchell observed to me that when entering Brazil, nothing struck him more forcibly than the splendour of the South American vegetation contrasted with that of South Africa, together with the absence of all large quadrupeds. In his travels, he has suggested that the comparison of the respective weights (if there were sufficient data) of an equal number of the largest herbivorous quadrupeds of each country would be extremely curious. If we take, on the one side, the elephants, hippopotamus, giraffe, bos caffer, elan, five species of rhinoceros; and on the American side, two tapirs, the guanaco, three deer, the vicuna, peccari, capybara (after which we must choose from the monkeys to complete the number), and then place these two groups alongside each other; it is not easy to conceive ranks more disproportionate in size.
8. After the above facts, we are compelled to conclude, against the anterior probability that among the Mammalia there exists no close relation between the bulk of the species, and the quantity of the vegetation in the countries which they inhabit. Adapted from: Voyage of the Beagle, Charles Darwin (1890) [CBSE Sample Paper 2016]

Question

A. On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option.

1. What is the primary concern of the author?
 - (a) Discussing the relationship between the size of mammals and the nature of vegetation in their habitats
 - (b) Contrasting ecological conditions in India and Africa
 - (c) Proving that large animals do not require much food
 - (d) Describing the size of animals in various parts of the world
2. According to the author, what has led to the 'prejudice'?
 - (a) Errors in the reasoning of biologists
 - (b) False ideas about animals in Africa
 - (c) Incorrect assumptions on the part of geologists
 - (d) *Doubt in the mind of the author*
3. Why are the flocks of migratory birds mentioned in the passage?
 - (a) To describe an aspect of the fauna of South Africa
 - (b) To illustrate a possible source of food for large carnivores
 - (c) To contrast with the habits of the antelope
 - (d) To suggest the size of antelope herds
4. Why does Darwin quote Burchell's observations?
 - (a) To counter a popular misconception
 - (b) To describe a region of great splendour
 - (c) To prove a hypothesis
 - (d) To illustrate a well-known phenomenon
5. What struck Mr Burchell, when he entered Brazil?
 - (a) South African vegetation
 - (b) Presence of all large quadrupeds
 - (c) *South American vegetation contrasted with that of South Africa*
 - (d) Equal number of the largest herbivorous quadrupeds

B. Answer the following questions briefly.

1. What prejudice has vitiated the reasoning of geologists?
2. Why does Dr. Smith refer to Africa as a sterile country?
3. What is the 'carnage' referred to by Dr. Smith?
4. What does Darwin's remark, 'if there were sufficient data' indicate?
5. To account for the 'surprising' number of animals in a 'country producing so little food', what partial explanation does Darwin suggest?





Notes

21

READING WITH UNDERSTANDING

Section 1

Read the short passage below and answer the questions that follow:

A sanctuary may be defined as a place where Man is passive and the rest of Nature active. Till quite recently Nature had her own sanctuaries, where man either did not go at all or only as a tool-using animal in comparatively small numbers. But now, in this machinery age, there is no place left where man cannot go with overwhelming forces at his command. He can strangle to death all the nobler wild life in the world to-day. To-morrow he certainly will have done so, unless he exercises due foresight and self-control in the meantime.

There is not the slightest doubt that birds and mammals are now being killed off much faster than they can breed. And it is always the largest and noblest forms of life that suffer most. The whales and elephants, lions and eagles, go. The rats and flies, and all mean parasites, remain. This is inevitable in certain cases. But it is wanton killing off that I am speaking of to-night. Civilized man begins by destroying the very forms of wild life he learns to appreciate most when he becomes still more civilized. The obvious remedy is to begin conservation at an earlier stage, when it is easier and better in every way, by enforcing laws for close seasons, game preserves, the selective protection of certain species, and sanctuaries.

I have just defined a sanctuary as a place where man is passive and the rest of Nature active. But this general definition is too absolute for any special case. The mere fact that man has to protect a sanctuary does away with his purely passive attitude. Then, he can be beneficially active by destroying pests and parasites, like bot-flies or mosquitoes, and by finding antidotes for diseases like the epidemic which periodically kills off the rabbits and thus starves many of the carnivora to death. But, except in cases where experiment has proved his intervention to be beneficial, the less he upsets the balance of Nature the better, even when he tries to be an earthly Providence.

Question

1. The author implies that his first definition of a sanctuary is
 - (a) Totally wrong
 - (b) Somewhat idealistic
 - (c) unhelpful
 - (d) indefensible
 - (e) immutable

Your Answer Options:

1. A 2.B 3.C 4.D 5.E



2. The author's argument that destroying bot-flies and mosquitoes would be a beneficial action is most weakened by all of the following except
- parasites have an important role to play in the regulation of populations
 - the elimination of any species can have unpredictable effects on the balance of nature
 - the pests themselves are part of the food chain
 - these insects have been introduced to the area by human activities
 - elimination of these insects would require the use of insecticides that kill a wide range of insects

Your Answer Options

1. B 2.C&D 3.A 4.D 5. E

3. It can be inferred that the passage is
- part of an article in a scientific journal
 - extracted from the minutes of a nature club
 - part of a speech delivered to an educated audience
 - a speech delivered in a court of law
 - from a polemical article published in a magazine

Your Answer Options

1. D&E 2.A 3.C 4. B 5.D

4. What should be the most appropriate central idea of this passage?
- Author argues that man kills big animals but saves mosquitoes & other parasites.
 - Man is selfish by nature so he is up against the wild life which is harmful for his survival
 - Ecological balance, if not maintained by man will be harmful in long run.
 - Author proposes a programme for not disturbing the balance of nature as it is beneficial for mankind.
 - In view of the author man should not intervene in natural environments.

Your Answer Options

1. A 2.D 3.C 4.E 5.B

5. Tone of the Author as expressed in the passage can be best described
- Descriptive to analytical
 - Sarcastically humorous
 - Objective to narrative
 - Sarcastically critical to suggestive
 - Ironically sarcastic to negative

Your Answer Options

1. B&C 2.A 3.D 4.E 5.C

Section 2

Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the

*Notes*

university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

Question

1. Marie had a bright mind and a personality.
 - (a) Strong
 - (b) lighthearted
 - (c) Humorous
 - (d) Strange
2. When she learned that she could not attend the university in Warsaw, she felt
 - (a) Hopeless
 - (b) Annoyed
 - (c) Depressed
 - (d) Worried
3. Marie by leaving Poland and travelling to France to enter the Sorbonne.
 - (a) Challenged authority
 - (b) Showed intelligence
 - (c) Behaved
 - (d) Was distressed
4. _____ she remembered their joint intelligence
 - (a) Dejectedly
 - (b) Worried
 - (c) Tearfully
 - (d) Happily

5. Her began to fade when she returned to the Sorbonne to succeed her husband.
- (a) Misfortune
 - (b) Anger
 - (c) Wretchedness
 - (d) Disappointment
6. Even though she became fatally ill from working with radium, Marie Curie was never _____.
- (a) Troubled
 - (b) Worried
 - (c) Disappointed
 - (d) Sorrowful

CLASS-12

English



Notes



Notes

22

READING WITH UNDERSTANDING

Section 1

All vertebrate or back-boned animal life in the world is divided into two classes, the warm-blooded animals and the cold-blooded. The former group includes those whose blood keeps a constant temperature and is little affected by the temperature of the surrounding air. The latter group includes fishes, frogs and reptiles whose blood temperature changes with the temperature of the surrounding atmosphere.

The warm-blooded animals are further subdivided into Mammals (including human beings) which are covered with hair, bear live young and suckle them, and Birds, which are covered with feathers, lay eggs and as a rule make them hatch with the heat of their bodies.

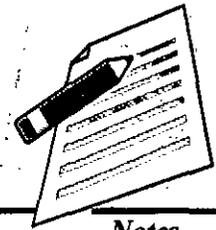
Birds are the only feathered creatures in the world. At first sight it might seem that all birds are the same. They all fly about, build nests and lay eggs. A closer look will show that in fact bird's life includes many forms which are very different from one another and which sometimes seem to bear very little relationship to one another after all. It includes the tiny humming bird which is not bigger than a man's thumb, and the ostrich which stands as high as a pony. It includes birds which can fly thousands of miles, and others like the penguins which cannot raise themselves off the ground. It includes birds which weave elaborate nests like the weaver birds, and other which lay their eggs straight on the ground without any preparation.

It includes birds which require highly specialized foods, like vultures which will only eat dead animals, and still others like crows, which eat practically anything except metal. It includes birds like the domestic hen whose chicks start running about and scratching for themselves as soon as they are hatched, and others like parakeets and eagles whose chicks cannot leave their nests for several weeks.

And finally, it includes birds which seem to be unable to live away from the company of man, and others which retreat and become extinct as soon as human beings come near the areas in which they live.

Questions

1. 'Vertebrate' animals are those that
 - (a) have warm blood.
 - (b) have a back bone.
 - (c) walk on two legs.



2. Fishes, frogs and reptiles are those creatures
 - (a) which have no blood
 - (b) the temperature of whose blood changes with that of the outside atmosphere.
 - (c) the temperature of whose blood remains the same at all times.
3. Mammals have _____
 - (a) feathers.
 - (b) hair on their bodies.
 - (c) scales.
4. Birds can _____
 - (a) bear live young.
 - (b) adopt the young of other species.
 - (c) lay eggs and hatch them.
5. All birds _____
 - (a) lay eggs.
 - (b) fly.
 - (c) build nests.

B. Write T against the statements that are correct and F against the ones that are incorrect.

- (a) All birds are small.
- (b) The ostrich is a very tall bird.
- (c) Vultures eat everything.
- (d) All birds build nests.
- (e) Some birds build very complicated nests.
- (f) All birds can fly.
- (g) All birds like to live with human beings.
- (h) Birds are warm blooded.

Section 2

Read the following passage and answer the questions that follow:

The Supreme Court order banning the registration of diesel vehicles beyond 2000 cc in and around New Delhi points to the dire situation and need for drastic steps. It is not necessary, therefore, to discuss the pros and cons of a three-month long ban, on a trial basis. The court consciously targeted only luxury vehicles, sports utility vehicles (SUVs), besides big trucks, affordable to affluent people, sparing the common man. It concurred with the argument that diesel vehicles pollute the most, contributing to pollution. Experts have maintained that "diesel exhaust consists of 10-100 times (that is, one to two orders of magnitude) more particles than petrol". Moreover, diesel exhaust is said to contain smaller particles which are more hazardous as they enter the deeper recesses of lungs and stay longer causing serious harm to health.

The industry, both automobile manufacturers and distributors, predictably raised a hue and cry claiming the decision would affect trade and commerce and movement and supply of essential commodities in the city. The industry had



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been trying to pass the buck by lobbying on two grounds — one, that diesel is not as dirty as environmentalists claim it to be and, two, there were other more dangerous sources of pollution which should be tackled first. When faced with an adverse judgment, Corporates seek new scientific studies and proof.

1. According to the passage, the Supreme Court has exempted which type of diesel vehicles from the registration banning list?
 - (a) Luxury vehicles
 - (b) Sports utility vehicles (SUVs)
 - (c) Vehicles affordable only by affluent people
 - (d) Vehicles with a capacity of below 2000 cc
2. What does the term 'dire situation' mean in the passage?
 - (a) Extremely serious or urgent situation.
 - (b) Extremely hideous situation
 - (c) Extremely vague situation.
 - (d) Extremely trivial situation.
3. Which of the following fact is false according to the passage?
 - (a) Diesel exhaust consists of 10-100 times more particles than petrol.
 - (b) Petrol vehicles pollute the most as compared to the diesel vehicles.
 - (c) The ban on registration of diesel vehicles beyond 2000 cc has been done in and around New Delhi points.
 - (d) The Supreme Court's decision was mainly targeted towards the luxury vehicles and sports utility vehicles (SUVs).
4. Which of the following statement will be favorable for the automobile manufacturers and distributors?
 - (a) Diesel exhaust is said to contain smaller particles which are hazardous.
 - (b) Diesel is one of the most dangerous sources of pollution.
 - (c) Diesel is not as dirty as environmentalists claim it to be.
 - (d) Diesel exhaust can cause serious harm to the health of human beings.

Directions (5 - 6): Each question below has a blank indicating that something has been omitted. Choose the set of words for the blank which best fits the meaning of the sentence as a whole.

5. For a country on the growth trajectory, the Public-Private-(PPP) model has worked quite well.
 - (a) Ownership
 - (b) Partnership
 - (c) Proprietorship
 - (d) None of the above
6. The e-commerce industry in India lags far behind various developed and developing countries mainly on account of low internet due to poor infrastructure.
 - (a) Alteration
 - (b) Invasion
 - (c) Penetration
 - (d) None of the above



Directions (7 - 8): In each of the following questions there are three parts a, b, and c, among which one part is erroneous. Find out which part of the sentence has an error and mark (d) if no error is found. Ignore punctuation errors.

7. For gaining reputation among your clients (a)/ you ought to complete every work you undertake, (b)/ after the stipulated time (c).
8. How that we have completed all the (a)/ legal formalities, let's get (b)/ the show on the road (c).

Directions (9 - 10): In each of the following questions, the first word is given in capital letters followed by four other words, one of which is the synonym or antonym of the first word. Find the word.

9. INTRINSIC
 - (a) Underlying
 - (b) Accidental
 - (c) Eager
 - (d) External

10. FACSIMILE
 - (a) Duplicate
 - (b) Original
 - (c) Lively
 - (d) Cheerful



Notes

23

READING WITH UNDERSTANDING

Section 1

The collapse of a great wall of garbage in east Delhi's Ghazipur area, sweeping people and vehicles into a nearby canal, is a stark reminder that India's neglected waste management crisis can have deadly consequences. More than a year after the notification of the much-delayed Solid Waste Management Rules, cities and towns are in no position to comply with its stipulations, beginning with the segregation of different kinds of waste at source and their scientific processing. Neither are urban local governments treating the 62 million tonnes of waste generated annually in the country as a potential resource. They have left the task of value extraction mostly to the informal system of garbage collectors and recyclers. Improving on the national record of collecting only 80% of waste generated and being able to process just 28% of that quantum, requires behaviour modification among citizens and institutions. But what is more important is that the municipal bodies put in place an integrated system to transport and process what has been segregated at source. The Swachh Bharat programme of the Centre has focused too narrowly on individual action to keep streets clean, without concurrent pressure on State and municipal authorities to move closer to scientific management by the deadline of April 2018 set for most places, and arrest the spread of pollution from trash.

