

COMPOSITION

COMPOSITION

LESSON 1

LETTER WRITING

Letter Writing is an important part of Communication. There are different kinds of letters.

The following are some of them.

- (A) Private or Personal letter.
- (B) Business letters, Official letter.
- (C) Social letter
- (D) Letter to the Press/ Report.

Nowadays there are different means of communication even when one cannot come face to face with another. However, the letter is still an indispensable part of communication.

There are certain conventions for writing letters:

- (i) Write your own address in the top right hand corner.
- (ii) The date can go on either the left or the right. But generally it is used on the right.
- (iii) Never write your name at the top of a letter.
- (iv) Write the address, name and position of the person you are addressing on the top left hand cover
- (v) Use 'Sir' or 'Madam' if you do not know the name of the person and the end will be with 'Yours faithfully.'
- (vi) Use the person's title (Mr, Ms.,Mrs. etc and their surname etc if you know and end the letter with 'Yours Sincerely'.

I. In Personal letter, which are Informal, the general forms of salutation are-

- (a) To relatives:
 - My dear father,
 - My dear mother,
 - My dear daughter etc.
- (b) To friends:
 - Dear Biren,
 - Dear Shanti,
 - Dear Jamkhose

- (c) To strangers:
Sir, Dear Sir,
Madam, Dear Madam etc.

II. The form of subscription is -

- (a) To relatives and very intimate friends:
Yours affectionately, Affectionately yours
- (b) To friends:
Yours sincerely, Sincerely yours
Yours ever, Ever yours.
- (c) To Strangers, business firms and official letters:
Yours faithfully, Faithfully Yours etc.

* In American English , end your letter with-
Sincerely, Sincerely Yours or Yours Truly.

- (d) In British English end your letter ‘Yours sincerely’ if you have begun it with a persons title and family name . If you have begun ‘Dear Sir or Madam; then end your letter ‘Your faithfully’.

In Informal letter, for close friends end your letter with-
Love, Lots of love etc.
Use Best wishes, All the best etc for others.

Note: *Use of Comma after the salutation or subscription is not strictly followed now.*

**III. The date is written on the top right hand side below the address:
Look at the following:**

L. Y. Leikai,
Imphal- 1
21 April , 2008

Dear Thoi,

I have not heard anything from you for a long time. I am glad to hear from the radio that your place is quite peaceful. You must be reading hard for your exam. But do not over study. It may affect your health. Punctuality in your work will bring success in all walks of life.

We wish you the best of luck in the exam.

Yours affectionate father,

Mani Singh

In British English nowadays the subscription is written on the left hand side as well.

III. The date is written in different ways:

21 April 2008

21st April 2008

April 21, 2008

April 21st, 2008

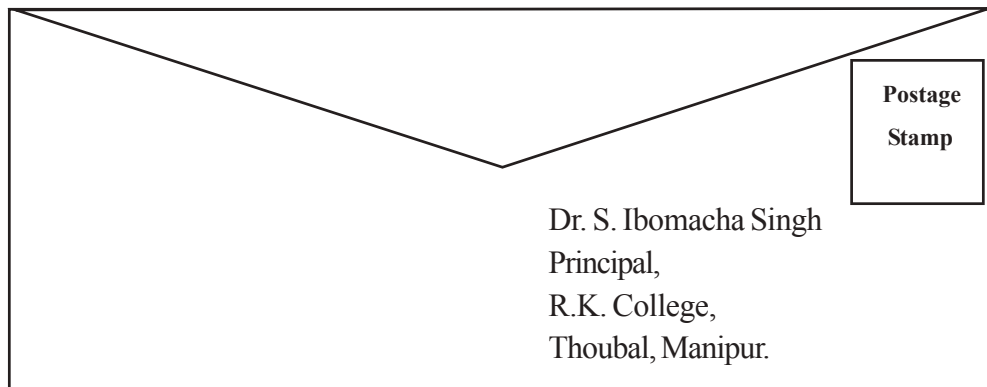
21-4-2008

21 / 4/ 2008

21- 4- '08

Note: *The preferred British style is '21 April 2008'. Americans generally begin with the months followed by the date and year.*

IV. Write the address on the envelop or postcard clearly.



Look at the following:

1. Purnima of Thangmeiband writes a letter to her friend Bijaya of Manipuri Rajbari Guwahati about her examination.

Thangmeiband,
Imphal,
20 April' 2008

4 ————— *Grammar and Composition of Contemporary English*

Dear friend/ My dear friend/Dear Bijaya

This is the first time I am writing after the H.S.L.C exam. In your precious letter, you wanted to know about my performance in the examination.

Well, I did pretty well in the exam but it was below my expectation. In some subjects the questions were taught. However, I am hopeful of passing in the First Division. I am expecting you to come to Imphal. I would be happy to meet you here.

Yours Sincerely
Purnima

Or

Yours Sincerely
Purnima

2. **Binita writes a letter to her friend Shanta describing ‘Yaoshang’ in Manipur.**

Keishampat,
Imphal
20 April 2008

Dear Shanta,

Thanks a lot for your letter which I received this morning.

I am sure you must be thinking of ‘Yaoshang’ in Manipur. But nowadays things have changed a lot. The usual joy and festivals of ‘yaoshang’ are gradually giving way to Thabal Chongba. The religious fervour is lost. Society is now changed. Come and see next year how life is changing in Manipur.

I hope you are enjoying life there. But let us share the joys of life.

Love
Binita

or

Love
Binita

3. **Mr. John Haokip, studying in Bangalore writes to his father at Churachandpur describing his study in a new world.**

Kormangala
Bangalore
26 April 2008

My dear father,

It is through your love for me that I am studying here. At this moment you must be working hard for your son here. Dear daddy, I will not disappoint you in this life.

I attended my classes punctually and my teachers had been teaching us very well. Most of my classmates come with heavy bags of books and there is an atmosphere of study. We are free from outside disturbances. I hope, I can do well here in my studies. However, I feel the absence of both mummy and you. When I come back, I will serve both of you.

Yours affectionately,
John

or

Yours affectionately
John.

EXERCISE

1. Let Birchandra of Kakching Wairi write a letter to his son Bikram, reading in class X of Assam Valley School, Assam enquiring about his life in the school.
2. R.K. Shantilata of Uripok writes a letter to her daughter Shanta in Jiribam to work hard for the coming H.S.L.C Exam. Reproduce the probable form of the letter.
3. Let Jonathan of Saparmeima write a letter to his friend Rocky in Shillong describing the condition of his village. Reproduce the probable form of letter.
4. Miss Riyaz of Lilong writes a letter to her friend Laljan of Khabeishoi about her desire for further studies after passing HSLC Exam. Reproduce the probable form of the letter.
5. Md. Amjad Ali of Khetrigao advises his son Akhtar to study well in his present school at Lucknow. Reproduce the probable form of the letter.

B I. Business Letter/Official Letters:

Personal letters are generally Informal Business and official letters are Formal letters. There are certain formalities for writing letters:

Look at the following:

**SALUTATIONS AND ENDING /
SUBSCRIPTIONS OF BUSINESS/OFFICIAL LETTERS.**

Letter sent to	Salutation	Subscription
1. Person in an official capacity or one who is not known	Sir, Madam Dear Sir, Dear Madam	Yours faithfully
2. A person addressed by name Dear Mrs.Bina	Dear Mr. Chaoba Dear Ms. Debola Dear Miss Premlata	Yours Sincerely
3. Reporting to the Press Editor of a newspaper	Sir,	Yours faithfully
4. A Company	Dear Sir	Yours faithfully

- Note:** (i) *Make your letter as brief as possible*
(ii) *Most formal letters are restricted to one or two main points.*
(iii) *Make the language as clear, precise and logical as possible.*
Avoid ambiguity as far as possible.
(iv) *Be courteous and considerate in the tone of your letter.*

Given below are some words and phrases which should better be used.

Avoid use of the following - **Instead , use the following:**

- | | |
|-------------------------------|---------------------------|
| (i) query | request, enquiry |
| (ii) I beg to state that | I wish to say |
| (iii) After dialogue with you | After talking to you..... |
| (iv) sensitive factors..... | Causes |

(v)	Optimum advantage.....	Greatest benefit/advantage
(vi)	answer in the affirmative.....	Yes.
(vii)	In (accordance/ compliance)	is required by.....
(viii)	Pursuant to your agreement.....	As we agreed.....
(ix)	in the majority of instances.....	Usually.
(x)	notwithstanding the fact that.....	Although, even though etc.

Look at the following:

1.

Khurai Thangjam Leikai,
Imphal
25 April 2008.

The Headmaster/The Headmistress
Khurai Girl's High School

Sir/Dear Sir/ Madam/Dear Madam

I am unable to attend School today as I have a bad headache. I should be grateful if you grant me leave of absence for today.

Yours faithfully
K. Randhoni Devi
Class IX Roll No.5

or

Yours faithfully
K. Randhoni Devi
Class IX Roll No.5

2. It may be an application for a job

Thoubal Bazar,
Thoubal
24 April 2008

Director of Education (S)
Govt. of Manipur
Imphal

Sir/Dear Sir,

I wish to apply /I would like to apply for the post of Assistant Teacher in the primary Schools of Manipur which was advertised in the Tribune/The Sangai Express/The Imphal Free Press/The Poknapham etc.

I am B.A. and BEd. from Manipur University

My particulars are enclosed.

If selected , I shall try my best with honesty and devoted service.

Encl.: Particulars

Yours faithfully,
A.Chandrakumar Sharma

or

Yours faithfully,
A.Chandrakumar Sharma

(Enclosed Particulars.

Name : A Chandrakumar Sharma
Address : Thoubal Bazar, Thoubal
Father's name : A Chandras Sharma
Date of Birth : 20 April 1986
Qualification : B.A, B.Ed.)

Letter of Complaint:

Most letters of complaint use formal language and are organised in a standard way:

- (i) It expresses why you are writing
- (ii) It describes any action you have already taken.
- (iii) It states the inconvenience caused to you.
- (iv) It states what useful phrases for a letter of complaint.

There are some useful phrases for a letter of complaint

- (i) I am writing to express my dissatisfaction with / at.....
- (ii) I am surprised shocked/ horrified to find
- (iii) I returned/explained/requested...
- (iv) I am sure you will appreciate that.....
- (v) I would like to know what action.....etc.

Look at the following:

Shri S. Ibomcha Singh lodges a complaint to Customer Services, B.S.N.L Manipur about telephone in Manipur.

Wangkhei Tokpam Leikai
Imphal
25 April, 2008

Dear Sir,

I am writing to complain about the poor maintenance of telephone in Imphal. My telephone has not been working for the last ten days. The line suddenly went dead. I lodged a complaint in the telephone office. The man in the counter gave assurance of a quick repair. Nothing has been done so far. I would like to know what action you are going to take to rectify it. I look forward to hearing from you very soon.

Yours faithfully,
S. Ibomcha Singh

or

Yours faithfully,
S. Ibomcha Singh

III. BUSINESS LETTER

Ordinary Books from a Company.

Look at the following:

The Manager.
Frank Bros. & Co (Publisher) Ltd.
Dear Sirs,

Sagolband Bijoygobinda
Imphal
25 April, 2008

I shall be obliged if you will send me the following books per V.P.P at your earliest convenience.

1. Let's Learn English Course Book for class IX
2. Let's Learn English : Literature Reader for Class IX

Yours faithfully,
R.K. Inao Singh

or

Yours faithfully
R.K. Inao Singh

Note: *Business letters may be for a variety of purposes. Letters may vary in content according to the purpose.*

EXERCISE

Write a letter to:

- (i) Your friends in Delhi though you are in Imphal
- (ii) Your father in Ukhrul describing your H.S.L.C examination.
- (iii) Your sister in Tamenglong describing your school at Imphal.
- (iv) Your friend in Chandel asking him to join you in Imphal.
- (v) Your father at home about your studies in Bangalore.
- (vi) Your mother at home who is worried for you when you are at Shillong for studies.
- (vii) Your brother in Guwahati asking him to take part in School games besides other literary competitions
- (viii) The Principal of your school requesting him to allow you to join the debating competition of the school.
- (ix) The Director of School for a job in the Department.
- (x) The Manager of a Book firm to send you some books

LESSON 2

NOTE MAKING

Note-making is an important skill which are frequently used in all walks of life. However, there are certain communicative functions for notes. There may be overlapping between functions. Some of the functions may be:

- (i) giving instructions.
- (ii) making arrangements
- (iii) making requests and
- (iv) apologising

The more important area is the way notes are made.

Language:

- (a) **Very often the language uses much Ellipses, i.e parts of the sentences are deleted**

Example

- (i) got surprised;just telephoned; rang up; etc.

- (b) **Abbreviation for words and phrases are often under**

- (i) Year = yr.
Month = mth
Hour = hr.
minute = mt.
Second = sec.
Kilogram = kg.
- (ii) and so on = etc.
Compare = ct.
that is = i.e
for example = e.g.
namely = viz.

(iii) often use of mathematical symbols is very handy.

(a) Use of numbers instead of words e.g.

twenty five : 25

(b) The same as becomes : =

(c) not the same : \neq

(c) less than : $<$

(d) more than : $>$

(e) therefore : \therefore

These become more convenient in taking notes of speech. Very often people use shorthand in taking down notes.

However in making notes in formal language these symbols are less used.

MAKING NOTES:

In writing, notes, the general important points are written. Only the more relevant areas are written. A good note has the following characteristics:

- (i) These are brief.
- (ii) important facts are given
- (iii) only words and phrases are given; full sentences are not used.

Look at the following:

I. Most religions beliefs are based on faith; and the point about them is that although you may be quite convinced of them yourself, you cannot be sure of persuading other people to believe them too, just because you cannot produce evidence for them. For instance, if you believe that there are two eggs in a nest, and want somebody to believe it too, you take him and show him the eggs. But if you want somebody to believe that he will go to heaven when he dies, you can't take him and show him heaven, and so you can't persuade him that you are right. And yet, of course, you may be quite right.

Note:

- (i) *religious beliefs are faith*
- (ii) *no evidence.*
- (iii) *factual objects have evidence.*
- (iv) *one can show eggs in a nest.*
- (v) *not possible to show heaven.*

II. There are four important types of heart disease. Congenital heart disease is one. It is present from birth. One example of this is the so-called 'blue-baby'. It accounts for 2 per cent of all heart diseases. The second type is called 'rheumatic' heart disease. It is quite common in some developing countries among the young people. It accounts for some 30 per cent to 40 per cent of all heart cases. It is caused by an infection of the throat, which, if untreated, causes damage to the heart. The symptoms are a chronic sore throat, painful joints and high fever. This disease is widespread in many developing countries.

It is due to poor living conditions. Two other heart diseases are Hypertensive and Degenerative heart disease.

