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CENTRE FOR DISTANCE EDUCATION

**Ability Enhancement
Compulsory Course (CBCS)**

(Compulsory English)

English for Communication

(Academic Year 2021-22 onwards)

For

B. A. Part III English

Semester V : Paper AECC-5

Semester VI : Paper AECC-6

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INTRODUCTION

Dear Students,

This textbook is prepared keeping in mind that you are distant learners. This course book is organized in such a way to help you study it on your own.

We hope that this book containing the Self-Instructional Material on Semester V and VI is basically learner-centered and will surely meet the needs of our dear students offering English as their special subject at B. A. Part-III. The material is designed and presented in such a way that it will encourage the students to read and enjoy the units independently. The Module writers have tried their best to present the relevant material in a simple manner, expressed in lucid, clear and easy but dignified language. You will find this book innovative in its approach, method and technique.

The course book offers the students opportunities for remediation, consolidation and extension of the language already learnt.

Each module is divided into sub-sections and at the end of each section, there are small tasks. You are expected to write answers on your own. Though at the end of every module, answers are given, do not look at them until you have written your own answers.

You are expected to read each sub-sections, answer the questions given in the tasks, check your answers and then go ahead. If you do this sincerely and honestly, it is hoped you will enjoy bright success.

We wish you great success.

– **Editors**

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Each Unit begins with the section Objectives -

Objectives are directive and indicative of :

1. What has been presented in the Unit and
2. What is expected from you
3. What you are expected to know pertaining to the specific Unit once you have completed working on the Unit.

The self-check exercises with possible answers will help you to understand the Unit in the right perspective. Go through the possible answers only after you write your answers. These exercises are not to be submitted to us for evaluation. They have been provided to you as Study Tools to help keep you in the right track as you study the Unit.

Module I

A) Interview Skills

Contents :

- 1.A.0 Objectives
- 1.A.1 Introduction
- 1.A.2 Presentation of Subject Matter
 - 1.A.2.1 Preparation Before Interview
 - Check Your Progress-I
 - 1.A.2.2 In the Interview Room
 - Check Your Progress-II
 - 1.A.2.3 Some Dos and Don'ts
 - Check Your Progress-III
- 1.A.3 A Model Interview
- 1.A.4 Summary
- 1.A.5 Key to check your progress
- 1.A.6 Exercises
- 1.A.7 Writing Activity
- 1.A.8 Further Reading.

1.A.0 Objectives

After studying this unit you will be able:

- To know about interview techniques and skills.
- To build up confidence and face an interview confidently and courageously.
- To write application letter properly and prepare your curriculum vitae.
- To get well salaried job.
- To Accept challenges of competitive examinations.

1.A.1 Introduction

An interview can be a stressful time for most people, whether it's for a university or job. This unit is designed to help you to succeed in a highly competitive global marketplace. You will start by learning how to approach different types of interview with a positive attitude. In order to feel more confident when faced with an interview, you will look at ways to identify your traits, values and interests.

Dear Students, in this Unit we are going to learn more about Interview Skills. An Interview is an opportunity for you to demonstrate face to face that you have the necessary skills, experience and knowledge to perform. After completion of your graduation, post- graduation, you deserve a good job. It's natural that you want to be independent from financial point of view. You don't want to rely upon your parents forever in life.

All young graduates are in search of a good job. Even to crack competitive examinations you have to face an interview. There is interview panel and you have to make a good impression, have to show that you are a versatile person and eligible to get a good job. Everyone wishing a good job has to undergo this process. You have to create your own impression and keep in mind that first impression is the last impression. Be well prepared and confident while facing an interview. The interview is the last step of the hiring process and the most important one. It offers you and the employer the opportunity to meet one another, exchange information and come to tentative conclusions about "hiring" one another.

The interview is the opportunity where you can describe your experiences and skills and can get an idea of what is happening with the company. During an interview, an employer's goal is to gather additional information about you that is not provided in your resume and cover letter. He/she will attempt to find out what motivates you, how well you communicate and if you are a leader or a follower. The interview is a two-way process. You evaluate the employer while he/she evaluates you.

1.A.2 Presentation of Subject Matter

1.A.2.1 Preparation Before Interview

Interview may apply to different situations. These might be

- i) Interview for a Job.
- ii) Interview to crack different competitive examinations.
- iii) Interviews for promotion.

Let's see what preparation you have to do to achieve success in the Interview.

In order to prove that you are the best candidate for the job, your preparation will begin when you first decide to apply for the job. This begins with an advertisement in the newspaper, in a shop window or trade journal. If you are eligible and have all necessary qualifications you may apply for the same.

Some basic preparations you can do are as given below :

- i) Preparation before Interview**
- ii) In the Interview room.**

Read advertisement and start preparing your Application letter. Write an Application letter in a format that you have studied. Be careful about punctuation marks in a letter. You have to also prepare your 'Curriculum Vitae' (C.V.), or Resume or a Bio-data , which is a list of a person's skills and experience.

The Preparation before interview: First of all the Institution or Organization you are going apply will receive your application with C.V. and they will assess whether or not you have the experience, skills and knowledge they are looking for. The Scrutiny Committee will study your C.V. and if they think that you are eligible, suitable, they will send you a call letter to attend an interview in order to find out in more details about your possible attitude and aptitude for the job.

- Read and keep the call letter carefully and safely. See the details like day, date and time mentioned in the call letter.
- Purchase one file or folder and keep your certificates carefully and in proper sequence. Don't put them in jumbled form.

- See what they have asked you to bring at the time of the Interview. Make a list of it.
- Prepare for some basic questions like--- your introduction, about native place, your specialization, paper names and numbers of your UG and PG etc.
- Go through your Curriculum Vitae carefully.
- Don't wear fashionable, colorful, showy or gaudy clothes. Your dress should be simple, clean and well pressed. You should feel comfortable in it.
- Reach in time, half an hour in advance. It will release your tension.
- Gather some information about the institution, organization where you are going to face an interview.
- Read the newspaper of the day.

Check your Progress-I

- 1) What documents will you attach to your Application letter.
- 2) How should your dress be at the time of Interview?
- 3) Where is the day, date and time of the interview mentioned?
- 4) How will you carry your certificates?
- 5) What basic preparation will you do?

1.A.2.2 In the Interview /During the Interview

- Ask permission of the Interviewers by asking “May I Come In Sir/Madam?”
- Wait until they say “Yes, come in”
- Enter with a smile and in a happy mood.
- Greet the interviewers in cheerful way by saying “Good Morning/Good Afternoon Sir/Madam”
- Ask the permission of the interviewers to have your seat.
- Wait until they ask you to sit down.
- Say “Thank You” to them for offering you a seat.
- Sit in comfortable manner.

- Be energetic and happy. Don't show on the face that you have tension of all the world.
- Listen to the questions carefully.
- Speak clearly and with confidence. Don't mumble.
- Don't make any awkward movements.
- Don't put yourself in a crisis.
- Use good posture, and have a good eye contact with the interviewers.
- Sit up straight. Never slouch, rail.
- Make sure that you understand the question. If not ask the interviewers to clarify the question.
- Think before answering the questions.
- Give brief and to the point answers.
- Know your resume well
- Be polite and humble.
- Thank the interviewers.

Check Your Progress-II

- 1) What permission will you seek before entering the Interview Room?
- 2) What will you say to the Interviewers on entry?
- 3) How will you greet the Interviewers?
- 4) Is it essential to seek the permission of the Interviewers to have your seat?
- 5) How should be your mood?
- 6) What should be your response if they offer you a seat?
- 7) What qualities do you need in the interview room?

Some additional tips/ Interview winning strategies.

- Always think positively.
- Meditate two, three points that you want to make about your personal qualities, skills you have learned.

- If they ask about your weaknesses, mention lessons learned and steer away from negative description.
- While answering questions, focus on real life experiences, experiences that demonstrate flexibility, adaptability and responsibility.
- Be polite.

1.A.2.3 Some Dos and Don'ts

While facing an interview successfully you should have some 'Dos and Don'ts'. These are

Dos:

- ❖ Be happy, energetic, and enthusiastic.
- ❖ Arrive in time. The Interview Panel may be interviewing a lot of candidates so do not keep them waiting.
- ❖ Keep smile on the face. Engage with the interviewers. Smile, make eye contact, and build rapport.
- ❖ Look at the interviewers while answering the questions.
- ❖ Follow manners and etiquettes.
- ❖ Give respect and say “ Thank you very much, Sir/Madam”
- ❖ Show full confidence and positive attitude.
- ❖ Modulate your voice so that your reply is audible to the interviewers.
- ❖ Wear comfortable and suitable dress. Dress for success.
- ❖ Hair should be clean and combed.
- ❖ Fingernails must be clean with no gaudy polish.
- ❖ Drive to the site of the institute you are going for an interview, a day or two before the interview.
- ❖ Answer questions asked to you concisely and precisely.
- ❖ Show your loyalty to your previous organizations though you may have left them for unsavory circumstances. A common question asked by interviewers is 'Why did you leave your previous job/ organization ?'. You may give

explanations such as your own career aspirations, long distance to work, aspiration for something more challenging, etc

- ❖ A soft and pleasing expression with a smiling face, enhances your personality.
- ❖ Do meditation and light exercise on the day of the interview.
- ❖ Listen to the questions carefully. Take a little pause, and then answer the questions.
- ❖ Answer the questions in a straightforward and honest manner.
- ❖ Thank to the interviewers while leaving the Interview Room.

Some Don'ts at the time of Interview:

- Don't be in a hurry at the time of interview. Be calm and quiet.
- Don't be over confident. Over confidence is always dangerous.
- Do not try to approach too close to the interviewers.
- Do not mumble. Listen to the questions carefully.
- Do not talk too much.
- Do not make any awkward movements like scratching your ear or nose, moving hands awkwardly.
- Do not linger in the past. If you have failed in an interview, it does not mean that you will not succeed this time. Be optimistic.
- Do not put your hands or fumble in your pocket.
- Do not look around or at the wall. Look at the interviewers.
- Don't be afraid or nervous if you are unable to answer any question. Simply say "I am sorry Sir. I don't know".
- Do not prepare for the interview till late in the night.
- Do not lean back in the chair.
- Do not rail in the chair in a relaxed manner.
- Don't show superiority complex.
- Don't put yourself in a crisis.

- Don't argue if you disagree with the opinion of an interviewer.
- Do not display nervous mannerism or speak with a strained voice.

Check Your Progress-III

- 1) How should your attitude be in the Interview Room?
- 2) How should your dress be while going for an Interview?
- 3) How should your facial expressions be at the time of interview?
- 4) Should you wear fashionable, new and gaudy dress at the time of Interview?
- 5) How would you answer the questions of the interviewers?
- 6) What should you say if you are unable to answer any question?
- 7) What type of attitude should you create in the Interview?
- 8) Should you sit in a relaxed and comfortable position in the chair?
- 9) What should you say while leaving the Interview Room?
- 10) If there is any dispute at the time of interview, what will you do?

Some General Questions asked in the Interview:

- Tell me about yourself or Introduce yourself.
- What are your key experiences and accomplishments?
- What are your strengths and weaknesses?
- How would you rank your achievements?
- What appeals you about this job and organization?
- Explain your reason for leaving your current job.
- What would you like me to know most that is not mentioned in your resume?

Some Challenging Questions.

I) Introduce Yourself/ talk about yourself.

This is the opening question, Interviewers definitely ask this one. Here you can create your own impression. Introduce in brief. You can talk about your major achievements, experience, hobbies, interests and something important or essential for

the job. Elaborate on your skills and how your skills can contribute to the organization. Don't give too much time for your family background.

While introducing yourself, try to be precise. A long and winding introduction may put off the interviewer right at the beginning – the best way to introduce oneself in an interview is to prepare a brief speech, an oral profile, which would be easy to remember, so that one can say it out flawlessly, confidently, subtly and yet has good impression on the interviewer.

II) What appeals you about this job and organization?

Be honest to this question. Interviewers want to know your knowledge about the organization. You have to collect some basic information from the website. You can highlight here the reputation and major achievements of the organization.

III) What are your expectations about salary?

Don't hurry here. Think very calmly and give your response. It's not wrong to talk about salary expectations. You can honestly say, "I am sure and believe that your organization will offer me good salary that I am worthy of".

IV) Why should we appoint you?/ Why should we hire you?

Interviewers ask this question to know more about you and your willingness. Answer this question promptly by telling them about your experience, skills, sincerity and hard work that make you the best for the job.

V) Do you know anything about this organization?

It is expected by the interviewers that candidate must have some primary information where he/she wishes to join. Try to collect some information from the company's website. Assure them that if given an opportunity you would like to work in such a reputed organization. Try to focus on company's achievements and reputation in the society.

VI) What are your biggest strengths?

This question is definitely asked in a job interview. Here is an opportunity for you to share your achievements. Tell them how you are sincere, ready to shoulder any responsibility, have leadership quality, good at solving problems, firm and determined and ready to sacrifice for the better prospects of the organization.

VII) What was your special subject at graduation?

You have to talk here about your specialization. Sir, I did my graduation in English.

VIII) Did you participate in any extra-curricular activities during college?

While answering this question, remember your resume and what you have mentioned there. You can say, "Yes, Sir. I participated in Marathi and English Elocution Competitions. I have mentioned the prizes I won in my C.V. Besides, I also participated in cultural events like Folk Dance, Street Play and Singing."

1.A.3 A Model Interview

Here is an example of a full job interview for the post of a Regional Manager of a private company based in Pune. Study the questions and answers carefully.

Candidate: May I come in, sir?

Chairperson: Yes, please come in.

Candidate: Good Morning to you all, Sirs.

Chairman: Good Morning, Mr. Patil. Please, have a seat.

Candidate: Thank you, Sir.

Chairman: Please give your own introduction, Mr. Patil.

Candidate: Hello Sirs! I am Prafull Patil. My native place is Sangli. My qualification is B.A., M.B.A. I passed B.A. in English in the year 2012 from Willingdon College, Sangli. I completed M.B.A. from Sinhgad Institute, Pune in 2014 with first class-distinction marks. I stood first in the order of merit at B.A. English from Shivaji University, Kolhapur in 2012 and won the prize of the University. After the completion of M.B.A., I joined the company 'Sumedh Industries, Pune'. Since last three years, I have been working as a Divisional at Manager in the company.

Chairman: Why did you decide to go for M.B.A. after B.A. English?

Candidate: I wanted to follow the less-trodden path, Sir. I wanted to do something different. I wanted to pursue a professional career. It was my strong desire to do a career in Business Management. So, I did M.B.A.

Interviewer: You said your native place is Sangli. Would you tell us for what Sangli is famous?

Candidate: Sir, Sangli is a district place and it is well-known for its turmeric market. *Sangli Krishi Utpan Bazar Samittee* takes lead role for its auction. Once in a year, auction of turmeric is organized on a large scale in the presence of farmers, merchants and directors of this co-operative society.

Interviewer: How do you know in detail about this turmeric auction?

Candidate: My father is a trader. He purchases and sells turmeric in Sangli market yard. I used to watch him closely during my holidays. But I do not have interest in my father's trade I joined administrative jobs in the companies.

Chairman: Why did you leave your previous job?

Candidate: Sir, it is the word 'challenge' which I always try to chase. Now, I am in search of a new challenge and a new avenue. I felt I wasn't able to show my talent in the earlier job. I am looking for a job that perfectly suits my qualification and talent.

Chairman: What is your opinion about the present economic recession and the crisis-situation in the industry/market? What will be your strategies to tackle the situation?

Candidate: Sir, I believe that recession is a period of temporary economic decline during which trade and industrial activities slow down. It is generally identified by a fall in GDP in two successive quarters. During such a crisis, I believe, team-work and more hard work and dedication will help a lot. If we can raise an emergency fund, we can easily overcome this crisis.

Interviewer: Let me ask you one thing, why should we hire you?

Candidate: Sir, it will be a great opportunity for me to serve in your esteemed institution as a Regional Manager. I humbly believe that good communication skills is my strength. I am conversant with strategies. I am ambitious. I have always set myself high goals on par with my skills and training. One of my greatest qualities is that I can always

maintain cool and don't let pressure get hold of me. It helps me to achieve my goals and stay focused.

Chairman: What are your strengths?

Candidate: I am a punctual person. I always arrive early and complete my work on time. I always give priority to sincerity in my work. I consider myself to be a team-player. When I work, I always take initiative. If I see something that needs to be done, I don't wait for instructions. I just do it. For me, work is worship as it gives energy to work more.

Interviewer: Where do you see yourself five years from now?

Candidate: I look forward to learn new skills and improve my knowledge to advance in my career. In five years from now, I see myself more skilled and innovative with in-depth knowledge of the company, and also, possibly at a higher position.

Chairman: What are your salary expectations?

Candidate: Sir, right now I am keen to know more about your esteemed company, the culture here, the work environment, detailed requirements of this job and such things. Basically, I want to know what kind of opportunity for growth I shall get here. I believe that salary should be as per the company norms. However, I think it should be higher than my previous salary.

Chairman: All right, Mr. Patil. We shall let you know within a week.

Candidate: Ok Sir. Thank you very much, Sirs.

1.A.4 Summary:

The present unit 'Interview Skills' is definitely very useful from students' point of view. After studying this unit, students of graduation and post graduation will face an interview very confidently. Interview is the most important skill one should have at the workplace. You cannot move in or up without passing or facing the interview. However, there is a technique of facing interviews. It is as important as your C.V., experience and accomplishments.

Facing an interview is a challenge and it is a candidate's overall evaluation. Interviewers will assess your attitude as well as your aptitude. Positive and optimistic

view will bring you success. Students should try to develop personality and general knowledge. Mere bookish knowledge will not help you achieve success in life. You have to broaden your views and have to develop reading skill. This unit teaches you to make your mind up to face an interview boldly, courageously and successfully.

1.A.5 Key to check your progress

I

- 1) I will attach my C.V. to Application Letter.
- 2) Dress should be simple, clean and well pressed..
- 3) The day, date and time of the interview is mentioned in a call letter.
- 4) I will carry certificates and necessary documents in a file or folder.
- 5) I will review my papers of specialization, my introduction, and some basic questions.

II

- 1) I will enter by asking the permission of the Interviewers.
- 2) I will say “May I come in Sir/Madam?”
- 3) I will greet in a cheerful way by saying, “Good Morning/Good Afternoon Sir/Madam”
- 4) Yes it’s essential.
- 5) My mood should be happy and energetic.
- 6) I will say “Thank you very much Sir/Madam.
- 7) Confident, tension free and polite.

III

- 1) Attitude should always be positive
- 2) Dress should be clean and well pressed
- 3) Happy and energetic expressions
- 4) No. I will never wear fashionable and gaudy dress while going for an interview.

- 5) I will answer looking in the eyes of interviewers. It will show that I am confident.
- 6) I will simply say "Sorry Sir, I don't know the answer."
- 7) I will create positive attitude.
- 8) No. Never. I will sit in an upright manner.
- 9) I will say "Thank you very much Sir."
- 10) I will keep away from any kind of dispute or crisis.

1.A.6 Exercises:

- A) Imagine that you have received a call letter to attend an interview, how will you answer the following questions?
- Introduce yourself
 - Why do you wish to join this company?
 - What extra- curricular and co-curricular activities did you participating during in your college days?
 - What are your future plans?
 - What do you expect the company to provide you?
- B) Suppose you have received a Call Letter to attend the Interview for the post of Assistant Professor in English in a renowned institute, how will answer the following questions?
- ❖ What's your native place?
 - ❖ What is your native place known for?
 - ❖ What do you think provides the greatest pleasure in teaching?
 - ❖ What's your specialization?
 - ❖ What efforts will you take to create interest in English Literature amongst the college students?
 - ❖ How would you encourage the most neglected speaking skills amongst the students?
 - ❖ What are your hobbies and interests?

- ❖ What encourages you to be a lecturer in English?
- ❖ What do you think is promising in this job?

C) Read the following advertisement carefully and answer the questions given below.

Naveen Export and Import Company

(Private Ltd.)

446, Tilak Nagar, Camp, Kolhapur.

Invites applications for the following posts:

1. Receptionist: Graduate of any stream- fluency in English and Hindi, Computer literacy must, two/ three years experience, Good Personality.
2. Junior Clerk: Any Graduate, Computer literate with knowledge of MS-word, Excel/Fox Pro., Should know Hindi/Marathi/English typing well—should be able to handle correspondence in English independently.

Read the above advertisements carefully and answer the following questions.

- ❖ What is the requirement of the first post?
- ❖ What certificates will you carry with you at the time of interview for the first post?
- ❖ How will you answer the questions about fluency in English?
- ❖ What are the requirements of the second post?
- ❖ What certificates will you need to show at the time of interview for the second post?

D) Form WH questions to get the following statements as answers.

- ❖ I am from Shirala.
- ❖ I received 80% marks at graduation.
- ❖ My hobbies are swimming and reading.
- ❖ My specialization is in English.
- ❖ My mother is a housewife.

- ❖ Rabindranath Tagore received the ‘Nobel Prize’ for his ‘Gitanjali’.

1.A.7 Writing Activity

You might have seen or heard Interviews of eminent personalities on television, radio. These interviews are of well known sports personalities, social activists, film stars, or politicians.

Write an Interview between you and your favorite **film actor/actress, sports personality or any social activist.**

1.A.8 Suggestions for Further Reading.

Jayprakash, Sajitha. *Interview Skills Presenting Yourself with Confidence*, Mumbai Himalaya Publishing House Pvt. Ltd. 2010.Print.

Moha, Krishna et. al. *Developing Communication Skills*, New Delhi: Macmillan India Limited. 1990 Print.

Uco, Jillert Wiersma. *Interview Charisma*, Career Knows Publishing, Norwalk, Connecticut 2016. Print.

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Creswell, J.W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications, Inc. 2009 Print.

Rebecca, Corfield. *Successful Interview Skills*, Kogan Page Limited, London. 2009 Print.

Sharma, Avni. *Communication Skills Presenting Yourself with Confidence*. Mumbai Himalaya Publishing House Pvt. Ltd. 2010 Print.

Module I

B) The Interview

V. V. John

Contents:

- 1.B.0 Objectives
- 1.B.1 Introduction
- 1.B.2 Presentation of Subject Matter (Prose)
Glossary and Notes
- 1.B.3 Summary
- 1.B.4 Check Your Progress-I
- 1.B.5 Key to Check Your Progress
- 1.B.6 Exercises
- 1.B.7 Writing Activity
- 1.B.8 Suggestions for Further Reading

1.B.0 Objectives:

After studying this Unit you shall be able-

- 1) To understand the use of wit and humour in writing
- 2) To know the do's and don'ts of an interview
- 3) To acquaint yourself with the writing style of V.V. John

1.B.1 Introduction:

Professor V.V. John completed his MA (English Literature) in 1936 from Oxford University and taught in various Universities in Kerala and Odisha for the next sixteen years. He also worked as the Director of Education, government of Rajasthan, Vice Chancellor of Jay Narayan Vyas University, Jodhpur and as a member of the Minorities Commission. In 1950 he started his career in journalism

and contributed extensively to prominent English newspapers in India before entering into the field of administration. He was a very successful and effective orator with a marked flair for wit and humour. His works, *Light Luggage The Orbiting Professor and The Great Classroom Hoax* are very famous. The present extract is taken from *Light Luggage*. It shows how smart candidates sometimes turn the tables upon the interviewers who are ignorant.

1.B.2 Presentation of Subject Matter (Prose)

The candidate was being interviewed for a teaching post in a college. “Have you read Aldous Huxley’s *Authority and Reality*?” asked one of the inquisitors. “Perhaps you are referring to *Authority and the Individual* by Bertrand Russell, sir?” countered the candidate.

Perhaps he was. Or maybe, to *Illusion and Reality* by Christopher Caudwell. We shall never know, for it is not one of the episodes that the venerable gentleman is likely to include in his forthcoming reminiscences. Needless to say, the candidate did not get the job. And let that be a warning to young people who presume to be more knowledgeable than the knowledgeable elders on the selection board. A little learning may be a dangerous thing. A lot of it could be disastrous. Instead, answer a fool according to his folly. That is the way to land jobs.

I wouldn’t altogether blame the selection boards, though. They are expected to assess the comparative suitability of a young man, among many young men, by talking to him for fifteen minutes. Even the gods would not be able to do this without jumping to conclusions. I knew a candidate for employment who, his own wardrobe being meagre, borrowed a silk suit for the occasion in order to impress the selection board. He impressed them all right, but not quite the way he intended. For, as he left the room after the interview, the chairman of the board turned to his colleagues, and observed disdainfully: “Rather a dandy, I thought.” The young man did not get the job.

This prejudice against finery is not general. There was a high functionary with whom no seeker after jobs had any success unless the crease of his trousers was perfect. He was also particular that the candidate’s pronunciation of English should be faultless, though he himself used to pronounce ‘stifle’ so as to rhyme with ‘piffle’, and was unaware that ‘tiny’ and ‘tinny’ were not pronounced alike. All things else, including the candidate’s special aptitude and qualifications for the job in question,

were of subsidiary importance. This attitude, which is fairly common, must be responsible for the ascendancy of the sleek and the slick multitude that is currently holding on to comfortable jobs up and down the country.

It is about time that something was done about the unequal contest of the average interview. “Have you any hobbies?” “Who is your favourite author?” “What is Strontium 90?” “What do you think of apartheid?” “How does jet propulsion work?” And so on and so forth. For the greatest fool may ask more questions than the wisest man can answer.

If appointing authorities were sportsmen, they would make it an equal contest, allowing the candidates to ask questions in their turn, and giving jobs to those who can outwit the interviewing boards in the shortest possible time.

The tables would then be turned too often for the comfort of the mighty Olympians. “Can you briefly explain the theory of Relativity?” the inquisitor would ask. “No sir. But can you?” would be the candidate’s reply. Under the old dispensation, the inquisitor could solemnly remind the candidate: “Young man, don’t forget we are interviewing you!” But under the more sporting arrangement I recommend, the old chap will have to acknowledge his inability to explain Relativity briefly or at length.

And then the candidate would start his innings. “Why, sir, is it that the sun shines only during the day and not at night?” “In a plane travelling faster than sound, can you, sir, converse audibly with a fellow passenger?” And finally, “Sir, how high is up?” And if that doesn’t get him, please let me know.

Glossary and Notes:

venerable (adj.)	:	old and respected
reminiscence (n)	:	the act of remembering or telling about past experiences
wardrobe (n)	:	a collection of clothes that a person owns or wears
meagre (adj.)	:	very small or too small in amount
disdainfully (adv.)	:	full of or expressing contempt for someone or something regarded as unworthy or inferior, full of expressing scorn or disdain

prejudice (n)	:	a feeling of like or dislike for someone or something especially when it is not reasonable or logical
functionary (n)	:	a person who works for a government or political party
sleek (adj.)	:	straight and smooth in design or shape, smooth and shiny, stylish and attractive
slick (adj.)	:	very smooth and slippery, clever in usually a dishonest or deceptive way
apartheid (n)	:	racial segregation; specifically the policy of segregation and political and economic discrimination against non-European groups in the Republic of South Africa
dispensation (n)	:	a system, a general state or ordering of things
solemnly (adv.)	:	very serious or formal in manner, behavior or expression, sad and serious

1.B.3 Summary:

Vadekedath Varkey (V.V.) John (1910 -1991) has contributed greatly to prose and journalism. He was concerned with the prevailing education system in India and wrote extensively about it through witty articles. The present extract is taken from “Light Luggage”. As the title suggests the prose extract speaks about the conduct of interviews. Usually an interview for a job is largely a one-sided affair and the candidate is at the mercy of the interviewers. In this humorous piece we find V. V. John commenting upon this ‘unequal’ contest. He imaginatively paints a picture of an interview where a smart candidate may turn the tables upon an interviewer (who is ignorant about the preparedness of a candidate). In the extract he also wittily comments upon the various strategies adopted by interviewers and candidates. He dwells upon the effect of physical appearance, especially clothes, prejudices, over confidence on the outcome of the interview. He also suggests “answer a fool according to his folly” strategy as the best way to land into a job. The candidate is usually at the receiving end but Prof. V.V. John imagines a prospective equal contest wherein a candidate could question the interviewer. Given the level of preparation/ knowledge of some of the interviewers, he feels that they will become aware of their inabilities and desist from asking such questions which are beyond the capacity of

average candidates. He thus, underlines the need for interviewers to be well prepared while expecting the candidates to excel in an interview.

1.B.4 Check Your Progress:

I. Answer the following in one word/ phrase/ sentence each:

1. What happens when a candidate counters the interviewer?
2. What is the author's view about inadequate knowledge?
3. When can an interview be an equal contest according to the author?
4. What is the result of too much knowledge?
5. What is the best way to land jobs?

II. Rewrite the following choosing the correct alternative:

1. The candidate who came in silk suit was considered a _____ and therefore rejected.
a) dandy b) trendy c) candy d) handy
2. V. V. John feels that an interview is an _____ contest.
a) equal b) unequal c) eventful d) uneventful
3. Usually the interviewers have a _____ against finery.
a) hatred b) prejudice c) liking d) fear
4. The interview board gets hardly _____ minutes to judge and select a candidate.
a) 20 b) 10 c) 25 d) 15

1.B.5 Key to Check Your Progress:

- #### **I**
1. He is rejected
 2. is dangerous
 3. when the candidate gets a chance to question the interviewer
 4. it could be disastrous
 5. answer a fool according to his folly

II 1 – a, 2 – b, 3 –b, 4 – d

1.B.6 Exercises:

I. Answer the following questions in about 3-4 sentences each:

1. Why does the author feel that an interview is an unequal contest?
2. What was the fate of the candidate who appeared in a silk suit for the interview?
3. How, according to the author, can an interview become an equal contest?
4. What is the author’s view about the questions asked by the interview board?

II. Write short notes on the following in about 8-10 sentences each:

1. The author’s observations on the interview process
2. Humour in the essay “The Interview”

III. Vocabulary Exercises:

Noun	Verb	Adjective	Adverb
			disdainfully
		venerable	
fool			
	know		
disaster	-		
learning			

Word	Synonym	Word	Antonym
disaster		fool	
venerable		knowledge	
solemnly		disdain	
disdain		subsidiary	

occasion		particular	
dandy		borrow	

1.B.7 Writing Activity:

1. Narrate your experience as a candidate for an interview
2. List out the Dos and Don'ts of an interview

1.B.8 Suggestions for further reading:

Read witty and humorous works or essays of Stephen Leacock, A. G. Gardiner, P.L. Deshpande, Gangadhar Gadgil etc.



Module II

A) Grammar for Competitive Examinations

Contents :

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2.A.2.4.7 Transformation of Combining Two Sentences

Check your Progress - VII

2.A.2.5 Section - V

2.A.2.5.1 Combination of Sentences

Check your Progress - VIII

2.A.2.6 Section VI

2.A.2.6.1 Punctuation

Check your Progress - IX

2.A.3 Summary

2.A.4 Key to Check your Progress

2.A.5 Exercises

2.A.0 Objectives :

After studying this unit, you will be able:

- 1) To prepare for Competitive Examination
- 2) To enhance your English Communication skills
- 3) To develop employability skills

2.A.1 Introduction :

Competitive examinations are gateways to government jobs. Governments try to recruit the most able candidates on important posts for effective governance. One of the most important requirements for students who wish to go for government jobs is knowledge of English language. In government jobs, most of the official work is conducted through English. Knowledge of English is also essential to get jobs in private sector, MNCs and many other kinds of jobs abroad. It is, therefore, necessary to learn English-its grammar, vocabulary, use of idioms, phrases and intricacies. It is expected that students appearing for competitive examinations should know correct English.

To face any competitive examination, the following grammar units need attention. They are : i) Word-formation, ii) Use of phrases, iii) Use of tenses, iv)

Transformation of sentences, v) Correction of sentences, vi) Punctuation. A competitive examination question paper is for 100 marks and 40 marks are reserved for these grammar units. In addition, there will be questions like précis writing, letter writing, essay writing, translation and reading comprehension which you will study in another unit.

2.A.2 Presentation of Subject Matter :

2.A.2.1 Section - I

2.A.2.1.1 Word Formation / Vocabulary

During school days, we enriched our English vocabulary by memorizing new words. At this stage too, we can do the same by using certain vocabulary enhancement techniques. In B.A.I, you have already studied formation of words by using prefixes and suffixes, synonyms and antonyms as word-building processes.

Now, we will study One Word Substitutions in which one word replaces a group of words. This skill is necessary to make any written text effective and tightly knit. It is also useful in précis writing in competitive examinations. Here are a few examples:

- **Atheist** : One who does not believe in the existence of God
- **Auditor** : One who makes an official verification of accuracy of accounts
- **Egotist** : One who often talks about his own achievements
- **Introvert** : One who does not express himself freely
- **Narcissist** : Someone who loves himself/herself very much
- **Polyglot** : A person who speaks a number of languages
- **Bouquet** : An arrangement of flowers that is usually given as a present
- **Clique** : An exclusive circle of people with a common interest
- **Chauffer** : A person employed to drive a private car
- **Florist** : A person who sells flowers
- **Radio Jockey** : One who presents a radio programme

- **Arsenal** : A collection of weapons and military equipment
- **Crèche** : A nursery where babies and young children are taken care of during the working day
- **Kennel** : A small shelter for a dog
- **Mint** : A place where coins, medals and tokens are made
- **Orchard** : A piece of enclosed land planted with fruit trees
- **Anarchy** : A state of disorder due to the absence of authority or a controlling system
- **Autocracy** : A system of government by one person with absolute power
- **Neocracy** : A government by new or inexperienced persons
- **Secular** : A state of being not affected by any particular religion or a state of equal status to all religions
- **Crusade** : A vigorous campaign for political, social or religious change

Check your Progress - I

A. Suggest a word for the following expressions by choosing from the options given below each:

1. An imaginary ideal society free from poverty and suffering and having a perfect social order.

a. Republic	b. Utopia
c. Dystopia	d. Dreamland
2. A news article which is written on the death of a person.

a. obituary	b. elegy
c. column	d. report
3. Certain to happen

a. required	b. necessary
c. inevitable	d. unnecessary
4. Anything that is kept as a reminder of a person, place or event

- a. present
- b. souvenir
- c. memory
- d. precious thing.

B. Write meanings of the following words in phrases /clauses:

- 1. hymn
- 2. idol,
- 3. illegible
- 4. incredible
- 5. inflammable
- 6. iconoclast
- 7. matrimony
- 8. patriarchy
- 9. flora
- 10. democracy

Many a times, we commit mistakes in writing words because of similarity in spellings or pronunciation. The words that are similar in pronunciation but different in meaning are called 'homonyms'. Here are some examples which are confused for each other.

Words likely to be confused	Corresponding meaning of the words
<i>Accept - Except</i>	Receive - Exclude
<i>Addition - Edition</i>	Something that is added - One in a series of printed material
<i>Advice - Advise</i>	An opinion offered as a guide - The action of offering opinion
<i>Coarse - Course</i>	Rough - Direction of a path
<i>Complement - Compliment</i>	To complete or make better - Praise
<i>Desert - Dessert</i>	Dry land - Sweet eaten after a meal
<i>Heard - Herd</i>	Past tense of 'hear' - Group of animals.
<i>Hole - Whole</i>	An empty place or opening - Complete/entire
<i>Piece - Peace</i>	A part of something - A state of calm and well-being
<i>Right - Write</i>	In accordance with justice, law or morality - Act of writing.

Words similar in form and different in meaning or usage are called 'Paronyms'. A few examples are: *alternately* and *alternatively*, *affect* and *effect*, *excise* and *exercise*, *continuous* and *contiguous*, etc.

C. Complete the following sentences choosing appropriate words from the pair given in the brackets:

1. Library is a place to study. (quite/quiet)
2. Everyone does not share his/her with others.
(principals/principles)
3. The freely wandered in the jungle. (deer/dear)
4. The company sent a to the employee. (mail/male)
5. Rahul the activity successfully. (led/laid)

2.A.2.2 Section - II :

2.A.2.2.1 Use of Phrases

A phrase is a group of two or more words functioning as a meaningful unit with a sentence or a clause. It is commonly considered as a unit between a word and a clause. It is determined by the Head word in it with one or more modifiers. The main types of phrases are: Noun phrase, Verb phrase, Adjective phrase, Adverb phrase and Prepositional phrase.

Noun Phrase : In this phrase, a noun or a pronoun is the head word. There can be articles (determiners), adjectives, adverbs as modifiers. A noun phrase can function as the subject, object or complement in a sentence/clause.

Structure : *girl* - noun; *a girl* - determiner + noun, *a beautiful girl* - determiner + adjective + noun; *a very beautiful girl* - determiner + adverb + adjective + noun.

Function : *A girl* is an asset in a family. - Subject.

He gave *the girl* a pen. - Indirect Object

The owner of this shop is *a girl* - Complement

Prepositional Phrase : A phrase that comprises of a preposition and a noun or pronoun as Head is called a prepositional phrase. It can also be formed as Preposition + Noun Phrase. Prepositional phrases function as adverbials in clauses.

Ex. *Ramesh is going to the garden* - Adverbial.

Seema always sings in a melodious voice. - Adverbial

Verb Phrase : A verb phrase is a phrase composed of at least one verb and supported by auxiliary or modal verbs. It functions as a predicator.

Ex. *He plays chess*. - Main Verb.

He was playing chess - Aux + Main Verb.

He will have played chess - Aux + Aux + Main Verb.

Function : *Salim has drawn a picture*. - Subject + Predicator + Object.

Phrasal Verb : A phrasal verb is a combination of a verb and one or two particles. The particles can be either prepositions or adverbs or both. It creates a different meaning other than its original meaning.

Ex. *Bring up, give up, look after, break into, step down, sort out, put up, look forward to, look down upon, set off, call off, etc.*

There are two types of Phrasal verbs:

1. Transitive and Intransitive phrasal verbs.
2. Separable and non-separable phrasal verbs.

A transitive phrasal verb requires an object. Otherwise, it does not make complete sense.

Ex. *They will sort out the problem.* ; *He threw away the ball.* ; *She looked after her child.*

An intransitive phrasal verb does not require an object in the sentence to complete the meaning.

Ex. *The dog ran away.* ; *She was brought up with care.*

Another type of phrasal verb is the verb whose words (verbs and preposition) can be separated to be used in different places in sentence. They can also be used in the joined form.

Ex. *Please, turn on the light.*; *Please, turn the light on.*

They picked up their member from college.; They picked their member up from college.

A non-separable phrasal verb is the verb whose words (verbs and preposition) cannot be separated to be used in different places in sentence. They are used together.

Ex. *The manager looked into the matter.; He is trying to give up bad habits.*

Adjective Phrase: A phrase that acts as an adjective in a sentence is called an adjective phrase. It also modifies a noun or a pronoun. It includes adjectives and modifiers.

Ex. *The rose in the garden was very beautiful.; The car she gave him was very luxurious.*

Adverb Phrase/Adverbial Phrase: A phrase which acts as an adverb in a sentence is called an adverb phrase. It modifies a verb or other adverbs in the sentence.