In the absence of stakeholders at the local body level, recoverable resources embedded in discarded materials are lost due to dumping. Organic refuse, which forms about 50% of all garbage, readily lends itself to the generation of compost or production of methane for household use or power generation. But it is a major opportunity lost. Organic waste that could help green cities and feed small and affordable household biogas plants is simply being thrown away. It is also ironic that while some countries such as Rwanda and Kenya have introduced stiff penalties for the use of flimsy plastic bags, India is doing little to prevent them from drifting into suburban garbage mountains, rivers, lakes and the sea, and being ingested by cattle feeding on dumped refuse. A new paradigm is needed, in which bulk waste generators take the lead and city managers show demonstrable change in the way it is processed. There has to be a shift away from large budgets for collection and transport by private contractors, to the processing of segregated garbage. As the nodal body for the implementation of the new rules, the Central Pollution Control Board should put out periodic assessments of the preparedness of urban local bodies in the run-up to the deadline. Without a rigorous approach, the national problem of merely shifting city trash to the suburbs, out of sight of those who generate

it, will fester and choke the landscape. Considering that waste volumes are officially estimated to grow to 165 million tonnes a year by 2030, many more suburbs are bound to be threatened by collapsing or burning trash mountains.

Questions

1. Which among the following is true according to the passage?
 - (a) The national record of collecting more than 80% of waste generated and being able to process just 28% of that quantum requires behaviour modification among citizens and institutions.
 - (b) the national record of collecting below 80% of waste generated and being able to process just 28% of that quantum, requires behaviour modification among citizens and institutions
 - (c) the national record of collecting only 80% of waste generated and being able to process less than 28% of that quantum, requires behaviour modification among citizens and institutions
 - (d) the national record of collecting only 80% of waste generated and being able to process just 28% of that quantum, requires behaviour modification among citizens and institutions
 - (e) all are false
2. Which of the following can be the suitable title for the passage?
 - (a) Mountains of garbage
 - (b) Negligence of waste management
 - (c) Waste management and clean India.
 - (d) Clean India campaign
 - (e) None of These
3. Which of the following statement is/are wrong according to the passage.
 - I. The Swachh Bharat programme of the Centre has focused too much on individual action to keep streets clean.
 - II. Organic waste that could help green cities and feed small and affordable household biogas plants is simply being thrown away.
 - III. Organic refuse, which forms more than 50% of all garbage, readily lends itself to the generation of compost or production of methane for household use or power generation
 - (a) Only I
 - (b) (I) and (III)
 - (c) Only B
 - (d) Only C
 - (e) (I) and(II)
4. Which of the following country/countries introduced stiff penalties for the use of flimsy plastic bags?
 - (a) Rwanda and Kenya
 - (b) Kenya and India
 - (c) India
 - (d) Rwanda
 - (e) Kenya





5. Choose the word, which is MOST SIMILAR in meaning of the word printed in **bold** as used in the passage.

Flimsy

- (a) Tough
- (b) Coarse
- (c) Thin
- (d) Lasting
- (e) Durable

6. Choose the word, which is MOST SIMILAR in meaning of the word printed in **bold** as used in the passage.

Sweeping

- (a) A. far-reaching
- (b) B. Narrow
- (c) C. Restricted
- (d) D. Limited
- (e) E. Specific

Section 2

Read the following passage carefully and answer the questions given below it.

The economic development in India followed socialist- inspired policies for most of its independent history, including state-ownership of many sectors; India's per capita income increased at only around 1 % annualised rate in the **three** decades after its independence. Since the mid-1980s, India has slowly **opened** up its markets through economic liberalisation. After more fundamental reforms since 1991 and their renewal in the 2000s, India has progressed towards **a** free market economy. In the late 2000s, India's growth reached 7.5%, which will double the average income in a decade. Analysts say that if India **pushed** more fundamental market reforms, it could sustain the rate and even reach **the** government's 2011 target of 10% . States have large responsibilities over **their** economies. The annualised 1999- 2008 growth rates for Tamil Nadu (9.9%), Gujarat (9.6%), Haryana (9.1 0/0), and Delhi (8.9%) were significantly **higher** than for Bihar (5.1 0/0), Uttar Pradesh (4.4%), and Madhya Pradesh (6.5%). India is the tenth-largest economy in the world and the third largest by purchasing power parity adjusted exchange rates (PPP). On per capita basis, it ranks 140**th** in the world or 129th by PPP. The economic growth has been driven by **the** expansion of services that have been growing consistently faster than **other** sectors. It is argued that the pattern of Indian development has been a **specific** one and that the country may be able to skip the intermediate industrialisation — led phase in the transformation of its economic structure. Serious **concerns** have been raised about the jobless nature of the economic growth favourable



macroeconomic performance has been a necessary but no sufficient stipulation for the significant reduction of poverty amongst the Indian population. The rate of poverty decline has not been higher in the post-reform period (since 1991). The improvements in some other non-economic dimensions of social development have been even less favourable. The most palpable example is an exceptionally high and importunate level of child malnutrition (46% in 2005-06). The progress of economic reforms in India is followed closely. The World Bank suggests that the most important priorities are public sector reform, infrastructure, agricultural and rural development, removal of labour regulations, reforms in lagging states, and HIV /AIDS. For 2015, India ranked 142nd in Ease of Doing Business Index, which is setback as compared with China 90th, Russia 62nd and Brazil 120th. According to index of Economic Freedom World Ranking an annual survey on economic freedom of the nations, India ranks 123rd as compared with China and Russia which ranks 138th and 144th respectively in 2012.

1. According to the passage, the economic growth has been driven by the expansion of which of which genre of services?
 - (a) The services growing slower than other sectors available in the world.
 - (b) The services growing more easily than other sectors available in the world.
 - (c) The services growing erratically faster than all other sectors available in India.
 - (d) The services growing consistently faster than other sectors available in the world.
 - (e) None of these
2. Which of the following statements is true according to the passage?
 - (a) More than one hundred and fifty countries are doing better than India on PPP basis.
 - (b) India is doing better than 140 countries on per capita basis.
 - (c) India ranked 117th on the basis of economic growth which is a setback.
 - (d) India ranked 142nd in 2015 in Ease of Doing Business Index.
 - (e) None of these
3. What was the opinion of the World Bank particularly on public sector reforms according, to the passage?
 - A. Infrastructures development
 - B. Health reforms
 - C. Removal of labour regulations
 - D. Agricultural development
 - (a) Only (A) and (B)
 - (b) only (C) and (D)
 - (c) only (B) and (D)
 - (d) only (A), (B) and (D)
 - (e) None of these

CLASS-12

English



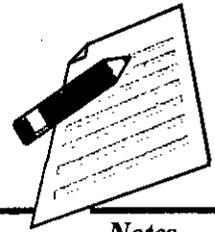
Notes

4. "Economic liberalisation have been beneficial for Indian according to the passage, which of the following statements support the given statement ?
- (a) India bit by bit kicks off its markets through economic liberalisation.
 - (b) India opened new markets all over world within 10 years of its initiation.
 - (c) India gave a lot of employment compared to the last decade after its initiation.
 - (d) India's growth rate increased by 7.5% after initiating economic liberalisation.
 - (e) None of these
5. Which of the following is not mentioned in the passage regarding economic development?
- (a) Index of Economic Freedom World Ranking did an annual survey on economic freedom.
 - (b) India's per capita income increased at only around 1% annualised rate.
 - (c) The progress of economic reforms in India is followed closely.
 - (d) Economic liberalisation is a fusion of growth and economic development.
 - (e) None of these

24 READING WITH UNDERSTANDING

CLASS-12

English



Notes

Section 1

One of the unfortunate paradoxes of our lives today is that despite adequate food production and unimaginable advances in technology, one in three persons worldwide is not getting enough of the right food to eat and approximately 800 million of seven billion sleep hungry every night.

Not surprisingly, this makes poor diet the No. 1 risk factor by far, for the global burden of disease. Poor diets globally are more responsible for ill health as compared with the combined effect of drugs, tobacco and alcohol. Women and children continue to be the most vulnerable, with 156 million stunted children in the world and 40% women anaemic. Add to this the fact that the world adds 200,000 new people to its population every day, of which India adds 58,000. This translates to the need to feed two billion more people by 2050 and to support a higher demand for major crops, estimated to increase by 50%, from 2.5 to 3.5 billion tonnes.

Staying on target It is therefore with compelling reason that Target 3 for the Sustainable Development Goal (SDG) 12 is to “halve per capita global food waste at the retail and consumer level, and reduce food losses along production and supply chains including post-harvest losses”. Food loss is valued at \$1 trillion globally by the Food and Agriculture Organisation, enough to feed the 800 million who sleep hungry every night. Of this, over 200 million are in India, a country that grows sufficient food to feed its burgeoning population of 1.3 billion.

The SDGs have clearly put the spotlight on food loss and waste, and we are beginning to see more attentive discussion on the subject. At the recently held Food Congress in Dusseldorf in early May 2017, the focus was on identifying possible solutions for both — through better farming practices, use of technology, better information, change in consumer behaviour, etc. Estimates of “food waste and food loss” range between 30 and 50% for both developed and emerging countries.

In developed countries “food waste” happens more at the consumer household level, where more is purchased than consumed; and in emerging economies, it is the supply chain that leads to “food loss” during harvest, storage or in transit, largely due to poor infrastructure and inadequately aligned processes. As an example, India’s cold storage requirement is 66 million tonnes, and the national storage capacity currently available is approximately 30 million tonnes. Investment in creating adequate cold storage capacity alone will stem



food loss substantially. With increasing wealth, India is, ironically, home to both food waste and food loss.

In either scenario, food that is produced (using depleting and critical resources such as water) but not consumed is a colossal waste which we cannot afford to ignore. Food loss is also nutrition loss, productivity loss and therefore GDP loss. The 40% food loss in India translates to approximately \$7.5 billion, and for a country where agriculture contributes 15% to GDP and employs 53% of the workforce, this is clearly unaffordable.

These are serious statistics, and unless there is an effort to address food loss factors systemically, the state of health and nutrition of our people will continue to be inadequate, as food loss means loss of macronutrients such as calories, fats, proteins; but even more alarming, it means loss of micronutrients because foods that are rich in micronutrients are also perishable — fruits, vegetables, poultry, fish, dairy, etc. Additionally, with urbanisation and rising incomes, the length of the food value chain also increases, as what people eat becomes less and less connected to where they live.

The Global Nutrition Report 2016 has highlighted India's overall tardy progress in addressing chronic under nutrition, manifest in stunting (low weight for age), wasting (low weight for height) and micronutrient deficiency or "hidden hunger".

With 17% of the world's population, India remains home to a quarter of the world's undernourished people, a third of the world's underweight children and a quarter of the world's hungry. This demographic cannot possibly result in a productive and efficient workforce, or be converted into any meaningful economic dividend. The World Happiness Report 2017, which looks at quality of people's life beyond GDP and per capita income and includes economic variables, social factors and health indicators, has ranked India at 122 of 155 countries. India's decline in 2014-16, compared with 2005-07, is on account of poor and slow progress on social factors and health indicators.

Agriculture has to be one of the drivers of India's growth, and even though we are the world's third largest producer of food, our agriculture growth has fallen well below the targeted 4% over the last 15 years. According to the International Food Policy Research Institute, India needs to at least double its investment in agricultural research to double farmers' incomes by 2022. This will not happen only with a focus on rice and wheat — more diversity is needed, with the addition of vegetables, fruits and dairy farming.

Harnessing technology to increase agricultural productivity, where we lag both our potential and competitive benchmarks will be critical to our overall well-being. As an example, since the 1960s India's groundwater irrigation has increased dramatically, and since the 1980s groundwater levels have been dropping, thus stressing the system. Groundwater recharge therefore becomes a critical variable to augment agricultural productivity. Further, imports of agricultural commodities have increased from 4% of GDP in 2008-09 to 5.5% of GDP in 2013-14,

according to the Economic Survey. Edible oil imports alone in the last year cost us Rs. 65,000 crore (\$10 billion). This need not be the case in future.

Dignified quality of life

To provide even a baseline and dignified quality of life to its people, India has to address enhancing agricultural productivity, crop diversification and eliminating food loss and waste with a firm resolve, backed with the right and timely action. The last must be done on priority as it deals with food already available. So the key question is, how do we minimise food loss given that the government wants this, businesses want this, and people want this?

There is clearly a structural and behavioural component to this, and the door is open for investment in food system infrastructure: storage, transportation, processing, etc.; investment in information systems that help identify loss by crop and region so solutions can be specifically tailored to the problem; use of technology to better connect supply and demand; public-private partnerships with companies to reduce spoilage and loss; creation of food banking networks that work with civil society and development agencies on getting food already available to those that need it. Among the several priorities we have, minimising food loss has the potential to be transformative in multiple ways.

Questions

1. Target 3 for the Sustainable Development Goal (SDG) 12 is about
 - (a) Food wastage
 - (b) Education
 - (c) Poverty
 - (d) Terrorism
2. According to the passage, What percentage of the women is anaemic in the world?
 - (a) 40 %
 - (b) 60 %
 - (c) 30 %
 - (d) 50 %
3. Consider the following statements regarding the recently held Food Congress:
 1. It was held in Mumbai
 2. It is an Indian Initiative to the world.Which of the statements given above is/are correct?
 - (a) Both are correct
 - (b) 2 only
 - (c) Neither 1 nor 2
 - (d) 1 only
4. According to the passage, what is the reason behind the 'food loss' problem in emerging economies?
 - (a) Supply chain problems
 - (b) Storage problems
 - (c) Poor infrastructure
 - (d) All of the above



CLASS-12

English



5. Which of the following statements given below is/are correct in context of food loss and agriculture sector in India?
1. The 40% food loss in India translates to approximately \$7.5 billion
 2. Agriculture contribution in India's GDP is 15%
- Select the correct answer using the code given below.
- (a) 1 only
 - (b) Both are correct
 - (c) 2 only
 - (d) Neither 1 nor 2
6. What is 'Hidden Hunger'?
- (a) Micronutrient deficiency
 - (b) Chronic Undernutrition
 - (c) Stunting
 - (d) Wasting
7. What is India's rank in the World Happiness Report 2017?
- (a) 92
 - (b) 112
 - (c) 132
 - (d) 122
8. Choose the word which is **MOST SIMILAR** in meaning of the word printed in bold as used in the passage
- Paradoxes
- (a) Dichotomy
 - (b) Incongruity
 - (c) Contradiction
 - (d) All of the above
9. Choose the word which is **MOST OPPOSITE** in meaning of the word printed in bold as used in the passage
- Tardy
- (a) Crawling
 - (b) Creeping
 - (c) Dawdling
 - (d) Bolting
10. Choose the word which is **MOST OPPOSITE** in meaning of the word printed in bold as used in the passage
- Lag
- (a) Advance
 - (b) Straggle
 - (c) Trail
 - (d) Linger

Section 2

It's this period of his life that a new exhibition at the British Museum seeks to display in an exhibition entitled 'Hokusai: Beyond the Great Wave'. In his 70s, Hokusai would adopt a new name—Manji, meaning “ten thousand things” or “everything”. This was exactly what he wanted to draw.