Notes:

- (i) *Four important types of heart disease*
 - (a) *Congenital heart disease-
present from birth 2%*
 - (b) *Rheumatic-
in some developing countries
among young people
30% - 40%
Symptom: Chronic sore throat*
 - (c) *hypertensive*
 - (d) *degenerative.*

EXERCISE

Read the following passages and make notes of important points for each:

1. This is the sense of the future I want to talk about, at first hand, as a scientist. I am distressed to see how many people today are afraid of the future and of science together. I believe that these fears are mistaken. They seem to me to misunderstand the methods of science, and spring from a gloom about what it has done which has simply forgotten the facts. We sit under the shadow of the nine O' clock news nursing our sense of doom, and we think ourselves worse off than our forefathers a hundred and fifty years ago, who were at war with Napoleon for a generation. But a hundred and fifty years ago, Cholera was more common in England than often. The country could barely support ten million people and not a million of them could read. You know now this has been changed.
2. The world has changed a lot. Along with the change of the world, the people have been changed. However, none of us is perfect. Every uncivilized thing that we do brings suffering to our nation and to the whole world. On the other hand, every civilised thought we think, every noble deed we do, helps to bring nearer the time when the world will be really civilised. A few hundred years ago, people in different countries- even in distant parts of the same country, could behave, without doing much harm to their own country. If there was a cruel king in a European country, it did not matter much to India or China. But it is no longer so. The new thinking has joined the whole world together.
3. I may be as uncivil as I may please and the law will protect me against violent retaliation. I may be naughty or boorish and there is no penalty to pay except the penalty of being written down an ill-mannered fellow. The law does not compel me to say 'Please' or to attune my voice to other people's sensibilities any more than it says that I shall not wax my moustache dye my hair or wear ringlets down my back. It does not recognise the laceration of our feelings as a case for compensation. There is no allowance for moral and intellectual damages in these matters.

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

5. People all over the world worship God in different ways and in different forms. Nobody has been God, yet everyone talks of God. There are people who do not believe in the existence of God. There is some doubt of things which we do not see. So once a man went to a Sadhu to clear his doubt. He asked him why people said 'God is everywhere'. He wanted to know why man should be punished for crime as he simply acted as agent of God. The Sadhu flung a lump of earth that hit the man on the head. A judge questioned him why he did it. The sadhu explained that it was the answer to the questions. The man had pain in the head. But he could not show the pain. So, people believed in the existence of God but could not show God. On the other hand, what he did was not his work. The man claimed that man should not be punished for crime as it was done as an agent of God. The judge was satisfied with the answer.

Note: *Another part of composition is 'Summarising'. Summarising is very close to precis writing. In both, the important points of a speech or a paragraph are an organised composition. It is dealt with length in Precis Writing.*

LESSON 3

PARAGRAPH WRITING

3.1. What is a Paragraph?

In the lessons on grammar we have read about Words, Parts of Speech, Structure of Sentences and the Acquisition of a good stock of words which we can use properly. We have also learnt how different kinds of Words are arranged according to some rules to form Phrases, Clauses and Sentences.

In this section we shall learn how to put Sentences together in a coherent and logical manner to express our ideas effectively. This is an art. This art of putting Sentences together to express our ideas in the form of stories, essays, letters etc. is called **Composition**.

A **Paragraph** is a small unit of composition in prose. In that unit a single idea or a single topic is used as the basis or foundation. That is, each **Paragraph** is developed with a single central idea or a single topic as the basis.

Thus, a **Paragraph** is a group of sentences relating to a single topic or a single central idea. A collection of **Paragraphs** related to each other logically in matters of subject and the expression of ideas on the subject, gives rise to essays, stories, chapters in books etc.

A **Paragraph** may be long or short. Variation in the length of the **Paragraphs** will depend on the necessities of structuring the composition, which also may be long or short.

3.2. Hints for structuring a Paragraph.

A **Paragraph** has to be planned. The following are some hints on the writing of a **Paragraph**.

(i) Unity :

The first and the most important necessity for the writing of a **Paragraph** is that of unity. Just as a sentence deals with one thought, each **Paragraph** must deal with one topic or one idea. The idea may be briefly stated in the very first sentence. Such a sentence may be called the **topic sentence** which is the key sentence of the **Paragraph**. This sentence may be just an opinion or a general statement. Opinions and general statements by themselves are not convincing enough. The readers may asked, “What

does the statement mean?” or “How does he know?” or “What proof is there?” To answer questions like these the topic sentence will have to be elaborated in the rest of the **Paragraph** with examples, reasons, facts etc. backing it up. Or, instead of the topic sentence we may start with a quotation or an anecdote. This will have to be gradually backed up in the succeeding sentences with examples, facts reasons etc. The whole thing will have to be rounded up with a fuller statement in the last sentence. The important point to be remembered is that every sentence in the **Paragraph** must be closely connected with the main idea or the topic of the **Paragraph**. In other words, there should be unity of thought or idea expressed in the sentences of the **Paragraph**.

(ii) Order :

Unity of thought or idea in the **Paragraph** cannot be achieved unless there is logical sequence of thought in the sentences. One thought must logically lead to another and there should be continuity in the expression of thoughts in the sentences. It may be added, in this connection, that clarity of thought and effectiveness of presentation cannot be achieved without proper arrangement of the ideas.

(iii) Coherence :

The unbroken progress and continuity of thought can be achieved with the help of certain Conjunctions and Sentence Connectors like *and, then, but, or, so, hence, therefore, yet, still, nevertheless, on the other hand, on the contrary etc.*

(iv) Variety :

The collection and arrangement of the sentences of a **Paragraph** may become monotonous if the sentence patterns used in the **Paragraph** are not varied. That is why there should be short, long, simple and complex sentences. This will give rise to variety of design and richness of texture. In addition to the structural unity there should be a well-regulated movement of words and ideas in the **Paragraph**. And this variety and the richness of style and design can be achieved when there is some degree of mastery of the language.

(v) Length :

There are no hard and fast rules regarding the length of a **Paragraph**. However, the length of the **Paragraph** becomes important at the time of considering it as a piece of composition. It is a fact that the length of a **Paragraph** depends on the topic or idea that has been picked up for discussion. Again, it should be borne in mind that a **Paragraph** should not have as far as possible any kind of repetition of ideas, words or phrases etc.

EXAMPLES

The following are some examples of Paragraphs:

1. Computer

Man's hunger for more and more knowledge has led to the invention of an electronic wonder called Computer. Computers help man in all spheres of life. They have huge memories and can make millions of calculation in the fraction of a second. Computers have revolutionised our way of storing information. The magic of computers has contributed to man's landing on the moon., the cable T.V and the telecast of various events taking place in all the corners of the world. And now all computers have been connected with each other to give us 'internet'. Now everybody (who has a computer) is connected to everybody else in the world. This unique facility is going to alter everything. Entirely new jobs and processes will appear before us. That is why we say that without computers there is no future.

2. Television

Television is one of the greatest wonders of science. It has brought the cinema and the stage at our door-step. It has made it possible to see the pictures of men, women and children in any part of the world on the Television screen. It has provided us a lot of entertainment. People sit in their drawing rooms and see on their Television sets important events taking place all over the world. We can see important issues facing the world being discussed on the television. It is also possible to see great events happening anywhere in the world on the small T.V screen. But too much exposure to television has some demerits. Too much watching of TV wastes the time of students. It also makes the students passive. It retards independent thinking.

3. Value of games

Games play an important part in our life. They are a part and parcel of education. Physical and mental education go hand in hand. In the foreign countries games occupy an important place in education and society. So, people in the foreign countries are healthier in mind and body and enjoy happier and longer lives. Games make our bodies fit and strong. A healthy person can do more work for himself and the country

than an unhealthy person. Besides, a sportsman always remains cheerful, active and alert. Games teach us certain qualities like fair-play and team-spirit, obedience and discipline. They teach us that we should play any game in the spirit of the game. Young boys girls must play indoor or outdoor games. They should not become T.V. addicts.

4. Value of Discipline

Discipline means order that is maintained amongst the members of social groups. It is very necessary for civilised existence. Compliance with rules and regulations is a necessary condition of discipline. Discipline does not mean a curb on one's freedom. Discipline is a necessary condition for allowing freedom to all. We need discipline in all walks of life. Discipline in schools, colleges, offices, armed forces and factories is of the greatest importance. National development is possible only if all the people obey certain rules of national behaviour and conduct. A disciplined nation is a strong nation. We are a weak nation because we lack discipline. A disciplined child grows into a disciplined citizen. The best discipline is self discipline. It arises out of love for order and harmony in life. Individuals as well as nations must inculcate discipline. It should start in the family, the school and the college. It must become a way of life.

5. Pollution

Man is the crown of creation. He has mastered the forces of Nature. He has made great inventions to have a better quality of life. He has conquered diseases. He has great hunger of knowledge. But progress in the name of science is leading to the dumping of tons of poisonous matter in the air we breathe and in the water we drink. The pesticides used by man for destroying pests harmful for the crops are entering his own bloodstream. The whole atmosphere is getting hotter and hotter at great risk to mankind. Big heaps of garbage mar the beauty of the landscape in all countries. Noises from machinery, traffic and loudspeakers are affecting man's mind and peace. Pollution is posing the greatest threat to life. Delhi is the fourth most highly polluted city in the world. Mumbai, Kolkata and Chennai are also highly polluted cities. Imphal also is getting polluted gradually.

MORE EXAMPLES

1. Honesty

Honesty means fairness, justice, truth and sincerity. An honest person is upright in speech, thought and deed. He never thinks untruly or insincerely. His thinking is always true, earnest and without any sort of deceitful behaviour. Again he or she always speaks what is true even if it is bitter. He or she would never lie or cheat for the sake of any selfish end. On the other hand, he or she must stick to truth even at the cost of personal gains. Finally, an honest person would never do anything evil or unfair. His or her actions are fair, just and important. Honesty is a divine quality, indeed. A person who chooses to be honest, is certainly nearer to God Himself. Consequently, he is blessed by the Almighty in every way. His enemies cannot harm him however hard they might try. Honesty is the greatest strength of a person in this world which is blighted by moral degeneration. Honesty may lead to trouble in the beginning but in the long run it brings in gains, honour and the blessing of God. Many a strong man can be cited to confirm the value of honesty. The story of the honest woodcutter is a fine example to cite. It has been rightly said that honesty is the best policy.

2. The scene at sunset.

Nature has its own charms. Natural objects and natural scenery have a beauty of their own. Their beauty is at once immaculate. It fills the heart with immense bliss. It inspires him with a new life and imagination. Sunrise and sunset are, in fact, two natural scenes that occur daily. Sunset is a really charming sight to look at. The golden rays of the setting sun glimmer like golden threads. These rays, if viewed, present an even more bewitching sight. Not only this, the gradual falling of darkness and the flying of birds to their nests, is a scene to watch. The lessening of heat of the sun and the impending coolness of the starry night make one feel really comfortable. The golden setting sun slowly sinking behind the horizon seems to be peeping at us from behind a curtain. Everyone, tired of the day's work, appears to be coming back home with a feeling of relief. Thus the scene at sunset is worth observing and is enjoyable.

3. Three hours in an examination hall.

The time in an examination hall remind us of the Theory of Relativity . If you know the answers to the questions of the paper, the time seems to take wings. The three hours pass as if they were three minutes. You leave the answer book very unwillingly when the final bell goes. On the other hand, if you do not know the answers to the questions, the time refuses to pass. Every minute makes you more and more anxious and nervous. If you find others writing rapidly, your anxiety increases. You have a sigh of relief when the final bell goes.

4. My favourite game.

I am very fond of games. I know how to play football, volleyball, tennis, cricket, hockey etc. But of them all I like hockey the most. I have been playing hockey since my childhood. It is very easy to learn. Twenty-two players are required to play this game. On each side generally there are five forwards, three half backs, two full backs and a goal keeper. A hockey match lasts for an hour and a half. Imagine how happy and proud a player feels when he scores a goal. It has a great educative value. We learn discipline, obedience to law, cooperation, team spirit and sportsmanship from games.

5. My aim in life.

I want to do many things. Yet I know it is not possible to do all things well. So every one of us has to start with a particular aim. My aim in life is to serve mankind. So I want to become a doctor. With this aim in mind, I pay special attention to science as compared to other subjects of study. I want to become a really good and competent doctor. However my aim in life is not to be rich. I want to serve the poor and the needy more than the rich. I would like to be kind rather than being rich.

6. Evils of drugs.

Drugs are a real threat to our youth. They take them in the beginning just for fun. Thereafter, these become habits. Then these are very difficult to give up . Drugs are the real killers. They ruin the health. Very soon a young healthy boy becomes a total wreck. Various diseases

attack him. Drug-addicts lose interest in any thing. They live only for the sake of drugs. For the drugs-addicts, parents' worries for their careers etc. don't mean anything. Slowly, they start inching towards the ultimate stage or death. Thus, drugs are a real evil. These are a real threat to the health of our youth.

7. The importance of exercise.

Taking regular exercise is as important as taking food or going to school. It keeps one fit, smart and healthy. Wealth and power cannot make one as happy as sound health can. Exercise is a sort of physical training. It gives you a strong body and good appetite. You enjoy your dinner and digest it also. Body-building is as necessary as the improvement of one's mind. One need not try to be "Dara Singh" or "Mr India". But it is necessary to look cheerful, manly and smart. Want of physical labour will put you on sick bed. So the usefulness of exercise must be understood at once.

8. An ideal teacher.

Ideal persons are rare in any field of life. This is true in the case of teacher also. The reason is not far to seek. We expect too much from the teachers. We expect them to be honest and truthful in the face of adverse circumstances. However, the teachers are a part of the society. An ideal teacher is one who loves to learn and to teach. In other words an ideal teacher like every ideal person should be devoted to his work. Yet most of the teachers are today devoted to money and honour. The society must provide these two things unasked to them. Only then can we expect to have ideal teachers.

9. My best friend

I doubt if any person can do without the company of friends. He who can spend all his time alone is not a normal person. He is either a wild animal or a god. I know it will be true that friendship is a rare thing in this age. But, I am fortunate in this respect. Romesh is my best friend. I like his company because our interests are alike. He is humorous but not cheap. He is clean in his speech and habits. He comes of a middle class family but he has set his aims high. He inspires me to study, to play and to think. Our attraction for each other is mutual.

10. Cleanliness drive in my locality.

Everybody likes to be clean. They say that cleanliness is next to Godliness. Yet, more often than not, people do not worry about the cleanliness of their locality. This happened with our locality too. The months of neglect had turned it into a dirty area. There were heaps of rubbish at every corner. The drains were blocked and they overflowed, when Diwali arrived. The people of the locality decided that enough was enough. They could no more depend upon the municipal committee for the upkeep of the roads and lanes. So, a committee was formed with contributions from every house and the cleanliness drive resulted. The locality had a new look within a short time.

EXERCISE

Write a Paragraph on each of the following topics.