Ex. *He ran very fast in the race.; She worked rather miraculously.*

There are different types of Adverb Phrases. They denote time, place, direction, manner, frequency with the help of prepositions. They are as follows:

Adverbial Phrase of Time:

Ex. *in the evening, at night, on Monday, during my childhood, for some time, since long time, for an hour, by the time, etc.*

Adverbial Phrase of Place:

Ex. *at home, in Delhi city, on the table, above the roof, below this bridge, near the garden, besides the railway station, etc.*

Adverbial Phrase of Direction:

Ex. *to Kolhapur, across fields, along the lake, up the mountain, down the hill, towards the mall, behind the fuel station, between two towers, under the tree, etc.*

Adverbial Phrase of Manner:

Ex. *in a beautiful manner, very sweetly, rather fast, etc.*

Adverbial Phrase of Frequency:

Ex. *twice a month, frequently, rarely, once a week, etc.*

Check your Progress - II

Identify the type of the underlined phrases in the following sentences.

- i) The boy in the shop is my friend.
- ii) Anil continued his work much cautiously.
- iii) Heena is a very charming actress.
- iv) Dhoni has been playing cricket since long.
- v) The leader gave a very effective lecture.
- vi) She bought a decent white shirt.
- vii) I saw a brown cat in the street.
- viii) They are moving towards the target very steadily.

2.A.2.3 Section - III

2.A.2.3.1 Use of Tenses

Tenses are very important in English Grammar. Unless we know their proper use and master the structures, we cannot be fluent and flawless users of English. Generally, tenses indicate time of action. In sentences with general meaning, they refer to the time and action of the sentence. In special situations, it is used for other uncommon references. There are three types of tenses- Present, Past and Future. Each tense has four aspects. For example, Simple Present, Present Continuous, Present Perfect and Present Perfect Continuous. The structure and functions of these are given below.

Types of Present Tense

1. Simple Present Tense

S+V(s/es)+O/A/C (Object/Adverbial/Complement hereafter O/A/C)

Uses:

- i) To express present action
Ex. *They play kabaddi.*
- ii) To express regular, habitual, repetitive actions or events
Ex. *She goes to school every day.*

iii) To express universal truths

Ex. *The sun rises in the east and sets in the west.*

iv) To express pre-planned future action

Ex. *His flight lands at 7.45 pm tomorrow.*

v) In news headlines

Ex. *The train derails near Ahmedabad.*

vi) In the commentary

Ex. *Dhoni strikes the ball to the pavilion.*

vii) Used in the imperative sentences

Ex. *Come here. Clean the floor neatly.*

viii) As historic present

Ex. *Shivajimaharaj enters the fort Raigarh after his victory.*

2. Present Continuous/Progressive Tense

S+V(am/is/are +main verb+ing)+O/A/C

Uses : i) To express incomplete action or action in progress at the time of speaking

Ex. *Sumaiyya is teaching her daughter.*

ii) To express planned action in immediate future

Ex. *My mother is going to Canada tomorrow.*

(**Verbs of perception**- *see, taste, smell, know, become, appear, seem, understand, remember* - are not used in the continuous form.)

3. Present Perfect Tense

S+have/has+past participle of main verb+O/A/C

Uses:

i) To express completed action at the time of speaking

Ex. *Manisha has completed homework.*

ii) To indicate actions completed in the immediate past

Ex. *We have just visited Qutub Minar.* (Adverb 'just' may be used in such sentences.)

4. Present Perfect Continuous Tense

S+have/has+been+main verb+ing+O/A/C

Uses : i) To refer to the action that began in the past, is in progress in present time and may be continued in the future

Ex. *The environmental balance has been disturbed since the last few years.*

Types of Past Tense

1. Simple Past Tense : S+past tense of main verb+O/A/C

Uses : i) To express action completed in the past

Ex. *We lived in the village in our childhood.*

ii) To refer to habitual action in the past

Ex. *My father worked very hard in his childhood.*

2. Past Continuous/Progressive Tense : S+was/were+main verb+ing+O/A/C

Uses : i) To refer to action that had begun in the past and was in progress at that time

Ex. *Ananda was studying very hard in college days.*

3. Past Perfect Tense :

S+had+past participle of main verb+O/A/C

Uses: i) To refer to action already completed in the past

Ex. *Prafulla had worked as a group leader in his training period.*

4. Past Perfect Continuous Tense:

S+had+been+main verb+O/A/C

Uses: i) To refer to the action that had begun in the past, was continuing at that time and is not related to the present time.

Ex. *The people had been enjoying doordarshan during 2000-2005.*

Types of Future Tense

1. Simple Future Tense : S+shall/will+main verb+O/A/C

Uses: i) To refer to action in future time

Ex. *India will become a superpower in near future.*

2. Future Continuous/Progressive Tense

S+shall be/will be+main verb+ing+O/A/C

Uses: i) To express action that may be in progress in future

Ex. *Tomorrow Jaya will be playing piano by this time.*

3. Future Perfect Tense

S+shall/will+have+past participle of main verb+ O/A/C

Uses: i) To refer to action that may have been completed in future.

Ex. *They will have won the match by this time.*

4. Future Perfect Continuous Tense

S+shall/will+have+been+main verb+ing+ O/A/C

Uses: i) To refer to action that may start in future and will be happening continuously in future.

Ex. *The soldiers will have been marching victoriously.*

(This is very rarely used tense.)

Conditional Tenses

Clauses with 'if' pose a condition in the sentence which affects the connecting clause in it. Such clauses are called 'conditional clauses'. Study the changes in the tense of conditional clause.

Present Tense 'if' clause: If+present tense clause+ will+ main verb.

Uses: i) To express future possibility

Ex. *If I receive the letter today, I will give it to you tomorrow.*

Past Tense 'if' clause : If+past tense+would+main verb

Uses: i) To refer to some unreal situation

Ex. *If he had authority, he would solve the problem.*

In unreal condition sentences, 'were' is called the past subjunctive. It is used in formal situations.

Ex. *If I were you, I would not perform such an action.*

If your teacher were here, he would appreciate you.

Past Perfect 'if' clause: If+past tense+would have+past participle of main verb.

Uses: i) To refer to the unreal action in the past

Ex. *If they had worked hard, they would have been successful.*

Zero 'if' conditional sentences -

Ex. *Had he been the police inspector there, he would have arrested the criminal.*

(It means that as he was not the police inspector, the criminal was not arrested.)

Check your progress - III

Correct the following sentences by using the right tense forms

1. He work in the factory.
2. Anil has playing kabaddi since morning.
3. Reshma was recite her poem tomorrow.
4. In my school days, I have win trophies.
5. Since last 10 years, I have been attended this function.

2.A. 2.4 Section - IV :

2.A.2.4.1 : Transformation of Sentences

Transformation of sentences is a process in which a sentence is changed without altering its meaning completely. Sentences can be transformed from simple to compound, simple to complex, and vice-versa. They can be from exclamatory to simple, simple to interrogative, degrees of comparison and transformation by combining two sentences.

2.A.2.4.2 Active and Passive Voice

There are two types of grammatical voices: Active and Passive. In Active Voice, the verb changes according to the subject, i.e. the doer of the action in the sentence.

In Passive Voice, the verb changes according to the object, i.e. the affected person or thing by the action in the sentence. Passive Voice is possible when there is a 'transitive verb' in the sentence.

Ex. *Ishaan solves the problems.* (Ishaan solves....)

Problems are solved by Ishaan. (Problems are)

The structures for the Active to Passive voice transformation for all the Tenses are as follows :

Joseph reads a poem. - *A poem is read by Joseph.*

Joseph is reading a poem. - *A poem is being read by Joseph.*

Joseph has read a poem. - *A poem has been read by Joseph.*

Joseph has been reading a poem. - *A poem has been being read by Joseph.*

Joseph read a poem. - *A poem was read by Joseph.*

Joseph was reading a poem. - *A poem was being read by Joseph.*

Joseph had read a poem. - *A poem had been read by Joseph.*

Joseph had been reading a poem – *A poem had been being read by Joseph.*

Joseph will read a poem. - *A poem will be read by Joseph.*

Joseph will have read a poem. - *A poem will have been read by Joseph.*

Joseph will have been reading a poem. - *A poem will have been being read by Joseph.*

In Imperative sentences which express command or order, 'let' and 'be' and past participle of the verb is used.

Clear the blackboard - *Let the blackboard be cleared.*

Throw the ball - *Let the ball be thrown.*

Do not beat the dog. - *Let the dog not be beaten*

Help me. - *Let me be helped.*

Work hard - *You are advised to work hard.*

Get out. - *You are ordered to get out.*

Always help the poor. - Let the poor be helped always.

Don't do this. - You are requested not to do this.

Check your progress - IV

Change the voice of the following sentences.

1. Anita sings a song.
2. Mohammad has carved a beautiful sculpture.
3. Ashwini was playing the flute.
4. They will be sowing the seeds.
5. Anisa had written the letters.
6. Call the police.
7. Don't wipe the rangoli.

2.A.2.4.3 Exclamatory sentences

The exclamatory sentences can be formed in the following ways :

What+a/an+singular countable noun.

Ex. *What a surprise ! ; What a tragedy !*

What+adjective+plural uncountable noun

Ex. *What terrible rain ! What idiots !*

How+adjective+noun

Ex. *How beautiful the scene is ! How disgusting !*

2.A.2.4.4 Exclamatory to Assertive sentences

While transforming exclamatory sentences into assertive sentences, a substitute subject 'it' is placed to begin the new sentence and an auxiliary verb 'be' is used if there is no subject in the sentence.

What a beautiful scene it is ! - It is a very beautiful scene.

What a wonderful creature an elephant is ! - An elephant is a wonderful creature

Ah, what a sight was there ! - There was a terrible sight.

Check your progress - V

A) Transform the following sentences into exclamatory sentences.

1. It is a horrible night.
2. it is very stupid of me to forget your name.
3. You are very cold.
4. He leads a very unhappy life.
5. These mangoes have very delicious flavor.

B) Transform the following sentences into assertive sentences.

1. What a sweet delight a quiet life affords !
2. What a piece of work man is !
3. How awkwardly he managed the sword!
4. Oh, so beautiful the wings of dove!
5. How peaceful is the place !

2.A.2.4.5 Degrees of Comparison

There are three degrees of comparison.

1. Positive degree

In these sentences, there is comparison with the help of a positive adjective.

The adjective takes '-er' suffix.

Ex. *Snehal is as well as Manisha.*

Very few countries in the world are as large as China.

No other man was as strong as Hercules.

2. Comparative degree

The adjective takes '-er' suffix

Ex. *Snehal is not taller than Manisha.*

China is larger than most other countries in the world.

Hercules was stronger than any other man.

3. Superlative degree

The adjective takes '-est' suffix.

Ex. *Snehal is not the tallest girl.*

China is one of the largest countries in the world.

Hercules was the strongest man in the world.

In the sentences with superlative degree, the adjective takes article 'the' such as *the strongest, the most beautiful, the richest, the cleverest, etc.*

Check your progress - VI

Correct the following sentences:

1. Asmita is as cleverer as Neeta.
2. Jack was a most handsome boy in the class.
3. India is more powerful country as any other country.
4. Students are more cutest when enjoying with friends.

2.A.2.4.6 Negative sentences without changing meaning

To change negative sentences into positive sentences, the antonym of the word is used.

Ex. *He is **not a clever** boy.* - *He is a **dull** boy.*

*It is **not a sensitive** expression.* - *It is an **insensitive** expression.*

2.A.2.4.7 Transformation by Combining Two Sentences

A. Sentences containing the adverb 'too' by using 'so..... that' by adding 'not' in the clause.

The adjective phrase with 'too' is replaced by 'so..... that' as follows:

Ex. *The news is **too good** to be true. – The news is **so good that** it cannot be true.*

B. Use of 'No sooner ----- than' for 'as soon as'.

In sentences, 'no sooner ----- than' is used to express about something that happens immediately after something else. It can replace 'soon after' or 'as soon as'. This structure occurs in literary works. It is not used frequently in day-to-day speech.

Ex. *As soon as he stepped out, the cat started running.*

Soon after had he stepped out, the cat started running.

*No Sooner had he stepped out, **than** the cat started running.*

Check your Progress - VII

Remove 'too' from the following sentences.

1. My heart is too full for words.
2. It is never too late to mend.
3. She was sobbing too intensively to make any answer.
4. This fact is too evident to require proof.

2.A.2.5 Section - V :

2.A.2.5.1 Combination of Sentences

There are certain rules for joining sentences. There are a few common conjunctions to combine different clauses and sentences which perform many functions.

Coordinating Conjunctions : To connect two sentences or clauses of equal rank, the following conjunctions are used. They are 'and', 'or', 'but', 'as well as', 'both...and', 'not only...but also'. For example :

Ex. *They are organizing the program **and** they are promoting it on television too.*

*You can join our group **or** you can participate in this program only.*

*Mayank was very active kid **but** he was busy elsewhere that time.*

The conjunctions, 'as well as', 'both- and', 'not only- but also' are used to add one element to another in sentence.

Ex. *Not only is he a singer, but he is an actor also.*

Anvi is both clever and smart girl.

The conjunctions, 'but', 'though/although', 'yet', 'still', 'while' are used to express contrast in meaning.

Ex. *Mom is sick still she is cooking for the family.*

It was raining heavily but he had to attend the job.

The whole vacation passed, the homework is not done yet.

Although it was not urgent, she completed the work the same day.

The conjunctions, 'or', 'either...or', 'neither...nor', 'else/otherwise' are used to provide alternative ideas or options.

Ex. *What is your choice, acting or business?*

Either you select sari or we will go home.

You can neither waste your time nor play stupid mobile games.

Submit your project tomorrow else/otherwise be ready to pay fine.

Subordinating Conjunctions : In subordinating clauses/ sentences, one clause is the 'main clause' and other clause/s are 'subordinate clause/s'. The subordinate clause/s add to the information. The conjunctions 'since', 'before', 'after', 'as soon as', 'till', 'while' are used to denote time; the conjunctions 'as', 'because', 'as a result' are used to denote reason; the conjunctions 'if', 'unless' are used to denote condition.

Ex. *He reached home before his father arrived.*

The practice is done after the original performance is shown.

Check your Progress - VIII

Rewrite the following sentences by using proper coordinating or subordinating conjunctions:

1. Mother is working in kitchen. Father is working in the farm.
2. She always comes. Her teacher enters the class.
3. They could go home. They could continue their work.
4. Ashutosh was the winner. He couldn't attend the function.

2.A. 2.6 Section VI

2.A.2.6.1 Punctuation : Rules of Punctuation

i) Full stop or Period (.) : This is the greatest pause used at the end of a declarative/imperative statement or sentence.

Ex. *We went for a walk in the morning.*

ii) Colon (:): Colons follow independent clauses and are used to put emphasis on the information that follows it. They may come before a word, phrase, quotation, a list, examples, enumeration or a sentence.

Ex. *Jessica had only one thing on her mind: her career.*

iii) Semicolon (;) : Semicolon is used between two main clauses where the second main clause is not grammatically linked to the first.

Ex. *Mangesh and his son start work at every morning; they get up early because there is always a lot to do.*

iv) Comma (,): Commas are used to present shorter pauses than a semicolon. It is usually put after sub clauses. Comma is also used between two main clauses before the word 'but' and 'or' provided the second clause has a subject.

Ex. *Sheefa was an intelligent, young lady.*

Tom looked for the book, but couldn't find it.

v) Ellipses (...): Ellipses consists of three evenly spaced dots. It is used when you quote something and want to omit some other words. Ellipses should be used only when you are omitting words within citations.

Ex. *The ceremony honoured some from the U.S.*

vi) Apostrophe ('): Apostrophes are used in the possessive form of nouns or short forms and contractions. In case of possessive form, they are placed before/after 's' to show possession by a person/persons

Ex. *We've* (contraction of 'We have'); *won't* (contraction of 'will not')

I'll (contraction of 'I will'); *Aren't* (contraction of 'are not')

The girl's dress. (Singular); *The girls' dresses* (Plural).

Mr. Singh's house. (Singular); *The Singhs' house.* (Plural for family).

vii) Question mark (?): Question mark is used after a direct question. It cannot be used after an indirect question.

Ex. *Have you done your homework?* (Direct form)

She asked me whether I had completed my homework (Indirect Form)

viii) Exclamatory mark (!): Exclamation marks are used after interjections and after phrases and sentences expressing sudden emotion/wish.

Ex. *What a terrible fire this is!*

ix) Quotation marks ("..", '...'): Quotation marks are put before and after direct speech. Also, a comma is put before or after the direct speech.

Ex. *"It's time for the movie"* Reeta said.

x) Capital letters : Read the following rules :

1. A sentence always begins with a capital letter.
2. Proper names, names of days and months also begin with capital letter.
3. 'I' is always written in capital.
4. Names of countries, rivers, oceans begin with capital letter.
5. Reference to God, Holy books begin with capital letter.

Check your Progress - IX

A) Use proper punctuation marks in the given sentences.

1. leena is a strong confident and clever girl
2. they shouted oh no its not good
3. how beautiful the krishna river is.
4. dad whispered thank god youve saved my childs life
5. ananya played with her friend diya

2.A.3 Summary :

Government conducts various competitive examinations to choose reliable candidates to their jobs. These examinations are in English as well as Hindi language, even in Marathi. Through these examinations Government Bodies such as M.P.S.C./U.P.S.C. try to test or check the knowledge as well as proficiency in grammar of the candidates. Even Foreign companies or multinational industries or Companies are taking keen interest in it. The knowledge particularly tested is in

about : 1) word formation, 2) Use of phrases, 3) Use of Tense, 4) Transformation of Sentences, 5) Correction of sentences, 6) Punctuation etc. So, we have to learn these aspects of grammar in this module.

We studied one word substitutions in which one word replaces a group of words. This skill is necessary to make any written text effective. It is useful in precise writing. The words that are similar in pronunciation but different in meaning are called homonyms.

We also saw what a phrase is. A phrase is a group of two or more words functioning as a meaningful unit. The main phrases are : Noun Phrase, Verb, Phrase, Adjective Phrase, Adverb / Adverbial Phrase, Prepositional Phrase and Phrasal Verb. The function of every phrase is definite.

In this module we also learnt the tenses. We tried to understand their proper use and the structure of sentences. A verb has tense and each verb can have it. Tenses indicate time and action of the sentences. There are three types of tenses - Present, Past and Future. Each tense has four aspects - Simple, Continuous, Perfect and Perfect Continuous.

We learnt that transformation of sentences is a process in which a sentence is changed without altering its meaning completely. Sentences can be transformed from simple to compound, complex and vice-versa.

We also learnt that there are certain rules for joining sentences. To connect two sentences or clauses of equal rank, 'and', 'or', 'but', 'as well as', 'both...and' 'not only...but also' conjunctions are used.

The present module also taught us the rules of punctuation.

Competitive examinations are in fact gateways to government jobs. Governments try to recruit the most able candidates on important posts for effective governance. So, one of the most important requirements for students who wish to go for government job is knowledge of English language.

2.A.4 Key to check your Progress :

Check your Progress - I :

A) 1) Utopia 2) obituary 3) inevitable 4) souvenir

B) 1) hymn - song in praise of God

- 2) idol - an image of God
- 3) illegible - unable to read
- 4) incredible - a thing very difficult to believe in.
- 5) inflammable - a thing that can catch fire
- 6) iconoclast - one who attacks tradition
- 7) matrimony - a ceremony where a man and a woman get married
- 8) patriarchy - a system where the father or the senior most male rules family
- 9) Flora - all plants of a region
- 10) democracy - a government of the people, by the people for the people

C) 1) quiet 2) principles 3) deer 4) mail 5) led

Check your Progress - II

- 1) in the shop - Noun Phrase
- 2) much cautiously - Adverb phrase of manner
- 3) a very charming actress - Noun phrase
- 4) has been playing - Adjective phrase
- 5) a very effective lecture - Noun phrase
- 6) a decent white shirt - Noun Phrase
- 7) in the street - Adverb Phrase of place
- 8) very steadily - Adverb phrase of manner

Check your progress - III

- 1) works
- 2) has been playing
- 3) will be reciting
- 4) had won
- 5) have been attending

Check your progress - IV

- 1) A song is being sung by Asmita
- 2) A beautiful Sculpture has been carved by Mohammed.
- 3) The flute was being played by Ashwini.
- 4) The seeds will be sown by them.
- 5) The letters had been written by Anisa.
- 6) Let the police be called / you are ordered to call the police.
- 7) You are requested not to wipe the rangoli.

Check your progress - V

- A)**
- 1) What a horrible night !
 - 2) How stupid it is of me to forget your name !
 - 3) How cold you are !
 - 4) What a simple life he leads !
 - 5) What a delicious flavour do the mangoes have !
- B)**
- 1) A quiet life is a very sweet delight.
 - 2) Man is really a great piece of work.
 - 3) He managed the sword very awkwardly.
 - 4) The place is very peaceful.

Check your progress - VI

- 1) Asmita is as clever as Neeta
- 2) Jack was the most handsome boy in the class.
- 3) India is more powerful than any other country.
- 4) Students are the cutest when enjoying with friends.

Check your progress - VII

- 1) My heart is so full that I cannot speak a word.
- 2) It is never so late that one cannot mend it.

- 3) She was sobbing so intensely that she could not answer.
- 4) The fact is so evident that it does not require proof.

Check your progress - VII

- 1) Mother is working in kitchen and father is in the farm.
- 2) She always comes after her teacher enters the class.
- 3) They could go home or they could continue their work.
- 4) Though Ashutosh was the winner, he couldn't attend the function.

Check your progress - VIII

- 1) Leena is a strong, confident and clever girl.
- 2) They shouted, "Oh, no ! It's not good."
- 3) How beautiful the Krishna river is !
- 4) Dad whispered, "Thank God, you've saved my child's life."
- 5) Ananya played with her friend Diya.

2.A.5 Exercises :

I) A) Write the meanings of the following words.

1. Omnipotent 2. Irreparable 3. Amphibian
4. Parasite 5. Herbivorous 6. Competence
7. Liquidation 8. Arbitrary 9. Accomplish
10. Solemn

B) Identify the type of underlined phrases in the following sentences.

1. She bought a decent white shirt.
2. I saw a brown cat in the street.
3. They are moving towards the target very steadily.
4. The working women contribute to their families.
5. Simplicity is a very rare virtue.

C) Correct the following sentences.

1. I shall walking in my garden from today.
2. They have lived in that village before three decades.
3. Diya is slept in the cradle.
4. Ann was flying tomorrow this time.
5. Shourya are eating sweets.

D) Change the voice :

1. Anisa had written the letters.
2. Call the police.
3. Don't wipe the rangoli.
4. The wall is painted blue by the workers.
5. A chocolate is eaten by Sonu.

II) A) Do as directed :

1. Smita is as clever as Anumita. (Change the degree.)
2. Debabrata is not a lazy boy. (Make it assertive.)
3. This tree is too tall for me to climb. (Remove 'too'.)
4. No sooner had Shaheen finished one project, than she undertook another. (Use 'as soon as'.)
5. Amruta is a dancer. She is a poet as well. (Use 'Not only-but also'.)

B) Combine the following sentences by using proper conjunctions.

1. You work regularly. You can't succeed.
2. Harshad started his performance. The audience cheered him.
3. Women are confident. They do not get chance in politics.
4. Join NSS. Join NCC.

C) i) Rewrite the passage using proper punctuation marks.

Indian culture represents unity in diversity its all-inclusive nature is a specific feature the united family structure patriarchy amalgamation of various religions multi-lingual status and heterogeneous traditions are all brought together under the roof of Indianness indian culture shows the impact of history on it being a multi-cultural and multi religious society, a variety of festivals is celebrated in india The saints of various sects have also influenced the Indian society in different ways though they are different in their geographical regions and languages some are known and followed all over India.

ii) Punctuate the following sentences :

1. he said why are you crying
2. they worked with children women and senior citizens
3. shagufta asked neeta are you coming with me to library
4. leader is always a multi faced person
5. where are you going asked the teacher

Module II
B) The Lottery

Shirley Jackson

Contents

- 2.B.0 Objectives
- 2.B.1 Introduction
- 2.B.2 Presentation of subject matter (Story)
 - Check your progress
- 2.B.3 Summary
- 2.B.4 Terms to Remember
- 2.B.5 Key to check your progress
- 2.B.6 Exercises and their answers
- 2.B.7 Writing Activity
- 2.B.8 Suggestions for Further Reading

2.B.0 Objectives :

After studying this story, you will be able:

- 1) To inculcate human values among the students through the story "The Lottery" by Shirley Jackson.
- 2) To understand the main features of Shirley Jackson's prose style.
- 3) To understand the plot and describe the background.....
- 4) To understand the significance of relationship in human life.
- 5) To know the distinct nature of human beings.

2.B.1 Introduction :

Shirley Jackson (1916-1965) was born in San Francisco, California and grew up in nearby Burlingame. She studied in the University of Rochester and later in Syracuse University where she became fiction editor of the campus humour magazine. After graduating in 1940, she moved to New York City. She became a professional writer. Her works appeared in such publications as *The New Yorker*, *Redbook*, *The Saturday Evening Post* and *The Ladies' Home Journal*. Her first novel, *The Road Through The Wall*, was published in 1948. Jackson's famous novels are *The Haunting of Hill House* and *We Have Always Lived in the Castle*. Her memoir, *Life Among the Savages*, deals with her domestic life. Jackson died on August 8, 1965, from heart failure.

"The Lottery" is a short story written by her. It was first published in the June 26, 1948 issue of *The New Yorker*. It has been described as "one of the most famous short stories in the history of American literature." The tale, which starts as a seemingly benign account of an annual event, takes a dark turn when the event is revealed to be a gruesome sacrifice. The story describes a fictional small town in contemporary America which observes an annual rite known as "the lottery". The purpose of the lottery is to choose a human sacrificial victim to be stoned to death to ensure the community's continued wellbeing.

2.B.2 Presentation of subject matter :

The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th, but in this village, where there were only about three hundred people, the whole lottery took only about two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play, and their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon

followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix- the villagers pronounced this name "Dellacroy"- eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at the boys, and the very small children rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather, surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

The lottery was conducted- as were the square dances, the teen-age club, the Halloween program- by Mr. Summers, who had time and energy to devote to civic activities. He was a round-faced, jovial man and he ran the coal business, and people were sorry for him, because he had no children and his wife was a scold. When he arrived in the square, carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called, "Little late today, folks." The postmaster, Mr. Graves, followed him, carrying a three-legged stool, and the stool was put in the centre of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool, and when Mr. Summers said, "Some of you fellows want to give me a hand?," there was a hesitation before two men, Mr. Martin and his oldest son, Baxter, came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.

The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born. Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made

with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything being done. The black box grew shabbier each year; by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

Mr. Martin and his oldest son, Baxter, held the black box securely on the stool until Mr. Summers had stirred the papers thoroughly with his hand. Because so much of the ritual had been forgotten or discarded. Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations. Chips of wood, Mr. Summers had argued, had been all very well when the village was tiny, but now that the population was more than three hundred and likely to keep on growing, it was necessary to use something that would fit more easily into the black box. The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them into the box, and it was then taken to the safe of Mr. Summers's coal company and locked up until Mr. Summers was ready to take it to the square next morning. The rest of the year, the box was put away, sometimes one place, sometimes another; it had spent one year in Mr. Graves' barn and another yet underfoot in the post office, and sometimes it was set on a shelf in the Margin grocery and left there.

There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make-of heads of families, heads of households in each family, members of each household in each family. There was the proper swearing-in of Mr. Summers by the postmaster, as the official of the lottery; at one time, some people remembered, there had been a recital of some art, performed by the official of the lottery, a perfunctory, tuneless chant that had been rattled off duly each year; some people believed that the official of the lottery used to stand just so when he said or sang it, others believed that he was supposed to walk among the people but years and years ago this part of the ritual had been allowed to lapse. There had been, also, a ritual salute, which the official of the lottery had to use in addressing each person who came up to draw the box, but this also had changed with time, until now it was felt necessary only for the official to speak to each person approaching. Mr. Summers was very good at all this; in his clean white shirt and blue

jeans, with one hand resting carelessly on the black box, he seemed very proper and important as he talked interminably to Mr. Graves and the Martins.

Just as Mr. Summers finally left off talking and turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. "Clean forgot what day it was," she said to Mrs. Delacroix, who stood next to her, and they both laughed softly. "Thought my old man was out back stacking wood," Mrs. Hutchinson went on, "and then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running." She dried her hands on her apron, and Mrs. Delacroix said, "You're in time, though. They're still taking away up there."

Mrs. Hutchinson craned her neck to see through the crowd and found her husband and children standing near the front. She tapped Mrs. Delacroix on the arm as a farewell and began to make her way through the crowd. The people separated good-humoredly to let her through; two or three people said, in voices just loud enough to be heard across the crowd, "Here comes your Mrs. Hutchinson," and "Bill, she made it after all. " Mrs. Hutchinson reached her husband, and Mr. Summers, who had been waiting, said cheerfully, "Thought we were going to have to get on without you, Tessie," Mrs. Hutchinson said, grinning, "Wouldn't have had me leave m'dishes in the sink, now, would you, Joe?," and soft laughter ran through the crowd as the people stirred back into position after Mrs. Hutchinson's arrival.

"Well, now," Mr. Summers said soberly, "guess we better get started, get this over with, so's we can go back to work. Anybody ain't here?"

"Dunbar," several people said. "Dunbar, Dunbar."

Mr. Summers consulted his list. "Clyde Dunbar," he said. "That's right. He's broke his leg, hasn't he?" "Who's drawing for him?"

"Me, I guess," a woman said, and Mr. Summers turned to look at her. "Wife draws for her husband," Mr. Summers said. "Don't you have grown boy to do it for you, Janey?" Although Mr. Summers and everyone else in the village knew the answer perfectly well, it was the business of the official of the lottery to ask such questions formally. Mr. Summers waited an expression of polite interest while Mrs. Dunbar answered.

"Horace's not but sixteen yet," Mrs. Dunbar said regretfully. "Guess I gotta fill in for the old man this year."

"Right," Mr. Summers said. He made a note on the list he was holding. Then he asked, "Watson boy drawing this year?"

A tall boy in the crowd raised his hand. "Here," he said. "I'm drawing for my mother and me." He blinked his eyes nervously and ducked his head as several voices in the crowd said things like "Good fellow, Jack," and "Glad to see your mother's got a man to do it."

"Well," Mr. Summers said, "guess that's everyone. Old Man Warner make it?"

"Here," a voice said, and Mr. Summers nodded.

A sudden hush fell on the crowd as Mr. Summers cleared his throat and looked at the list. "All ready?" he called. "Now, I'll read the names- heads of families first- and the men come up and take a paper out of the box. Keep the paper folded in your hand without looking at it until everyone has had a turn. Everything clear?"

The people had done it so many times that they only half listened to the directions; most of them were quiet, wetting their lips, not looking around. Then Mr. Summers raised one hand high and said, "Adams." A man disengaged himself from the crowd and came forward. "Hi, Steve," Mr. Summers said, and Mr. Adams said, "Hi, Joe." They grinned at one another humorlessly and nervously. Then Mr. Adams reached into the black box and took out a folded paper. He held it firmly by one corner as he turned and went hastily back to his place in the crowd, where he stood a little apart from his family, not looking down at his hand.

"Allen," Mr. Summers said, "Anderson Bentham."

"Seems like there's no time at all between lotteries any more," Mrs. Delacroix said to Mrs. Graves in the back row. "Seems like we got through with the last one only last week."

"Time sure goes fast," Mrs. Graves said.

"Clark..... Delacroix", "There goes my old man." Mrs. Delacroix said. She held her breath while her husband went forward.

"Dunbar," Mr. Summers said, and Mrs. Dunbar went steadily to the box while one of the women said, "Go on, Janey," and another said, "There she goes."

"We're next," Mrs. Graves said. She watched while Mr. Graves came around from the side of the box, greeted Mr. Summers gravely and selected a slip of paper from the box. By now, all through the crowd there were men holding the small folded papers in their large hands, turning them over nervously. Mrs. Dunbar and her two sons stood together, Mrs. Dunbar holding the slip of paper.

"Harburt..... Hutchinson."

"Get up there, Bill," Mrs. Hutchinson said, and the people near her laughed.

"Jones."

"They do say," Mr. Adams said to Old Man Warner, who stood next to him, "that over in the north village they're talking of giving up the lottery."

Old Man Warner snorted. "Pack of crazy fools," he said. "Listening to the young folks, nothing's good enough for them. Next thing you know, they'll be wanting to go back to living in caves, nobody work anymore, live that way for a while. Used to be a saying about 'Lottery in June, corn be heavy soon.' First thing you know, we'd all be eating stewed chickweed and acorns. There's always been a lottery," he added petulantly. "Bad enough to see young Joe Summers up there joking with everybody."

"Some places have already quit lotteries." Mrs. Adams said.

"Nothing but trouble in that," Old Man Warner said stoutly. "Pack of young fools."

"Martin." And Bobby Martin watched his father go forward. "Overdyke..... Percy."

"I wish they'd hurry," Mrs. Dunbar said to her older son. "I wish they'd hurry."

"They're almost through." her son said.

"You get ready to run tell Dad," Mrs. Dunbar said.

Mr. Summers called his own name and then stepped forward precisely and selected a slip from the box. Then he called, "Warner."

"Seventy-seventh year I been in the lottery," Old Man Warner said as he went through the crowd, "Seventy-seventh time."

"Watson." The tall boy came awkwardly through the crowd. Someone said, "Don't be nervous, Jack," and Mr. Summers said, "Take your time, son."

"Zanini."

After that, there was a long pause, a breathless pause, until Mr. Summers, holding his slip of paper in the air, said, "All right, fellows." For a minute, no one moved, and then all the slips of paper were opened. Suddenly all the women began to speak at once, saying, "Who is it?," "Who's got it?," "is it the Dunbars?," "Is it the Watsons?" Then the voices began to say, "It's Hutchinson. It's Bill." "Bill Hutchinson's got it."

"Go tell your father," Mrs. Dunbar said to her older son.

People began to look around to see the Hutchinsons. Bill Hutchinson was standing quiet, staring down at the paper in his hand. Suddenly, Tessie Hutchinson shouted to Mr. Summers, "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!"

"Be a good sport, Tessie," Mrs. Delacroix called, and Mrs. Graves said, "All of us took the same chance.

"Shut up, Tessie," Bill Hutchinson said.

"Well, everyone," Mr. Summers said, "that was done pretty fast, and now we've got to be hurrying a little more to get done in time." He consulted his next list. "Bill," he said, "you draw for the Hutchinson family. You got any other households in the Hutchinsons?"

"There's Don and Eva," Mrs. Hutchinson yelled. "Make them take their chance!"

"Daughters draw with their husband's families, Tessie," Mr. Summers said gently. "You know that as well as anyone else."

"It wasn't fair," Tessie said.

"I guess not, Joe," Bill Hutchinson said regretfully. "My daughter draws with her husband's family; that's only fair. And I've got no other family except the kids."

"Then, as far as drawing for families is concerned, it's you," Mr. Summers said in explanation, "and as far as drawing for households is concerned, that's you, too. Right?"

"Right," Bill Hutchinson said.

"How many kids, Bill?" Mr. Summers asked formally.

"Three," Bill Hutchinson said. "There's Bill, Jr., and Nancy, and little Dave. And Tessie and me."

"All right, then," Mr. Summers said, "Hurry, you got their tickets back?"

Mr. Graves nodded and held up the slips of paper. "Put them in the box, then," Mr. Summers directed. "Take Bill's and put it in."

"I think we ought to start over." Mrs. Hutchinson said, as quietly as she could. "I tell you it wasn't fair. You didn't give him time enough to choose. Everybody saw that."

Mr. Graves had selected the five slips and put them in the box, and he dropped all the papers but those onto the ground, where the breeze caught them and lifted them off.

"Listen, everybody," Mrs. Hutchinson was saying to the people around her.

"Ready, Bill? Mrs. Summers asked, and Bill Hutchinson, with one quick glance around at his wife and children, nodded.

"Remember," Mr. Summers said, "take the slips and keep them folded until each person has taken one. Harry, you help little Dave." Mr. Graves took the hand of the little boy, who came willingly with him up to the box. "Take a paper out of the box, Davy," Mr. Summers said. Davy put his hand into the box and laughed. "Take just one paper," Mr. Summers said. "Harry, you hold it for him." Mr. Graves took the child's hand and removed the folded paper from the tight fist and held it while little Dave stood next to him and looked up at him wonderingly.

"Nancy next," Mr. Summers said. Nancy was twelve, and her school friends breathed heavily as she went forward, switching her skirt, and took a slip daintily from the box. "Bill, Jr.," Mr. Summers said, and Billy, his face red and his feet overlarge, nearly knocked the box over as he got a paper out. "Tessie, Mr. Summers said. She hesitated for a minute, looking around defiantly, and then set her lips and went up to the box. She snatched a paper out and held it behind her.

"Bill," Mr. Summers said, and Bill Hutchinson reached into the box and felt around, bringing his hand out at last with the slip of paper in it.

The crowd was quiet. A girl whispered. "I hope it's not Nancy," and the sound of the whisper reached the edges of the crowd.

"It's not the way it used to be," Old Man Warner said clearly. "People ain't the way they used to be."

"All right," Mr. Summers said. "Open the papers. Harry, you open little Dave's."

Mr. Graves opened the slip of paper and there was a general sigh through the crowd as he held it up and everyone could see that it was blank. Nancy and Bill, Jr., opened theirs at the same time, and both beamed and laughed, turning around to the crowd and holding their slips of paper above their hands.

"Tessie," Mr. Summers said. There was a pause, and then Mr. Summers looked at Bill Hutchinson, and Bill unfolded his paper and showed it. It was blank.

"It's Tessie," Mr. Summers said, and his voice was hushed. "Show us her paper. Bill."

Bill Hutchinson went over to his wife and forced the slip of paper out of her hand. It had a black spot on it, the black spot Mr. Summers had made the night before with the heavy pencil in the coal-company office. Bill Hutchinson held it up, and there was a stir in the crowd.

"All right, folks." Mr. Summers said. "Let's finish quickly."

Although the villagers had forgotten the ritual and lost the original black box, they still remembered to use stones. The pile of stones the boys had made earlier was ready; there were stones on the ground with the blowing scraps of paper that had come out of the box. Mrs. Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar. "Come on," she said. "Hurry up."

Mrs. Dunbar had small stones in both hands, and she said, gasping for breath. "I can't run at all. You'll have to go ahead and I'll catch up with you."

The children had stones already. And someone gave little Davy Hutchinson a few pebbles.

Tessie Hutchinson was in the center of a cleared space by now, and she held her hands out desperately as the villagers moved in on her. "It isn't fair," she said. A stone hit her on the side of the head.

Old Man Warner was saying, "Come on, come on, everyone." Steve Adams was in the front of the crowd of villagers, with Mrs. Graves beside him.

Mr. Summers began to read names of villagers and one by one the villagers came forward, moved their hand through the pieces of paper in the box. No one was to open and see it till all had their slips. There were the lists to make of heads of families, heads of households in each family, members of each household in each family.

Finally, the drawing of slips was over. Mr. Summers requested villagers to unfold their slips. Villagers opened and presented their chit. It was blank. Only the slip of Mrs. Hutchinson was marked. It meant that the Hutchinsons is chosen for the day. Mrs. Hutchinson was complaining of unfair handling of the lottery and claim that her husband was not given enough time to select his slip.

