

# INVITATION TO ENGLISH – 3

(Steps to Writing)

*Approved by the Council of Higher Secondary Education, Odisha  
Bhubaneswar for +2 Examination.*

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## **FOREWORD**

Learning of English language has acquired significance because of its use and relevance in higher pursuits of knowledge. Students must improve their skill in learning English language in order to complete in various sphere of professional activities and career. Writing good English is of immense importance not only in everyday communications but also in professional needs

This book has been prepared by learned and experienced teachers. I hope the book will be appreciated by students and teachers. Any suggestion for the improvement of this book will be grateful acknowledged in future edition.

**Sri Umakanta Tripathy**

Director

Odisha State Bureau of Text Book  
Preparation and Production,  
Pustak Bhavan, Bhubaneswar.

## PREFACE

**Invitation to English - 3** is a workbook dedicated to the skill of Writing - the most difficult as well as neglected of the four language skills. As has been pointed out in the Introduction to **Invitation to English - 1**, the learning of English at the present time seems to be based largely on the memorisation and reproduction of prescribed texts. Students are frequently encouraged to "cram up" ready-made answers to expected questions on prescribed texts, obtained mainly from the "guide books" that have flooded the market. As long as the answers seem to have some relevance to the texts on which questions are set, teachers and evaluators are willing to accept them. A passing mark in English is thus more or less guaranteed, specially with the practice of awarding "grace marks" being widely prevalent. (That so many students still manage to fail is a riddle which may never be solved.) There is little incentive for the student to attempt to write logically and coherently or to formulate his/her own response to a text ; in fact, "originality" of any kind may be considered a hazard that the student should not be exposed to.

Modern day examinations in English are so committed to "objective type" and "short-answer type" questions on prescribed texts that students are in danger of losing whatever little "sense of composition" they may have managed to develop. We are rapidly evolving into a neo-illiterate society in which the placing of tick marks in designated spaces will be all the writing that one needs to do. Then, of course, there is the great "internet revolution" that we are passing through where, at the click of a mouse, the world's store-houses of knowledge can be accessed, if not assimilated. Who wants to write anyway ?

There is reason to believe, however, that the most ancient of technologies, the skill of writing, will never be entirely displaced by information technology. It is thinking human beings who design computers, and not vice versa. The great value of writing today is that it helps and encourages people to *think*. We have designed this workbook for writing in the hope that students who 'work' through it will find the exercises stimulating as well as useful. It may be worth pointing out that this is for the first time that a textbook exclusively devoted to writing has been produced for our state. Since this is something of an innovation, it may require getting used to. We invite all teachers of English at the Higher Secondary stage to share with us the experiences they acquire in classrooms while using this book.

**B. K. Das**  
**Series Editor**

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## CHAPTER I

### WRITING A PARAGRAPH

#### I.1 Form and function of a paragraph

A PARAGRAPH is a combination of sentences as a sentence is a combination of words. However, all combinations do not make a paragraph or a sentence. Let us see the following sentences.

Mani asked the teacher a question.

\* A question the Mani teacher asked.

The first sentence is a well-formed sentence, whereas the second is not. It is because the first collection of words has a structure, that is, the words are in a particular order allowed by English grammar. The second collection of words is just a string of words. It has no order that would give the words a grammatical structure and make them the parts of a whole.

Similarly, all collections of sentences may not form paragraphs. For example, the following is not a paragraph:

<sup>1</sup>The wings are covered with minute scales. <sup>2</sup>Like moths butterflies have large wings, often with brilliant colour and striking patterns. <sup>3</sup>Zoologists classify butterflies and moths in the order Lepidoptera. <sup>4</sup>Butterflies are the most beautiful of insects. <sup>5</sup>The dust is, in fact, thousands of these scales. <sup>6</sup>If you handle a butterfly or a moth, a certain amount of 'dust' comes off the wings.

If you rearrange the sentences in the sequence 421653, you will get a proper paragraph on the physical description of a butterfly.

Thus, we see that a paragraph must have 'order' and 'unity'. But before we study these terms in detail, we must recognize a paragraph.

Now, glance quickly at the two passages given in the following boxes and say which of them looks more convenient to read.

Butterflies are the most beautiful of insects. Like moths, butterflies have large wings, often with brilliant colours and striking patterns. The wings are covered with minute scales. If you handle a butterfly or a moth, a certain amount of 'dust' comes off the wings. The dust is, in fact, thousands of these scales. Zoologists classify butterflies and moths in the order lepidoptera. It is not easy to tell butterflies and moths apart. As a general rule, moths fly at night and butterflies during the day. Also a butterfly usually holds its wings upright when it alights on a plant, whereas a moth usually spreads its wings out flat.

Butterflies are the most beautiful of insects. Like moths, butterflies have large wings, often with brilliant colours and striking patterns. The wings are covered with minute scales. If you handle a butterfly or a moth, a certain amount of 'dust' comes off the wings. The dust is, in fact, thousands of these scales. Zoologists classify butterflies and moths in the order lepidoptera.

It is not easy to tell butterflies and moths apart. As a general rule, moths fly at night and butterflies during the day. Also a butterfly usually holds its wings upright when it alights on a plant, whereas a moth usually spreads its wings out flat.

Most of the students would choose the second because it contains more paragraph breaks. These breaks make the passage more appealing, logical, and reader-friendly.

Each of the two paragraphs in the above passage contains a single main idea which is developed with the help of supporting details. For instance, the first one gives a description of butterflies, while the main idea of the second paragraph is the differences between butterflies and moths.

As each paragraph deals with only one main idea, reading becomes easy. The reader can understand the points. When one main point ends and another begins, there is a paragraph break which provides rest for the reader's eyes and mind. Thus a paragraph is a unit of composition in which a main idea is developed with the help of necessary supporting details and we must remember- **"one point, one paragraph"**.

### Activity 1

*Each group of sentences below belong to a paragraph, but they are not in the proper order. Rewrite them in their correct order to form a coherent paragraph.*

- 1 a. The day is not far off when there will be regular space-flights to these planets.
- b. He is now planning to travel to Venus and back.
- c. Man has already been to the moon.

- 2.a. They can also act in indirect ways - by refusing to buy products made from rare animals, and by compelling law-makers to pass sound conservation legislation.
- b. People can help protect wild life in simple, direct ways.
- c. They can join forces with other citizens in supporting organisations that are devoted to the cause of preserving nature and wild life.
- d. They can maintain bird feeding station, confine family dogs at night, or put a bell on the cat.

- 3.a. The third runs across the south of Europe and North Africa into the middle of Asia.
- b. There are several other much smaller fault lines, but these three are the main ones.
- c. The first runs along the east coast of the Asian continent down to the west coast of North America.
- d. There are three large regions in the world where earthquakes are most likely to happen.
- e. The second runs down the west coast of South America.

- 4 a. But then it was discovered how paper could be prepared from wood-pulp.
- b. Paper was first made in AD 105 by a China man, Tsai Lun.
- c. Until the mid 1805 most paper was hand-made from rags or from grasses.
- d. He discovered that certain plant materials could be broken down into fibres and pressed into a sheet which made a good writing material.

### Activity 2

*You will find below, in (a), (b) and (c), some advertisements. The sentences in these advertisements have been jumbled up. Re-arrange them in the proper order.*

- |   |
|---|
| a) i. Silver sterilisation inhibits the growth of bacteria with its oligodynamic effect.  |
| ii. Yes, AMP is 100% safe, pure drinking water.   |
| iii. Acqua Minerale Pura (AMP) is purified water, passed through multiple filters and treated with the special Italian process of silver sterilisation. |
| b) i. Your hair will stay healthy and beautiful.  |
| ii. Use Neo-Karpin Hair Vitaliser regularly each morning one hour before your bath.   |
| iii. Use it also before going to bed.   |
| c) i. It gently smooths away premature wrinkles and firms your skin.  |
| ii. Qadil Cucumber Face Pack gives your skin a youthful and firm look.  |
| iii. It also nourishes your skin with proteins and vitamins.  |
| iv. Finally, it leaves the skin soft to the touch.  |

### 1.2 Topic sentence

As you know, a paragraph is built around a main idea and it has some supporting details. This main idea is often contained in a single sentence within the paragraph. It is called the topic sentence. All other sentences of the paragraph aim at establishing or proving that

topic sentence. They provide the supporting details, examples, facts, or arguments so as to establish the point suggested by the topic sentence. Within the paragraph, the topic sentence can be

- a) in the beginning
- b) at the end
- c) in the middle
- d) split and placed at two places
- e) implicit where the main idea is distributed over a number of sentences.

Let us now see some paragraphs containing topic sentences at different places within them.

Forests are our most important natural resource. They provide us with timber, fire wood, resins, medicines, woodpulp for making paper, etc. Forests are the main source of life-sustaining oxygen in the atmosphere. They bring rain and at the same time prevent floods. They stabilize climatic conditions including atmospheric temperature. Forests are natural homes of the immense variety of large and small animals.

This paragraph has a simple pattern. The topic sentence is in **the beginning**. All other sentences are examples which illustrate the main idea. The structure of the paragraph can be shown in the form of outlines as given below.

*Topic sentences* : Forests are our most important natural resource.

*Supporting details* : Examples to show the importance of forests as they

- i. provide timber, fire-wood, etc;
- ii contribute oxygen to the atmosphere;
- iii. bring rains and prevent floods;
- iv. control the climate;
- v. provide shelter to animals.

Another common paragraph pattern is the one in which the topic sentence comes at the end, as a conclusion to the details given in the other sentences. Read the paragraphs below and their outlines.

I. <sup>1</sup> Sometimes the moon, in its path round the earth, passes between the sun and the earth. <sup>2</sup> Its shadow falls upon the earth and blots out the sun's rays. <sup>3</sup> This is called a solar eclipse.

II. <sup>1</sup> At other times the earth passes between the sun and the moon. <sup>2</sup> Its shadow falls on the moon, which seems to grow dim. <sup>3</sup> This phenomenon is called lunar eclipse.

III. <sup>1</sup> During an eclipse the sun or the moon is not always completely hidden. <sup>2</sup> If it is, the eclipse is said to be 'total'. <sup>3</sup> When only a part of the sun or moon is hidden, the eclipse is said to be 'partial'.

The main ideas in the passage above are :

Paragraph I - What is a solar eclipse ?

Paragraph II - What is a lunar eclipse ?

Paragraph III - What is a total eclipse, and what is a partial eclipse ?

In paragraph 1, the sentences function as follows:

Sentence 1 : The moon comes between the sun and the earth (cause)

Sentence 2 : The moon's shadow falls on the earth (effect)

Sentence 3 : This (sentence 1 + sentence 2) is called a solar eclipse ( definition of solar eclipse = topic sentence)

**Activity 3 :**

*Now, pick out the topic sentences in paragraphs II and III, and write their outlines.*

Occasionally, the topic sentence can come in the middle of the paragraph. In such a case, the paragraph shows a contrast between two ideas. Read the following paragraph and its outlines.

<sup>1</sup>Traditionally, we have tended to think of meat, dairy produce and eggs as the normal protein supplements to our diet. <sup>2</sup>Peas, beans, lentils and other grains and vegetables are regarded as cheaper alternatives. <sup>3</sup>It may come as a surprise to many to learn that in fact, the humble beans and lentils in our diet are richer in protein content than the products in the first category (meat and dairy). <sup>4</sup>For example, cheese contains about 25 percent protein, beef and lamb about 14 percent, and pork, chicken and eggs about 11 percent. <sup>5</sup>In comparison, grains contain 20 to 40 percent, depending on the variety.

Sentence 1 : traditional belief      meat, dairy products and eggs considered normal sources of protein.

Sentence 2 : traditional belief      peas, beans, lentils, etc. considered cheaper alternatives (sources of protein)

Sentence 3 : a surprising fact      beans, etc. are richer in proteins than meat etc (*Topic sentences*)

Sentence 4 : supporting examples      cheese has 25% (etc.)

Sentence 5 : further examples      beans have 40%

Sometimes, the topic sentence is divided into two parts and they are placed in the beginning and at the end of the paragraph. This last bit adds to the clarity of one's writing. Read the following paragraph and the outlines based on it.

<sup>1</sup>Primarily democracy is the conviction that there are extraordinary possibilities in ordinary people, and that if we throw wide the doors of opportunity so that all boys and girls can bring out the best that is in them, we will get amazing results from unlikely sources. <sup>2</sup>Shakespeare was the son of a bankrupt butcher and a woman who could not write her name. <sup>3</sup>Beethoven was the son of a consumptive mother, herself daughter of a cook and a drunken father. <sup>4</sup>Schubert was the son of a peasant father and mother who had been in domestic service. <sup>5</sup>Faraday, one of the greatest scientific experimenters of all time, was born in a stable, his father an invalid blacksmith and his mother a common drudge. <sup>6</sup>Such facts as these underlie democracy. <sup>7</sup>That is why, with all its discouraging blunders, we must everlastingly believe in it.

Sentence 1	: Democracy defined + its primary benefits	Topic Sentence (first half)
Sentence 2	: Example	Shakespeare
Sentence 3	: Example	Beethoven
Sentence 4	: Example	Schubert
Sentence 5	: Example	Faraday
Sentence 6	: A transitional sentence preparing us	for the conclusion
Sentence 7	: Writer's conclusion	Topic sentence (second half)

But in stories and novels, where the paragraphs are narrative in nature, no particular sentence can be the topic sentence of a paragraph. All the sentences seem important and no particular sentence can be called the topic sentence; we can recognize the central idea, but no particular sentence can express this idea explicitly.

#### Activity 4

*Read the paragraph below and write its central idea.*

I arrived at 5.00 am. after a sleepless night, spent thinking about questions I wanted to ask Guruji. He told me, to sit in the lotus posture and to look into his eyes without blinking. He put his hand on my chest and told me to concentrate there. As soon as he touched me, I felt as if an electrical current were passing through me. I lost consciousness. When I regained consciousness, I found that I had my head on the lap of Guruji and that he had kept his hand on my chest. Guruji told me to remember this experience but not to tell these things publicly to anybody.

The central idea : \_\_\_\_\_

#### Activity 5

Find the topic sentences of the following paragraphs. Underline them. Then write on the margin the supporting details in single words or short phrases.

1. <sup>1</sup>Friction creates many problems for the designers of automobile engines. <sup>2</sup>First, friction wastes energy and reduces the power produced by the engine. <sup>3</sup>Secondly, friction creates heat, which can lead to over-heating of the engine and jam up the moving parts. <sup>4</sup>Thirdly, frictions lead to excessive wear and tear of the engine.

2. <sup>1</sup>In Europe, in pre-historic times, people used to tame and keep wolves as hunting companions. <sup>2</sup>The Ancient Babylonians tamed hyenas for the same purpose. <sup>3</sup> The Egyptians considered cats to be sacred animals but used them to kill mice and rats in their granaries. <sup>4</sup>People in the Middle Ages tamed falcons and other birds of prey and used them to hunt. <sup>5</sup>The keeping of animals as pets has gone on since the earliest times.

3. <sup>1</sup>Most people think of science merely as a servant which can make their lives easier. <sup>2</sup>Science adds to the wealth of nations and creates better living conditions. <sup>3</sup>This may be true. <sup>4</sup>But science is more than that. <sup>5</sup>The history of science shows that it does not simply better the old; it sometimes upsets the old. <sup>6</sup>It does not merely add new truths to the old ones, but sometimes the new truths it discovers destroy some part of the old truths and thereby upsets the way of men's thinking and living.

4. <sup>1</sup>The Youth Hostel movement has, during the last half-century, contributed to international understanding and racial equality. <sup>2</sup>One of the principles embodied in the constitution of the International Youth Hostel Federation(IYHF) is that in the hostels 'there shall be no distinctions of race, nationality, colour, religion, class or political opinion'. <sup>3</sup>In the 4364 Youth Hostels of the world, the young men and women of the world meet and make friends. <sup>4</sup>Making no distinction between the rich and the poor, the white and the coloured, the conservative and the radical, young people from all parts of the world share their experiences in an atmosphere of informality and friendliness. <sup>5</sup>In these hostels, equality and brotherhood are practised in a real sense, and mutual understanding and trust fostered.

5. <sup>1</sup>Just after sunset, when all our work was over. I wanted to eat an apple. <sup>2</sup>I went on deck, I got into the apple barrel, but all these apples had been finished. <sup>3</sup>I sat down there in the dark and the motion of the Hispaniola(name of a ship) made me feel sleepy. I was closing my eyes in sleep when a heavy man sat down close by the apple barrel.<sup>4</sup>I was about to jump up when the man began to speak. <sup>5</sup>It was John Silver. <sup>6</sup>Before I had heard a dozen words, I was trembling with fear. <sup>7</sup>I prayed they would not discover me because Silver's dozen words told me that all our lives were in danger. <sup>8</sup>Only I knew it, and only I could warn them before it was too late.

6. <sup>1</sup>There are many reasons why the Korowai people build their huts high up among the trees. <sup>2</sup>If a rival clan attacks, the women, children and the old men can climb to safety while the warriors fight it out on the ground. <sup>3</sup>The mosquitoes cannot fly so high and the air up there is

cooler. <sup>4</sup>Lastly from the verandahs of their huts the Korawais can shoot arrows at birds flying by and also keep watch on their plantations, where they grow many types of bananas and sweet potatoes.

7. <sup>1</sup>On my way home from work yesterday evening, I saw a small boy standing outside a door struggling to reach the door bell. <sup>2</sup>"Here let me help you", I said pressing the door bell for him. <sup>3</sup>"Thanks, mister" said the small boy, starting to run away. <sup>4</sup>"But do not stand there, you will get caught, "he added as he disappeared down the road.

8. <sup>1</sup>When the motor car was first introduced, it was a clumsy, noisy machine that laboured along the street at a pace no faster than that of a trotting horse. <sup>2</sup>People looked at it with suspicion and fear. <sup>3</sup>Since then, the motor car has come a long way and is today a combination of beauty, luxury and efficiency. <sup>4</sup>The modern automobile, sleek and streamlined with its brilliant colours, is almost a work of art. <sup>5</sup>You can travel in it in absolute comfort at an incredible speed, and yet feel no fatigue at the end of the journey. <sup>6</sup>The engine is a masterpiece of mechanical ingenuity and seldom lets you down if you maintain it in good condition.

9. <sup>1</sup>Air pollution affects our health in many ways. <sup>2</sup>Large quantities of smoke and other particles in the air can cause lung-diseases including cancer. <sup>3</sup>Sulphur dioxide, in particular, causes serious damage to the respiratory system. <sup>4</sup>Besides, other pollutants present in the air can cause skin infections as well as infections of the eyes.

10. <sup>1</sup>In their natural habitat animals face different hazards, such as diseases, storms, fires and floods. <sup>2</sup>They may also be hunted by men or attacked by predators. <sup>3</sup>This results in their natural life span being cut short prematurely. <sup>4</sup>If we want to find out about the longevity of animals, the best way is to study them in captivity, in zoos, protected animal parks, etc.

### Activity 6

Use the following sentences as topic sentences in paragraphs of your own.

- (a) We wear clothes for various reasons.
- (b) Trees are our best friends.
- (c) Smoking should be banned.
- (d) Most of the traffic accidents can be prevented.
- (e) English should be made optional in schools.

### Activity 7

- (a) Imagine that you are on the beach at Puri, enjoying a view of the sea. Note down the things you see and write a descriptive paragraph, to form a part of a letter to be written to

a friend who has never seen the sea. You can start either with distant things or the things nearest to you.

- (b) Write a recipe, in the form of step-by-step instructions, on how to cook a pot of rice.
- (c) Write a paragraph to form a part of a letter to a friend telling him about a study tour of Orissa that you undertook last week with your classmates under the supervision of a teacher.

**Steps**

- (i) Prepare a date-wise account of the places you visited and what you saw and did at each place.
- (ii) Based on these notes, write a short paragraph to form a part of the letter.
- (iii) You may begin your paragraph with the following sentence: Last week I took part in a study tour to ...

**1.3 Connectives**

Topic sentences provide unity and coherence to the paragraphs. So do the principles of arranging ideas within the paragraphs. Now, we shall go further into the structure of paragraphs and see how sentences are linked to each other within a paragraph. The main method is to use pronouns and connectives in order to relate one sentence to another.

The pronouns are words used in place of nouns. The following pronouns are frequently used in paragraphs to relate a sentence to a previous sentence.

	Singular	Plural
First person	I	We
	Me	Us
	My, mine	Our, ours
	Myself	Ourselves
Second person	You	You
	Your, yours	Your, yours
	Yourself	Yourselves
Third person	He, she, it	They
	Him, her, it	Them
	His, her, hers, it	Their, theirs
	Himself, herself, itself	Themselves
Demonstratives	This, that	These, those

**Activity 8**

Study the following paragraph and replace the appropriate noun phrases by pronouns so as to make the paragraph a coherent one. The first one has been answered as an example. There are seven more.

Human beings are destroying their environment. It is ironic how people pollute people's (*their*) surroundings and then go to great pains to clean up the messes that people have made. A cheap method of getting rid of industrial wastes is to dump the wastes into rivers or lakes. The result of such intrusion into nature is the death of many forms of life in and around the waters. Only when the pollution reaches the people's reservoirs, however, do people figure that the time has come to clean up the people's environment. Then people create a series of expensive projects to restore the water to the water's original purity. Of course, the cheapest and most effective way to get clean water is not to pollute the water in the first place.