Everything.

An understanding of the “form of things”—the Japanese Buddhist belief that all things, living and material, have a spiritual connection to one another—and the desire to portray—it was these that drove Hokusai in his *quest* for immortality as an artist.

Born in 1760 in Edo, modern Tokyo, Hokusai published his first Ukiyo-e prints in 1779. Meaning ‘floating world’, Ukiyo-e woodblock prints took *hedonism* and pleasure as their subjects, depicting gijin-ga (courtesans), yakusha-e (actors) and shunga (erotic couplings) in detail.

Hokusai's work was no exception. But, in a career that saw him symbolically change his name 30 times, other themes began to interest him. Hokusai drew everyday life, images from ancient Japanese and Chinese mythology and nature, besides experimenting with new techniques.

Hundred years of art

He insisted he would achieve greatness only if he *honed* his craft till he turned 100. “I wish to work so that at one hundred years I will have achieved a divine state in my art,” he once wrote.

The ink he would use for Under the wave and other works was formed by blending traditional Japanese indigo with the newly available Prussian blue to create a fantastic deep, saturated colour that would define his most famous creations. One can almost feel the spray of the ocean in Kajikazawa in Kai Province, composed in early 1831. In Rainstorm beneath the summit, the deep blue at the top gives a real sense of the scale of the image, with the mighty Mt. Fuji nearly touching the heavens.

The mountain, sacred to both Buddhists and Shintoists, was a recurring subject in Hokusai's work, appearing most famously in One Hundred Views. In drawing the famous mountain, Hokusai was also searching for his own permanence, for his legacy to bloom like a sakura tree and never wilt.

Fuji View Plain in Owari Province, printed in 1831, is vintage Hokusai: here, the mountain is but a small wedge on the horizon, the sky dissected into ocre, white and shades of blue. But the key element is the worker in the foreground. Hard at work, he is uninterested in the view behind him. Why would he be? For him, the spectacular has become *banal*.





That attention to the mundane—the worker’s tools drawn with as much detail as the delicate, wispy leaves of the tree beside him—is characteristic of Hokusai. For him, the pedestrian was worthy of commemoration. He captured urban life in Japan with a level of precision that would later inspire Western artists to do the same.

The father of modernism

Before he died aged 90, Hokusai changed his name one last time to Gakyo Rojin, the ‘old man crazy to paint’. He revisited themes, places, and mythology with the same *fervour* he had displayed decades earlier.

But how did Hokusai become so famous? Why is it that he became a household name while some of his contemporaries, like Ando Hiroshige and Kitagawa Utamaro, did not? Japan was in tumult during the last years of Hokusai’s life. The last shogunate was collapsing, and ensuing Meiji Restoration would irrevocably change the country and its place in the world.

Enterprising merchants visiting Japan for the first time in the 1850s saw great value in the Ukiyo-e prints, and sent them back to art markets in Europe. Hokusai and his peers’ works were initially undervalued; indeed, the first prints were initially used as packaging material for other art works. But all that changed in 1867, with Paris’ first Exposition Universelle, which boasted the first-ever Japanese pavilion in Paris. A key attraction? Hokusai.

Changing Japan

The Orientalist construction of Japan as an exotic land of beautiful women, with a deep connection to nature, and of solemn warriors clinging to codes of honour amidst blooming cherry blossom trees, also played its part in popularising him.

But this wouldn’t last. So long as Japan was evocative, but weak, it provided a source of inspiration to European artists looking for a different creative process. When that changed in 1905, after Japan triumphed against the Tsar’s imperial forces in the Russo-Japanese war, the country was rudely transformed in Western consciousness to that of a world power.

This may be why later artists like Picasso turned to Africa in search of their primitivist fantasies. After all, while escaping the constraints of Western art, as the Impressionists did, may have required gazing at worlds outside of Europe, they could not bear it when the people of those worlds stared right back at them.

Nearly 170 years later, Hokusai’s works are still admired. His legacy has contributed to some of the world’s most important art movements. He’s even on your smartphone: there’s a wave emoji, and last year’s wildly popular app, Prisma, can “wavify” any image you want.

In the end, the old man crazy to paint did find the immortality he was looking for all his life.



Notes

1. What was the last name of 'Hokusai' before his death?
 - (a) Ukiyo
 - (b) Prisma
 - (c) Gakyo Rojin
 - (d) None of the above
2. According to the passage, what is the meaning of 'Manji'?
 - (a) Everything
 - (b) Nothing
 - (c) Sailor
 - (d) Pilot
3. In accordance with the passage, which of the following statements given below is/are correct regarding 'Hokusai'?
 - A. He became famous after Paris' first Exposition Universelle.
 - B. The ink he used in his painting was formed by blending traditional Japanese indigo.
 - (a) B only
 - (b) A only
 - (c) Neither A nor B
 - (d) Both are correct
4. From where did Hokusai draw everyday life images(in his paintings/crafts)?
 - (a) Buddhist scriptures
 - (b) Japanese and Chinese Mythology
 - (c) Indian Mythology
 - (d) Mongolian Mythology
5. According to the writer of the above passage, Japan was rudely transformed in Western consciousness after
 - (a) Japan triumphed against the Tsar's imperial forces in the Russo-Japanese war
 - (b) Japan's defeat in 2nd world war
 - (c) Japan 's defeat in 1st world war
 - (d) None of the above
6. Choose the word which is MOST OPPOSITE in meaning of the word printed in bold as used in the passage.

Quest

 - (a) prey
 - (b) retreat
 - (c) delving
 - (d) voyage
7. Choose the word which is MOST OPPOSITE in meaning of the word printed in bold as used in the passage.

Hedonism

 - (a) debauchery
 - (b) epicureanism
 - (c) gratification
 - (d) unhappiness

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English



8. Choose the word which is MOST SIMILAR in meaning of the word printed in bold as used in the passage.

Banal

- (a) Bland
- (b) Corny
- (c) Dumb
- (d) All of the Above

9. Choose the word which is MOST SIMILAR in meaning of the word printed in bold as used in the passage.

Honed

- (a) acuminate
- (b) impotent
- (c) verbose
- (d) none of the above

10. Choose the word which is MOST SIMILAR in meaning of the word printed in bold as used in the passage.

Fervour

- (a) ardor
- (b) apathy
- (c) dullness
- (d) insincerity

25 BHOLI



Notes

25.1 Introduction

This is the story of a little girl named Bholi who was a slow-learner and stammered. She fell down from the cot in her childhood and a part of her brain was damaged. She had lost her beauty to smallpox. She was neglected as a witless fool even by his parents and her brothers and sisters. But the opening of a primary school for girls in her village changed her life. Her teacher was very kind and courageous to her. She gave her confidence. She made her speak without halts. The girl achieved what appeared to be impossible. She proved herself a real heroine when she refused to marry Bishamber Nath who demanded five thousand rupees cash from her father in dowry.

25.2 Theme of the Story



Bholi is the story of a village girl who was discriminated as she had pock-marks on her face, stammered and was considered to be a simpleton. Bholi suffered an attack of smallpox when she was just two years old. She damaged a part of her brain when she fell off from the cot. Education transformed 'a dumb cow' into a fearless and courageous girl. First, she agreed to many an unequal match, Bishamber, just to maintain the honour of the family. Her father, Ramlal, put even his turban at the feet of the greedy bridegroom. He accepted to many a girl with pock-marks only after getting 5000 rupees as dowry. Bholi showed the courage of throwing away the ceremonial garland into the fire. She refused to have a mean, greedy and contemptible coward like Bishamber Nath as her husband.



25.3 Text

Her name was Sulekha, but since her childhood everyone had been calling her Bholi, the simpleton.

She was the fourth daughter of Numberdar Ramlal. When she was ten months old, she had fallen off the cot on her head and perhaps it had damaged some part of her brain. That was why she remained a backward child and came to be known as Bholi, the simpleton.

At birth, the child was very fair and pretty. But when she was two years old, she had an attack of small-pox. Only the eyes were saved, but the entire body was permanently disfigured by deep black pock-marks. Little Sulekha could not speak till she was five, and when at last she learnt to speak, she stammered. The other children often made fun of her and mimicked her. As a result, she talked very little.

Ramlal had seven children — three sons and four daughters, and the youngest of them was Bholi. It was a prosperous farmer's household and there was plenty to eat and drink. All the children except Bholi were healthy and strong. The sons had been sent to the city to study in schools and later in colleges. Of the daughters, Radha, the eldest, had already been married. The second daughter, Mangla's marriage had also been settled, and when that was done, Ramlal would think of the third, Champa. They were good-looking, healthy girls, and it was not difficult to find bridegrooms for them.

But Ramlal was worried about Bholi. She had neither good looks nor intelligence. Bholi was seven years old when Mangla was married. The same year a primary school for girls was opened in their village. The Tehsildar sahib came to perform its opening ceremony. He said to Ramlal, "As a revenue official you are the representative of the government in the village and so you must set an example to the villagers. You must send your daughters to school."

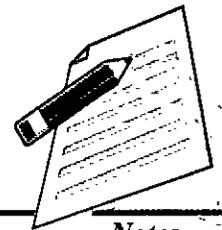
That night when Ramlal consulted his wife, she cried, "Are you crazy? If girls go to school, who will marry them?"

But Ramlal had not the courage to disobey the Tehsildar. At last his wife said, "I will tell you what to do. Send Bholi to school. As it is, there is little chance of her getting married, with her ugly face and lack of sense. Let the teachers at school worry about her."

The next day Ramlal caught Bholi by the hand and said, "Come with me. I will take you to school." Bholi was frightened. She did not know what a school was like. She remembered how a few days ago their old cow, Lakshmi, had been turned out of the house and sold.

"N-n-n-n NO, no-no-no," she shouted in terror and pulled her hand away from her father's grip.

"What's the matter with you, you fool?" shouted Ramlal. "I am only taking



you to school.” Then he told his wife, “Let her wear some decent clothes today, or else what will the teachers and the other schoolgirls think of us when they “see her?”

New clothes had never been made for Bholi. The old dresses of her sisters were passed on to her. No one cared to mend or wash her clothes. But today she was lucky to receive a clean dress which had shrunk after many washings and no longer fitted Champa. She was even bathed and oil was rubbed into her dry and matted hair. Only then did she begin to believe that she was being taken to a place better than her home!

A girl who had not heard the name of school or who did not know what a school was and who felt terrified to go to school developed attachment with the school.

How did it happen? Read the second unit of the story.

When they reached the school, the children were already in their classrooms. Ramlal handed over his daughter to the headmistress. Left alone, the poor girl looked about her with fear-laden eyes. There were several rooms, and in each room girls like her squatted on mats, reading from books or writing on slates. The headmistress asked Bholi to sit down in a corner in one of the classrooms.

Bholi did not know what exactly a school was like and what happened there, but she was glad to find so many girls almost of her own age present there. She hoped that one of these girls might become her friend.

The lady teacher who was in the class was saying something to the girls but Bholi could understand nothing. She looked at the pictures on the wall. The colours fascinated her—the horse was brown just like the horse on which the Tehsildar had come to visit their village; the goat was black like the goat of their neighbour; the parrot was green like the parrots she had seen in the mango orchard; and the cow was just like their Lakshmi. And suddenly Bholi noticed that the teacher was standing by her side, smiling at her.

“What’s your name, little one?”

“Bh-Bho-Bho.” She could stammer no further than that.

Then she began to cry and tears flowed from her eyes in a helpless flood. She kept her head down as she sat in her corner, not daring to look up at the girls who, she knew, were still laughing at her.

When the school bell rang, all the girls scurried out of the classroom, but Bholi dared not leave her corner. Her head still lowered, she kept on sobbing.

“Bholi.”

The teacher’s voice was so soft and soothing! In all her life she had never been called like that. It touched her heart.

“Get up,” said the teacher. It was not a command, but just a friendly suggestion.



Bholi got up.

“Now tell me your name.”

Sweat broke out over her whole body. Would her stammering tongue again disgrace her? For the sake of this kind woman, however, she decided to make an effort.

She had such a soothing voice; she would not laugh at her.

“Bh-Bh-Bho-Bho,” she began to stammer.

“Well done, well done,” the teacher encouraged her. “Come on, now — the full name?”

“Bh-Bh-Bho-Bholi.” At last she was able to say it and felt relieved as if it was a great achievement.

“Well done.” The teacher patted her affectionately and said, “Put the fear out of your heart and you will be able to speak like everyone else.”

Bholi looked up as if to ask, “Really?”

“Yes, yes, it will be very easy. You just come to school every day. Will you come?”

Bholi nodded. “No, say it aloud.”

“Ye-Ye-Yes.” And Bholi herself was astonished that she had been able to say it.

“Didn’t I tell you? Now take this book.”

The book was full of nice pictures and the pictures were in colour — dog, cat, goat, horse, parrot, tiger and a cow just like Lakshmi. And with every picture was a word in big black letters.

“In one month you will be able to read this book. Then I will give you a bigger book, then a still bigger one. In time you will be more learned than anyone else in the village. Then no one will ever be able to laugh at you. People will listen to you with respect and you will be able to speak without the slightest stammer.

Understand? Now go home, and come back early tomorrow morning.”

Bholi felt as if suddenly all the bells in the village temple were ringing and the trees in front of the school-house had blossomed into big red flowers. Her heart was throbbing with a new hope and a new life.

Thus the years passed.

You have read that the simple little girl Bholi who had deep pock marks was regarded as a backward child. Her father sent her to school where she sat in a corner and looked around with fear. The teacher tried to encourage her to speak. Over the years Bholi had learnt a lot and also gained a lot of confidence.

Read the unit III to find out how Bholi showed her confidence and her decision making faculty. The village became a small town. The little primary school became a high school. There were now a cinema under a tin shed and a



cotton ginning mill. The mail train began to stop at their railway station. One night, after dinner, Ramlal said to his wife, "Then, shall I accept Bishamber's proposal?"

"Yes, certainly," his wife said. "Bholi will be lucky to get such a well-to-do bridegroom. A big shop, a house of his own and I hear several thousand in the bank. Moreover, he is not asking for any dowry."

"That's right, but he is not so young, you know — almost the same age as I am — and he also limps. Moreover, the children from his first wife are quite grown up."

"So what does it matter?" his wife replied. "Forty-five or fifty — it is no great age for a man. We are lucky that he is from another village and does not know about her pock-marks and her lack of sense. If we don't accept this proposal, she may remain unmarried all her life."