After that, the next round began. It focused to find out the actual name of the villager. The family had five members in it. The five paper slips were placed in the black box. The Hutchinsons were to draw one by one. The name of Mrs. Hutchinson was chosen.

Tessie Hutchinson was in the centre of a cleared space by now and she held her hands out desperately as the villagers moved in on her. Still she was complaining of unfair practice and a stone hit her on the side of the head. All the villagers, fell on her, killing her with stones. She was a victim of the lottery. She was to perish, to be stoned to death, not out of hatred or punishment but part of a ritual.

2.B.4 Terms to Remember :

- boisterous (adj) : noisy, energetic and cheerful
reprimand (v) : a formal expression of disapproval
jovial (adj) : cheerful and friendly
paraphernalia (n) : miscellaneous articles, especially the equipments needed for a particular activity
perfunctory (adj) : carried out without real interest, feeling, or efforts.
interminably (adv) : incapable of being terminated; unending

2.B.5 Key to check your progress :

2.B.2.2 Answer the following questions in a word / phrase / sentence.

- A) 1. 27th June

2. two hours
3. Delacroix
4. Mr. Summers
5. A three-legged stool
6. The senior most person in the village
7. Pieces of wood were replaced by paper slips
8. Dunbar
9. Lottery in June, Corn be heavy soon
10. 77 years
11. Bill Hutchinson
12. Three

B) Choose the appropriate alternative and complete the following sentences.

1. c) Old Man Warner
2. a) Baxter
3. d) Dunbar
4. c) Janey
5. a) Tessie

2.B.6 Exercises

A. Answer the following questions in 3-4 sentences each":

1. Why did Tessie complain about the draw of Bill?
2. How did Tessie react to the draw of Bill's name" What happened?
3. How did modern generation react to the event?
4. How did people select the name of the member to participate in the lottery?
5. Why did people and children gather stones?

B. Write short notes on the following:

1. The Black Box

2. The ritual of lottery
3. The ending of the story
4. Mr. Summers
5. Old Man Warner

II. Vocabulary Exercises :

A. Fill in the gaps in the following table by supplying appropriate forms of the words:

Noun	Verb	Adjective
Crowd		
	Originate	
		Wonderful
Selection		
	Work	

B. Give synonyms for the following words:

- represent -
- centre -
- scream -
- gasp -
- snatch -
- defy -

C. Give antonyms for the following words

- engage -
- force -
- fold -
- forget -
- select -

spot -

2.B.7 Writing Activity :

Write an essay about the orthodox and terrible traditions in our society which are still present. How can these be eradicated to create a better society?

2.B.8 Reference for Further study :

Works by Shirley Jackson at Faded Page (Canada).



Module III

A) Writing Skills for Competitive Examinations

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- 3.A.0 Objectives
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- 3.A.5 Key to Check Your Progress
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3.A.0 Objectives:

After studying this unit, you will be able :

1. To understand and develop the skill of letter writing
2. To comprehend and develop the skill of essay writing
3. To develop skill of precis writing
4. To use writing skills effectively in practical life

3.A.1 Introduction:

Writing skills include the knowledge, ideas and specific abilities in written form. These are the abilities where ideas, information and thoughts are presented in the

written form for others to read. Being an important part of communication, these skills allow you to put your feelings or ideas on paper, to organize your knowledge and beliefs into convincing arguments and to convey meaning through well-constructed texts. Such skills can be of various types. These include a wide range of writing from simple sentences to elaborate essay writing. Writing skills are the need of today's competitive world. There are various examinations, especially in civil services like UPSC, MPSC, SSB etc. Good knowledge of writing skills and mastery over them are necessary, if you aspire to face such examinations successfully. In the previous module you have studied 'Grammar for Competitive Examinations'. This unit will help you to understand and develop your skills of letter writing, essay writing and precis writing.

3.A.2 Presentation of Subject Matter:

3.A.2.1 Letter Writing:

Letter is a written message sent by one person or institution to other person or institutions via email or post. To write an impressive letter, understanding of the purpose of writing is important. It is necessary to draft the letter with focus on reader's perspective. There are some principles of effective letter writing which will achieve your objectives. They are: Clarity, Cordiality, Conciseness, Conviction, Correctness, Completeness, Convincing tone and Courtesy.

There are various types of letters. Broadly, letters are divided into two main categories: Official or Formal letters and Informal or Personal Letters.

i) Official / Formal Letters:

A letter written for formal or official purpose is called Official Letter. Such letters follow a certain pattern and formality. They are strictly professional in nature. Any individual or organization will have to correspond with its customers, companies, suppliers or dealers by writing such type of letters. While writing official letters, you should be careful about its structure. Official letters are kept as permanent records and are a valuable repository of information which can be used in future. While writing official letters care should be taken of some Do's and Don'ts.

Do's	Don'ts
1. Use correct format.	1. Avoid colloquial language.

2. Be relevant and to the point	2. Avoid slang jargon and everyday language.
3. It should be free from grammatical or spelling mistakes	3. Avoid contracted forms. (<i>I'm, It's</i>)

Structure:

Official letters are different from personal letters in structure and layout. The general layout of the official letter is as follows:

Heading
Inside Address
Salutation
Message for Communication or Body of the letter
Complimentary close
Encl.
Cc:

- 1) **Heading:** The heading includes the sender's name, full address and date. The position of heading is the top right hand corner.
- 2) **Inside Address:** It includes the name and/or designation and address of the person or firm that you are sending the letter to.
- 3) **Salutation:** Salutations such as *Dear Sir/Madam* or *Respected Sir/Madam* can be used (for the Receiver).
- 4) **Body of the Letter/Message for Communication:** This is the main content of the letter which occupies an important position. It includes purpose, content that you want to convey, specific information and conclusion. In case you want to convey different subject matters, you can divide the message into different paragraphs.
- 5) **Complimentary Close:** It includes certain forms of polite leave taking like, 'Yours faithfully', 'Yours sincerely', name and signature of the sender.

6) **Enclosures:**It is optional. If you are adding some documents to the letter you can mention them with numbers. e.g:

Encl.: 1. C.V.

2. Photocopy of Mark List

There are different types of Official Letters. They are:

1. Letter of application for a job

2. Letter of appointment

3. Letter accepting an appointment

4. Letter of resignation

5. Letter of Complaint

6. Letter asking for information or Letter of inquiry

*Note: The above format is the standard format of a letter and is called ‘full block form’. However, in modern times with the advent of computers, the ‘left wing form’ is widely used wherein all the parts in the layout are placed flush to the left margin.

Let us see some examples.

1. Letter of Application for job

As Application letter is very important, it should be written in correct language and in a precise manner. It should have clarity and conciseness.

To, The Manager Creation Softwares, Pune. Sub: Application for the post of Assistant Manager	Yash Dethe “Sneh”, Main Road, Kolhapur, MS. 20 th April 2021
--	--

Ref: Advertisement in *Indian Express* dated 17th April 2021

Respected Sir/Madam,

With reference to your advertisement published in *Indian Express* dated 17th April 2021, I wish to apply for the post of Assistant Manager in your esteemed firm. I have completed B.A with Economics as a special subject with distinction in 2018. After that, I have completed MBA with first class. I worked as a management trainee for a year at City Softwares, Karad. I have sufficient knowledge and experience about supply management in commercial field.

I request you to consider my application favourably and give me an opportunity to serve in your reputed company.

The C.V. enclosed with this letter provides detailed information about my academic performance.

With thanks,

Yours faithfully,

Signature

(Yash Dethe)

Encl:

1. C.V.
2. Xerox copies of mark sheets
3. Xerox copy of course certificate
4. Xerox copy of experience letter

2. Complaint Letter

Complaint letter is a type of official letter written with a view to seeking redressal of grievance/s, problem/s, etc. Such letters can be written to the public or private authorities requesting them to probe into the problem/s mentioned by you. While writing complaint letters, keep in mind the following suggestions:

1. Draw attention of the recipient to the problem.

2. Give detailed description of the problem.
3. Make humble request to solve the problem.
4. Do not scold or blame the recipients with harsh words or hold them responsible for the problem.

Here is a sample of complaint letter:

Pranav Shinde
11/4321, Star Plaza,
Main Road, Satara

11th December 2020

To,

A.B. Electronics
Market Road, Pune

Sub: Complaint about newly purchased washing machine

Dear Sir/Madam,

I am writing to bring to your notice about the washing machine which I purchased on 1st December from your shop. The machine has two years' warranty. However, after one week it stopped working. The machine makes too much noise and the clothes kept for washing inside the machine get damaged.

I request you to either repair the machine or replace it with a new one if the problem is major as it is within the warranty period. I am sending a xerox copy of the bill receipt and the details of the model herewith.

I hope that you will take necessary action immediately.

Yours faithfully,

Signature
Pranav Shinde

Encl:

1. Photocopy of the bill receipt
2. Details of the model

You can also write a complaint letter regarding the miserable condition of the roads or irregular water supply to your colony to the Municipal Corporation or to the Post Master regarding late delivery of mail or to publishers or dealers for the wrong or late delivery of the order, etc.

3. Letter of Inquiry

Inquiry letter is a type of letter seeking information. Such type of letters deal with various matters like asking for particular information regarding courses available at the institution, job vacancies, funding grants, scholarships, projects, schedule of train or flight, etc.

Here is a sample of inquiry letter:

	Shyam Mane 13/403, 3 rd Lane, Ichalkaranji. 12 th Dec.2020
To, The Manager, Digital Computer Shoppe, Pune.	
Sub: Inquiry about Laptop	
Dear Sir/ Madam,	
I am Shyam Mane doing my post-graduation in a college. Simultaneously I have joined certificate course in Graphic Designing and Animation. For that purpose I wish to purchase a laptop. I would like to know the details about the laptop which is easy to carry, portable, having good ram size, reasonable price, advanced features etc. I would like to know about the varieties of laptops available in your showroom. Could you please send me the details about laptop mentioned above? My email ID is sm111@gmail.com.	
Kindly do the needful and oblige.	

With thanks,

Yours faithfully,
Shyam Mane

ii) Informal or Personal Letters:

Informal letters which are also known as Friendly or Personal letters are the letters written for individual purposes. This type of letter can be written to friends, family members, relatives, acquaintances, etc. Its main purpose is personal communication. To some extent, the basic structure of informal letters follows the format of formal or official letters except the inclusion of addressee's name and address. However, there is difference between official letter and informal letter in terms of salutation, language used in the body of letter, and complimentary close as it varies according to the relationship between the sender and the receiver, its purpose, etc. There is inclusion of this type of letter in the syllabi of competitive exams.

Informal letters should be written in an intimate, conversational style using spontaneous and colloquial expressions of everyday language. But this does not mean that we can be careless. Wrongly written, ill-composed and letters written in confusing way may create chaos. Care must be taken to express our thoughts in a proper, logical order. These letters should be written with correct spelling, paying attention to punctuation and grammatical rules.

Structure of Informal Letters

The basic structure of the personal letter is the same as that of formal letters, but with a difference. The difference is in terms of the following:

1. **Heading:** It includes address of the sender and date.
2. **Salutation or Greetings:** Letters written to your friends or intimate relatives include name of the person to whom you are writing prefixed by terms like *Dear, Dearest* etc.

e.g. *Dear Mother, Dear Akshay*

Letters written to friends or relatives older than you or superior to you use respectful expressions like *Mr., Mrs., Shri*, etc. e.g. *Mr. Raman*

3. **Body of the Letter:** The language of personal letters should be easy and simple with conversational style, colloquial expressions and may touch various subjects.
4. **Complimentary Close:** While concluding, for respectful persons you can use the word “Yours sincerely”. For close relatives or family members you can use “yours lovingly”.

Here are some examples.

1. Letter to a friend congratulating her for her academic excellence:

<p>Rasika Sagar 119 Market Road, Kolhapur. 1st June 2021</p>
<p>Dear Sakshi,</p> <p>I just got the happy news from the college office that you have been awarded with university merit scholarship. It is certainly a great achievement. And I am writing to congratulate you for your academic excellence.</p> <p>I am aware about the hard work you have put in for your studies. Studying daily for 10-12 hours continuously is not an easy task. But you did it! You deserve it. Now you can pursue your favourite course in future.</p> <p>I am very happy and congratulate you heartily on your success. We all friends are proud of you. I wish that you find such success at every step in your life. Lots of good luck for your bright career and once again congratulations!</p> <p style="text-align: right;">Yours lovingly, Rasika</p>

You can also write a letter to your friend greeting him/ her on his/her birthday or inviting him/her to your native place during Diwali vacation or enquiring about his/her health or congratulating him/her for his/her achievement etc.

2. Letter to a family member:

Here is an example of a personal letter by a son to his mother telling her about his new job and his stay in the new city.

	Kiran Desai 15/974 IT Park, Hyderabad 24 th May 2019
Dear Aai,	
I am fine here and hope you all are also fine. I know you worry about my stay in the new city, about meals and other facilities. But let me tell you that I am fine and enjoying my new life and new job. Sometimes I feel homesick but when I remember your warm words of advice and love, it encourages me to overcome homesickness.	
This job is one of the best opportunities that I have got at the very beginning of my career. All the staff and senior officials are very cooperative to me. Besides, Hyderabad is a very beautiful city. Last Sunday I visited Ramoji film city with my friends. I have made a few friends here.	
However, let me tell you one thing frankly that I miss you all. I miss the delicious food made by you, fun fighting with my little naughty sis Meenu and many other things.	
Convey my regards to grandma and Baba. Give my love to my sweet sis. Write to me soon.	
	Your loving son, Kiran

You can also write informal letters to your parents, sister, brother, cousin or uncle or any other relative or acquaintances. Such letters are written for a variety of purposes such as informing about something, sharing memorable experiences, future planning, greetings etc.

3. Condolence Letter

It is a type of letter written to a person who has lost his/her close relative or a loved one. A condolence letter can give a little comfort and support to the suffering person. It is a kind of sympathy shown to the person who has lost his/her loved one and to encourage him/her to recover from the loss. Here is an example of personal letter to a friend who has recently lost his father.

Amol Kalmadi
"Royal Villa"
12/42, Parel Street
Mumbai
21st July 2020

Dear Friend,

I was shocked when I heard this morning about the sad demise of your father in an accident. It was so sudden! It is really unbelievable to think about his death. I know what might have befallen you. Your father was your idol as you used to tell me. I know how he used to take care of you. Truly this is a great loss for you.

My sincere and heart-felt sympathies are with you. I am with you always in your sorrow. It is a personal loss to me also as I knew your father and his kindness towards me. I shall always remember him as a noble man. But what can we do? It is our fate. His death must be a terrible blow to your mother and younger brother too. Words, I know, are poor comforters- "The heart knows its own sorrow". I sincerely feel sorry for your grief and great loss.

Your sincere friend,
Amol

Check Your Progress-I

A) Choose the appropriate answer and complete the following sentences:

1. While writing Official letter, you should avoid.....
 - a) colloquial language
 - b) correct format.
 - c) grammar and correct spellings
 - d) none of these

3.A.2.2 Essay Writing

The word ‘essay’ is defined in Oxford Dictionary as ‘A short piece of writing on a particular subject’, while Wren and Martin define it in *High school English Grammar and Composition* as ‘a written composition giving expression to one’s own personal ideas or opinions on some topic’. Thus, essay is a written composition where the writer (the person) expresses his/her opinion on a topic, provides information on various subjects, narrates his/her experiences or gives his/her imaginative views about something.

Essays have certain characteristic features. An essay should have unity to develop a single theme. There should be a certain logical order from the beginning to the end. At the same time, it should be short. Conversational style and personal touch in the essays make them impressive.

How to develop the skill of Essay Writing?

The skill of writing essays impressively needs some basic preparations like extensive reading, minute observation, discussion on various topics with people or groups, information about current affairs, basic knowledge about language and social sciences, sciences, etc. It is your rough material with which you can develop your idea in a proper way. The language of your essay must be free from grammatical or spelling mistakes.

Though there is not a specific structure or layout for writing essays, for effective essay writing, you can logically organize your topic into three parts: Introduction, Middle (Body of the Essay) and Conclusion.

1. Introduction

It is important to state the topic you are going to discuss or develop in the essay. The introduction should contain your main idea or the concept. You can introduce the topic of your essay by giving definitions, making a general statement, referring to a well-known quotation, a proverb, a brief story or incident, related news or a piece of information. Generally the first paragraph of the essay is introductory.

Suppose you are to write an essay on ‘Global Warming and its Impact on India’, you can introduce the topic by discussing the concept of global warming and how it affects the world. See the example:

‘Global Warming can be defined as a gradual increase in the temperature of the earth’s atmosphere. It is a long term rise in the average temperature of the Earth since 1880, the year when record keeping of the same started. It is observed that the changes in temperature have been much greater than the previous years since mid-20th century. It is also observed that the level of carbon dioxide has been steadily increasing. Carbon dioxide absorbs the heat reflected from the Earth’s surface. It results into warming the earth’s atmosphere.’

2. The Middle or Body of the Essay

It is the core part and the most important one where you can develop your idea logically. You can develop your idea into various paragraphs. The paragraphs should be well constructed. Be careful that each paragraph focuses on a single idea that supports the topic of the essay. Use linking devices properly. There should be a kind of logical balance in arranging the body of the essay. Suppose if the subject is ‘Good and Bad Uses of Mobile Phones’ do not devote three- quarters of the essay to good uses and a single quarter for bad uses.

While writing an essay on ‘Global Warming and its Impact on India’, you can express your ideas into various paragraphs logically. These paragraphs may be organized with the help of following points.

1. *Causes and effects of global warming on the earth*
2. *India as one of the worst suffering countries due to global warming*
3. *Impact of global warming on glaciers and mountains in India*
4. *Increasing sea levels and danger to coastal areas including cities like Mumbai*
5. *Illustrate how India is suffering from imbalance in seasons and rain patterns.*
6. *Impact on social, political, economic, agricultural and industrial sectors in India*

You can increase or decrease the number of paragraphs as per the need of the topic.

2. Conclusion

An impressive and satisfying end of the essay adds richness to your essay. Conclusion is the summing up of your ideas or thoughts in the essay. You can conclude your essay with a striking expression, a suitable quotation from prose or poetry, an invocation, drawing inferences, etc. You can conclude the essay ‘Global Warming and its Impact on India’ in the following way:

‘There is an urgent need to find out measures to control global warming. There is a need to change policies in sectors like land, energy, industry, buildings, transport and urban development. Appropriate legal framework needs to be enacted by central government as well as state governments to minimize emissions of greenhouse gases. Other initiatives like steps for conservation of environment, tree plantation and use of compressed natural gas as fuel, controlled use of transport, usage of renewable sources of energy should be implemented strictly. Besides there should be strong national environmental policy regarding prevention of environmental pollution and waste management. In short, being the victim of global warming, we need to take confident initiatives to control global warming.’

Types of Essays

Taking into consideration the theme of the essay, essays can be classified into various types:

1. **Reflective or Expository Essays:** These types of essays consist of thoughts or explanatory ideas on various subjects. The subjects can be:
 - i) Habits, qualities, etc. e.g. *Patriotism, Truthfulness, etc.*
 - ii) Social/political/domestic topics: e.g. *Wealth and Poverty, Indian Democracy, etc.*
 - iii) Philosophical subjects: e.g. *Morality and Life, Truth and Justice, etc.*
2. **Narrative Essays:** These essays generally consist of a narration of an event or series of events. e.g. *The Memorable Day in my Life, The Earthquake that I Experienced, etc.*
3. **Descriptive Essays:** Descriptive Essays consist of description about places, events in life or things like planets, animals, town, countries, aspects of

phenomenon etc. Such essays can be written on various topics. e.g. *My Best Friend*, *Green Revolution: Need of the Nation*, etc.

- 4. Imaginative Essays:** These essays are based on feelings, ideas or experiences. In such essays, the writer imagines to be in a place/object. e.g. *If I were a King*, *An Autobiography of a computer*. etc.

Check Your Progress-II

A) Choose the appropriate answer and complete the following sentences:

- The skill of writing essays needs some basic preparations like.....
 - extensive reading
 - minute observation
 - knowledge about language, social sciences, sciences, etc.
 - all of these
- The introductory paragraph of the essay contains the of the topic.
 - main idea or concept
 - images
 - conclusion
 - methods
- is the core part of the essay where you can develop your idea logically.
 - Introduction
 - The Middle or Body of the Essay
 - Conclusion
 - Title
- Which among the following is not an example of 'Narrative Essay'?
 - The Memorable Day in My Life
 - The Earthquake that I Experienced
 - My First Flight Journey
 - An Autobiography of a Computer

B) Write an essay in about 300 words on following topics:

- Importance of Democracy
- Superstitions in Society
- Rural Urban Divide in India
- Literature Mirrors Society

3.A.2.3 Précis Writing:

The word 'précis' is the noun form of the verb 'precise'. It is an abridged form of the text or a piece of writing. It gives an accurate and concise description of the matter in the text without loss of its meaning. Précis writing is a fine exercise for reading as it develops the habit of careful reading, grasping the main ideas. It is also a good exercise in writing a composition as it teaches us how to express our thoughts clearly, concisely and effectively in the written form.

Basic difference between Précis and Summary Writing

Though often the word 'précis' is used to refer to 'summarizing', there are basic differences between them. A summary is a condensed presentation of the written passage whereas précis is the 1/3 briefing of the same with its subtle title. Précis is a brief statement of a piece of writing whereas a summary is a short account of a longer passage. Another difference is that précis writing deals with thought/ideas/information from the original passage in brief, while in summary you can interpret the material with your comments. Again, in summary, we deal with the main events while in précis writing every detail is presented briefly avoiding unnecessary information.

Essential Qualities of Good Précis Writing

1. **Completeness:** The précis should have all the essential contents of the original passage without omitting important facts.
2. **Clarity:** The précis should be written with clarity and understanding. This can be achieved by avoiding unclear, ambiguous statements.
3. **Coherence:** All the sentences in a précis should have a logical order. It should not appear just a collection of disjointed sentences.
4. **Conciseness:** It can be achieved by avoiding repetition, detailed description and figurative language, illustration etc.
5. **Correctness:** The idea or information presented in the original passage should be correctly briefed in the précis. Besides, the précis should be free from grammatical or verbal errors.
6. **Compactness:** The ideas presented in the précis should form a compact whole. The words and sentences should form a comprehensive unit.

7. **Objectivity:** While writing précis of the original passage, the writer should not impose his own ideas. The précis should be unbiased and objective.

Guidelines for Good Précis Writing

1. **Avoid Redundancy:** Avoid additional, unnecessary words or phrases used to express something. Here is an example of avoiding redundancy.

Original Writing: *The Principal wants to meet those students who are interested in extracurricular activities like eloquence, sports, NSS etc. so that he can give them additional responsibility in the Council.*

Précis: *The Principal wants to meet the students interested in extra-curricular activities to hand over responsibility.*

Besides you can avoid redundancy by omitting examples, explanation and repetition, idiomatic expression etc. Here are some examples.

e.g. *I do not know **the place where he was born.***

- *I do not know his **place of birth.***

You can combine two or more simple sentences into complex/compound sentences:

e.g. *He went to market. He wanted to purchase some fruits.*

- *He went to market to purchase some fruits.*

2. **Avoid Circumlocution:** It means using a few words instead of many to clarify the concept. See how we can shorten the longer sentences without changing their meaning:

e.g. *Father complains about his son that he does not listen to him and is careless about his advice. Son, on the other hand, complains that his father's ideas are old ones. He must change his attitude.*

- *There is generation gap between son and father.*

3. The sentences in a précis should be written using indirect narration and passive voice.
4. Précis writing must not exceed one third of the original passage.
5. Précis writing should be written in third person narration.

6. The title should be short and appropriate.
7. Do not criticize or change the author's ideas.

Steps for Précis Writing

Step 1: First of all, you should read the passage carefully to grasp the main ideas in it. If you are unable to understand the topic clearly in the first reading, read it again.

Step 2: Make a rough draft of main points from the original passage. Also, decide about unnecessary information that you can omit.

Step 3: Supply a suitable title for the proposed précis writing. The title should include key aspects of the original passage.

Step 4: Arrange the main ideas you have made in a rough draft into sentences in a systematic order. This rough outline of précis should contain the main thoughts expressed in the original passage. Follow the guidelines you have learnt earlier while writing précis.

Step 5: Here you can give final touch to your précis. Carefully see if you have followed the guidelines, included the main thoughts, compressed it properly and arranged in a systematic way objectively.

An example of précis writing

Read the following passage and write a précis. Supply a suitable title:

‘Swachh Bharat Mission’ was launched on October 2, 2014 on the occasion of Gandhi Jayanti to achieve ‘Clean India’ by 2019. This mission was premeditated to mark the 150th birth anniversary of Mahatma Gandhi, the Father of our Nation. Swachh Bharat Mission has got a nation-wide acceptance and has mobilized masses and public-private sector corporations alike. The Swachh Bharat Mission has become a peoples’ movement through which our Prime Minister has evoked a sense of responsibility among the people towards clean India. Unveiling of Swachh Bharat Mission is laudable not just for sanitation development, but also for bringing about the behaviour and mindset change in millions of Indians. The mission is a community-led movement focused on building toilets and educating people about the importance of sanitation and cleanliness. Mahatma Gandhi had rightly said, ‘Uncleanliness of the mind is more dangerous than that of the body. The latter, however, is an indication of the former.’ This campaign aims at making every single

Indian aware of the importance of hygiene at physical and mental levels. (178 words)
(Source: Kurukshetra, July 2019, P.40)

Now see how to write a précis.

Step 1: After reading the above passage carefully, you will come across that the passage is about the campaign Swachh Bharat Mission.

Step 2: Here you make a rough draft of main ideas like: Swachh Bharat Mission, its goal, how it became people's movement, admirable for sanitation development and change in the behavior and mindset of people, focus on building toilets and mentioning importance of sanitation and cleanliness, importance of hygiene at physical and mental level, etc.

Step 3: As the passage is about the mission, its suitable title will be 'Swachha Bharat Mission'.

Step 4: Now you can write the précis of the above passage as follows:

Swachha Bharat Mission

Swachh Bharat Mission, launched on 150th birth anniversary of Mahatma Gandhi, aims to achieve 'Clean India' vision. The mission, premeditated to mark the thoughts of Mahatma Gandhi, spread all over the nation. It evoked peoples' responsibility towards clean India including sanitation development and changing the behaviour and mindset of people. It focused on building toilets and teaching people about the importance of sanitation and cleanliness. The mission aims at creating awareness among Indians about hygiene. (75 words)

Check Your Progress- III

Write a précis of the following passage in about 1/3 of its original length and suggest a suitable title.

In the last fifty years, valuable inventions took place in the field of science and technology. This advanced technology has totally changed the life of people in terms of life style, travel, communication, purchase of products, etc. One such invention which has made people's life easier is the automated teller machine. Popularly known by its abbreviated form as ATM, it is an electronic device used for financial transactions such as cash withdrawals and deposits transfer. ATMs are known by a variety of names all over the world. For instance, the word, automatic teller machine

(ATM), is used in the United States, while in Canada, the term automated banking machine (ABM) is used. There are various uses of ATMs. With the help of ATM, customers can access their bank accounts for financial transactions such as cash withdrawals, deposits, balance checking as well as transferring credit to and from mobile phones. What's more, people can withdraw foreign currency with the help of ATM. The machine offers various facilities including paying for various bills, paying income tax, depositing cash, paying insurance premium. It saves time and money as customers are not required to go to the banks. In rural areas also ATMs have proved useful. (200 words)

3.A.3 Summary:

Writing skills are the specific abilities which help the writer to put his knowledge, ideas, information etc. into words meaningfully. Writing skills are an important part of communication. These skills include a wide range of writing from simple sentences to elaborate essay writing. Writing skills are the need of today's competitive world.

Letter writing includes written message sent by one person or institution to other person or institutions via email or post. Letters can be divided into two broad categories – Official or Formal and Friendly or Informal. Official or Formal letters are strictly professional in nature. The general structure of these types of letters include heading, inside address, subject and reference, salutation, message for communication, complimentary close and enclosures. There are different types of official letters like application letter, inquiry letter etc. Informal letters are written for individual purposes. Such types of letters can be written to friends, family members, relatives, acquaintance etc. Its main purpose is personal communication.

Essay Writing is a written composition explaining ideas, information, etc. on a specific topic. Here the writer needs to express his/her opinion on a topic, provide information on various topics, narrate experiences or give imaginary views about something. Logically the essay can be organized into parts like introduction, middle and the conclusion. Introduction contains the concept of the topic; middle is the core part where the ideas can be developed logically while conclusion is the summing up of our ideas, thoughts or experiences.

Precis writing is an abridged form of the text or a piece of writing. It is concise description of the matter in the text without loss of its meaning. Completeness,

clarity, coherence, conciseness, compactness and objectivity are some of the essential qualities of good precis writing. While writing precis of a given text one should avoid redundancy and circumlocution. It must not exceed one third of the original passage. The title provided for precis writing should be short and appropriate.

3.A.4: Terms to Remember:

Letter Writing: written or printed messages conveyed from one person or group to another through a medium

Essay: a short piece of written composition on a particular theme or subject, usually in prose and generally analytical speculative or interpretative

Precis : an abridged form of the text of a piece of writing

3.A.5 Key to Check Your Progress:

Check Your Progress-I

A) Choose the appropriate answer and complete the following sentences:

1. a) colloquial language
2. b) images
3. a) application letter
4. b) to seek redressal of grievance

Check Your Progress-II

A) Choose the appropriate answer and complete the following sentences:

1. d) all of these
2. a) main idea or concept
3. b) The Middle or Body of the Essay
4. d) An Autobiography of a computer

Check Your Progress- III

Write a précis of the following passage in about 1/3 of its original length and suggest a suitable title.

Uses of ATMs

Automated Teller Machine (ATM), an electronic device, is a valuable scientific invention which has made people's life easier. It is used for financial transactions. This device is known by various names all over the world. ATMs help customers to access bank accounts. Foreign currency can be withdrawn with the help of it. It offers various facilities for financial transactions through e-services which saves time. (63 words)

3.A.6 Exercises:

- A. Write a letter of complaint to the branch manager, S.T. Bus Depot about the inadequacy of bus services from your village/town to the college.
- B. Suppose you have recently joined a college hostel. Write a letter to your mother informing her about your life in the hostel.
- C. Write an essay in about 300 words on following topics.
 1. IPL Cricket Matches
 2. Save Water, Save Life
 3. An Autobiography of a Cell Phone
- D. Write a precis of the following passage in about 1/3 of its original length and suggest a suitable title.

Examinations are the ways to test students' knowledge, perception, comprehension and implementation of the knowledge. In other words, it is a process for testing the abilities and achievements of students at various levels. Being an integral part of the educational system, examinations have specific goals and objectives. In the first place, examinations test students' achievement in the particular subject or course and decide whether the student has the abilities to study in the next level of curriculum. Some other types of examinations like entrance examinations help the students to take admission in the respective courses while some examinations like competitive examinations aim at qualifying for a particular

job. However, it is very interesting to see students' reactions about examination system. Most students consider it as an ordeal. But the students should look at the examination as a means to show how much profit they have gained by the course. It is necessary to develop this outlook among students. Then only they will look at examinations as a joy and not an apprehension. It is a necessary step for the students to gain benefit out of his/her efforts. Students should look at examination as a test for their achievement/s. They should not consider it as a burden. (Words 206)

Module III
B) After Twenty Years

O. Henry

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- 3.B.4 Terms to Remember
- 3.B.5 Key to Check Your Progress
- 3.B.6 Exercises
- 3.B.7 Writing Activity
- 3.B.8 Suggestions for further study

3.B.0 Objectives:

After studying this unit you will be able:

1. To understand the theme of the story and its central idea
2. To explain the meaning of the story
3. To analyse the characters in the story
4. To understand the conflict between friendship, loyalty and law
5. To comprehend the vocabulary used in the story

3.B.1 Introduction:

William Sydney Porter (1862-1910), better known by his pen name O. Henry, is one of the great masters of the short stories. He was born in Carolina, USA. Since his childhood, he had been a voracious reader. O. Henry's short stories deal with the life of ordinary people with compassion and tenderness. His stories express the effect of coincidence on character through humour and with unexpected shocking endings. O. Henry wrote over six hundred stories .He died of tuberculosis at the age of forty-eight.

The story "After Twenty Years" is based on a simple incident. The two friends Bob and Jimmy have made a pact to meet after twenty years. As per their schedule Bob stands on a New York street to meet his friend that he agreed to it before twenty years. As they meet the story takes unexpected twist .It is a typical O. Henry story. It deals with the themes like friendship, change, guilt, dedication or loyalty.

3.B.2 Presentation of Subject Matter (Story) :

3.B.2.1 Section I:

The cop moved along the street, looking strong and important. This was the way he always moved. He was not thinking of how he looked. There were few people on the street to see him. It was only about ten at night, but it was cold. And there was a wind with a little rain in it.

He stopped at doors as he walked along, trying each door to be sure that it was closed for the night. Now and then he turned and looked up and down the street. He was a fine-looking cop, watchful, guarding the peace.

People in this part of the city went home early. Now and then you might see the lights of a shop or of a small restaurant. But most of the doors belonged to business places that had been closed hours ago.

Then the cop suddenly slowed his walk. Near the door of a darkened shop a man was standing. As the cop walked toward him, the man spoke quickly.

"It's all right, officer," he said. "I'm waiting for a friend. Twenty years ago we agreed to meet here tonight. It sounds strange to you, doesn't it? I'll explain if you want to be sure that everything's all right. About twenty years ago there was a restaurant where this shop stands. 'Big Joe' Brady's restaurant."

“It was here until five years ago,” said the cop.

The man near the door had a colorless square face with bright eyes, and a little white mark near his right eye. He had a large jewel in his necktie.

“Twenty years ago tonight,” said the man, “I had dinner here with Jimmy Wells. He was my best friend and the best fellow in the world. He and I grew up together here in New York, like two brothers. I was eighteen and Jimmy was twenty. The next morning I was to start for the West. I was going to find a job and make a great success. You couldn’t have pulled Jimmy out of New York. He thought it was the only place on earth.

“We agreed that night that we would meet here again in twenty years. We thought that in twenty years we would know what kind of men we were, and what future waited for us.”

“It sounds interesting,” said the cop. “A long time between meetings, it seems to me. Have you heard from your friend since you went West?”

“Yes, for a time we did write to each other,” said the man. “But after a year or two, we stopped. The West is big. I moved around everywhere, and I moved quickly. But I know that Jimmy will meet me here if he can. He was as true as any man in the world. He’ll never forget. I came a thousand miles to stand here tonight. But I’ll be glad about that, if my old friend comes too.”

The waiting man took out a fine watch, covered with small jewels.

“Three minutes before ten,” he said. “It was ten that night when we said goodbye here at the restaurant door.”

“You were successful in the West, weren’t you?” asked the cop.

“I surely was! I hope Jimmy has done half as well. He was a slow mover. I’ve had to fight for my success. In New York a man doesn’t change much. In the West you learn how to fight for what you get.”

The cop took a step or two.

“I’ll go on my way,” he said. “I hope your friend comes all right. If he isn’t here at ten, are you going to leave?”

“I am not!” said the other. “I’ll wait half an hour, at least. If Jimmy is alive on earth, he’ll be here by that time. Good night, officer.”

“Good night,” said the cop, and walked away, trying doors as he went.

Check Your Progress-I

A) Rewrite the following sentences by choosing the correct alternatives:

1. When Jimmy Wells was moving along the street in New York, it was..... at night.
a) about eight b) about nine c) about ten d) about eleven
2. The story “After Twenty Years” takes place in city.
a) New York b) Mumbai c) Washington d) London
3. had a large jewel in his necktie.
a) Bob b) Jimmy c) Jack d) Bill
4. According to Bob , was as true as any man in the world.
a) O. Henry b) Jimmy Wells c) Jack d) Bill
5. The man near the door of a darkened shop was waiting for a..... .
a) waiter b) cop c) bus d) friend

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

1. At the beginning of the story how does the writer describe the cop?
2. What is the name of the restaurant that Bob and Jimmy met for the last time before twenty years?
3. Why did the cop stop at doors as he walked along ?
4. Why did the people in the part of the city, where Bob and Jimmy Wells were to meet, go home early?

3.B.2.2 Section II:

There was now a cold rain falling and the wind was stronger. The few people walking along that street were hurrying, trying to keep warm. And at the door of the shop stood the man who had come a thousand miles to meet a friend. Such a meeting could not be certain. But he waited.

About twenty minutes he waited, and then a tall man in a long coat came hurrying across the street. He went directly to the waiting man.

“Is that you, Bob?” he asked, doubtfully.

“Is that you, Jimmy Wells?” cried the man at the door.

The new man took the other man’s hands in his. “It’s Bob! It surely is. I was certain I would find you here if you were still alive. Twenty years is a long time. The old restaurant is gone, Bob. I wish it were here, so that we could have another dinner in it. Has the West been good to you?”

“It gave me everything I asked for. You’ve changed, Jimmy. I never thought you were so tall.”

“Oh, I grew a little after I was twenty.”

“Are you doing well in New York, Jimmy?”

“Well enough. I work for the city. Come on, Bob, We’ll go to a place I know, and have a good long talk about old times.”

The two men started along the street, arm in arm. The man from the West was beginning to tell the story of his life. The other, with his coat up to his ears, listened with interest.

At the corner stood a shop bright with electric lights. When they came near, each turned to look at the other’s face.

The man from the West stopped suddenly and pulled his arm away.

“You’re not Jimmy Wells,” he said. “Twenty Years is a long time, but not long enough to change the shape of man’s nose.”

“It sometimes changes a good man into a bad one,” said the tall man. “You’ve been under arrest for ten minutes, Bob. Chicago cops thought you might be coming to New York. They told us to watch for you. Are you coming with me quietly? That’s wise. But first here is something I was asked to give you. You may read it here at the window. It’s from a cop named Wells.”

The man from the West opened the little piece of paper. His hand began to shake a little as he read.

“Bob: I was at the place on time. I saw the face of the man wanted by Chicago cops. I didn’t want to arrest you myself. So I went and got another cop and sent him to do the job.

JIMMY”.

Check Your Progress-II:

A) Rewrite the following sentences by choosing the correct alternatives:

1. At the door of the shop stood the man who had come a thousand miles to meet
a) a friend b) a neighbour c) a cop d) a teacher
2. According to Bob twenty years is a long time, but not long enough to change the shape of
a) man’s destiny b) man’s nose c) man’s hand d) man’s face
3. “It sometimes changes a good man into a bad one”, said the tall man. The statement is applicable to -----.
a) Bob b) Jimmy c) Jack d) Bill
4. Which of these is the theme of the story “After Twenty Years”?
a) Loyalty b) Trust c) Friendship d) All of the above
5. At the end of the story Jimmy Wells sent
a) a gift b) book
c) a little piece of paper d) a little piece of bread

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

1. What does Bob notice about his old friend that is different?
2. Who is telling the story?
3. Who sent a little piece of paper for Bob?
4. Who is referred as ‘the man from the West’?