Connectives like **but, therefore, in addition to, for example**, etc. bring coherence to the paragraph by linking the ideas of one sentence with those in the next and by showing their relationships.

**Activity 9**

Complete the following paragraph by filling in each blank with the right connective from the list.

(*and, but, because, on the other hand, which.*)

(1) (2) (3) (4) (5)

In the recent craze about the seven wonders of the world, we looked at buildings made of stone and clay. \_\_\_\_\_ there are seven other wonders, those of the inner world, \_\_\_\_\_ are present in all human beings. They are the seven vices: lust, anger, greed, attachment, ego, jealousy and laziness. These are wonders \_\_\_\_\_ they take us away from our original virtuous self. They lead us into an unreal world of short living pleasure \_\_\_\_\_ take us away from Truth. \_\_\_\_\_, if these are conquered, the earth becomes a wonderful place to live in. Life becomes a wonderful gift.

Did you use the given connectives in the order 25314?

Connectives, which are also known as linking words and phrases, take many forms. Some of the more important ones expressing various nations such as *example, comparison, result*, etc. are given below:

- A. Example** - For example, for instance, such as, for one thing, to illustrate, in particular.
- B. Addition** - And, also, furthermore, first, second, third, next, besides, too, likewise, moreover, last but not the least again, finally, in addition, in the first (second, third) place, what is more, as well as
- C. Comparison** - Similarly, likewise, like, as, at the same time, in the same way, in like manner.
- D. Contrast** - But, however, yet, or, nevertheless, still, nonetheless, conversely, rather, whereas, though, on the one hand, on the other hand, on the contrary, by contrast, in contrast, even though, at the same time.
- E. Concession** - Doubtless, surely, certainly, naturally, granted that, although, no doubt.
- F. Repetition** - Again, as has been pointed out, to repeat, in other words, as I have said once again.
- G. Result** - Then, therefore, thus, hence, so, consequently, as a result, all in all.
- H. Conclusion** - Finally, then, thus, hence, therefore, so, in conclusion, to sum up, to summarize, to conclude, in short.
- I. Time** - Before, earlier, formerly, afterwards, later, subsequently, presently, soon, shortly, meanwhile, simultaneously, now, then, after a while, at last, at that time, in the meantime, in the past, until now.
- J. Frequency** - Occasionally, usually, often, frequently, sometimes, hardly, rarely, etc.
- K. Place** - Here, there, elsewhere, above, below, behind, beyond, nearby, adjacent to, farther on, in the background, opposite to, to the right.

### Activity 10

Read the following text carefully. In the first paragraph, back reference has been indicated by means of a box and an arrow. Other linking devices in the same paragraph have been boxed. Mark the rest of the text in the same way.

Smoking, which may be a pleasure for some people, is a source of serious discomfort for their fellows. Further, medical authorities express their concern about the effect of smoking on the health not only of those who smoke but also those who must involuntarily inhale the contribution of smokers to the atmosphere.

As you are doubtlessly aware, a considerable number of our students have joined together in an effort to persuade the University to ban smoking in the classrooms. I believe they are

entirely right in their aim. However, I would hope that it is possible to achieve this by an appeal to reason and to concern for others rather than by regulation.

Smoking is prohibited by city by-laws in theatres and in halls used for showing films as well as laboratories where there may be a fire hazard. Elsewhere, it is upto your own good sense.

I am therefore asking you to maintain "No Smoking" in the auditorium, classrooms and seminar rooms where you teach. This proof of your interest for their health and well-being is very important to a large number of students.

### Activity 11

In the following letter the linking words and phrases are missing. Choose the most appropriate word or phrase from among the 3 alternatives for each numbered blank.

Dear Harish,

Remember that I told you I was trying to get a job at ICTL ?

(1) ....., I finally managed to get one! Of course, I haven't been working there long,  
 (2) ..... I can already tell that it's a wonderful place to work. All the staff, (3) .....  
 the directors, are very friendly with everybody, and (4) ..... , they have marvellous  
 facilities for the employees. (5) ....., there's a bar and a gym, and lots of other things.

I'm called the Safety Equipment Officer. It may sound like an impressive title, but it's not a very accurate description of what I do. My main job is to provide protective clothing, (6).....  
 overalls, helmets, and so on. I estimate what the different departments will need, and (7).....  
 I order it from the suppliers. (8) ..... I make sure that the various departments have everything  
 they want. (9) ..... , stationery is also my responsibility. (10) ....., I have to  
 supply all the offices with paper, envelopes, and so on. I find the job very interesting (11)  
 ..... I get a chance to go all over the factory and to meet everybody. (12) ..... the  
 pay is a lot better than in my old job.

(13) ....., that's my news. What about yours ? Drop me a line when you have time.

Regards to your family, and best wishes to you.

Yours truly,

Tarun

	(a)	(b)	(c)
1	Then	Well	And
2	but	because	so
3	until	and	even
4	so	what's more	on the other hand
5	For instance	However	Even
6	however	in fact	such as
7	then	after	so
8	By the way	Anyway	In this way
9	Indeed	Moreover	But
10	Secondly	In other words	Also
11	why	because	then
12	Besides	But	On the other hand
13	At the end	Anyway	After all

**Activity 12**

Each of the following sentences has a blank where there should be a linking word or phrase. Put an appropriate linking device in each blank so that the relation between the two statements is made clear.

- i. The pay and conditions are very good. \_\_\_\_\_, it's only five minutes' walk from where I live.
- ii. I didn't apply for the job \_\_\_\_\_ I didn't think I had much chance of getting it.
- iii. A lot of professional groups, \_\_\_\_\_ doctors and lawyers, have strong associations that protect their members' rights.
- iv. The hours are short, the pay's excellent, and the people I work with are very nice. \_\_\_\_\_, it's a great job.
- v. You may think it's boring, but it's really very interesting.
- vi. All my relatives were at the wedding, \_\_\_\_\_ my cousins from Australia.
- vii. At first I didn't feel happy with so much responsibility. \_\_\_\_\_, now I feel quite confident that I can manage.
- viii. There are several things that make it a nice place to live in. \_\_\_\_\_, there's a park right across the road. . . . .

### 1.4 Unity in paragraphs

A paragraph has unity if all the sentences in it are on a single point or topic. If we use unnecessary sentences in a paragraph, our paragraph loses unity. Similarly, if we include two points in one paragraph, it also loses unity.

Study the following paragraph. What is the topic ? Is there any sentence which does not belong to the paragraph ?

<sup>1</sup>Carbohydrates are our body's fuel. <sup>2</sup>Just as a car burns petrol and a steam engine burns coal, the body burns carbohydrates for energy. <sup>3</sup>Proteins are body-builders. <sup>4</sup>Our body uses up energy when we walk or run or play or do anything with it. <sup>5</sup>Our body needs energy even when we sit down and rest - energy to breathe, to circulate blood, to digest food, to maintain body temperature and so on. <sup>6</sup>So carbohydrates should be burned to keep the body going. <sup>7</sup>Rice is a good source of carbohydrates.

The paragraph develops the point that carbohydrates are like fuels for the body. But sentence (3) has nothing to do with carbohydrates. Similarly, sentence (7) is irrelevant to the topic even though it is about carbohydrates. Sentence (3) could be included in a paragraph on proteins and sentence (7) could be a part of a paragraph on sources of carbohydrates. So, we can say that the paragraph loses unity because of these two sentences.

#### Activity 13

What is wrong in the following paragraphs ?

<sup>1</sup>Machines have turned human society from an agrarian one into an industrial one. <sup>2</sup>Today in countries like the USA, the UK and Japan, only a small section of the population is engaged in agriculture. <sup>3</sup>Industry forms the basis of the life and progress of these nations. <sup>4</sup>Machines have also changed the life of the individual in many ways. <sup>5</sup>Life at home has been made more comfortable, and the drudgery of household work has been removed. <sup>6</sup>People travel to schools and offices in buses or trains, and spend their evenings in amusements made possible by machine civilization.

The twentieth century is the age of machines. From the time the Industrial Revolution began in Europe, man's life has been changing in many ways.

At first the change was slow. But in the second half of the nineteenth century there was an increase in the rate of mechanization and as a result, life began to change more quickly. During the last fifty years, machines of all kinds have become part of our daily life and have transformed it in the most incredible manner.

[Could you find out that the first paragraph is actually two paragraphs combined into one? Where would you have the paragraph break?]

Similarly, you must have marked that in the second passage both the paragraphs speak of the same thing. There is no justification to have two paragraphs.]

**Activity 14**

Find out the reasons for the lack of unity in the following paragraphs, and rewrite each paragraph so that it has unity.

1. <sup>1</sup>In their eating habits goats are often very destructive. <sup>2</sup>The famous Swiss scientist, Karl Vogt, says that the goat does more harm to the forests than any other animal. <sup>3</sup>Goat's milk is highly valued in many places and is often used to make cheese. <sup>4</sup>It is inadvisable, therefore, to let goats run at large where valuable green things are growing. <sup>5</sup>They will eat even the barks of trees.

2. <sup>1</sup>In most vertebrates, limbs that have been lost will not grow again. <sup>2</sup>If large masses of tissues are destroyed, new tissues will not take their place. <sup>3</sup>Some new tissues will, of course, appear on the site of the injury, but they serve rather as a protection to the remaining tissues than as a replacement. <sup>4</sup>But plants are superior to animals in this regard: they can repair their damaged tissues very efficiently and can often replace lost parts.

3. <sup>1</sup>The most memorable day in my life is the day the President of India shook my hand and handed me the Young Scientist of 1987 Award. <sup>2</sup>There was loud applause from the packed hall. <sup>3</sup>Many cameras including the TV cameras clicked and I was in a pool of light. <sup>4</sup>I felt that the long hours I spent in my little laboratory in the midst of grumblings from my family who wanted me to help them with housework have been rewarded. <sup>5</sup>I could not withhold my tears when I saw my father, husband and sisters, sitting in the front row, wiping their tears of joy. <sup>6</sup>I am a scientist.

4. <sup>1</sup>It is important to keep our forests from being destroyed for cultivation and wood. <sup>2</sup>Forests may be of different kinds. <sup>3</sup>Forests are essential for maintaining the rate of rainfall and temperature. <sup>4</sup>Forests prevent soil erosion and the growth of deserts. <sup>5</sup>Forests house a variety of wild animals and birds which will all perish if forests are destroyed. <sup>6</sup>The losses - immediate as well long-term - following the destruction of forests are far greater than the paltry financial gain from cultivation and wood.

5. <sup>1</sup>What makes a job perfect at one time and undesirable at another is simply change. <sup>2</sup>The change may be in yourself, in the position or in the job market. <sup>3</sup>A job could be perfect for you at this time of your life. <sup>4</sup>But you may some day become totally dissatisfied with the very same job for the simple reason that you have changed. <sup>5</sup>Some jobs are rather easy. <sup>6</sup>You may not consider a high salary as important now as you did a few years ago. <sup>7</sup>You may not be able to travel as much as you used to. <sup>8</sup>A job which you were keen on getting a few years ago may not interest you now simply because you have become older and your system of values has changed. <sup>9</sup>Some young people like jobs that involve a lot of travelling.

6. <sup>1</sup>Baba, Khaire's first leopard cub, was brought to his foster father when he was only 15 days old. <sup>2</sup>He had been found in a cattle-shed, deserted by his mother. <sup>3</sup>After Baba had refused milk, prawns, minced meat and fish for two days, Khaire started his ward on Farex and the

orphaned cat grew up to be a bonny baby. <sup>4</sup>Leopards are affectionate animals with a remarkable memory and so far they have not been observed to have in them the instinct to kill. <sup>5</sup>They never attack until provoked. <sup>6</sup>Within a year, Baba measured seven feet from nose to tail, and when he attained a body weight of 70 kilos, he had to be tearfully sent off to the zoo. <sup>7</sup>Baba had a passion for cars. <sup>8</sup>He used to love being taken for a drive in a Maruti car.

7. <sup>1</sup>Bears are generally good-natured animals, yet there are times when they attack human beings. <sup>2</sup>My aunt hates bears; she says they look ugly. <sup>3</sup>Getting between a mother bear and her cubs is certain to provoke an attack. <sup>4</sup>Some people wear bear skin caps. <sup>5</sup>They look cute. <sup>6</sup>Acts of cruelty and ill treatment by unthinking persons have often provoked bears in captivity to attack. <sup>7</sup>There are half a dozen brown bears in our zoo. <sup>8</sup>Bears in the wild state are very unpredictable; they may suddenly lose their usual good nature and attack a human being for no apparent reason.

8. <sup>1</sup>China assured itself of a place in the final six of the men's basketball tournament today with a 104-48 win over Iraq. <sup>2</sup>After leading 57-36 at half-time it completely shut out Iraqis for most of the second half. <sup>3</sup>In one period of six minutes, China scored 20 points while conceding only two. <sup>4</sup>At no stage did China relax the pressure, though the tallest player, Mu Tich-Chu, played no part in the match. <sup>5</sup>Outstanding for China was Chang Weipink, who was the top scorer with 45 points. <sup>6</sup>The Iraqis, though talented, lacked the discipline of their opponents. Their game crumbled in frustration.

9. <sup>1</sup>Once upon a time there was a tree in the forest which had thin, pointed leaves. <sup>2</sup>It felt sad when it saw the large, green leaves of the other trees swaying and rustling in the wind. <sup>3</sup>The forest was big and there were more than a million trees in it. <sup>4</sup>"How unlucky I am!" it moaned. "If only God gave me leaves of gold, I could stand proud among my neighbours and shine with dazzling brilliance in the Sun." <sup>5</sup>The next morning the tree stood transformed. <sup>6</sup>It had leaves of gold. <sup>7</sup>It looked around at the other trees and saw how envious they were. <sup>8</sup>But when night fell, a greedy man crept close to the tree and plucked all the golden leaves, put them into a sack and stole away. <sup>9</sup>"Oh, how unlucky I am," the tree lamented again. "But perhaps I can have leaves made of glass. They will shine brighter than gold and no one will steal them." <sup>10</sup>The next morning the tree was again transformed. <sup>11</sup>When the rays of the sun fell on the tree, they were reflected in all directions. <sup>12</sup>The tree felt proud of its leaves, but that night there was thunder and lightning, and the wind blew violently and shook the tree. <sup>13</sup>All its glass leaves were broken. <sup>14</sup>"Bad luck, again," sighed the tree. "Let me have beautiful green leaves like the other trees, but let me be perfumed." <sup>15</sup>This wish was granted, too, and the next day the whole forest was filled with the sweet smell of its leaves. <sup>16</sup>God was kind to all the other trees. <sup>17</sup>But within a few hours, goats from all around the forest gathered, drawn by the pleasant smell, and nibbled at the leaves until not a trace of green was left on the tree. <sup>18</sup>"How foolish I have been," said the tree sadly. "My own leaves are best for me, not any other, I've learnt my lesson." <sup>19</sup>The next day the tree stood covered once again with thin, pointed leaves. <sup>20</sup>It felt as proud of its own leaves as the other trees felt of theirs.

**1.5 Order of ideas in a paragraph**

In the beginning of this chapter we talked about the order of sentences in a paragraph. Now, study the following paragraph and say what it is about.

<sup>1</sup>Heat will be produced and some parts of the reactants may melt. <sup>2</sup>It is allowed to run out of control. <sup>3</sup>Ordinary or natural uranium is not dangerous. <sup>4</sup>It will not qualify as a bomb. <sup>5</sup>Natural uranium is put in a great deal of graphite or heavy water. <sup>6</sup>It will not result in an explosion. <sup>7</sup>It will not, on its own, cause a chain reaction. <sup>8</sup>It will result in a slow chain reaction.

Don't be surprised if you don't understand this 'paragraph'. It is not a paragraph; it is just a collection of sentences, although they are all on a single topic.

Now you can see a revised version of the same paragraph on natural uranium. What makes this paragraph meaningful and acceptable? Are the sentences in a logical sequence? Do the italicized words connect the sentences in a better manner?

<sup>1</sup>Ordinary or natural uranium is not dangerous *because* it will not on its own cause a chain reaction. <sup>2</sup>*Only* when it is put in a great deal of graphite or heavy water will it result in a slow chain reaction. <sup>3</sup>*Even if* the chain reaction is allowed to run out of control, it will not result in an explosion. <sup>4</sup>Heat will, of course, be produced, and some parts of the reactants may melt; but it will not qualify as a bomb.

**Activity 15**

Rearrange the sentences in each of the following paragraphs so as to make it meaningful. Indicate the sequence of sentences by their numbers.

1. <sup>1</sup>Then they left the dead body indoors and went out and wandered through the city, with their breasts bare and beating themselves as they walked. <sup>2</sup>All the female relatives would join them and do the same. <sup>3</sup>When these ceremonies were over, the body would be carried away to be embalmed. <sup>4</sup>The men, too, would plaster themselves with mud and beat their breasts. <sup>5</sup>As soon as an important personality died, the women of the family plastered their heads with mud. <sup>6</sup>The following is the way in which ancient Egyptians conducted their mourning.

2. <sup>1</sup>Even if we increase the speed of our spacecraft to 200 miles a second(12000 miles per minute) we will need more than 4000 years. <sup>2</sup>If we travel at the speed of 20 miles a second(1200 miles a minute) after getting out of the gravitational pull of the earth and the sun, it will take us 4000 years. <sup>3</sup>How long will it take us to get to our nearest star?

3. <sup>1</sup>When it was found, a French General claimed it as his personal property. <sup>2</sup>Champollion's work on the Rosetta stone meant that the writing on many ancient Egyptian manuscripts and monuments could be read, and our knowledge of the old civilisation of Egypt was greatly increased. <sup>3</sup>This was done, and the Rosetta stone was taken to England and put in the British Museum, where it still is. <sup>4</sup>The history of the stone is also interesting because it shows the attitude of people and governments to ancient objects in those days. <sup>5</sup>But the British were at war with the French at that time, and when they beat them, they demanded the Rosetta stone and other valuable antiquities should be handed over to them.

### 1.6 The basis of the order of ideas :

Study the following paragraph and find out how the ideas contained in different sentences are arranged within it.

<sup>1</sup>My hotel room looks out across the main road which runs alongside the river. <sup>2</sup>To the left, about half a mile down the road, is a splendid-looking castle situated majestically on a hill. <sup>3</sup>The road takes a bend past the castle and crosses the river over a stone bridge, entering a small village, whose temple dominates the skyline. <sup>4</sup>This village is set on a small hill, and beyond it there are rolling hills stretching right to the horizon.

In this paragraph, the description progresses from nearby objects to things which are far away. So the paragraph follows a pattern of description by space. Can you rewrite the paragraph in the reverse order, starting as follows?

I can see distant rolling hills stretching right to the horizon and in the backdrop of those hills I can see a little picturesque village set on a small hill. Its temple dominates the skyline and a road comes from the village towards the river taking bends at those hillocks till ...

Now, study the following paragraph. What type of arrangement does it follow? can you rewrite the paragraph by reversing the arrangement ?

<sup>1</sup>The earliest calendars invented by man were lunar ones, based on the motion of the moon. <sup>2</sup>The Babylonians, for example, had a year of 12 lunar months, which were alternately 29 and 30 days long. <sup>3</sup>Their year was about 11 days short, so they added an extra month every 3 years. <sup>4</sup>This calendar was not accurate over long periods. <sup>5</sup>The Ancient Egyptians established a solar calendar, based on the sun. <sup>6</sup>They split their year of 365 days into 12 months of 30 days, adding 5 days at the end of the year. <sup>7</sup>Next came the early Roman calendar, which was based on the Ancient Egyptian pattern. <sup>8</sup>It altered the number of days in the months to eliminate the extra 5 days.

Thus we see that in the two paragraphs above, and their ideas are arranged in order of space and time. But the next paragraph, which is a recipe for egg biriyani, cannot have a reverse order. Why ?

<sup>1</sup>Heat the oil and fry the onions until golden brown. <sup>2</sup>Beat the eggs well along with the salt and add spice powder. <sup>3</sup>Pour in the eggs, stir and cook for 2 minutes. <sup>4</sup>Then add the rice. <sup>5</sup>Mix well and cook, stirring for another 3 minutes. <sup>6</sup>Add more salt, if necessary. <sup>7</sup>Remove from the fire and serve immediately.

Here, the principle of arrangement is process analysis.

These three - space, time, and process - are the main ways in which the ideas in a paragraph. However, there are other ways also. For example, the order of ideas in a paragraph can be arranged on the basis of

- ✓ Exemplification;
- ✓ Cause and effect;
- ✓ Definition;
- ✓ Comparison and contrast;
- ✓ Classification.

### Activity 16

Some of these patterns of arrangement can be found in the following paragraphs. Study each of them, underline the topic sentences, and write the principle of arrangement of ideas on the margin.

1 <sup>1</sup>Insecticides are substances toxic\* to insects and are used to control them but in some situations they can cause harm to men, domestic animals, or crops. <sup>2</sup>There are three main kinds of insecticides: stomach insecticides which are eaten by the insects along with food, contact insecticides which get into blood through the skin, and fumigant insecticides which the insects breathe in. <sup>3</sup>While all insecticides are harmful, the stomach insecticides are the most harmful, and should be used very carefully. [\*toxic = poisonous]

2 All the great orators have had a gift for remembering words like that of a musician for remembering music. When Daniel Webster, a famous American orator and dictionary maker was a boy, his teacher held up, one Saturday morning, a shiny new jack-knife and promised it to the boy who would commit the most Bible verses to memory by Monday. Daniel came back on Monday and rattled off seventy verses before the astonished teacher handed him the jack-knife - much to Daniel's disgust, for he still had several chapters to go.