1. An Accident
2. The Republic Day
3. A School Function.
4. Need for Education for all.
5. My Favourite T.V. Serial.
6. A visit to the Zoo.
7. A visit to a Book Fair.
8. An Ideal Student.
9. A Scene in the Examination hall
10. School Morning Assembly.
11. Why I love my School.
12. Why I love my Country.
13. When there is no Electricity.
14. Meeting an old Friend.
15. People who serve us.
16. Being a Teenager.
17. How to study for Examination
18. Social Service.
19. My Neighbour.
20. The Importance of Trees.

LESSON 4

AMPLIFICATION OR EXPANSION OF PASSAGES

4.1. **Amplification or Expansion of passages** is also an important aspect of composition. This exercise may be said to be the opposite of **Precis -writing**. In **Precis -writing** we learn the art of compression. In **Amplification** we have to expand. A given passage or a single sentence or a proverb or a maxim may be set for **Amplification** because they are packed with meaning. The meaning is to be brought out by developing the short passage or sentences etc. into a paragraph by elaborating its idea and adding related details and illustrations. Sometimes, some lines from a poem may be given for **Amplification**. In a **precis** we compress the salient points in a compact passage. We are not supposed to add any idea of our own. But in an **Expansion** we shall have to elaborate the ideas in the given passage or sentence etc. by the addition of relevant ideas and illustrating them with appropriate examples. The **Expansion** is generally made out of the **topic sentences** which is developed into a paragraph or miniature essay.

There is no strict rule laid down regarding the length of an **Amplification**. The golden rule is that it should not be too short or too long. Ideally, there may be eighty to one hundred words.

4.2. How to proceed in Amplification or Expansion.

The following are some hints for the process of **Expansion** or **amplification**

- (a) Read the **topic sentence** or the original passage carefully to understand its meaning clearly.
- (b) Having understood the meaning of the sentence or passage and its subject, proceed to analyse it and find out the implications. At this stage, related and subsidiary ideas maybe incorporated. In addition to these details, illustrations, proofs etc. may also be added until the expansion becomes a tiny essay which is longer than a Paragraph.
- (c) It should be remembered that the sentence or passage or quotation etc. given for **amplification** is some kind of a conclusion or finished product. That is why always try to expand, elaborate, explain and elucidate. This will be possible when you trace the steps by which the concluding thought has been arrived at. You can use illustrative stories, anecdotes, pertinent quotations.

- (d) If the topic is controversial, you must first explain the point of view expressed in the original passage or sentence. If you agree with it, you should give arguments and illustrations supporting your view. If you disagree, you may give the reasons for your disagreement in some sentences.
- (e) The **Amplification** or **Expansion** is a piece of composition complete in itself. It must read like a piece of original composition which can be clearly understood apart from the original passage, sentence, maxim etc., given for expansion. After writing the **Expansion**, it will have to be read again carefully to see to it that nothing essential has been left out.
- (f) The language of the expansion should be simple and lucid. All the mistakes in spelling, grammar and punctuation should be corrected.

EXAMPLES

1. A little learning is a dangerous thing.

We must prepare well before we start doing anything . Preparation means to learn about the job at first. Otherwise, we are likely to spoil it. For example, a doctor must have full knowledge of the disease and the medicine. Unless he has got it, he should not try to cure a patient. In that case, instead of curing, his treatment can kill a patient. In the same way, a teacher must prepare his lesson well. In case he teaches only with a little learning, his students will never be able to follow him. They will start disliking him. In fact, no learning is better than incomplete learning.

2. Victories of peace.

The word victory is generally associated in our minds with war and calls up visions of battles, bloodshed and conquest by force. We think of war as a glorious thing because of its famous victories and splendid triumphs. But when we think of the achievements of great men -statesmen, scholars, social reformers, scientists, philanthropists, explorers, discoverers and honest workers, for the betterment of the human race and the progress and civilization of the world, we realize that the victories of peace are even more glorious than the victories of war.

3. Health is wealth

Health is a great blessing. Just think of a rich man who has ill health. He cannot eat anything. Rich, food becomes poison for him. In fact, he cannot eat what he wishes to eat. On the other hand, a healthy poor man enjoys every morsel of his food. So it is very necessary for

us to keep fit. We should get up early, breathe in fresh air and take regular exercise. We should have regular habits and should observe fast at least once a month. In fact, health is a great wealth.

4. Work is worship

We worship God for all that He has blessed us with. We worship great men and noble souls who did a lot to make this world worth-living. The best way to worship then is to follow in their footsteps with full dedications. Mere words and idle worship lead us nowhere. We must put in hard work. This is the best form of worship. Praying to God and doing nothing is not real worship. We should work honestly and with a will. Our best homage to our great leaders is to work hard. Our success in life depends on the work we put in. Hard work will bear fruit and change this world into a paradise.

5. If I were a cobbler, it would be my pride

The best of all cobblers to be

If I were a tinker, no tinker beside

Should mend an old kettle like me.

It is a great thing to take pride in our work. Anything that is worth at all, is worth doing well. Even in the humblest task we should be ambitious to do it as well as we can, if possible better than anyone else. For example, a cobbler should not think his job as a humble one. He should be determined to shoes better than any other cobbler; and a tinker should take pride in mending even an old kettle better than any other tinker can.

6. How to help the handicapped.

There is no equality in the world of human beings. Some are more fortunate, others are less. Most of the children are born normal in every aspect. But the number of the handicapped children is also very large. Those who are blind, polio- victims or mentally retarded are in the category of the handicapped. Then there are others who become permanently disabled as a result of accident. It is a sin to neglect them or look down upon them. We should give them some training so that they are able to earn their livelihood independently.

7. Memorises of our childhood.

Childhood is really a blissful period for everyone. It is free from cares and worries. These memories are pleasing. We remember all our old friends and dear relatives. We meet some of them again and again but some never. Time passed bringing with it both joys and

sorrows. Memories, thus, are picture galleries. They take us via memory lanes to our parents, grandparents and other dear ones. We both weep and laugh in their company. My childhood memories are pleasant. I cherish them. My father used to take me to school and my brother brought me many things. I played with my classmates. How we used to tease one another in childhood! In fact, we passed our best time in our childhood.

EXERCISE

Amplify or expand the following:

1. The person I like most.
2. Being a teenager.
3. Meeting an old friend.
4. Need for vocational education
5. Regionalism in India.
6. Man, the destroyer of environment.
7. Industry is the mother of good luck.
8. The crown and glory of life is character.
9. We live in deeds, not in year

or

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

10. An idle brain is the devil's workshop
11. Goodness is better than greatness.
12. Houses are built to live in and not to look on.
13. Great talkers are never great doers.
14. Train up a child in the way he should go.
15. The Noblest man that live on earth,
Are Men whose hands are brown with toil.
16. Perseverance is the very hinge of all virtues.
17. The real dignity of a man lies not in what he has but in what he is.
18. Life indeed would be dull, if there were no difficulty.
19. Tell me not in mournful members,
life is but an empty dream.
20. Full many a flower is born to blush unseen,
And waste its sweatness on the desert air.
21. Only the actions of the just ,
Smell sweet and blossom in their dust.

LESSON 5

PRECIS WRITING

5.1 What is a Precis?

Precis is a word of French origin. It is connected with the English word **precise**, which is an adjective. **Be Precise** means **be brief**. Thus **Precis** may be defined as the summary or the abridgement of a long passage. **Precis writing** is an exercise in compression, which is an important aspect of composition. It should not be confused with **paraphrasing** which reproduces not only the substance of a passage but also all the details. Thus, a **paraphrase** will be as long as or sometimes longer than the original passage. But a **Precis** must always be much shorter than the original. It is meant to express only the main theme, ignoring all the unimportant details. No rigid rule has been laid down for the length of a **Precis**, but if no particular length is prescribed in the question, generally the **Precis** should restrict to about one-third of the length of the original. The important thing is that in the **Precis** no essential point of the subject or the theme of the original passage should be left out.

5.2 Use of Precis Writing.

Precis writing involves a lot of exercise in reading which is an important part of communicative skills. People generally read for pleasure. No one can read something for a long time if what he is reading does not please him. Now-a-days most of the students are not even in the habit of reading for pleasure. Consequently, they fail to build up a good stock of vocabulary. In addition to this, they cannot learn and develop the art of reading. Yet reading is a skill which should be given proper attention. It is in this connection that good reading habit is necessary for successful **Precis writing**.

Precis writing is also a good exercise in the art of composition. It teaches one how to express one's thought concisely, clearly and effectively. It is a very useful corrective of the common tendency of vague, disorderly thinking and loose, diffused writing. In a **Precis** we have to work within strict limits. Something important will have to be expressed in a fixed number of words. This calls for choosing the words carefully, constructing the sentences precisely and putting the ideas in a strictly logical order.

Precis writing is also of great value in practical life. The ability to grasp quickly and accurately what is read or heard and to express it clearly and precisely is of great value. In the busy world of today, lawyers, business executives, politicians and government officials find the thought process and the writing skill associated with **Precis writing** very essential and helpful.

5.3 Types of Passages given for **Precis writing**.

Usually the questions in the examinations give three types of passages for **Precis writing**.

(a) **Factual passages:**

Factual passages are easy to tackle. Very often we come across some difficult words in the passages. But they will pose no serious problem when we try to understand the whole passage. We can easily mark the sentences which deal with the theme or the subject of the passage.

(b) **Discursive passages:**

These Passages generally describe an idea. There may be arguments referring to interpretations. That is why Discursive passages require serious reading with concentration.

(c) **Literary passages:**

Literary passages are also easy to tackle. However, the language may be easy or difficult depending on the style of the author. Even if the language is difficult, if we go on reading the passage again and again, we may find it easy in understanding the theme or the subject.

5.4 **Essentials of **Precis writing**:**

The first step in writing a **Precis** of a given passage is to try to understand the original passage clearly. This can be done by reading it carefully. The time spent in reading the passage will not be entirely wasted because it is a part of the work. Summarising does not merely mean omitting words and phrases. We shall have to find out what we consider superfluous. After that we should re-state the rest in our own words. The **Precis** is an entirely fresh statement. It needs not follow the wording of the original. **Precis writing** is an intellectual process involving the translation of an idea from one form into another. The following general principles must be borne in mind while writing a **Precis**:

1. Selection :

It implies separating the essential from what is non-essential. This can be done only when the passage has been properly understood. At the time of selection we should leave out comparisons like metaphors and similes.

2. Order:

A **Precis** must also possess order. A clear, unbroken sequence of ideas must be presented. The ideas should be re-stated in our own words but the sequence of events and ideas must remain the same.

3. Conciseness:

It is an important quality of a **Precis**. We should avoid using a clause where a phrase would suffice, or a phrase where one word would be enough.

4. Clearness:

The **Precis** should not be vague or diffused. We should be careful not to miss the essential points. We should also avoid vague expressions and phrases.

5. Smoothness:

When we try to be brief and concise we should not produce a jerking succession of words. The gaps should be smoothed by using link-words like **and** and **but**.

6. Unity:

The **Precis** should be an organic whole, not a mere collection of various parts. Ideas should be carefully selected and joined properly. The **Precis** should produce an impression of unity.

1.5 How to write a Precis?

The following are some guidelines for writing a **Precis**:

Precis -writing involves intensive brain work. There is no easy short cut to this. To go to the heart of a passage we must be prepared for close attention and clear thinking. We may proceed in the following way step by step:

a) Read the passage carefully to have a general idea of its meaning. If one reading is not sufficient, we must read it again, and yet again. The more we read the more familiar will it become to us. When we read the passage we must try to find out what the passage is about. This refers to the central theme of the passage. Then, we should find out what type of writing it is. It may be descriptive, narrative, reflective, etc. We should also try to find out the tone of the writing. It may be serious, humorous, satirical etc.

b) Usually we are required to supply a title for the **Precis**. The title will be a brief statement of the central theme. We should think of some word or a phrase or a short sentence that will sum up briefly the theme or the subject of the passage. Very often we will find that the central theme is suggested by a key-sentence which is usually the first sentence of the given passage. Sometimes, the key-sentence may be found in the middle or in the concluding part of the passage. The title should be brief and pointed.

c) Now, further reading of the passage will be found necessary to ensure that we understand the details of the passage as well as its central theme. We should take up sentence by sentence, and word by word. If the meaning of any word is not clear we can consult a dictionary. Once we understand the central theme and the general drift of the passage it will be easy for us to find out what is important and what is not. This is a process of selection which is not an easy one. It requires some practice to be able to distinguish between what is important and what is irrelevant or superfluous. Anything that is not related to the central theme should be omitted. In particular, we should dispense with the following:

- (i) **Repetition:** The author of the passage may have repeated the same idea in different words for emphasis.
- (ii) **Examples and Illustrations:** Sometimes we may find an example indispensable. Such an example may be retained
- (iii) **Quotations and Anecdotes.**
- (iv) **Figures of Speech like metaphors and similes.**

d) We can start by making a list of the important ideas we have come across in the passage. Then, we can make a rough draft of the **Precis**. The **Precis** should be written as far as possible in our own words. It should not be a patch-work of phrases and clauses picked out from the original passage. This does not, however, mean that we should not use any word that occurs in the original passage. A key word or an important phrase in the original passage may have to be used. But, the sentences should be our own. Now, the rough draft should be read to see if anything important has been left out.

e) Generally the order of the ideas in the original passage must be preserved in the **Precis**. However, in some cases, it may be necessary to change the order of ideas for the sake of clarity, coherence and logical development of the ideas. The **Precis** should

be complete and self-contained. It means that the **Precis** must have an organic plan with a clear unbroken sequence of ideas.

- f) The **Precis** should be written in the third person, even if the original passage is in the first person or in the form of a dialogue.
- g) Now, we should check the length of the precis. If it is longer than the required length we should condense it again.
- h) After all these steps are taken, we should, now, make the last draft of the passage. We should always remember that the **Precis** must be in simple, direct, grammatical and idiomatic English.

SOME EXAMPLES

Q. 1 Write a **Precis** of the following passage in about one third of its length and give it a suitable title.

Androcles was a slave. One day he ran away from his master and tried to hide in the forest. Something happened that day, which latter made him famous, changing his whole life. Near a cave in the forest he saw a lion lying on the ground and groaning. His first thought was to run away. But seeing that the lion did not try to get up and pursue him, he went up to it.

He saw that the lion was in great pain, with a swollen and bleeding paw. He look at the paw and found a huge thorn in it. He removed it and bound up the wound. Soon the lion was able to get up and walk. It became a friend of Androcles. A few days latter Androcles was captured by his master. He had to suffer all kinds of punishment. The worst punishment came at the end of some weeks. He was thrown to a hungry lion which was kept in an enclosure and have not been fed for several days.

Everyone had come to see the cruel fun of the lion killing Androcles. His friends however stood there with tearful eyes as the lion rushed towards him. Then, something strange happened. The lion stopped near Androcles and stood for a while looking at him. Then to everyone's great surprise it lay down by his side like a pet dog. Obviously it had recognised Androcles and the help he had given to it. After this Androcles became known as an extraordinary man. His master pardoned and freed him. He was no longer a slave.