3.B.3 Summary:

“After Twenty Years”, a short story by O. Henry, is about two friends Bob and Jimmy Wells who make a pact to meet after twenty years at the same place where they had met last time. The setting of the story is in New York where a cop who looks strong and important moves along the street of New York at about ten at night. It is a cold night with a little rain. It is a business place which has been closed hours ago. The cop comes across a man who is standing near the darkened shop. He tells the cop his purpose to come there. He is waiting for his friend. Both of them had agreed to meet at Big Joe Brady’s restaurant. But after twenty years it is converted into a shop now. The man who is waiting for a friend has a colourless square face with bright eyes and there is a little white mark near his right eye. He has a large jewel in his necktie. His name is Bob. He had been to the West to find a job and make a great success.

Bob’s friend, whom he wishes to meet, is Jimmy Wells, his childhood friend. According to Bob, Jimmy is as true as any man in the world. He is a successful police officer now. Bob is sure about his friend. He says, “If Jimmy is alive on earth, he’ll be here by that time.”

The cop walks away on his way. There is cold rain falling. After twenty minutes there comes a tall man in a long coat .He introduces himself as Jimmy Wells. Bob is very happy to meet his friend Jimmy. Bob notices that Jimmy has changed and is taller than earlier. Both share their experiences to each other. Bob tells Jimmy that the West provided him everything and is successful now, Jimmy tells Bob that he works for the city. As it is raining they stand at the corner shop which is bright with electric lights. Bob notices his friend’s face clearly in the street light .He suddenly pulls his arm away. He says, “You’re not Jimmy Wells.” He adds further that twenty years cannot change the shape of a man’s nose. The tall man reacts, “It sometimes changes a good man into a bad one.” He tells Bob that he has been under arrest for the past ten minutes. Chicago cops are searching for him. He tells him to come with him quietly. Before that the tall man hands him a piece of paper given by Jimmy Wells. The letter includes the truth about their friendship, loyalty and duty. Bob reads the letter with shaking hands. It reads: “Bob: I was at the place on time. I saw the face of the man wanted by Chicago cops. I didn’t want to arrest you myself. So I went and got another cop and sent him to do the job.” JIMMY.

Thus, the story ends with a surprise. It focuses on the qualities like true friendship, loyalty and law. Jimmy shows true friendship as he arrives at the place of meeting as per the plan. Also he sends another cop to arrest Bob because he doesn't want to arrest Bob himself. At the same time it shows Jimmy's loyalty towards his duty and the law.

3.B.4 Terms to Remember

cop (n) : a police officer

glad (adj) : pleased, happy

fellow (n) : a person that you work with or that is like you

slow mover (n) : a person who takes long time to progress

to shake a little : to tremble as a result of physical or emotional disturbance

3.B.5 Key to Check Your Progress

Check Your Progress-I

A) Rewrite the following sentences by choosing the correct alternatives:

1. c) about ten
2. a) New York
3. a) Bob
4. b) Jimmy Wells
5. d) friend

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

1. strong and important
2. 'Big Joe' Brady's restaurant
3. To be sure that it was closed for the night
4. Because it was business place

Check Your Progress-II

A) Rewrite the following sentences by choosing the correct alternatives:

1. a) a friend

2. b) man's nose
3. a) Bob
4. d) All of the above
5. c) a little piece of paper

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

1. He has grown taller
2. An unnamed narrator
3. Jimmy Wells
4. Bob

3.B.6 Exercises :

A. Answer the following questions in three to four sentences each.

1. How does the narrator describe the atmosphere at the business place?
2. Why was the man near the door of a darkened shop standing on that night?
3. How does Bob describe his friend Jimmy Wells?
4. Explain the interaction between Bob and a tall man in a long coat.
5. Why won't Jimmy arrest Bob?

B. Write short notes on the following in 8 to 10 sentences each:

1. Friendship between Bob and Jimmy
2. Loyalty and devotion of Jimmy Wells
3. Bob as a criminal
4. The end of the story "After Twenty Years"

Vocabulary Exercises:

A. Complete the following table :

Noun	Verb	Adjective	Adverb
----	-	Important	-----

-----	explain	-----	-----
success	-----	-----	
-----	-----	-----	interestingly
-----	Guard	-----	-----

B. Give synonyms for the following words:

cop, strong, suddenly, large, quietly, shake

C. Give antonyms for the following words:

early, bright, friend, glad, success

3.B.7 Writing Activity:

1. Write the story “After Twenty Years” considering Jimmy as narrator.
2. Write an essay on “Friendship and Loyalty”

3.B.8 Suggestions for further reading:

1. “The Gift of the Magi” by O. Henry
2. “The Last Leaf” by O. Henry



Module IV

A) I Shall Return to this Bengal

Jibanananda Das

Contents:

- 4.A.0 Objectives
- 4.A.1 Introduction
- 4.A.2 Presentation of Subject Matter (Poem)
- 4.A.3 Glossary and Notes
- 4.A.4 Summary
- 4.A.5 Analysis
- 4.A.6 Check Your Progress
- 4.A.7 Key to Check Your Progress
- 4.A.8 Exercises
- 4.A.9 Writing Activity
- 4A10 Suggestions for further reading

4.A.0 Objectives:

After studying this unit you will be able:

- To study and understand the poem
- To understand the theme of partition
- To understand the use of various literary devices

4.A.1 Introduction:

Jibanananda Das (17 February 1899 – 22 October 1954) is a Bengali poet, novelist and essayist. Jibanananda Das was born and brought up in the rural surroundings of Barisal, the small district town located in the south of Bangladesh. Jibanananda was the eldest son of Satyananda Das, a schoolmaster, essayist, magazine publisher, and founder-editor of Brôhmobadi, a journal of the Brahma

Samaj dedicated to the exploration of social issues. His mother Kusumkumari Das too was a poet who is known for the famous poem called 'Adôrsho Chhele' ("The Ideal Boy"). He followed his parents' legacy of writing and publishing in his early twenties. During his lifetime he published only 269 poems of which 162 were collected in seven anthologies. Many of his poems, novels and essays were published posthumously. His poetry exhibits the beauty of Bengali landscape in the ethos of Indian culture. Jibanananda translated his several poems for an English anthology titled Modern Bengali Poems. But four out of them were translated by Martin Kirkman. In May 1954, he published a volume titled 'Best Poems' (Sreshttho Kobita) which won the Indian Sahitya Akademi Award in 1955.

The present poem published in the volume 'Rupasi Bangla' celebrates the poet's bond with the rural Bengal on the background of partition. The natural beauty of landscape spiritually bonds him to be born again in the same old land. The beauty is still untouched with modernization and that has shaped the poetic sensibility of Jibanananda Das. Through this poem, in the form of nostalgia he explores the power of emotional bond forever with nature and observes such legacy is still being carried in the form of Indian culture. He promises to rejoin to Bengal in the next birth too though not possible as a man but as a myna or a fishing kite or a dawn crow or may be as a duck.

4.A.2 Presentation of Subject Matter (Poem)

I shall return to this Bengal, to the Dhansiri's banks:
Perhaps not as a man, but myna or fishing-kite,
Or dawn crow, floating on the mist's bosom to alight
In the shade of this jackfruit tree, in this autumn harvest land.
Or may be a duck- a young girl's -bells on my red feet,
Drifting on kalmi-scented waters all the day:
For love of Bengal's rivers, fields, crops, I'll come this way
To this green shore of Bengal, drenched by the Jalangi's waves
Perhaps you'll see a glass-fly ride the evening breeze,
Or hear a barn owl call from the silk-cotton tree;

A little child toss rice-grains on the courtyard grass,
Or a boy on the Rupsa's turgid stream steer a dinghy
With torn white sail-white egrets swimming through red clouds
To their home in the dark. You will find me among their crowd.

Glossary and Notes:

Bengal (n): old United Bengal before partition of India.

Dhanisiri (n): main river of Golaghat district of Assam and Dimapura, Dimapura, district of Nagaland.

dawn (n): the first appearance of light in the sky before sunrise.

floating (adj): moving from one place to another.

jackfruit (n) : a tropical Asian fruit tree. It contains an edible pulp and nutritious seeds that are commonly roasted.

kalmi (n) : water spinach (vegetable), tropical plant grown as a vegetable for its tender shoots and leaves.

Jalangi (n) : branch of the river Ganga.

dinghy (n) : a small sailing boat.

drench (v) wet thoroughly

egret (n) : crane, heron with mainly white plumage.

Rupsa (n) : river in South Western Bangladesh.

turgid (adj.) swollen and distended

4.A.3 Summary:

The poem I shall Return to this Bengal expresses the emotional bond between the poet and his native land of old Bengal. The beautiful enchanted landscape of Bengal and its surroundings attracts and appeals him to return once again to his homeland where he was born and brought up. In the poem, at the very outset he desires to return to his homeland not in the form of human being but in the form of different kinds of birds and creatures like myna, fishing-kite, crow, duck, owl, glass fly, egrets, etc. He desires to be part and parcel of this land of Bengal where he

observes the simplicity of the rural people and their lives' oneness with nature. They enjoy the daily common life with harmony in the natural surroundings of green fields and its crops like rice-grain, trees like silk cotton and jackfruit, river of Dhansiri, Jalangi and Rupsa. The poet also imagines that he would revisit as an innocent child who is tossing the rice-grain in the courtyard and a boy who strives hard to drive his small boat. At the end he makes us realize his traumatic situation unlike the egrets. Due to the partition his presence at home would be darkened like the common crowd of Bengal. He still loves his old Bengal in the forms of birds and creatures though he may not return as a man.

4.A.4 Analysis:

The poem "I Shall Return to This Bengal" is written by Jibanananda Das on the background of partition. Due to the partition of India and Pakistan on the basis of religion, a number of people physically separated from their homeland and became homeless. Their bond with homeland was torn and the poet is one of them who unwillingly left his birthplace. It is Jibanananda Das' spiritual love and natural beauty of landscape of undivided Bengal that changes his life which is reflected in the present poem "I Shall Return to this Bengal". The partition of Bengal created boundaries but his affinity with homeland bound him forever with his birth place. In other words he couldn't forget his memories which are reflected in the form of nostalgia.

At the very outset, the poet expresses his yearning to return to the beautiful natural surroundings of rivers like Dhansiri, green fields and crops where harvesting is being done in the autumn season. It is the picture of the country side and there is greenery and birds are enjoying this beautiful atmosphere. In this land of Bengal the poet wants to re-affirm his spiritual bond by desiring to be born again in the same land. Though not possible as a man, he wishes to be born as a bird like myna or fishing-kite to observe the beautiful flowing rivers, or crow which flies early in the morning where there is a fog and rests under the shade of jackfruit tree during the harvesting time of autumn season. Here, the poet imagines to be fishing kite, crow and owl that are common birds found everywhere in the Indian landscape. They often bond with agriculture at all times and all seasons. These birds and their association with beautiful landscape appeal him to be re-born in the same land. He thinks that birds don't have any boundaries. So he wishes to enjoy boundary-less freedom like them and to be one with nature. These birds are usually not associated with romantic

5. How does the poet conclude the poem "I Shall Return to this Bengal"?

II. Write short notes on the following:

1. Das as a nature poet.
2. Poet's idea of returning to his homeland.

III. Vocabulary Exercises:

i) Complete the following table by filling in the gaps with correct forms of words:

Noun	Verb	Adjective
fish	-----	-----
-----	-----	scented
-----	tear	-----
riding	-----	-----
-----	-----	turgid

ii) Complete the table by writing the correct synonym and antonym for the given word.

Word	Synonym	Word	Antonym
scent		Dark	
steer		evening	
dinghy		love	
waves		dawn	
crowd		day	

4.A.8 Writing Activity:

1. Write an essay on the partition of India.
2. Describe a beautiful natural landscape seen by you.

4.A.9 Suggestions for Further Reading;

1. Read W. B. Yeats' poem "Sailing to Byzantium"



Module IV

B) Song of Youth

Dr. A. P. J. Abdul Kalam

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 - 4.B.2.4 Form and Style - “Song of Youth”
 - Check your Progress III
- 4.B.3 Key to Check Your Progress
- 4.B.4 Exercises
- 4.B.5 Suggestions for further reading

4.B.0 Objectives

After studying this poem you will be able :

1. To understand and appreciate the inspirational content
2. To explain the visionary theme
3. To find the relationship between the youth and progress of India

4.B.1 Introduction

Avul Pakir Jainulabdeen Abdul Kalam (1931-2015), popularly known as Dr. Abdul Kalam, was born in Rameswaram, Tamil Nadu. He is known as the ‘Missile Man of India’. He studied physics and aerospace engineering and became a scientist. He served India in important positions at prestigious government institutions like Defence Research and Development Organization (DRDO) and Indian Space Research Organization (ISRO). He was a key figure in developing India’s civilian space programme and missile development programme. He was the 11th President of India from 2002-2007. He is very popular as ‘People’s President’. He inspired the youth of India through his teaching and books. He was conferred the Bharata Ratna award for his noble service to the nation. He passed away on 27th July, 2015.

His best known books are *The Wings of Fire*, *India 2020*, *Ignited Minds* and *Turning Points*.

The poem ‘Song of Youth’ is written by Dr. Kalam. The poem describes Dr. Kalam’s vision of India. He wants to see India as a developed nation where people shall lead a healthy, happy, peaceful and prosperous life. The poet outlines what Indians should do to make India a developed country. It is a patriotic poem which reveals Dr. Kalam’s love for India.

4.B.2 Presentation of Subject Matter (Poem)

Song of Youth

As a young citizen of India,
Armed with technology, knowledge and love for my nation,
I realize, small aim is a crime.

I will work and sweat for a great vision,
The vision of transforming India into a developed nation,
Powered by economic strength with value system

I am one of the citizens of the billion;
Only the vision will ignite the billion souls.
It has entered into me;

The ignited soul compared to any resource
Is the most powerful resource on the earth,
Above the earth and under the earth.

I will keep the lamp of knowledge burning
To achieve the vision- Developed India
If we work and sweat for the great vision with ignited minds,
The transformation leading to the birth of vibrant developed India will happen.

I pray the Almighty:
“May the divine peace with beauty enter into our people;
Happiness and good health blossom in our bodies, minds and souls”.

4.B.2.1 Summary:

The poem ‘Song of Youth’ is written by the great visionary Dr. Abdul Kalam. The poet outlines his grand vision for India. The poet says that as a young citizen of India it is a crime to aim for small things in life. His great vision is to transform India into a developed nation. In order to achieve this, the poet wants to arm himself with knowledge, technology and love for the nation.

The poet will sweat and work hard to achieve the vision of developed India. It is possible to achieve the vision with economic strength and value system. For this, the souls of one billion people of India must be ignited by the vision. The poet says that the vision has already ignited his soul. The ignited soul is the most powerful resource on earth. If we work hard and sweat with our ignited minds to achieve the grand vision, transformation of India into a developed nation will be possible. In the last stanza, the poet prays to God to give heavenly peace and beauty, happiness and health.

The theme of the poem is to inspire the Indian youth to make India a developed country. The poem is written in the form of a song-lyric. It is written in Free Verse. The poet conveys the message powerfully through metaphors such as ‘ignited soul’ and ‘the lamp of knowledge’.

4.B.2.2 Meaning of the Poem:

The poem 'Song of Youth' presents Dr. Abdul Kalam's grand vision for India. The poet is the speaker in the poem. He refers to himself as 'I'. He tells us what he will do to the country as a responsible citizen of India. He will arm himself with knowledge, technology and love for the nation. He knows that low aim is crime. He wants to make India a great country.

The poet sees a great vision for India- to transform India into a developed nation. He knows that just dreaming big is not enough. He has to work towards achieving the goal. He outlines how he would realize the vision. He will work hard and sweat for his country until he achieves the dream. He believes that realization of the vision depends on economic strength with value system.

The poet knows that a billion people are the citizens of the country. He is one of them. How can the vision of developed India be achieved by a billion people? It is possible only when the souls of the billion people are ignited by the grand vision. All the people must desire to make India a developed country. Then only is it possible to achieve the goal. One person cannot achieve it. The poet says that the vision has already ignited his soul.

According to the poet, in order to make India a developed nation, many resources are necessary. But the most important resource is the ignited soul. The ignited soul alone is the most powerful resource on the earth, above the earth and under the earth. If our hearts are burning with the desire to make India a developed nation, nobody can stop it.

The poet pledges to keep the lamp of ignited soul burning throughout his life. He will never forget the grand vision of developed India. He says if we work hard and sweat with our ignited minds to achieve the grand vision, the transformation of India will be possible. A new and vibrant India will be born.

In the last stanza, the poet prays to God to give heavenly peace with beauty and bestow happiness and health on the people of India. Thus, the poem envisages a grand vision for India.

Glossary and Notes :

armed (adj) : equipped

- vision (n) : an image conceived in mind about the future of something, in this case, India
- transforming (v) : changing, making progressive
- billion (n) : one thousand million
- ignite (v) : light up, inspire
- resource (n) : wealth
- vibrant (adj) : dynamic, progressive
- Almighty (n) : God
- blossom (v) : grow

Check Your Progress I

A) Answer the following questions in one word/ phrase/ sentence:

1. What is a crime for the poet?
2. What will ignite the billion souls?
3. What vision does the poet want to achieve?
4. Which is the most powerful resource on the earth?
5. When will the birth of vibrant developed India take place?

B) Choose the appropriate answer and complete the following sentences:

1. The poet visualizes the great vision as a ---- of India.
i) old citizen ii) young citizen iii) adult citizen iv) free citizen
2. Dr. Kalam's great vision is to see India as a ----.
i) powerful nation ii) developing nation
iii) developed nation iv) rich nation
3. Dr. Kalam wants to transform India powered by ----.
i) economic strength with value system
ii) technology, knowledge and love
iii) divine peace with beauty

4.B.2.4 Form and Style - ‘Song of Youth’

The poem is a song-lyric, i.e., a lyric which is meant to be sung. Many audio-recordings of the poem are available on internet. ‘Song of Youth’ is an emotional poem. The poet makes an impassioned appeal to all Indians to dream big and make India a developed country. The poem begins with an appeal and ends with a prayer to God.

It is written in emotional language. The poet refers to himself as ‘I’. He talks about ‘ignited souls’. The poem is written in Free Verse. Free Verse is an open-ended poem without any particular rhyme scheme.

Except one stanza, the stanzas consist of three lines. The lines in the stanzas are irregular. Some lines are short and some are long. The speech rhythm used in the poem adds to the emotional appeal of the poem.

The poet makes use of imagery to convey his meaning. The images of ‘ignited soul’ and ‘the lamp of knowledge’ are a case in point. The desire to realize the ‘vision’ of India needs to be ‘burning’ in the souls of billion people.

The poet makes use of parallelism in the expression- ‘on the earth, above the earth and under the earth’. Parallelism is partial repetition. In each of these phrases, the prepositions are different but the phrase- ‘the earth’- is repeated.

Check Your Progress III

A) Answer the following questions in one word/phrase/sentence each:

1. What form is used in the poem?
2. What is ‘Free verse’?
3. Which figure of speech is used in the phrases- ‘ignited soul’ and ‘the lamp of knowledge’?
4. How does the poem end?
5. Comment on the length of the lines in the poem.

4.B.3 Key to Check Your Progress

I A) Answers in one word/phrase/sentence:

1. Small aim is a crime for the poet.

2. The great vision will ignite the billion souls.
3. The poet wants to achieve the vision of Developed India.
4. The ignited soul is the most powerful resource on the earth.
5. If we work and sweat for the great vision with ignited minds, then the birth of vibrant developed India will happen.

B) Answers for Choose the appropriate answer and complete the following sentences:

1. ii) young citizen
2. iii) developed nation
3. i) economic strength with value system
4. iii) the lamp of knowledge
5. ii) the Almighty

II A) Answers in one word/phrase/sentence each:

1. The central idea of the poem is the grand vision of transforming India into a developed nation.
2. The poet wants to be armed with knowledge, technology and love for the country.
3. The poet promises to work and sweat for the great vision.
4. The billion citizens of India should be ignited by the vision of developed India.
5. The poet prays to God to give divine peace with beauty, happiness and good health.

III A) Answers in one word/phrase/sentence each:

1. The poem 'Song of Youth' is written in the form of a song-lyric.
2. Free Verse is an open form of poetry. It is written without rhyme or metre.
3. The figure of speech is metaphor.
4. The poem ends with a prayer to God.

5. The lines in the poem are irregular in length.

4.B.4 Exercises

A) Answer the following questions in 3/4 sentences each.

1. What does the poet think as a young citizen of India?
2. What does the poet want to do to achieve the great vision of India?
3. How does the poet describe the 'ignited soul'?
4. What does the poet pray to the Almighty?

B) Write short notes on the following in about 8 to 10 lines each:

1. Dr. Kalam's great vision of India
2. Dr. Kalam's ways of achieving the vision of Developed India

4.B.5 Suggestions for further reading

Watch Dr. Abdul Kalam's 'Song of Youth' music video which is available on You Tube.

Read Dr. Abdul Kalam's autobiography- *Wings of Fire* and his other books.

Read inspirational books written by great leaders like Mahatma Gandhi and Swami Vivekanand.



Module IV
C) The Orphan Girl

Henry Derozio

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- 4.C.3 Key to Check Your Progress
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4.C.0 Objectives

After studying this poem you will be able :

1. To understand and appreciate the social and moral message
2. To explain the theme
3. To acquaint yourself with the plight of orphans

4.C.1 Introduction

Henry Louis Vivian Derozio (1809-1831) is an Anglo-Indian poet of Portuguese origin. He worked as a teacher in Hindu College. He was a progressive thinker and a social activist. He helped change Indian society from orthodoxy to liberalism by speaking in favour of women, peasants and freedom of press. His activities created a social revolution in Bengal in early 19th century which was known as Bengal Renaissance. Inspired by the scenic beauty of the Ganges, he became a poet. Derozio died of cholera at an early age of 22 in Calcutta. The Government of India issued a commemorative postal stamp in his honour in 2009.

The poem 'The Orphan Girl' shows the poet's concern for poor and destitute people. In the poem, he tells the story of an orphan girl. He reveals how the orthodox Indian society would treat the orphan girl when she grows up. The poem conveys social and moral message.

4.C.2 Presentation of Subject Matter (Poem) :

The Orphan Girl

Her hair was black as a raven's wings
Her cheek was tulip's hue did wear,
Her voice was soft as when night wind sing,
Her brow was as a moonbeam fair;
Her sire had joined the wake of war;
The battle-shock, the shout, and scar
He knew, and gained a glorious grave-
Such is the guerdon of the brave!-
Her anguished mother's suffering heart
Could not endure a widow's part;
She sunk beneath her soul's distress,
And left her infant parentless.
She hath no friend on this cold, bleak earth,

To give her a shelter, a home, and a hearth;
Through life's dreary desert alone she must wend,
For alas! The wretched have never a friend!
And should she stray from virtue's way,
The world will scorn, and its scorn can slay.
Ah! Shame hath enough to wring the breast
With a weight of sorrow and guilt oppres'd;
But oh! 'tis coldly cruel to wound
The bosom whose blood must gush unbound.
No tear is as bright as the tear that flows
For erring woman's unpitied woes;
And blessed be forever his honoured name
Who shelters an orphan from sorrow and shame.

4.C.2.1 Summary:

The poem, 'The Orphan Girl', is written by Henry Derozio. It presents the plight of a little girl who becomes an orphan in childhood. At first, the poet describes the beauty of the little girl. Then, he tells us about her father's, and mother's death. In the second stanza, the poet imagines the future life of the orphan girl in the orthodox Indian society. The girl would remain friendless and lonely in life. When she grows up, the society might exploit her helpless condition. She might leave the path of virtue. Then the society shall scorn her. This would make her feel ashamed of herself. Her heart might bleed due to the hurt. Hence, the poet prays that someone should give her shelter and protect the beautiful girl from the sorrows of life.

The poem deals with a social theme. The girl's life becomes miserable because of the insensitive society. Her father dies in a war. Her mother dies fearing the life of a widow. A young and lonely girl's life would be miserable. Loss of virtue, shame and insult might be her lot. The poet appeals to the people to be sensitive towards such a friendless girl and protect her from shame.

The poem is a lyric. It is written in two parts divided in two stanzas. The poet makes use of simile and rhyme scheme which enhance its musical quality.

4.C.2.2 Meaning of “The Orphan Girl”

The poet narrates the story of a little girl. He tells how the girl became an orphan and how the girl would lead her life in the orthodox Indian society. In the first few lines, the poet describes the beauty of the girl. The girl is just an infant. Her hair is beautiful and black as a crow’s wings. Her cheeks are as smooth and bright as tulip flowers. Her voice is soft as the night’s soft wind. Her eyebrows are as beautiful as moon-beams. However, tragedy hits the girl’s life.

Her father was a soldier. When a war broke out, he joined the war. He knew the evil effects of war. He knew that war would bring shock, noise, wounds and death. But he bravely fought in the war and died. He became a martyr. After his death, the girl’s mother could not bear the sorrow. She could not endure widowhood because the orthodox Indian society makes life miserable for widows. She sank under the burden of sorrow and soon died. The little girl became an orphan.

The poet knows the harsh realities of the Indian society. Nobody helps such orphan girls. After the death of her parents, she has no friend on this bleak earth. There is no shelter, no house and no fireplace to give her protection and comfort. How will the little girl survive in the harsh world? The poet thinks that she will have to lead a lonely life. Life would be like a desert for her. He says that the wretched people on earth never have a friend in life. When she grows into a young woman, the harsh world might ill treat her. Being lonely and helpless, she might stray from the path of virtue. Then the orthodox society might scorn her. People might insult and abuse her. People’s scorn might destroy her. She might suffer from guilt and shame. This would create a huge wound in her heart from which blood would flow continuously and she would suffer terribly. She might weep and cry. But her tears will not be pitied by the cruel society. There will be no sympathy for an immoral woman in the conventional society. However, the poet feels pity for her.

It is difficult to bear the suffering of the orphaned little girl. The poet desires that somebody should be sensitive to the plight of the little girl and provide her food, clothing and shelter. Then only the girl would be able to lead a normal life. The poet blesses the person who shall provide her shelter and save her from shame and sorrow.

Henry Derozio is a humanitarian poet. The poet pities the girl's condition.

Glossary and Notes

raven (n)	: crow
tulip (n)	: bulb-like flowers
hue (n)	: colour
sire (n)	: father
guerdon (n)	: reward
bleak (adj)	: without hope
hearth (n)	: warm place
dreary (adj)	: dull and drab place
wend (v)	: direct one's way
scorn (v)	: held in contempt, disrespect
slay (v)	: kill
bosom (n)	: heart
wring (v)	: twist and squeeze
woes (n)	: miseries resulting from affliction

Check Your Progress I

A) Answer the following questions in one word/ phrase/sentence:

1. What is the profession of the orphan girl's father?
2. Which expression in the poem indicates death of the orphan girl's father?
3. Why does the orphan girl's mother die?
4. Who remains alone and friendless on this cold, bleak earth?
5. What happens if the orphan girl strays from virtue's way?
6. Whom does the poet describe as a 'blessed' person?

4. What is cruel to wound, according to Henry Derozio?
5. What does the poet criticize?

4.C.2.4 Form and Style in ‘The Orphan Girl’

The poem is a lyric. It is written in two parts. The two parts are neatly divided into two stanzas. The first stanza consists of twelve lines and the second stanza consists of 14 lines. In the first part, the poet narrates the story of how the beautiful girl becomes an orphan. In the second part, he describes her future life in the harsh and insensitive society. In a few lines, the poet captures the tragic life of the orphan girl.

The style of the poem is poetical. He makes use of a number of similes- ‘Her hair was black as a raven’s wings’, ‘Her cheek was tulip’s hue did wear’, ‘Her voice was soft as when night wind sing’, ‘Her brow was as a moonbeam fair’. The poet makes use of alliteration. Alliteration is repetition of the same sound in parallel positions, as in ‘The battle-*shock*, the *shout*’; ‘a *home*, and a *hearth*’.

The rhyme scheme is fairly regular except the first four lines. In the first four lines the rhyme scheme is *abab*, i.e. the last words of the first and third line and the last words of the second and fourth line rhyme with each other. In the rest of the poem, the last words of two lines rhyme with each other.

Check Your Progress III

A) Complete the following sentences by filling in the gaps:

1. The poem, ‘The Orphan Girl’, is a -----.
2. The figure of speech used in the line ‘Her hair was black as a raven’s wings’ is a -----.
3. In the poem, the expression ‘*shock*, the *shout*’ is an example of -----.
4. In the second stanza, the poet predicts the ----- of the orphan girl.
5. The poet makes use of imagery of the ‘blood in the -----’ in order to describe the suffering of the girl.

4.C.3 Key to Check Your Progress:

IA) Answer in one word/phrase/sentence:

1. The orphan girl's father is a soldier.
2. The expression 'gained a glorious grave' indicates the death of the orphan girl's father.
3. The orphan girl's mother dies due to widowhood.
4. The little orphan girl remains alone and friendless on this cold, bleak earth.
5. The world will scorn her and the scorn will slay her.
6. The 'blessed' person is the one who gives shelter to the orphan girl and protects her from shame and sorrow.

B) Choose the appropriate answer and complete the following sentences:

1. i) raven's wings
2. ii) war
3. iv) widow's
4. ii) friend
5. ii) shelters an orphan from sorrow and shame

IIA) Answer in one word/phrase/sentence each:

1. The poet describes the beauty of the orphan girl's hair, cheeks and voice.
2. The orphan girl's father dies in a war.
3. The society will abuse her and will force her to lead a life of shame and suffering.
4. It is cruel to wound the bosom of the girl from which blood must gush unbound.
5. The poet criticizes the orthodox Indian society.

III A) Answer the following questions by filling in the gaps:

1. The poem 'The Orphan Girl' is a lyric.

2. The figure of speech used in the line ‘Her hair was black as a raven’s wings’ is a simile.
3. In the poem, the expression ‘*shock*, the *shout*’ is an example of alliteration.
4. In the second stanza, the poet predicts the future of the orphan girl.
5. The poet makes use of imagery of the ‘blood in the bosom’ in order to describe the suffering of the girl.

4.C.4 Exercises

A) Answer the following questions in 3/4 sentences each:

1. How does the poet describe the orphan girl?
2. How does the girl lose her father and mother?
3. How does the poet describe the world in which the orphan girl lives?
4. How does the world treat the woman who strays from virtue’s path?
5. How do women who stray from virtue’s path suffer in the world?
6. What solution does the poet give to the suffering of the orphan girl?

B) Write short notes on the following in about 8 to 10 lines each:

1. The orphan girl’s life in the world
2. Poet’s views on the cruel world
3. Poet’s attitude towards the orphan girl



Module V

A) Group Discussion

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5.A.0 Objectives:

After studying this unit you will be able:

- 1) To understand the various parts of a group discussion
- 2) To learn the correct use of language in a group discussion
- 3) To master the skill of group discussion

- 4) To prepare for group discussion as a test of selection
- 5) To develop the skills of leadership, problem solving and cooperation at workplace

5.A.1 Introduction:

Group discussion refers to an oral communication situation in which a small number of people meet and discuss an issue elaborately to arrive at consensus. The object of discussion is to elicit the views of all the participants and to evolve a consensus through in-depth interaction.

In business, while framing policies of an organization and taking crucial strategic decisions, group discussions of employees concerned and executives are conducted to evolve consensus and to determine action plans. In a group discussion, the number of participants is from five to ten and all the participants are generally competent and are experts in different fields. They have the capability to throw light on different dimensions of the problem/s under discussion.

Some organizations use group discussion as an instrument for judging the suitability of candidates for managerial jobs as several personality traits are revealed during the discussion. Managers have to work in a team and get best results out of team work. Therefore, how a candidate interacts in a team becomes an important criterion for the person's selection. The group discussion tests reveal how different candidates perform as part of a team. They are also conducted for discussing social issues affecting day-to-day life.

For success in the professional or social world, you should have important qualities like quick grasping power, positive approach, leadership qualities, and mature reaction to the views expressed by others, power of exposition, analytical ability, communication skills and group behaviour. Group discussion test enables the employer to judge which of the candidates aspiring for administrative jobs possess these qualities.

In this unit, we are going to study how to initiate a group discussion, invite comments, express opinions, agreement and disagreement, intervene in discussion, make suggestions, accept suggestions, etc. Generally, one among the group members acts as the leader and he/she initiates discussion, intervenes when necessary and concludes the discussion.

Let us study the techniques used in group discussion.

5.A.2 Presentation of Subject matter

5.A.2.1 Initiating the Group Discussion:

To initiate a discussion means to open the discussion. Imagine yourself as the group leader. When you initiate a group discussion, you take the opportunity to speak as well as to catch the attention of group members. It is your first impression that will help you. The most important thing you have to keep in mind is to speak clearly and freely. It will help you to show your leadership qualities. Let us study some important ways of initiating group discussion.

Stating the topic of Group Discussion:

Friends, the topic of our group discussion is 'Environmental degradation and problem of livelihood in modern society'.

Making Initial Statement:

Study the following expressions:

Gentlemen, let me take an opportunity to open this discussion.

Friends, allow me to open this discussion.

Let us start with ourselves. I feel we ourselves are unknowingly responsible for environmental degradation.

Sometimes the topic is given to us by organizers. Then, you can start group discussion in the following way.

Friends/Gentlemen, the topic given to us for discussion is 'Problem of corruption in Indian society'.

Note the following expressions which are used for making an initial statement.

In my opinion, -----.

Personally, I think that -----.

I would like to say that -----.

It is believed that -----.

I would like to point out that -----.

I feel that -----.

In my view, -----.

There are different ways of opening a discussion. Study the following expressions.

1. *Friends, the topic for our discussion is 'Importance of villages in the development of India'. If you want my honest opinion, it was Mahatma Gandhi who focused on the importance of village life.*
2. *Gentlemen, allow me to start the discussion on 'A friend in need is a friend indeed'. In my view, it is the best practice to maintain healthy relationship.*
3. *Friends, let us begin the discussion on 'India's scientific policy'. In my opinion, India's scientific policy should focus on agriculture and not on missiles.*

Check your progress I:

How will you initiate a discussion on the following topics?

1. Honesty is the best policy
2. Higher education examination system
3. Use of cell phones among college students
4. Need of bullet train in Mumbai

5.A.2.2 Inviting Comments or Eliciting Opinions:

As a group leader, you have to invite group members to participate or share their views after the declaration of the topic. It is a golden opportunity for you to show your leadership qualities. Sometimes, some group members remain inactive members. In such a situation, as a group leader, you have to motivate them to participate in discussion. At the same time you have to use tact and skill to encourage them. Let us see some ways of inviting someone to speak in a discussion:

1. *What's your idea about this statement, Mr. Sudhakar Patil?*
2. *How do you react to this statement, Mr. Desai?*
3. *Do you have anything to say about this statement, Mrs. Nirmala?*
4. *What do you think about this statement, Neha?*

5. *I think Mrs. Usha Patil wants to say something.*
6. *Mr. Vinayak Patil, I am eagerly waiting for your opinion regarding this statement.*
7. *Firstly, I would like to know Mr. Kalekar's opinion in this respect.*
8. *What do you feel about that statement Mrs. Sunanda Desai?*

Sometimes, you come across some members who are only mute spectators. You will have to encourage them individually to speak. To make them participate in discussion, you may say:

1. *Well, Mr. Patil, would you like to say something?*
2. *Now, I am going to Shailesh Desai to know his opinion.*

Sometimes, you have to address not a particular person but a group. You can address them in the following manner:

1. *Gentlemen, feel free to express your views regarding this issue.*
2. *Are you with me regarding this statement? If not, feel free to correct me.*
3. *Friends, any comments on this suggestion?*

Sometimes while eliciting opinions, you have to use specific words, phrases and clauses to express your strong opinions and your personal point of view. Let us study the following examples:

1. *What I mean is that TV has badly affected the life of students.*
2. *I believe that Pakistan is a terrorist country in the world.*
3. *I would like to point out that the use of mobile phone by students is a serious problem nowadays.*
4. *I am sure that the prices of gold will come down after the formation of new government.*

Sometimes, an opinion can be expressed considering the general point of view instead of making a strong statement. Now study the following examples:

1. *It is generally accepted that higher education examination system needs important reforms.*

2. *Some people say that our economic condition is degrading day-by-day.*
3. *It is believed that international anti-terrorist act is necessary in the world.*

Check your progress: II

Invite a group member to join the discussion by reacting to the following:

1. Implementation of annual system of examination in Arts and Commerce colleges
2. Student election in colleges
3. Role of women in government jobs
4. Increasing dropout rate of female students in rural colleges

5.A.2.3 Expressing Agreement and Disagreement:

Agreement and disagreement are inseparable aspects in a group discussion. During the course of group discussion, you may agree with a statement, suggestion, solution or sometimes disagree with it. When you agree with a specific view, be firm on your opinion. Do not be fickle-minded or indecisive. Further, whether you agree or disagree, concentrate and be firm on your opinion and avoid yawning, looking outside, lip-biting, touching hair, etc. It shows that you are nervous and indecisive.

Your agreement or disagreement depends on your thorough knowledge of the subject and your expressive skills. Sometimes, you agree partially and want to modify a given view or statement. We must also be sure of our opinion. Even when we express strong disagreements, we should take care that our words should not hurt others, i.e. we must be polite.

Study the following expressions of agreement:

1. *I agree with you 100 percent.*
2. *That's so true.*
3. *Absolutely!*
4. *Exactly!*
5. *You have a point there.*
6. *You are absolutely right.*

Note the following statement of agreement. There can be a strong agreement supporting the point of view.

As far as I am concerned, I absolutely agree with you that girls are scoring good marks in examinations.

Sometimes, there can be partial agreement with the statement made earlier.

Personally, I agree with you. But use of ICT in teaching is important for teachers.

Sometimes the speaker agrees by giving reason. The speaker reacts against absolute statement and seeks examples in support. Let's study the following example:

Well, according to you the use of cell-phone and some mobile apps are harmful to our students. Could you give any specific examples?

In group discussion, you have to use specific structures, words and phrases to express strong agreement or partial agreement.

Note the expressions for strong and partial agreement:

Strong Agreement	Partial Agreement
You are absolutely right.	I agree with you up to a point.
I agree with you entirely.	I agree with you in case of two things only.
Yes, that is a good point.	Well, but we will have to examine this.
I would go along with you.	It is somewhat difficult.
I think so too.	I also think so but I am not sure it will work.
Of course, you are right.	You are right but what about other things.
I have no doubt about your point.	I can't agree with you fully.
I don't think so either.	I want to say something different.

In a group discussion or a meeting, you are free to agree or disagree. No one can impose any views or opinion on you. One thing you have to keep in mind is to avoid strong statements, loud speaking and aggressiveness and be considerate to the feelings of others while disagreeing. So, be moderate and avoid competitiveness. You have to prove your leadership qualities by tolerating the points of view of

others. For your disagreement, give convincing reasons. Remember that it is a kind of brain storming session.

Note the following examples:

Statements of Disagreement	Manners of Disagreement
I am sorry to disagree with you. If you want to cancel GST, propose other ways of collecting tax which can't be foolish.	The speaker politely disagrees and insists on finding out alternate ways.
I am not fully convinced of your views. You can't judge all people to be blind believers. They have their own faith.	The speaker politely disagrees with new suggestion.
It is injustice on the part of students to say that they are very much crazy for internet and cell-phone. Don't you think they are very much familiar with modern technology?	The speaker strongly disagrees and raises question.
No, no. I can't agree with you. I think you are absolutely wrong because you can't judge a person by outward appearance.	The speaker strongly disagrees and raises question.
I must take issue with you on your view that rich people are becoming richer and poor poorer. During the last ten years, the poor classes have shown upward mobility.	The speaker vehemently disagrees, giving reason.