3 If you drink plenty of sea water you will soon be as thirsty and dehydrated as a man in a desert who has nothing to drink at all. This is because sea water contains about 3.5 percent

minerals, about 1 per cent more than the kidneys can excrete normally with its own resources. Thus, if you drink one litre sea water, the kidneys will need 1.75 litres of water to dilute the minerals in the sea water before they can be excreted. This additional 0.75 litre water is taken from the body cells, and this results in dehydration.

4 Tapioca tubers which form part of the breakfast of a larger number of farmers in Kerala, are like sweet potatoes. The tapioca tubers are peeled, boiled and eaten like sweet potatoes. There are, of course, many important differences between them. While sweet potatoes rarely grow more than ten centimeters, long tapioca tubers can grow thirty centimeters. Sweet potatoes have a thin, pink or white skin whereas tapioca tubers have a thin brown skin and under it a thicker, whitish skin.

5 Economics is the social science that studies how limited resources are distributed for unlimited and competing uses. It tries to find out what men and societies do to satisfy their material needs and desires, when the means they have are not enough to fulfil all their material desires.

6 Building a good campfire involves a routine which the serious camper learns very early. Before trying to start a fire, the camper prepares a site. He clears an area with a radius of about ten feet to ensure that the fire will not spread. He then gathers the following materials: dry twigs, and some pine and spruce wood. In laying the fire, the camper first makes a small pile of grass in the center of the fire site. He then stacks twigs in a pyramidal or tepee shape around the grass. He usually starts the fire with matches, though the experienced camper can also start it by rubbing two sticks together if necessary. As the fire progresses, he adds small sticks of dry pine wood and then larger pieces as the fire spreads out and becomes hotter. When the fire is very hot and is thoroughly established, he adds spruce wood or another long-burning wood if such is available. He takes care to add new wood to the fire stick by stick, for too many pieces added at one time may put the fire out or cause a lot of smoke. By following these steps, almost anyone can build a campfire successfully.

7 Man has existed for about a million years. He has possessed writing for about 6000 years, agriculture somewhat longer, but perhaps not much longer. Science, as a dominant factor in determining the beliefs of educated men, has existed for about 300 years; as source of economic technique, for about 150 years. In this brief period it has proved itself an incredibly powerful revolutionary force. When we consider how recently it has risen to power, we find ourselves forced to believe that we are at the very beginning of its work in transforming human life. What its future effects will be is a matter of conjecture, but possibly a study of its effects hitherto may make the conjecture a little less hazardous.

8 She led me into a cold dark room, rough and very gloomy, although with two candles burning. I took little heed of the things in it, though I marked that the window was open. That which I heeded was an old man, very stern, with death upon his countenance; yet not lying in his bed, but set upright in a chair, with a loose red cloak thrown over him. Upon this his white hair fell, and his pale fingers lay in a ghastly fashion, without a sign of life or movement, or of the power that kept him up; all rigid, calm, relentless. Only in his great black eyes, fixed upon me solemnly, all the poser of his body dwelt, all the life of his soul was burning.

### Activity 17

Now, using each of the above paragraphs as a model, write a similar paragraph. (The question for each paragraph is meant to guide you in writing a similar paragraph.)

(1) How many types of insecticides does the writer mention?

Task : Now write a similar paragraph based on these hints.

Mineral rock that burns - five kinds

- i. anthracite - hardest and blackest - cleanest - greatest heat
- ii. cannel - less hard, dull black, clean bright flame
- iii. bituminous - less hard, burns easily but lot of dust and smoke
- iv. lignite - brown and moist, not difficult to burn and smoke
- v. peat - brown, we : good heat once dried and burned

(2) Why has the writer mentioned the incident from Daniel Webster's life? Now write a similar paragraph.

(3) What is the effect of drinking sea water?

Task : Your cricket team lost the first match of a tournament. As the captain you have to give a report on your failure to the manager. Your paragraph should include lack of discipline, disobedience, lack of cooperation, lack of fitness, injury, lack of good food and proper accommodation as reasons for your losing the match.

(4) How is tapioca similar to sweet potatoes?

Task : Khaitan fans look similar to Orient fans - 3 blades - instant pick-up -but differences - angle of blades - pushes more air out - uses less power - double ball bearings - smooth and noiseless.

(5) What is Economics?

Task : Lie detector doesn't detect lies - detects emotional changes, catches in breath, blood pressure, pulse rate etc.- suspect's connection with wife - answer questions - some innocent questions - some important questions at unexpected moments.

(6) What should a camper do to make a camp-fire?

Task : Write a paragraph on how to make a paper plane or a paper boat.

(7) What are the first and last sentences of the paragraph? What do the middle sentences say?

Task : A handful of important inventions have changed the course of the world - fire - copper - iron - steam - petrol - electricity. Write a paragraph on these important inventions.

(8) What does the writer see first? What does he observe next?

Task : Describe your classroom.



## CHAPTER II

### DEVELOPING IDEAS INTO PARAGRAPHS

In the previous chapter you studied unity and coherence in a paragraph. You also studied the basis of arrangement of ideas in a paragraph like cause-effect, comparison-contrast, etc. But you know that if you wanted to tell a story, you would not do it the same way as you would explain a theorem in geometry.

Therefore, there are different ways of developing a paragraph depending on the topic and the purpose of writing. We shall study some of those ways now and in a subsequent chapter we will develop our ideas into a longer piece of writing in the same light. We will also learn to mix different ways of developing our ideas into one or more paragraphs.

The common ways of developing paragraphs are:

- |      |                                      |  |
|------|--------------------------------------|--|
| i.   | <b>Narration</b> -                   | To tell an event, incident, or experience in the chronological order.      |
| ii.  | <b>Description</b> -                 | To describe a person, animal, object, place or process.                    |
| iii. | <b>Exposition</b> -                  | To explain an idea, instrument, or problem.                                |
| iv.  | <b>Argumentation or persuasion</b> - | To argue for or against a view in order to influence the reader's opinion. |

#### 2.1 **Narration**

##### 2.1.1 Narrating an event/ experiment

Read the following paragraph and see how the sentences have been arranged.

\*<sup>1</sup>On my way home from work yesterday evening I saw a small boy standing outside a door struggling to reach the door bell. <sup>2</sup>"Here let me help you", I said pressing the door bell for him. <sup>3</sup>"Thanks, mister" said the small boy, starting to run away. <sup>4</sup>"But do not stand there, you will get caught, "he added as he disappeared down the road.

The order of the ideas is straight forward. Each step of the incident is narrated in the order in which it takes place. When an incident is narrated in detail, it may be necessary to write more than one paragraph. There is no definite opinion on where to end one paragraph and start another. However, you should make sure that a paragraph is not too long and that your paragraph shows some unity. Secondly, you may have to include the description of the scene or the setting in order to make your narration more interesting. Can you find any such description in the story of the door bell given above ?

Now read the account of an interesting event :

A. It was late in the evening. The bride's place was richly illuminated and decorated. There was music and dancing all around. Around half past ten, the groom's procession arrived and there was a flurry of excitement. The bridegroom was sitting erect on a young horse. The bride's parents came out to receive the bridegroom and the bride was brought out too, her face covered with a pink and gold veil. She was barely 18. But, suddenly, without any provocation, the horse broke away from his master's grip and ran away taking the bridegroom with him. The bridegroom shouted for help and clung on to the horse for dear life. Soon his turban fell off, revealing his sparse white hair flying in the breeze. "He was too old to marry," everyone concluded. He couldn't be less than 70. The young bride stood aghast. Turning to her parents she cried aloud, "He's old! He's a doddering old man! I won't marry him." Tearing off her finery she stormed back into the house. And the old man was taken to hospital with multiple fractures.

A narrative passage usually gives an account of an event, using a sequence of actions.

The following sentences tell us what happens in passage A. Can you put them in the chronological order?

- i) The horse broke away taking the bridegroom with him.
- ii) The bride's parents came out to receive the bridegroom.
- iii) The young girl refused to marry the old man.
- iv) The bridegroom's turban fell off, revealing his sparse white hair.
- v) The bridegroom's procession arrived.
- vi) The bride was brought too.

The other important thing to note in a narrative passage is the point of view. For example, in the passage B below, the same incident is narrated from the horse's point of view.

B. At last we reached the bride's place. It was well lighted and there was music and dancing all around. The atmosphere was exciting and I liked it. The bride's parents came out to receive the bridegroom and then the bride was brought too, her face covered with a pink and gold veil. I stood on the tips of my hooves to get a better view of her. Suddenly the veil on her face blew up in the breeze and I had a glimpse of her face. I was shocked. She was only a child! She couldn't be more than 18. And she was about to marry a man old enough to be her grandfather! "Something is seriously wrong," I thought. "This marriage must be stopped!" I then looked slyly at my master. He was looking the other way. Without losing any time I broke away from his hold and ran, taking the bridegroom with me. When I reached the street, I threw him on the ground and bolted away.

Note how the accounts in A and B differ. The familiar first person narrative style of B is missing in A. This is because of the shift in the point of view. Moreover, the two accounts differ in

interpretation. In A the unexpected behaviour of the horse has been interpreted as accidental, whereas in B it is seen as deliberate.

### Some key structural items used in narrative writing

- i. While narrating past events, we mostly use the Simple Past for completed actions.  
For example : the procession arrived  
the bride's parents came out . . . . .  
the horse broke away . . . . .
- ii. We use the Past Progressive for actions that were in progress before some other action began. For example, "When the procession arrived, the bridegroom was sitting straight up on a young horse."
- iii. The Past Perfect is used to narrate actions which were completed before some other action began. For example : The fire brigade arrived soon after the building had caught fire.

### Activity 1

Read the accounts in passages A and B again. Then narrate the incident from the point of view of :

- i the bridegroom
- ii the bride's father
- iii the bride

### Activity 2

One day you saw a woman faint at a bus stop. Narrate what happened; describe the sequence of events and the reaction of the people at the bus stop.

### Activity 3

Write short accounts of the following imaginary incidents:

- i. You saw a man trying to steal someone's wallet (purse) and caught hold of him.
- ii. A road accident you witnessed.

### 2.1.2 Narrating routine activities

In our daily lives, we have to carry out a number of routine activities, which are fixed. Here, for example is a passage narrating the daily routine of a doctor.

He usually gets up at 5.30 am. He brushes his teeth and has an early cup of tea. Then he goes out for a brisk morning walk. When he returns, he has a quick bath and eats his breakfast. At 6.30 he comes to his clinic. He examines patients upto 10.00, and then drives to the Medical College, where he is an Assistant Professor. He gets there by 10.30. Dr. Mohanty spends more than 6 hours in the College. He gives lessons to the medical students, examines patients and goes round the wards. During the lunch-break, from 1 to 2 pm., he goes to the canteen with his colleagues and has a simple lunch of rice, dal and boiled vegetables. He likes curd

with his lunch. After finishing his work at the college Dr. Mohanty returns home by 5.15 pm. At home, he joins his family for tea around 5.30. At 6.00, he goes to his clinic once again, where he examines patients up to 10.00. Then he takes a bath, has a light dinner and goes to bed. Before he switches the lights off and goes to sleep, he reads a few pages from some medical journal.

Rewrite the paragraph to narrate what Dr. Mohanty did yesterday.

#### Activity 4

The Prime Minister is to visit Bhubaneswar next week and the following is the tour programme.

Write a short account of the planned tour, using the points below.

- 10.00 am. - arrival by a special Air Force plane.
- 10.10 am. - reception by the Chief Minister at the airport.
- 10.30 am. - meeting at the State Secretariat; discussion with the Chief Minister
- 11.30 am. - meeting with party workers.
- 12.30 pm. - lays the foundation of the Software Technology Park.
- 1.00 pm. - meets the press.
- 2.00 pm. - lunch at Raj Bhavan.
- 3.00 pm. - return to Delhi.

### 2.2 Description

#### 2.2.1 Describing people

Read the description of a person in a below.

- |          |  |
|----------|--|
| (A) Hair | Loose, wavy brown hair hung down to her waist at the back              |
| Eyes     | She had a fringe over her forehead that almost hid her pale            |
| Nose     | blue eyes. The nose - not her best feature - was long but not ugly     |
| Teeth    | She had a regular set of white teeth                                   |
| Lip      | and was full -lipped.  |
| Face     | Her round face looked rather pale;                                     |
| Height   | She wasn't very tall or- slim, and she walked with drooping shoulders. |

This is the physical description of a person. Read the paragraph again and try to answer the following questions.

Do you think the description is a good one ? Does it help you to 'see' the person being described clearly ? Which features of the person are described in the paragraph ?

When describing a person, we ordinarily begin with the *total*, or *overall*, appearance, and then move to particular details. Is this what is done here?

Here is another example. Read it carefully.

(B) Age	Facing the window, in the magistrate's chair, sat a
General build	tall, heavily - built man of about 50, with large features
Voice	and a commanding voice. He had a rich, deeply
Eyes, brows	tanned complexion, flashing black eyes, and dark,
and hair	bushy eye-brows and hair. When he laughed, his large
Mouth	mouth opened wide to reveal a full set of strong white
Teeth	teeth.

This paragraph also describes the physical appearance of a person. Read the description again and answer the following questions:

Is the first part of the description general or particular ? How does this compare with passage A?

What *total impression* of the man do you get?

#### Some common words used to describe a person

Words that go with	hair:	long, wavy, curly, brown, dark
	eyes:	pale, blue, black, flashing
	nose:	long, high, fleshy
	lips:	full, thin
	shoulder:	broad, drooping
	age:	mid-thirties
	voice:	commanding

#### Points to note in describing a person

You may ask yourself the following questions while describing a person:

Is he/she tall or short, lean or fat, young or old? How old does he/ she look? What is the shape of the face - round, oval or square? What is the most prominent feature of the face? Are the eyes bright, or dull, dark or glassy? Does the person have thick hair, or is (s)he balding? Is the forehead broad or narrow? What is the shape of the nose? Are the cheeks chubby or hollow? How is he/she dressed? Is (s)he neat or untidy ? Is his dress simple or gaudy? Is he confident or timid?

#### Activity 4

Read passage C again. Note that there are some points of description which are not very favourable to the person being described. Can you replace them with more favourable descriptions ? Reorganise the passage, starting with the sentence : "She was fair and her face was round."

#### Activity 5

You met the persons in the picture at a party. Describe them to your friend in a letter. (Have a close look at the picture first.)



**Activity 6**

Describe the person in the picture below as interestingly as you can.



**Activity 7**

Here is a short dialogue between two friends. They are talking about a mutual friend whose name is Prabhakar. Read the dialogue carefully and write a short description of Prabhakar.

Asaf : You remember Prabhakar ? He has become a doctor. He is doing very well, in fact.

Krishna : Prabhakar ? The name is familiar, but I don't remember who you are talking about. What did he look like?

Asaf : He was that short chap with the shining pink face. Always dressed in white. He had long hair, like a girl's. We used to call him Prabhavati, and how he used to blush then!

**Activity 8**

a. A stranger visited your house during your father's absence. You received him and talked to him. When your father returned, he wanted to know if any visitor had come while he

was away. Describe the visitor to your father so that he can know who you are referring to.

- b. Your mother is looking for a bride for your elder brother. You have seen a girl who, in your opinion, will be ideal for your brother. Describe her to your mother.

### 2.2.2 Describing birds and animals

Read the following passage about the leopard.

(a)

leopard a big cat-  
height, size  
black spots

forest leopards  
open country  
leopards/panthers

The leopard is one of the largest members of the cat family, reaching a height of 75cm and a length of 2.1 m including the tail. It is recognised by its irregular black spots that are spread close together over most of its body. The rest of the fur is generally light tan in colour. The leopards that live in forests are generally darker in colour than those from open and country. Some are so dark that the black spots can hardly be distinguished. These animals are often called panthers, but they are of the same species as the leopard.

In which sentence is the leopard defined? Which features of a leopard are in focus in the paragraph? What makes a leopard easily recognisable? How are forest leopards different from open country leopards? Are panthers the same as leopards?

In which order do the ideas in this passage occur?

Here is a passage about owls. Read it carefully and mention the points on the left margin.

(b)

—————  
—————  
—————  
—————  
—————  
—————  
—————

Owls are birds of prey that hunt mainly at night. There are about 120 kinds of owls, found in all sorts of climates: hot, warm, and cold. Their large heads, flat faces, forward-looking eyes are very different from those of other birds, and these features make them easily recognisable. They have hooked beak, partly hidden in their feathers, and feathered legs and feet that end in powerful claws. Their large eyes give them a thoughtful expression. Rats and mice are their chief prey, and they hunt them with noiseless flight.

### Some key structures used in descriptions :

Look at the following sentence :

A dictionary is a kind of book which contains the meanings as well as the spellings of the words in a language.

This sentence gives you the *definition* of the term "dictionary" - that is, it tells you what a dictionary is.

Any *definition* normally follows the pattern : A \_\_\_\_\_ is a kind of \_\_\_\_\_ which \_\_\_\_\_

\_\_\_\_\_ .

While *describing* something (such as a leopard or an owl), one sometimes has to *define* what that object is. In other words, a *description* often includes a definition.

In the two passages above (on the leopard and the owl respectively), do you find any definitions? Define a leopard and an owl, using the following sentence type :

1. A leopard is a kind of \_\_\_\_\_ which \_\_\_\_\_  
\_\_\_\_\_ .
2. An owl is a kind of \_\_\_\_\_ which \_\_\_\_\_  
\_\_\_\_\_ .

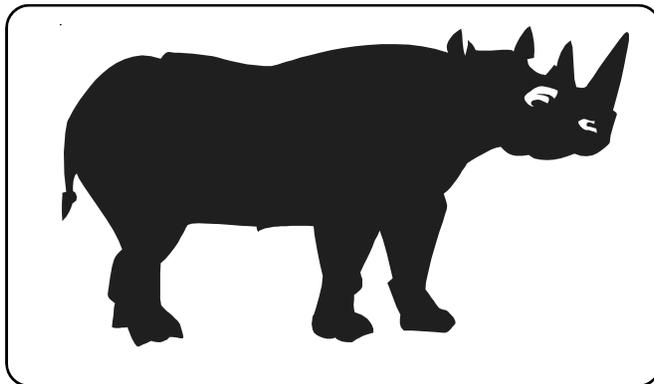
**Some key words and phrases used in the description :**

owls: large heads, flat faces, forward-looking eyes, large eyes, hooked beaks, feathered legs and feet, noiseless flight.

leopards: irregular black spots, light tan

**Activity 9**

Here is a picture of a rhinoceros . Write a short description of the animal for a friend who has not seen a rhinoceros.



**Activity 10**

Here is the description of a particular dog. All the details are present, but not in order. Rewrite the description. Begin with the general appearance and size, then describe the features of the animal, which you find most striking.

- a. He has huge paws, with joined fingers and retractable claws.
- b. Achilles isn't an ordinary dog.
- c. But the most incredible characteristic is his face, which looks sad and solemn.
- d. Firstly, he is larger than any dog I have ever seen, and he is more like a wolf.
- e. It seems as if he can almost speak if he is given the chance.

**Activity 11**

Write short descriptions of the following animals. A few questions are given to help you in organising your descriptions.

a. A giraffe

How tall is it ? What makes it look so tall ? Where is it found ? What does it eat and how? How does it fight other giraffes, and enemies ? What kind of sound does it make ?

b. A tiger

Where is it found? How tall/long/heavy is it ? What is its colour?

What is its food? What are man-eaters ? How long does a tiger live (life span) ? How do tiger cubs look?

**2.2.3. Describing objects**

Look at the following paragraph and answer the questions that follow.

c.

A telephone comes with a bell which can ring, a microphone which converts human speech into electrical signals, an earphone which converts incoming electrical signals back into speech, and a dial which is used to send electrical pulses along the line to an automatic exchange.

What does the paragraph describe ? What are the main parts of the thing described ?

Here is another passage which is about butter.

d. Butter is a rich food made from the cream of milk. It is usually eaten as a spread on bread, but cooks may use butter for frying and making cakes and pastries. Butter contains about 80 percent fat, the remainder being water, salt and protein. Butter is made from cream, by churning the cream so that the fat is separated out. First, the milk is whirled in a centrifuge to separate the cream. The cream is then pasteurised by heating it and then cooling it quickly. This action kills germs in the cream, and prevents the butter from going rancid quickly. The pasteurised cream is then churned in huge revolving drums, which separates fat from the liquid in the cream. When the liquid, called the buttermilk, is drained away, the resulting mass of butter is then cut into pieces and packed.

Notice that the paragraph defines butter, tells us about its uses and composition, and briefly describes how butter is prepared in four steps. While describing objects/things, it is always good to include a short description on how the thing works or is made.

**Some key structures used in describing objects**

In describing an object, we often use passive sentences.

For example: a dial which is used to send electrical pulses . . . . .

It is eaten as a spread on bread . . . . .

...the milk is whirled . . . . .

Butter is then cut into pieces . . . . . etc.

**Activity 12**

Rewrite passage (c), using your own words as far as possible. Divide your description into two paragraphs.