ANSWER:

Before writing the Precis the following points may be noted:

- Para 1.** (a) Slave Androcles escaped to the forest.
(b) He saw a groaning lion near a cave and it did not move or attack him.
- Para 2.** (c) The Lion was in great pain with a swollen and bleeding paw.
(d) Seeing a huge thorn in the paw Androcles removed it and bound up the wound.
(e) The lion was able to get up and walk.
(f) They became friends.
- Para 3.** (g) In due course, Androcles was captured by the master and given all kinds of punishment.
(h) The worse punishment was to throw him to a hungry lion.
- Para 4.** (i) Everyone had gathered to see the fun of a lion eating Androcles.
(j) The lion recognised Androcles and the good deed done to it.
(k) It lay close by his side like a pet dog.
(l) Androcles became an extraordinary man, who was pardoned and freed by his master.

After these points have been noted the drafting of the Precis may be started.

Title: Androcles and the Lion

Androcles, a slave, escaped to a forest. There he saw a groaning lion lying near a cave. It didn't attack him. Noticing a huge thorn on its paw, he removed it and bound up the wound. Soon the lion was well and they became friends. Androcles was caught shortly after that and punished in several ways. As a final punishment he was thrown to a hungry lion. The lion recognised him and remembered the help it received from him. Instead of attacking Androcles it lay beside him like a pet dog. He became known as an extraordinary man. His master pardoned and freed him.

Q. 2. Write a Precis of the following passage in about one-third of the length of the original passage and suggest a suitable title for it.

Some people believe that international sports help in forming friendship between the nations. If countries play games together, they will learn to live together. Others say that the opposite is true; that international games lead to false national pride, misunderstandings and hatred. There is, probably, some truth in both the views. However, in recent years, the Olympic games have not brought countries closer to one another. The games have also been spoiled by national rivalries.

One country's team was not happy after the hockey final. There had been noisy scenes at the end of the hockey match. The losers had not agreed with the umpire's decisions. They were sure that one of their goals should not have been disallowed and that the other team's victory was unfair. Their manager was very angry when he said. "This isn't hockey. Hockey and the International Hockey Federation are finished." The President of the Federation said later that such behaviour could result in the suspension of the team for at least three years. Similarly, the American basketball team announced that they would not give up the first place to Russia, after the match ended in an argument.

Events of this kind will continue as long as sports are played for the sake of winning, rather than for the love of the game. Perhaps, athletes should take part as individuals or in non-national teams. But in the present set-up of the Olympics there is far too much ill-feeling that arises when one country loses to another. What a shameful fall in standards of conduct!

ANSWER :

Let us start by listing the major points para-wise in the original passage.

Para 1.

- (a) International Sports are believed to produce friendship among nations by living together and playing together.
- (b) Some people disagree and they say that International Games produce bad relationship among countries.
- (c) Olympics of recent times have not succeeded in bringing countries closer to one other because the games have been spoiled by national rivalries.

Para 2

- (a) In a certain Hockey final one team was not happy with the umpire's decision and challenged it.
- (b) Their manager expressed his anger against the International Hockey Federation.
- (c) The President of the Federation threatened suspension of the team for three years.
- (d) The American basketball team refused to accept Russia as the winner.

Para 3.

- (a) At present games are played for winning and not for the love of the game.
- (b) Perhaps athletes should participate as individuals and not as members of national teams.
- (c) In the present set-up of Olympics much ill-feeling arises when a team loses.
- (d) This is a shameful thing.

Title: Erosion of the Olympics Spirits.

International Sports are supposed to be able to bring nations closer by making the players live and play together. Some people disagree. Recent Olympics have produced only bad relationship. The manager of a certain Hockey team challenged the umpire's decision and expressed anger against the International Hockey Federation. And the angry President threatened suspension for three years. In another competition the American basketball team refused to accept Russia as the winner. Games are played only for winning and not for the love of them. Perhaps participants should play as individuals and not as members of national teams. Because in the present set-up losing generates ill-feeling. This is a shameful thing.

Q. 3. Write Precis of the following passages in about one-third of their lengths and give them suitable titles.

(a) As material civilization advances and the supply of available goods and services increases, man's needs, correspondingly, multiply. Advertising plays a key role in this never-ending process by stimulating the public's desire for certain products, and thereby promoting the sales thereof, until it has, in effect, created new needs, real or supposed, where there were none before. A familiar example is the motor car—once a rare and costly novelty, now an ubiquitous and relatively inexpensive necessity. More recently, the television set has undergone the same transformation. While some people would deny that television is a necessity, the fact that the sets found in a majority of western homes shows that it answers, to a greater or lesser degree, the need felt by millions of people for entertainment and information.

A product, service or commodity that the public needs and knows its needs, tends, of course, to "sell itself". We might therefore assume that in such cases, advertising would be of minor importance. To some extent this is true; meat picketers, vegetable and fruit growers, and dairy operators spend less on advertising, for instance, than manufacturers of cigarettes, liquors, cosmetics and other items of this type. On the other hand, the competition that exists between rival brands means that the suppliers of such basic necessities as food, clothing and housing must advertise their wares to stay in business. Significantly, the industry that spends most on advertising turns out a product which almost everyone considers a necessity i.e. soap.

Title: Advertisement Shapes Our Needs

Advertisement introduces to us new products. It creates a chain of new needs, real or supposed. It converts luxuries into necessities as has happened in the case of motor car and television. A well-established need of the public like the food stuffs does not require much of advertisement. Different competitors in this field advertise their wares simply to stay in business. But this is significant that though soap is a well-established necessity, soap -industry spends heavenly on advertisement.

- (b) Education is not an end, but a means to an end. In other words we do not educate children only for the purpose of educating them; the purpose is to make them fit for life. As soon as we realize this fact, we will understand that it is very important to choose a system of education which will really prepare children for life.

In many modern countries it has, for sometime, been fashionable to think that, by free education for all—whether rich or poor, clever or stupid—one can solve all the problems of society and build a perfect nation. But we can already see that free education for all is not enough. We find in some countries a far larger number of people with university degree's than there are jobs for them to fill. Because of their degrees, they refuse to do what they think, “low” work; and in fact, work with the hands is thought to be dirty and shameful in such countries.

But, we have only to think a moment to understand that the work of a completely uneducated farmer is far more important than that of a professor. We can live without education, but, we die if we have no food. If no one cleaned our streets and took the rubbish away from our houses and dump them there, we would get terrible diseases in our towns.

In fact, when we say that all of us must be educated, we mean that all of us must be educated in such a way that first, each of us can do whatever job is suited to his brain and ability, and secondly, that we can realize that all jobs are necessary to society, and that it is very bad to be ashamed of one's work or to scorn someone else's. Only such a type education can be called valuable to society.

Title: Real Education

Education is not an end, rather its purpose is to equip children for life. Hence it is important to choose a system of education valuable to society. Free education for all does not solve all the problems nor does it build a perfect nation. It creates educated unemployment. The educated dislike manual labour as dirty and undignified. The work

of a farmer or a sweeper is more useful for the nation than that of a professor. Education, therefore, should enable us to do jobs suitable to our brain and ability and simultaneously to learn the dignity of all labour as being necessary to society.

EXERCISES

Write Precis of the following passages in about one-third of their lengths and suggest suitable titles.

1. It may be difficult to decide whether a person is loyal or not. Some actions may look disloyal. It's all a question of one's perception. A clever student may refuse to take the suggestion of his parents to discontinue studies and become an earning member in the family. The son might feel that if he continued his studies for a few more years he would be in a better status to liquidate the family's debts much faster. An irrational father may condemn a son making such a decision. The boy himself may feel the need of some wise person advising his father appropriately. On the other hand, if the boy's parents are in great poverty he may feel that he is being disloyal to them by not going out to work. If by compulsion he does give up his studies and does very well in his work he may feel that his father was right after all.
2. Why are there so many kinds of workers in today's cities and towns? Why doesn't everyone of us make the things he wants for himself as people did a long time ago?
Primitive man did just that. He built his own hut, grew his own food, made his own clothing and furnished his little hut with what little he wanted. And he was satisfied; he did not have to depend on any one for food or for any other essentials. He was his own master.
But as wants grew and more and more people started to live together, they discovered the advantage of the division of labour. Since practice makes one perfect, doing the same thing again and again leads to greater speed and efficiency, So today different people are doing different things and no one tries to specialise in too many things.
A result of this division of labour is that in our world we now have specialists in all sorts of things. In the USA young people graduate in dish washing, flower arrangement, interior decoration, hair dressing and so on. An inevitable result is that people know more and more about less and less and work only in their own narrow fields of specialisation. There are a number of advantages of such a division

of labour but there are at least two disadvantages also. First people do not take much interest in each other's work; they are narrow specialists. Secondly, the worker does not get the satisfaction that comes from producing a thing (e.g a bicycle or a pen); each worker produces a smaller part of the thing and no one is its maker.

3. It is very easy to acquire bad habits such as eating too many sweets or too much food, or drinking too much fluid of any kind, or smoking. The more we do a thing, the more we tend to like doing it' and , if we do not continue to do it, we feel unhappy. This is called the force of habit and the force of habit should be fought against.

A thing which may be very good when only done time to time, tend to become very harmful when done too often and too much. This applies even to such good things as work or rest. Some people form a bad habit of working too much, and others of idling too much. The wise man always remembers that this is true about himself, and checks any bad habit. He says to himself, " I am now becoming idle," or "I like too many sweets," or "I smoke too much" and then adds, "I will get myself out of this bad habit at once."

One of the most widely spread bad habits is the use of tobacco. Tobacco is now smoked or chewed by men, often all over the world. It was brought into Europe from America by Sir Walter Raleigh, four centuries ago, and has thence spread everywhere. I very much doubt whether there is any good in the habit, even when tobacco is not used to excess; and it is extremely difficult to get rid of the habit when once it has been formed.

Alcohol is taken in almost all places of cold climate, and to a very much less extent in hot ones. That, it is taken by people who live in the Himalayan Mountains, but not nearly so much by those who live in the plains of India. Alcohol is not necessary in any way to anybody. Millions of people are beginning to do without it entirely. Once the United States of America passed laws which forbid its manufacture or sale throughout the length and breadth of their vast country. In India it is not required by the people at all, and should be avoided by them altogether. The regular use of alcohol, even in small quantities, tends to cause mischief in many ways to various organs of the body. If affects the liver, it weakens the mental powers, and lessens the general energy of the body.

4. Self - reliance is the Pilgrim's best staff, the worker's best tool. It is the master key that unlocks all the difficulties of life. " Help yourself and Heaven will help you' is a maxim that receives daily confirmation. He who begins with crutches will generally end with crutches. Helps from within always strengthens, but help from without invariably enfeebles the recipient. It is not in the sheltered garden, but in the rugged Alpine cliff, where the storms beat most violently, that the toughest

plants are reared. It is not by the use of corks, bladders and life buoys that you can learn to swim but by plunging courageously into the waves and buffeting them. To wait until some charitable man passes by, to stand with arms folded, sighing for a helping hand, is not the part of any manly mind. The habit of depending upon others should be vigorously resisted, since it tends to weaken the intellectual faculties and paralyse the judgement. The struggle against adverse circumstances has on the contrary, a bracing and strengthening effect, like that of the pure mountain air refreshing an enfeebled frame. This is a lesson which, now-a-days, is not taught in colleges. To us it seems the vice of modern systems of education they lay down too many 'royal roads' to knowledge. Those impediments which formerly compelled the student to think and labour for himself are now most carefully removed and he glides so smoothly along the well-beaten highways that he pauses not to heed the flowers on either side.

5. Interdependence is and ought to be as much the ideal of man as self sufficiency. Man is a social being. Without interrelation with society he cannot realise his oneness with the universe or could so place himself as to be independent of society, he would be a veritable burden and nuisance to the world. Dependence on society teaches him the lesson of humanity. That man ought to be able to satisfy most of his essential needs himself is obvious; but it is no less obvious that when self-sufficiency is carried to the length of isolating himself from society, it almost amounts to sin. A man cannot become self sufficient in respect of all the various operations from the growing of cotton to the spinning of the yarn. He has, at some stage or other, to take help from one's own family, Why not from one's neighbours? Otherwise, what is the significance of the great saying, "The world is my family"?
6. The most important thing is that we should have freedom of thought. This is not as easy as it sounds, for everyone likes to have this freedom for himself, but is not ready to give it to others when they express different opinions. This is particularly the case when difference of opinion arises on such important matters, as religion or politics. But if we refuse to let other people hold their opinions on these matters and specially if we try to force them to accept our own, progress is impossible. If everyone goes on thinking the same things as his ancestors thought, progress would come to an end, because as the Budha said, 'What a man thinks, he becomes'. So, if we think exactly like what our forefathers thoughts, we shall remain in the condition in which they were. Our thoughts depends a good deal upon what we read and what we talk about. Therefore, if we want to think new thoughts, we must try to study all sides of the topic that comes before us, not content only with what we read in newspaper or what others say.

7. Some people think that the aim of education is merely to give knowledge. These people want students to read books, books and do nothing else to add to their knowledge. Others believe that knowledge alone is not enough; only that which enable a man to earn his living can be called education. Such people think that bread is more important than anything else. Still others believe that education should aim solely at making good citizens and good patriots. All these people see only one of the several purposes of education. As a matter of fact, education should aim at all these three things together. It should give men knowledge, make them self-reliant and able to serve others. Education should not produce citizens who, while they love their own freedom, take away the freedom of others. It should produce men who love their own country but who do not want to harm other countries.

8. One great defect of our civilization is that we do not know what to do with our knowledge. Science has given us powers fit for the gods. Yet we use them like small children.

For example, we do not know how to manage our machines. Machines were made to be man's servants; yet he has grown so dependent on them that they are in a fair way to become his masters. Already most men spend most of their lives looking after and waiting upon machines. They are very stern masters. They must be fed with coal, and given petrol to drink, and oil to wash with and must be kept at the right temperature. If they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up and spread ruin and destruction all round them. So, we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines and a time may come when they will rule us altogether, just as we rule the animals.

9. There is something radically wrong with the entire structure of human relationship that makes man delight in killing man, whether it be in the name of civilization or religion or anything else. Two wrongs do not make a right; hatred must beget hatred; and what is brought into being by violence can and will always be destroyed by greater violence. It is this fundamental truth that men have to bring home to the people in their respective countries. No peace treaties can avail that have revenge as their basis and a self-righteous arrogance and hypocrisy in the so called victors. Women are the natural preservers of life. Life grows from within them. They could make their influence felt if they would be big enough to rise above the walls of narrow nationalism that confine us today. Just as communism calls the workers of the world to unite let the women of the world unite and stake all for a life worth living. Love conquers all things. We have it in us to give, if we can only realize our moral strength and not cooperate with violence in whatsoever form it raises its head.