"Yes, but I wonder what Bholi will say."

"What will that witless one say? She is like a dumb cow."

"May be you are right," muttered Ramlal.

In the other corner of the courtyard, Bholi lay awake on her cot, listening to her parents' whispered conversation.

Bishamber Nath was a well-to-do grocer. He came with a big party of friends and relations with him for the wedding. A brass-band playing a popular tune from an Indian film headed the procession, with the bridegroom riding a decorated horse.

Ramlal was overjoyed to see such pomp and splendour. He had never dreamt that his fourth daughter would have such a grand wedding. Bholi's elder sisters who had come for the occasion were envious of her luck.

When the auspicious moment came the priest said, "Bring the bride."

Bholi, clad in a red silken bridal dress, was led to the bride's place near the sacred fire.

"Garland the bride," one of his friends prompted Bishamber Nath.

The bridegroom lifted the garland of yellow marigolds. A woman slipped back the silken veil from the bride's face. Bishamber took a quick glance. The garland remained poised in his hands. The bride slowly pulled down the veil over her face.

"Have you seen her?" said Bishamber to the friend next to him "She has pock-marks on her face."

"So what? You are not young either."

"May be. But if I am to marry her, her father must give me five thousand rupees."

Ramlal went and placed his turban — his honour — at Bishamber's feet. "Do not humiliate me so. Take two thousand rupees."



"No. Five thousand, or we go back. Keep your daughter."

"Be a little considerate, please. If you go back, I can never show my face in the village."

"Then out with five thousand."

Tears streaming down his face, Ramlal went in, opened the safe and counted out the notes. He placed the bundle at the bridegroom's feet.

On Bishamber's greedy face appeared a triumphant smile. He had gambled and won. "Give me the garland," he announced.

Once again the veil was slipped back from the bride's face, but this time her eyes were not downcast. She was looking up, looking straight at her prospective husband, and in her eyes there was neither anger nor hate, only cold contempt.

Bishamber raised the garland to place it round the bride's neck; but before he could do so, Bholi's hand struck out like a streak of lightning and the garland was flung into the fire. She got up and threw away the veil.

"Pitaji!" said Bholi in a clear loud voice; and her father, mother, sisters, brothers, relations and neighbours were startled to hear her speak without even the slightest stammer.

"Pitaji!" Take back your money. I am not going to marry this man."

Ramlal was thunderstruck. The guests began to whisper, "So shameless! So ugly and so shameless!"

"Bholi, are you crazy?" shouted Ramlal. "You want to disgrace your family? Have some regard for our izzat!"

"For the sake of your izzat," said Bholi, "I was willing to marry this lame old man.

But I will not have such a mean, greedy and contemptible coward as my husband.

I won't, I won't, I won't."

"What a shameless girl! We all thought she was a harmless dumb cow."

Bholi turned violently on the old woman, "Yes, Aunty, you are right. You all thought I was a dumb-driven cow. That's why you wanted to hand me over to this heartless creature. But now the dumb cow, the stammering fool, is speaking. Do you want to hear more?"

Bishamber Nath, the grocer, started to go back with his party. The confused bandsmen thought this was the end of the ceremony and struck up a closing song. Ramlal stood rooted to the ground, his head bowed low with the weight of grief and shame.

The flames of the sacred fire slowly died down. Everyone was gone. Ramlal turned to Bholi and said, "But what about you, no one will ever marry you now. What shall we do with you?"



And Sulekha said in a voice that was calm and steady, "Don't you worry, Pitaji! In your old age I will serve you and Mother and I will teach in the same school where I learnt so much. Isn't that right, Ma'am?"

The teacher had all along stood in a corner, watching the drama. "Yes, Bholi, of course," she replied. And in her smiling eyes was the light of a deep satisfaction that an artist feels when he contemplates the completion of his masterpiece.

— K.A. Abbas

25.4 Vocabulary

simpleton = very simple

numberdar = an official who collects revenue

fallen off = dropped

cot = bed

damaged = injured

brain = mind

remained = to continue

backward = retarded

pretty = beautiful

Attack = to assault

small-pox = a disease

entire = complete

permanently = for ever

disfigured = made ugly

pock-marks = marks left by smallpox

stammered = spoke with halts

mimicked = imitated

youngest = smallest in age

prosperous = rich

plenty = very much

except = leaving aside

strong = powerful

settled = fixed

bridegrooms = male matches

worried = anxious

intelligence = brilliance

Simpleton — quite simple, not very clever

Cot — bed, lied

Damaged — injured

Backward — mental not wise

Disfigured — made ugly

CLASS-12

English



Notes

- Pretty— beautiful
fair— fair complexioned
Pockmarks— marks of smallpox
Entire— completely
Stammered— stuttered
Mimicked— aped, imitated, copied
Prosperous— well off
Household— family
Settled— fixed,
Plenty— a lot of
Bridegrooms— male matches,
Perform = to carry out
ceremony = religious rites
revenue = state's income
representative = a member of the group
consulted = to ask advice of
crazy = mad
frightened = scared
Shouted = cried
terror = dread
grip = hold
decent = nice
passed on = sent forward
cared have folds
matted = entangled
squatted = sat on the heels
Exactly = accurately
glad = happy
almost = nearly
present = existing now
hoped = desired
understand = to know
fascinated = attracted
orchard = garden
noticed = observed
smiling = laughing slightly
flowed = to run as a stream
scurried = hurried out
sobbing = weeping in suppressed manner
soothing = be calming
command = order



sweat = perspiration
 disgrace = humiliate
 decided = took decision
 effort = attempt
 encouraged = urged
 relieved = got free
 achievement = attainment
 patted = stroked
 affectionately = lovingly
 I Fascinated— attracted
 Orchard— a small garden
 Scurried— hurried out
 Sobbing— weeping with sobs
 Soothing— comforting
 Sweat— perspiration
 Encouraged— urged, motivated
 Command— order
 Suggestion— advice
 Disgraced — (here) insulted
 Relieved— felt free
 Achievement— attainment
 Patted— gave mild strokes
 Affectionately— with love

25.5 Summary

Bholi was a simple, innocent girl. Her real name was Sulekha.

She was the fourth daughter of Numberdar Ramlal from a remote village of India. (He had 3 sons and 4 daughters including Bholi)

When she was ten months, she had fallen off her cot/bed. She fell on head and damaged some part of her brain.

Since then, she had problems with her brain, memory and overall behaviour. It was the main reason for her nickname, Bholi.

When she was 2 years, Bholi had an attack of small-pox. Except her eyes, the entire body was disfigured by deep, black pockmarks.

With this, she lost her speech. Later she regained speech at the age of 5. This time she could not speak – she stammered.

Other children made fun of her by mimicking her stammering.

Bholi stopped talking to her friends and she remained mostly silent.

Ramlal was a prosperous/rich farmer so there was plenty for the children to eat and drink. All the children, except Bholi, were healthy.



Ramlal sent his sons to city-schools and colleges.

Radha was the eldest daughter. Ramlal got her married first.

Mangla's marriage was done when Bholi was 7.

When a primary school was opened in the village, the tehsildar asked Ramlal to send his daughters to school.

Ramlal was willing to send his daughters to school but his wife disagreed. During those days, sending daughters to schools was considered unacceptable and such girls had a hard time to get married.

Ramlal could not refuse the tehsildar so his wife agreed to send Bholi to school. She thought it a good idea as there was little chance for her getting married.

25.6 Author's introduction

Khwaja Ahmad Abbas (7 June 1914 – 1 June 1987), also known as K. A. Abbas, was an Indian film director, screenwriter, novelist, and a journalist in the Urdu, Hindi and English languages. He won four National Film Awards in India, and internationally his films won the Palme d'Or (Grand Prize) at the Cannes Film Festival (out of three Palme d'Or nominations) and the Crystal Globe at the Karlovy Vary International Film Festival. As a director and screenwriter, Khwaja Ahmad Abbas is considered one of the pioneers of Indian parallel or neo-realistic cinema, and as a screenwriter he is also known for writing Raj Kapoor's best films.

As a director, he made Hindustani films. *Dharti Ke Lal* (1946), about the Bengal famine of 1943, was one of Indian cinema's first social-realist films, and opened up the overseas market for Indian films in the Soviet Union. *Pardesi* (1957) was nominated for the Palme d'Or at the Cannes Film Festival. *Shehar Aur Sapna* (1963) won the National Film Award for Best Feature Film, while *Saat Hindustani* (1969) and *Do Boond Pani* (1972) both won the National Film Awards for Best Feature Film on National Integration.

As a screenwriter, he wrote a number of neo-realistic films, such as *Dharti Ke Lal* (which he directed), *Neecha Nagar* (1946) which won the Palme d'Or at the first Cannes Film Festival, *Naya Sansar* (1941), *Jagte Raho* (1956), and *Saat Hindustani* (which he also directed). He is also known for writing the best of Raj Kapoor's films, including the Palme d'Or nominated *Awaara* (1951), as well as *Shree 420* (1955), *Mera Naam Joker* (1970), *Bobby* (1973) and *Henna* (1991).

His column 'Last Page' is one of the longest-running columns in the history of Indian journalism. The column began in 1935, in *The Bombay Chronicle*, and moved to the *Blitz* after the *Chronicle's* closure, where it continued until his death in 1987. He was awarded the Padma Shri by the Government of India in 1969.

His books in English, Urdu and Hindi include: including:

Outside India: The Adventures of a Roving Reporter, Hali Pub. House, Delhi, 1939.



- An Indian looks at America (The Rampart library of good reading), 1943.
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- A report to Gandhiji: A survey of Indian and world events during the 21 months of Gandhiji's incarceration, 1944
- Invitation to Immortality: a one-act play, Bombay: Padma Pub., 1944.
- Not all Lies. Delhi: Rajkamal Pub., 1945.
- Blood and stones and other stories. Bombay: Hind Kitabs, 1947
- Rice and other stories, Kutub, 1947
- Kashmir fights for freedom, 1948
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- Cages of freedom and other stories, Bombay, Hind Kitabs Ltd., 1952.
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- In the Image of Mao Tse-Tung, Peoples Publishing House, 1953
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English



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- 20 March 1977: a day like any other day, Vikas Publishing House, New Delhi, 1978.
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- The Naxalites, Lok Publications, 1979.
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- Bombay My Bombay: A Love Story of the City, Ajanta Publications/Ajanta Books International, 1987
- Indira Gandhi: The Last Post; Bombay, Ramdas G. Bhatkal, 1989
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25.7 Important question

1. What was Bholi's real name?
2. What was the name of Bholi's father?
3. How many daughters did Ramlal have?
4. Which post did Ramlal hold in the village?
5. How many children did Ramlal have?
6. What was wrong with Sulekha?



7. Ramlal was overjoyed to see such pomp and splendour. He had never dreamt that his fourth daughter would have such a grand wedding. Bholi's elder sisters who had come for the occasion were envious of her luck.
- (a) Whose marriage is referred to here?
 - (b) What had Ramlal never expected?
 - (c) Why were Bholi's elder sisters envious of her luck?
 - (d) How was the marriage procession of Bholi?
8. Bishamber raised the garland to place it around the bride's neck; but before he could do so, Bholi's hand struck out like a streak of lightning and the garland was flung into the fire. She got up and threw away the veil.
- (a) What did Bholi do?
 - (b) Why did she do it?
 - (c) Why did Bholi at first agree to an unequal match?
 - (d) Later, she rejected the marriage. What does this tell us about her?
9. What's the matter with you, you fool?" shouted Ramlal. "I am only taking you to school." Then he told his wife, "Let her wear some decent clothes today, or else what will the teacher and the other school girls think of us when they see her?"
- (a) Who is speaking and to whom?
 - (b) What did he want his wife to do?
 - (c) Why was Bholi scared to go to school?
 - (d) What made her feel that she was going to a better place than her home?



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RECEPTION DESK AND YOU

Introduction

When we go to a restaurant or hotel, we expect to be greeted and served properly. If not, we are unlikely to repeat the visit. In Indian culture guests are regarded as God-like and treated accordingly, as encapsulated in the words "Athithi Devo Bhava". This implies that each and every guest must be received with warmth and given the best possible care and service in all respects. In ancient times, people generally stayed with relations or friends or in 'dharmashalas'. However, in modern times, increasing trade and commerce within the country and between different countries has necessitated provision of paid services for hospitality.

Receptionists are a pivotal member of staff in any company. They are the first point of contact for any visitors to the office or anyone contacting an organisation, so being well-presented and polite are pivotal traits.

A Receptionist also maintains security by logging all visitors and possibly issuing visitor passes, plus provide support to the HR team as required.

Receptionist duties and responsibilities of the job

As the front of house and often first point of contact for external visitors, a Receptionist job description should include:

Diary management and management of meeting rooms

Possibly handling event coordination, both internally and externally

Handling queries and complaints via phone, email and general correspondence

Greeting all visitors

Transferring calls as necessary

Possibly managing office supplies such as stationery, equipment and furniture

Performing ad-hoc administration duties

Maintaining office services as required (such as cleaners and maintenance companies)

Receiving and dispatching deliveries

Assisting with mail as required

Taking and ensuring messages are passed to the appropriate staff member on a timely basis

Assisting the HR team with recruitment, on-boarding and termination processes

Receptionist job qualifications and requirements



Some companies might want candidates who have previous clerical, administrative or receptionist experience.

It is not mandatory to have a higher education degree to undertake a Receptionist role. However, the duties of a Receptionist should include:

Organisational skills

Attention to detail

Exceptional multitasker

Excellent communication skills

Courteous

Strong customer service skills

It is also imperative that a Receptionist has a polite telephone manner and is well-presented at all times

To do her job efficiently, a receptionist should keep the following items on her desk:

- A telephone directory
- An internal telephone directory
- An index book of telephone numbers frequently used
- Names and addresses of hotels nearby
- Information about places of tourist interest and local sightseeing tours
- A railway time table
- Flight schedules
- Forms and brochures like reservation voucher, 'C' form etc.

An office receptionist will also need:

A register of callers

An appointment diary (a list of who is coming to see whom and when)

A list of staff on leave/tour

YOU SHOULD REMEMBER

Courtesy and good manners are the two prime requirements of a receptionist's job. The guests and the visitors should be treated courteously even when they are impolite. This, plus a friendly tone of voice, becomes all the more important in case of unavoidable delays. A certain amount of tact and diplomacy is also needed in dealing with complaints or awkward situations and in handling difficult guests.

A receptionist represents her organization; she is the contact point between her organization and the outside world. Therefore, she should be formal, pleasant and efficient. She has to maintain the right tone through her voice, gestures and language.