*Hints* : The parts of a telephone set in paragraph 1/ The function of each part in paragraph 2

**Activity 13**

Add a short paragraph to passage (d). The hints below will help you in writing the paragraph.

*Hints* : How does butter feel when you touch it? / Is it tasty to eat? / Is it expensive?

How is butter used in India?, etc.

**Activity 14**

Here is a conversation in which an uncle describes a saw to his nephew. Read through the conversation and write a paragraph describing a saw.

Boy : What is a saw, uncle?  
Uncle : It's something we use to cut a piece of wood into two.  
Boy : You mean it's a sort of axe, uncle?  
Uncle : No, not an axe. This one has a thinner blade, and a short ring-like handle of wood.  
Boy : Oh, I know what it is. It's like a sword.  
Uncle : Not really. A saw has one edge sharp. The other edge does not cut.  
Boy : Like a big knife ?  
Uncle : Partly, but the sharp edge does not cut like a knife. There are teeth on the sharp edge. When you press the blade against the wood and move it forward and backward, like the bow of a violin, the wood gets cut along that line. There are big saws, too, which two people hold at either end to make cuts along the whole length of a log.

**Activity 15**

Write short descriptions of the following objects:

- a. 

A football
------------

*Hints* : i. Size, shape and colour

- ii. Is it smooth, rough or soft to the touch? Is it hard? Is it light or heavy ?
- iii. How does it smell ?
- iv. Does it bounce ? How high ?
- b.

*Hints* : i. Size, shape, colour and smell

- ii. How does it feel to the touch ?
- iii. What happens when you press it hard ?
- iv. How does it taste ?
- c.

*Hints* : i . What is it? (Definition)

- ii. What does it look like? (parts, size, make, etc.,)

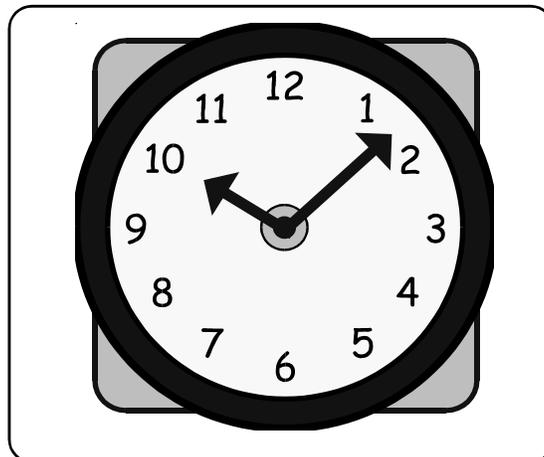
### Activity 16

Describe the following objects :

- a.
- b.
- c.
- d.

### Activity 17

Your father has bought the item in the picture for you. Write a letter to your sister describing what it is, how it looks and what you are going to do with it.



### 2.2.4. Describing processes

Descriptions of processes are commonly found in technical writing. Here, for example, is a description of the process of taking out coal from a coal-mine.

- e. Coal mining - digging coal out of the earth - is a very big industry. Some coal is mined on the surface, but most of it has to be mined deep underground. Both forms of mining are now highly mechanised. On or near the surface, coal is mined by the open cast method. Huge power shovels first strip off the earth overburden above the coal seam. Then the coal is broken up by explosives and shovelled into trucks. Underground mining is more complicated, more expensive, and more dangerous. Shafts are sunk down into the earth and tunnels are struck outwards from the shafts to the coal seams. Then a machine, called a continuous miner, rips coal from the mine-face and loads it onto a conveyor belt, which carries the coal up.

### Glossary

*Shafts*: a long passage usually in an up-and-down or sloping direction

*Seam*: a narrow band of coal or other mineral between masses of other rocks

*Hew*: cut or cut down using an axe or other cutting tool

### Activity 18

Now answer the following questions:

- i What is the paragraph about?
- ii The sentences below give us a simple description of the process of surface mining, but they are not in order. Rewrite them in the proper order and use the connectives "first," "second," "third" and "finally".  
The coal is thus broken up. Explosives are detonated. The earth above the coal seam is removed. It is loaded into the trucks.
- iii There are certain steps involved in underground mining. Write down the steps in proper order. The first one is given to you as an example.
  - a Shafts are sunk down in the ground.
  - b \_\_\_\_\_
  - c Coal is \_\_\_\_\_
  - d The coal is \_\_\_\_\_
  - e Then it is \_\_\_\_\_

Here is a description of an experiment demonstrating the process of photosynthesis in green leaves. Read it carefully and note the steps in the experiment.

- f. Two leaves are removed from a de-starched plant. The upper side of one and the lower side of the other are greased with vaseline. The stalk of each leaf is dipped in water and the leaves are left in light for four hours so that photosynthesis takes place. Most of the vaseline is wiped off and the leaves are placed in a solution of potassium iodide. The leaf greased on the upper side develops a blue colour, showing that starch has formed by photosynthesis from carbon dioxide, which entered through the leaf pores which are mainly on the under side. No colour develops in the other leaf in which vaseline blocked the pores.

### Glossary

*de-starched* : a plant from which the complex form of glucose has been removed

*stalk* : stem that supports a leaf and joins it to another part of the plant

*pores* : the tiny openings in the surface of a leaf, through which moisture can pass

### Activity 19

Have you understood the steps involved in the experiment? Can you now help your younger sister conduct this experiment? For this you may have to give her instructions and let her do the experiment.

Give her instructions step by step. You may proceed like this:

- 1 Take two leaves from a de-starched plant.
- 2 Grease one leaf on the upper side.
3. \_\_\_\_\_

Continue the instructions till the experiment is over.

### Some key structures for describing a process

Technical writing is usually impersonal and formal, in which the action being referred to is more important than the doer of the action. The use of the passive voice in such writing is more natural. Look at the descriptions in (e) and (f) above and mark the use of the passive. Try to fill in the blanks.

### Examples

- 1 Coal is mined \_\_\_\_\_ .
- 2 Both forms \_\_\_\_\_ are now highly mechanised.
- 3 Then coal is broken up \_\_\_\_\_ and shovelled \_\_\_\_\_ .
- 4 Shafts are sunk \_\_\_\_\_ and tunnels are struck \_\_\_\_\_ .
- 5 Two leaves are removed \_\_\_\_\_ .
- 6 \_\_\_\_\_ are greased with vaseline \_\_\_\_\_ .
- 7 Stalks are dipped \_\_\_\_\_ .
- 8 Leaves are left \_\_\_\_\_ .

**Activity 20**

Here is a set of instructions for an experiment on transpiration in plants. Rewrite the description in the passive voice.

Select a potted plant and water it sufficiently before the experiment. Cover the soil surface by means of an oil-paper to check ordinary evaporation of water. Put the pot on the work bench of the laboratory and cover it with a bell-jar. Allow the experimental set up to continue for one hour. Observe that drops of water stick to the inner wall of the bell-jar.

*Hint :* A potted plant is selected and it is watered sufficiently before the experiment. (Continue.)

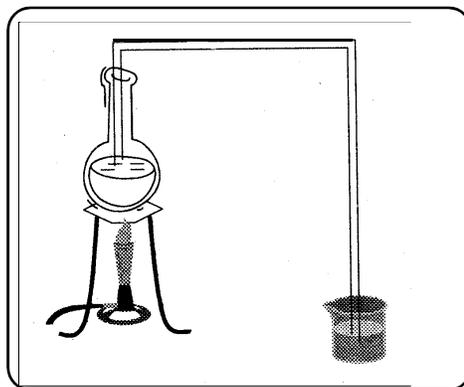
**Activity 21**

The following sentences are from a passage, which tells us about the ideal temperature necessary for the growth of plants. But the sentences are not in order. Put them in order.

- 1 At lower temperature the activity of enzymes is reduced; therefore, the growth is also retarded.
- 2 Most plants grow well between 20-30 degrees centigrade, which may be called the optimum temperature range.
- 3 The effect of temperature on growth may be indirectly related to the activity of enzymes.
- 4 But some plants grow well at temperatures lower than 20<sup>o</sup> C, while other plants grow best at temperatures higher than 30<sup>o</sup>C.
- 5 At higher temperatures, the activity of the enzymes in the plant is considerably increased, leading to a kind of 'exhaustion' of the plant. Beyond 40<sup>o</sup> C., the enzymes themselves are destroyed.

**Activity 22**

Given below is a diagram which describes how water mixed with solid substances or impurities is distilled. Write a description of the process of distillation.



There are many occasions in our day-to-day life when we have to make use of some *process* or other. Telling a beginner how to hold a bat, teaching someone how to swim, etc. are examples. In such descriptions, which are not of a scientific nature, we use the *active voice*, together with personal pronouns (e.g., *I, you, we*, etc.) in order to make our language informal.

The following examples illustrate the use of personal pronouns in this kind of informal descriptions of processes.

- a. In ironing a shirt, you first press the cuffs and the sleeves. You then press the collar, inside and outside. After that you .....

Now look at (b) below in which personal pronouns are not used in the description.

- b. 1. Put the vehicle on its stand and open the fuel cock.  
 2. Keep the accelerator at idling speed, pull the choke and press down on the pedal.  
 3. Keep the decompression lever pressed momentarily and pedal till the engine starts.  
 4. When the engine starts and catches on, release the lever.

If a process is being demonstrated and explained at the same time, 'I' is often used:

- c. I first add 10 drops of Robin Liquid Blue to half a bucket of water. I then swirl and mix it well. After that I dip the washed clothes in the blue water and let them soak for 1 minute. Now I squeeze them and put them to dry.

Note how the sequence of actions in the process is indicated by the use of connectives such as "first", "after that" and "now". Use these connectives in your own descriptions

### Activity 23

Describe the following simple processes.

- how to make a glass of lassi
- how to make a booking for a berth in a reserved compartment (on a train)
- how to clean and polish your shoes
- how to cook rice
- how to send a letter by registered post

#### 2.2.5. Describing places

Read the following description of a hill station.

- a. Ootacamund, or Ooty ( as it is popularly known), which nestles in the Nilgiri Hills, lies on the borders of Kerala, Tamil Nadu and Karnataka. Tourists from both home and abroad flock to this beautiful little hill station for a holiday. The most prominent attraction for them is the Botanical Garden, which was established in 1847. A variety of exotic and ornamental plants adorn this garden. The chief attraction of the garden is a fossil tree trunk which is in said to be 20 million years old. A small lake runs through the garden. The government organises in this garden a flower festival in May every year.

- i. What is Ootacamund's other name? Where is it situated ?
- ii. What is its main attraction ?
- iii. Where is the lake?

Can you draw up an outline of the passage above to show how the description progresses ?

Now read another description of a place of tourist interest in India.

- b. Junagarh is an ancient city in Gujarat. It is situated among the shadows of Mount Girnar. The name "Junagarh" -Juna (old) and Garh (fort) - literally means "old fort".  
On the outskirts of the city, there is a dark basalt rock. It stands on the way to Mount Girnar. The rock holds the inscriptions of three mighty dynasties. They include the Maurya and Gupta dynasties. The inscriptions are in Sanskrit.

**Some key words and phrases used in the descriptions :**

existence                      Ooty lies on the borders of .....

location                      on the outskirts of the city .....

**Activity 24**

Describe the following places, highlighting their size, location and type. Also mention the interesting or outstanding features of each place.

- a.        Your home town or village
- b.        An important place you have visited.
- c.        Your college

**Activity 25**

Describe the place shown in the picture below.



**Activity 26**

Describe the following people of our country and the places they live in.

- a. The Kashmiris
- b. The Sikhs
- c. The Santhals

Here are some helpful points for (a).

- i. Live in the valley of Kashmir, fair complexion, tall, long noses, about 5 million people
- ii. Very cold winters - snow, frozen lakes, poorly heated mud houses, individual fire pots.  
Woolen clothes, long gowns and rubber shoes
- iii. Food : meat, fish and rice ; fruit (apples, pears, peaches, cherries, etc.); Drink: a lot of tea with or without milk
- iv. handicrafts: carpets, silk, wood-carvings, etc;
- v. well-known tourist spots: Shalimar Gardens, Gulmarg, Dal lake, etc.

**Activity 27**

Describe how the Money Order which you send reaches the addressee.

**Activity 28**

Write about 150 words on each of the following:

- a. A peacock
- b. A cat
- c. An elephant

**Activity 29**

Write short paragraphs on :

- a. A refrigerator
- b. A screw driver
- c. A motor cycle

Here are some useful hints to help you describe "A refrigerator".

- i. What is it? (definition) - A metal or plastic cabinet in which food is preserved at a very low temperature.
- ii. It cools or freezes whatever we store in it; it preserves food for many days by keeping it at low temperature; works on electricity.
- iii. What does it look like?

**2.3 Expository writing**

Expository writing usually presents an "idea" to the reader, explaining and expanding a topic, or focusing on some "problem" that concerns the society. Before writing an expository passage it is necessary to analyse the topic and find out what exactly are the points to be developed. Ask yourself questions such as the following :

What are the various aspects of this topic ? Which ones should I focus on ? In which order ?

### 2.3.1. Exposition of an idea

Here is a passage about different kinds of people. Read it carefully and see how it is organised.

Roughly speaking, there are three kinds of people in the world. The first kind may be called the Good People : they are the largest and probably the most valuable class. We owe to this class the chairs we sit on, the clothes we wear, the houses we live in, and indeed (when we come to think of it), we probably belong to this class ourselves. The second class may be called for convenience: The Poets. They are often a nuisance to their families but, generally speaking, a blessing to mankind. The third class is that of the Professors or Intellectuals, sometimes described as the thoughtful people. These are a blight and a desolation both to their families and to mankind in general.

(G. K. Chesterton)

This is how the passage is organised.

Topic : **Different kinds of people**

The first kind : Good People

The second kind : Poets

The third kind : Professors

What is the basis of classification in this paragraph?

Consider the following questions :

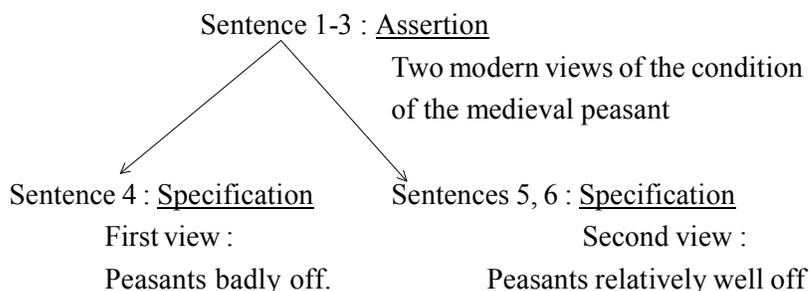
Does the writer include all possible classes of people (e.g., nomads, hippies, rickshaw-pullers, etc.) in his system of classification ?

Let us now look at another passage which follows a slightly different pattern. It is about the life of medieval peasants in England.

Was the peasant's life, in general, tolerable ? Or was he a wretched victim of oppression? Modern writers disagree. Some say that his lot was worse than that of the most down-trodden industrial slave, the least privileged class. Others judge him to have been better off than the typical English farm labourer of the nineteenth century. Some even assert that in many regions the peasant's general level of well-being was higher during the Middle Ages than it was to be again until our own enlightened times.

(Morris Bishop)

Mark that the writer's assertion, spread over the first three sentences, sets up two possible views. Sentence 4 develops the first view, and Sentences 5 and 6 develop the second view. The passage has the following pattern:



**Some key words and phrases used above**

Mark the following to see how they contribute to the unity of the passage.

- i. Repetition of words and sentence patterns :  
 Examples : Modern writers disagree . . . . .  
 Some say . . . . .  
 Others judge . . . . .  
 Some even assert . . . . .
- ii. Connectives  
 Or- "Or" in the second sentence introduces an alternative.  
 And- "And" in the last sentence signals a strong restatement.

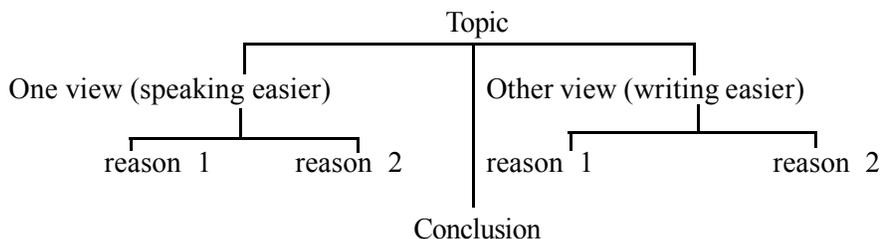
**Activity 30**

Develop paragraphs of your own, using the following plans. The given topic should form part of the opening sentence.

(a) Topic : **There were several things I liked (disliked) about my high school.**

Sentence 1 : Topic sentence  
 Sentences 2, 3, 4, 5 : The things I liked (disliked)  
 Sentence 6 : Conclusion

(b) Topic : **It is easier for someone to express himself in speech than in writing.**



**Activity 31**

Write a paragraph on each of the following topics, using Chesterton's model, at page 39.

- A. Types of students
- B. Types of teachers

- C. Kinds of books we read
- D. Kinds of friends

**Activity 32**

1. Write a paragraph ending with the sentence :  
*"I'm afraid I didn't like the film at all and wouldn't recommend it to anyone."*
2. Write a short paragraph beginning with the sentence : *"I had a very happy childhood."*
3. Write separate paragraphs from the point of view of the taxi driver and the truck driver, using the following outline:

An accident between a truck and a taxi - an old man was killed- a buffalo was seriously injured - a policeman arrived on the scene - a doctor drove the dead body to hospital.

4. Write a paragraph to be included in a letter to a pen friend telling him/her how you celebrate Diwali.

**2.3.2 Exposition of a problem**

**Topic : Working mothers and the problems of their children**

*The background to the topic :*

Read the following letters about the problems that the children of working mothers face. These letters will tell you how such children feel and what their problems are.

a.

Dear ----- ,

After a long day at school, I walk home from the bus stop dragging my loaded schoolbag behind me. I don't feel like heating up the lunch that has been left for me. I want to tell someone that I have been shortlisted for the lead role in the school play. Besides, I need someone to share my frustration because, as before, my Chemistry test didn't go off as well as I expected. But I have no one at home. However, the afternoon spells f-r-e-e-d-o-m. I look forward to relaxing, doing exactly what I want. Not having to worry about being nagged to study for the umpteenth Maths tests is a real blessing.

b.

Dear ----- ,

My mother started working seven years ago. My first problem is that I have to keep ringing her up to find things in the house. Second, living with a ten-year-old sister is not as easy as it seems. My younger sister is supposed to take permission from me, but most of the time she doesn't listen to me. Then I get angry and she rings up my mom who scolds me.

Third, I don't really have much freedom because I have to call my mother to take her permission. She has placed so many restrictions on me that I feel caged in. Fourth, let me confess that at home I listen to music, watch TV and spend a lot of time with my friends, neglecting my studies. Besides, although my parents never pamper me, they always pamper my sister, maybe because she is much younger. Very often I feel neglected when they do that. Lastly, I really wish that my mother or father were at home, especially some months before the boards.

c.

Dear ----- ,

I think it's the best way. I don't think I'd like to see more of my parents at home. I like my free time. At home I read, listen to music, fiddle around with the computer, play badminton and tennis, and even I have started writing because I don't have any other entertainment. The other definite plus is that I get my own privacy, and I have also become more independent. In fact, when my maternal or paternal grandparents come over, then I feel closed in somehow. Since I do my own things, I am pretty confident of everything. But having someone at home is obviously a big advantage. I can never tell myself to study. I often wish my mother were at home to tell me and help me. Worst of all , I waste a lot of my time worrying about security and about meals.

d.

Dear ----- ,

Leaving children to the care of a surrogate mother at home does help, but not much. It doesn't keep us tension-free. Away at work we worry about normal things like homework and watching too much TV. And when we were younger, we were scared about accidents, someone touching a live wire falling out of the window, things like that. We wished we could have been at home more often, but you don't need watchdogs of parents breathing down your necks. If we were just sitting around the house, we would be very frustrated and that would inevitably come out on them. Despite this, they miss us. Sometimes they have a problem, but there is no one at home to guide them. At such times they feel let down.

### Activity 33

Do you have friends whose mothers are working? What problems do they have? Put in these problems in the blanks in the list.

- |   |                    |   |                            |
|---|--------------------|---|----------------------------|
| 1 | Getting pampered   | 4 | Aggressive attitude        |
| 2 | Bad company        | 5 | Too much TV                |
| 3 | Neglecting studies | 6 | Psychological problems     |
|   |                    | 7 | Widening communication gap |

---



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---

The list below contains some advantages that children of working mothers enjoy.

Now think of other advantages and add them to the list. Are these advantages real? If not, why?

- |   |                         |   |                     |
|---|-------------------------|---|---------------------|
| 1 | Complete freedom        | 4 | Have full privacy   |
| 2 | No nagging for homework | 5 | Gain in confidence  |
| 3 | Enjoy yourself freely   | 6 | Be more independent |
|   |                         | 7 | Do what you like    |

---



---



---

Now, write a passage of 2 or 3 paragraphs on 'Working mothers and their children.'

**Activity 34**

Read the following letters published in an issue of *India Today*. These letters tell us what is wrong with sports in India.