LESSON 6

COMPREHENSION

6.1 To **comprehend** means to understand and the **comprehension** of a passage means understanding the nature, meaning and essence of a piece of writing. Reading becomes useless without **comprehension**. That is why, now-a days in the academic and competitive examinations of English, a great emphasis is given to testing the **comprehension** abilities of the students in the questions on unseen passages. These passages may be factual, discursive or literary.

We should remember that reading a passage is not the same thing as solving a problem in mathematics. We need not be discouraged when we cannot understand some word or phrase or even a sentence. If we think that we have got the idea, even if we have not understand every word, that is a positive step. The idea is likely to become clear as we read again. After one or two readings, we can leave the passage alone and try to recollect the ideas that we have picked out. Then, we can try to connect the different ideas or incidents which come to our mind. If these ideas or incidents seem to be disjointed or disconnected, we have not understood the passage well. Then, we can always start again. A reading of the questions given after the passage may also help our understanding.

6.2 How to proceed

The following are a few hints in the attempt to answer the questions on **comprehension**;

- a) We should read the passage fairly quickly to get the general idea.
- b) We may read again a little slowly, to know the details and their connection with the general ideas.
- c) After reading the passage twice or thrice we can study the questions carefully. We should try to examine the relevant portions of the passage and read them again.
- d) Then, we may start writing the answers in our own words.
- e) Our sentences must be complete and our words must be clear and precise.
- f) If we are asked to give the meaning of any word or phrase, we should express the meaning as clearly as possible in our own words.

EXAMPLES

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

1. Henry Cavendish was born at Nice in 1731. He devoted his whole life to scientific investigations and became a first rate physician and chemist. An uncle of his left him a large amount of money and this enabled Cavendish to carry on his work without any difficulty. Cavendish was one of the pioneers in the study of gases. In 1766, he discovered 'inflammable air' now called hydrogen. Later he showed that water was produced when the gas was burnt. In 1785, he discovered that nitric acid was produced by the combination of oxygen and Nitrogen. The discovery has since become very important in industry especially in the manufacture of fertilizers. Cavendish died in 1810. Cavendish was a silent and lonely man and hated to meet strangers. His female domestic servants had orders to keep out of sight. It is said that he ordered his dinner daily by a note placed on the dinner table.

Questions:

- (a) In what field of science did Henry Cavendish work?
- (b) Cavendish was able "to carry on his work without any difficulty. How?
- (c) "Cavendish was a silent and lonely man and hated to meet strangers"
What trait of his character does it show?
- (d) How did Cavendish help agriculture?
- (e) Find a phrase in the passage which means a gas that burns?

Answers:

- (a) Henry Cavendish worked in the field of medicine and chemistry.
 - (b) An uncle of Cavendish left him a large amount of money. So he did not have to bother about his livelihood and worked without any difficulty.
 - (c) It shows that Cavendish was so devoted to his work that he had no other interest.
 - (d) By his discovery Cavendish helped the fertilizer industry and thus helped agriculture.
 - (e) Inflammable air.
2. In our generation we have had two World Wars. We won the wars but lost the peace. The victors were unable to find the patience necessary for reconciliation. After the first World War we set up the League of Nations but it failed on account of our nationalist obsessions. After the second World War we set up the United Nations Organisation with the objective of maintaining peace by removing the causes of international tension and

creating an international order based on justice, freedom and tolerance. Its work has been greatly hampered by its lack of universality and the division of the great Powers into two camps. It is this division that carries the threat of war which weighs on all people of the world. There is tension between the ideal of international order and that of international politics. The prospects of peace are bound up with cooperation among the great powers.

Questions:

- (a) Why could there be no peace after the wars?
- (b) What did man do to achieve peace?
- (c) What is the aim of the U.N.O?
- (d) What are the main difficulties before the U.N.O?
- (e) Find a word in the passage which means 'becoming friend again after a quarrel?'

Answers :

- (a) There could be no peace after the wars because the victors had not (lacked) the patience necessary for reconciliation.
 - (b) In order to achieve peace, man established first the League of Nations and then the United Nations Organisation.
 - (c) The aim of the U.N.O. is to maintain peace and international order based on justice, freedom and tolerance.
 - (d) Lack of universality and the division of the great powers into two camps are the main difficulties before the U.N.O.
 - (e) Reconciliation.
3. India is chiefly an agricultural land. The cultivation of crops depends on a proper supply of water throughout the year. From olden times, large parts of our country have suffered from periods of drought. People have known that if the excess waters of the flood seasons, can be stored away for use in the field during the dry season, the problem would be solved. Unfortunately, they have had neither the knowledge nor the means to do much in this matter. What little they knew they have tried to put into practice. They have dug canals to carry away water from the great perennial rivers. This was heavy and expensive work and practicable over only a small area. Large tanks were excavated, small bands or dams built to hold water or hold back floods. But it has not been possible to do anything on a countrywide scale.

Question:

- (a) What does the cultivation of crop depend on?
- (b) How has our country suffered from olden times?
- (c) What have our people known to avoid this suffering?
- (d) Find a word from the passage which means lasting for a long time.
- (e) Give the passage a suitable title.

Answer:

- (a) The cultivation of crops depends on the supply of water throughout the year.
- (b) From olden times our country has suffered from periods of too much rain, alternating with periods of drought.
- (c) Our people have known that if they are able to store the excess waters from the flood seasons, they can avoid this suffering.
- (d) Perennial.
- (e) Cultivation in India.

4. More than fifty years have now passed since the Titanic went to the bottom of the Atlantic on its first crossing. Many people of the time believed that nothing on earth could sink this great ship. It was man's complete answer to the storms of the sea. It was the wonder of the world.

The ship had six different parts, separated by steel doors. If a hole was made in its side, that part could be shut off from the rest. When the steel doors were closed, the sea could not reach any other part of the ship. For this reason and for others it was firmly believed that the Titanic was the safest ship on the sea.

The Ship was fitted with wireless, another wonder of the time. It was about ten years since Marconi had sent the first wireless signal across the Atlantic, and now a number of ships used it every day. Therefore the master of the Titanic could call for help at any time. It did not seem possible that it would ever sink. But, if it did, wireless signals would soon bring other ships to pick up any one in the sea.

Electric lights lit up the great ship. Electric lifts carried people up and down. The great public rooms were like those in a fine hotel. Science had provided everything that an officer and an engineer could want.

The night of 14th April, 1912, was very cold. There was no moon and hardly any wind. The Titanic was then in the part of the Atlantic in which icebergs cause trouble.

Icebergs come from the north when the ice breaks up, they move on the water towards the south. Ice is hard enough to cut holes in steel and cannot easily be seen at night.

The wireless officer of the Titanic, J.G. Phillips, had received several signals telling him that icebergs were not far away, and he was very well aware that icebergs can send big ships to the bottom of the sea. Most of these important signals were passed on to the officers: but one wasn't. It was a signal from another ship, the Mesaba, reporting icebergs in front of the Titanic.

When it arrived, Phillips was hard at work. Many of the travellers had sent news or information or order by wireless during the day to their friends in England or America. Wireless was a fairly new thing, and they were rich men. Phillips was now doing his best to finish off all this work. He was so busy that he did not report the iceberg immediately. The signal lay on his table half forgotten.

The two men who were watching for icebergs, Fleet and Lee, suddenly saw something dark just in front of the ship. They immediately rang the ship's bell and Lee telephoned to the officer of the watch to report the icebergs.

The necessary orders were given at once, though it was impossible to stop a great ship immediately especially if it was moving at about twenty-five miles an hour. The steel doors were closed. The ship was turned away from its straight course. But it was all too late. Too late!

The ship struck the iceberg with its side while it was still moving forward. It struck the iceberg again with another part of its side. In a few moments six great holes were made in the steel. Water rushed in, not in one place but in several places covering three hundred feet. The steel doors were therefore useless.

Captain Smith soon understood that nothing could save his ship. At a quarter past twelve in the early morning, he ordered the wireless officer to send out the ship's position and the letters CQD. This is call for help which is understood by men of all nations. It told the world that the Titanic was sinking. The impossible was happening.

As first the people on board did not believe that the ship was sinking. They had been told that it could not sink. But they understood the truth when the captain gave the order to prepare the boats. Women and children were ordered into the boats first, but some wives would not leave their husbands and did not go. Although there were not enough places in the boats for all the people, one woman came along with her big dog. She wanted to take it with her, but the officers would not allow that. So she went sadly away from the boat, and one story says

that she jumped into the sea with the dog. It was better, she thought, to die than to be separated from it.

Some women had to be pushed into the boats and some, it is said, had to be thrown in. It was hard to leave the big lighted ship, and to go in a small boat on the dark icy sea. But the ship was now plainly sinking. It was lower in the water. Chairs and tables, food and plates, cups and glasses slipped across the floors as the ships bows sank lower. The band continued to play some music as long as possible, to give the people some hope in the cold darkness. Many brave acts were done that night, but 1,503 people lost their lives. And so the Titanic went down beside the huge iceberg that destroyed it.

Men in the icy water tried to reach the boats. Some of these were not full, but others were and when the men tried to get in, they were sometimes beaten off. Those in the boats were afraid that they would sink if more people got in. In one boat, a woman, mad with fear, struck the face of a man who tried to get in, and her ring made a long cut from his ear to his mouth. But two other women lifted the man into the boat and did their best for his face.

When day came, another ship, the Carpathia, arrived and picked up all those that could be found. It took to New York only 705 men and women. The wireless officer, Phillips and Captain Smith were not among them.

Questions

- (a) Why did one believe that the Titanic was the safest ship on earth?
- (b) Why is wireless described as a 'wonder of that time'?
- (c) Who was the wireless officer? What signals had he received?
- (d) Was the sinking of the Titanic because of sheer carelessness? Discuss.
- (e) Why were the steel doors useless?
- (f) How did help finally arrive?
- (g) Give another word for:
 - (i) a huge block of ice floating in the sea.
 - (ii) to collide against.
 - (iii) sank.

Answer :

- (a) The Titanic had six different parts which were separated by steel doors. If a hole was made in its side, that side would be shut off from the rest. The sea could not enter if the steel doors were shut. This made the ship, the safest on the sea.

- (b) It was a wonder as it was ten years since Marconi had sent the first wireless message. The master of the ship, could call for help at any time. If this ship would sink, wireless signals would soon bring other ships to pick up anyone in the sea.
- (c) The wireless officer was J.G. Phillips. He had received several signals cautioning him of icebergs ahead. He had also received another signal from the Mesaba, reporting icebergs in front of the Titanic.
- (d) The sinking of the Titanic was indeed because of sheer carelessness. The wireless officer was busy trying to send news of the rich man to their friends in England or America. He was so busy that he did not report the iceberg immediately. The signal lay half forgotten.
- (e) The Titanic struck the iceberg with its side. The iceberg struck another part of the Titanic's side. Six great holes were made and water rushed in covering three hundred feet. Thus, the steel doors were useless.
- (f) When day came another ship, the Carpathia, arrived and picked up 705 men and women.
- (g) (i) Iceberg (ii) Struck (iii) went down.

EXERCISES

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

'Mass production' means manufacturing articles in great numbers. This method of production became popular after the Industrial Revolution. Mass Production is different from the other methods of manufacture. Formerly a craftsman often made the whole of an article himself by hand. He put into his work all his skill, all his experience. He was proud of the fruit of his labour. His reputation, his standing among his fellows, depended on his skill and on his character. He would have been ashamed if any serious fault had appeared in his work. He was hired and admired by a fellow-craftsman whose skill was not equal to his own. Articles made in this way could not be mass-produced. Each article differed slightly from the others; in every one there was something of the maker's individuality. The finished article was sold at a high price, the price representing the time and the skill of the craftsman who had

These articles were made for the rich and for those who were moderately well-off. The poorer classes could not hope to possess works of art. Their household utensils, their clothes and their farm tools were roughly and cheaply made, though very practical in serving the purpose for which they were designed.

(a) Answer the following questions in single sentences:

- (i) How did the craftsman, in olden days make articles?
- (ii) Why was he proud of his work?
- (iii) What inspired him to do his best?
- (iv) Why did each article differ slightly from the others?
- (v) Who were the articles made for?
- (vi) Name four things that are mass -produced?

(b) Fill in the blanks in the following sentences using the correct forms of the words given below:

whole, manufacture, all, make, reputation, purpose, aim, fame.

- (i) Cloth is _____ in the mills of Ahmadabad.
- (ii) The women of this village _____ beautiful baskets.
- (iii) He has a good _____.
- (iv) He was not anxious for _____
- (v) This is a novel with a _____
- (vi) The _____ of this exercise is to teach language.
- (vii) The _____ country was anxious for peace.
- (viii) _____ the boys in this class are bright.

- 2.** Socrates used to wander about the roads or stand in the market -place all day long, talking to anyone who cared to greet him, arguing and asking many questions. Sometimes he left his listeners in a very confused state of mind, for he seemed to be questioning, doubting or trying to change things about which people had never really thought, but had taken them for granted. Socrates believed that everyone should learn to think for himself. He believed that everyone should have the power to see what was right, just, true and beautiful. He wanted Athens to be a perfect state and he believed that this could only happen if every citizen educated his own mind to see what was right and noble. He believed that questioning and discussing would help them to do this and so he was forever talking to them in the open streets.

(a) Answer the following questions:

- (i) What did Socrates do in the market place?
- (ii) Why did he sometimes leave his listeners confused?
- (iii) What, according to Socrates, should everyone learn for himself?
- (iv) How could Athens become a perfect state?

(b) Complete the following sentences:

- (i) Socrates was in the habit of _____
- (ii) Socrates wanted people to _____
- (iii) Athens, he believed, could become a perfect state if _____

(c) Briefly describe how the method of teaching adopted by Socrates is different from the methods used in schools nowadays.

- 3.** The expression sportsman-like spirit has been borrowed from the field of sports. A true sportsman always observes fair play and never stoops to base means to achieve quick victory. He does not take any unfair advantage of the weakness in the opponent's defence. Nor does he want any special favour shown to him. His guiding motto is "fair play and no favour". He plays the game for game's sake and not for winning it always. This quality of the sportsman is called sportsmanship or sportsman-like spirit. It makes him not able to play a foul game in any sphere of his activities. This sporting spirit has been the spirit of all brave and heroic men who lived and died true to the principles of honesty and fair dealing.

Questions

- (a) Mentions two qualities of a sportsman.
 - (b) What is the motto of a sportsman?
 - (c) Name the principles common to true sportsmen and heroic men.
 - (d) How does sportsmanship help a man in his day-to-day life?
 - (e) Pick out from the passage the words similar in meaning to 'wrong means'.
- 4.** The handicapped or the physically disabled persons, the dumb, the crippled and the mentally retarded have to suffer and live miserably. They have to bear bitter problems and difficulties due to their physical disability, and still they are ignored and looked down upon by society. Actually they need a proper and healthy treatment. With this idea, the U.N.O. decided to celebrate 1981 as "the International Year of the Handicapped?"