Face to face communication in business

New communication methods such as texting, email and video conferencing are rapidly replacing face-to-face business communication. Only 29 percent of college students prefer face-to-face communication, according to a 2010 "University of Media" study conducted by Mindshare Business Planning group, Alloy Media and Brain juicer. Instead, students send more than 50 text messages per day. As these young adults move into the workplace, they'll be more comfortable with new technology than previous generations. Yet, face-to-face communication plays a dominant role in business.

Benefits

The vast majority of executive's still feel face-to-face communication is essential for business, according to a 2009 Forbes Insights survey of more than 750 business professionals. In fact, eight out of 10 respondents said they preferred face-to-face meetings over technology-enabled meetings such as videoconferencing. Face-to-face meetings "build stronger, more meaningful business relationships," they said, while allowing better social opportunities to bond with clients and coworkers. It is also easier to read body language and facial expressions and interpret nonverbal communication signals. Respondents overwhelmingly agreed face-to-face communication is best for persuasion, leadership, engagement, inspiration, decision-making, accountability, candor, focus and reaching a consensus.

Limitations

While face-to-face communication is generally preferable, benefits exist to remote communication, writes Chuck Martin in Chief Information Officer magazine. Email and instant messenger communication can accelerate the discussion for large groups in instances where members can't interrupt their work schedules to meet. Email is also a better way to schedule and confirm meetings because everyone will have reliable, written correspondence to refer back to if need be. A phone call is a more sensible way to carry on a quick two-way conversation without blocking out time. Memos are best for longer background pieces that require a heightened level of comprehension and understanding. Some business owners use DVDs to effectively spread corporate messages to employees, which is a brief, engaging way to capture attention.

Features

"A little preparation can go a long way," writes Kiplinger's Marty Nemko. The most effective communicators may not know everything, but they've fine-tuned their speeches to reflect on an important niche where they are the experts. Coming into an interaction prepared is especially important at a face-to-face meeting when you can't Google your way out. Bring jotted notes but do not read a strict script. To improve trustworthiness, be honest, share a personal story and draw out your listeners' empathy. Dig for fresh and relevant material.



Actively engage your listeners in an interactive way by asking questions or adding activities to your meeting. Lastly, Nemko reminds, "When you speak, think like a concert pianist: In virtually every sentence, vary your tone, pace, and intensity. Include dramatic pauses."

Misconceptions

Nectarios Lazaris, CIO of global architectural firm Woods Bagot, told Forbes Magazine, "The only thing that gets lost (in video conferencing) is people aren't sitting in the same room. Other than that, it's the same." However, it's a myth that remote usability results are just as good as face-to-face results, write Corrie Kwan, Jin Li and May Wong in a July 2010 edition of UXMatters magazine. "Without a way to observe study participants during remote usability studies, facilitators cannot detect nonverbal signals," the authors conclude, pointing to the enduring importance of face-to-face communication in business. They maintain that many business interactions rely on empathy, connection and understanding initiated by nonverbal cues, which is difficult to build without meeting participants gathered in the same room.

Considerations

Time is the biggest impediment to face-to-face communication in business. Overworked executives often feel they simply do not have the time to meet with all employees and interact in a meaningful fashion. To maximize your time, meet for example with a handful of senior executives for a one-hour meeting on Monday to tackle the week's most significant issues and request reports from various departments. The next day, meet with each individual member to review reports and important messages they've compiled for you. On Wednesday, meet with operational managers, and Thursday, meet with front-line supervisors. By Friday, your front-line employees will have a new sense of direction. Even though you will meet with everyone face to face, you should post your meeting notes electronically online for other employees to review, thereby keeping multiple channels of communication open.

GREETINGS

In face to face communication your body language is as important as speech. At your work place, it is important that you dress neatly, sit or stand erect and have an alert smiling face. When you speak, you should speak softly yet clearly, you should be polite and courteous.

Every time you meet, there are certain expressions to be used. We choose them on the basis of certain criteria: degree of closeness/distance/ family/ new colleague

- Nature of relationship-friendly/official
- Status of speakers-equal/seniors

The expressions to be used can be divided into two categories. They are:-

*Notes*

informal- those used with friends, long time colleagues, team mates, etc.

formal- those used with strangers, and seniors.

It is important to understand the degree of formality and respond accordingly.

While greeting others, we use formula, which are fixed.

INTRODUCING YOURSELF AND OTHERS

We often introduce people who do not or may not know each other. We often introduce ourselves to people who do not know us.

In more formal situations, it is always the younger person who is introduced to the older, the woman to the man and the junior to the senior.

BUILDING RELATIONSHIPS

Social behaviour is an important aspect of dealing with people face to face. There are some broad rules that are universally followed.

It is important not to start talking about business or the work at hand, immediately after the greeting. To build a warm friendly relation you must show some interest in your client or colleague without becoming too personal. Generally, this kind of conversation is called "small talk". You can talk about your client or client's journey, family, common friends. It is often best to offer some drink (tea/coffee) or offer to do any little job like making a phone call, sending a fax, etc. Similarly, before ending the conversation and bidding good bye, small talk about coffee, lunch, snacks, travel, etc. often occur. At a party or lunch, is best to avoid politics, religion and other personal private details. It is safe to talk about holidays, travel, traffic, public transport, tourist interest, etc. The purpose of a social exchange with a new person is to discover what you have in common, so that you can exchange experiences. With a senior or older person, it is best to respond politely to queries.

BEING ALERT TO SIGNALS

Speakers send out signals in a variety of ways: *sighing, clicking the tongue or pen, tapping the foot, looking at a watch, clock, etc.* These show the extent of concentration, mood, desire to leave, etc. An alert and efficient speaker must respond to these non-verbal signals.

Statements like:

"Shall we get started?"

"Now to business....."

"Right, let's get down to business, shall we?"

"We won't finish by one if we aren't brisk", etc. usually signal a change from small talk to the work/ task at hand. Similarly, looking at the door or watch signal a need to end or break. The switch can be signaled with statements like:

"Shouldn't that do for now/today?"



“Don’t you think we should call it a day?”

“I’d like to stretch my legs for a bit.”

“You will notice that these signals come as suggestions.”

LEAVE TAKING

Ending a conversation normally involves two steps: signaling that the conversation is coming to an end, and the actual leave taking.

Signals of ending usually consist of thanking a person. Often you may give a reason or make an excuse for leaving. It is important to be able to recognise these signals, for it would be considered rude to ignore them.

While parting, like greetings, we use set phrases. People who meet regularly leave informally.

Formal leave takings are more elaborate. On leaving a meeting or at a gathering, you must seek out the organiser, thank him/her and bid him/ her good bye.



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MANAGING THE TELEPHONE

27.1 Managing the telephone

Anyone can answer a phone. It's how you answer it that determines whether the caller will continue to engage or call elsewhere. Because of this, the person answering your business phone is often the first interaction that customers will have with your company. It's important to make it count!

Good telephone etiquette is critical for the success of your business. In fact, 90% of consumers will not do business with a company after experiencing poor customer service on a phone call.

With this in mind, effective telephone skills are critical in improving customer service, whether you manage a doctor's office, funeral home, or HVAC company. This is especially true during after-hours when your regular staff isn't available to answer the phone, and your calls are handled by a live operator answering service.

Positive Tone of Voice

Tone of voice is one of the most important topics to focus on in a call center or answering service. Because callers are unable to pick up on body language over a phone call, tone of voice becomes their main method of determining the call operator's attitude.

A friendly voice can instill comfort in your caller, and starting a conversation with a pleasant greeting sets the tone for the whole phone call. Contrarily, answering a call in a rushed or annoyed manner puts a negative spin on the conversation.

Imagine your caller is a patient handling a medical emergency or a homeowner dealing with a crisis. The last thing you want is for your caller to feel even more nervous or anxious than they already are. To prevent this, talk to your customers in a way that includes positive language and shows compassion.

Clear Enunciation

Enunciation allows the caller to fully understand what's being said. Have you ever spoken to a call operator who talks too quickly or quietly? If so, you can understand how frustrating a lack of enunciation is for your callers.

When speaking to callers, you want to be aware of your rate of speech. A normal rate of speech is 125 words per minute. Speaking to callers at this rate shows interest, and satisfies callers. Speaking slower than 125 words per minute conveys boredom while speaking faster can convey impatience.



When a caller is unable to understand their call operator, less time is spent on the original purpose of the call. Clear enunciation can be the difference between a productive conversation and one overrun by confusion.

Sincerity

Callers develop trust for agents who start the conversation with a sincere wish to address their problem. A good phone service agent should be genuine, compassionate, and caring.

Individuals will call your business for varying reasons. While some may call for simple directions, others could call during a troubling time in their life. Regardless, both callers want to know that the person on the other end of the line can meet their needs.

The caller's issue likely will not be solved on one phone call. However, an experienced phone agent will pass on detailed information to the appropriate parties, bringing the caller one step closer to a resolution.

Free Customer Service Audit

Find out if your callers are getting the best level of service from your current answering service provider.

Engagement

Although not every call involves a crisis or emergency, our professional phone agents are trained to remain engaged on every call. This allows them to properly handle crisis calls when they do come across one, even when the calls start routinely.

Engaging with customers over the phone allows for them to feel heard and understood. A caller who feels heard will believe that their issue is going to be solved, and will be satisfied with your company.

Improve your caller engagement by:

Preparing

Identifying

Focusing

Repeating

Helping

Thanking

Active Listening

Active listening is an essential aspect of good communication skills. When your operator(s) demonstrate good listening skills, your customers will feel as though their concerns are valid.

Pay Attention

Encourage



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Question

Reflect

Using these four fundamental parts of listening will make for positive calls and lead to an increase in customer satisfaction.

Happy, satisfied customers become repeat customers and can even lead to referrals for your business through word of mouth or social media. In short, happy customers further your bottom line!

Going Beyond Message Taking

Improving customer satisfaction is not only about taking a caller's message and accurately relaying it to the business, it's about providing compassionate and professional customer support.

When fielding inbound calls, call operators must act as the voice of the company and recognize the responsibility that comes with that. For that brief moment on the call, call operators fully represent the brand and are responsible for providing a positive impression on their callers. Those impressions are lasting, and when handled correctly, will serve you and your business well later.

Key Points

Incorporating these effective communication skills into your call center or workplace is a great way to improve the customer service for your business!

By using a positive tone, clear enunciation, sincerity, engagement, and active listening, you will create satisfied and happy customers who will remain loyal to your company and likely bring in referrals!

27.2 Memo writing

HOW TO WRITE A MEMO

The memorandum (or memo) is an incredibly versatile form of communication, often used in business settings. In practice, memos answer questions and give information. A memo is defined by Merriam-Webster as a "brief written message or report from one person or department in a company or organization to another."

Though the definition may seem simple enough, knowing how to write a memo still requires you to follow a specific format. And, as is true for any form of writing, this format can be followed well or poorly.

Intent and Audience

When beginning your memo, start by considering your memo's intent.

What is your memo trying to accomplish? Are you trying to inform people of a change? Are you making an announcement? Are you trying to answer a question?

Though this step may seem simple, it will be helpful in the long term if you can clearly identify what purpose your memo is serving.



Next, determine your audience. Whom do you want to have read your memo? Your boss? The whole office? Or a specific department? Knowing your audience will help you focus on making your memo helpful and clear to your readers by influencing the words you choose and the tone you use.

The Heading

Now that you have determined your memo's intent and audience, you can easily fill in the heading of your memo. Your memo's heading, quite simply, is information above the main text of the memo; it signals to the reader what the document is, to whom it is addressed, whom it is from, the date it was sent, and the subject.

Here's an example heading layout:

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT:

When writing your subject, try to give as much information in as few words as possible. Think of it as if you are writing the headline for a breaking news story; give the reader a quick and clear indication of the text that will follow.

The Body

Since you know the names or departments to which the memo is addressed, the date, and your name, the next step is to work on the body of your memo.

When working on the main text, your focus should be simplicity and clarity. You want your reader to quickly and easily understand what you are saying.

In your first sentence, restate the subject of the memo in sentence form. The opening paragraph should flow easily from the subject line. Like a thesis statement, it should clearly state the intent of the memo, while setting the tone for the rest of the memo.

Overall, the first paragraph should explain exactly what your memo is going to be about. Each of the following paragraphs should build on that information, going into more detail.

To keep your memo readable, try to keep each paragraph under seven lines long. Short paragraphs are easier for your audience to read, and your audience will appreciate lots of white space on the page (or screen).

Remember to keep your memo as short as possible. Do you ever get annoyed when the latest episode of Game of Thrones includes extended scenes of a character you don't care about? Well, that frustration isn't anything compared to a reader trying to sift through an overly long, boring memo.

Memos are typically less than one page long (though there are exceptions, and



if your memo is over a page, you'll need to add a short summary statement at the end). Never cut out necessary information for the sake of making your memo shorter, but remember that knowing how to write a memo that is concise will ensure that your audience reads it entirely and understands it completely.

There is more to the body of a memo than just stating things quickly. Clarity also addresses how you state ideas, which means eliminating overly technical words or jargon. This is why it's important to keep the memo's intended audience in mind. If you're addressing a specific department, you can get away with using technical terms in your memo (it will probably even help them understand you better). If you're writing to the whole office, it's best to avoid terms that require a dictionary.

Citations

If you refer to other sources in your memo, be sure to put directly quoted material in quotation marks, and include the list of sources on a separate page. Also, make sure you cite them properly!

Editing and Proofreading

Your readers will only take your memo seriously if you do. If you litter your memo with typos or fill it with formatting errors and inconsistencies, your communication will lose its effectiveness.

Example

MEMORANDUM

4 th Nov. 2000

From:- Director (Building)

Subject:- Security Measures

To:- The Security Manager

After three incidents of theft of scooters in the previous week from our parking shed, it is important that security measures should be tightened with immediate effect. A strict check at the entrance and exit gates is required.

Only permanent token holders should be allowed to park their vehicles in the parking shed.

1. (a) Please issue identity cards to all the employees of the establishment with their recent photographs.
(b) Each employee should be given a token for his/her vehicle.
2. A full time parking shed caretaker should be appointed with immediate effect. Financial sanction be obtained. Manager (Personnel) be consulted about the recruitment rules.
3. Please discuss these and other security measures with members of the staff.



Their suggestions will be welcome.

Sd/

Director (Building)

Complaint letter writing

What is Complaint Letter?

Complaint Letter - How many times has it happened that you bought a product and it turned out to be defective? How many times did you avail of public service and were left dissatisfied? Or, did you ever notice any problematic practice taking place at a public place? What do you do in such situations?

Most of the time, we do not take any action in such situations because of which the problem doesn't get the attention it deserves, and hence, negligence increases.