- (a) The story of Indian sports ("A Shocking Mess", August 15) reveals only the tip of the problem. Officialdom and corruption have so spoiled our system that every effort is made to stall an achievement. While sportsmen live like beggars, deprived of quality gear, the managers live like kings.  
R. SINGH, NEW DELHI
- (b) With neither motivation nor money to galvanise them, it's no wonder that many players bid goodbye to sports once they get a sound footing elsewhere. It is high time that those who actually know about different sports were appointed at the helm of affairs.  
MANI NATRAJAN, CHENNAI
- (c) The fact that only 22 of the 46 probables for the hockey team reached the coaching camp shows the lack of commitment to the players. Though official mismanagement can be blamed, the athletes too have to accept part of the responsibility.  
B. C. PRAKAS, BANGALORE
- (d) If the story on India's preparation for the Hiroshima Games had been published a year or two ago, it might have had some effect. To an extent, it is this lack of media coverage of

sports, other than cricket and tennis, that is also responsible for India's debacle in various events.

MANISH PATHAK, NEW DELHI

- (e) The sports mess is hardly surprising. After all, sports is also managed by the bureaucracy and the bigwigs. Like other plans and programmes they implement, how could they deviate from their time-honoured practice here - plan with fanfare, implement with nonchalance, forget the monitoring and don't worry about the results?

K G JAIN, NEW DELHI

- i. Read the letters again and make a list of the factors that are responsible for the sorry state of the Indian Sport.
- ii. If possible, think, and add your own points to the list.
- iii. Try to write 3 or 4 sentences on each point.
- iv. Write a short paragraph incorporating suggestions for improvement. This should ideally conclude your topic.

Now write a passage on the topic "The Sorry State of Indian Sports."

## 2.4 Argument and persuasion

*Step 1 : announcing the topic (through the title of the topic)*

*Step 2 : presenting the background*

*Step 3 : generating and organising ideas*

Read the following views, expressed by six different speakers, on the importance of English in India, in a debate in *Femina*.

- a. Years ago the sun did not set on the British Empire, but the sons and daughters of India still speak English. 'Please' and 'sorry' are very much a part of our vocabulary. In most states higher education is imparted in the English language. The white man's language still holds the same fascination today as they did a century ago. More Indians are speaking and writing in English than ever before. A separate class of Indo-English writers, acclaimed internationally, exists today. Telephone directories, advertisements, films, music, etc. are in English. Hence, the language has been integrated into our culture.

- b. English is an important language in India today. For all important business transactions paperwork and documentation is in English (like banking, shares, certificates). The gifts we have received from the British are the postal and telegraph services, railways and the English language. As the industrial revolution first took place in England, most of the mechanical engineering terminology is in English. For instance, there is no Hindi equivalent for the term 'internal combustion'. It is very important to know English.

- c. Knowledge of English language has helped me to communicate not only with my audience abroad but even with Indians of various states. English is an Indian language. If Indian states try and promote their languages, there is nothing wrong in it. But at the same time, English language and literature should not be neglected. It is an interesting language with a rich literature.
- d. English is an Indian language. Any Indian who is slightly educated understands English. It is the language of science and technology. It connects us with the world. In India, people who know English often dominate non-English speaking Indians. There is no harm in learning and speaking in English, but to follow western culture along with the language is not appropriate.
- e. English is one of the languages spoken by Indians. But it is wrong to believe that to achieve success or to get a job one must know English. Most people in India feel that to earn their bread they should know English. In Germany, China and Japan people hardly understand English. Among the Indians the 'mental slavery' to English still exists.
- f. It is a wrong belief that English is an important Indian language. Only two percent of Indians speak it. In fact, it is a language that often leads to complexes. I remember very well when the well-known Russian writer, Rasool Humzatov came to Delhi and narrated his poems, not in English or Russian, but in the regional language. Because he was proud of it. We Indians do not have enough respect and love for our language. Personally, even when I meet people who are well-versed in English, I speak in Hindi. It is important to dispel the guilt complexes regarding Indian languages, that all of us have.

The main points raised by the speakers are noted below.

- i. English is the language of higher education.
- ii. The language of international communication.
- iii. Only 2% Indians speak English.
- iv. The language of science and technology.
- v. The belief that one can easily get a job or achieve success is not always true.
- vi. People in China, Japan and Germany hardly understand English.
- vii. Self-respecting people respect their mother tongue/dialect.
- viii. People in India need English.
- ix. Early education of a child must be in the mother tongue.

- x. Indian languages including Indian culture get neglected.
- xi. Language of communication inside India.
- xii. Language of business, commerce and advertisement.

Note that some of the arguments are in favour of English and others against English. Put them in two separate columns, as suggested below. The first one has been done for you. Think, and add your own points.

For English

1. The language of higher education in many states in India.
- 2.

Against English

1. The belief that one can easily get a job or achieve success is not necessarily true.
2. (Continue . . .)

**Activity 35**

We have a number of arguments here, both for and against English. Can you now reach a definite position of your own, after considering both sets of arguments? Try to produce your own arguments to counter those presented by the speakers: for example, you could argue that English can be replaced by Hindi for the purposes of communication within India, etc. Write a paragraph on any one of these points.

**Activity 36**

- i. Given below are some of the views expressed by different speakers on the topic "The Reading habit is dying out" in *Femina*. Read through each of them.
- ii. Note that some speakers accept the proposition while others reject it. There is one speaker who offers suggestions to improve the reading habits of children. Try to identify the main points in each speech and arrange them under three headings : (1) in favour of the proposition (2) against the proposition and (3) suggestions.
- iii. Add your own points. Be clear about the points you support and those which you do not support.
- iv. Before you start writing on the topic, think of an appropriate beginning. For this, see how the speakers begin their speeches. It will help you in starting your paragraph.

Now read the following speeches.

- a. I agree that reading is a dying habit. A lot has been already written about how television is rapidly stealing a march over reading. The sale of books is diminishing, while the launching of a new television channel has become a regular affair. A lot of children find other ways of passing their leisure hours, because they have simply not discovered the wonderland of books and the pleasure it offers. At the age of two or three, they are taught how to read, but as they grow older, they are not taught to use reading for entertainment, information and knowledge. Brought up on a diet of textbooks, the child does not get to read anything else. Naturally, when a child finds that the textbooks he / she reads are dull and boring, he / she never feels like reading anything else. There is no addiction more pleasurable than getting hooked on to books. Parents should encourage their children to read, but let me point out that most adults don't read themselves; a cursory glance at the day's newspaper is all the reading they seem to do. How can they expect their children to develop the habit of reading, when they themselves sit down in front of the TV set in their free time?
- b. It is definitely true that reading is a dying habit, and one of the major reasons for this decline is the advent of the electronic medium. Even the reading of newspapers has been limited to that of headlines and few introductory paragraphs. If one gets the news and can watch a few soap operas for entertainment just by pressing a few buttons, why should anyone then take the trouble of reading? But that's very sad for we're losing the very flavour of life. Just sitting like robots in front of a box which gives us information like robots, listening to it, watching it - these things kill our intellectual faculties. We've failed to realise that the lasting impact on the mind can be provided by the written word alone. Reading gives one time to ponder over things and it also enriches our vocabulary too.
- c. The habit of reading is increasing day by day. There is a boom in publishing in India; our sales have doubled in the last few years. Indian authors are creating ripples in the international literary scene. Our company has linked up with Harper Collins and Pan Macmillan, so international books are being made available to Indian readers at a reasonable price. Access to technology and infrastructure has made things easier for publishers. It has led to innovations in packaging and graphics. Focused designs have made the appearance of books much more attractive. Printing quality too has improved vastly. The reader today has a good variety to choose from.
- d. I don't totally agree with the statement that reading is a dying habit. As a librarian for nearly 27 years, I've seen students and research scholars. I feel that the reading habit has changed a lot. Students prefer to read magazines and newspapers rather than books.

Earlier, during summer vacations, many students did come to the library for general reading; today, they have various other options like listening to music, watching television programmes. But the library is never empty. Light reading may have declined, but academic reading related to assignments, reference and research, has not. More and more students sit for hours, collecting reference material.

- e. I don't think that reading is a dying habit - but that parents and teachers have to play a very important role in inculcating this habit, for they are the role models for children. Since the child has more grasping power than an adult, it is the right age to develop this habit. It is important for parents to spend quality time with their children, to read aloud to children, to listen to what they've to say, and answer their questions.

#### Activity 34

1. The following are the main points that emerged in a debate on the topic "The presidential form of government is more suitable for our country than the parliamentary form". But the points are all mixed up. Arrange them under two separate heads - **for** and **against**.
  - a. Will ensure strong centre .... curb divisive tendencies.
  - b. Deprives people of power to elect, recall, approach representatives.
  - c. Will quicken change towards removal of poverty, equal opportunity, greater production, prosperity.
  - d. Makes ruling sections/groups more powerful ..... discourages local or minority talents, culture, distinctions.
  - e. Concentrates authority . . . leads to dictatorship.
  - f. Reduces expenditure on wasteful elections, political propaganda, party politics.
  - g. Denies fundamental freedom ..... curbs human rights: builds fear, cowardice.
  - h. Simplifies decision making and brings about uniformity, can lead to greater discipline, better economic achievements. Present system breeds inaction, indiscipline, strikes, poor results.
  - i. Suited to Afro-Asian temperament; recent events prove it too.
  - j. Is against Indian democratic traditions.
2. First, make up your mind regarding the line of argument that you would like to follow. Second, think how to begin. Then, develop the outline into a paragraph : you are free to add your own points to the given ones.

#### Activity 38

In several cities, television has come to nearly all homes. Some people welcome this while others find it a bad influence and an expensive addition to the drawing room. Some believe it creates problems - indiscipline, loss of sleep, reduced attention to homework, the danger of bad movies as

bad models. Others consider it a good 'teacher'- brings vividly a lot of new information, helps farmers, makes stories interesting, provides both entertainment and instruction, saves money spent on bad/indifferent films, food at restaurants, etc., keeps the family together at home.

A television company has organised an "essay competition" on the subject 'Television, your new friend'. At the same time, the 'Society of Cinema-goers' has invited essays criticising television.

Write on each topic, presenting your views on television, and its uses/abuses.

Points for	Points against
i. _____	i. _____
ii. _____	ii. _____
iii. _____	iii. _____
iv. _____	iv. _____

**Activity 39**

Here are a few more topics for argumentative writing. Prepare outlines and write a paragraph on each topic.

- i. Men and women should/should not be paid equal wages for equal work.
- ii. Prohibition will save the country from destruction./Prohibition goes against individual freedom. (Prohibition-disallowing by law the making and sale of alcoholic drinks.)
- iii. Cricket commentaries are a national evil./Cricket commentaries provide entertainment and education.
- iv. History breeds narrow-mindedness. It should not be taught in schools/colleges.
- v. Driving licenses should not be issued to students in schools/colleges.
- vi. Girls should not marry before they are twenty, boys before they are twenty-five.
- vii. College education should be made free.



College street  
Puri  
9 March, 20---

Sir,

I read your advertisement in *The Samaj* of 8 March for the post of 'Medical Representative'.  
I wish to apply for the post.

I am 21 years old. I have passed +2 Science in the First Division.

At present I am doing B.Sc. in BJB College with Chemistry as my Honours subject. I shall take the final Examination in April this year. I hope to hold a rank in the university.

I am sorry to tell you that I have no experience as a medical representative. I am, however, quite familiar with different medicines, including their names and brands. My uncle runs a medicine shop in Puri, where I have worked part-time during my vacations.

I speak Oriya, Bengali and Hindi. Being convent-educated I am quite comfortable in English.

I am enclosing copies of my certificates. If necessary, I can produce a testimonial from the Principal, BJB College at the time of interview.

I look forward to meeting you for a personal interview at a time convenient to you.

Yours faithfully,

S Patnaik

(Sudhir Ku. Patnaik)

In the box on the left, you have the main points of the application. Notice that they are not in order. Arrange them as they occur in the letter. Also put the main points of each paragraph in separate boxes on the right. The first one has been done for you.

*Main points*

final examination, languages known,  
no experience, 21 years old, part-time work,  
+2 science in 1st division, result of final examination,  
familiarity with medicines, B.Sc. in BJB College

The Samaj 8 March, 20 --

**Activity 2**

Read the following advertisement which appeared in *The Samaj* on 5 August, 2009 and the application of Miss Rani Das which is left incomplete. Complete the application by writing sentences for the information provided

**PADMA COMMERCIAL INSTITUTE**

Applications are invited from young graduates for the post of Clerk-cum-Typist at Padma Commercial Institute, Bajra Kabati, Cuttack.

Applications should be sent to the Administrative Officer to reach him on or before 25 August, 2009.

Preference will be given to candidates having experience.

Lane 2  
Gajapati Nagar  
Berhampur  
Ganjam

To  
The Administrative Officer  
Padma Commercial Institute  
Bajra Kabati  
Cuttack.

16 August, 2009

Sir,

I wish to apply for the post of Clerk-cum-Typist as advertised in *The Samaj* of 5 March, 2000.

H.S.C : First Division from De Paul School, Berhampur

B.A. : Second class Honours in Economics from Berhampur University

Course in typing : Speed 45 words per minute

Age : 27 years

Health : Sound

Post held : Clerk-cum-Typist

Experience : 6 months

Organisation : NM Tutorials  
New Bus Stand  
Berhampur

Salary : Rs.8500 pm. (consolidated)

I enclose a testimonial from the Managing Director of NM Tutorials, Berhampur.  
I can get relieved from my present job in two weeks if I am selected for appointment.  
Yours faithfully,  
(Rani Das)

### Activity 3

Here is an advertisement which your friend Girish Chandra Mohanty brought to you along with his personal details. He would like to apply for the post advertised. Can you help him? Draft a letter of application for the job for your friend.

WANTED  
SECURITY OFFICER  
below 50 : Apply in 15 days to  
HOTEL MAYFAIR, Bhubaneswar.

Girish Chandra Mohanty  
Nuapatna  
Cuttack District  
Orissa.

- 47 years (Date of birth: 07.04.1962)
- H.S.C. (1978) Second division
- B.Sc.(1980) Second division
- Security Officer at Shakti Sugar, Baramba from 1984 to 1992
- DSP in Orissa Police from 1993 - 2008  
(voluntary retirement in 2008)
- can read, speak and write Oriya, Hindi and English
- good health, good eyesight
- gun license

### Activity 4

Write applications in response to the following advertisements:

- a. Wanted an experienced Lady Stenographer with good knowledge of English. Contact Box No. 998, *The Samaj*, Cuttack.
- b. Students! Earn your pocket money during the holidays. Door-to-door visits to promote the sale of our Washing Powder Henko. Only for residents of Sambalpur. Apply to Box No.446, *The Samaj*, Sambalpur.

- c. Wanted Lady Tutor for 3 Children of Convent School : 4th, 5th and 6th standard. Contact Deepak Mishra, Lane-3, Gajapati Nagar, Berhampur.

#### 4.2 Letters to officials

A letter written to an official is, in most cases, about some problem that the writer is facing. Such letters generally have three parts: *introduction*, *information* and *conclusion*. The problem is briefly introduced in the first section. It is then elaborated and substantiated in the second section and in the concluding part a specific request for a solution to the problem is made.

#### Activity 4

Here is a letter written by a Ward Member of Berhampur Municipality to the local police station. Read it carefully.

From

Dr. N.T.Rao, Member  
Berhampur Municipal Council  
Ward - 1  
Dated 1 June, 2009

To

The Officer-in-Charge  
Baidyanathpur Police Station  
Komapalli  
Berhampur  
Sub : Request for Night Patrol

Sir,

I write to draw your attention to the frequent occurrence of thefts and cases of house-breaking in our locality during the last couple of weeks.

Only last night, my neighbour lost all his valuables in a case of house-breaking. After receiving an urgent call, he had gone to his village in the evening with his family. He had locked all the doors, but when he returned in the morning, to his dismay, he found the back door broken and all his valuables stolen. Last week, another neighbour lost his scooter. Someone broke open the grill gate during the night and took away his scooter. Cases of bicycle lifting have rather become common in our locality. We have reasons to believe that there is a gang operating in this area.

I request you to provide extra police patrol at night and take urgent steps to nab the gang.

Yours faithfully,

(N.T.Rao)

Now read the letter again and answer the following questions.

Who is it from?

What is the problem he is writing about?

In which paragraph does he provide the details?

What are they?

What is the request made?

### Activity 5

Complete this letter which Mr Sahu writes to the Chief District Medical Officer about some problems in the local hospital.

From

Mr. Srinivas Sahu,  
Sarapanch  
Nua Patna Gram Panchayat  
Tigiria, Cuttack  
14 Mar, 2009

To

The Chief District Medical Officer,  
Cuttack.

Sub : Steps to improve facilities in the hospital.

Sir,

I wish to invite your attention to some serious problems that the local hospital at Tigiria has been facing for some time.

(The problems :

inadequate staff ; vacant posts not filled  
insanitary conditions : garbage dumped all around  
poor maintenance of buildings and equipment  
shortage of essential medicines, etc.)

(Action requested:

)

Yours faithfully,

(Srinivas Sahu)

**Activity 6**

Your friend wants to send a letter to the Chairman of the Municipality complaining about the neglect of the roads and drains in your locality. As he is going out, he expects you to write the letter for him. He gives you the following points. Write the letter for him.

From

Mr. Sujit Mishra  
Ward member, Municipal Council  
Sector - 3 Rourkela  
Date - 20 Feb, 20 --

To

The Chairman  
Rourkela Municipality  
Rourkela.  
Sub : Improvement of civil facilities.

Sir,

- neglect of roads and drains
- roads not swept
- piles of garbage
- drains blocked
- stagnant water
- mosquitoes and flies
- place unhygienic
- request to clean the roads and drains twice every week

Yours faithfully,

(Sujit Mishra)

**Activity 7**

- a. Write a letter to the District Transport Manager, OSRTC, complaining about the rude behaviour of bus conductors on your route.
- b. The walls of your locality are frequently disfigured by posters. Write a letter to the police authorities expressing your disapproval and giving suggestions for overcoming the problem.

- c. There are frequent unscheduled power-cuts in your locality. It seriously affects your preparation for the ensuing CHSE Examination. Write a letter to the SDO (Electricals) of your locality, requesting him to check these unscheduled power-cuts.

### 4.3 Business Letters

Business letters are frequently based on market-surveys or analyses. They generally have the following pattern:

Background information

Method of investigation

Findings

Recommendations

The language of business letters is generally direct and factual. There is little scope here for subjective interpretation or expression of personal feelings. The recommendations are always based on the analyses and findings.

In this section, we introduce you to simple business letters.

#### Activity 8

Here is a letter about the introduction of a new mosquito-repellant. Read it carefully, paying attention to the various points.

#### QUALITY MARKETING AGENCY

27 Janpath, Bhubaneswar

4 March, 2009

To  
Mr. M.K. Pradhan  
Managing Director  
Home Products India Ltd.  
Industrial Estate  
Mancheswar, Bhubaneswar.

Dear Mr. Pradhan,

As requested by you, vide your letter No. MD/NS/2233 dated 2.2.2009, we have carried out a market survey to check the public's acceptance of the new mosquito repellent which your company plans to manufacture.

We conducted an opinion poll covering 1000 families in the coastal districts of Orissa. Forty percent of these families use mosquito repellents, but most of them are unhappy with the

existing products in the market. They find the electronic repellants too expensive while the coil-based ones emit too much smoke. The preference is for a less expensive product, preferably one that produces no smoke. Our study suggests there may be a good market for a new repellent, provided these requirements are kept in mind.

We recommend that your company should concentrate on manufacturing an improved kind of smoke-free mosquito-coil, preferably one that produces a pleasant fragrance.

Yours sincerely,

S.K. Patnaik

Director of Research,

Quality Marketing Agency.

Answer the following questions.

- 1 Who made the request for the study?
- 2 By whom was the study made?
- 3 What was the purpose of the study?
- 4 What kind of procedure was used for the study?
- 5 What were the findings from the study?
- 6 What was the conclusion arrived at?
- 7 What was the recommendation made ?

Did you observe that Mr. S.K Patnaik did not use the official letter format as he was using a printed letter head ?

### Activity 9

Imagine that you are the President of the Literary Society of your College. Your Society plans to publish a journal. You have asked the Secretary of the Society to contact all the printing firms in the town and to select one of them to print your journal.

Here is the letter that the Secretary submitted to you. Some parts of the letter are missing. Supply the missing parts.

**LITERARY SOCIETY**  
 ..... **COLLEGE**

5 February, \_\_

To  
 Prof B. Pujari  
 President  
 Literary Society

Sir,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A team consisting of the Secretary and the Assistant Secretary of the Society contacted all the five printing firms in the town and obtained quotations from them for the printing of the proposed journal.

All the firms quoted the same price, that is, Rs.5000/- for 1000 copies. Rasmita Printers, however, offered a discount of ten percent, provided we allowed them an extra period of fifteen days for printing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ .

Yours faithfully,

Puja Udgata  
 Secretary

**Activity 10**

A customer approached a bank for a house building loan. Before sanctioning the loan, the Branch Manager asked the Field Officer to examine the application and suggest whether the loan should be sanctioned.

The following is the letter that the Field Officer wrote. Some parts of the letter are missing. Rewrite the missing parts, using the hints supplied.

**SBI PD BRANCH  
CRP Square  
Bhubaneswar**

3 March, \_\_

To  
Mr. M. Mishra  
Branch Manager  
SBI PD Branch  
CRP Square  
Bhubaneswar.