They thought that it would be a good method of paying heed to the sad plight of the handicapped and doing something for their welfare in the world. There are nearly forty crores of people, physically disabled and mentally retarded. Truly they deserve, not hatred and contempt, but love and sympathy.

Questions

- (a) What is the attitude of the people towards the physically disabled persons?
- (b) Why did the U.N.O. celebrate 1981 as “the International Year of the handicapped?”
- (c) How many handicapped persons are there in the world?
- (d) How should we treat the handicapped persons?
- (e) Pick out from the passage the words having opposite meaning to ‘love’ and ‘sympathy’.

5. The last solar eclipse of the 20th Century took place on 11 August 1999. It was seen by millions of people all over the world. Being the last great heavenly event, it was the world’s most watched one. This eclipse covered a more thickly populated area of the earth than any of its predecessors. A large number of scientists gathered at Lokpat in Gujarat, which was considered to be the best place to view the last eclipse. The totality there would be the longest. They had gone there to study the phenomenon. But they were disappointed because the sky was overcast with dense clouds. These clouds blocked the clear view of the eclipse. In spite of this the enthusiasts took time off to watch this event from the beaches, roof tops, roads and suburban trains. They cheered whenever the spectacle become visible.

Questions:

- (a) Why was this eclipse watched by more people than ever before?
 - (b) Where did the scientists go to see the eclipse and with what purpose?
 - (c) Where did the enthusiasts watch the eclipse from?
 - (d) What prevented the people from having a full view of the eclipse?
 - (e) Find out the word from the passage which means ‘sight’.
6. Nearly one million new cases of cancer are detected in India every year. Half of these are tobacco-related. Not only cancer but other diseases like heart disease, stroke and bronchitis also are attributed to it. Almost all the doctors are of the opinion that tobacco is “a killer”. There is a scientific evidence to prove it. After one quits smoking, blood pressure and pulse rate return to normal in twenty minutes. Breathing and circulation of blood begin to improve. Heart attack risks fall to about half of a smoker in five years.

In ten years the risk of lung cancer falls sharply. But the advertisements by tobacco companies mislead the people. A strong political will is required to tackle this problem. Awareness among the people about tobacco's ill effects should also be created.

Questions:

- (a) Mention any two diseases caused by tobacco smoking.
 - (b) What immediate effects are noticed when one stops smoking?
 - (c) Which word in the passage means 'discover'?
 - (d) What steps should be taken to solve this problem?
 - (e) Pick out, from the passage, the word similar in meaning to 'as being a result of.'
- 7.** One of the greatest mysteries of bird life is travelling. Every year during autumn and early winter birds travel from northern regions of Asia, Europe and America to the southern warmer lands. They make the return journey again during spring and early summer. They are very punctual unless they are delayed by bad weather. They face many dangers and hardships while travelling long distance through the air over hills, forests, plains and large stretches of water. Sometimes sudden storms arise and drive them far out of course. Often they are blown right out to sea and are drowned in the wild waves. At night bright lights attract and confuse the birds. They cannot fly at their fastest. The migration speed is usually from 48 to 64 km. per hour and rarely exceed 80.

Questions

- (a) When do the birds travel from northern regions to southern warmer lands?
 - (b) Why do they travel from there?
 - (c) What danger do they face when they are flying over the sea?
 - (d) What happens to these birds at night when they see the lights?
 - (e) Which word in the passage means 'coming/doing something at the fixed time'.
- 8.** Helen Keller lost her sight and hearing at two because of an illness. Since she was deaf, she also lost the ability to speak, for we learn to speak by imitating what we hear. At first it seemed impossible that she would ever understand others or be understood by them. Hers was thus a lonely world. She was helped by a wonderful teacher called Miss Sullivan who had herself been blind as a child but recovered her sight after an operation. Miss Sullivan volunteered to help Helen and taught her to speak, read and write. Helen later went to a university and even gained a degree. She then spent the rest of her life working to help the blind and the deaf.

Questions:

- (a) How did Helen Keller lose her sight and hearing? How old was she then?
 - (b) Why was she a lonely child?
 - (c) Why did Miss Sullivan volunteer to help Helen?
 - (d) How did Helen make use of her education?
 - (e) Which word in the passage means “power”?
- 9.** Mass copying in the examinations has reduced education to a joke. The lengthy courses of study and the system of annual examinations are the root causes of it. How is it possible for any human being to express honestly within three hours all that he has learnt in full one year? Naturally students are forced to cram certain things and copy others from some source in the examination hall. Examinations, more or less, in the form of class tests at the end of a quarter should be held. The result of a student should be determined by his performance round the year. The class teacher should be entrusted with this difficult task. He will have to rise above petty worldly considerations and must be brave and impartial. His role in this connections is very significant.

Questions

- (a) Why has education become a joke?
 - (b) Why are students forced to cram and copy?
 - (c) How should a student’s performance be determined?
 - (d) What qualities are required of an examiner?
 - (e) Find a word in the passage which means “what is done”.
- 10.** Yoga is the ancient Indian system to keep a person fit in body and mind. It is basically a system of self-treatment. According to the Yogic view, diseases, disorders and ailments are the result of some faulty ways of living, bad habits, lack of proper knowledge and unsuitable food. The diseases are thus the resultant state of a sort of prolonged malfunctioning of the body system. Since the root cause of a disease lies in the mistakes of the individual its cure also lies in correcting the mistakes by the same individual himself. The Yoga expert shows only the path and works no more than as a counsellor. The Yogic practice of treatment comprises three steps namely proper diet, proper Yogic practice and proper knowledge of things about the self.

Questions:

- (a) How does Yoga differ from other methods of treating a disease?
- (b) How does our daily routine affect our lives?
- (c) How can a teacher of Yoga help a person practising Yoga?
- (d) Give the passage a suitable title.
- (e) Find a word in the passage which means ‘not working properly’?

LESSON 7

ESSAY WRITING

7.1 What is an Essay?

The word **Essay** literally means an attempt. To **Essay** means to attempt or to try. However, so far as we are concerned here, an **Essay** is an exercise in composition. Properly speaking an **Essay** is a written composition giving expression to our own ideas or opinions on a given topic. It is written in prose and is generally short. In a broad and general sense the term may also refer to any written composition. It may express personal ideas or opinions on some topic. It may also give information on some subject. It may also give the details of some narrative or description. The kinds of language used in the writing of an **Essay** are of various types. For the students of the junior classes it is advisable for the writers to use simple and direct style of expression.

7.2 Parts of an Essay

Normally a school essay should have three parts. They are

- (a) **The Introduction.**
- (b) **The Body.**
- (c) **The conclusion.**

The **Introduction** generally consists of a brief paragraph introducing the subject of the essay. It is generally expected to be interesting, explaining the title of the **Essay** with a definition or an explanation. Sometimes, it consists of a brief story or a general remark relating to the subject. Sometimes, the **Introduction** is dropped and the writer plunges into the subject right away. The **Body** of the essay is the main part, consisting of facts, figures, illustrations and reflection of the writer on the subject. It makes the body of the **Essay** which may consist of some paragraphs, well constructed and properly connected with one another. The **Conclusion**, like the **Introduction** or the beginning should always be short and striking. The ending is supposed to be natural so that the **Essay** does not come to an end abruptly. Sometimes, a simple sentence, properly constructed, dealing with the main idea of the **Essay**, makes a good ending. Or the writer may give a short summary of the ideas contained in the body of the **Essay**, in a manner pleasing both to the mind and to the ear. In addition to the facts given above a good **Essay** is supposed to have the following characteristics.

i) Unity.

An **Essay** should have an orderly development of thoughts from line to line and from paragraph to paragraph. The subject must be very clear in the mind of the writer. The ideas on the subject should have a logical sequence with one point leading naturally to another. Nothing that is not relevant to the subject should be allowed to enter. However, the subject may be approached and treated in a variety of ways and from different points of view. In any case, the **Essay** must have a sense of unity, developing ideas on the given subject with a definite purpose or aim.

ii) Order.

The **Essay** should follow a certain orderly development of ideas and come to a definite concluding statement. Irrelevant and unnecessary ideas and reflections should be avoided.

iii) Brevity.

School **Essays** are generally not long. It does not, however, mean that there is a strict rule on the length of the **Essay**. The length will naturally depend on the nature of the subject. In any case, it is supposed to be a brief exercise in composition, effectively and precisely expressed.

iv) Style.

The style and treatment of the subject of the **Essay** should be properly adapted to the subject. A subject like a picnic or a school function may be dealt with in an **Essay**, in a natural, familiar and light-hearted manner. In such **Essays**, simple and direct expressions should be used. However, a serious or philosophical subject is supposed to be treated in a dignified manner. As a general rule, in all types of school **Essays**, slang and colloquial terms are avoided. However, it has to be noted that an **Essay** is supposed to reveal the personal feelings and opinions of the writer. There is always a personal touch in the **Essay** reflecting the individuality of the writer. There is no need of being afraid to express one's ideas in it. One should not be content with repeating the opinions of others. There should always be a note of sincerity in all such writings, and this is the basis of the style of the **Essay**. After all, it has been said that style is the man. Again, the secret of good writing is clear thinking. If we clearly understand all about a subject, we will never want thoughts, and the thoughts will give rise to words.

7.3 Type or classes of Essays:

There are different types of **Essays**. They are **Descriptive Essay**, **Narrative Essay**, **Expository Essay**, **Reflective Essay** and **Imaginative Essay**. It has, however, to be remembered that these different types or classes of **Essays** are not mutually exclusive to each other. The original idea of an **Essay** is a composition expressing the writer's feelings and thoughts about a given subject. Because of this some **Essays** may possess the characteristics of more than one class. For example a **Descriptive Essay** may contain a good deal of narration, and all **Essays** will be found containing some reflective elements. However, the different classes may be generally described in the following way:

I. Descriptive Essays:

This is, perhaps, the simplest type of **Essay**. It consists of the description of some place, person or thing e.g. Imphal, Delhi; a peasant, a rickshaw driver, a village market, a water fall, etc.

II. Narrative Essays:

A **Narrative Essay** consists in the narration of an incident, an accident, a journey, legends or historical stories, a biography etc. **Narrative Essays** may be written on a street fight, a flood, an earthquake, a visit to the Taj Mahal, the story of Khamba and Thoibi, the life of Rani Gaidinliu, etc.

III. Expository Essays:

An exposition means an explanation. An **Expository Essay** consist of an exposition or explanation of some subjects like institutions, industries, occupations, scientific topics, literary topics, some theories or doctrines etc. **Expository Essays** may also be written on subjects like press, parliament, cottage industries, evolution, physics, history of drama, gravitation etc. **Expository Essays** are generally objective and impersonal.

IV. Reflective Essays:

A reflection is a thought on some subject. A **Reflective Essay** consists of reflection or thoughts of the writer on various subjects like courage, truth, love, marriage, education, poverty, democracy, war, the meaning of life, National integration etc. The **Essay** may also be on a quotation or a saying like "time is money", "honesty is the best policy" etc. In the writing of **Reflective Essays** we are supposed to explain and reason and support our statements with arguments and facts.

V. Imagination Essays:

These **Essays** deal with imaginary things and situations. The writer himself has not seen the things or experienced the situations. In the writing of this kind of **Essay** the writer has to place himself in imagination, in a situation in which he has never been before, and describe what he would do in such imaginary circumstances. **Imaginary Essays** may be written on subjects like “If I were a king”, the autobiography of a cow, living alone in an island with wild beasts etc.

7.4 How to write an Essay:

An **Essay** cannot be written in a casual and haphazard manner. The writer shall have to think seriously and clearly about the subject and make a systematic plan for the writing of the **Essay**. The following are some hints on the writing of an **Essay**.

I. The writer should not start writing at once. He should think out carefully on the subject for sometime. In the course of the thinking if some ideas come into his mind, he can jot down the ideas on a paper.

II. These ideas should be classified under suitable headings. Reject any idea that are found irrelevant and unsuitable. In a short **Essay** not many ideas may be necessary. Along with the ideas that come in our mind, some examples, illustrations and apt quotation may also come into our mind. We can jot them down so that we don't forget them.

III. After jotting down the ideas we try to arrange them under various heads. This is very important because we cannot write a good **Essay** without a proper plan. Order and logical arrangement of thoughts or ideas is very important.

We can, then, develop the ideas in separate paragraphs. At this stage we should remember the requirements of writing a good paragraph. We should write a separate paragraph on each idea or point in our plan. In a short school **Essay** four or five short paragraphs may be enough.

IV. There should be a sense of continuity in the **Essay** so that one paragraph leads logically to the next one. If this is done, there will be organic unity and continuity of the ideas in the **Essay**. One idea should not be unduly stressed or elaborated at the expense of another. This means that there should be a sense of balance and proportion in the development of the ideas.

V. When an ideas is developed into a paragraph, proper examples or illustrations may be added.

VI. We should divide our **Essays** into three parts i.e. the **Introduction**, the **Body** and the **Conclusion**.

VII. The **Introduction** should be brief and striking so that it attracts the attention of the reader at once. There are many striking ways of beginning an **Essay**. We can start with a definition or a quotation or an anecdote or a question or even a piece of vivid description. The **Conclusion** also must be forceful and effective. There are various ways of concluding an **Essay** effectively. We can conclude the **Essay** with a brief summary of what had been stated above or with a quotation or an anecdote or with a question or even an abrupt remark.

IX. We should use simple words and short sentences. The style of writing should be direct and natural.

EXAMPLES

A. SPECIMENS OF DESCRIPTIVE ESSAY

1. A house on fire

[**Points:** *Introduction — the way the incident took place — the description of the burning house — the damage caused— the attempt to control the fire — conclusion*]

It was midnight, when hands of clock joined palms. There was deep silence everywhere. I was enjoying a sound sleep in my room with my younger brother. All of a sudden, I was awakened by noise of footsteps outside. It appeared as if the people were running in the street. I got up and peeped down from the window. I came to know that the house of my friend Kumar was ablaze. I at once hurried to the spot.

In no time, I was there on the spot. The house was completely enveloped in flames. A strong wind fanned the fire. The flames leapt to the sky giving out clouds of smoke. The owner of the house was beating his breast, crying "I am undone !, I have lost all ."The articles were lying scattered in the front yard. There was endless hurry and excitement. Many men were busy bringing buckets of water while others poured them on the fire. I, too, joined them. We tried our best to put out the fire, but all our efforts were in vain. Soon the whole building with everything in it was burnt to ashes.

The fire brigade was rung up. In no time it was there. A few active men in brass helmets got to work and the fire was brought under control in half an hour. Luckily, the neighbouring houses had not caught fire.