The most common way to address such problems and to make sure that your raised voice is heard, is to write a letter to the concerned authorities. Sometimes, the associated organization may not be aware about the troublesome issues which make it the crying need of time to report them.

A Complaint Letter is a type of letter written to address any type of wrongdoing, offense, grievance, resentment arising out of a product, service, etc. It is used to raise your concern about unfair things and seek a productive outcome. It is a fundamental right and duty of a citizen to seek justice arising out of any injustice, and the first step toward it is, filing a Complaint. It inspires other troubled consumers, influences the concerned authorities to take proper action, and makes the defaulters more liable, responsible, and responsive.

It can be of the following types-

Personal Complaint letter- The type of complaint letter you write on your own individual level pertaining to your individual grievances is referred to as a personal complaint letter.

Professional Complaint letter- It is the type of complaint letter that is written on behalf of the organization pertaining to issues that are affecting the organization as a whole.

Topics for writing a Complaint Letter

Incomplete or defective order

Abnormal delay in sending the consignment

The goods arrive in a damaged condition

The goods are different from what were ordered

Quantity of goods is not what was ordered



Goods are delivered at the wrong address

Work undertaken is done unsatisfactorily

Misbehaviour of staff or salesman

Mistake in preparing the invoice

Defective packing that might lead to the damage of goods in transit

Mistakes in a bill or reminders for payment after the bill has been paid, etc.

Others:

Wrong-doing in public.

Rash driving of the DTC drivers.

Poor treatment of street dogs

Any other

Complaint Letter Format

SENDER'S ADDRESS- The sender's address is usually put on the top left-hand corner of the page.

DATE- The sender's address is followed by the date just below it, i.e. on the left side of the page. This is the date at which the letter is being written. It is to be written in expanded form.

RECEIVER'S ADDRESS- Whether to write "To" above the address depends on the writer's preference. Make sure you write the title/name/position etc. of the receiving official, as the first line of the address.

SALUTATIONS- This is where you greet the person you are addressing the letter to. Bear in mind that it is a formal letter, so the greeting must be respectful and not too personal. The general greetings used in formal letters are "Sir" or "Madam".

SUBJECT- Then we sum up the purpose of writing the letter in one line. This helps the receiver focus on the subject of the letter in one glance. It is important to underline the subject.

BODY- This is the main content of the letter. It is either divided into three paragraphs or two paragraphs if the letter is briefer. The tone of the content should be formal. Do not use any offensive language. Another point to be kept in mind is that the letter should be concise and to the point. And always be respectful and considerate in your language. It should include-

Short introduction paragraph- Provide details about the product or service that is the subject of the complaint. Include dates, location, and the specifications about the item or service.

State the issue with item or service. Provide details as to the cause. This may include malfunction, billing issues, details that were not disclosed, etc.

Indicate how you would like them to resolve your problem. Provide specifics about what you're seeking.



Indicate you are including copies of the transaction document.

Indicate you look forward to their reply within a specific time period.

COMPLIMENTARY CLOSE- At the end of your letter, we write a complimentary closing. The words “Yours Faithfully” or “Yours Sincerely” are used.

SIGNATURE- Here finally you sign your name. And then write your name in block letters beneath the signature followed by your designation. This is how the recipient will know who is sending the letter.

Tips for Complaint Letter Writing

Although the motive of the complaint letter is to vent out your grievance and frustration, it is imperative that you use a tone that is polite and simple. Try to be formal and avoid using offensive and disrespectful words.

Make sure that you introduce yourself properly.

The purpose of writing should be loud and clear.

Do not deviate from the topic and write to-the-point.

Make sure you adhere to the format as it carries marks.

Underline the subject of the letter with a pencil. Also, underlining the main points is very important, but it is advisable that you do it after finishing your exam. Use a pencil and scale for underlining.

Make sure you double-check for grammatical accuracy and spellings. They carry marks.

Leave an adequate number of lines between paragraphs to make it look clean.

The presentation is very important.

Read a lot of letters to get an idea.

Example

Write a letter to M/s. Oxford Publishing House, London complaining that the books sent by them were not those you had ordered for. Ask for replacement. You are Varun Joshi, Sector-20, Chandigarh.

Answer:

Examination Hall

Sector-20, Chandigarh

February 20, 2019

M/s. Oxford Publishing House

Consumer Complaint Division

London

Subject- Complaint regarding receipt of wrong set of books.



Sir/Madam

On February 1, 2019 I bought a book set (Order No. 000154) to be delivered to Chandigarh, Sector-20.

To my dismay, I have not received the set I ordered for and have instead, received the wrong book set. I am highly disappointed.

To resolve the problem, I would appreciate it if you could replace the wrong book set with the one originally ordered. Please let me know as soon as possible what action you propose to take. I look forward to hearing from you within the next ten days.

Enclosed are copies of the transaction document and the receipt.

I look forward to your reply and a resolution to my problem and will wait until the aforementioned time before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at the above address or by phone at 098100XXXXX.

Sincerely,

Varun Joshi

Enclosure(s)- Copy of receipt and transaction docs.

27.3 Enquiry letter

Enquiry Letter: It is a letter written to enquire the information related to something. It can be written if a person wants to buy an item or wants to go on a trip, etc. The objective of the Enquiry Letter is to make a request to the recipient. In other words, it is written to get the response from the recipient with the action that satisfies the enquiry. The action benefits either the sender or the recipient and sometimes both the parties.

The scope of the letter must include enough information to help the recipient to decide the best response. The sender must mention what is inquiring and which type of favor he/she wants from the recipient in response to the request. Read the complete article below to know more about the Enquiry Letter.

Enquiry Letter Writing Tips

Refer to the following writing tips before writing an Enquiry Letter.

It should be written like a formal letter. It must include the sender's contact details, address or email address at the beginning of the letter.

It must contain all the aspects of the enquiring item.

It should contain the date and address of the receiver.

Add the subject of the letter precisely to give some idea of what will be discussed in the letter.



Make sure to add a salutation at the start and your signature, name, and designation at the end of the letter.

It should be written concisely and clearly.

Mention the reason and enquiry details.

Enquiry Letter Format

Address Given

Or

Examination Hall

Date

The Principal

Name of Institute

Address

Dear Sir/Madam

Subject: Inquiry regarding

Body of letter Para I – After reading your advertisement regarding

..... I wish to make certain inquiries.

Para II –

Duration of course

Fee structure

No. of students per batch

Transport facilities

Para III – I will be grateful if you could send me the brochure along with the enrolment form so that I could register in the course at the earliest.

Complimentary Close

Example

You are Anshul/Anshika, a student of class X and resident of 56 D, Ring Road, ITO, New Delhi, and wants to be a choreographer. Write a letter to the director, National Institute of Choreography, Noida, seeking information about their course, admission procedure, eligibility criteria and other necessary details.

Answer:

56 D, Ring Road, ITO

New Delhi 1100XX

1 July 20XX

The Director

National Institute of Choreography

Sector 16, Noida 102XXX



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Dear Sir

Subject: Inquiry regarding course in choreography

Refer to your advertisement regarding the courses in choreography offered by your reputable institute, I want to state that I am currently in X class and preparing for my final exam. I am very much interested in dancing and want to take it as a career. I am also given to understand that this institute is by far the best so far as choreography is concerned and I would very much like to be part of it. Kindly send me the prospectus and the application form. I would be highly grateful if you could provide me with the following information:

The department and programme faculty

Funding opportunities

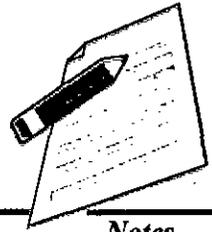
Scholarships available

Admission procedure

Eligibility criteria

Hostel facilities

Kindly send me, the brochure along with the enrolment form at the earliest so that I could register myself for the course.



Email writing

Email Writing Format: An email is a method of creating, transmitting, collecting and receiving information over the electronic communication system. Here we will discuss, how to write a formal and informal email. The way for formal email has been explained in detail here. The learners can understand how to write a formal email in this article.

What is Email?

Email stands for electronic mail. It is the most preferred means of communication because it is cheaper and faster. It is used in formal, semi-formal as well as an informal way of expression or writing. There are two ways to write the email:

Formally

Informally

Tips for Writing Email Letter Format

Stay up to date and do not use old letter writing formats. There is no need to mention a date when practicing electronic modes of communication. Put all your text left-aligned, rather than following older formats utilized for letters written on paper.

Always declare your request as clearly as possible, and supply it with a valid reason to make your case more powerful.

Formal emails frequently use indirect questions instead of direct ones

Formal complaints should be well worded, but without losing the nature of professionalism. While placing down your complaints, make sure your email does not end up looking tense or undignified. It is necessary to state the issues or events producing offense as clearly as possible, but also in brief.

Always hold your tone respectful and reassuring when dealing with complaints and grievances. At no point in your email, should you attack the sender with any counter-questions or lose the attitude of formality.

Convey happiness or excitement informal emails only with words and appropriate amounts of punctuation, like the occasional exclamation point.

Format of Email Writing

The email writing format is likewise for each of the categories. Though the selection of words and language varies depending upon the kind of email.

CLASS-12

English



Notes

One can employ friendly and casual writing in informal emails. The language utilized in formal emails should be professional, precise, and formal.

The Important steps for writing the email are:

Subject Line

Salutation

Body of the mail

Signature

Email Writing Format Samples

The format is given here

From: Sender's Mail id .

To: Recipient's Mail id

Cc: Other concerned person's with visible email ids

Bcc: Other concerned person's with invisible email ids

Subject: Reason for writing the mail

Greeting/Salutation: Display your respect (Such as Sir, Respected Sir)

Main Body: Content of the email

Introduction

Discuss the matter in detail

Conclusion

Closing line: Thank you for the consideration

Attachments: Attach reference files

Signature line: Name and contact details

Email Writing Examples for Students

Writing a letter to inform your classmates regarding the intra-college quiz competition.

To: (email id of recipient)

Cc:

Bcc:

Subject: Intra-college Quiz Competition.

Hello Everyone!

This is to notify you all that an intra-college quiz competition is going to be conducted in our college on Jan 25 from 11:00 am in Auditorium - 01.

Everyone is therefore invited to take part in the competition so that our department can win.

For further inquiries, feel free to contact me.

Thanks,

(Your name)

Class representative



Notes

Formal Email Writing Format

An email addressed for business communication or professional use falls under this section. The email addressed to any official department, school administration, company or any officers is the formal emails. Use of proper and formal words, the purpose for writing mail, clarity, proper salutation and closing are some of the commands of the formal email.

Let us write a formal email for a resignation letter.

To: (Mail id of the recipient)

Cc:

Bcc:

Subject: Resignation Letter

Dear Sir,

I am writing this mail to inform you that I am leaving my position with this organization. As per the standard of the company I've to give a month's notice before quitting. I hope you will get a good replacement for me within this time period.

I really appreciate the opportunities that you have given to me and helped me to grow. Wish you and the company the best in the future.

Kindly let me know what to anticipate as far as my final work schedule and the employee perks. It would be an honor to be assistance with the above.

Waiting for your response.

Thanks and Regards

(Your name)

(Designation name)

Contact details

Informal Email Writing Sample

An email addressed to any friend, family members or relatives appears under this section. The practice of polite, friendly and casual terms along with proper salutations and closings are some of the rules of the informal emails.

Suppose we need to write the invitation to a birthday party in the mail to your friends, then the sample would be:

To: (Email of the recipient)

CC/BCC: (If you need to add more recipient)

Subject: Invitation to a birthday party

Hi,

I hope this mail finds you in considerable time. I am very happy to invite you to my birthday party on Jan 03 at XYZ Hotel from 7:00 pm to 10:00 pm. The theme of the birthday party is 'Cinderella'.

*Notes*

It would be excellent if you come and join us at the party. We will have a great time and fun together.

See You Soon

(Your Name)

28.2 Analysing turns in telephoning

You are aware that a telephone conversation goes through certain well-marked stages.

On receiving a call, a receptionist goes through the following steps:

1. Greets and gives identity
2. Offers help
3. Obtains caller's name
4. Acknowledges the call
5. (a) Gives message and asks if willing to receive
(b) Connects the parties
(c) Apologizes to the caller
(d) Takes down a message.

Some phrases and expressions that are used to perform the following tasks/steps are listed below:

1. Greets and gives identity :

Good morning, NIOS.

National Bank, good morning.

7018131, CIEFL Reception, please.

Universal Engineers, Miss Rosy.

The operator speaking.

(You will notice that 'Hello' is not used. It gives no exact information and it wastes time and money.)

2. Offers help : • Can I help you?

May I help you?

What can I do for you?

Who shall I call on the line?

Is there any particular person you want to speak to?

The star indicates that it is the least used expression.

This is an important step because it gives a helpful, friendly touch and it also saves time.

3. Obtains caller's name : • Please may I know who is calling?

(If not already provided) May I have your name, please?



May I ask who is calling?

Who shall I say is calling, sir?

From where are you speaking, sir?

This is important depending on the situation. In a business concern, a particular person, say a Sales Manager may not wish to meet a buyer whose goods he could not deliver. He will be very angry with you if you send the call in and put him into an embarrassing situation. So it is necessary to obtain the caller's name and give it to the person called before saying he's in and can accept the call.

4. Acknowledges the call : • Hold the line, please.

Please hold on the line. I'll find out if

Mr/Ms. _____ is in.

Would you hold the line a moment Sir/

Madam?

I'll put you through in a minute.

Thank you. I'll ring Mr. - for you.

May I tell Mr. - who is calling?

If the concerned party is in —

5. (a) Gives message and asks if willing to receive : u Mr. - from - wants to speak to you,

sir. Shall I send the call in?

Mr. - is on the line. Shall I hand in the call?

There is a local call from -, sir/madam.

Can you take it now?

There is an STD/long distance/out- station call from (place), (name of person) for you. Shall I connect it right now?

Shall I hand in Mr. - 's call just now?

5. (b) Connect the parties : • Mr./Ms. - is on the line. Please speak on, Mr. (caller).

Your party is on the line. Speak on please.

Mr./Ms. - is here for you.

The (Manager) in on the line for you.

If the concerned party cannot take the call:

5. (c) Apologizes to the caller : • Sorry, Mr./Ms. - is not in.

Sorry, Mr./Ms. - is at a meeting until 3 p.m.

Mr./Ms.- is out of the office at the moment.

Mr./Ms. - is out of town.



Notes

Mr./Ms. – is busy on another line.
There's no reply from his room sir.
There's no response right now.
That station does not answer.

5. (d) Takes down a message : •Will you leave a message behind?

May I take a message please?

Would you like to talk to some one else in the Department?

Would you care to leave a message?

If you care to leave a message I'll see that Mr./Ms.– receives it.

Could you leave your number with me.