Check your progress: III

A) Express your agreement with the following opinions, giving a reason for supporting them:

1. To save environment means to save the Earth
2. Growth of professional colleges indicates rise in the quality of private education
3. Running women education centre means doing important social work
4. To save Sanskrit language means to save Marathi culture

5. Co-education helps healthy social relationship

B) Express your disagreement, strong or partial, with the following giving your reason for it:

1. Indian television channels expose us to Indian ways of life.
2. Reservation for women in politics and jobs contribute to developing the status of women in society.

5.A.2.4 Intervening or Breaking into the Discussion:

Sometimes, group discussion reaches the highest point when all the members are fully engrossed in it. But as a group leader; you have to break into it due to various reasons. Firstly, your role is not only to listen, but also to grab an opportunity to share your own views. How do you break into the conversation? What appropriate words, phrases and expressions do you use?

Please study the following expressions:

1. *With your permission, may I add a point here?*
2. *Excuse me for intervening, what I feel is -----.*
3. *Please listen to me; I want to share my views about it.*
4. *Could you please listen to me?*
5. *May I add to what you are saying?*
6. *Friends, there can be another angle.*
7. *Sorry to interrupt, but -----.*

Sometimes, the discussion goes off the track and your duty is to bring it back to the main issue. On many occasions, you come across digression from the topic. For example, the topic is 'Implementation of GST' but some members are talking about LBT. As a group leader, it is your duty to bring them back to the main topic by intervening in the discussion in a polite manner. Let us study the following expressions of intervening a discussion:

1. *Friends, let me break your discussion to come back to our topic.*
2. *Gentlemen, let us come back to our main point, we are talking about review of examination system.*

3. *Ok. Mr. Desai, your point is right, but it is unrelated to our present topic.*
4. *Please, let us come back to our topic of discussion.*
5. *Well gentlemen, what you are talking about is wonderful but our topic is 'Education and reservation for women'.*

Sometimes, the group members lose their temper, cool and silent discussion turns into a hot argument and results in a personal dispute. As a group leader, you have to interfere at this point and bring all the members back to the topic. How will you do this? What expressions will you use to stop the members going away from the issue? Let us study some expressions:

1. *Well, Mr. Deshmukh, I have understood your point.*
2. *Please, Mr. Naik, don't take it to mind.*
3. *Friends, be silent for a moment.*
4. *Please, Mrs. Nirmala don't get angry.*
5. *No, no Mrs. Nimkar, please pay attention to me. Let us come back to our main issue.*

Check your progress IV:

A) Intervene the discussion in the following situations:

1. There is a discussion on arrangement and plans of celebrating your friend's birthday party. Intervene into the discussion suggesting an innovative idea about the birthday celebrating.
2. There is a discussion on Annual Prize Distribution Programme about inviting a chief guest. Intervene into the discussion by pointing out the name of a famous personality.
3. Only a few alumni show their interest in Alumni Meet. Intervene into the discussion and suggest a new idea.

B) In the following situations, the discussion is diverting from its track. How will you bring it back by intervening into it?

1. The topic of discussion is girls are more sincere and regular than boys in colleges. But the members begin talking about university results in colleges.
2. A hot discussion is going on about the bad condition of roads. How will you bring it under control and make the members come back to the main topic?
3. The discussion is on changing trends in politics and religion. But members begin talking about construction of Ram Mandir.

5.A.2.5 Making Suggestions / Accepting or Refusing Suggestions:

Group discussion involves exchange of views, thoughts and suggestions. In the course of time, you may not like someone's views and opinions and you would like to make counter proposals. Sometimes, you accept the suggestions made by others but you may have doubts. You have to express your objections politely and seek clarification.

Note the following example to know what expressions are used in such situations.

Making Suggestion:

I would like to suggest that semester system of examination should be stopped and annual pattern of examination should be reintroduced.

Conditional Acceptance:

Your suggestion is worth considering but there must be some alternative to reduce the burden of entire syllabus.

Refusal:

That is absolutely a wrong idea. The semester system is introduced by University Grants Commission and implemented by state universities.

Raising Objections:

Are you sure that all the colleges will conduct internal examinations? And what about ensuring quality?

Expressing Hesitation:

Well, I'm in two minds really. I am not sure if within the first semester fifty percent syllabus can be covered.

Commenting on the Attitudes of others:

In daily life, on many occasions, we express our attitude towards others. In the same way, in group discussion also, group members express their attitude towards others. Let us study some examples:

1. *I think your attitude towards our family and family members is reflected in your statement.*
2. *In my view, your attitude towards politics is pessimistic.*
3. *Well, you need not be impatient about college gathering. We are going to conduct it in the next month.*
4. *Look, your idea is fine but it is too costly to purchase separate tabs for each girl.*
5. *I don't think you will get response from those who believe blindly.*

Presenting different alternatives or solutions to a problem:

Problem	Alternative Solution
How to prevent dropout rate of girls in colleges of rural areas?	One remedy is counseling parents and girls about the importance of education, and secondly, to introduce different value added courses.
	One solution to this problem is to establish Students' Aid Fund to help the poor and needy girls to enable them to continue their higher education.
Girls and women are becoming insecure in big cities in India.	The best solution on it is to fix CCTV cameras at important places to watch the criminals. Besides, it is necessary to censor frankness

	of women in TV serials, movies and at public places.
	One remedy for it is that criminals should get severe punishment so that they won't dare to do this.

Summing Up:

An attractive beginning and an appropriate end are important aspects of group discussion. Any discussion has to come to an end and you have to sum up. While summing it up, you have to take stock of main points, remarks, views, opinions, agreements, disagreements, suggestions, etc. made by members of the group in brief.

Note the following expressions for summing up the discussion:

1. *Gentlemen, excuse me but the time allotted to us is almost over. Let us sum up the main points made by you.*
2. *O.K. friends. Let me conclude this session.*
3. *Thank you gentlemen. Now, it is time to conclude the discussion.*
4. *All right then. Let me conclude this discussion. All friends discussed the topic entitled 'No-Vehicle Day' in a week in our college. Mrs. Nimkar pointed out the rising prices of fuel day-by-day. Mr. Nilesh Patil pointed out the importance of using bicycle and public transport once in a week. Mr. Sawant insisted that students should use bicycles daily for their safety and physical fitness. Mr. Desai objected to Mr. Sawant's opinion pointing out that each and every student can't purchase bicycle. Thank you friends. Let us call it a day.*

Check your progress: V

- A) There is a Group Discussion on the following problems/ issues. Make suggestions on each of them giving an argument in support.
1. How to stop suicides of farmers?
 2. Terrorism is a serious problem in our country.

3. A chief guest to be invited for the Book Publication Programme
 4. How to stop sexual harassment of women in public places?
- B)** Someone in your group suggests that the college trip should be arranged before terminal examination instead of in February and March.
- a) Support this suggestion making your own point.
 - b) Oppose this suggestion giving your reason.
 - c) Express your doubts about the feasibility of the suggestion.

5.A.3 Summary:

Group discussion is a complex skill. You should be able to use English for stating your opinion, expressing your agreement or disagreement, taking initiative in the discussion, giving your reactions, offering suggestions, and so on. In a group discussion your general knowledge, your ability to convince others, your skill in handling discussion are tested. There are various expressions in this unit, which students have to master to be able to take part in a group discussion effectively.

5.A.4 Key to Check your Progress:

I: 1. Honesty is the best policy

Friends, the topic for discussion given to us is *Honesty is the best policy*. Please, allow me to open the discussion. In my opinion, honesty in life is very important on the backdrop of widespread corruption in every walk of life.

2. Higher education examination system

Friends we have to discuss the topic *Higher education examination system*. I think Higher education examination system is outdated and it should be modified and improved.

3. Use of cell phones among college students

Friends we are here to discuss the topic: *Use of cell phones among college students*. I feel that cell phones should be used for academic purpose but college student spend unnecessary time on Facebook and WhatsApp surfing.

4. Need of bullet train in Mumbai

Friends, the interview committee want us to discuss the topic *Need of bullet train in Mumbai*. Let me initiate this discussion. I believe this craze for bullet train is a politically motivated view. Instead, I feel the condition of local trains should be improved.

II: 1. Mr. Sudhakar Patil, what would you say about implementation of annual system of examination in Arts and Commerce colleges? Is annual system of examination useful in arts and commerce colleges?

2. Mr. Dhanaji Desai, how do you react to student election in colleges? Is it necessary for the development of students?

3. Mr. Shailesh do you agree that the role of women in government jobs is required? Is their role in administration genuine?

4. Mrs. Sunanda, what do you say about the increasing dropout rate of female students in rural colleges?

III: A) Express your agreement

1. This is absolutely true. To save environment means to save the Earth. Due to environmental degradation people are suffering from the problems like the Green House effect.
2. I quite agree with this. The growth of professional colleges indicates rise in the quality of private education because they are using ICT in education.
3. I have no doubt about it. Running women education centre means doing important social work. Educated women can change their home and way of life.
4. I quite agree with this. To save Sanskrit language means to save Marathi culture because the role of language is important in culture.
5. This is absolutely true. Co-education helps healthy social relationship in society because ultimately when it comes to social life men and women have to live together.

B) Express your disagreement:

1. I do not agree with the view that Indian television channels expose us to Indian ways of life. Rather they blindly show the foreign ways of life.
2. I don't really think reservation for women in politics and jobs can contribute to developing the status of women in society. On the contrary women's education should be promoted, encouraged. Their hard work and sincerity will help them win good jobs and carve a place for themselves in politics too.

IV: A) Intervene in the discussion in the following situations.

1. Listen to me please. I have an idea. Let us give a book as a birthday gift and distribute plants to participants at the birthday party.
2. Let us come back to our original topic. We are talking about Annual Prize Distribution Programme and a chief guest and not about cinema celebrities.
3. If you please, let me have a word on this. Do you see how students are burdened with family responsibilities and job responsibilities?

B) In the following situations, the discussion is diverting from its track. How will you bring it back by intervening into it?

1. Excuse me, please, but I think we are digressing from our topic. We are discussing the topic, "girls are more sincere and regular than boys in colleges" and not university results in colleges.
2. Gentlemen, let us come back to our topic. We are discussing "the bad condition of roads" and not about contractors.
3. Friends, we are wandering away from our topic. It is not about construction of Ram Mandir but "trends in politics and religion".

V: A) Making suggestions by giving an argument in support.

1. It is necessary to find out solution on farmers making suicides. Government should give loans charging low interest and take some steps for counseling of farmers.

2. Terrorism is a serious problem in our country and government should take strong action against terrorists. The Defence Ministry should seriously think about young generation being lured into terrorism.
3. I suggest a well-known dramatist should be invited as chief guest for Book Publication Programme because last year we had invited a great novelist for the function.
4. One solution is that police should take strong action to stop sexual harassment of women in public places and CC TV cameras should be put up at public places.

B) The college trip should be arranged before terminal examination instead of in February and March

- a) I appreciate this suggestion. The college trips are often disrupted by stormy rains, or there is unbearable heat.
- b) Before terminal examination means in October/November? These are months of festivals. This suggestion cannot be accepted.
- c) I have serious doubt about arranging college trips before terminal examination. Arranging trips in the month of Jan/Feb is convenient for students and teachers also.

5.A.5 Exercises:

1. Complete the following Group Discussion according to the notes in the table. (You may have to supply complete sentences, clauses or phrases)

<p>A: Friends, ----- is ----- . As you know, ----- is the most ----- problem before our society. I ----- your views on ----- .</p>	<p>How to stop corruption. Gives background. Calls for views.</p>
<p>B: ----- not possible ----- corruption, because ----- .</p>	<p>States his opinion and reason.</p>
<p>C: ----- rather pessimistic ----- start with ourselves. If we decide ----- that can be a good beginning. What -----, Mr. D?</p>	<p>Comments on B's views. Suggests, invites opinion.</p>

D: ----- ought to be a campaign. ----- one man's job.	Expresses hesitation. States his opinion.
B: -----.	Agrees with D
A: Mr. C, ----- explain how --- ----- ourselves?	Seeks clarification politely.
C: Well, suppose 'B' here ----- a certificate, and the concerned clerk ----- -- some money, he should -----to pay.	Explains giving example.
B: And lose my job? In practice, everyone ----- -----because -----.	Objects and gives reason
D: I ----- Mr. C in this. We ----- -some kind of sacrifice. Otherwise ----- no right to ----- against corruption.	Supports C, explains.

2. **Build up short pieces of group discussion on the topics given in the exercises making use of variety of expressions and interactions given in the unit.**

5.A.6 Writing Activity

Form a group of students and discuss important issues related to students and society.

B) THE LIGHTHOUSE KEEPER OF ASPINWALL

Henry Sienkiewicz

Contents

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- 5.B.1 Introduction
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5.B.0 Objectives:

After studying this unit you will be able

- To get acquainted with the work of Henry Sienkiewicz
- To understand short story as a literary form
- To understand relationships between different characters in the story

5.B.1 Introduction:

Henry Sienkiewicz is a Polish journalist, novelist and Nobel Laureate. He was born in a noble family. He became one of the most popular Polish writers at the end of 19th century and at the beginning of 20th century. He received the 1905 Nobel Prize for Literature for his “outstanding merits as an epic writer”. He is best known for his historical novels.

Skavinski, the central character of the present story, displays excellent interview skills during his meeting with Falconbridge. He visits Falconbridge for the job of a lighthouse keeper. During the interview, his courage, confidence, earnestness and sincerity of purpose are clearly visible to his employer and he is able to convince his employer to hire him. Thus, the story underlines the interview skills.

5.B.2.1 Section I :

On a time it happened that the lighthouse keeper in Aspinwall, not far from Panama, disappeared without a trace. Since he disappeared during a storm, it was supposed that the ill-fated man went to the very edge of the small, rocky island on which the lighthouse stood, and was swept out by a wave. This supposition seemed the more likely as his boat was not found next day in its rocky niche. The place of lighthouse keeper had become vacant. It was necessary to fill this place at the earliest moment possible, since the lighthouse had no small significance for the local movement as well as for vessels going from New York to Panama. Mosquito Bay abounds in sandbars and banks. Among these, navigation, even in the daytime, is difficult; but at night, especially with the fogs which are so frequent on those waters warmed by the sun of the tropics, it is nearly impossible. The only guide at that time for the numerous vessels is the lighthouse.

The task of finding a new keeper fell to United States consul living in Panama, and this task was no small one: first, because it was absolutely necessary to find the man within twelve hours; second, the man must be unusually conscientious, it was not possible, of course, to take the first comer at random; finally, there was an utter lack of candidates. Life on a tower is uncommonly difficult, and by no means enticing to people of the South, who love idleness and the freedom of a vagrant life. That lighthouse keeper is almost a prisoner. He cannot leave his rocky island except on Sundays. A boat from Aspin wall brings him provisions and water once a day, and returns immediately; on the whole island, one acre in area, there is no inhabitant. The keeper lives in the lighthouse; he keeps it in order. During the day he gives signals displaying flags of various colours to indicate changes of the barometer; in the evening he lights the lantern. This would be no great labour were it not that to reach the lantern at the summit of the tower he must pass over more than four hundred steep and very high steps; sometimes he must make this journey

repeatedly during the day. In general, it is a life of a monk, and indeed more than that, the life of a hermit. It was not wonderful, therefore, that Mr. Isaac Falconbridge was in no small anxiety as to where he should find a permanent successor to the recent keeper; and it is easy to understand his joy when a successor announced himself most unexpectedly on that very day. He was a man already old, seventy years or more, but fresh, erect, with the movements and bearing of a soldier. His hair was perfectly white, his face as dark as that of a Creole; but, judging from his blue eyes, he did not belong to people of the South. His face was somewhat downcast and sad, but honest. At the first glance he pleased Falconbridge. It remained only to examine him. Therefore, the following conversation began:

‘Where are you from?’

‘I am a Pole.’

‘Where have you worked up to this time?’

‘In one place and another.’

‘A lighthouse keeper should like to stay in one place.’

‘I need rest.’

‘Have you served? Have you testimonials of honourable government service?’

The old man drew from his bosom a piece of faded silk resembling a strip of an old flag, unwound it, and said:

‘Here are the testimonials. I received this cross in 1830. This second one is Spanish from the Carlist War; the third is the French legion; the fourth I received in Hungary. Afterwards I fought in the States against the South; there they do not give crosses.’

Falconbridge took the paper and began to read.

‘H’m! Skavinski? Is that your name? H’m! Two flags captured in a bayonet attack. You were a gallant soldier.’

‘I am able to be a conscientious lighthouse keeper’.

‘It is necessary to ascend the tower a number of times daily. Have you sound legs?’

‘I crossed the plains on foot.’ (The immense steppes between the East and California are called ‘the plains.’)

‘Do you know sea service?’

‘I served three years on a whaler.’

‘You have tried various occupations.’

‘The only one I have not known is quiet.’

‘Why is that?’

The old man shrugged his shoulders. ‘Such is my fate.’

‘Still you seem to me too old for a lighthouse keeper.’

‘Sir,’ exclaimed the candidate suddenly in a voice of emotion, ‘I am greatly wearied, knocked about. I have passed through much as you see. This place is one of those which I have wished for most ardently. I am old, I need rest. I need to say to myself, ‘Here you will remain; this is your port.’ Ah, sir, this depends now on you alone. Another time perhaps such a place will not offer itself. What luck that I was in Panama! I entreat you – as God is dear to me, I am like a ship which if it misses the harbour will be lost. If you wish to make an old man happy – I swear to you that I am honest, but – I have enough of wandering.’

The blue eyes of the old man expressed such earnest entreaty that Falconbridge, who had a good, simple heart, was touched.

‘Well,’ said he, ‘I take you. You are lighthouse keeper.’

The old man’s face gleamed with inexpressible joy.

‘I thank you.’

‘Can you go to the tower today?’

‘I can.’

‘Then good-bye. Another word, – for any failure in service you will be dismissed.’

‘All right.’

That same evening, when the sun had descended on the other side of the isthmus, and a day of sunshine was followed by a night without twilight, the new

keeper was in his place evidently, for the lighthouse was casting its bright rays on the water as usual. The night was perfectly calm, silent, genuinely tropical, filled with a transparent haze, forming around the moon a great colored rainbow with soft, unbroken edges; the sea was moving only because the tide raised it. Skavinski on the balcony seemed from below like a small black point. He tried to collect his thoughts and take in his new position; but his mind was too much under pressure to move with regularity. He felt somewhat as a hunted beast feels when at last it has found refuge from pursuit on some inaccessible rock or in a cave. There had come to him, finally, an hour of quiet; the feeling of safety filled his soul with a certain unspeakable bliss. Now on that rock he can simply laugh at his previous wanderings, his misfortunes and failures. He was in truth like a ship whose masts, ropes, and sails had been broken and rent by a tempest, and cast from the clouds to the bottom of the sea, – a ship on which the tempest had hurled waves and spat foam, but which still wound its way to the harbour. The pictures of that storm passed quickly through his mind as he compared it with the calm future now beginning. A part of his wonderful adventures he had related to Falconbridge; he had not mentioned, however, thousands of other incidents. It had been his misfortune that as often as he pitched his tent and fixed his fireplace to settle down permanently, some wind tore out the stakes of his tent, whirled away the fire, and bore him on towards destruction. Looking now from the balcony of the tower at the illuminated waves, he remembered everything through which he had passed. He had campaigned in the four parts of the world, and in wandering had tried almost every occupation.

Check your progress I:

A. Answer the following questions in one word/phrase/ sentence each:

1. What type of novels did Henry Sienkiewicz write?
2. Who is the central character of the story, *The Lighthouse Keeper of Aspinwall*?
3. Who does Skavinski visit for the job of a lighthouse keeper?
4. Why had the post of lighthouse keeper become vacant?
5. Why is navigation at Mosquito Bay difficult even in the daytime?

B. Choose the appropriate answer and complete the following sentences:

1. The lighthouse keeper in ----- disappeared without trace.
a) Panama b) Hungary c) Aspinwall d) Dardanelles
2. The story, *The Lighthouse Keeper of Aspinwall* basically deals with the ---
-----.
a) nonverbal skills b) soft skills
c) interview skills d) interpersonal skills
3. The lighthouse keeper in Aspinwall disappeared during a -----.
a) storm b) daylight c) dawn d) sunset
4. At night the only guide for the ----- is the lighthouse.
a) soldiers b) natives c) vessels d) villagers
5. According to the writer, the lighthouse keeper is almost a -----.
a) protector b) prisoner c) guide d) liberator

5.B.2.2 Section II :

Labour-loving and honest, more than once had he earned money, and had always lost it in spite of every prevision and the utmost caution. He had been a gold-miner in Australia, a diamond-digger in Africa, a rifleman in public service in the East Indies. He established a ranch in California, – the drought ruined him; he tried trading with wild tribes in the interior of Brazil, – his raft was wrecked on the Amazon; he himself alone, weaponless, and nearly naked, wandered in the forest for many weeks living on wild fruits, exposed every moment to death from the jaws of wild beasts. He established a forge in Helena, Arkansas, and that was burned in a great fire which consumed the whole town. Next he fell into the hands of Indians in the Rocky Mountains, and only through a miracle was he saved by Canadian trappers. Then he served as a sailor on a vessel running between Bahia and Bordeaux, and as harpooner on a whaling-ship; both vessels were wrecked. He had a cigar factory in Havana, and was robbed by his partner while he himself was lying sick with the vomito. At last he came to Aspinwall, and there was to be the end of his failures, – for what could reach him on that rocky island? Neither water nor fire

nor men. But from men Skavinski had not suffered much; he had met good men oftener than bad ones.

But it seemed to him that all the four elements were persecuting him. Those who knew him said that he had no luck; and with that they explained everything. He himself became somewhat of a monomaniac. He believed that some mighty and vengeful hand was pursuing him everywhere, on all lands and waters. He did not like that; however, to speak of this; only at times, when someone asked him whose hand that could be, he pointed mysteriously to the Polar Star, and said, 'It comes from that place.' In reality his failures were so continuous that they were wonderful, and might easily drive a nail into the head, especially of the man who had experienced them. But Skavinski had the patience of an Indian, and that great calm power of resistance which comes from truth of heart. In his time he had received in Hungary a number of bayonet-thrusts because he would not grasp at a stirrup which was shown as means of salvation to him, and cry for quarter. In like manner he did not bend to misfortune. He crept up against the mountain as industriously as an ant. Pushed down a hundred times, he began his journey calmly for the hundred and first time. He was in his way a most peculiar original. This old soldier, tempered, God knows in how many fires, hardened in suffering, hammered and forged, had the heart of a child. In the time of the epidemic in Cuba, the vomito attacked him because he had given to the sick all his quinine, of which he had a considerable supply, and left not a grain to himself.

There had been in him also this wonderful quality, – that after so many disappointments he was ever full of confidence, and did not lose hope that all would be well yet. In winter he grew lively, and predicted great events. He waited for these events with impatience, and lived with the thought of them whole summers. But the winters passed one after another, and Skavinski lived only to this, – that they whitened his head. At last he grew old, began to lose energy; his endurance was becoming more and more like resignation, his former calmness was tending toward super-sensitiveness, and that tempered soldier was degenerating into a man ready to shed tears for any cause. Besides this, from time to time he was weighed down by a terrible homesickness which was roused by any circumstance, – the sight of swallows, gray birds like sparrows, snow on the mountains, and melancholy music like that heard on a time. Finally, there was one idea which mastered him, – the idea of rest. It mastered the old man thoroughly, and swallowed all other desires and

hopes. This ceaseless wanderer could not imagine anything more to be longed for, anything more precious, than a quiet corner in which to rest, and wait in silence for the end. Perhaps specially because some whim of fate had so hurried him over all seas and lands that he could hardly catch his breath, did he imagine that the highest human happiness was simply not to wander. It is true that such modest happiness was his due; but he was so accustomed to disappointments that he thought of rest as people in general think of something which is beyond reach. He did not dare to hope for it.

Meanwhile, unexpectedly, in the course of twelve hours he had gained a position which was as if chosen for him out of all the world. We are not to wonder, then, that when he lighted his lantern in the evening he became as it were dazed, – that he asked himself if that was reality, and he did not dare to answer that it was. But at the same time reality convinced him with incontrovertible proofs; hence hours one after another passed while he was on the balcony. He gazed, and convinced himself. It might seem that he was looking at the sea at the first time in his life. The lens of the lantern cast into the darkness an enormous triangle of light, beyond which the eye of the old man was lost in the black distance completely, in the distance mysterious and awful. But that distance seemed to run toward the light. The long waves following one another rolled out from the darkness, and went bellowing toward the base of the island; and then their foaming backs were visible, shining rose-colored in the light of the lantern. The incoming tide swelled more and more, and covered the sandy bars. The mysterious speech of the ocean came with a fullness more powerful and louder, at one time like the thunder of cannon, at another like the roar of great forests, at another like the distant dull sound of the voices of the people. At moments it was quiet; then to the ears of the old man came some great sigh, then a kind of sobbing, and again threatening outbursts.

At last the wind bore away the haze, but brought black, broken clouds, which hid the moon. From the west it began to blow more and more; the waves sprang with rage against the rock of the lighthouse, licking with foam the foundation walls. In the distance a storm was beginning to bellow. On the dark, disturbed expanse certain green lanterns gleamed from the masts of ships. These green points rose high and then sank; now they swayed to the right, and now to the left. Skavinski descended to his room. The storm began to howl. Outside, people on the ships were struggling with night, with darkness, with waves; but inside the tower it was calm

and still. Even the sounds of the storm hardly came through the thick walls, and only the measured tick-tack of the clock lulled the wearied old man to his slumber.

Check Your Progress II

A. Answer the following questions in one word/phrase/ sentence each:

1. Why was Skavinski attacked by the vomito in the time of the epidemic in Cuba?
2. Who, according to Skavinski, was responsible for his failures in life?
3. What was the reaction of the old man when he was selected for the post of a lighthouse keeper?
4. What was the age of Skavinski when he came for the lighthouse keeper's interview?
5. Who was supposed to select a new lighthouse keeper?

B. Choose the appropriate answer and complete the following sentences:

1. As Skavinski grew older, he was troubled by -----.
a) a complete loneliness b) a utter poverty
c) the constant fear of death d) a terrible homesickness
2. Skavinski crept up against the mountain as industriously as -----.
a) a bee b) an elephant c) a tortoise d) an ant
3. Skavinski had a cigar factory in -----.
a) Mississippi b) Alaska c) New York d) Havana
4. Skavinski established a cattle farm in -----.
a) Philadelphia b) Boston c) New York d) California
5. Skavinski was ----- and honest person.
a) happy-go-lucky b) labour-loving
c) calm d) complex

5.B.3 Summary:

Skavinski, the central character of the present story, displays excellent interview skills during his meeting with Falconbridge. He visits Falconbridge for the job of a lighthouse keeper. During the interview, his courage, confidence, earnestness and sincerity of purpose are clearly visible to his employer and he is able to convince his employer to hire him. Thus, the story underlines the interview skills. The story also depicts the hardworking nature and optimism of Skavinski who faces innumerable setbacks but continues with his indomitable spirit. The story emphasizes the need for rest felt by man after spending a very hectic life and the realization that we have to stop somewhere.

Glossary and Notes :

vessels (n) : ships, a watercraft bigger than a boat

consul (n): a diplomat appointed by a government

conscientious(adj.): characterized by extreme care and effort

entreaty (n) : earnest or urgent request

persecute (v) : cause to suffer

epic (n):extending beyond the usual or ordinary especially in size or scope

historical novel (n): a novel having as its setting a period of history and usually introducing some historical personages and events.

lighthouse (n):a tall building with a light at the top to warn and guide ships near the coast

ill-fated (adj.): not lucky

tropics (n): the region lying between the Tropic of Cancer and the Tropic of Capricorn which is characterized by fairly high temperature and is frost-free

island (n):a piece of land that is surrounded by water

barometer (n): an instrument that measures air pressure and indicates changes in weather.

hermit (n): a person who prefers to live alone, without contact with other people.

testimonials(n): a formal statement testifying to someone's character and qualifications, evidence, proof

isthmus (n): a narrow strip of land with sea on either side, forming a link between two larger areas of land.

twilight (n): the period of the evening between daylight and darkness.

vengeful (adj.): seeking to harm someone in return for a perceived injury.

salvation (n): preservation or deliverance from harm, ruin, or loss.

monomaniac (adj.): a person suffering from a mental illness when limited in expression to one idea or area of thought, person excessively concentrating on a single object or idea

quinine (n): a bitter alkaloid extracted from cinchona bark; used in treating malaria

resignation (n): the act of giving up

incontrovertible (adj.): impossible to deny or disprove

bellow (v): a very loud utterance (like the sound of an animal)

descend (v): move downward and lower

5.B.4 Key to Check Your Progress:

I: A) Answer in one sentence/phrase

- 1) Historical Novel
- 2) Skavinski.
- 3) Mr. Falconbridge
- 4) Because the earlier keeper disappeared during a storm
- 5) Because it abounds in sandbars and banks

B) Multiple Choice Questions

- 1) c) Aspinwall
- 2) c) interview skills
- 3) a) storm
- 4) c) vessels

- 5) b) prisoner

II: A) Answer in one word/sentence/phrase

- 1) Because he had given to the sick all his quinine
- 2) The Polar Star
- 3) He was highly delighted
- 4) 70 years
- 5) Mr. Isaac Falconbridge

B) Multiple Choice Questions

- 1) d) a terrible homesickness
- 2) d) an ant
- 3) d) Havana
- 4) d) California
- 5) b) labour-loving

5.B.5 Exercises:

A. Answer the following questions in 3-4 sentences each:

1. Why was it necessary to fill the post of lighthouse keeper at the earliest moment possible?
2. Why was it no small task to find a new lighthouse keeper?
3. Why is the life on a tower uncommonly difficult?
4. Which jobs did Skavinski undertake?

B. Write short notes on the following in 8-10 sentences each:

1. Life on a tower
2. Skavinski's failures

C. Vocabulary Exercises:

- 1. Fill in the gaps in the following table by supplying appropriate forms of the words:**

Adjective	Adverb
shy	-----
fair	-----
fearful	-----
hard	-----
late	-----
nervous	-----
certain	-----

- 2. Give synonyms for the following words:**

difficult, persecute, struggle, descend

- 3. Give antonyms for the following words:**

expressible, honest, transparent, accessible, controvertible, rest

5.B.6 Writing Activity:

Make a list of things you need to do when you appear for an interview.



Module VI

A) Note Making & Note Taking

Contents

- 6.A.0 Objectives
- 6.A.1 Introduction
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 - 6.A.2.2 Difference between Note Taking and Note Making
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 - 6.A.2.3 Note Taking
Check your progress III
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Check your progress IV
- 6.A.3 Summary
- 6.A.4 Key to check your progress
- 6.A.5 Exercises
- 6.A.6 Writing activity

6.A.0 Objectives:

After studying this unit you will be able:

1. To learn techniques for improving understanding and skills for taking more effective notes.
2. To give an effective presentation.
3. To improve listening and reading skills.

6.A.1 Introduction:

A good student regularly prepares notes for facing an examination. Notes are divided into two parts or distinguished with Note Taking and Note Making. Note taking is a process that is completed during lectures and note making is a process that is done after the note-taking process. Generally students take notes from lectures and make it suitable at home. The importance of note making is to assimilate all information and make it readable and understandable during examinations.

Note is a brief record of ideas or points written down while listening or reading. A lot of knowledge/information is stuffed through various forms in a text. In teaching-learning process, students often rely on it for studying and facing examination. It is usual process that is carried out through classroom activities. However, it is not possible to recollect remember various lectures identically that is being taught in class. Essence of the information could easily be remembered if it is systematically developed in the form of good notes. In other words preparing notes through listening/reading and recording it in the form of writing is a good way for retrieving whenever we require while studying. Note taking and note making are important practices in learning process. The process of receiving notes and understanding it, while taking and making notes requires good listening and reading skills respectively.

In order to prepare good notes you should have good qualities such as concentration, listening skills, skill of reading comprehension, writing in own words with speed, using suitable style or method, memorizing through points of prepared notes. Note taking and making enables students to face examination successfully and enhances memorizing ability eternally to reuse whenever required.

In this unit, we will study the concept of note taking and note making process, styles or methods of note taking and note making, difference between note taking and note making, importance of notes, etc.

6.A.2 Presentation of Subject matter:

6.A.2.1 Understanding the Listening and Reading Skills:

While preparing notes you must develop the skills of listening and reading. They are indivisible parts of note taking and note making, learning process. Both skills play crucial role in preparing notes. In note taking instead of hearing we should listen. Note taking is the process being done with speaker. In hearing there is no specific purpose but in listening we involve with concentration to achieve our goal. Listening helps to understand the points which should and should not be recorded. Good listening with purpose becomes healthy listening because we take notes quickly as well as our initial notes will follow the order and outline of the lecture. Thus, one can write down points of a lecture without losing its content or essence. In contrast with listening, reading skills also are equally important in making notes. As information is stuffed in a number of pages, a book also requires reading skills that may be done in silent way or aloud. Understanding themes, characters, images, etc. is not an easy task; but reading skills improve our comprehension and that helps to point out important elements from a text. Actively engaging with reading of a text definitely helps to prepare good notes. Note taking and making from lecture and text through listening and reading will help to develop ability to select important material or ideas.

Check your progress I:

1. Write importance of listening skills while attending lecture.
2. Write importance of reading skills while making notes.

6.A.2.2 Sub-content II

Difference between Note Taking and Note Making:

At the very outset you should understand the difference between taking and making notes so that you can prepare effective notes by using different styles. Outwardly though, it seems that note taking and making are the same concepts and technique/skill, there is a big difference in its process, skills applied, styles, places, sources, etc. There are some important factors that differentiate note taking from note making. They are as follows:

Sr. No.	Note Taking	Note Making
1	Note taking is a process of writing to be done during listening of lectures.	Note making is a process of writing systematically done after taking notes.
2	It is a collection of all general information and makes it readable while making notes.	It is assimilation of all important information and makes it understandable during examination.
3	It is general and regular activity done in classroom.	It is the activity of reviewing and making fair notes usually done at study place/home after lectures.
4	The process of taking notes requires concentration on what is being taught.	The process of making notes also requires concentration for sorting important content from taken notes and in reading text.
5	There is possibility of spelling and grammar mistakes.	Since there is no time restriction, mistakes found if any, in taking notes can be rectified.
6	It is an important activity that engages students' attention in classes.	It is a good habit for a student who becomes more active in study.
7	It involves good listening skills that often play vital role while taking notes.	Good reading skills and creative mind-set always help in preparing good notes for examination.
8	To some extent, listening is the one time process through which one should understand.	Reading and re-reading is possible until we understand the elements of the particular text.
9	Lectures/seminars/workshops/pre-sentations are the sources from which we take notes.	Books, journals, reference books, news papers are the authentic sources from which we make notes.

10	We are part of a classroom activity.	Singular student is the only reader of a particular source.
11	While taking notes, doubts/questions if any can be clarified from the speaker.	While making notes very little scope to seek clarification from the author.
12	As there is no ample time, the content may poorly recorded and easily forgotten.	In contrast, we have ample time for making notes; therefore, more involvement and use our own words is possible. As a result, the content is easier to understand and recall.

Check your progress II

1. Write a note on difference between Note taking and note making.

Consider the following important factors:

Listening, reading, place, sources, reliability, etc.

6.A.3 Sub-content III

Note Taking:

Taking notes is an important process which provides you written record of a lecture that sometimes is not recorded in books. Generally while teaching, elements from the books are updated with current affairs. Moreover, there is possibility of giving more references or examples to support statements. Additional information can be sourced from lecturers to prepare effective notes. Note taking is a skill/technique which should be applied during lectures. The written elements on the board and oral teaching by our lecturer such as main points, examples, and references must be noted in our notebooks. These notes should properly be arranged according to the need of headings and subheadings in note making process. Regular practice of taking notes engages students in lectures as well as it prevents students from distractions. The importance of the note taking process is that it makes you understand the text in an easy way and helps to become an active listener.

Important Factors in Note Taking:

There are few important factors which should be considered while taking notes:

- 1. Purpose:** At the very outset, one must be clear about why note taking? Clarification of purpose before having notes, certainly directs how to study and face our forthcoming examinations.
- 2. Concentration and Attention:** Note taking process requires concentration and attention of students. In the classroom, what is being delivered and how by our teacher always affects comprehension of students. So students always follow body language and words of the teacher which can definitely help in preparing good notes for future reference. Repetition from teacher is another important thing and we should concentrate upon it and note down such things for example themes, ideas, phrases, etc.
- 3. Objective Nature:** Students should always maintain objectivity. In other words the topic/subject should be studied without any bias. The attitude towards characters or any event sometimes attracts our attention because of our personal liking. Such bias should not be reflected in the notes.
- 4. Being logical:** In note preparation points should be noted in a sequence/order so that they (can) turn out to be logical. To maintain logical order in notes we should attend all lectures on a particular subject/topic.
- 5. Asking Questions:** If there is any difficulty in studying, it should be cleared by asking questions. Doubts always mar the study and create problems. We should not leave any doubts/questions unanswered and uncleared and for this we should ask questions to the concerned teacher.
- 6. Being Brief:** It is highly impossible to note each and every word that we listen in lectures. In order to develop precision, we should create our own abbreviations that can definitely help in briefly noting points and our notes cover only important aspects.

For the convenience of taking notes most of the time in learning process Cornell and outline methods are used. These methods are very significant when we attend lectures/seminars/workshops/talks.

1. **Cornell Method:** In this method the page is divided into two columns with a row across the bottom. On the left side there is a column for main ideas, keywords and abbreviations and on the right side, the column is for concise sentences. And the bottom section is reserved for summary.

Cue Column	Note Taking Space
----	----
----	----
----	----
Summary	

Cue Column: Main ideas and questions are written in this cue column that connects main points. It is done after the class at the time of reviewing.

Note Taking Space: In this space lecture is fully and meaningfully recorded. However, while doing it abbreviations, signs and symbols are used to construct concise sentences. It is done during the lecture.

Summary: The column is reserved for summary. Sum up each page of your notes with one or two sentences and it should be written after the class during reviewing.

2. **Outline Method:** This is a most common method used for note taking. The method enlists main points and sub points in the topic. While doing it different bullets are used to differentiate the main and sub ideas of the particular text. For instance in a brief way life and works of Kalidasa is shown in the outline method:

MAHAKAVI KALIDASA

- Period c. 4th-5th century CE
- Classical Sanskrit
- Poet and Dramatist
- Resources:
 - Vedas, The Purāṇas, The Rāmāyaṇa, and The Mahābhārata
- Notable Works:
 - Minor poems: Ṛtusamhāra, Meghadūta (*The Cloud Messenger*),
 - Epic poems: *Kumārasambhava* and *Raghuvamśa*
 - Plays: *Malavikagnimitram*, *Vikramorvasi*, and *Abhigāṇashakuntalam* *Urvashi*, and *Shakuntala*.