Sir,

1. As desired by you in your letter No.254 dt.24 February, I examined the application of Mr. J. K. Panda for a house-building loan.

(inspection of site -  
examination of documents -  
Mr Panda was interviewed)

2. My examination of the application and the relevant documents reveals :

(ownership and size of the plot -  
whether the plot is a disputed one -  
Mr. Panda's monthly income,  
whether any other loan has been taken by Mr. Panda -  
Conclusion)

3. As Mr Panda is a deserving party, the sanction of the loan is recommended.

Yours faithfully,

K C Panigrahi  
Field Officer



**CHAPTER V**  
**WRITING TELEGRAMS, E-MAILS, PERSONAL**  
**ADVERTISEMENTS AND SHORT NOTICES**

### 5.1. Telegrams

We send a telegram when we have some important and urgent message to convey. As telegrams are expensive, the message must be as brief as possible, containing only the words which are absolutely essential.

While writing a telegram, one generally *leaves out determiners* (a/the/some, etc.), *auxiliary verbs* (am/have, etc.), *pronouns* (I/he/she/my/his/our, etc.) and *prepositions* (in/on/at, etc.).

#### Activity 1

Here are some messages which need to be sent as telegrams. Go through them carefully, strike off the words you think unnecessary and rewrite each one in the form of a telegram.

The first one has been done for you.

- (My) bag (has) (been) stolen. (I) (have) no money.

Send Rs. 1000 immediately (in) (the) care (of) ELTI Hostel.

Hence, the telegram is to be written in the following manner :-

क / A दूर संचार विभाग (DEPARTMENT OF TELECOMMUNICATIONS)  
अंतर्देशीय तार / Inland Telegram

प्रचारै Charge ₹./Rs. पै/P.	(भारतीय तार अधिनियम और नियमों के अधीन परिषद प्रस्तुत। तार सेवा भंग होने में इस तार का परिषद या विकल्प प्रभावित होने पर उसमें उत्पन्न होने वाली या इसके परिणामस्वरूप किसी हानि, क्षति या नुकसान की क्षतिपूर्ति देने के लिए सरकार ज़िम्मेदार नहीं है। तार से संबंधित शिकायतें और अंश किय गये प्रभार कि वापसी के दावे बुक कराए जाने के तीस दिवस के अन्दर जहाँ बुक कराया गया है या वितरण करने वाले तारपर में किये जा सकते हैं। (Presented for Transmission subject to Indian Telegraph Act & Rules. The Government is not liable to make Compensation for any loss, injury or damage arising or resulting from any failure or services affecting transmission or delivery of this Telegram Complaints respecting telegrams and claims for refund of charges paid thereon shall be made at the Office of Booking or delivery within thirty days from the date of booking.)	भेजने के ब्योरे Sent Particulars	तारीख-मोहर Date-Stamp			
श्रेणी Class 0	समय Time 11am	सं. No.	मुल तारघर Office of Origin Bhubaneswar	तारीख Date 9/9/—	सेवा अनुदेश S.I.	शब्द Words
सेवा में / To Dr D.P. Patnaik Puruenapara Bhawani Patna				सेवा निर्देश / Service Indication (जैसे जवाबी, सरकारी, वधाई) e.g. Reply Paid, State, Greetings		
PAPA BAG STOLEN (.) NO MONEY (.) SEND ONE THOUSAND RUPEES CARE ELTI HOSTEL						
Kuna (प्रेषक / From)						
पता / Address Kunal Patnaik 9, ELTI Hostel Maitei Vihar, Bhubaneswar				तार से न भेजा जाए / NOT to be telegraphed Kunal भेजने वाले के हस्ताक्षर / Sender's Signature		

Now convert the following messages into telegrams :

2. Money has been sent. You should contact the Warden on Wednesday. Write back. Father
3. I am unable to arrive on Tuesday. There is a meeting on Wednesday. You may postpone it to Friday.
4. I am reaching you with my family on 20th February by the Konark Express.

### Activity 2

Here are some letters which you have to convert into telegrams. Go through them carefully and identify the main ideas, which the telegrams should contain. The main ideas of the first letter have been identified and underlined.

1. "We haven't heard from you for more than two months. We have written a number of letters to you, but you haven't written us back. We are extremely worried. We hope and pray you are not ill. Please send a wire immediately about your welfare. If we do not hear from you this week, we will come to Rourkela."
2. "There is nothing to worry. I'm perfectly well. I couldn't write because I had gone to IIT, Kharagpur on a study tour. Then I visited a friend in Calcutta for a few days. I am sorry for not writing."
3. "Last evening Grand Mother complained of severe pain in the stomach. We sent for a doctor. He gave her an injection and asked us to move her to hospital. He said her appendix had to be removed. The operation is on 10th. Mother wants you to come."
4. "Our college is organising an educational tour to South India for 15 days. The tour will be very useful. We will be visiting many temples, museums and art galleries. All my friends are going. Please send Rs.3,000 immediately. On my return I'll write about the places we have visited."

### Activity 3

A number of situations are described below. You are required to draft a telegram to suit each situation. A part of each telegram is given. Can you complete the telegrams ?

1. Three months ago, that is, on 15 October, you ordered a dictionary from the Modern Book Depot, Station Square, Bhubaneswar. You have not yet received the book. You want the shop to send the book without further delay.

DICTIONARY ORDERED FIFTEEN OCTOBER .....

2. You are appearing for the +2 Final Examination. Unfortunately, you have not received your Admit Card. You want to request the Council authorities to allow you to take the examination pending receipt of the Admit card.

PLUS TWO ARTS ADMIT CARD NOT RECEIVED .....

3. You are returning home (from Bangalore) for the holidays. You had written to your father that you would arrive on Sunday morning, but as berths are not available, you have to change your travel plans. You will now arrive two days later, by a different train. Draft a telegram informing your father of the change.

BERTH NOT AVAILABLE .....

4. Prof. Mishra is in Delhi on tour. He was supposed to return to Bhubaneswar for an important meeting, but has been held up in Delhi because of bad weather. He wants to inform his office of what has happened and to apologise for not attending the meeting. Draft a telegram for him.

STRANDED DUE TO BAD WEATHER .....

#### Activity 4

Read the following situations and draft suitable telegrams for each.

1. Your brother has booked tickets by the Howrah Mail and will arrive from Madras on Saturday morning. On Thursday, there is an announcement on TV that a cyclone is likely to hit coastal Orissa in the next 48 hours. Draft a telegram to be sent to your brother asking him to cancel the journey.
2. You have received a 13 volume set of Brilliant Tutorials Elite, 2009. But when you unpack the parcel, you find that Volume 10 is missing. Draft a telegram to the book seller.

#### 5.2 E-mail :

Nowadays, the use of computers has become very common and it is very easy to send messages through electronic mail (e-mail). Through this method the message is sent quickly and it is not expensive.

The format of e-mail is quite simple, just like the telegram form. However, you need not type the message in capital letters as you do in telegrams.

As you open your e-mail template, there will be a prescribed format on the computer screen. You have to fill in the necessary information. But take care about the following points.

Write the write e-mail IDs after To: and From :

- (1) You cannot write names at those places.
- (2) If you want another person to know the contents of your e-mail, then write his/her e-mail ID after CC (courtesy copies):
- (3) Write the subject of your message against Re (Regarding)
- (4) Salutation is not necessary but you can use it in order to create a better impression
- (5) Be very precise while composing your message. Block your paragraphs at the left. Use single line space within the paragraph and double space between paragraphs.
- (6) At the end, before pressing the send button, see that you have left your complete address and telephone numbers, etc. so that the recipient of the e-mail can contact you.

Here is the e-mail version of the first telegram given at page 76.

To : drdpatnaik@gmail.com  
CC :  
From : rpatnaik@yahoo mail.com  
Date : (click here to get today's date)  
Re : Request for money.  
Papa  
My bag has been stolen. I have no money with me.  
Please send 1000 rupees to my address in ELTI hostel.  
Kuna

Mark the names before @ and the mail service providers after it. Kuna has made the message very informal. In a formal situation he could have used "Dear Sir" in the beginning and "Yours faithfully" as a complimentary close. If necessary, he could have used acronyms like THX (thanks), ASAP (as soon as possible), TTFN (ta-ta for now) FYI (for your information), IMO (in my opinion), AFAIK (as far as I know), RB (be right back), etc.

Now, write e-mails for the 4 situations given in Activity 3.

You can invent e-mail IDs for yourself and for those who will receive your e-mail.

### 5.3 Personal Advertisements

We sometimes find it necessary to place personal advertisements (or ads) in newspapers. As the publication of these ads are expensive, it is necessary to be brief and concise in writing an ad.

#### Activity 5

Read the following ads very carefully and make sure you understand them. Answer the questions that the teacher asks about them.

#### Matrimonial

- a. Wanted beautiful graduate (caste no bar) 5'5" for an established Khandayat businessman, 29/5'8", Bhubaneswar. Write to box No.256, C/o *The Samaj*, Cuttack.
- b. Wanted Bengali Kayastha groom for fair, good-looking, homely Bengali bride, B.A., 25 / 5'2". Write to Box 308, *The Samaj*, Cuttack.

#### Accommodation wanted/to let

- c. Wanted 2 bedroom house with bath and kitchen within 1 km of High Court. Contact 2647130.
- d. 1200 sq. feet duplex house to let at Ekamra Villa, Jayadev Vihar, near Biju Patnaik College, Bhubaneswar. Contact 2558162.

#### Jobs

- e. Female marketing executive with good command of English. Must own two wheeler. Remuneration will not be constraint for right candidate. Contact 640712/607014.
- f. Wanted : A Sales Promoter and a Lady Typist. Only Science graduates with pleasant personality and experience need to apply immediately with bio-data and photograph to Manager, Chandra Chemicals, Industrial Estate, Rasulgarh, Bhubaneswar.

#### Sale/Purchase

- g. One Maruti 800 car, owner driven, in tip-top condition for immediate sale. Contact (0674) 2554217 between 10 a.m. to 6.30 p.m.
- h. Book your independent bungalow. Price range Rs.5.17 to 8.00 lakhs. Close to Rasulgarh, Bomikhal, Laxmisagar, near GGP colony. Site under development. Booking started. Contact Sadhu Biswal, Laxmisagar, Ph-2560642.

#### Activity 6

Here are some short descriptions. Read them carefully and turn them into small ads to be published in your local newspapers. For help you may look back at the ads in the previous activity.

1. My two-year-old dog has been missing since 6 February, 2000. He is of the Alsatian breed and brown in colour. He has thick, bushy fur. His name is Jimmy. If you see him, please contact telephone 2551055.
2. Ritz Travels, Barmunda offers an excellent tour package of 15 days just for a paltry sum of Rs.5000 per head. The package includes board, lodging, train fare and local transport. The party is leaving Bhubaneswar on 1st March and will cover entire South India with stop-overs at Bangalore, Madras, Pondicherry and Ooty. If you want to join, contact 2557182.
3. A software Engineer well placed in the USA, belonging to *Teli* caste, is looking for a fair and beautiful girl for early matrimonial alliance. The girl should be around 25 years of age with first class MCA or MBA. Girls having Post Graduate degrees in Physics and Mathematics will also be suitable. There is no caste bar. Contact immediately (0674) 2582396.
4. We require a science graduate to work as Laboratory Assistant in our factory near Puri. Persons with minimum 5 years' experience will be preferred. Write within 7 days to Box No.680, *The Samaj*, Cuttack.

### Activity 7

Write three small ads from this list, to be published in your local newspaper.

1. You want to sell your TV. (cost/make/condition, etc.)
2. You are looking for a flat in the town for your parents. (size/rent/location, etc.)
3. Your father wants to buy a second- hand car. (cost/type/condition, etc.)
4. Your parents are looking for a suitable bride for your elder brother. (complexion/colour/height/age/education/caste, etc.)
5. You want to buy a second-hand two wheeler.
6. You are looking for a suitable bride for your elder brother who is settled in England as a doctor.
7. Your real-estate company has started constructing 2/3 bedroom flats in your area. Invite customers to buy them.
8. Your parents are looking for a tutor for your younger brother who is in Class IV.
9. A young man of your area has been missing for quite sometime.

### 5.4 Writing notices

From time to time you may need to put up notices on a notice-board in your college to attract the attention of fellow-students, etc. It is useful to know how to draft notices which are brief, precise and eye-catching.

**Activity 8**

The Dramatic and Cultural Association of your college plans to organise an Oriya debate competition for +2 students. As the Secretary of the Association, you have put up the following notice :

**The Dramatic and Cultural Association  
Rairakhole College**

**Notice**

25 August, 2009

A Debate Competition in Oriya for +2 students will be held in the College Auditorium at 2 p.m. on 2.9.2009 to select two debators who will represent our college at the Inter-college Debate Competition in March, 2010. The topic for the competition will be announced 15 minutes before the start.

Those who want to take part in the competition are required to contact Dr.S.K.Das, Reader in Oriya, on or before 1.2.2009.

A well-written notice will tell its readers:

- what is about to happen
- when it will happen
- where it will happen
- who can take part
- who to contact/apply to
- how to contact/apply
- where to apply to
- etc.

Read again the notice given above and check if it contains all these points.

**Activity 9**

Here is a notice put up by the Youth Adventure Club of Bombay. The sentences in the notice are not in right order. Re-write the notice, arranging the sentences in the correct order.

1. The voyage is fully sponsored by the Club.
2. The Club plans to take young people on a one year round-the-world voyage of EXPLORATION AND DISCOVERY, on SS VARSHA, starting 1st January, 2010.
3. In addition, a knowledge of cooking and nursing is desirable.

4. The Youth Adventure Club invites young people of both sexes to apply to take part in the ADVENTURE OF A LIFE-TIME.
5. If interested, please contact the Secretary, Youth Adventure Club, 7 Marine Drive, Bombay on or before 24 October.
6. Those interested should be aged 16–24, enthusiastic, and physically fit.
7. They should have experience of sailing and swimming.

### Activity 10

The following is a notice put up by the Cultural Secretary of the college. Through this notice he wants to inform I and II year +2 students about an Inter-college One -Act Play Competition. Read the notice carefully and try to improve upon it.

Notice:	Date:
<p>Students of Classes XI and XII are informed that an Inter-College One- Act Play Competition will be held in the college on 9.3.2010. Willing participants are required to submit their names to the Cultural Secretary within two days. Last date for submission is 3.3.2010.</p>	
<p>Secretary</p>	

### Activity 11

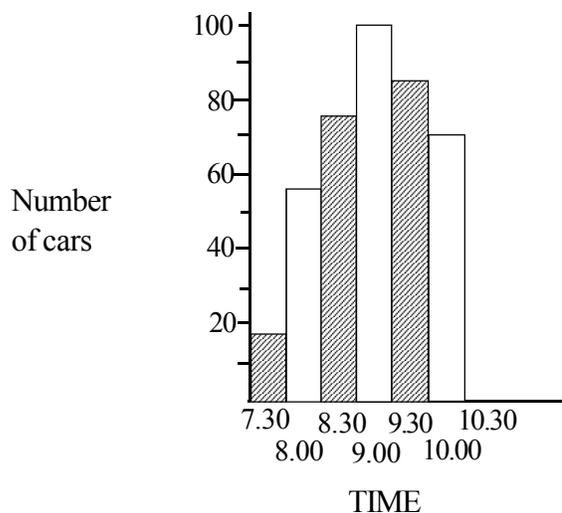
- a. Your college has arranged to present an episode on Door Darshan in the popular programme "Meet the Young Artists". Write a notice in not more than 50 words for the college notice board, inviting talented students to appear for trials for different items on 20 April. You have invited a famous Door Darshan artist to be present at the selection. You are the Secretary of the College Cultural Association.
- b. You are the Secretary of the Day Scholars' Association. You have planned an excursion to South India. It is partly subsidised. Write a notice, inviting +2 students to take part in the excursion. Your notice should include all the relevant details.



## CHAPTER VI USING GRAPHICS

We can make our writing clearer and easier to understand by using some kind of pictorial representation. For example, let's read the following paragraph and then look at the chart given below the paragraph.

Between 7.30 and 8.00am, 18 cars passed over the bridge. Between 8.00 and 8.30, the number was 54 and between 8.30 and 9.00 it was 74. During the next half-hour 99 cars passed over the bridge. Between 9.30 and 10, the number came down to 85 and it further declined to 70 in the next half-hour.



Which of the two - the paragraph or the chart - is convenient to refer to? Which one gives you the answers to your doubts more easily? Thus, you see that the pictorial representation has the following advantages :

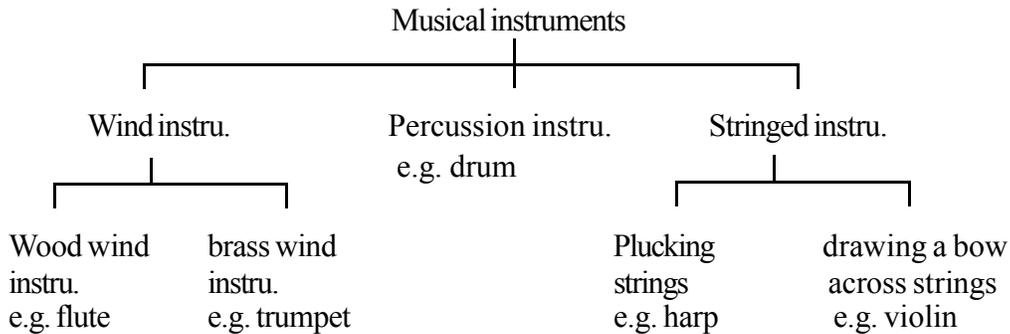
- (a) A large collection of data can be communicated clearly and easily.
- (b) If you want any information, you can locate it more easily in a chart than in a paragraph or an essay.
- (c) The study of data related to a number of individuals over a long period of time can easily be summarized in a chart.

- (d) If you use both - the paragraph as well as the chart - in your essays or long answers, it will be easier for the reader to get the information and will not lead the reader to confusion.

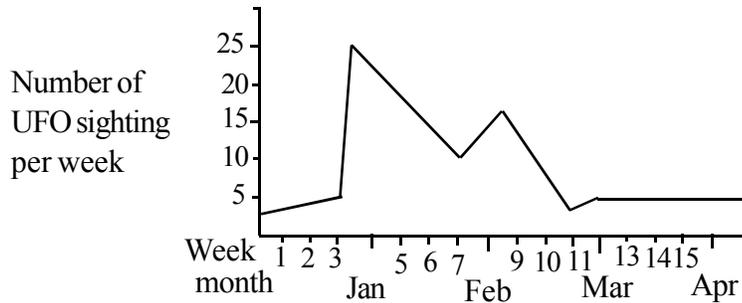
**5.1 Different kinds of graphic representations.**

We use diagrams graphs, charts, tables, pie-charts and maps as graphics to go along with our paragraphs. Can you say which types of graphic representations have been given below ? can you say, in one or two sentences, what the graphic representations convey to you ? write them as briefly as you can.

(a)



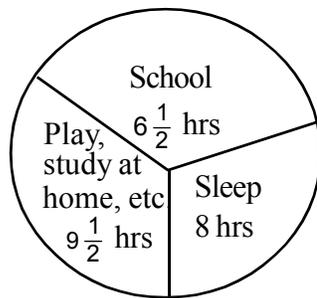
(b)



(c)

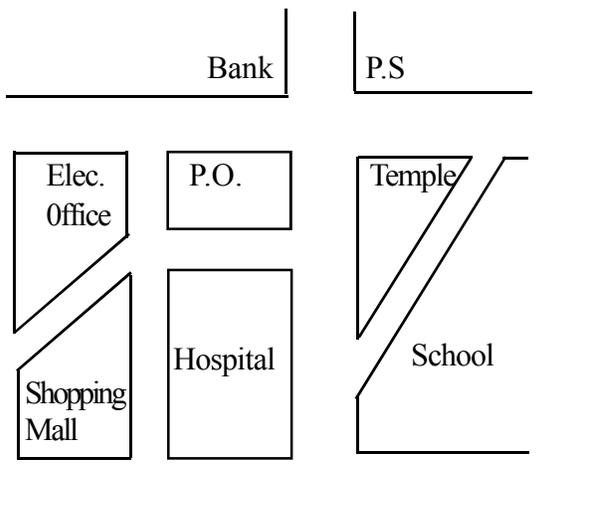
Stations	Temp. in 24 hours - °C	
	Max	Min
Mumbai	34	21
New Delhi	26	08
Chennai	29	23
Kolkata	33	23

(d)

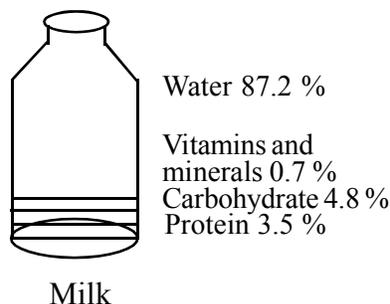


A day in a student's life.

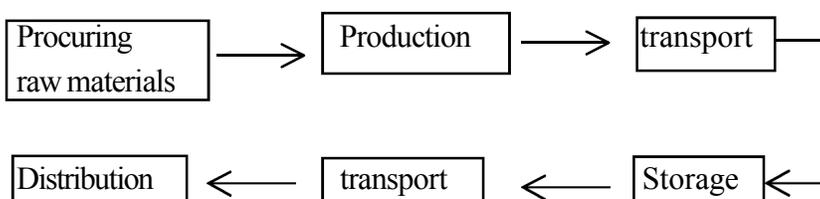
(e)



(f)



(g)



It was easy to name these graphic representations, wasn't it ? What about the last two ? Remember that (f) is actually a Pie-chart, just like (d). Similarly, (g) is called a flow-chart.