It is said that it was all due to the carelessness of a man in the house, who was a heavy smoker. While smoking a biri, he dozed off to sleep. The burning ashes from the biri along with it fell down and set fire to the bed. Soon the fire spread in the whole building.

The loss was estimated at about one lakh rupees. A few people had small burn injuries, who were taken to hospital in ambulance. But thank God, there was no loss of life.

2. The celebration of Independence Day in my school

[*Points : Introduction — when and why was the celebration organised— the way in which the function was organised — the ending of the function.*]

Fifteenth August, is a red letter day in the history of India. On this day in 1947, our country becomes free, British rule. Since 1947, fifteenth August is celebrated every year with great joy and pride. It reminds us of the attainment of freedom from foreign rule. The main function is held at Red Fort where the Prime Minister of India unfurls the National flag and delivers his speech to the nation. The National flag flutters on all government offices. At night the buildings are lit up with electric bulbs, which present a charming sight.

We also celebrated the Independence day in our school compound, with great pomp and show. The school building and the ground were cleaned and decorated for the occasion. A flag pole was put up at the top of the school building. Seating arrangement was made on a platform. There was great enthusiasm among students. They were all in school uniform, the white pant and white shirt. The guests began to arrive at 7.45 a.m. Our teachers received them and offered them seats. Many respectable persons of the State including the Education Minister, guardians of students and teachers of other schools were invited on this occasion.

The function began exactly at 8 a.m. All who were present stood in attention. The principal unfurled the flag. The petals of rose fell on us. Five boys sang a song in honour of the national flag. Then five troops of students took part in March past. It was led by the school band. The Principal took the salute. He made an impressive speech and invited the Education Minister to address us. In his address he asked us to take pledge to safeguard the freedom of the nation. He also reminded us of great men of India, Mahatma Gandhi, Pt. Nehru, Subhas Chandra Bose, Lala Lajpat Rai

and Chandra Shekhar Azad and their sacrifices for the nation. After, these different groups of students presented a series of programmes of song and dance. Everyone liked the programme.

In the end, all stood in attention. All the students, teachers and guardians sang the National Anthem in chorus. With this the function was over. Today the memories of this function are as alive to me, as it was on that day.

B. SPECIMENS OF NARRATIVE ESSAY

3. A day spent sick in bed.

[*Points: Introduction — the problems of health and sickness — the occasion of the sickness — the suffering because of the sickness — the attempts to cure — recovery and the conclusion*]

No man is free from suffering. Suffering is the salt of life in whatever form they may come. They make us realise the importance of life as something, not easily available to us. As it is said, one cannot appreciate light, until he has experienced the dark. So also one cannot appreciate health, until he has passed a day in bed in illness. Here is the story of a day which I spent sick in bed.

It was very hot during the middle of June last year. Hot winds blew the whole day. We had summer vacation. During the summer, one hot day my father sent me to the market to buy some books. The market is about two kilometres from our house. I was to go on bicycle. It was twelve o' clock when I returned. I was feeling feverish and was very thirsty. My elder sister prepared ice cold sarbat for me. I drank three glasses. After that I felt headache. All at once my body temperature rose. I was made to lie in bed. I was shivering with cold. My mother covered me with two blankets, even then my shivering could not be stopped. My parents began to feel worried, they called for a doctor. He came and examined me. I had got an attack of flu.

The whole of my body was aching. The doctor gave some capsules and tablets and a syrup. The medicine was to be given at the interval of three hours. The doctor assured my parents that I will be well after six hours. However, it was difficult for me even to pass a single minute. I was fed with milk and vegetable soup till night. The medicines were given to me as

advised by the doctor My elder sister remained sitting by my side. My younger brother pressed my aching limbs. I was unable to open my eyes due to severe pain in the head. I drank water every half an hour. Still the thirst could not be quenched. As the time passed my weakness grew more and more.

At about 6 p.m. I started perspiring from head to foot. I started feeling very hot. The blankets were removed. My sister wiped off the sweat again and again. My fever began to subside. My hunger was lost and I took nothing except water. After some time I began to feel hungry. At night I went to sleep. By 12 noon the next day, I was all normal except the weakness in body. There were smiles of joy on the faces of my parents. I was extremely weak but happy. Those hours of distress which I had passed in bed are difficult to forget.

4. Dr. B. R. Ambedkar

[*Points: Introduction — the difficulties in his education — what did Ambedkar strive for ? — what did he do in the drafting of the Constitution of India? — what has happened after his death?*]

The name of Dr. B. R. Ambedkar brings to our mind a social reformer and a messiah. He belonged to the front-ranking leaders of India like Mahatma Gandhi, Pt. Jawaharlal Nehru and Subhas Chandra Bose who fought for the Independence of India. Dr. B. R. Ambedkar had the distinction of getting higher education despite the many odds he had to face during the days of Indian feudal Society. But he faced all the difficulties and rose to become a noted lawyer, a man of knowledge and wisdom. He was deeply pained at the caste-ridden Indian Society of pre-independence period when it was extremely difficult for a man of low caste to get education.

Baba Sahab Ambedkar was popular among his friends and followers. He was born on 14 April 1891 at Mohan. After graduating from Bombay, he began to serve the state of Baroda under the then King of Baroda. He did his job with great sincerity and integrity. Later on, he went to U.S.A. for higher studies. All along, the king of Baroda supported him financially. He received a wide applause for his talent both in India and abroad.

He got Ph.D. from Columbia University. Then he went to London and studied Law and obtained the degree of Law. He taught law after coming back to India for a few years.

Dr. B. R. Ambedkar strived for a casteless society wherein all people enjoy equal opportunities of education, livelihood and social justice. He often voiced his anguish and concern against the discrimination among the high and low castes.

Being head of the constitution framing committee, he worked hard and gave us a model Constitution that is both rigid and flexible. The Constitution of India, which he framed, has served the largest democracy of the world to this day. It is hoped that it will stand us in good stead in the coming years. Dr. B. R. Ambedkar believed in service other than enjoying the fruit of service and sacrifice.

In spite of being offered the post of a Cabinet Minister in Independent India by Pt. Jawaharlal Nehru, the then Prime Minister of India, Dr. B. R. Ambedkar chose to serve the people by being an ordinary citizen of the country. He died in 1956. Of late, there is a reawakening of the thinking, perception and ideology of Dr. Ambedkar.

C. SPECIMENS OF EXPOSITING ESSAY

5. Motivation for Students' Success

[**Points:** *Introduction—what is motivation for success? — what happens to self motivated students? — refer to some ways to encourage self- motivation in students.*]

Why are some students so eager to learn and ready to work? Why are others totally uninterested? Ability may account for part of the answer, but another significant factor is motivation. Students seem to be motivated when their successes are recognised, when they believe that they can succeed, when class work seems related to their lives, when the teacher is enthusiastic and when there is something creative or unusual about the approach. We know that motivation is a secret to success for students.

Students respond differently to attempts to motivate them. Self-motivated students learn to accept more and more responsibility, to communicate effectively with teachers and parents, and to identify and resolve conflicts. Here are some ways to encourage self-motivation in students:

(a) Teach to practise several decision-making and problem-solving skills. Students must see the advantages of being prepared for predictable problems and planning to minimise difficulties whenever possible, (b) Do not allow the students to be negative about themselves or allow others to bad-mouth them. Such talk must be identified and avoided. Achievers

cannot afford to focus on negative thoughts, feelings or attitudes, (c) Share personal experiences that have led to success. Tell your students stories about how you felt when you were their age. Student can learn self-motivation by learning from others' experiences (d) Actively discuss and investigate future careers, qualifications for and the merits of various jobs. Students who can connect the process of lifelong learning to future needs can better understand the value of becoming prepared, (e) Help students visualise success. Ask them to picture themselves succeeding at things they want to do — acting in the school play, developing an exciting science project. Help them list, in writing, their long, medium and short-range goals.

6. Science in everyday life

[**Points:** *Introduction — the role of science in everyday life — science and medical treatment — science and travelling — science and the housewife — science and its disservice to mankind — conclusion*]

Science is a blessing to man. It removed our ignorance and is a faithful servant of man. It serves us in all walks of life. It is our servant in the home, in the field and in the factory. Never was there a more helping servant. It is only when we spoil the servant and do not keep him in proper control, that he may cause some harm to us. But, this is our own mistake. A servant has to be kept under control.

Science has transformed our daily life. Gone are the days, when only the rich men could meet the expense of luxuries. Science has made them cheap and has brought them within the reach of everybody. Science has produced goods on a large scale. These are sold at cheap rates in every market. Books, music and all other forms of entertainment have been brought to our door. Radio, television and cinema help us in passing our time in entertainment. Surely, the daily life of the common man is very different from what it used to be once.

Science is our most faithful medical attendant. It provides all the care which is necessary for our health. Science has broken grounds for the cure of many diseases. It has given us the power to keep epidemics in check. No longer are smallpox, cholera and plague, the ravages of mankind. Science gives us the power to kill the germs, which spread these diseases. There are hardly any diseases today, which can be called incurable.

Science has also made travelling, a pleasure. No longer do we need to part sadly from our relatives and friends when we go to visit holy places. Science has beaten time and space.

Trains roar through deserts and jungles and man travels safely and swiftly. But, already the trains and motorcars have become outdated means of transport. The aeroplanes fly across hundreds of kilometres in an hour. You can take your breakfast in Delhi, lunch at London and dinner at New York. The work of months and years is completed in hours.

Science is the greatest blessing to the housewife. Now, she need not always remain busy in the kitchen. A thousand devices have been placed at her disposal to lighten her work. There are electricity controlled kitchens, in which cooking is a pleasure. There is no smoke and cooking is done in the blink of an eye. Electricity serves the housewife to wash and iron her clothes and to sweep her floors. It has given her time to rest, to study and to attend better to her children. But, this is by no means the end of the blessing of science. Another job that this servant does for us is to educate us.

However, there is the other side of the picture. Science has done a lot of disservice to mankind also, like in the field of armament. The invention of gunpowder has led to the production of many destructive weapons of war. In this connection, it may be stated that, if science is meant for man's happiness, man should not employ it for his own destruction. It is certainly not the fault of science, if we go on multiplying the engines of destruction. A new era lies before us in which the power of atomic energy has been released. That age will either be of complete devastation or one in which new sources of power will lighten the labour of mankind and increase the standard of living all over the world. It is for us to decide whether we will destroy the world with the atomic bombs or rebuild it with atomic energy.

D. SPECIMENS OF REFLECTIVE ESSAY

7. Poverty

[**Points :** *Introduction — the problems caused by poverty — how to get rid of poverty — the case of countries which have successfully tried to remove poverty — the case of India*]

Poverty is the prime source of practically all evils, whether political, social or economic. A poverty-stricken land is an easy prey for its greedy and jealous neighbours. Poverty has brought about political revolutions, moral degenerations and economic upheavals. A nation of hungry and starving millions cannot preserve its integrity and independence for long. Political independence will have no meaning to the masses and the common man unless he is able to enjoy economic freedom.

The question is, in what manner and how soon can we get rid of poverty and usher in prosperity. The gap between the rich and the poor cannot be just washed away, but has to be removed after a lot of calculations and hard work. Narrowing it down involves, not only well-directed efforts, but also the active co-operation of the rich as well as the poor. The former must be prepared to make sacrifices and reduce their consumer expenditure and the latter must be prepared to work hard for improving their lot.

In this connection, it may be worthwhile to find out, how some of the major countries of the world have succeeded in their attempts to end poverty. West Germany, Japan as well as Italy and France are among the democratic countries, which have tackled this problem with astonishing success. Within a short period of two decades, these countries have risen to be the economic giants of the world. It is the system adopted by the government and the spirit shown by its people, which have accounted for this great wonder. Over there, there is no question of industrial indiscipline, pulls and pushes by political parties, lock outs and demonstrations. The accomplishments of the Soviet Union and Communist China are equally astonishing. Within a period of two decades, these countries also developed great economic strength and achieved superiority.

We owe our sad plight of today, to our unimaginative and unrealistic ways. We have been talking about democratic socialism, which is a myth and mental delusion. We must realign our priorities, if we want to banish poverty quickly and effectively. We should eradicate illiteracy and the Government should create the right atmosphere for industrial growth. They will automatically generate the scope for employment. The moment we are able to solve the problem of unemployment, we will also be able to end poverty in the country. Removal of poverty is a timely and realistic policy, which should be followed with vigour and imagination.

8. Indiscipline among students

[Points : Introduction — what is the problem? — the students alone are not to be blamed — the causes of indiscipline are very complex — the present system of education calls for drastic changes.]

One of the biggest problems in the educational system is the problem of indiscipline among students. It is pointed out that our students have lost the sense of discipline. Teachers, educationists and politicians point out the growing indiscipline among students. Hooliganism and vandalism by students have shocked members of the society. Strikes, indiscipline and unhappy incidents in schools, colleges and universities have become the regular feature of the present educational system.

Our students are not, in any way, anti-social or anti-national. They take no pleasure in the drama of destruction and devastation. The fact is that students become tools in the hands of certain selfish anti-social elements. Our students should not waste their energies in destroying our national wealth. It is wrong to put the whole blame of indiscipline upon the students.

The root cause of student indiscipline is very complex. The lack of proper training and a sense of frustration may be the main causes of indiscipline among students. The first cause of indiscipline is the present set-up of our society. Some students are rich and some are very poor. The rich students are indifferent to their studies. They pick quarrels with fellow students and also insult their teachers. The poor students are afraid of their power of money and so, they are unable to act against the rich students.

Parents do not take proper care of their children at home. They are not taught good manners, respect for the elders, love for their friends and honesty in their transactions. The illiteracy and orthodoxy of the housewives are also accountable for this evil. Children, at home, are kept like cattle and are uncared for. The spoiled children are sent to the school. The institutions of learning are worse than the home. The children neglected at home, are sent to schools in order to learn the lessons of life. In schools, capable teachers are required, who by the dint of their character and ability can convert them into disciplined young citizens.

The democratic and academic culture of colleges and universities also suffers due to these acts of indiscipline amongst students. Recruitment of a large number of ill-qualified teachers is very harmful. They are not able to teach the students properly. Leaders of various political parties make use of the students for their selfish ends. Many political parties remain in touch with the students' unions and use them.

Our present system of education does not have any direct relation with the employment opportunities. Our educational system is defective and expensive. It awards students certificates, diplomas and degrees, which are mere pieces of paper, not helpful in securing any employment for them. A student joins a college or a university without planning about his career. This causes frustration and disappointment in him, due to which he indulges in acts of indiscipline. The growing problem of indiscipline is like cancer, which is spreading rapidly in the body of the educational institutions. Some efficient steps should be taken to divert the energy of young men in the right direction

E. SPECIMENS OF IMAGINATIONS ESSAY

The autobiography of a shirt

[Points: Introduction — birth of a cotton pod — ginning, spinning and weaving — as cloth in the shop — the tailor's work]

I am sorry to admit that I do not remember much about my birth and childhood. Still I must tell you whatever I am able to recollect. You are all seeing me now as a shirt on the body of my wearer. I can see that you are surprised. It is certainly because of me that he has come to possess his personality.