Check your progress III

6.2.4 Sub-content IV

Note Making:

As already studied stated there are two different methods of note taking. The process of making notes begins after taking notes. It requires ample time and generally it is done at home or study centre. Through re-reading and organizing the taken notes, one may prepare the final notes. Fair and final notes can easily be read and understood as they are rectified with spelling, grammar, phrases, abbreviations, etc. However, when we read a text, we are individually involved in the process of making notes. As well as, being an individual activity, notes are prepared in own words, with spending required time.

There are some important ways and techniques of note making which should be considered while making notes

1. **Searching authentic resources:** Using/studying readymade material from markets or prepared material from friends is not a reliable resource. It is just the way of practising copy and paste or cut and paste. Studying such easily available notes often hinders your own creativity, ideas or thoughts. Making our own

notes by reading textbooks and reference books is always better than resting on notes prepared by others. Sincere students always use such relying resources to make their own notes.

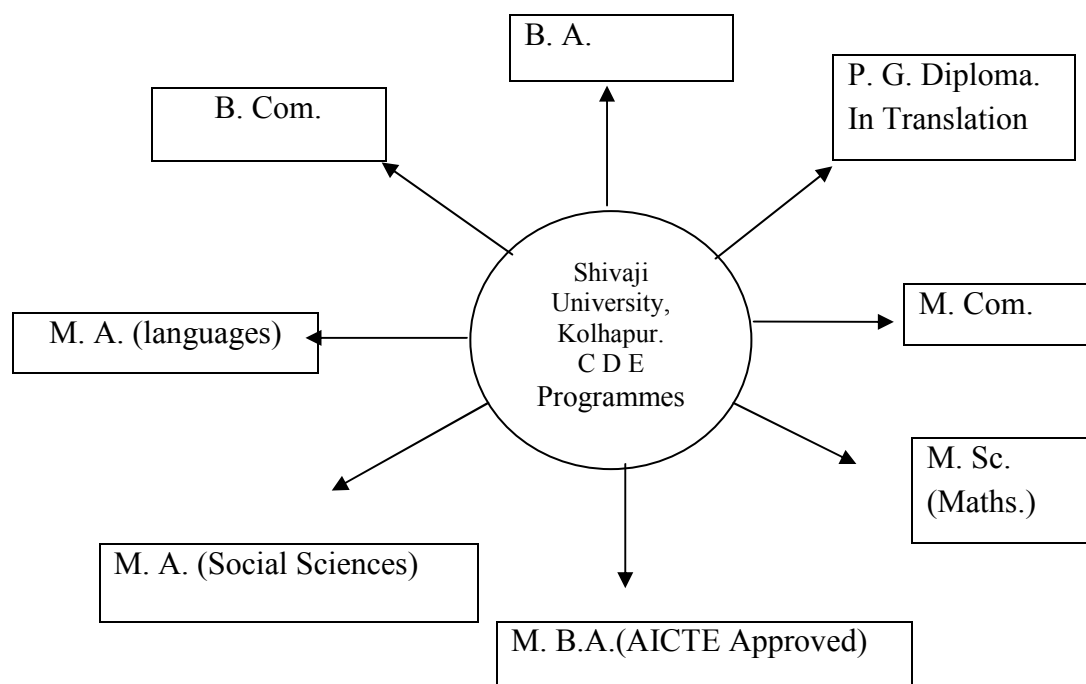
2. **Integrating points:** The points which are taken in the form of notes should be assimilated with the additional points noted from other resources.
3. **Reading for Comprehension:** Books are often big in size and content. You should not lose the theme or central idea while reading. For this purpose we should set a specific goal or purpose. If our purpose is clear before reading we can certainly prepare good and effective notes.
4. **Focusing on Relevance:** Most of the time and students gather points from different sources. As a result, the notes can't be validated. It is difficult to prove their relevance and reliability. We shouldn't use such points in our notes.
5. **Increasing Reading :** Understanding level should be increased and it is possible when we try to prepare notes in our own words. As we studied earlier, copying as it is from sources always mars our study. Study should not be boring but should be enjoy able. So we must resist such temptation of copy and cut paste from other sources.

Styles/Methods of Note Making:

Different styles or methods of note taking are discussed in different books. But few styles or methods of note making are frequently used while studying. You have to use a style that suits you. There is no right or wrong method because each method has its own advantages and disadvantages. The only thing is that you should use the method which works effectively for you. We will study some methods such as the Mind Mapping Method, Split Page Format, Flow Chart or Diagram method and Outline Method. These methods are very useful in understanding our subjects as well as improving our performance in examinations.

1. **Mind Mapping:** It is a very effective note making style. A mind map is a diagram that displays information visually, providing a structured way to capture and organize ideas. In this method more importance is given to its central idea or subject and facts that relate the overall structure of a subject and the relative importance of individual parts of it. A number of ideas are brought together in the form of points. The same ideas are creatively developed in such a

manner that later helps us to understand, analyze and interpret the particular subject. In other words, mind maps are centrifugal and the meaning should be driven from the central point or idea which eventually grows outward. For instance programs at CDE are shown in visual form:

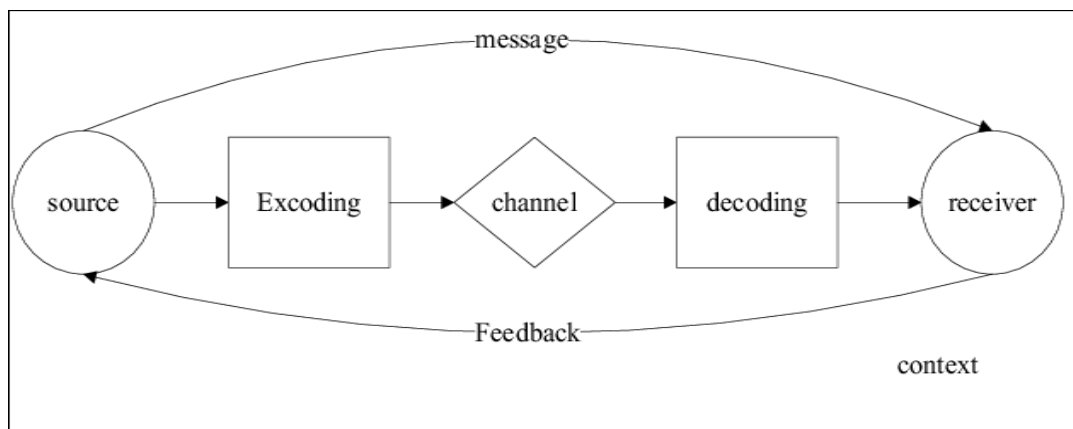


- Split Page Format:** The page is divided into two equal columns or parts. The first part comprises original text and second part is used for writing summary in the form of points. In this format, generally the important ideas from original text are considered and are listed in the column of summary. In other words the main and secondary ideas are divided for the convenience of making notes. For this purpose we engage simultaneously for taking notes and organizing it in the form of points in the columns of text and summary respectively.

Text	Summary
The Bharat Ratna is the highest civilian award of the Republic of India. Instituted on 2 January 1954, the award is conferred in recognition of	<ul style="list-style-type: none"> • Bharat Ratna. • Highest Civilian award of India.

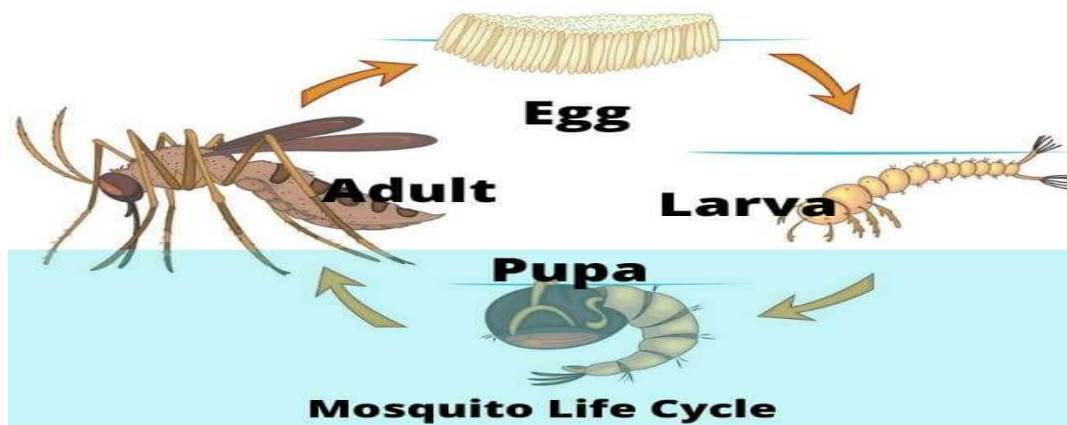
<p>“exceptional service/performance of the highest order”, without distinction of race, occupation, position, or sex. The award was originally limited to achievements in the arts, literature, science, and public services, but the government expanded the criteria to include “any field of human endeavor” in December 2011. The recommendations for the Bharat Ratna are made by the Prime Minister to the President, with a maximum of three nominees being awarded per year. The recipients receive a Sanad (certificate) signed by the President and a peepal leaf-shaped medallion. There is no monetary grant associated with the award.</p>	<ul style="list-style-type: none"> • Established in 1954. • Awarded to unique service/performance in arts, literature, science and public service. • Expanded to award any field of human endeavor in December, 2011. • Recommendation by the Prime Minister to the President. • Three nominees being awarded per year. • <i>Sanad</i> (certificate) signed by the President and a peepal leaf-shaped medallion.
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3. Flow Chart or Diagram Method: This method is very useful when information is stuffed in a particular process or stages. A flow chart or diagram is the picture of separate process in chronological order and for this suitable signs or symbols are used for better understanding of the particular text. In other words a flowchart is a type of diagram that represents a workflow or process. For example the communication process:



(Picture copied from <https://www.google.com/url?sa=i&url=> image)

4. **Outline Format:** In this method most of the time only phrases are used to outline information. It presents a picture of the main ideas and the supplementary ideas of a subject. For instance four stages of mosquito can be presented in the following way:



(Picture copied from https://smartclass4kids.com/mosquito_life_cycle.jpg)

6.A.4 Key to Check Your Progress-I

- I) 1. Possession of good listening skills often make us a better note taker, and taking good notes can help us listen better. Both are main study skills in taking notes that help us to do better in our studies. Listening is nothing but purposeful focusing on what a lecturer is teaching with the objective of understanding. It will help us to clarify things later and refresh our memory regarding what was being taught in the classroom.

2. As there is no lecturer, we have to read and understand whatever we read. Most of the books require significant reading skills because while telling story, authors use different styles and techniques. It can be difficult to understand and master the material in class without solid note taking and reading skills. Good notes from our reading can help us to organize our ideas and information that we sort out from the text. Reading promotes us to imagine and think critically about what we read. As a result we can prepare good notes after reading.
- II) 1. It is necessary to understand the difference between taking and making notes. However for this purpose one has to possess good listening and reading skills. Understanding the difference between them is often helpful in selecting appropriate style/method/form for taking and making notes. The language of a speaker or an author sometimes seems tough to understand but the transformation of content into our own words, always helps to understand the notes. Thus, notes should be prepared in our own words. Abbreviations, signs and symbols always play crucial role as far as time and space are concerned. Moreover, while preparing, we should believe in reliable sources instead of readymade or easily available market material. Note taking is a fast process; in contrast note making is the slow one. Preparing notes is one of the skills that we must learn for future reference and to face examinations successfully.

Check your progress III:

1. Read the following passage and try to make notes using the “Mind mapping Method”.

There are different kinds of books or literary genres. Each book (genre) has its specific characteristics through which one can identify or label its name. A book is the source of knowledge. Human beings have started reading since thousands of years ago. Summarizing the content of a book is as important as the process of reading. It is the only through the summary that you can retell the story, understand the relationship and grasp the ideas. A book has many elements that you have to enlist and study to understand its story. It has plot or sometimes it consists of sub-plot. The summary of a book in the mind mapping method can display core ideas, setting, themes, characters-protagonist, antagonist plots-major, minor, background, time, conflict, and results at a glance. The mind mapping method helps to extract key

information from texts with key words and short phrases to understand the whole book. Therefore, students should go through the elements of the book.

2. Read the following passage and try to make notes using the “Split Page Format”.

Jnanpith Award is the oldest and the highest Indian literary award presented annually by the Bharatiya Jnanpith to an author for his/her “outstanding contribution towards literature”. Instituted in 1961, the award is bestowed only on Indian writers writing in Indian languages included in the Eighth Schedule to the Constitution of India and English, with no posthumous conferral.

From 1965 till 1981, the award was given to the authors for their “most outstanding work” and consisted of a citation plaque, a cash prize and a bronze replica of *Saraswati*, the Hindu goddess of knowledge and wisdom. The first recipient of the award was the Malayalam writer G. Sankara Kurup who received the award in 1965 for his collection of poems, *Odakkuzhal* (The Bamboo Flute), published in 1950. The rules were revised in subsequent years to consider only works published during the preceding twenty years, excluding the year for which the award was to be given .

3. Read the following text and make notes using the “Flow Chart or Diagram Method”.

Most of us are unaware about manufacturing coins. They are manufactured in a factory known as ‘mint’. In India there are three mints: Mumbai, Calcutta and Hyderabad. There are few stages through which the complete coin is manufactured. It starts with unmixed metals and their testing. After testing by the Assay Department, the metals are alloyed in oil-fired or electric arc furnaces, and cast into ingots according to the required size. These ingots are reheated until the temperature is hot enough for hot rolling. During this stage, the ingots pass through a series of rollers until they form long, thin sheets which are of the thickness of a coin. From these thin strips, blank discs are punched. These are the basic raw materials for the manufacture of coins. The blanks are heated to soften them, and they are rolled so that the rim is raised. Finally they are stamped with the design of the coin. At every stage, defective pieces are carefully sorted out with the help of Quality Control Department. Rejected coins and waste material are returned to the alloying stage.

4. Read the following passage and make notes by using the outline format.

The first stage of a butterfly's life cycle is the egg. The egg is very small and is usually round or oval in shape. It has a hard outer shell to protect the tiny larva inside. It is lined with wax so that the egg doesn't dry out. The second stage of a butterfly's life cycle is the caterpillar. The caterpillar is the larval stage of the life cycle. After the egg hatches, the tiny caterpillar's job is to eat. It starts by eating the leaf it was born on. The caterpillar begins to grow rapidly, getting ready for the next stage. The third stage in the butterfly's life cycle is the pupa. While in this stage, the caterpillar hangs from a branch. The caterpillar's skeleton is on the outside; this is called an exoskeleton. Inside the exoskeleton, the caterpillar is undergoing a change. During this stage, the caterpillar pupa is turning into a butterfly. When all of the changes have occurred, the pupa is ready for the final stage of the butterfly's life cycle. Finally, the butterfly's life cycle enters the fourth and final stage. It is now a butterfly. As soon as it comes out of the chrysalis, the butterfly flaps its wings to get blood flowing into them. They then learn to fly. As soon as they can fly, they search for a mate so that the life cycle of a new butterfly can begin.

5. Read the following passage and make notes using the "Tree Diagram"

We all love birds, don't we? Birds can surprise us by flights. There are many birds with flight but some have lost their ability to fly. The ability to fly is determined by shape, size and height. Griffon Vulture is regarded as the highest flying bird (37,000 feet high) followed by common crane (33,000 feet high).

The Ostrich, Rhea, Emu and Cassowary cannot fly for various reasons. Though they have lost their ability to fly they can run fast on their long, strong legs. Ostriches live in Africa and are found on the grassy places. The Rhea of South America looks rather like the Ostrich but it is smaller and has three toes on each foot, while the Ostrich has only two.

Emu is the second-largest bird. Next to its relative, Ostrich. Emu is found in Australia. It can sprint at 50 km/h. Cassowary is largely found in Papua New Guinea. It is omnivorous and can run at 50 km/h. It is very interesting to read about our flightless friends. Go, explore more!

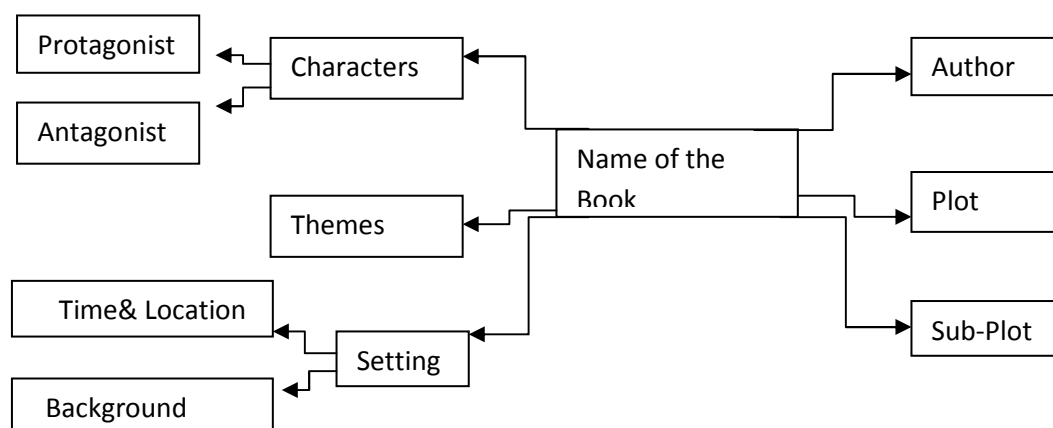
6.A.3 Summary:

Taking and making notes is the practice of recording information from different sources and resources. During the time of lectures, seminars, workshops talks, etc we try to take notes. In the process of taking notes, sometimes we copy the used language as it is but in making notes from textbooks, reference books, etc. we use

our own language. Therefore, after taking notes we should organize and transform the taken notes in our own words/language. As a result we can easily understand and remember the prepared notes for future reference. To avoid discrepancy in the level of using language, understanding, and remembering the content or essence, you should be able to use your own language, concentrate on listening and to read with comprehension. You should also concentrate on important factors of such as purpose, objective nature, logical order, and brevity while taking notes. You must acquire listening skills, reading skills, brevity skills, etc. for effective notes for future reference and to face examinations successfully.

6.A.4 Key to Check your progress (III)

1. Books: Elements

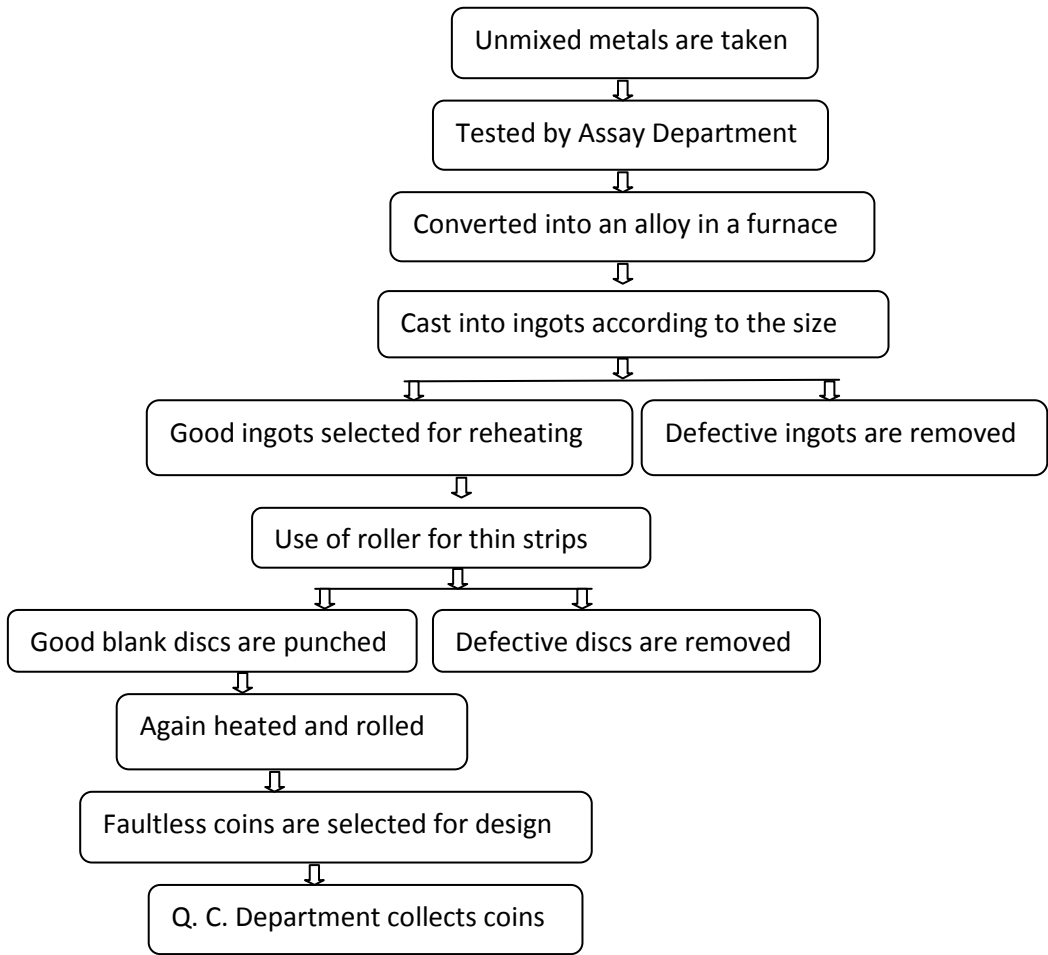


2. Jnanpith Award

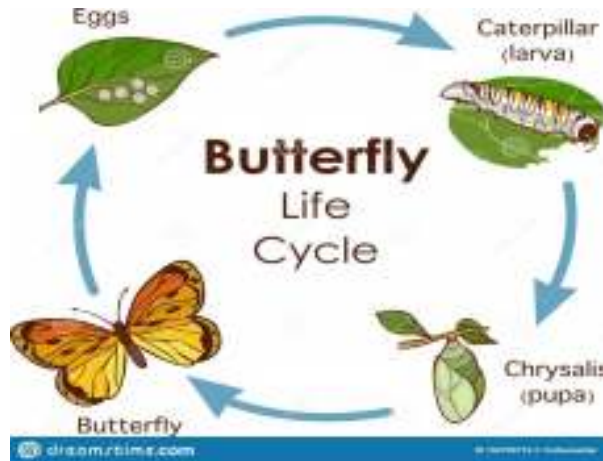
<p>Jnanpith Award is the oldest and the highest Indian literary award presented annually by the Bharatiya Jnanpith to an author for their “outstanding contribution towards literature”. Instituted in 1961, the award is bestowed only on Indian writers writing in Indian languages included in the Eighth Schedule to the Constitution of India and English, with no posthumous conferral.</p> <p>From 1965 till 1981, the award was given to the authors for their “most outstanding work”</p>	<ul style="list-style-type: none"> ▪ Jnanpith Award ▪ Highest Indian Literary Award ▪ Outstanding contribution towards literature
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<p>and consisted of a citation plaque, a cash prize and a bronze replica of <i>Saraswati</i>, the Hindu goddess of knowledge and wisdom. The first recipient of the award was the Malayalam writer G. Sankara Kurup who received the award in 1965 for his collection of poems, <i>Odakkuzhal</i> (The Bamboo Flute), published in 1950. The rules were revised in subsequent years to consider only works published during the preceding twenty years, excluding the year for which the award was to be given</p>	<ul style="list-style-type: none"> ▪ Inception in 1961 ▪ Bestowed only on Indian writers writing in Indian languages ▪ cash prize and a bronze replica of <i>Saraswati</i> ▪ Malayalam writer G. Sankara Kurup, first recipient in 1961
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2. Coin Manufacturing

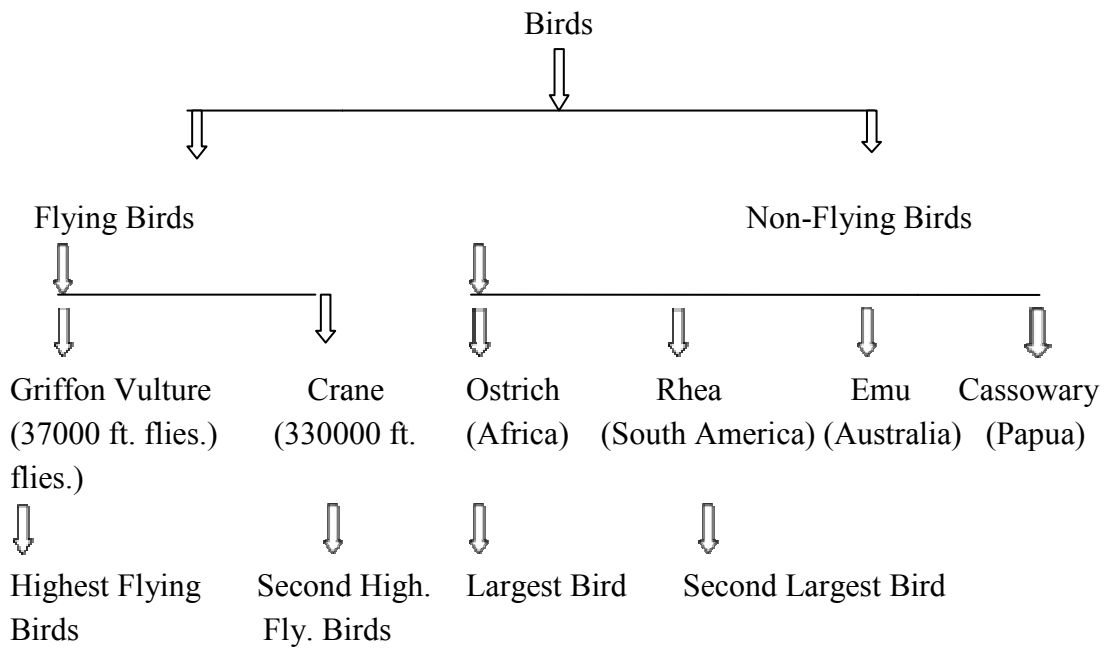


3. Butterfly: Life Cycle



(Picture copied from <https://thumbs.dreamstime.com/z/vector-life-cycle-butterfly->)

4. Birds



6.A.5 Exercise:

1. Listen to your contact session/lecture on the topic of your choice and take notes in the form of “Cornell Method”.
2. Listen to your contact session/lecture on the topic of your choice and take notes in the form of “Outline Method”.
3. Listen to any lecture available on the internet and try to take notes in a suitable method.

6.A.6 Writing activity:

Convert or explain the ready notes into descriptions with the help of your friends.



Module VI

B) THREE QUESTIONS

Leo Tolstoy

Contents

- 6.B.0 Objectives
- 6.B.1 Introduction
- 6.B.2 Presentation of Subject matter
 - 6.B.2.1 Section-I
 - Check your progress I
 - 6.B.2.2 Section-II
 - Check your progress II
 - Glossary and Notes
- 6.B.3 Summary
- 6.B.4 Key to check your progress
- 6.B.5 Exercises
- 6.B.6 Writing activity

6.B.0 Objectives:

After studying this unit you will be able :

- To understand Leo Tolstoy as one of the greatest authors of all time.
- To get acquainted with the form of the short story.
- To understand the relationship between different characters in the story.

6.B.1 Introduction

Leo Tolstoy was born on 9th September 1828 in Russia. He is regarded as one of the greatest Russian authors of all time. He was nominated for the Nobel Prize in Literature from 1902 to 1906 and for the Nobel Peace Prize in the years 1901, 1902, and 1909. However, he never won any of the Prizes.

His experiences in the army and two trips in 1857 and 1860–61 around the Europe transformed him from a dissolute and privileged society author to a non-violent and spiritual anarchist. Such change is reflected in his works. Tolstoy is best known for his novels *War and Peace* and *Anna Karenina*. He is also known as social reformer since he established thirteen schools for children of Russian peasants.

“Three Questions” is a short story first published in 1885 as part of the collection *What Men Live By and Other Tales*. The story is presented in the form of a parable. It tells the story of a king who wants to explore the answers to the three most important questions in life. It is his assumption that once he gets answered he would never fail in his kingship. He has a great desire to learn, earn knowledge and is to ready take all the necessary efforts.

6.B.2.1 Section-I :

It once occurred to a certain king, that if he always knew the right time to begin everything; if he knew who were the right people to listen to, and whom to avoid; and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.

And this thought having occurred to him, he had it proclaimed throughout his kingdom that he would give a great reward to anyone who would teach him what was the right time for every action, and who were the most necessary people, and how he might know what was the most important thing to do.

And learned men came to the King, but they all answered his questions differently.

In reply to the first question, some said that to know the right time for every action, one must draw up in advance, a table of days, months and years, and must live strictly according to it. Only thus, said they, could everything be done at its proper time. Others declared that it was impossible to decide beforehand the right time for every action; but that, not letting oneself be absorbed in idle pastimes, one should always attend to all that was going on, and then do what was most needful. Others, again, said that however attentive the King might be to what was going on, it was impossible for one man to decide correctly the right time for every action, but that he should have a Council of wise men, who would help him to fix the proper time for everything.

When he had dug two beds, the King stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said:

“Now rest awhile-and let me work a bit.”

But the King did not give him the spade, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the King at last stuck the spade into the ground, and said:

“I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home.”

“Here comes someone running,” said the hermit, “let us see who it is.”

The King turned round, and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the King, he fell fainting on the ground moaning feebly. The King and the hermit unfastened the man’s clothing. There was a large wound in his stomach. The King washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. But the blood would not stop flowing and the King again and again removed the bandage soaked with warm blood, and washed and rebandaged the wound. When at last the blood ceased flowing, the man revived and asked for something to drink. The King brought fresh water and gave it to him. Meanwhile the sun had set, and it had become cool. So the King, with the hermit’s help, carried the wounded man into the hut and laid him on the bed. Lying on the bed the man closed his eyes and was quiet; but the King was so tired with his walk and with the work he had done, that he crouched down on the threshold, and also fell asleep—so soundly that he slept all through the short summer night. When he awoke in the morning, it was long before he could remember where he was, or who was the strange bearded man lying on the bed and gazing intently at him with shining eyes.

“Forgive me!” said the bearded man in a weak voice, when he saw that the King was awake and was looking at him.

“I do not know you, and have nothing to forgive you for,” said the King.

“You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you, because you executed his brother and seized his property. I

knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out from my ambush to find you, and I came upon your bodyguard, and they recognized me, and wounded me. I escaped from them, but should have bled to death had you not dressed my wound. I wished to kill you, and you have saved my life. Now, if I live, and if you wish it, I will serve you as your most faithful slave, and will bid my sons do the same. Forgive me!”

The King was very glad to have made peace with his enemy so easily, and to have gained him for a friend, and he not only forgave him, but said he would send his servants and his own physician to attend him, and promised to restore his property.

Having taken leave of the wounded man, the King went out into the porch and looked around for the hermit. Before going away he wished once more to beg an answer to the questions he had put. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

The King approached him, and said:

“For the last time, I pray you to answer my questions, wise man.”

“You have already been answered!” said the hermit, still crouching on his thin legs, and looking up at the King, who stood before him.

“How answered? What do you mean?” asked the King.

“Do you not see,” replied the hermit. “If you had not pitied my weakness yesterday, and had not dug those beds for me, but had gone your way, that man would have attacked you, and you would have repented of not having stayed with me. So the most important time was when you were digging the beds; and I was the most important man; and to do me good was your most important business. Afterwards when that man ran to us, the most important time was when you were attending to him, for if you had not bound up his wounds he would have died without having made peace with you. So he was the most important man, and what you did for him was your most important business. Remember then: there is only one time that is important— Now! It is the most important time because it is the only time when we have any power. The most necessary man is he with whom you are, for no man knows whether he will ever have dealings with anyone else: and the most

important affair is, to do him good, because for that purpose alone was man sent into this life!”

Glossary and Notes :

hermit (n) : a person who lives simple and lonely life generally in wood.

proclaim (v) : announce officially or publically.

absorb (v) : soak up.

idle (adj.) : spending time without work, lazy.

attentive (adj) : careful.

beforehand (adv/adj) : in advance, before an action.

occupation (n) : profession or a job.

warfare (n) : the activities involved in war

worship (n) : the feeling or expression of reverence and adoration for a deity.

renowned (adj) : known to all or famous.

wisdom (n) : knowledge, the quality of being wise.

folk (n) : a type of song or people in general

digging (v) : move earth with a tool.

affairs (n) : an event or sequence of events of a specified kind.

recommenced (v) : begin or cause to begin again.

stretched (v) : be capable of being made longer.

bit (n) : a small piece.

stuck (v) : immovable.

feebly (adv) : in a way that lacks strength or force.

crouched down (v) : to bend your knees.

gazing (v) : look steadily and intently.

swore (v) : make a solemn statement.

revenge (n) : the action of hurting or harming.

6. B.4 Key to check your progress:

- I**
- A)**
1. To get enlightened.
 2. To consult with such wise man regarding three questions.
 3. What was the right time for every action?
 4. Because the King agreed with none of them?
 5. According to the wise men the King needed a council of wise men to advise him.
- B)**
1. b) Parable
 2. d) fail
 3. a) to fetch wise men.
 4. c) three
 5. b) Many wise men
- II**
- A)**
1. The bearded man was an enemy and he followed the King to kill him
 2. the King.
 3. He will serve as a faithful servant to the King and will order his sons to do the same.
 4. The King promised to give back the bearded man his property.
 5. Both the King and the hermit brought in the man, removed his clothing and the king washed and covered it with his handkerchief.
 6. He was digging a piece of land.
- B)**
1. b) a wood
 2. a) the bearded man.
 3. c) now
 4. a) flowing blood
 5. d) a large wound
 6. b) a man to the King

6.B.5 Exercises:

A. Answer the following questions in 3-4 sentences each:

1. Why did the King not agree with the answers given by the people?
2. What are the answers given by the wisemen to the King?
3. What is the moral of the story “Three Questions”?
4. What efforts did the King make to get the answers?

B. Write short notes on the following in 8-10 sentences each:

1. Life of the bearded man.
2. The King.
3. The role of the hermit.

C. Vocabulary Exercises:

i) Fill in the gaps in the following table by supplying appropriate forms of the words:

Adjective	Adverb
glad	-----
fair	-----
common	-----
important	-----
frail	-----
wide	-----
certain	-----

ii) Give synonyms for the following words.

agree, weak, struggle, proclaim

iii) Give antonyms for the following words.

wise, advance, urgent, renown

6.B.6 Writing Activity:

Prepare notes by reading the present short story. Use suitable method/style.



Module VII

A) Media Writing

Contents

- 7.A.0 Objectives
- 7.A.1 Introduction
- 7.A.2 Presentation of Subject Matter
 - 7.A.2.1 Journalistic Writing-Editorials
 - Check Your Progress-I
 - 7.A.2.2 Editing for Print and Online Media
 - Check Your Progress-II
 - 7.A.2.3 Proofreading
 - Check Your Progress-III
 - 7.A.2.4 Online Editing (Electronic Editing)
 - Check Your Progress-IV
 - 7.A.2.5 Script Writing for Radio and Television (TV)
 - Check Your Progress-V
- 7.A.3 Key to Check Your Progress
- 7.A.4 Exercises
- 7.A.5 Suggestions for further Reading

7.A.0 Objectives

After studying this Unit you will be able:

- To understand the English language skills required for media writing.
- To use proofreading symbols to edit for print and online media.
- To learn how to write scripts for radio and TV programmes.

7.A.1 Introduction:

7.A.2.1 Journalistic Writing – Editorials:

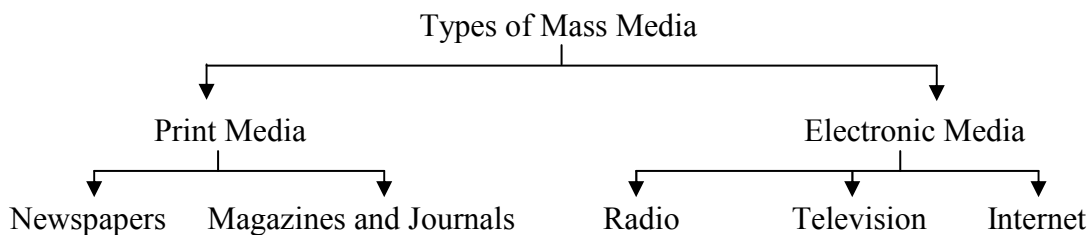
Language is a means of communication. We communicate not only with individuals but also with groups. In the previous year, we learnt how to draft an e-mail and even how to write personal and professional blogs. We also practised writing different types of communication. We were acquainted with different modes of face-to-face communication. Now it is time to learn how to communicate when the readers, listeners or viewers, who are in large numbers, are neither thoroughly known to us nor visible to us.

Along with the degree certificate, a set of skills is required for the job market. In recent times, use of English language in print as well as electronic media has increased a lot. Even radio stations and television (TV) channels in regional languages use not only spicy Hinglish but also broadcast and telecast programmes in English. Hence, the doors are open to the graduates with good command on spoken and written English. Keeping this in mind, this unit is an attempt to acquaint you - the prospective graduates - with a set of skills required for careers in mass media.

7 A. 2 Presentation of subject matter

In this unit, you will learn about journalistic writing, editing for print and online media and how to write scripts for Radio and TV programmes.

Types of Mass Media



I. Journalistic Writing:

Writing Editorials:

In the previous year, you have already learnt how to write a newspaper report. Newspapers in print contain a separate editorial page which throws some light on the issues of national and international importance. This page has gained importance as it

presents the opinion of the media group which controls the newspaper. The editorial page is the soul of the newspaper. On this page, we come across sections like the editorial, the middle and letters to the editors. It is important to know that the structure, content and style of writing these sections on the editorial page are different from one another.

Let's now know some aspects of editorial writing. Though editorials are part of print media like newspapers, magazines and journals, this unit provides examples of editorial writing only from newspapers.

What is an editorial?

An editorial is a type of journalistic writing that deals with a topic of contemporary relevance from a critical point of view. An editorial differs from other newspaper writings. An editorial contains interpretation and opinion of the newspaper (not essentially of the editor as a person). Other newspaper writings include informative, narrative or descriptive accounts of events.

Importance of Editorials

An editorial can be said to be the mouthpiece of the publishing company. Editorials spell out the stand taken by newspapers on issues of public interest, political or otherwise. They are a means of attracting readers to the newspapers. A good editorial is both thought provoking and readable. The students preparing for competitive examinations are advised to read the editorials of some newspapers.

Editorials are generally written using first person plural pronouns (we, our). They are precise and well-organized. Taking into account the time available with the readers, an editorial is of maximum five hundred words. Newspapers can publish lengthy editorials on special occasions like Mahatma Gandhiji's 150th birth anniversary celebrations. The editorials are written by specialists working with the newspapers and are published in the name of the editor.

Purpose of Editorials

The purpose of editorials is generally to build public opinion in a constructive way towards common but important issues. They are not only food for thought to readers but also appeal to their emotions. Editorials may aim to seek attention of readers to the evils/ wrongdoings in the society. An editorial may also be written in a humourous or sarcastic way. The purpose of an argumentative editorial may not only be to inform readers but also to persuade or convince them. It can be a satirical

account of an event. An editorial may also deal with praise of a person/persons or it may also be a light comment on the news.