### Activity 1

Now, read the following passages and say if they can be represented graphically. Draw neat labelled diagrams to go with or to replace these passages. (More than one answer is possible.)

(a) Iron is not found pure in nature. It is found in the form of iron compounds, particularly compounds of iron and oxygen. Such compounds are called ores.

To get iron from its ore, layers of iron ore are placed in a blast furnace with coke and limestone. Coke has a high proportion of carbon in it.

The mixture of iron ore, coke and limestone is heated in the blast furnace. Blasts of hot air enter the blast furnace from the bottom and pass upwards. The carbon in the coke combines with the oxygen in the iron ore and forms a colourless gas called carbon monoxide. The oxygen in the iron oxide is thus removed. The other constituents of the ore combine with the limestone to form a slag which floats at the top. The slag is removed from the furnace through a tap.

The metal which remains is called pig iron. It is 91 per cent pure.

(b) In Britain most schools are financed by the state and for the children attending these schools, they are free. However, about 5 percent of the school population attend private schools, and these are financed from pupils' fees. For state-run as well as private schools the general pattern of schooling in Britain is as follows.

All children must start school at the age of 5. At the age of 11, children move to different schools, called Secondary Schools, where they are made to go through a set timetable of subjects for a period of 5 years. After this they take their first public examination at the age of 16. After the first public examination most pupils leave school. Only about 30 percent continue. Those that stay on spend the next two years concentrating on a small number of subjects. They take their second public examination at the age of 18.

In Britain there is also provision for pre-primary schooling. However, pre-primary schooling is not compulsory. On the other hand it is voluntary, and is offered both by state-run schools and private schools.

(c) It was the season's hottest day, in Orissa today. The temperature in many places went beyond  $40^{\circ}$  Celcius. Of all the places in Orissa, Angul recorded the highest temperature of  $43.5^{\circ}$ . The other places that experienced an equally warm day were Bolangir and Jharsuguda. In these two places the mercury soared upto  $42.7^{\circ}$ . Bhubaneswar, the capital city, recorded a high temperature of  $42.2^{\circ}$ . The other places that were as warm as Bhubaneswar were Sambalpur and Cuttack with a recording of  $41.8^{\circ}$  and  $41.2^{\circ}$  respectively. However, Puri, Gopalpur, Paradip and Balasore, places near the sea, were relatively cooler. They recorded maximum temperatures of around  $32^{\circ}$  celsius.

(d) Ramesh walks to school at 10. It takes him hardly 20 minutes to get there. After prayers, he attends classes from 10.30 a.m. to 4p.m which includes a games - break for half an hour, from 1 to 1.30. At 4, when the classes are over, he comes back home with his friends. He greatly enjoys the return trip home as his friends and he usually amuse themselves with innocent jokes, make fun, and indulge in different kinds of innocuous mischief. On reaching home he gobbles up something quickly and scampers away to join his friends either in volleyball or in some country games, which he plays for just one hour. At 6 he has a wash, says his prayers and sits down to study, from 6.30 to 9.30 in the evening. At 9.30 he has dinner, does some light reading and goes to bed by 10.30. Next morning he is up by 6.30. Within one hour he brushes his teeth, has a wash, etc. and by 7.30 he is at his study table. He does his homework from 7.30 to 9.30. At 9.30 he has an early lunch, packs his books in the bag and is ready to go to school.

(e) The poor in India do not have a lot of money. Their annual family income, on an average, comes to Rs.20,000. But they make a lot of purchases and constitute the mainstay for most products in the country. For example, families belonging to this category own 47 percent of all bicycles, 17 percent of mopeds, 9 percent of scooters, 11 percent of motorcycles and 10 percent of colour televisions. They even own washing machines.

The rich, in contrast, have money, but their share of purchases of these products is comparatively much less. Despite the money they have, they buy only 3 percent of bicycles, 7 percent of mopeds, 17 percent of scooters, 20 percent of motorcycles and 19 percent of colour TVs.

The poor earn less, but spend more. And the rich earn more, but spend less.

(f) Go straight along the National Highway upto Jayadev Vihar. Then turn left and take the Nandan Kanan Road. Keep going for about two kilometres and then turn right at NALCO Chhak. Continue until you come to the Sainik School, on the left. Don't stop. Go straight ahead. You will reach Vani Vihar after half a kilometre. You can see the gates of Vani Vihar on the left, just 400 metres after the Acharya Vihar traffic post. Enter, and go straight to the Administrative Block of the university.

(g) Junagadh is an ancient city in Gujarat. It is situated among the shadows of Mount Girnar. The name "Junagadh" - Juna (old) and Gadh(fort) - literally means "old fort".

On the outskirts of the city, there is a dark basalt rock. It stands on the way to Mount Girnar. The rock holds the inscriptions of three mighty dynasties. They included the Maurya and Gupta dynasties. The inscriptions are in Sanskrit.

In a jungle nearby, there is a stupa and some Buddhist caves. They were built between 100-700 A.D.

At the foot of Mount Girnar there is the sacred Damodar Kund (pond). It is one of the most important places of pilgrimage for the Jains.

Another place of interest is the 19th Century Rang Mahal Palace, which presently houses government offices.

(h) Two leaves are removed from a destarched plant. The upper side of one and the lower side of the other are greased with vaseline. The stalk of each leaf is dipped in water and the leaves are left in light for four hours so that photosynthesis takes place. Most of the vaseline is wiped off and the leaves are placed in a solution of potassium iodide. The leaf greased on the upper-side develops a blue colour, showing that starch has been formed by photosynthesis from carbon dioxide, which entered through the leaf pores which are mainly on the under side. No colour develops in the other leaf in which vaseline blocked the pores.

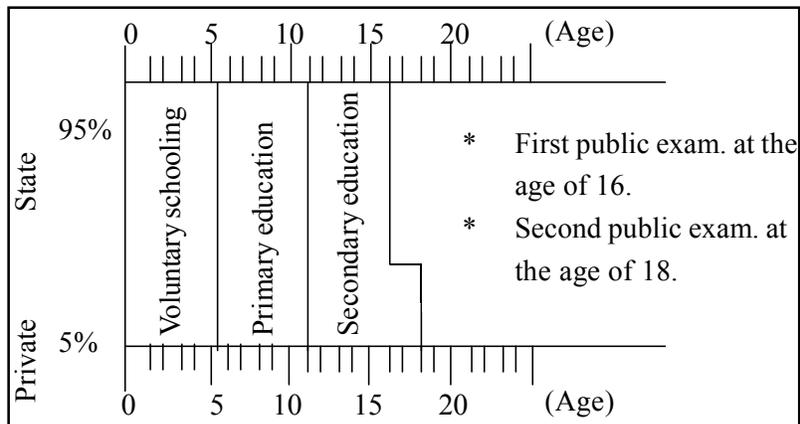
## CHAPTER VII

### INTERPRETING GRAPHS, CHARTS, TABLES AND DIAGRAMS

You have already seen that graphs, charts, tables, diagrams, etc. enable us to present information visually, in a form which can be seen clearly and is, therefore, easy to understand. But very often the information contained in a graph or chart has to be presented in words.

Let us look at a few examples to understand how information is presented through a diagram.

**7.1 Diagrams :** Given below is a diagram on the British School System. Examine it carefully. and compare it with the passage given below.



**To test whether you have understood what the diagram presents, see if you can answer the following questions :**

- How many types of schools are there in England?
- What percentage of the pupils goes to state run schools?
- What percentage goes to private schools?
- When do children start primary education in England?
- When do they get into secondary education?
- When do they take their first and the second public examinations?
- Is pre-primary education compulsory in England?

The information found in the diagram is presented below in words.

**The British School System**

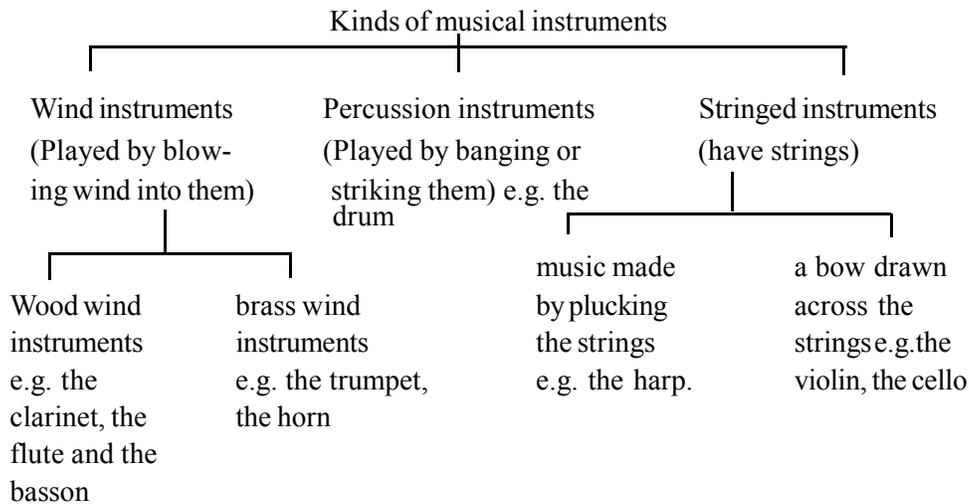
In Britain most schools are financed by the state and for the children attending these schools, they are free. However, about 5 percent of the school population attend private schools, and these are financed from pupils' fees. For state-run as well as private schools, the general pattern of schooling in Britain is as follows.

All children must start school at the age of 5. At the age of 11 children move to different schools, called Secondary Schools, where they are made to go through a set timetable of subjects for a period of 5 years, after which they take their first public examination at the age of 16. After the first public examination most pupils leave school. Only about 30 percent continue. Those that stay on spend the next two years concentrating on a small number of subjects. They take their second public examination at the age of 18.

In Britain, there is also provision for pre-primary schooling. However, pre-primary schooling is not compulsory. It is, on the other hand, voluntary, and is offered both by state-run schools and private schools.

**Activity 1**

Study the diagram below and write a short passage of about 3 paragraphs on it.



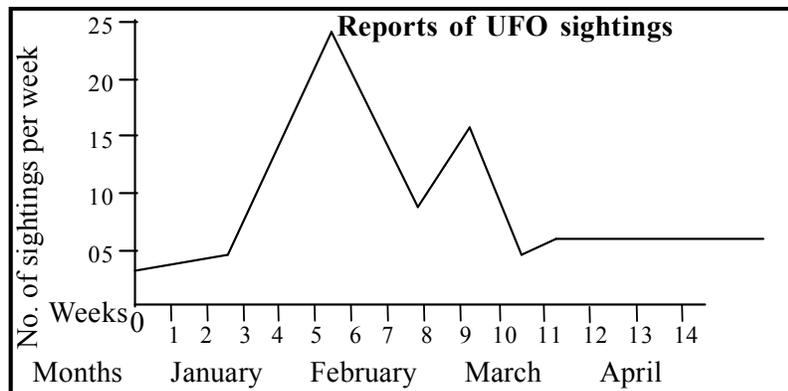
**Activity 2**

Draw a diagram to present the facts on the school system in Orissa. Then, present the same information in words, in two or three paragraphs (as has been done above for the British School System).

**Activity 3**

Draw a diagram showing how many streams your college has at the +2 level. Also include information about subjects, papers, practicals, etc. in your diagram. Then write a short passage covering all the information given in your diagram.

**7.2 Graphs :** In America, there are frequent reports about Unidentified Flying Objects (UFOs) which people claim to have seen flying in the sky and which are believed to be space-ships carrying visitors from other planets. The following is a graph showing the number of UFOs "sighted" (seen) during a particular year. Study the graph.

*Hints:*

- a. 16 Jan, a science fiction film shown on the TV.
- b. 30 Jan, an article was published by an Airforce officer, interpreting UFOs as the result of aircraft movements.
- c. 16 Feb, a science correspondent attacked the Airforce officer's findings
- d. 26 Feb, a public debate between the Airforce officer and the science correspondent arranged, but the latter didn't show up
- ii. Now, here are some questions you need to answer if you have to write a report (in words), based on the diagram above.
  - a. There was a sharp rise in the number of reported sightings of UFOs. When ? Why ?
  - b. After the rise, there was a marked fall in the number of reported sightings. When ? Why ?
  - c. There was another rise, following the fall. Why ?
  - d. What brought about the final fall?
  - e. Was there any noticeable rise in reports after the debate?

**Activity 4**

Now complete report below by filling in the blank :

During the early part of \_\_\_\_ this year the rate of UFO sighting was steady at around \_\_\_\_ or \_\_\_\_ a week. On 16 \_\_\_\_, a science fiction film about visitors from outer space was screened on television and immediately after that there was a sharp increase in reported sightings. On 30 \_\_\_\_, an Airforce officer, who had been investigating all such reports made his findings known. He maintained that all UFO reports could be explained quite naturally as being due to civil and military aircraft movements.

Following this explanation there was a rapid \_\_\_\_ in the number of reported sightings. But the rate did not return to the pre-broadcast level.

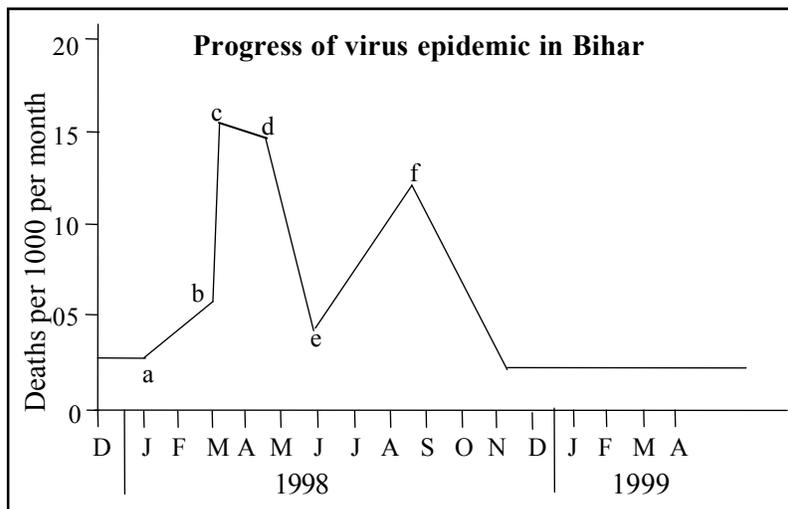
Some people, however, were not convinced. On 16 \_\_\_\_, a science correspondent published a highly critical article about the findings of the Airforce officer. He demanded an independent inquiry. This article caused a renewal of interest in the subject of \_\_\_\_ and a corresponding steep \_\_\_\_ in the number of sightings. The rise, however, was not as marked as the increase in January.

The Airforce officer invited the science correspondent to meet him in a public debate \_\_\_\_ days later. But the science correspondent did not show up on the appointed day. The Airforce officer, in turn, produced some very convincing evidence for his case.

As a result, interest in UFOs \_\_\_\_ and the sightings were even fewer than at the beginning of the year. As the weeks went by there was a little increase in the number of reports.

**Activity 5**

Have a close look at the graph below and write a report to accompany it.



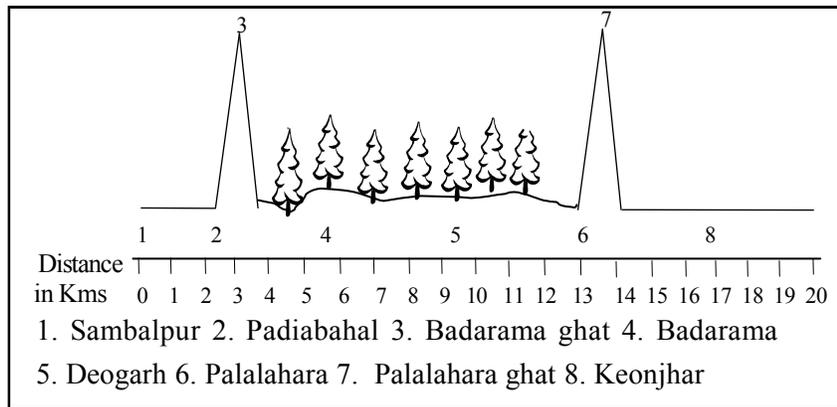
**Hints**

- Return of a group of migrant workers from an affected area.
- Very dry summer; lack of drinking water.
- Preventive measures introduced by government.
- WHO sends limited supplies of medicine.
- Medicine loses effectiveness; virus develops resistance.
- Vaccine produced; population vaccinated.

**Activity 6**

Write an account of a difficult night journey you made on scooter from Sambalpur to Keonjhar.

You may use the information in the diagram below.



*Hints:* Carefully mark the mountains and forests shown in the graph.

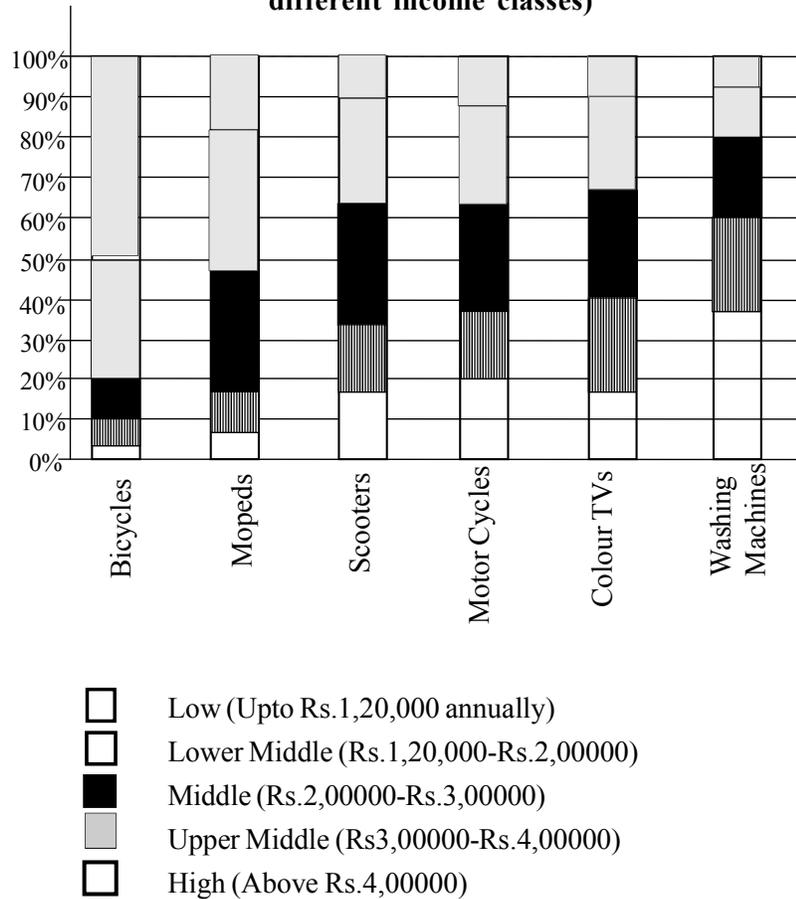
**Activity 7**

The students of your college are dissatisfied about a number of things and sometimes resort to strikes, dharnas, etc.

Write a report on the different incidents of student unrest during recent years in your college, and how a satisfactory solution was found. First prepare a graph and then write the report.

**7.3 Charts :** Look at the chart on the next page. It shows the ownership pattern of durable goods by different families in India. Try to understand the facts presented in it and answer the questions that follow.

**Ownership pattern of Durables (Percentage of the total owned by different income classes)**



Now answer these questions :

- What is the annual family income of the people belonging to the low category?
- What percentage of which goods do they buy as shown in the chart?
- Considering their limited income, do they buy a lot?
- Would you call the people belonging to the high category "rich"? Do they spend enough on consumer durables, in proportion to their income? What percentage of goods do they buy? What do the rich prefer to buy?

**Activity 8**

Fill in the blanks in the report below with ideas from the chart above.

A short report on **Ownership pattern of consumer durables in India**

The poor in India do not have a lot of money: their annual family income, on an average, comes to Rs.20,000. But they make a lot of purchases and constitute the mainstay for most products in the

country. For example, families belonging to this category own \_\_\_\_ of all bicycles, \_\_\_\_ of mopeds, \_\_\_\_ of scooters, \_\_\_\_ of motorcycles and 10 percent of colour televisions. They even own washing machines.

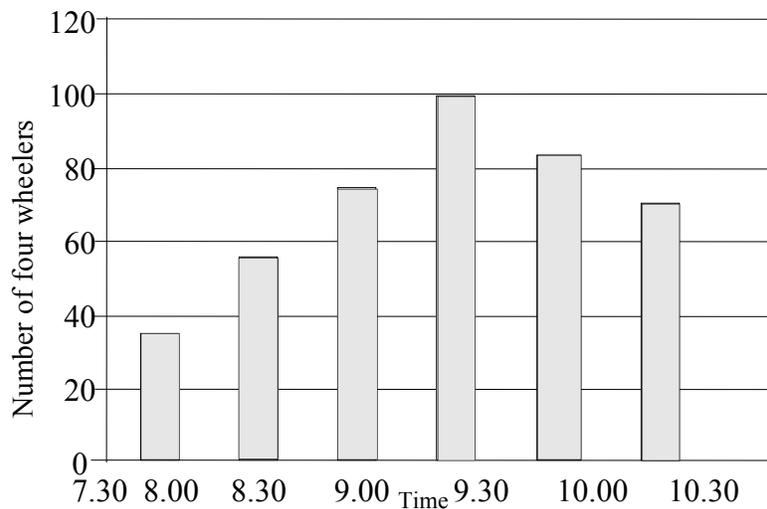
The rich, in contrast, have money, but their share of purchases of these products is comparatively much less. Despite the money they have, they buy only \_\_\_\_ of bicycles, \_\_\_\_ of mopeds, \_\_\_\_ of scooters, \_\_\_\_ of motorcycles and 19 percent of colour TVs.