I'll ring back when Mr./Ms. – returns.

shall I tell Mr/Ms – to ring back when

she/he returns?

For taking down messages efficiently most large firms and offices have printed Telephone Memos. Even if they are not available, remember to take down the following details and send the message without delay.



Notes

29.1 Report writing

Report Writing - A report is a written account of something that one has observed, heard, done, or investigated. It is a systematic and well-organized presentation of facts and findings of an event that has already taken place somewhere.

Reports are used as a form of written assessment to find out what you have learned from your reading, research, or experience and to give you the experience of an important skill that is widely used in the workplace.

Report writing is a formal style of writing elaborately on a topic. The tone of a report is always formal. The audience it is meant for is always thought out section. For example – report writing about a school event, report writing about a business case, etc. Today we shall learn about the essential elements of Report Writing.

Report Writing Format

Here are the main sections of the standard report writing format:

Title Section – This includes the name of the author(s) and the date of report preparation.

Summary – There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. It would be best to write this last so you will include everything, even the points that might be added at the last minute.

Introduction – The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms if you did not include these in the title section, and explain how the details of the report are arranged.

Body – This is the main section of the report. There needs to be several sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first.

Conclusion – This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

Recommendations – This is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.



Appendices – This includes information that the experts in the field will read. It has all the technical details that support your conclusions.

Remember that the information needs to be organized logically with the most important information coming first.

Pointers to score high in Report Writing

Use names and pronouns (I, he, her) when you write about yourself and others at the scene. Avoid outdated expressions like “this officer” and “the abovementioned person” or “official 1.”

There are certain people who advocate that use of impersonal terminology brings in guaranteed objectivity and accuracy, but it not true. You have the same integrity whether you are calling yourself “I” or “this officer.” And think about this: if you were testifying in court, and sworn to tell the truth, you would use everyday language (“I,” “me”) in your testimony. Follow the same practice in your reports.

Limit yourself to one idea per sentence.

Short, straightforward sentences are easy to read, understand and save time for everyone. You will appreciate this time-saving tip when you are reviewing a report to prepare for an important business meeting. Also, the longer a sentence is, the more likely you are to make an error.

Short sentence and its structure in English generally begin with a noun, and the grammar is simple. Complicated sentences, on the other hand, require complicated punctuation, and they open the door to sentence errors.

Try to limit yourself to three commas per sentence. If a sentence has more than three commas, it’s probably too complicated to be read easily, and it may contain usage or punctuation errors.

Be as clear and specific as possible.

“Contacted” is vague: Did you visit, phone, or email the witness? “Residence” is just as confusing: House, apartment or mobile home? Always strive for clarity.

Use simple language.

“Since” is easier to understand (and write) than “inasmuch as.” “Pertaining to” is a fancy (and time-wasting) way to write “about.”

Stick to observable facts.

Conclusions, guesses, hunches, and other thought processes do not belong in a report. Stick to the facts. A statement like “He was aggressive” won’t stand up in court. You can, however, write “Jackson clenched his fists and kicked a chair.”

Write in paragraphs.

Organizing information in groups has two important benefits: Your report is more logical, and it’s easier to read and understand later on.



Notes

Use active voice.

A widespread mistaken notion is that passive voice guarantees objectivity and accuracy. However, it is not true. Writing a sentence like “A revolver was seen under the nightstand” does not guarantee that you are telling the truth. It is much simpler to just write “I saw a revolver under the nightstand.” That is what you would prefer to read in the report submitted by someone else as well, isn’t it?

Use bullet style.

Bullet style is nothing but the style you have probably been writing shopping lists all your life when your mother asks you to bring something from the grocery shop nearby. Use the same format when you’re recording several pieces of related information, like this:

Michael Jordan told me:

He and Maria have been “fighting a lot”

She was drunk when he came home from work

She threw a package of frozen chicken at him

He didn’t touch her

Sample Report

Typical structure template for writing a committee report:

Members to which the report is meant for

[Name, institution, location, Chair]

[Name, institution, location, member]

[Date, Time, and Location]

[Provide simple documentation of any meetings of the committee or subset of the committee, in whatever mode and format, e.g., in person, conference call, etc.]

Purpose

[Here you mention the purpose of the report in a brief. This enables the reader to understand the purpose behind writing the format.]

Issues [Write different issues as sub headings and explain their highlights in bullet points below the respective sub headings]

Current Status

Accomplishments / Issue 1

Future Goals

Near-Term Plans / Main Body of the Report [Use Sub Headings as and where needed. In bullet form, outline near-term actions and plans as well under those sub headings.]

Informal Recommendation(s) [An opportunity to make recommendations, suggestions, and comments to the Board and Executive Director]

Respectfully Submitted,

[<Author’s Name>]



Notes

CONTROLLING STRATEGIES AND OUT-GOING CALLS

CONTROLLING STRATEGIES

Often callers tend to chat, talk irrelevantly and keep the telephone lines needlessly engaged. It is, therefore, very important that you keep control of the conversation. It is important to know what you want and how to say it briefly and directly without giving offence. There are difficult situations that you may face. Some of the common problems are listed below. You also have tips on how to deal with them.

Problem -1 Message Not Clear

Often there are disturbing sounds and noises in the background that do not allow you to hear the message. Sometimes people give long or difficult answers, so you have to check whether you have really understood the important details.

Problem -2, Multiple Enquiries

Receptionists at reservation and cancellation counters, newspaper offices, hospitals, etc. often need exact details on several heads. Noting down while attending to other tasks (for e.g., collecting gate-passes, handing over brochures etc.) is difficult.

Often callers are not aware of the problems involved. For example, one may speak too quickly or too softly.

To keep control of the conversation, you may have to do the following:

Ask the other person to slow down.

— Could you speak a little more slowly, please?

Ask the other person to repeat key facts.

— Could you repeat the dates, please?

— Can I have your name again, please?

Ask for information in the order you need it.

— Can I have your flight number first, please?

Ask the other person to spell his/her name or place names in addresses.

— Could you spell that, please?

Make a check - list of points you want to ask before you make your call.

DIALOGUE ANALYSIS

Largely similar expressions are used in out-going and in-coming calls. But you will notice a few differences as indicated below:

Giving Identity: Good morning, Operator here. Can I help you?

Switch board, what can I do for you?

Reception, Operator speaking.



Since you are beginning the conversation with someone inside your own factory or office, it is not necessary to give your complete identity as in the case of in-coming calls. However, you must give your identity to let the caller know that he has got the right extension.

Caller giving identity: Sharma here.

That is the director speaking.

Hello, there's work for you.

The caller need not give his full name or designation. An operator who has worked in a place for some time will recognise persons from their voices.

Caller excuses himself: — Please hold the line while I find out.

And gives reasons before — Would you mind holding on while I look into the...

Leaving a call hanging:

You must have noticed that in dealing with out-going calls, the operator may be asked to perform a particular task – find out a particular number, get information and then pass on the message. Here it will be useful for you to have a list of the most frequently needed numbers for easy reference in front of you.



Notes

30 JOB APPLICATION WRITING

30.1 Job application writing

Occasionally, employers prefer to receive an application letter for an open position instead of a resume and cover letter. You may use this letter when you're applying for a job where your personality is especially important to the role. An application letter reflects more details about you as an individual, while a resume outlines your professional skills and experience more. In this article, we explain how to write an effective and engaging job application letter.

What is a job application letter?

An application letter is a standalone document you submit to a potential employer to express your interest in an open position. The job application letter explains who you are as a professional and an individual. The letter should highlight your achievements and skills, helping to get the attention of the hiring manager or recruiter responsible for reviewing applications. When written well, this letter explains to the reader why they should ask you in for an interview and highlights the key qualifications that make you a fit for the role.

A job application letter can impress a potential employer and set you apart from other applicants. In your letter, you may also want to show your familiarity with the company to which you're applying. You can talk about how your professional goals and aspirations align with the company's goals. It's important to use your job application letter to showcase aspects of your personality.

How to write an application letter

When writing an application letter for a job, follow these steps to make sure you include information about yourself and your professional experience that will appeal to a hiring manager:

Review information about the company and position

Use a professional format

Create the heading

Address the letter to the hiring manager

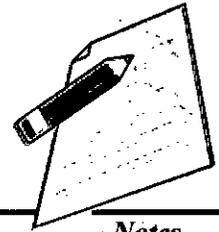
Open the letter by describing your interest

Outline your experience and qualifications

Include aspects of your personality

Express appreciation

Close the letter



Notes

1. Review information about the company and position

It's best to write a new application letter for each position you're applying for, so you can include pertinent details and show your interest in the particular open role. Spend some time reviewing the company information, which you can likely find on the website, as well as the position listing. Compare your qualifications and experience with the list of skills in that posting. You may also want to think about specific experiences that have prepared you for the role, such as leading a team or managing a major event.

2. Use a professional format

A job application letter should be more professional than a thank-you card or an email to a coworker or friend. The alignment of the document should include single spacing, one-inch margins and left alignment. It's best to use a professional and traditional font, such as Times New Roman, in a size from 10 to 12 points. Try to keep your job application letter to one page. When a hiring manager reviews your job application letter, they will get their first impression of you as a potential employee, so take time to format it professionally and keep it concise.

3. Create the heading

Use a formal business heading for your job application letter. The heading should include your name and contact information, the date and the company name and address. If you send your job application letter via email, you can eliminate your name and contact information from the header and put it at the bottom of the email after the signature instead.

Example header:

Your name

Your physical address

Your phone number

Your email address

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company physical address

By including a professional and detailed heading, you can make it easier for the hiring manager to follow up with you regarding the position.

*Notes***4. Address the letter to the hiring manager**

In your research, try to find the name of the person reviewing applications for the job. Address your letter to this person with a common business greeting, such as “Dear Mr./Ms.” and their last name. If you’re not sure of the name or gender of the individual reviewing your application, you can use the generic “To Whom It May Concern” or “Dear Hiring Manager.”

5. Open the letter by describing your interest

In the first paragraph of your letter, mention the job title for which you’re applying and where you saw the position posting. Include your interest in the role and briefly state the main experience or qualification you have that makes you a good fit. This is the section that will draw in the hiring manager as the reader of your application letter, so it is important to appeal to that person quickly and succinctly.

Example: “I saw the posting for the Marketing Intern role on my university’s online job board and I am very interested in the role. I am in my final year of earning my bachelor’s degree in marketing with a minor in communications, so I feel my educational experience has prepared me to work in a fast-paced marketing department like the one within your organization.”

6. Outline your experience and qualifications

The next few paragraphs of your letter should highlight your experience, qualifications and skills, positioned in a way that aligns with the company’s goals and mission. For example, if you are applying for a job with a non-profit organization that provides educational opportunities to underserved community members, you could talk about your experience with non-profit organizations or educational offerings. Since a job application letter should stand on its own without a resume, it’s helpful to include details about your experience that relate to the position to which you’re applying.

7. Include aspects of your personality

As you’re writing your job application letter, consider how you can incorporate aspects of your personality. A friendly and engaging letter is likely to appeal to the reader, especially when they can get an idea of how well you might fit with the team.

For example, in the situation mentioned above, explain in your letter you are good at connecting with children or how you value community spirit.

8. Express appreciation

Before you sign off on your letter, express your appreciation to the hiring manager for reviewing your letter and considering you for the



position. The hiring manager is taking time out of their day to read what you have written, so expressing your gratitude for that time spent is a polite and professional way to close the document.

Example: "I appreciate the time you have taken to review my application letter. Since you likely received a number of applications and letters for this open position, I am extremely grateful for the time you have spent reading about me and what would make me a good fit for this role."

9. Close the letter

Many people use "Sincerely" or "Best" to close the letter, although any professional sign-off is fine to include. The final line of the letter should be your full name. If you submit a hard copy of the letter, include your signature above your typed name. When submitting an application letter via email, you should include your contact information beneath your name, rather than including it in the header.

Sending a job application letter

The format of your job application letter will depend on how you are sending it to the hiring manager or supervisor. If you plan to email the application letter, the formatting will differ from a printed, mailed letter. Your contact information should be at the bottom of an email, beneath your typed full name.

When emailing a job application letter, it is also important to consider what subject line to use to make sure the hiring manager opens the email and reads your letter. When scanning their inbox, the hiring manager will see the subject line you included first, along with your name and email address. The decision to read or delete an email ultimately depends on what subject line you choose, which means it is your chance to make a first impression.

The best subject lines are professional, polite, relevant and concise. When sending a job application email, it is important to include the title of the job into which you are inquiring or for which you are applying. Making your subject line specific also helps the reader categorize the email properly and respond accordingly. Review your subject line to make sure it is free of any errors.

Job application tips

When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.

Emphasize your skills and abilities. An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of situations in which you applied your experience, abilities and skills to benefit the organization. It is also helpful to include data that supports your claims.

*Notes*

Stay concise. Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. If a hiring manager receives a letter that is multiple pages, they may not take the time to read it. A brief letter is more manageable and appealing.

Proofread the letter. Since this letter is serving as your first impression, you want to make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.

Review the job listing keywords. Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including these keywords in your application letter helps to show the person reviewing it you would be a good fit in that specific role.

Send a letter for every position to which you apply. Unless a job posting specifically states not to send an application letter, it is smart to send one for each job to which you apply. This letter offers the opportunity for a potential employer to learn more about you and gives you the chance to set yourself apart from other applicants.

Job application letter template

Consider the following template when planning your job application letter:

Your name

Your address

Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],

Outline where you saw the job posting and express your interest in working in this role.

Discuss some of your qualifications that would make you a good fit for the job.

Describe your past experience in a way that emphasizes your personality and skills, while also showcasing how you align with the goals of the company.



Express your appreciation to the hiring manager for reviewing your letter. Include any follow-up information, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Job application letter example

Use this sample job application letter to help inspire you to write your own:

Lee Jimenez
483 Apple Street
New York, NY 10001
(212) 555-8965
Lee.jones@email.com

September 15, 2019

Sarah Jenkins
Recruiter
Rogers Consulting
901 Main Street
New York, NY 10001

Dear Ms. Jenkins,

I am reaching out to you regarding the posting for the human resources consultant position I found on Indeed.com. I have a great interest in this position and would appreciate your consideration as a candidate for the role.

In my previous experience, I worked in human resources departments to provide support across several different industries. I have worked in my current role as a human resources generalist for the past four years. Prior to this job, I worked as a human resources assistant for two years, which shows my ability to advance in my career.

I have a strong passion for helping others, which is why I have found such fulfillment in human resources, providing support to my fellow employees and assisting them in ways that benefit them both personally and professionally. I also enjoy looking for solutions to common HR problems, which I feel would be a great asset in the position with your company. Since this consultant position works directly with multiple clients, assisting them in their human



resources needs, I believe my innovative nature and strong skill set will help me succeed.