The Structure of Editorials

An editorial is a kind of journalistic essay. It is mainly divided into three parts - introduction, main body and conclusion. The first part introduces readers to the topic related to the prevalent situation at the national or international level and arouses curiosity among them. It also makes statements reflecting the opinion of the editor. The statement made in the introductory part is logically developed with supporting examples in the main body of the editorial. The readers are acquainted with the editor's point of view. In the last part, main points are summarized or concluding remarks are made.

Types of Editorials

Based on purpose, form, content and level, editorials may be of different types.

- a) Purpose - It may be informative, argumentative or entertaining.
- b) Form - It can be narrative, descriptive or expository.
- c) Content - It may be social, political, historical or scientific.
- d) Level - It may be regional, national or international.

Pre-requisites of Editorial Writing

- i) Good command over English language
- ii) Well-developed vocabulary
- iii) Craftsmanship
- iv) Constant practice and judicious use of language
- v) Planning/outline of the draft

Check your progress-I

1. Given below are two editorials on the same topic from two different newspapers. Read them carefully and write a note on the purpose, type, structure and features of these editorial writings.
 - A) Sensational Sindhu- *The Times of India*, August 27, 2019, page 12.

Sensational Sindhu:

A record fifth World Championship medal makes Sindhu one of India's greatest ever sportspersons

August 27, 2019, 2:00 AM IST

Indian badminton is in the midst of a golden era. PV Sindhu won the women's World Championship title on Sunday, the first Indian to do so. It was her fifth career World Championship medal, a record she now jointly holds. For India, another highlight of the tournament was a bronze for Sai Praneeth, the first Indian to win a medal in the men's category in 36 years.

Sindhu is at the vanguard of effervescence in Indian badminton. Over the last few years a new breed of players, combining fitness comparable to their Chinese counterparts with finely honed skills, have become a powerful force in the sport. Badminton's potential to garner medals in Olympics is now on a par with shooting or wrestling, where Indians have done well in the last few games. What is of significance is that the challenge mounted by Indians is often led by women. It is women who have the potential to bring in most Olympic medals in the near future. Among them is Sindhu. Her career is one seldom seen in Indian sport. Early promise, through a dedicated and demanding training regimen, has been transformed into consistent success at the international level. Sindhu is well on her way to being one of India's greatest sportspersons.

If there is a larger lesson to be learnt from the success story of badminton, it is on the need for specialised and dedicated support staff to transform potential into performance. Behind Sindhu's success is the coaching effort of Pullela Gopichand and the role played by his academy. In a highly competitive arena, the support ecosystem hasn't been insular. Trainers include experts from overseas. Rigour and systems are benchmarked against the best in the world. These systems are a prerequisite to convert the potential of a Hima Das or Manu Bhaker into medal winning performances at the Olympics.

B) PV Sindhu: The complete fighter - *Hindustan Times*, August 27, 2019, page 14.
<https://epaper.hindustantimes.com/Home/ArticleView>

PV Sindhu: The complete fighter

Indian badminton must build on the success of the new champion.

Was there ever a doubt that PV Sindhu would win a world championship? This is a player who first made the semis of the world championship as an 18-year-old. Then again as a 19-year-old. At 21, she made the final at the Olympics. At 22, she was in the final of the world championship. Last year, she made it two finals in a row at badminton's biggest event.

By any measure, that is a remarkably consistent run at the very top echelons of the game. It was only a matter of time before she won. It turned out to be this time, right now, at her third straight final at the worlds. She strode on to court—almost six feet of pure lean muscle (ever wondered if she would have made a superb track athlete? Got India a gold at the 400m hurdles?)—and owned the court like she has never done before. She has always had the game. When she felt, three years back, that she needed a more aggressive mentality on court, she worked on it, famously adding an unfettered scream to her arsenal. At this world championship, she showed that she has unlocked something else: that elusive ability to make her game work for her, no matter the situation she finds herself in. The most strikingly visible aspect of her final was the rapid and relentless artillery fire she unleashed—those 350 kph smashes that left her opponent, Japan’s Nozumi Okuhara, shell-shocked. But look carefully, look again; look at that easy, almost casual backhand defence with which she picked up Okuhara’s smashes. Look at the rare long rally—the kind that suits Okuhara’s game—and how it was Sindhu who controlled it, Sindhu who chose the pace of it, the placing of the shots. Look at the deception of her drop shots, that serve she picked out with an exquisitely delicate flick of the wrist to send the shuttle back at the tightest of angles across the net.

Sindhu likes the short, explosive power game, but she was not restricted by it. When needed, as she did in the quarterfinals, she showed she could survive the long, patient battle of tactically placed shots. When she could, as she could in the semi-final and the final, she landed the knock-out punch without being held back by any self-doubt. Sindhu has become the complete fighter. With the Olympics less than a year away, there can be no better news for Indian badminton.

Now if only the people who run the game would sit up and take notice of what national coach Pullela Gopichand has to say: that Indian badminton needs more coaches, more world class training centres, more attention at every level of the sport; from the grassroots all the way to the support-system that top players need. The management of a sport is something India almost never does well. Badminton, riding on the success of players such as Sindhu, has the perfect opportunity to change that story.

2. Identify the introductory statements and concluding remarks in the above editorials.

3. As a guest editor, develop an outline of the editorial on the floods in Maharashtra to an English newspaper published from your state.
4. Imagine yourself as an editor of an English newspaper published from Maharashtra. Write an introductory statement of an editorial on death of a famous film personality.
5. Choose any editorial from 'The Hindu' newspaper and explain in brief why students preparing for competitive examinations should read it.

7.A.2.2 Editing for Print and Online Media

In the above section, we have seen how the skills of drafting and composition are essential for editorial writing. In journalistic writing, we also need to edit the matter written or typed in English language. The written or typed matter (e.g. news) sent by reporters may have different types of errors. In order to bring uniformity in the use of language and style, the matter received needs to be checked for errors in spelling, grammar (syntax) and punctuation. It is to be made newsworthy and should be made to fit into the space available. The role of the editor is to increase the comprehensibility of the news item and make it catchy. Sometimes re-writing may be necessary. The matter can be simplified for clarity of meaning or the title of the article may be re-framed. Thus, the editor tries to bridge the gap between the sender of the matter (e.g. news reporter) and receiver of the matter (reader). Editing of the written or typed matter and online materials is a great responsibility.

Our knowledge and skills related to spelling, punctuation, précis writing and paragraph writing are really put into use in editing. The English language used in news items, articles and advertisements in newspapers should be correct in terms of spelling (one should be consistent either with British or American spelling systems, e.g. *Fertiliser or Fertilizer*), vocabulary [e.g. words often confused (or homonyms)- *there-their, compliment-complement*], contractions (e.g. I've, it's), grammar (e.g. tense, subject-verb concord, use of appropriate preposition, etc.) and punctuation (e.g. apostrophe for singular and plural words). The tools required for editing the typed (or printed) matter are - a standard dictionary of English, a thesaurus and a red pen.

In this section, you will know the importance of spellings, grammar and punctuation marks. The following table includes some of the punctuation marks and their uses.

Punctuation Marks

No.	Punctuation Marks	Uses	Examples
1	Apostrophe ’	to indicate possession	John’s car
2	Round brackets () (Parentheses) Square brackets []	i) to enclose extra information ii) words added by someone other than the original writer or speaker	i) He is (as he always was) a rebel. ii) Then the man said, ‘He [the police officer] can’t prove I did it.’
3	Colon :	between two main clauses of which the second explains, enlarges on, or follows from the first	It was not easy: to begin with I had to find the right house.
4	Comma ,	to separate a phrase	Having had lunch, we went back to work.
5	Dash -	to mark the beginning and end of an interruption in the structure of a sentence.	My son – where has he gone? – would like to meet you.
6	Exclamatory mark !	at the end of a sentence instead of a full stop to show that the speaker or writer is very angry, disappointed, surprised, etc.	Go away! I wish I could have gone! Wow!
7	Full stop . (US-Period)	at the end of a sentence	My name is Anthony.
8	Hyphen -	to join two or more words	mother-in-law
9	Question Mark ?	at the end of an interrogative sentence	Have you read this book?
10	Quotation Marks Single inverted ‘ ’	a) round the title of a book, song, poem, etc.	a) ‘King Lear’ is a play written by William

	Double inverted “ ”	b) round quotation within a quotation	Shakespeare. b) He asked, ‘Do you know what “integrated circuit” means?’
11	Semicolon ;	between short and closely related clauses not connected by a conjunction	To err is human; to forgive, divine.

(Source: The Little Oxford Dictionary of Current English, Delhi: Oxford University Press, Seventh Edition, 1998)

Check your progress-II

1. Punctuate the following paragraph.

I have been reading the recent round of letters about the youth facility for Hazaar Nagar and it seems to me that it is a very reasonable demand I would like to make these comments I have grown up in this area and am now about to leave school and begin work over the past few years I have found it difficult to understand how this council makes decisions about how to send its money to me it seems that there is often not enough thought given to location and demand for recreational facilities often a venue opens and then closes after a year or so because there have not been enough customers to keep it going.

- 2.

Write the following words correctly.	Identify the correct spelling of the following words.	Write plural forms of the following words.
<i>Fullscape paper</i>	<i>Accommodate/Acomdodate</i>	<i>Aircraft</i>
<i>Rajaram Mohan Roy</i>	<i>Appartment/Apartment</i>	<i>Equipment</i>
<i>Wenasday</i>	<i>Carribbean/Caribbean</i>	<i>Furniture</i>
<i>Madgaon (Goa)</i>	<i>Correspondence/</i>	<i>Staff</i>
<i>William Shakespear</i>	<i>Correspondance</i>	<i>news</i>
	<i>Definition/Defination</i>	

3. Find the incorrect spellings in the following paragraph and correct them.

The reserch showed some suprising results. Generaly it demnstrated that adolesents are far more persptive than adults sometimes believe. They can distinguish between important and unimportant matters, and are usually willing to seek guidance on serious issues.

4. Spot and explain the errors in the headlines given in the following box.

Karnata bypolls | Live updates: 6% polling in first two hours

The Hindu Net Desk BENGALURU, NOVEMBER 03, 2018 07:33 IST
UPDATED: NOVEMBER 03, 2018 12:23 IST

THE TIMES OF INDIA

Jaspal Rana was shortlisted but one criteria was not fulfilled: Anju Bobby George

TIMESOFINDIA.COM | Aug 18, 2019, 11:44 PM IST

Mysuru student, 25, shot dead in California

Sudent, 25, shot dead in California

The Times of India, Pune (30-11-2019, pp. 1 & 14)

5. A student has summarized a newspaper article to use in his/her essay, but s/he has two sentences that are not complete. Find the two sentences and complete them.















A new self-help group called Television Addicts Anonymous has been formed to help people whose eyes have 'turned square'. The founder of the group said that he has had about 20 responses to his first advertisement. One man rang to say that











television was his worst enemy. Blaming it for his poor performance at work. Another woman became worried when her daughter, aged three, began talking to television characters. Getting upset when they did not speak back. They decided to go without television and found they talked, played and went out much more.

7.A.2.3 Proofreading:

The above tasks give us a glimpse of what lies in the process of editing. Editing entails thorough proof-reading. The proof is a printed copy of the document to be corrected before the final copy. Though the main focus of editing and proofreading is to find out and correct errors in typography and use of language, editors and proofreaders are not only expected to just check spelling, punctuation and grammar, they also need to pay attention to style and format of writing, layout, content, cross-references, omissions and inconsistencies in typography line space, margin, font type, font size, inconsistent use of abbreviations, page numbers, etc. The art of proofreading is more mechanical rather than creative. It is extremely hard and requires utmost concentration. There is a great demand for editors and proofreaders in the job market. Students with good command on English grammar may prefer this field for their career.

Some commonly used proof correction symbols

Symbol	Instruction	Symbol	Instruction
	New matter to be inserted		Delete character / matter
	Put in italics		Remove italics
	Put this in capitals		Change to lower case
	Put this in small capitals		Put this in bold
	Insert Apostrophe		Insert Hyphen
	Insert single quotation marks		Insert double quotation marks
	Paragraph Break		Remove Paragraph

			Break
	Indent		Remove indent
	Insert space between words or characters		Reduce space between words or characters
	Insert space between lines		Remove space between lines
	Leave the text as it was and ignore any marks that have been made		Remove space

Check your progress-III

- Correct the following sentences using proof correction symbols/marks and rewrite.
 - Every student has in him the possibility,
 - Every Student has in him the possibility.
 - Some student sidestep the possibility.
 - Every student in him has the possibility.
 - Every students possibilities lie within him. (Source: *English Online* – p. 85)
- Here is a proof of a text. The typist is very new to the job. There are a number of errors. Refer to the proof correction symbols and proofread the following text.

Revolution in computer Speak:

Called a revolution in Communication – “if you can Speak it. You can write it. – A new softwear program which runs a computer program which truns a personal computer PC) in to a hindi word processor enables a english keyboard to convert text into five North Indian Languages, Written for Windows 4.o it allows the pc user to type bengali, gujarati, Marathi- and

Punjabi phonetically

In English to be translated into the aproppriate indian at the press of two keys. “Most people who speak the languages can not write them. For instance Namaste is

Hidni for hello. If a Hindi Speaker types that on the English key board and then presses the /H keys the program converts the tezxt into Hindi, The program does away with compersome keyboard layout.

(Source: *English Online* – p. 86)

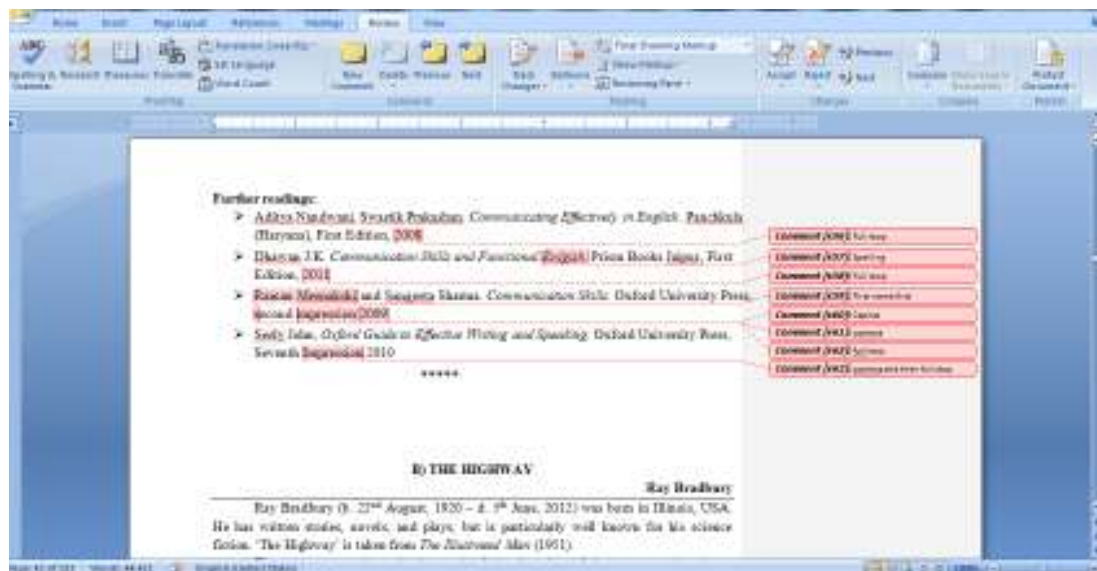
7.A.2.4 Online Editing (Electronic Editing) :

Online editing is introduced to the final year students of graduation on the assumption that most of the prospective graduates are computer literates. Just like the proof-reading of a print out, the editors also need to go for on-screen reading.

All the English language skills important for editing of a print copy are essential for online editing. Besides, one needs to master the use of MS word for the desk top publishing (DTP).

Electronic editing involves making changes in computer documents. Along with font type, font size, use of words in capitals or bold letters, line spacing, margin, alignment, page layout, reference style, header and footer, the editors have to check and insert cross-references wherever necessary. The technicalities of editing online include functions like column breaks (as newspaper articles are in columns). The following examples of review panel of MS Office can give us the exact idea.

Sample Page



The process of adding or deleting or replacing a word is easily carried out with the help of MS Office. The options like synonyms (on right click on a word) increase the possibility of using words appropriate to the context. The users have a habit to rely entirely on the ‘spell check’ feature. We need to be aware of spelling, meaning and usage of British as well as American words.

The corrections made can be shown using different colours and both rough and fair drafts should be saved. The editors also need to ensure that the content is logically arranged. The editors should not entirely change the content of the writer, but only intervene when required. Editing is not re-writing.

Check your progress-IV

Refer to a good dictionary (print or online) and complete the following table.

No.	Words		Spellings	
	British English Word	American English Word	British English Spelling	American English Spelling
1	Number plate		Colour	
2	Sidelight			Center
3		Hood		Check
4	Windscreen		defence	
5		Trunk	draught	
6	Tyre			Inclose
7		Fender	foetus	
8		Blinker	litre	

7.A.2.5 Script Writing for Radio and Television (TV)

You have come across differences between written English and spoken English in the previous year. On the same lines, it is necessary to know the differences between reading aloud and listening.

Activity: Write the differences between reading aloud and listening.

Sr. No.	Reading Aloud	Listening
1		
2		
3		
4		
5		

The media of radio and television are not at all new to you. Different programmes are broadcast/telecast on radio and TV. There are news, talks, interviews, panel discussions, radio and TV plays, commentary, reading of a literary work (short story or novel) and educational programmes. For presentation of all such programmes, there is an important role to play for Radio Jockeys (RJs) and Video Jockeys (VJs). The presentation in all these programmes should be a planned one. You have already learnt the importance of planning in planning for PPT.

Radio being an audio channel of communication, spoken form of language is used with the support of sound effects and music, etc. TV is both audio and visual and spoken language is aided by visuals, colours and sound effects, background setting, music, acting, etc. The programmes on radio and TV have to be written before they are orally presented. Time is one of the important factors which necessitates writing a script for different programmes. Writing for the radio and TV is different from writing for a newspaper. You know how to write a news report for the print media. Let us first know the difference in writing news for a newspaper and writing news for a radio broadcast. The following points should be kept in mind while writing radio news:

No.	News for the newspaper	News for the radio
1	News in the newspaper is meant for silent reading.	News broadcast on the radio is intended to be heard.
2	The news items in a newspaper are divided into headlines, lead and the main points.	Radio news begins with the headlines followed by detailed news.
3	The headline can be incomplete	The headlines must be in complete

	sentences with omission of articles	sentences.
4	The reader can go back to the news report if s/he has missed or failed to understand or grasp the matter	Ephemeral nature of the oral messages on radio: The details of the news read on radio are not repeated; only the important headlines are repeated at the end of the news. If the listener misses a point, it is difficult to retrieve the same.
5	The use of lengthy sentences in a news report may not make any significant difference to the reader.	The announcer has to read the news with appropriate speed using short words and simple sentences.
6	The news item is made effective by using headlines in the bold and visuals like photographs.	There is no scope to use support material like audio-visual clips to aid either the news reader or the listener.
7	Punctuation marks are used to bring clarity in the communication of meaning.	A newsreader on the radio has to depend on very short pauses.
8	In news reports passive voice is used.	Radio news are presented in active voice.
9	In newspapers, attribution (e.g. he said) follows the quote and is generally at the end of a sentence as in the example given below. 'The spot boys are paid too less in film industry factory, <i>a senior government economist</i> said last night'.	As the listeners need to know the speaker, attribution in radio news is at the front of a sentence as in the following example. <i>'A senior government economist says that spot boys in film industry are paid too less'.</i>

The structure of a Radio Script :

Almost every word presented on radio or TV is written beforehand. Just like any writing process, script writing includes - developing an idea, outline, research, selection of materials, sequencing of points, message planning, etc. Care should be

taken to include all the relevant information in the script. The script for any radio programme is mainly divided into three important parts - introduction, background information and conclusion. Introduction is meant to seek immediate attention of the listeners. It is followed by important information. In the last part, the matter is summed up.

Tips for writing a Radio Script

1. In order to keep listeners away from rustling of the papers, it is essential to write/type on one side of the paper only with at least one inch margin from all sides. The writing should be legible.
2. The selection of font size and font type should be large enough and easy-to-read.
3. There is also need to leave enough (double) space between the lines to avoid confusion (easy reading), to add new information and to mark pronunciation of new words.
4. A radio script should be written to be read aloud. A well written script should use clear and correct everyday language.
5. Attention should be paid towards choice of words, their pronunciation and length of sentences and effective use of punctuation.

Some Do's and Don'ts:

Sr. No.	What a script writer should do	What a script writer should avoid
1	use words familiar to the listeners.	use of slangs or jargon (translate technical words into simple language).
2	write names of persons, places and loan words in phonetic script.	repetition of words (except names of foreign cities or persons).
3	underline important words to be emphasized.	use of pronouns and adjectives.
4	write numbers in words rather than in figures.	abbreviations.

5	use short and simple sentences in present continuous tense and active voice.	ambiguous sentences.
6	use CAPITAL LETTERS to mark the words not to be spoken into the microphone - names of characters, directions for reading lines, music and sound-effects (for programmes other than news reading).	--
	indicate pauses using a series of dots.	--

Script Writing for Television (TV)

Just like the radio, for TV also the speaker needs to address the audience directly. But a script writer needs to take into account some additional factors. One person can prepare the script for radio news broadcast, whereas a TV telecast needs a team for scriptwriting, news reading, camera, lights and sounds, etc. Here, as the words are to be matched with pictures, a script writer usually has to write the script after the video clips are edited. Besides, in order to avoid news readers to keep looking down at their scripts, the facility to read the script projected on a screen (not visible to the viewers) is made available to them.

The suggestions given for writing a radio script are also applicable for writing a TV script.

The main difference is that TV being an audio-visual medium, there is no need to clarify whatever can be easily heard or seen by the viewers. Important details can also be shown through graphics such as maps, diagrams, graphs or tables or through captions. For some TV programmes, information is shown on TV screen with captions (names and titles of speakers) and subtitles (text versions of words spoken in a news bulletin or a programme). It is necessary that the spoken words should complement the visuals. Here as well, we will restrict to the example of news. If the information received is with the script writer, s/he has to transform that information into the headline first and then provide the details. See the following example.

Information	Headline	Introduction to the detailed news
The BCCI has announced the team for the T20 world cup.	Team announced for T20 world cup	The BCCI has announced a team of sixteen members for the T20 world cup to be held in Australia next month.

An example of News Bulletin Script

Hello, Good Evening, I am.....

You are watching Doordarshan news at 8 p.m.

Top stories of the day.....

Prime Minister calls for restraint in judicial activism (Very short clip)

Storm clouds over Shivaji University. Annual Senate session begins today (Clip)

Women demand law against terrorists (Clip)

40 people die in suicide bomb attack in Iraq. (Clip)

and in cricket India beat England in a thrilling first one day cricket match. (Clip)

Now, the news in detail.

In significant remarks, Prime Minister Narendra Modi today said that judicial activism must be used in a restrained manner and take into account ‘administrative flexibility’ while asking the higher judiciary to address ‘instances of corruption’ in judicial system. He was speaking at a function organized by Bar Association of India in New Delhi. Describing the PIL (public interest litigation) as a highly commendable mechanism when it was initiated, Mr. Modi said that a balanced approach in cases would continue to keep public litigation as a tool for correcting public ills. (Video Clip)

The annual meeting of the Senate of Shivaji University, which gets under way today, is likely to be stormy in the wake of certain discrepancies. The three-fold agenda of the senate meeting includes presentation of the university budget, the annual report and the audit reports for 2016-2017, 2017-2018, and 2018-2019. According to our correspondent in the university campus, the senate members have

suggested 92 cut motions to the budget. Among important issues that come up before the Senate are the audit reports. The University had appointed two committees for investigating the serious lapses pointed out in the audit reports of 2013-14 and 2014-2015. The report of the findings of these two committees has not been presented before the senate. Our reporter has the details. (Reporter)

In Varanasi women demand law against terrorists. Staging a dharna to protest the March 7 serial bomb blasts in the temple town here, women in Varanasi today demanded law seeking death for terrorists. The demonstration started around 11 p.m. at the Lalbaug area with a large number of women-both young and old participating. Some men also joined the dharna. Our reporter has got the details. (Reporter)

The demonstrators said while the terrorists had now descended from “Kashmir to Kashi”, they were yet to react to the situation. They demanded that political leaders should issue an edict against the perpetrators of terrorism in the country and seek death penalty for them. One participant, Usha Singh, said that the law would create communal harmony among the different communities. (Clip)

In Iraq, at least 40 people were killed and 20 others injured yesterday when a suicide bomber blew himself up in the midst of candidates waiting at an army recruitment centre in Northwest Iraq. An interior ministry official said that the explosion occurred at the Iraqi army centre called Tamarat located near the town of Tal Afar, which is close to the restive city of Mosul. Earlier the official confirmed that the attack was carried out by a suicide bomber. The latest attack is one of the bloodiest in the last four months after the November suicide bombing on a police recruitment centre in Ramadi, which left 70 dead. (Clip)

In cricket, wristspinner Kuldeep Yadav took a career best five wicket haul to spin India to a thrilling 39 run win over England in the first of the seven one-day internationals in New Delhi today. Chasing 204 for victory, England were bowled out for 164 in 38.1 overs. Kuldeep Yadav became cause for England’s downfall as India pulled off a dramatic 39 run victory in a low scoring match. (Clip)

Here is a Breaking News.

As per the reports just received, the President of America, Donald Trump has resigned from the Presidentship. He resigned over the issue of Iraq. The details are awaited. We will keep you informed as we receive the details.

To end the bulletin, here are the highlights once again....

Good night.

Check your progress-V

1. Write a script for radio news by making appropriate changes in the printed news item provided below.

ISRO setting up launch pad for Gaganyaan mission

Roadmap to put Indian Crew in Space

Dinakar Peri NEW DELHI, SEPTEMBER 21, 2018 22:43 IST

The Indian Space Research Organisation (ISRO) is setting up a third launch pad at Sriharikota to undertake the Gaganyaan manned space flight programme, an ISRO official said on Friday. In addition, ISRO is scouting for a location on the western sea coast near Gujarat to set up another launch pad for Small Satellite Launch Vehicles (SSLV).

Third launch pad

“We have two launch pads currently which are already full. A third launch pad is being set up for the human space flight. It will be ready in time for the mission” a senior ISRO official said.

In the Independence Day address this year from the Red Fort, Prime Minister Narendra Modi had announced that an Indian will go to space by 2022.

Following this, ISRO has announced an ambitious roadmap to put a three-man Indian crew in a low earth orbit for 5-7 days by the 75th Independence Day.

ISRO Chairman Dr. Sivan had stated earlier that ISRO has begun work on the manned mission in 2004, and that many of the critical technologies required for human spaceflight have already been validated through various tests – Space Capsule Recovery Experiment, Crew Module Atmospheric Re-Entry Experiment and Pad Abort Test.

ISRO will use its GSLV Mk-III launch vehicle, which can carry the heavier payload of the Gaganyaan, and this will take off from the new launch pad.

In addition to the third launch pad at Sriharikota, ISRO is also scouting for a new location near Gujarat for the SSLV. ISRO is developing the SSLV to offer affordable launch options for smaller satellites through Antrix, the space agency’s commercial arm. ISRO currently piggybacks smaller satellites on the PSLV and GSLV along with bigger satellites.

The SSLV is expected to reduce the launch time as well as cost to launch small satellites, which are much in demand.

“We have evaluated several locations. The first two SSLV launches will take place from Sriharikota. After that they will move to the new location,” the official said.

ISRO is ready to transfer the entire SSLV “as a whole” to the private industry while the agency would provide the initial hand-holding. The SSLV is expected to be cleared by next year.

[Source:<https://www.thehindu.com/news/national/isro-setting-up-launch-pad-for-gaganyaan-mission/article25010147>]

2. Prepare radio scripts for the following:
 - a) Compering of an educational programme (e.g. Balvani of an English Medium School)
 - b) Spoken English programme (e.g. on Akashvani Pune)
 - c) An introduction to a talk/a discussion/an interview/ a musical programme on radio
3. Turn the following newspaper headlines into television news headlines.
 - i) New pay panel for State Govt. employees
 - ii) Party crisis will not harm country: PM
 - iii) Deepika rejects Shetty’s film
 - iv) Monkeys used for smuggling
 - v) Jadeja dropped from ODI

7.A.3 Key to Check your progress

I. 1. Features of the two editorials

	A) Sensational Sindhu <i>The Times of India</i> , August 27, 2019, page 12	B) PV Sindhu: The complete fighter <i>Hindustan Times</i> , August 27, 2019, page 14
Purpose	This editorial deals with praise of a sportsperson on her achievement.	This editorials an admiration of achievements of a sportsperson

Type	International importance	International importance
Structure - <i>Introduction</i>	PV Sindhu- first Indian to win the women's World Championship	Past performance and certainty - abilities of PV Sindhu
<i>Main Body</i>	At the international level consistency in success of a promising sportsperson	Her agility on the court and her game against quality opponents
<i>Conclusion</i>	Importance of training and contribution of support staff	Importance of coaching and need of a support-system for players
Features	About 300 words – precise Very few simple sentences Throws light on the performance of the sportsperson Mention of other contemporary sportspersons and potential for Olympic medals Alliteration in the title	500 words and well organized Begins with a rhetorical question Effective use of compound and complex sentences Focus on the journey of the sportsperson Comparison with the opponent Title in congruence with description

2. Introductory statements and concluding remarks in the two editorials

Structure	A) Sensational Sindhu <i>The Times of India</i> , August 27, 2019, page 12	B) PV Sindhu: The complete fighter <i>Hindustan Times</i> , August 27, 2019, page 14
Introductory statements	Sindhu is at the vanguard of an effervescence in Indian badminton.	Was there ever a doubt that PV Sindhu would win a world championship?
Concluding remarks	Sindhu is well on her way to being one of India's greatest sportspersons.	Sindhu has become the complete fighter.

3. Outline of the editorial on the floods in Maharashtra

Are flood management mechanisms at place?

Regular floods in the region during monsoon

Number of deaths – life and property

Number of people affected – shifted to relief camps

Destruction caused by heavy rainfall and landslides

The grim situation in Western Maharashtra

Rivers flooded – Panchganga and Krishna

Worst hit districts – Kolhapur and Sangli

City areas inundated, Highways shut, power failure

IMD prediction – more heavy rains

Rescue operations - Govt aid and NGOs, efforts of rescue team –NDRF

A review of mitigation measures

Reasons for the deluge and long term urban planning

Encroachments in the Western Ghats, river beds and on the banks

Relocation of residents from the flood-hit areas

4. An introductory statement of the editorial on the death of a famous film/sports personality.

Now study the introductory statements in the following examples.

Lovely lover

Rishi Kapoor was old Bollywood, but he was also cracklingly fresh, spoke to an India trembling on the cusp of a new era

By: Editorial |

May 1, 2020 3:25:12 am

Some people are destined to be stars. Rishi Kapoor, who passed away Thursday morning at 67, was one such. He was a Kapoor, grandson of Prithviraj, son of Ranbir Raj, and part of the First Family of Hindi cinema.

(Source:<https://indianexpress.com/article/opinion/editorials/rishi-kapoor-death-bollywood-6387802/>)

The New York Times

Milkha Singh, a track star who inspired generations of Indians with his feats on an international stage and a compelling life story in which he once raced trains for fun and literally had to run for his life as his father, attacked by a mob, lay dying, died on June 18 in Chandigarh.

(Source:<https://www.nytimes.com/2021/06/23/sports/milkha-singh-dead.html>)

5. Choose any editorial from *The Hindu* newspaper and explain in brief why students preparing for competitive examinations should read it.

Hints -The students should take into account title, purpose, type, structure and features.

- II 1. I have been reading the recent round of letters about the youth facility for Hazaar Nagar and it seems to me that it is a very reasonable demand I would like to make these comments. I have grown up in this area and am now about to leave school and begin work over the past few years. I have found it difficult to understand how this council makes decisions about how to send its money to me. It seems that there is often not enough thought given to location and demand

for recreational facilities. Often a venue opens and then closes after a year or so because there have not been enough customers to keep it going.

2.

Write the following words correctly.	Identify the correct spelling of the following words.	Write plural forms of the following words.
<i>Foolscap paper</i>	<i>Accommodate</i>	<i>Aircraft</i>
<i>Raja Rammohan Roy</i>	<i>Apartment</i>	<i>Equipment</i>
<i>Wednesday</i>	<i>Caribbean</i>	<i>Furniture</i>
<i>Margao (Goa)</i>	<i>Correspondence</i>	<i>Staff</i>
<i>William Shakespeare</i>	<i>Definition</i>	<i>news</i>

- The research showed some surprising results. Generally it demonstrated that adolescents are far more perceptive than adults sometimes believe. They can distinguish between important and unimportant matters, and are usually willing to seek guidance on serious issues.
- Spelling – Karnataka; Noun - Number – Singular - One Criterion; Spelling – Student
- In the following newspaper article two incomplete sentences have been edited.

A new self-help group called Television Addicts Anonymous has been formed to help people whose eyes have ‘turned square’. The founder of the group said that he has had about 20 responses to his first advertisement. One man rang to say that television was his worst enemy. He blamed the television for his poor performance at work. Another woman became worried when her daughter, aged three, began talking to television characters. The daughter used to get upset when they did not speak back. The parents decided to go without television and found their children talked, played and went out much more.

III 1. Proof correction of the given sentences:

- (i) Every student has in him the possibility. ~~✓~~
- ~~S/~~(ii) Every ~~S~~ student has in him the possibility.
- ~~S/~~(iii) Some student ~~/~~ sidestep the possibility.
- (iv) Every student in him has the possibility.
- ~~3/~~(v) Every students ~~/~~ possibilities lie within him.

Corrected sentences:

- (i) Every student has in him the possibility.
- (ii) Every student has in him the possibility.
- (iii) Some students sidestep the possibility.
- (iv) Every student has the possibility in him.
- (v) Every student's possibilities lie within him.
2. Proof correction of the given text:

01	<p><u>Revol</u>ution in computer/Speak</p> <p>Called a revolution in <u>Communication</u> – “if you</p> <p>9/ can <u>Speak</u> it/ <u>You</u> can write it./ – A new softwear</p> <p>C/ personal computer /PC) in to a <u>hindi</u> word processor</p> <p>an/ enables a <u>english</u> keyboard to convert text into five North</p> <p>•/ <u>indian</u> Languages/ Written for Windows 4.0 it allows the</p> <p><u>pc</u> user to type <u>bengali</u>, <u>gujarati</u>, <u>Marathi</u> / and <u>Punjabi</u></p> <p>phonetically</p> <p>In English to be translated into the <u>appropriate</u> <u>indian</u> / at the</p> <p>press of two keys. “Most people who speak the</p> <p>99/ languages can not write them/ For instance // Namaste / is</p> <p>Hindi/ Hindi for <u>hello</u>. If a Hindi <u>Speaker</u> types that on the</p> <p>English key board and then presses the /H keys/ the</p> <p>07/ program converts the tezt into Hindi/ The program does</p> <p>away with compersome keyboard layout.</p>	<p>/-</p> <p>Software</p> <p>turns</p> <p>10</p> <p>01</p> <p>language</p> <p>appropriate</p> <p>19/6 9</p> <p>16 9</p> <p>14 19</p> <p>10</p>
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IV

No.	Words		Spellings	
	British English Word	American English Word	British English Spelling	American English Spelling
1	Number plate	License plate	Colour	Color
2	Sidelight	Parking light	Centre	Center

3	Bonnet	Hood	Cheque	Check
4	Windscreen	Windshield	defence	defense
5	Boot	Trunk	draught	draft
6	Tyre	Tire	Enclose	Inclose
7	Wing	Fender	foetus	fetus
8	Indicator	Blinker	litre	liter

V The script for radio news is given below.

This is All India Radio.

You are listening to FM Gold on 100.91 FM.

Here are the news read by _____.

First the headlines,

The ISRO is going to set up a launch pad for its Gaganyaan mission.

Now are the News in detail.

A senior ISRO official told our reporter that the organization is going to set up a third launch pad at Sriharikota for its manned space flight programme – Gaganyaan. The official further told that the ISRO is in search of a new location on the western sea coast near Gujarat for SSLV.

In the end here is the recap of the headlines.

The ISRO is going to set up a launch pad for its Gaganyaan mission.

2. c) An introduction to a talk on radio.

<p>Announcer: Good evening!</p> <p>You are listening to the programmes on Akashwani Kolhapur.</p> <p>In this <i>Yuvavani</i> programme we have today with us Dr Kiran Ahuja.</p> <p>S/he is a renowned social worker.</p> <p>S/he is in social life for last three decades.</p> <p>S/he has received 'Samaj Bhushan Award' for his/her contribution to the society.</p> <p>On the occasion of International Human Rights Day, s/he is going to share his/her experiences with our listeners.</p> <p>I welcome you Sir / Madam to our studio.</p> <p>Speaker: Thank you.</p>

Activity: General Differences between Reading aloud and Listening

Sr. No.	Reading Aloud	Listening
1	Reading aloud is possible only with text.	The text is absent.
2	It is preceded by silent reading of the given text.	A listener has to be in a proper frame of mind to listen to the matter.
3	The reader has to pay attention to punctuation marks to read aloud effectively.	If listener loses his concentration for a while, he may fail to understand the expression.
4	The reader can communicate effectively by maintaining proper reading speed and taking pauses at appropriate places.	To be an effective listener discourse markers are important.
5	The reader has to follow the stress and intonation.	The listener can understand the meaning of the expression through the intonation.

3. i) The State Government has constituted a new pay panel for its employees.
- ii) The Prime Minister told the reporters that the crisis within the ruling party will not harm country.
- iii) The popular Bollywood actress has rejected an offer to act in the next film by Rohit Shetty.
- iv) It was revealed that on the border districts monkeys are being used for smuggling.
- v) In the cricket news all-rounder Ravindra Jadeja has not been selected in the One Day International team announced today by the BCCI.

7.A.4 Exercises and their Answers

1. Develop an outline to write an editorial to an English newspaper on the forthcoming Grampanchayat elections in your state. (**Refer to the answer of Task I - 3.**)
2. Imagine yourself as the editor of an English newspaper published from Maharashtra.

Write the concluding remark of editorial on the death of a famous sports personality.

3. Find the incorrect spellings in the following paragraph and correct them.

There is an amazing diversity of marine life in the Great Barrier Reef. Many species cannot be found anywhere else in the world. Deterioration of the reef is a great cause for concern. The most recent threat is rising sea temperatures. Some say this may destroy the reef in 30 years' time. The problem is called coral bleaching. Last year 30% of the coral on some reefs degraded beyond recovery.

Answer - There is an amazing diversity of marine life in the Great Barrier Reef. Many species cannot be found anywhere else in the world. Deterioration of the reef is a great cause for concern. The most recent threat is rising sea temperatures. Some say this may destroy the reef in 30 years' time. The problem is called coral bleaching. Last year 30% of the coral on some reefs degraded beyond recovery.

4. You are working at a radio station in one of the North East States of India. Prepare a script in English for announcement regarding precautions to be taken

by the citizens during the flood situation. (**Follow the suggestions given for writing radio scripts.**)

5. You are going to read news in English at a radio station. Prepare a script for News Reading of 10 minutes duration. (It should include one news item of each category - political, social, educational, international and sports.) (**Refer to the example of News Bulletin script for TV and the answer of Task V - 1.**)
6. You are working with a popular TV Channel. Prepare a script to comper a TV show on the New Year celebrations. Imagine details.
7. You are working with a private TV channel in South India. Prepare a script in English for compering an educational programme for school children.