I was born in the lap of nature as a pod on a cotton plant. I passed a few days there very happily when a lady picked me off. She was perhaps the wife of the farmer who had sown the cotton plants. She had already picked a large number of my brothers.

Bringing us home, she separated the seeds hidden inside our soft bodies by passing us through a hand machine called *gin*. She went on collecting us in a room. Then one day a trader came and bought us from the farmer. We were taken to a cloth-mill by truck.

Reaching the mill, we had a hard lot. A machine worked on us. Our body was aching. Next we were taken to a spinning machine. Now our fluffy form had changed to thread. This thread was sent to the weaving process and we all took the shape of cloth.

One fine morning, the cloth was loaded in a truck and taken to a dealer's shop. It was put in a glass almirah where it looked very beautiful. A few days later, a couple came to the shop. They cast a glance at the entire lot of cloth and were attracted by the colour of the roll of which I was a part. They bought a piece of the roll and went to a tailor. The tailor made a shirt out of me. This is the story of my life.

10. If I were the principal

[Points: Introduction — supposing the wish is fulfilled what will you do?— about studies, libraries, games and school garden — what about discipline in the school?]

The principal of a school should possess many talents. Heavy responsibilities, discipline, maintaining of good standards of teaching, are some of the duties to be performed by the principal. The discharge of these obligations are not easy. But, I wish to be the principal of my school! If I were the principal I would do a lot for my school and its pupils. Let me tell you what I have in my mind about this.

I would frame a number of rules and regulations for the students and the teachers. They will be directed to abide by these regulations so that my school becomes a model in discipline, order and studies. No carelessness shall be tolerated in this regard. I know that the teachers and the taught shall be angry with me. But I am sure, the results that follow ought to make them feel happy.

Next, I would try to improve the library of my school. I will have some magazines and useful books bought for the teachers and the pupils. Every day a teacher and a student shall be made to address the morning assembly. It will surely improve the speaking power of the students.

Participation in games and co-curricular activities like drama, debates, trips, sports and survey projects will be made compulsory. Every facility will be provided for these things. Moreover, efforts will be made to build the character of the pupils and to infuse a national spirit in them.

The school garden will be looked after and improved in a befitting priority manner. It will certainly put on a new look. Cleanliness of the school shall be a must.

Then, I shall motivate the teachers to work industriously with the students to improve the results of our school in the Board Examinations. It will make the public speak highly of our school, our teachers and our students. And it will certainly bring honour to me as the head of the institution. Well, these are some of the things which I would do if I am given a chance to be the principal of my school.

MORE EXAMPLES

1. A day before the examination

Examinations are the most dreadful activities in the life of a student. He always shrinks back from the examination. He looks pale, shrunken, having a long face specially in the month of annual examination.

The students look worried and anxious as the examination draws near. The day before the examination is horrible for them. They are busy revising the main points. They do not feel hunger. They take no interest in recreational activities. They try to cram some important answers. The more they read, the more they forget. They feel nervous and confused. They burn the midnight oil for the examination. Even after learning a lot, they feel quite confused.

They seek divine help and pray to God to help them pass the examination. Every student whether he is bright or dull, fears the examination. They leave going to movies, watching TV. etc. They do not have sound sleep on the night before the examination. In fact, fear of the examination hangs so heavy on their mind that they may not have even a wink of sleep throughout the night.

They are puzzled. Those students who adopt unfair means in the examination are busy in preparing short slips with answers on them. They take these slips into the examination hall and use them whenever they get opportunity. Anyhow most of the students feel that their memory is failing. Their young faces look tired as a result of worries.

2. Value of games and sports

Games and sports play an important part in our lives. It is rightly said, “All work and no play makes Jack a dull boy.” A sound mind and sound body together make a complete person. For the all-round development and growth of the body as well as the mind, games and sports are essential. The neglect of health results in sickness, which adversely affects the mind, the body and the soul, Those, who participate in games, not only have a healthy and robust body, but also possess a sound mind. Their attitude in life is generally broad and optimistic.

Games teach sportsmanship, which includes qualities like team-spirit, co-operation, fair play and taking victories and defeats in the right manner. A player learns it in a practical manner on the playground. Games and sports also provide chances for physical and mental development. They keep us fresh and smart and enable us to regain our lost energy. We breathe pure and fresh air in the open playgrounds. Hard work, physical exercise and fresh air make the players strong and active. They teach us the value of discipline, co-operation as well as dignity of manual labour in life. They teach players to be open-minded and inculcate among them the feelings of unity and equality. The spirit of teamwork and co-operation engenders a feeling of community life in them.

Games and sports also help us in the building of character. The same manner, in which sports men accept defeat and victory in games and sports, they accept the failures and the successes of life. It is the best way to make use of one’s leisure time. Instead of wasting our energy on unwanted and unpleasant activities, we can utilise our energy and time in a better way by involving ourselves in games and sports. There is a freedom of association and a chance to exchange views in free spirit in the favourable atmosphere of games and sports. Games and sports also bring fame for the players, in addition to money and respect.

Netaji Subhas National Institute of Sports was set up in 1961, at Patiala. Here, the players are provided with international standard equipments, in order to improve their capabilities.

In our schools and colleges, arrangements have been made for various games and sports, but it is not adequate. Like studies, games and sports should also be made an essential part of school and college education.

3. My school library

A library is a must for a good school. No school is complete without a library. A well equipped library is a great asset to a school. It is equally useful for students and teachers both. It helps to develop reading habit. It increases their knowledge. For teachers, too, a school library is of great use.

We are fortunate to have a very good library in our school. Our school library is housed in a spacious room on ground floor. It is divided into two sections. One section contains books for students while in the other section there are reference books for teachers. The Reading Room is adjacent to the Library Room. There are separate tables and chairs for students and teachers where they can sit and read books. The Reading Room has a large round table. Chairs are arranged around it. The Reading Room is supplied with a number of Newspapers and Magazines.

There are more than fifteen thousand books in our school library. Books are arranged serially and subject-wise in almirahs. Each student is issued a Library Card. At a time, a student can get two books from the library. Books are issued for a period of two weeks. Dictionaries and reference books are not issued.

Our librarian knows all the books in the Library. He is very gentle and kind - hearted. He is always ready to guide the students in the selection of books. An assistant helps the librarian in his work. Our school library is a place of great attraction for students as well as teachers. Most of the students devote their vacant periods to reading newspapers and magazines. Teachers too spend their spare time in the library. They refresh their knowledge. Thus high educational standards in our school are the result of an excellent library.

4. The influence of cinema on social life

When an individual returns home exhausted after work, he needs some sort of entertainment and relaxation. Cinema has proved a wonderful means of entertainment and relaxation. Cinema is one of the cheapest and the most popular form of amusement. Labourers can afford to miss their evening meal, but not their evening show. Students prefer films to reading books. Thus, cinema has a lot of influence on the society.

Cinema is a universal teacher. It educates the people in different branches of learning. Our film producers have made very focused films attacking some of the social evils such as, the dowry system, labour exploitation and so on. It can teach us natural history, geography, botany and chemistry. Documentary films increase our knowledge and also broaden our outlook. Social movies throw light on social evils such as untouchability, casteism, unemployment and the curse of widowhood and the like. These films open our eyes and create in us an urge to improve the situation.

But bad films have a negative effect on the minds of the youth. They give rise to different kinds of crimes. The vulgar and obscene pictures should be banned from exhibition, as they cause immorality in society. The films, which make people gamblers and dacoits, should be totally banned. The traders of the film industry should not be allowed to make profit by showing sensual scenes and physical demonstrations of love. These films affect the moral character of young boys and girls.

5. IT and its usefulness for the common man

IT stands for Information technology' i.e. the technology that enables us to collect information at the fastest possible speed. A few years back, the most important media of information collection/distribution was newspapers, radio and the post and telegraph system. Conveying of information via phone was limited to the elite class. Only in the last decade, with the coming of emails and the Internet, IT has undergone revolutionary changes.

The usefulness of IT in modern times cannot be underestimated. It pervades all strata of society. Commerce over the Internet is a reality nowadays with the coming of e-commerce. For the academic community, there's easy accessibility to recent developments in his/her field as most journals and research papers are available on the Internet, and can be downloaded, at a small price.

E-mail or electronic mail is the most important feature on the Internet. Through this service you can exchange messages with your near and dear ones as well as with people around the world. It's fast, easy, inexpensive and saves paper. And it saves you the time of going to a library to obtain some particular information. In fact staying at home with an Internet connection gives you the opportunity to go through newspapers, magazines, academic papers, government document, etc.

Development of IT has opened newer horizons for the professionals. One can interact with a renowned Professor from a prestigious University in some foreign country sitting at a remote place. Doctors can consult their counterparts scattered across the world, and be able to deliver better diagnosis to ailments of afflicted people.

As computers and machines reduce in prices owing to development of better hardware technology, the medical equipments too will witness a decline in costs and this might help patient when he goes to a physician. IT has brought down the level of exploitation of farmers. Our Indian farmers can now know about the prevailing price fixed by the Govt. for various commodities and thus receive due price for their produce. The exploitation of farmers by middlemen will be reduced considerably.

Thus, it's apparent that IT and more specifically the development of computers has brought about a change in our lives in a manner hitherto undreamt of. Since all including the common man will reap the benefits of this technology, IT is certainly going to be a major force, which can ameliorate the lives of the common man.

6. Co-education

Co-education is the outcome of a general movement for the liberation of women and the declaration of their rights and eligibility to all kinds of social activities as well as the awareness of employment. Co-education is economical and is specially suited for a poor country like India. Moreover, in a co-educational environment, boys and girls come in contact with one another. For the purpose of complete education, the relation between the sexes cannot be excluded.

Co-education paves the way for the operation of a wholesome influence which one of the sexes exercises on the other. Co-education develops a healthy spirit of competition. The brilliant results shown by institutions where boys and girls study together, bear testimony to it.

Co-education however is not an unmixed blessing. Stephen Leacock, in his essays, has expressed himself against co-education. He says that it is incompatible with serious study. There are some others, who think that free mixing of boys and girls leads to romance and sentimentalism. Through this, they try to translate the love stories shown in films, in their own lives. Thus, mixing of the opposite sexes at the adolescent stage, when the sexual urge is at the highest is not advisable.

Recently, a Church of England clergymen attributed the loose morals of the American youth to the system of co-education. Again, the same curriculum does not suit both sexes, as there are vast differences between their mental constitutions. Girls tend to be more interested in their immediate surroundings, in what is pretty and ornamental while boys, in what is more remote from them, in what is useful in general. Boys seek self-expression in investigating, exploring and constructing thing. Girls go for artistic activities.

However, despite their differences, the right to study with men in the same institutions cannot be denied to women or vice versa whether it is beneficial or harmful.

7. Terrorism

Terrorism is a system of frightening people, to make them do what the terrorists want. Senator Denton has called it “the most widely practised form of modern warfare”. These activities of terrorism are neither fashionable nor fascinating. Act of terrorism are criminal actions, which are plain and simple. The motives behind terrorism may be personal or political.

Today, terrorism is a world-wide problem ranging from aircraft hijacking, to planting of bombs in air crafts. Brutal killing of opponents and innocent people by the terrorist are heard every day from far and near. It is often seen that terrorist groups whether in India or Sri Lanka or elsewhere in the world, receive money, weapon and training from other foreign countries. These terrorists have unlimited access to sophisticated weapons.

In India, terrorism had struck in the recent past in one form or another, especially in Punjab, Assam, Darjeeling and the North-East. The News-papers are filled with reports of violence, murder, explosion and shooting. In these terrorist activities hundreds of innocent men and women die. Many official buildings are either destroyed or burnt to ashes, for no reason. Today it looks uncertain how long this lust for blood will continue. But it is rather obvious that these people have no other reason for the terrorist activities than creating a menace among the people.

Several steps are now taken all over the world to control these activities like establishment of anti-terrorist forces to battle terrorism. The countries like Britain, Russia, Germany have their own anti-terrorist forces. India has also established such forces to fight the terrorists. The police and the sundry para-military forces have been present in certain areas of the country where violence is rampant.

8. Work is worship

Action is the highest force, around which we move day and night. It is the very breath of life. In fact, life means action. A working man has no spare time to involve himself in foolish thoughts. All the great statesmen, builders of nations, scientist, explorers, navigators and mountain climbers have been men of action. Tenzing and Hillary reached the top of Mt. Everest, the highest peak, by virtue of their action. Great men like Mahatma Gandhi, Abraham Lincoln, Subhas Chandra Bose and other great people learnt the secret of success through action.

Action is doing. As the saying goes, "Actions speak louder than words." Life would be impossible without action. Every man must act and strive hard in order to succeed in life. When men of action have burdens to bear, they bear them cheerfully and do not waste their energies in worthless lamentation.

Work and worship are synonymous with each other. We wish to serve God through worship, in the same way we serve humanity through work. Every living creature is the creation of God, so we see his image in every object of this universe. Therefore, true worship of God is to serve his creation. Man is the best creation of God. So, we can serve God through concentration, devotion and work to serve the mankind.

Thought and action go side by side. If there is no thought, there is no action. One, who does not think before an action suffers a great loss. The true seeds of action are rooted in thought. Man, being a rational creature, works for himself and for those, who depend on him. He will have to work for his material and spiritual progress. We can say that work is the key to progress, peace and prosperity.

No one is great or brave, if he is not employed in the service of humanity. A brave man is really the glory of the nation. Mahatma Gandhi, Abraham Lincoln, Jawaharlal Nehru are the examples of service and sacrifice. These great men worked hard day and night and then got success and fame. Great men leave the footprints of their work on the sands of time. They are regular and punctual in their work. Nature

inspires and encourages such men to be busy at work. Every great man's story of success is actually a story of his actions.

All great men have been men of action. They never spent their life in idle contemplation. They acted with determination and won success. Mahatma Gandhi, George Washington and several other great men are immortal and shall be known forever on account of their brilliant actions and noble deeds. These great men learnt the secret of success, which according to them, consisted of action and not useless thoughts. Hence, it is correct to say that "Work is worship."

EXERCISE

Write Essays on each of the following topics:

1. My neighbour
2. My favourite teacher.
3. A bus accident
4. The happiest day of my life.
5. A cold winter day.
6. A day of heavy rain.
7. A sleepless summer night.
8. My ambition in life.
9. A day without electricity.
10. Election.
11. Inflation.
12. Students and politics.
13. Building castles in the air.
14. How to spend the summer holidays
15. Strike.
16. Drug Addition.
17. Man and trees.
18. Environment pollution.
19. Corruption in National Life.
20. The autobiography of cow.
21. If I were a dictator.
22. Self Help.
23. Time and tide waits for no one.
24. Unity in diversity.
25. We live in deeds, not in years.