I have strong communication skills, which are vital to success in the HR field. I also have a bachelor's degree in human resources from Arizona State University. Throughout my education, I worked with skilled human resources professionals who have shared their insights and experience with me. Some of my strongest skills include my ability to increase employee retention through the improvement of company culture and to develop training and education programs to ensure all employees have access to the information they need to succeed and comply with legal requirements.

I appreciate your time in reviewing this letter and hope to hear from you in regard to the next steps in the hiring process. If you have any questions or need any additional information, please don't hesitate to contact me.

Sincerely,

Lee Jimenez

Aids For A Receptionist

A receptionist has to be familiar with a great deal of information. Often she picks them up from leaflets, guides, brochures and other print material. The information given below about HOTEL IMPERIAL is a typical example.

Location

Situated in the heart of the Capital, is a Five Star Luxury Hotel that offers every comfort within easy reach of all government and commercial buildings and adjacent to main shopping centres, quiet and reposeful with extensive grounds and spacious gardens. It's twenty minutes' drive from the Airport and ten minutes' drive from

New Delhi Railway Station.

Accommodation

160 magnificently furnished luxurious rooms and suites, centrally air-conditioned and centrally-heated. All rooms have private bath with running hot and cold water, telephone, 4-channel music. All rooms have colour television with in-house movie system. There are refrigerators in all the rooms.

Special Services

Safe deposit lockers, hair dresser, beauty parlour, medical assistance, baby sitting service, travel agencies, same-day laundry service, complete shopping arcade, 24-hour room service.

Tavern Bar and Restaurant

Offers superb cuisine – Indian, Chinese and continental, band in attendance.



Garden Park Restaurant and Bar

Coffee Shop for quick lunches, snacks, tea/coffee, offers Indian, Continental and tandoori delicacies.

Gold Room

Banquet hall for large gatherings.

Ball Room

Convention hall where conferences can be arranged. It can seat 500 persons.

Raja Room

Ideal for small meetings for 35 to 40 persons.

Tennis court

Well maintained hard court with tennis marker in attendance.

Swimming Pool

Situated – amidst picturesque surroundings under palm trees, perfect place for relaxation and sun bathing.

Check in/Check out time 12 Noon

Reservations held till 6 p.m. unless late arrival indicated.

Foreigners have to pay their Bills in acceptable foreign currency.

Credit cards accepted.

American Express, Visa, Master Card, Diners.

Dogs and Pets are not allowed.

Sometimes, information comes from in-house schedules, reservation charts, etc.

For example, study the reservation chart that appears below. Why and when will this be used?

FLIGHT SCHEDULES, RAILWAY TIME-TABLES, ETC.

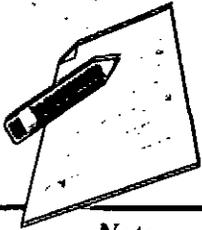
The hotel receptionist has to very often answer enquiries about flight timings and rail journeys. If the receptionist also happens to be a senior official's personal assistant, as it very often the case in small offices, she has to make arrangements for his rail or air travel. To be able to do it, she should know how to read the flight schedule and the railway time table. The visitors too may often seek her assistance in reading these.

Flight Schedule

Here are some tips to interpret flight schedules.

- The flight numbers are given at the top of every column.
- Right below these numbers the aircraft type is mentioned — AB3 stands for

Airbus A 300; 737 for Boeing 737, 747 for Boeing 747, FKF for Fokker Friendship and HS 7 for 748 AVRO.



- Below these are given the days on which a particular flight operates, D stand for daily, and the numbers for the days of the week. For example if it is 1 2 4, it indicates that the flight is available on Mondays (1), Tuesdays (2) and Thursday (4).
- D and A along the sides of the centre column stand for Departure and Arrival respectively.
- The hours are written clockwise 0100 to 2400.

With the help of these tips it should be easy for you to read the flight schedule.

Now, if you were asked to find out which flights go to Bangalore from Delhi, Calcutta and Madras, you will see that there is a daily flight from Delhi (IC 403) which departs at 0900 and reaches Bangalore at 1130. There are two flights from Bombay IC 407 and IC 105, and there is a direct flight from Calcutta also i.e. IC 271.

Similarly, you can read the railway time-table and answer enquiries/ make bookings.

In the railway time table, the days (on which a particular train is available) are mentioned in one of the top columns. If this information about a particular train, for example 20 Dehradun Express is not mentioned in any of the top columns, that means that it is a daily train and operates on the route detailed in the table.

IMPORTANT FORMS AND DOCUMENTS

Some offices and hotels keep a register at the reception. All the incoming visitors are supposed to write their names, address etc. in this register. What purpose does it serve?

— It helps the office keep a record of all the incoming visitors.

It is called the Register of callers. It is maintained by the receptionist. There are a number of other documents and forms which a receptionist constantly needs. These are:

- Message Forms
- Reservation Vouchers
- Registration Form/ 'C' Form
- Internal Telephone Directory
- Early Morning Call Sheet
- Flight Schedule
- Railway Time Table

The receptionist needs these forms and documents to

- (a) do her job efficiently and



- (b) help the smooth functioning of the office/hotel. She has to maintain and regularly update these documents (e.g. Internal Staff Directory). She should always make the entries (e.g. in the message Form and Reservation Voucher) in neat and legible handwriting. This will not only help the receptionist if she has to read something again, but also others who have to follow the instructions and act accordingly.

Samples of some of these documents are given in the following pages.

- (1) **Register of callers:** This is a register in which all the callers have to write their names, addresses, purpose of visit, date and time of arrival. If a caller represents a firm and has a visiting card, then his card can be attached to the register.
- (2) **Message Form:** A receptionist frequently needs these forms because, however good her memory may be, she may not remember all the messages which have to be passed on to different persons. She can conveniently note down the message on this form.
- (3) **Reservation Voucher:** Sometimes hotels give/send reservation vouchers instead of letters or reservation cards after the booking has been confirmed.

The guest shows this voucher at the reception when he/she comes to stay in a hotel. It also means that the guest has already paid the agent/hotel for the room.

The receptionist, who looks after booking also, has to fill in these vouchers and send them ahead for further action.

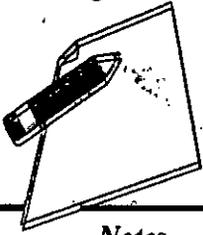
- (4) **Reservation Form/ 'C'**

Form: When foreigners come to stay in a hotel, they are asked to fill in the 'C'

Form and not the usual Registration Form which other guests have to fill in.

The 'C' Form is meant to give the hotel complete details about the foreign tourist (e.g. his passport no. and permanent address). It also helps the government keep a count of the tourists coming into a country since the first copy of this form is sent to them.

- (5) **Internal telephone directory:** It is an extremely important document for the receptionist. It is a list with the extension numbers and names of all the employees arranged alphabetically. The receptionist should no doubt know all the extension numbers by heart, but the list should be always in front of her so as to avoid any mistake. The receptionist will constantly need to update this directory.
- (6) **Early Morning call sheet:** This is a sheet of paper on which the receptionist notes what time guests want the early morning call (i.e. at what time they want to be woken up) and whether they want tea/

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coffee and/or newspapers. The receptionist doesn't need to note the names of the guests; their room numbers are sufficient.

- (7) **Travel Guide:** The guests and visitors often ask the receptionist for information on travel. Therefore, she should keep a copy of the Flight schedule and the Railway Time Table handy. The hotel receptionist can even keep a copy of the Weekly Travel Guide (published in some newspapers) near her desk.

This will give her the latest information on travel by air, rail and road.

EMERGENCY SERVICES

Accidents, thefts, hold-ups, fire, shoot outs, etc. are not unheard of these days and the receptionist services are required to tackle such emergencies. Here are some of the handy reckoners she uses.

DIALOGUE ANALYSIS

For any Emergency service the following steps should be strictly followed:

- I. Dial 100 for Police; 101 for Fire and 102 for Ambulance immediately.
- II. Give the service you need to the Exchange Operator immediately along with your telephone number.
- III. When connected with the right Emergency Authority, give them your address and any other useful information to direct them. While giving directions it is best to.
 - (a) refer to some landmark nearby;

Eg. CIEFL is a little after Arts College, at the fork of the road. The place is next to Sangeet Theatre near the Big Tower. This school is at the foot of the Birla Temple Hills, to the right of the temple if you are coming from Nampalli.
 - (b) Mention the approximate distance between the two places.
 - (c) Give approximate time taken to travel by a particular vehicle between the two places
 - (d) 'Give' the complete postal address

USING VISUAL LANGUAGE

Make a list of such visuals that you notice in offices, hospitals, railway stations, airport, roads, etc. Why do you think they are so popular?

Often people approach the reception desk asking for direction. An accurate knowledge of the layout of the office or hotel is therefore essential. Having access to the ground plan or map helps her in her job.



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31 APPEARING FOR AN INTERVIEW

Appearing for an interview

To prepare to perform well, you must engage in some pre-interview activities. Pre-interview planning involves learning something about the company/organisation, analysing your strengths and weaknesses and making sure your appearance and behaviour create the right impression. Given below are some of the ways in which you can prepare yourself for an interview.

(a) Studying the Company

You must gather information about the company. This will convince the interviewer about your sincerity. The interviewer will not waste precious interview time providing you with information that you should have gathered. Your sources of information are:-

- (i) the advertisement
- (ii) employees of the company
- (iii) other candidates who have been interviewed
- (iv) newspaper and journals
- (v) Internet

(b) Study yourself

After you have gathered information about the company the next step is to assess your own abilities. Do I like to work with people or do I prefer to work on my own? Do I like detailed work? Can I develop a career plan that I can achieve with the company? The answers to these questions about yourself can provide you with lots of material to use during the interview. If you can't see a relationship between yourself and the job or company, you won't be able to demonstrate the interest or enthusiasm necessary to market yourself.

(c) Plan your appearance

You should dress in such a way that you do not create a negative impression. For example your finger nails must be neat and clean, your shoes well-polished and your hair well groomed.

Avoid gaudy, casual or party wear. Find out the company's dress code. If you dress and look like the people who already work at the company, the interviewer will find it easier to see you working there.

(d) Plan Your Time

One of the worst things you can do is be late for an interview. Plan your time so that you arrive early. This planning allows you to unwind and prepare yourself for the interview.



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At the same time, don't sit just making yourself nervous. Move around a little and talk to the other candidates. Should something prevent you from reaching on time, do telephone your apology.

MEETING FACE TO FACE-THE INTERCHANGE

Now that you have gone through the planning stages, you are ready for the interview.

Your job is to sell yourself so successfully, that you are selected at the interview.

Given below are some points to remember while facing an interview.

(a) Opening Formalities

When you meet the interviewer, greet him/her and address him/her as 'Sir/madam'.

If the interviewer initiates the handshake wait for the interviewer to invite you to sit down. Carry your certificates in a file and place them on the table.

(b) Interviewing guidelines

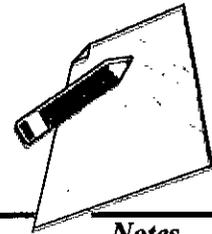
Much of the information about you will appear on your resume or company application form, already available to the interviewer. Thus, the interviewer will most likely seek to assess your attitudes towards work and the probability of fitting you successfully into the organization.

The best way to prepare for the interview is to answer such questions as these:

1. Why do you want to work for us?
2. Why should we hire you?
3. What are your greatest strengths?
4. What is important to you in a job?

Your answers to these and other variations of the same questions can help you proceed to the next step. First of all, your education is your foremost attribute if you are a student. You should point out its relationship to the job for which you are being considered. Even more important, the fact that you have succeeded in school indicates that you have the ability to learn, because most companies expect you to learn something on the job. So your most important response to the interviewer's questions may be about your ability to learn. Even no experience may be an asset. Second, a degree of humility is important in all interviews. You should not make tall claims about your previous job or what you will do if you get the present one. Anyone who says he will turn the company around in six months proves his lack of experience. Make realistic and achievable claims,

"Why do you want to work for us?" is really not a difficult question. While answering this question refer to information you have gathered



from the literature of the company or speaking to someone who works for the company or the information you have gathered while visiting one of their offices. This will convince the interviewer that you are strongly interested in the company and not just taking an interview for practice. Note, the interviewer not only attempts to develop an impression of you, he or she also evaluates you in comparison with others being interviewed for the position.

Why should the company hire you?

You have the proper education, you have proved that you have the ability to learn, and you are enthusiastic about working for the company. Relate your skills and knowledge to the job. When asked about your greatest strengths, your study of yourself will help. Your greatest strengths probably are easy to identify: (1) the ability to learn (2) the ability to work with others and to assume leadership roles, (3) skill in problem solving.

Finally, what is important to you in a job? While we are all interested in a good salary that should not be your primary concern. Rewards such as personal job satisfaction, the feeling of accomplishment, and making a contribution to society are things you should discuss in an interview. You should look forward to a challenge.

A job that will satisfy these needs is important to almost everyone.

(c) Handling Salary discussion

For most entry-level positions the beginning salary is fixed. However, if you have work experience, excellent scholarship records, or added maturity, you may be able to obtain a larger salary. The interviewer should initiate the salary topic. What you should know is the general range for candidates with your qualifications so that your response to a question about how much you would expect is reasonable. If your qualifications are about average for the job, you can indicate that you would expect to be paid the going rate or within the normal range. If you have added qualification, you might say, "With my years of work experience, I would expect to start at the upper end of the normal salary range."

If you have other job offers, you are in position to compare salaries, jobs, and companies. In this case, you may suggest to the interviewer that you would expect a competitive salary and that you have been offered X rupees by another firm. If salary hasn't been mentioned, and you really want to know about it, simply ask courteously how much the salary would be for someone with your qualifications. In any case though, don't attempt to make salary a major issue.

(d) Closing the interview



The interviewer will provide the cues indicating that the interview is completed by rising from the chair or making a comment about the next step to be taken. At that point, don't prolong the interview needlessly. Simply rise, thank the interviewer for the opportunity to meet, and close by saying you look forward to hearing from the company. The neatness with which you close the interview maybe almost as important as the first impression you made.

(e) **Practicing for Interviews**

Although most of us tend to be nervous during our first interview, we gain confidence with experience. Therefore, practice and rehearse. Work with someone else in mock interviews, alternating roles as interviewer and interviewee. Then follow each practice interview with a constructive critique of each other's performance. A few such mock interviews will give you some experience and will make the first real interview more effective.

The job interview maybe the important face-to face interaction you will have. You will be selling yourself in competition with others. How you listen and how you talk will be measured by the interviewer. Since practice leads to perfection, you will never regret the time you spend rehearsing your interview.



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