The programme	
Announcement 1	<p>Good morning friends.</p> <p>Today class seven students of St Mary Convent School, Madurai are going to present a cultural programme.</p> <p>I welcome you all little champs to this programme. (Clip)</p> <p><i>(All the students assemble at the centre.)</i></p>
Announcement 2	<p>(Claps)</p> <p>Thank you Latha for the melodious welcome song.</p> <p>Friends, do you like stories?</p> <p>Vijay is now going to tell us a story. (Clip)</p> <p><i>(Vijay tells the story.)</i></p>
Announcement 3	<p>(Claps) Vijay has mesmerized us through his story.</p> <p>Thank you Vijay. You took us into the world of animals.</p> <p>Children did you like the story?</p> <p>Don't go anywhere. We will be back soon.</p> <p>(A short commercial break – Advertisements)</p> <p>Vasu and his friends are going to enact a skit.</p> <p>Let's watch their performance. (Clip)</p> <p><i>(The skit is presented.)</i></p>

Announcement 4	<p>(Claps) Wonderful! The acting was superb. Friends you have really taken us for a ride in the Himalayas. Vasu will be a great actor one day. Damini and her friends are also eager to present their song. Damini come with your friends to the centre of the stage. (Clip) <i>(The song is presented.)</i>(Advertisements)</p>
Announcement 5	<p>(Claps)Marvellous performance!! I have no words to praise the harmony in your group. The Principal of the school and the activity head are with us now. Madam, the students of your school are very amazing. They have made this morning brighter. (Claps) The efforts taken by all the teachers are reflected here.-----</p>

8. Write a summing up of a talk/a discussion/an interview/a musical programme on television. **Answer** - Thank you Sir / Madam, for sharing your experiences and guiding young graduates.

7.A.5 Suggestions further reading

Bhatt S.C. (2007). *Broadcast Journalism*, Har-Anand Publications, New Delhi.

Mohanraj J. and S. Mohanraj. (2001). *English Online: Communication for Information Technology*. Hyderabad: Orient Longman.

Morris Caroline. (nd). How to proofread/edit/ mark papers in MS Word. Video - <https://www.youtube.com/watch?v=fVT9bfM66bQ>.

Usha Raman. (2009). *Writing for the Media*. Oxford University Press. New Delhi.

MODULE VII
(B) Eight Rupees

Murali Das Melwani

Contents

- 7.B.0 Objectives
- 7.B.1 Introduction
- 7.B.2 Presentation of Subject Matter (Story)
Glossary and Notes
- 7.B.3 Summary
- 7.B.4 Check Your Progress
- 7.B.5 Key to check your Progress
- 7.B.6 Exercises
- 7.B.7 Writing Activity
- 7.B.8 Suggestions for further Reading

7.B.0 Objectives

After studying this Unit you will be able:

- To understand life of a sixteen year old clever salesperson.
- To learn how to be a successful salesperson.
- To explain the communication skills of a salesman.

7.B.1 Introduction

Murli Das Melwani, an educated businessman from North East India, writes as a hobby. He taught English literature in Sankardev College, Shillong for ten years. He worked as a freelance journalist for some time. He has experience of working for an export firm in Taiwan for about 25 years. He is a short story writer, novelist and playwright in Indian English. His short stories have been published in magazines in various countries, including the U.S.A, Hong Kong and India. He works to promote Indian short stories written in English. His doctoral research is on the

Indian Short Story in English. His book *Themes in the Indian Short Story in English: A Historical and a Critical Survey* was published in 2008. The prescribed story 'Eight Rupees' has been taken from his book *Stories of a Salesman*, a short story collection, first published in 1967.

7.B.2 Presentation of subject matter

EIGHT RUPEES

Murli Das Melwani

It was nine o'clock, the boy thin and small, lumbered up the steps of the many-storied mansion. He stopped at each floor to survey the doors of all the rooms. The shirt he wore was tattered and his skin showed through it. The pockets of his dirty shorts bulged with the weight of something in them.

On one of the top floors, a door with a bigger and brighter nameplate than any other door in the mansion caught his attention. The boy stood staring at it a long time. Finally, moving a few yards away and sitting down on the floor, he kept an eye on it.

People were coming out of the apartments and going down the steps. The boy studied each thoroughly. After about half an hour the door with the bigger and brighter nameplate opened and a tall, rather well-dressed man came out.

Then he sprang up, pulled out two tins of boot polish from one pocket and a brush from the other and intercepting the man, said 'Shoe-shine, sahib.'

The man looked at his shoes and said, 'I don't need one now. Not for another two days.'

The boy's countenance fell. He showed that he was disappointed.

'I'll charge you half the market rate, sir.'

The man smiled, 'It's not a question of money.'

'I'll make your shoes shine like silver.' The man refused. But the boy persisted. Finally, the man agreed.

'Thank you,' the boy said, his face lighting up. 'But where is your footrest?'

'I haven't got one, sahib. I'll buy one someday, when I've saved enough.'

Agilely, the boy lowered himself, crossed his legs and slapping one of his knees sharply, said, 'Put your foot here.' The knee looked tender and the man hesitated before putting his foot on it.

'What happened to your footrest? Broke it? Lost it?'

'I never had one. Can't afford one, with a mother and three sisters to support and earnings being what they are.'

He put the polish with rapid little stabs of his forefinger, then spread it all over with energetic circular strokes of his fingertips.

'Am I not an expert?' the boy asked as he worked, looking up into the man's face. He had bright elongated eyes, strikingly set off by his smooth chocolate brown skin. The man looked down at the boy's fluttering hand and said, 'Yes.'

'Wish I had a box and a footrest. So that my sisters could at least go to school.'

'They don't go to school?'

'I'm the only one in the family who earns. The others are too young.'

'What about your father.'

'He left us about six months back, didn't tell us where he was going. Used to drink a lot.'

A few strokes of the brush to and fro, and the shoe was glistening.

'The other foot please.'

'Have you tried to save?'

'I have, but it's impossible with so many to support. And I don't want to beg or steal.'

A pause followed, the silence broken only by the rapid tapping of passing feet.

'Sometimes when I start thinking, I feel I'll go mad.' He spoke in a low, silky voice, as if talking to himself.

'My sisters are growing up. One of these days I'll have to marry them off. From where am I going to get them dowries? Will they have to remain unmarried forever?'

'How old are you?'

`Sixteen.'

‘You talk like a grown-up.’

The boy smiled, and his smile was painful.

‘How much do a box and a footrest cost?’

‘Readymade ones, six rupees, Eight rupees if you order. I'd like to have mine made.’

‘You can't save that much.’

The boy did not say anything, only crinkled his smooth face into a pale shadow of a smile. The man looked away.

By now the people were moving in a thick stream towards the stairs, but none paid any attention to the boy and the man.

After some time the man said, ‘Stop charging half. Why do you charge half?’

‘Because I want more customers’, the boy said quietly. ‘That’s also-why I go from house to house. If I sat on the foot-path like the other shoe-shine boys, I'd earn practically nothing.’ Adding a moment later, ‘Your shoes are finished.’

The man removed his foot from the boy's knee. ‘Satisfied?’

‘Absolutely.’

As the man put his hand into his pocket, evidently to bring out the money, the boy hesitatingly said, ‘Would you—er--er mind if I say something?’

‘Go ahead.’

‘Could you,’ the boy said, eyes fixed on the ground, ‘lend me eight rupees. I'll return them as soon as I can. I'm ashamed of asking, but you seem’ he choked and could not go on.

A smile broke on the man's face. ‘Don't worry about paying me?’

‘No-no. then I won't take the money. Just pay me for the shoe-shine. Twenty-five paise. Full charge - since you want to pay it.’

The man took out his purse and drew out a ten-rupee note. ‘Here, take this’. Then half seriously, he added; ‘Pay me whenever you like. After a year or five years.’

'Returning eight rupees will be hard enough. Don't make things harder for me.'

'And if I say I haven't any change?'

'Then I won't take anything.'

'All right,' the man said as he pushed the ten-rupee note into the purse and pulled out a few one rupee ones. He counted eight and held them out to the boy.

'Thank you very much sahib', the boy said taking the money. 'You've done me a great favour'. The man did not remember to have seen a warmer smile than the one the boy gave him now. He could not help the smile that came to his lips.

'Tell me your name, sahib!'. The old man told him, then asked him his. The boy obliged him.

'And is this where you live?' He pointed towards the door. The man nodded and began to walk away.

'Sahib', the boy called after him. 'You've forgotten to pay me for the shoe-shine.'

'Oh', the man said a broad smile across his face, and stopped. Then after paying the boy, with the pleased-as-punch smile still across his face, he disappeared down the stairs.

As the boy stood holding the notes, he was sure - that a day which had started so well would certainly bring him more than sixty-four rupees he had earned the previous day, which was the biggest amount he had ever earned on any day in any of the cities he had been so far.

Glossary and Notes:

lumbered up (v) : climbed up slowly and laboriously

tattered (adj) : torn

intercept (v) : stop someone or something in the middle

footrest (n) : a small wooden stool to put a foot on while polishing the shoes

agilely (adv) : in quick movements

afford (v) : spare (money or time)

elongated (adj) : longish

7.B.3 Summary

The story begins with a small sixteen year old poor boy in tattered shirt and dirty shorts surveying the floors of a many-storied mansion, at nine o'clock in the morning. On one of the top floors, he locates a door with a brighter name plate and waits outside the apartment for about half an hour. As the door of the apartment opens and a well-dressed rich man comes out, the boy approaches him for boot polish. The tall man tells that he doesn't need boot polish for another two days. Disappointed with the man's reply, the boy continues to use his skills to make the man to accept his request. He is ready to polish the boot at half the market rate. After persistent requests the man's refusal turns into acceptance.

During the boot polish, the man learns about the poverty of the boy. His drunkard father had left the family and the boy didn't go to school. As the lone bread earner of the family and he has to look after his mother and three sisters from his earnings. Hence can't afford to buy a footrest which costs between six to eight rupees as he doesn't have enough savings. With his limited skills of boot polish, he works hard to make ends meet. But the boy has good communicative ability. He tells the man that he wants to earn honestly. He has to make provision for dowry and marry off his sisters. The boy also tells the man that he plans to buy a footrest in future. The man advises the boy to demand full charges from the customers. The boy tells the man that he may not get enough customers on foot-path and hence he visits door to door to get more customers and earn more money. After creating the proper atmosphere, the time was ripe for the boy to demand money from the man. The boy requests the man to lend him eight rupees to buy the footrest. He also asks the man to pay full charges 'twenty-five paise' as per the man's wish. Though the man offers ten rupees, the boy expects eight rupees only so that he can return the money in time. The boy impresses the man with his honesty. The boy didn't forget to collect the full charges for boot polish.

The story ends with the smile on faces of both the boy and the man. The boy who borrows eight rupees from the man had earned sixty-four rupees a day before. Thus the boy's day begins on a good note.

7.B.4 Check Your Progress

I. A. Answer the following questions in one word/phrase/ sentence each:

1. What did the boy carry in his bulging pockets?
2. Why does the boy survey the name-plates on the houses?
3. How much does the boy charge for shoe shine?
4. What amount does the boy accept from the rich man?
5. Why does the rich man give loan to the boy?
6. How much do a box and footrest cost?
7. What is the profession of the boy?

B. Choose the appropriate answer and complete the following sentences:

1. The boy is ----- years old.
a) sixteen b) fifteen c) ten d) fourteen
2. The boy takes ----- rupees as loan from the rich man.
a) ten b) eight c) six d) two
3. The boy had earned ----- rupees the previous day.
a) sixty b) sixty-four c) sixteen d) eight
4. The boy has to support his mother and -----.
a) three sisters b) father c) brother d) two sisters
5. The shoe polish boy had everything except-----.
a) polish color b) footrest c) brush d) none
6. The man kept his leg on the -----for polish.
a) footrest b) boy's knee c) polish box d) floor
7. The father of the boy was -----
a) alive b) dead c) not with him d) missing

II. Grammar and Vocabulary Exercises:

A. Fill in the gaps in the following table by supplying appropriate forms of the words:

Adjective	Adverb
bright	-----
sharp	-----
tender	-----
rich	-----
rapid	-----

B. Give synonyms for the following words:

countenance, disappoint, agile, apartment, smile

C. Give antonyms for the following words:

disappoint, tender, pale, appear, certain

7.B.5 Key to Check Your Progress

I. A. Answer the following questions in one word/phrase/sentence each:

1. Two tins of boot polish and a brush
2. To get customers for boot polish
3. Half of twenty-five paise
4. Eight rupees and twenty-five paise
5. To buy a footrest for boot polish
6. Six rupees if bought readymade and eight rupees on order
7. Boot polish

B. Choose the appropriate answer and complete the following sentences:

1. a) sixteen
2. b) eight

3. b) sixty-four
4. a) three sisters
5. b) footrest
6. b) boy's knee
7. d) missing

II. Grammar and Vocabulary Exercises:

A. Fill in the gaps in the following table by supplying appropriate forms of the words.:

brightly, sharply, tenderly, richly, rapidly

B. Give synonyms for the following words:

countenance = face

disappoint = discourage, dishearten

agile = nimble, deft

apartment = flat, penthouse

smile = grin

C. Give antonyms for the following words:

disappoint x cheer, satisfy

tender x unsympathetic, callous

pale x bright, happy

appear x disappear, vanish

certain x doubtful, unreliable

7.B.6 Exercises

I. A. Answer the following questions in 3-4 sentences each:

1. How does the boy create sympathy and admiration in the mind of the rich man?
2. How is the boy a clever salesperson?
3. In what way is the boy different from other shoe-shine boys?
4. What do you think of the rich man? Why he is very much pleased?

B. Write short notes on the following in 8-10 sentences each:

1. The Shoe-polish Boy

2. The Rich Man
3. Aspects of Indian life and culture

II. Writing Activity:

Write a short story about a shoe-polish boy whom you have seen.

7B.7 Suggestions for further reading

Melwani, Murli. (1967). *Stories of a Salesman*. Calcutta: Writers Workshop.

Melwani, Murli. (2008). *Themes in the Indian Short Story in English: An Historical and a Critical Survey*. Bareilly: Prakash Book Depot.



Module VIII

A) The Mystic Drum

Contents:

- 8.A.0 Objectives
- 8.A.1 Introduction
- 8.A.2 Presentation of the Subject Matter (poem)
- 8.A.3 Summary
- 8.A.4 Analysis
- 8.A.5 Check your Progress
- 8.A.6 Key to Check your Progress
- 8.A.7 Exercises
- 8.A.8 Writing Activity
- 8.A.9 Suggestions for further Reading

8.A.0 Objectives:

After studying this poem you shall be able:

1. To study and understand the poem
2. To get glimpse of African culture and African poetry
3. To understand the symbolism in the poem

8.A.1 Introduction

Gabriel Okara (Gabriel Imomtini Gbaingbain Okara), born on April 24, 1921 at Bomoundi, is a Nigerian poet and novelist. He was educated at the Government College Umuahia and Yaba Higher College. He studied journalism at Northwestern University and even worked for some time as Information Officer for the Eastern Nigerian Government Service. Okara takes pride in the ancient African culture and is

concerned by the onslaught of Modern Western culture on it. Both, his poems and his novel reflect this theme. “Piano and Drums”, “Once Upon a Time” are some of his famous poems. His other works include the novel *The Voice* (1970) and *The Fisherman’s Invocation* (1978). Many of his manuscripts were destroyed during the Nigerian Civil War. He was awarded the Commonwealth poetry prize in 1979.

The present poem also shares the theme of the onslaught of modern Western culture on the ancient African culture. The poem can be interpreted in multiple ways. It beautifully portrays the proximity of ancient African culture to nature. The poem gradually symbolically describes the entry of Western culture, industrialization, pollution, materialism and the destruction caused to the pristine African culture. Okara has described the poem as a love poem in one of his interviews. It is interesting to study the illusory appeal of the Western materialistic culture and the need expressed to nurture the native culture.

8.A.2 Presentation of Subject Matter (the poem)

The Mystic drum

The mystic drum beat in my inside
and fishes danced in the rivers
and men and women danced on land
to the rhythm of my drum

But standing behind a tree
with leaves around her waist
she only smiled with a shake of her head.

Still my drum continued to beat
rippling the air with quickened
tempo compelling the quick
and the dead to dance and sing
with their shadows-

But standing behind a tree
with leaves around her waist
she only smiled with a shake of her head.

Then the drum beat with the rhythm
of the things of the ground
and invoked the eye of the sky
the sun and the moon and the river gods-
and the trees began to dance,

the fishes turned men
and men turned fishes
and things stopped to grow-

But standing behind a tree
with leaves around her waist
she only smiled with a shake of her head.

And then the mystic drum
in my inside stopped to beat-
and men became men,
fishes became fishes
and trees, the sun and the moon
found their places, and the dead
went and leaves growing on her head

And behind the tree she stood
with roots sprouting from her
feet and leaves growing on her head
and smoke issuing from her nose
and her lips parted in her smile
turned cavity belching darkness.

Then, then I packed my mystic drum
and turned away; never to beat so loud any more.

Glossary and Notes:

mystic (adj.): of or relating to mysteries, having magical properties, inducing a feeling of awe or wonder

sprouting (v): to grow, spring up, or come forth as a new growth

cavity (n): an unfilled space within a mass, a hollowed-out space

belching (adj.): to issue forth spasmodically or suddenly, gush

8.A.3 Summary:

The poem “The mystic Drum” is a beautiful rhythmical poem in free verse. As the title indicates, it deals with some mystic drum. The drum in African poetry is an important motif and it stands for the ancient African culture wedded to nature. It is a part of their racial consciousness. It strikes our attention with the display of this innate rhythm in the Africans when we see so many Africans excel in the art of drumming and singing.

The mystic drum which represents the ancient African culture beats inside the speaker and as it beats, the surrounding nature- fishes in the river, men and women on land all dance to its rhythm. He then goes on to describe ‘her’ who stands behind a tree with leaves around her waist, smiling and shaking her head. In spite of her distracting presence, the drum continues to beat, with an increased tempo and it compels the living as well the dead to dance and sing with their shadows. ‘She’ however, continues to stand behind a tree and smile and shake her head. She does not participate in the dance but continues to make her presence felt. Then the drum beating perhaps reaches a frenzy and something unusual starts happening. The sun, the moon, the rivergods, the trees all begin to dance. The order in nature is disturbed as fishes turn men and men turn into fishes and things stop growing. The order, the harmony in nature is disturbed. Still she continues to stand behind the tree, smile and shake her head. It means that she becomes a cause for the disturbance but does not participate in the dance. Finally she succeeds in distracting the speaker. The frenzied mystic drum inside him stops beating. Now men become men, fish become fish, the tree, the sun and the moon find their places. The dead return to their graves and things begin to grow once again. The speaker still sees her standing behind the tree. But now he notices roots sprouting from her feet, leaves growing on her head and smoke issuing from her nose. Her lips part as she smiles displaying a cavity with

belching darkness. The speaker then realizes that she is not what she had appeared to be. So he packs his mystic drum, turns away from her and decides never to beat the drum so loud as to get distracted.

8.A.4 Analysis:

The poem is in free verse consisting of ten stanzas of varied lengths. There is no use of rhymes yet the poem is very much rhythmic like a drum due to the effective use of refrain and a number of unstressed monosyllabic words. They lend a quick pace like the beating of the drum to the poem. The poem has multiple interpretations. The poem is basically interpreted as a confrontation between the ancient African culture and the Western culture, the colonizer's culture. The speaker refers to the 'mystic drum' beating 'in my inside'- meaning the inherited ancient African culture that vibrates in him. It also shows the proximity of this culture to nature wherein there is harmony between nature and man. This is indicated through the lines 'fishes danced in the rivers/ and men and women danced on land/ to the rhythm of my drum.' The drum here is a symbol of the ancient African culture. The three-line second stanza describing a woman standing behind a tree with leaves around her waist, smiling and shaking her head is actually a refrain in the poem repeatedly used and it gives the rhythm to the poem. This woman is also a symbol. The poet gives hints by telling that she has 'leaves around her waist'- perhaps a reference to the fallen Eve, a sign of moral degradation. She is smiling and shaking her head as well. She obviously is not a part of the African culture. She is an 'outsider' or represents the materialistic culture of the industrialized West. Her smile and shaking of head denote a sort of scorn she has for the African culture. It is striking to note that though the woman does not do anything in particular at the beginning, she allures and distracts the speaker from the outset itself. This is how the Western colonizers initially appeared quite benign, harmless but slowly succeeded in adversely affecting the natives and their spiritual culture. As the frenzy, the tempo of the drum increases, the balance in nature is disturbed and everything starts behaving in a weird manner- 'fishes turned men and men turned fishes and things stopped to grow.' She continues to smile- perhaps her smile is now cynical as she enjoys the harm done. But soon the speaker realizes his mistake and the mystic drum stops and everything seems getting back to normal. But, it is a 'new normal'. The woman i.e. the materialistic culture of the industrialized West, is there to stay and has permanently changed the African life, for the worse. Leaves grow on her head implying deforestation. The Western culture

continues to send its roots deep into the African soil debasing it in the process. The smoke issuing from her nose is an indication of pollution caused by industrialization and the belching darkness revealed by the cavity caused by her parted lips in a smile are symbolic of the successful onslaught of the Western culture on the ancient African culture. The speaker then ‘packs his drum never to beat so loud’ implies the irreparable loss inflicted upon the native African culture. The poem is also interpreted as the movement from innocence to experience and a realization of the loss of innocence. Gabriel Okara, in an interview termed this a love poem. He was attracted towards a woman who appeared quite beautiful but when he went closer he found that she was not what he had thought her to be. So the Western culture is like the woman, attractive and beckoning but ugly and destructive in reality.

Thus, “The Mystic Drum” is a beautiful poem replete in symbols, contrasting the ancient African culture to the Western materialistic culture. The poet rues the onslaught of the Western culture on the spiritual African culture.

8.A.5 Check your Progress I

A. Answer the following questions in one word/ phrase/ sentence each:

1. What happened to men and fish when the drum invoked the sun and the moon?
2. What does the drum symbolize?
3. What does the outsider mentioned in the poem stand for?
4. What does ‘the leaves around her waist’ suggest?
5. What is the refrain mentioned in the poem “The Mystic Drum”?

B. Choose the appropriate answer and complete the following sentences:

1. Gabriel Okara is a ----- poet.
 - a) Nigerian
 - b) Indian
 - c) American
 - d) Russian
2. Beating of the drum indicates the poet’s love for -----.
 - a) traditional African culture
 - b) Western culture
 - c) Indian culture
 - d) modern culture
3. She stood behind a tree with leaves around her waist and only smiled -----.

- a) with eyes closed b) looking down
- c) with a shake of her head d) with fun
- 4. Drum beating is a ----- in Africa.
 - a) a type of music b) ritual
 - c) entertainment d) pastime
- 5. The outsider in the poem stands for ----- .
 - a) communalism b) Western imperialism
 - c) guest d) religion

8.A.6 Key to Check your Progress:

- A:
1. They all began do dance
 2. ancient African culture
 3. modern Western culture
 4. fallen Eve and moral degradation
 5. The refrain describes a woman standing behind a tree, smiling and shaking her head.
- B:
1. Nigerian
 2. traditional African culture
 3. with a shake of her head
 4. ritual
 5. Western imperialism

8.A.7 Exercises:

A. Answer the following questions in 3 to 4 sentences each:

1. Describe the beauty of nature in the poem.
2. What is the intention of the poet in the poem?
3. How has the poet described the beating of the mystic drum?

B. Write short notes on the following in 8 to 10 lines each:

1. Mystic drum beating
2. Love for African tradition
3. The title of the poem

C. Vocabulary Exercises:

1. Complete the following table filling in the appropriate form of the given words:

Verb	Noun	Adjective	Adverb
love			
		beautiful	
		questionable	
			powerfully
	shake		

2. Give synonyms for the following words:

smile, loud, grow, part, tempo

3. Give antonyms for the following words:

quicken, mystic, dead, continue, darkness

8.A.8 Writing Activity:

Write your views on “The beauty in nature and its impact on mind”

8.A.9 Suggestions for further reading:

Collect information about African culture

Module VIII

B) i) Two Dead Soldiers

Jean Arsanayagam

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- 8.B.1.2 Presentation of Subject Matter (Poem)
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- 8.B.1.6 Key to Check Your Progress
- 8.B.1.7 Exercises
- 8.B.1.8 Writing Activity
- 8.B.1.9 Further Reading

8.B.1.0 Objectives:

After studying this poem you shall be able:

1. To study and understand the poem
2. To understand the theme of futility of war
3. To understand the use of various literary devices

8.B.1.1 Introduction:

Jean Arasanayagam (1931-2019) is a Sri Lankan poet and fiction writer. Born, Jean Solomons in a Dutch Burgher family, Jean married a Jaffna Tamil which led her to multiple heritages of her identity. She has written profusely in English basically on the theme of ethnic and religious turmoil in Sri Lanka. She was a witness to the colonial and postcolonial sociopolitical changes that affect the dynamics of ethnic,

gender and class relations in Sri Lanka. She was a victim of ethnic and political violence of 1983. Along with the search for identity, death is a recurring theme in her poetry. She has written nearly fifty books. She died on 30 July 2019.

The present poem clearly points out the futility of war. The detailed description of the battered bodies of the two soldiers is representative of the condition of a million soldiers. All this signifies the brutalities and destruction caused by war. The bizarre description of destruction and nauseating bloodshed loudly convey her position on war.

8.B.1.2 Text (poem):

Two dead soldiers in bronze
Lying flat on a battlefield, anywhere.

Dismembered trunks and heads,
Severed membranes, nerves,
Are tangled threads wrapped in blood,
freezing in ice or clotted with mud.

They have no eyes,
They have no tongues,
Sightless and blind and speechless.

Shreds of rags
flutter in the miserable wind
to cover corpses.

The cloth, the flesh, the skin
are of one colour and one texture.

Outflung and still the cracked bone
of the broken arm, its crooked wing, unpinioned.
Unweaponed, the slack fingers of those

useless hands.

Two dead soldiers
are a whole battlefield
two faces, a million.

Glossary and Notes:

- Dismembered (v) : to cut or tear (a body) into pieces
Severed (adj.) : cut, broken
Membrane (n) : a thin sheet or layer of tissue that is part of a plant or animal's body
Shred (n) : long thin pieces cut or torn off of something, ruined or damaged condition
Unpinioned (adj.) : featherless, like a bird's wing whose feathers are destroyed
Slack (adj.) : lacking in energy, loose

8.B.1.3 Summary:

The poem is written by Jean Arasanayagam, a Sri-Lankan poet of multi-ethnic identity. The poem is written on the backdrop of the ethnic and political violence in Sri-Lanka. Being a victim of this violence, Arasanayagam's observations become quite relevant. The poem captures the futility of war. It describes the mutilated bodies of two soldiers. They are dead and therefore useless in the war. Their plight after death speaks about the indifference to dead soldiers; their sacrifice goes unrewarded. The poem speaks of two dead soldiers, but the poem is representative of the condition of millions who die on the battlefield. The poem is universal in the sense the situation is not only about Sri-Lankan soldiers. It is true for soldiers anywhere in the world, no matter to which religion, ethnic group, caste they belong. The poem describes the dead bodies that are battered so badly that their identity cannot be ascertained. The colour of blood is the only visible colour. It is same for everyone. Hence, it is a representative poem.

8.B.1.4 Analysis:

The poem “Two Dead Soldiers” describes the battered bodies of two dead soldiers. But it is not about the death of two soldiers. It is about the futility of war. The poem neither mentions the names of the soldiers nor the names of the warring countries. Nor is it clear whether they belong to adversary countries or two factions in the same country. This indicates that the soldiers or their identity is not important but their ‘death’ is important. The twenty one-line poem in fact describes the effect of the death of the soldiers.

The poem consists of twenty one lines divided into seven stanzas of unequal number of lines. All through the poem the poet does not lose sight of the focus – the bizarre description of destruction and the nauseating bloodshed that she has been a witness to. Born in a Dutch family and married into a Tamil family, she had a multi-ethnic identity and was viewed as a refugee and not belonging to Sri Lanka. War according to her serves the petty interests of a few at the cost of destruction of many others. This situation is universal and not limited to any one country or ethnic group. The poem succeeds in arousing distaste for war through the disturbing descriptions of violence, war and death. Death is a recurrent theme, a motif in her poems.

The poem begins by describing the abandoned, battered dead bodies of two soldiers on a battlefield. The word ‘anywhere’ is sufficient to highlight the fact that the scene is universal. The bodies are in a very bad shape- some body parts lie scattered, the nerves are cut, and there is blood everywhere, wet or dry. The bodies are lying in mud and now that the soldiers are dead their value is also same, like dust or mud. Obviously, the dead soldiers cannot see or speak because they are dead. But it seems that the poet also comments upon the callous people around, who have eyes and tongues but are unable to see or express the futility of war. The bodies have no shrouds, coffins to cover them and are left to flutter in the miserable wind. This speaks for the apathy towards the soldiers who have sacrificed their lives in the battle. They do not get any honour or respect. Nothing but blood is what remains. The hands /arms that held weapons and fought bravely are now rendered useless.

The last three lines sum up the theme of the poem in an epigrammatic way. These are just two dead soldiers – but the situation represents a whole battlefield. The description should suffice to imagine the dire consequences of war. They may actually be two faces but they represent a million faceless soldiers over the world.

The poem is very straight forward and remarkable for its brevity. Short cryptic lines and highly effective adjectives are the key to the immense effect of the poem. The use of visual images of colour of blood, its shades and texture are quite vivid and successfully convey the theme.

8.B.1.5 Check Your Progress:

I. Answer the following in one word/ phrase/ sentence each:

1. How does the poet describe the bodies of the dead soldiers?
2. What covers the corpses?
3. How does the poet describe the nerves of the soldiers?
4. What is the theme of the poem?
5. What is the colour and texture of the cloth, the flesh and the skin?

II. Rewrite the following choosing the correct alternative:

1. The fingers and hands of the soldiers are slack and useless because they are _____.
a) tired b) dead c) weak d) tied with ropes
2. The cloth, the flesh and the skin are _____ in colour.
a) black b) pink c) red d) white
3. _____ cover the corpses.
a) shrouds b) rich clothes c) new clothes d) shreds of rags
4. The cut membranes and nerves look like _____ covered with blood.
a) tangled threads b) hair
c) untangled threads d) dried sticks
5. Two dead soldiers were lying flat _____.
a) in a hospital b) in a mortuary
c) on the road d) on a battlefield

8.B.1.6 Key to Check Your Progress:

- #### **I.**
1. Flat with dismembered trunks and heads, severed membranes and nerves

2. Shreds of rags
3. Nerves are described as tangled threads wrapped in blood.
4. Futility of war
5. Red

II. 1- b , 2 - c , 3 – d , 4 – a, 5 –d

8.B.1.7 Exercises:

I. Answer the following in about 3 to 4 sentences each:

1. What is the condition of the bodies of the two soldiers?
2. How are the soldiers treated after death?
3. What is the significance of the last three lines of the poem?
4. How does the poet describe the distorted bodies of the soldiers?
5. What is the poet’s view about battles?

II. Write short notes on the following:

1. Destruction caused by war
2. The two dead soldiers

III. Vocabulary Exercises:

Noun	Verb	Adjective	Adverb
		slack	
		Miserable	
	Flatten		
Blood			
			Colourfully

Word	Synonym	Word	Antonym
corpse		freeze	
rags		rags	
Flutter		dead	

severed		tangled	
pinion		Slack	

8.B.1.8 Writing Activity:

Write an essay on the futility of war.

8.B.1.9 Suggestions for further reading:

Read the war poetry of Wilfred Owen, W. H. Auden and the like.



Module VIII

B) ii) Bora Ring

Judith Wright

Contents:

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- 8.B.2.7 Exercises
- 8.B.2.8 Writing Activity
- 8.B.2.9 Suggested Reading

8.B.2.0 Objectives:

After studying this poem you shall be able:

- To study and understand the poem
- To understand the theme of destruction of Australian Aboriginal culture due to European Colonization
- To understand the use of various literary devices

8.B.2.1 Introduction:

Judith Arundell Wright (1915-2000) is an Australian poet, environmentalist and campaigner for Aboriginal land rights. She is a recipient of the Christopher Brennan Award. Her first book of poetry *The Moving Image* was published in 1946. Her collection of short stories *The Nature of Love* was published in 1966. In 1967 she

was nominated for the Nobel Prize for Literature. She received the Queen's Gold Medal for Poetry in 1991. She died on 25 June 2000. Her work is noted for a keen focus on the Australian environment. She deals with the relationship between the settlers, indigenous Australians and the bush. Man and environment are at the centre of her poetry and images from Australian flora and fauna abound her poetry. She was an impassioned campaigner for the Aboriginal land rights movement. She opposed materialism and outside influences on native cultures.

Bora Ring is in fact an elegy on the loss of the Australian Aboriginal Culture due to colonization by European settlers. The Aboriginal rituals, lifestyle which are closely related to nature were destroyed in the process. Today such rituals exist only in memories.

8.B.2.2 Presentation of the Subject Matter (Poem):

The song is gone; the dance
is secret with the dancers in the earth,
the ritual useless, and the tribal story
lost in an alien tale.

Only the grass stands up
to mark the dancing-ring; the apple-gums
posture and mime a past corroboree,
murmur a broken chant.

The hunter is gone; the spear
is splintered underground; the painted bodies
a dream the world breathed sleeping and forgot.
The nomad feet are still.

Only the rider's heart
halts at a sightless shadow, an unsaid word
that fastens in the blood of the ancient curse,
the fear as old as Cain.

Glossary and Notes:

Bora Ring is a circle in the ground constructed from earth and stone, used by the Australian Aboriginals for rituals associated with male initiation ceremonies. Many such rings existed in Queensland and New South Wales.

Dancing ring (n): the Bora Ring

Alien (adj.): foreign; here the European colonizers

Apple-gum (n): an ornamental Australian tree having heart shaped juvenile leaves and lanceolate adult leaves and conical fruits

Corroboree (n): a nocturnal festivity with songs and symbolic dances by which the Australian Aboriginals celebrate events of importance

Splintered (adj.): cut or split into long thin pieces

Nomad (n): a group of people who move from place to place instead of living in one place all the time

Mime (n): a form of entertainment in which a performer plays a character or tells a story without words by using body movements and facial expressions

Cain (n): the first child of Adam and Eve who treacherously murdered his younger brother Abel in rage out of jealousy

8.B.2.3 Summary:

The poem “Bora Ring” is written by Judith Wright, one of the prominent Australian poets of the twentieth century. The poem presents before us the personality of Judith Wright as an environmentalist and her concern for the preservation of the culture of the Aboriginals. Man and environment are at the centre of her poetry. Bora Ring refers to a circle in the ground constructed from stone and earth and was used by the Aboriginals in Australia for rituals related to male initiation ceremonies. Many such ring like structures are found basically in the Queensland and New South Wales areas of Australia. The European settlers who came to Australia destroyed this Culture in the process of colonization. The poet mourns this loss of culture in the poem. Dance, music, hunting were the essential part of the Aboriginal culture. All these were closely related to nature and their destruction disturbs the poet who is an environmentalist at heart. Only the memories in the form of the circular Bora Rings remain. The greedy and harmful nature of the

so-called civilized modern man is a result of the ancient curse when Cain murdered his younger brother Abel out of greed and jealousy. The European settlers have committed a similar sin and she fears the curse will take effect.

8.B.2.4 Analysis:

“Bora Ring” is a short poem of sixteen lines arranged in four stanzas of four lines each. The poem is simple and describes the simple nomadic life of the Australian Aboriginals that is wedded to nature. There is reference to their rituals, dance, music and hunting, all that is a part of their culture. But the elegiac tone is set at the very beginning when the poet states that the ‘song is gone’, ‘the dancers in the earth’ (i.e. dead and buried), ‘the rituals useless’ and the ‘tribal story’ lost. And all this loss is a result of the alien tale that is the arrival of the European settlers. The second stanza adds to the effect by stating that what is left is only memories of the dancing –ring, the trees like apple-gums and the night time festivities like the corroboree. This stanza speaks of their proximity to nature and simple rituals. The third stanza recounts the nomadic nature of the Aboriginal life, their crude weapons like the spears used in hunting, their tradition of painting their bodies and at the same time regrets that all this is now only a part of dreams and memories. The final stanza comes as a comment and also a warning arousing fear. Under the pretext of development, colonization, the European settlers have destroyed or rather killed the native culture. Wright who is an environmental activist compares this to the cruel killing of Abel by Cain. Cain was the first child of Adam and Eve who treacherously murdered his younger brother Abel out of greed and jealousy. She thinks that the destruction of Aboriginals by European settlers is similar to the historical killing of one brother by another. Hence, it is a sin and lives in the minds of the people like an ancient curse, a fear for the powerful and cruel brother like Cain.

8.B.2.5 Check Your Progress:

I. Answer the following in one word/ phrase/ sentence each:

1. What does the poet imply in the line ‘...the tribal story lost in an alien tale’?
2. What is meant by ‘the nomad feet are still’?
3. Why does the poet fear for Cain?
4. What does the poet mourn for in the poem?

II. Rewrite the following choosing the correct alternative:

1. Bora Ring describes the loss of Australian _____.
a) Aboriginal culture b) industry
c) law d) trees
2. The word 'alien' in the first stanza refers to _____.
a) Australian Aboriginals b) European settlers
c) Africans d) Indians
3. The Aboriginals were _____ and gatherers.
a) teachers b) priests
c) hunters d) businessmen
4. Bora Ring is a _____ of the tribals.
a) food b) drink
c) holy book d) ritual

8.B.2.6 Key to Check Your Progress:

- I.**
1. The tribal culture destroyed by the outsiders, the European settlers
 2. The Aboriginals are either driven to the forests or killed
 3. Because it is similar to destruction of one brother by another
 4. Loss of Australian Aboriginal Culture
- II.** 1 – a, 2 – b, 3 – c, 4 - d

8.B.2.7 Exercises:

I. Answer the following questions in three to four sentences each:

1. Which activities of the tribal life are described in Bora Ring?
2. What is 'the ancient curse' referred to in the last stanza?
3. Explain the reference to fear of Cain in the last line of the poem?
4. What is the theme of the poem Bora Ring?
5. Why are the rituals useless according to the poet?

II. Write short notes on the following in about eight to ten lines each:

1. The lost culture of the Aboriginal tribals
2. The poet's views about the Aboriginals and the environment
3. The Bora Ring ritual

III. Vocabulary Exercises:

Noun	Verb	Adjective	Adverb
secret			
		useless	
breath			
			fearfully
	bleed		

Word	Synonym	Word	Antonym
halt		fasten	
alien		ancient	
Posture		old	
tale		halt	
broken		curse	

8.B.2.8 Writing Activity:

Write a paragraph about the destruction of the ancient tribal culture due to onslaught of modern civilization.

8.B.2.9 Suggestions for further reading:

Gather information about some tribes from Maharashtra and India like the Bhills, Warlis, Gonds, Jarwas etc.