The poor earn less, but spend more. And the rich earn more, but spend less.

### Activity 9

Look at the chart below and answer the questions that follow.

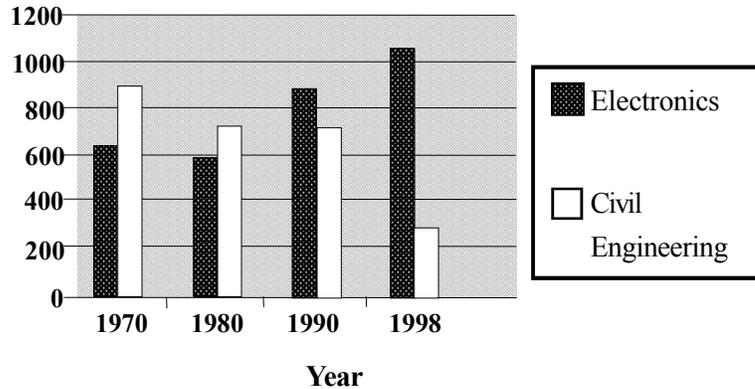
**Four wheelers that passed over the bridge**



1. When was the bridge least busy?
2. When did the rush hour begin? When was the bridge most busy?
3. How many vehicles in total passed over the bridge by 10.30?
4. If you know that schools start at 9.30 and government offices at 10.00, can you think of a way to reduce pressure of traffic between 9.00 and 10.00?

**Activity 10**

Use the information in the chart below and write a short report to show which course was popular and why. (No reason has been shown in the chart, you have to think of some.)



*(Students enrolled on Civil Engineering and Electronics courses of an Engineering College.)*

**7.4 Tables :** Look at the table below, showing the maximum temperature recorded at different places in Orissa.

**Weather Report on 1.4.2009**

Place	Maximum temperature	Place	Maximum temperature
Angul	43.5	Keonjhar	39.1
Balasore	33.5	Paradip	32.4
Bolangir	42.7	Phulbani	40.6
Bhubaneswar	42.2	Puri	31.00
Cuttack	41.5	Sambalpur	41.8
Gopalpur	33.5	Jharsuguda	42.7

**ii.** Answer these questions :

- What was the highest temperature recorded?
- Where was it recorded?
- Which were the other places that recorded high temperatures?
- What was the maximum temperature in Bhubaneswar?
- Which other places were as warm as Bhubaneswar?
- What was the weather like in Puri, Gopalpur, Paradip and Balasore? Why?

**Activity 11**

Fill in the blanks to complete the following report based on the table at page 97.

A report on today's weather in Orissa

It was the season's hottest day, in Orissa today. The temperature in many places went beyond \_\_\_\_ celsius. Of all the places in Orissa, \_\_\_\_ recorded the highest temperature of \_\_\_\_ . The other places that experienced an equally hot day were Bolangir and Jharsuguda. In these two places the mercury soared upto \_\_\_\_ . Bhubaneswar, the capital city, recorded a high temperature of \_\_\_\_ . The other places that were as hot as Bhubaneswar were \_\_\_\_ and \_\_\_\_ with a recording of \_\_\_\_ and \_\_\_\_ respectively. However, \_\_\_\_ , \_\_\_\_ , Paradip and Balasore, places near the sea, were relatively cooler. They recorded maximum temperatures of around \_\_\_\_ celsius.

**Activity 12**

The following table presents a weather report on the basis of data recorded up to 8.30 am. on Friday, 8 December. Have a look at the table and answer the questions that follow. Then write a short report to go with the table.

Stations	In 24 hours		Rainfall		
	Temperature		Past 24 hours	Since 1 Oct.(in mm)	From normal
	Max.	Min.			
Mumbai	34	21	----	86	-6
New Delhi	26	08	----	3	-27
Chennai	29	23	32	560	-52
Kolkata	33	23	----	126	-64

- a. On 8 December, Mumbai had the highest maximum temperature.
  - i. Which city had the lowest maximum temperature?
  - ii. What was the temperature?
- b. i. Which city/cities had the highest minimum temperature?
  - ii. How much was it?
  - iii. Which city had the lowest minimum temperature?
  - iv. How much was it?
- c. Which city had rainfall during the past 24 hours?
- d. Which city has recorded the highest amount of rainfall since 1 October?

**Activity 13**

Here is a table of figures showing the leisure habits of the people of Bhubaneswar.

Leisure habits	Last year	This year
a. Books bought	1	1.5
b. Cinema attendance	3.5	3.25
c. Cable-TV connections	0.5	1.00
d. Picnics	0.25	0.35

(Figures given in lakhs)

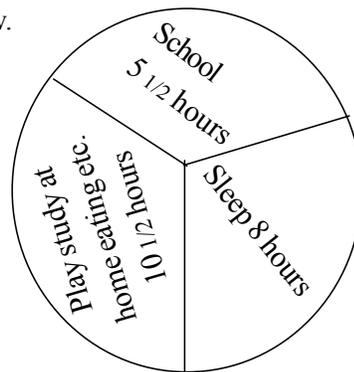
Use the information given in the table above and write a short report.

**Activity 14**

Look at the table below and write a paragraph based on the information given in it.

Characteristics	Moon	Earth	Sun
Size	Not very big	Bigger (50 moons could be squeezed into the earth)	Biggest (400 moons could be placed side by side)
Weight	Not very heavy	81 times heavier than the moon	27 million times heavier than the moon
Distance	Quite close to the earth- 384,000 KM away	---	---
Description	Earth's satellite	Planet	---

**7.5 Pie-charts/circle charts :** Here is a chart showing how Ramesh spends his day. Look at the chart and answer the questions that follow.



**Activity 15**

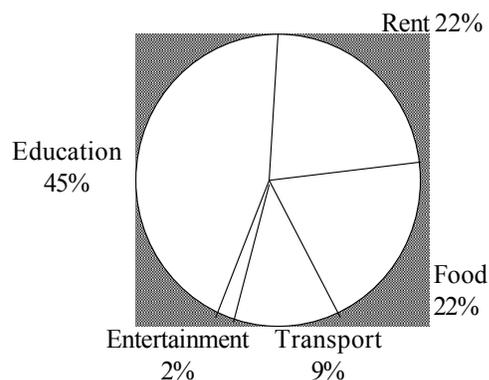
- i. Answer the following questions :
- How many hours does Ramesh spend at school?
  - Does this include the time he spends on the way to and from school?
  - How long does he sleep? When do you think he goes to bed? When does he get up?
  - How much time does he spend on play?
  - How much time does he spend on his studies at home?
  - Do you divide your time in the same way?
- ii. Now complete the report below by filling in the blank spaces with ideas from the pie-chart at page 99.
- iii. A child's daily routine

Ramesh walks to school at 10. It takes him hardly 20 minutes to get there. After prayers, he attends classes from \_\_\_\_ to 4 pm. which includes a tiffin- break for half an hour, from 1 to 1.30. At 4, when the classes are over, he comes back home with his friends. He greatly enjoys the return trip home as his friends and he usually amuse themselves with innocent jokes, make fun and indulge in different kinds of innocuous mischief. On reaching home he gobbles up something quickly and scampers away to join his friends either in volleyball or in some country games, which he plays for just one hour. At 6 he has a wash, says his prayers and sits down to study from 6.30 to 9.30 in the evening. At 9.30 he has dinner, does some light reading and goes to bed by \_\_\_\_.

Next morning he is up by 6.30. Within one hour he brushes his teeth, has a wash, etc. and by 7.30 he is at his study table. He does his home work for two hours. At \_\_\_\_ he has an early lunch, packs his books in the bag and is ready to go to school.

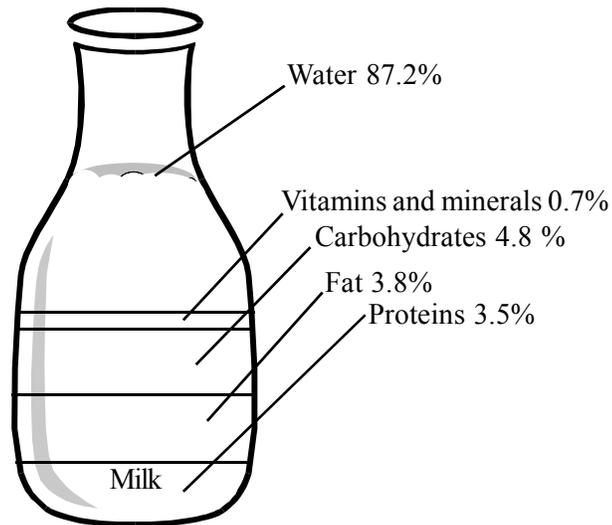
**Activity 16**

- A. Look at the chart below. It tells us how Mrs Patnaik spends her money.



Does Mrs. Patnaik spend her money wisely? Why do you think so ?

B. Look at the following diagram :



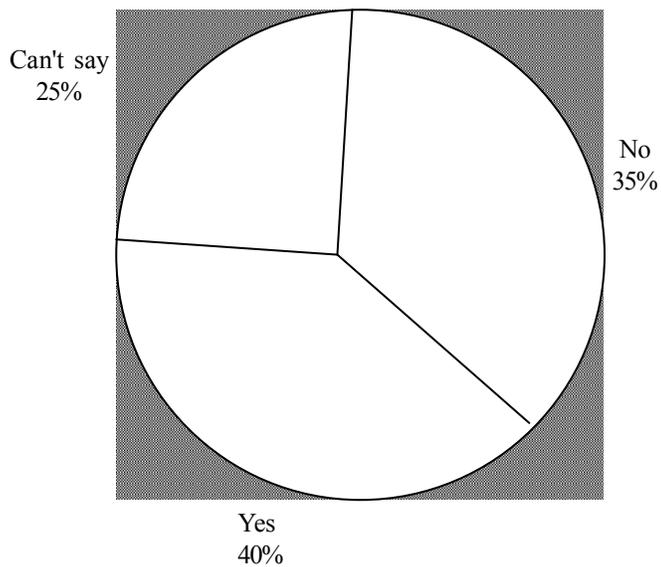
Now write a few sentences explaining why milk is considered to be a well-balanced food.

C. You have collected the opinions of 500 people through a random sample survey. The findings of the survey are presented in the chart below.

Now use the information in the chart and write a short report.

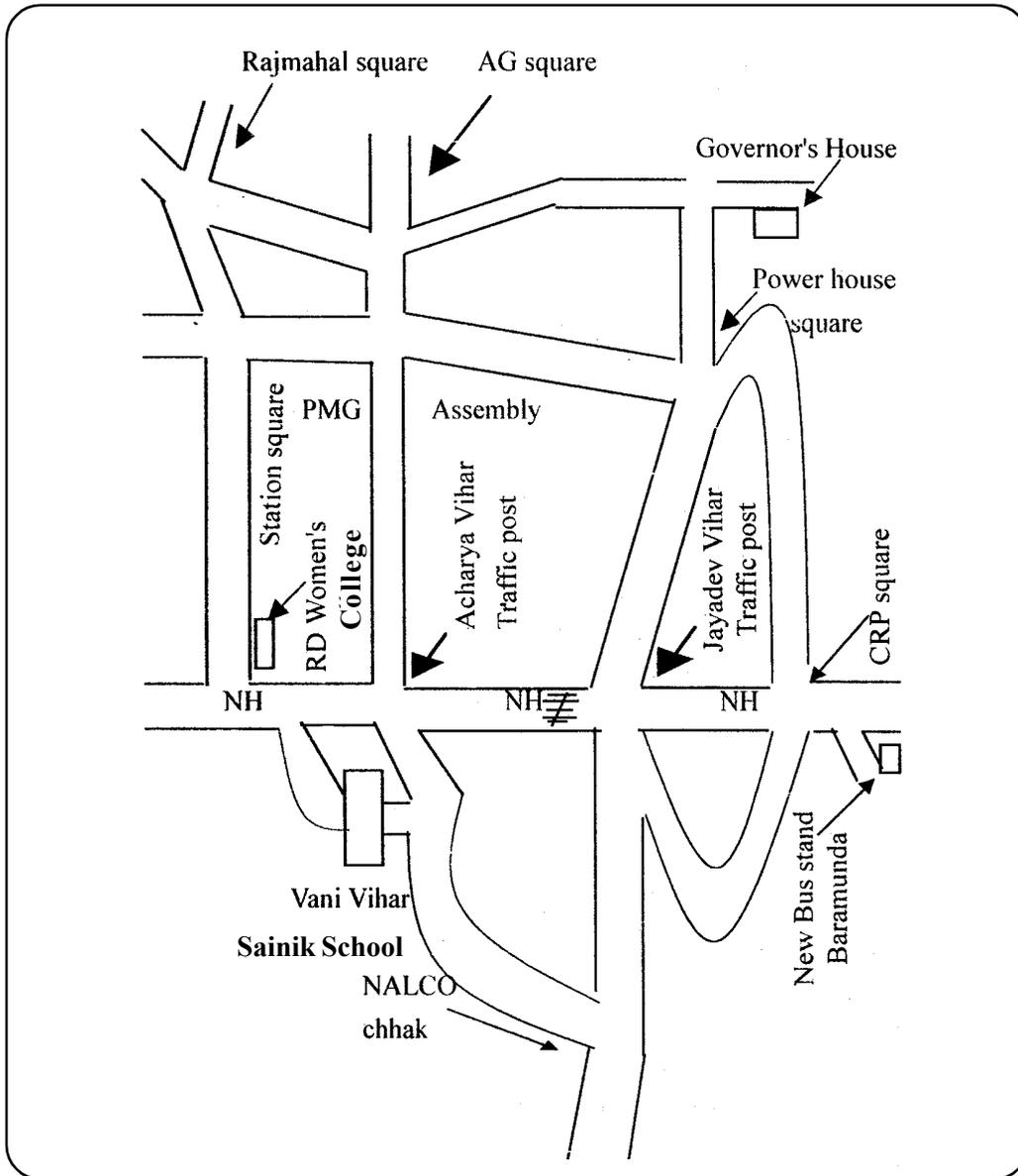
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The subjects were asked whether India should adopt the presidential form of government.



7.6 Maps

You are travelling by bus to Bhubaneswar. After reaching the new bus stand at Baramunda, you hire an auto-rickshaw to take you to Vani Vihar for an interview. But the highway is blocked at a point between Jayadev Vihar and Acharya Vihar. The auto-driver tells you he is new to Bhubaneswar and does not know all the roads. Which route would you ask him to take? Use the map below to decide on a route to Vani Vihar and then write down the instructions you would give the driver.



**A.** Answer the following questions :

1. How many possible routes are available to you ?
2. Which route would you prefer ?
  - i. CRP square - Power house square - Assembly - and Station square - RD Women's College
  - ii. CRP square - Jayadev Vihar - Power house - Assembly - Acharya Vihar
  - iii. CRP square - Jayadev vihar - Nalco Chhak - Vani Vihar
3. Would you take the CRP - Power house - Jayadev Vihar - Acharya vihar traffic route ? If not, why ?

Another man, under similar circumstances, chose the route Jayadev Vihar - NALCO chhak - Vani Vihar and gave the following instructions. Read the instructions before you write your own instructions.

**B. Instructions given to the auto driver**

Go straight along the National Highway upto \_\_\_\_\_. Then turn left and take the Nandan Kanan Road. Keep going for about two kilometers and then turn right at \_\_\_\_\_. Continue until you come to the \_\_\_\_\_, on the left. Don't stop. Go straight ahead. You will reach Vani Vihar after half a kilometre. You can see the gates of Vani Vihar on the left, just 100 metres after the Acharya Vihar traffic post. Enter, and go straight to the Administrative Block.

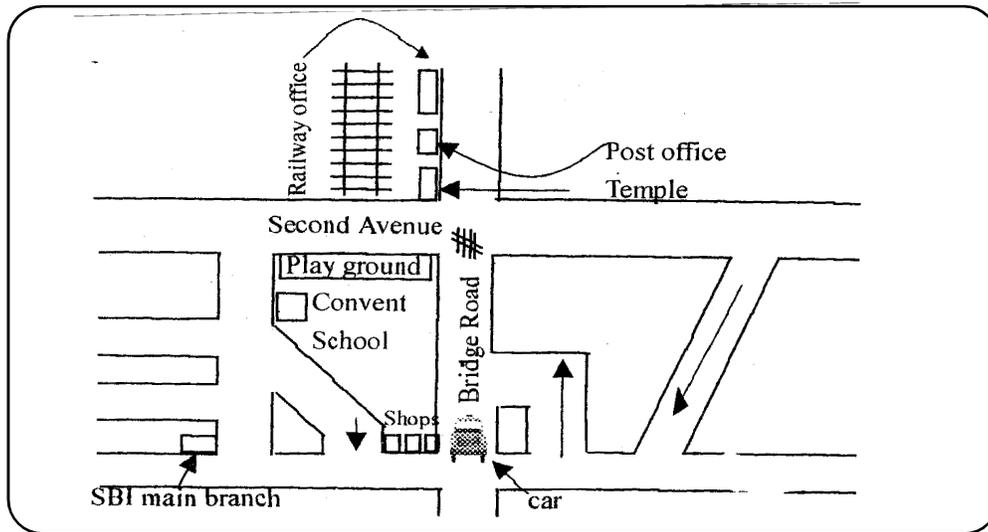
**Activity 17** Fill in the blanks in the paragraph above with ideas from the map at page 102.

Some common expressions used in giving instructions to reach some place:

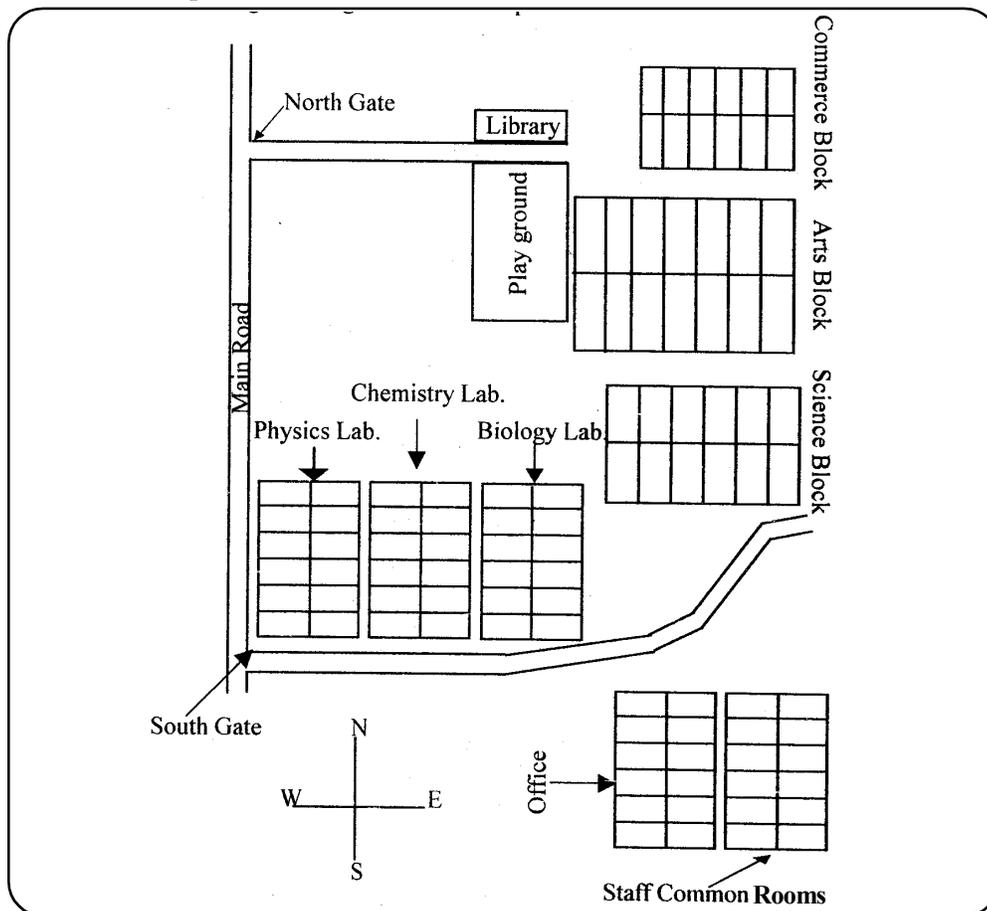
*Turn right /left. Go straight ahead. Pass two roads on the right/left. On your left you will see.....etc.*

**Activity 18**

1. Look at the map of a town given at page 104. A car and a bus have collided on Bridge Road, causing a road block. Another car (shown on the map) has to reach the railway office. Write down the instructions that you would give the driver of the car.



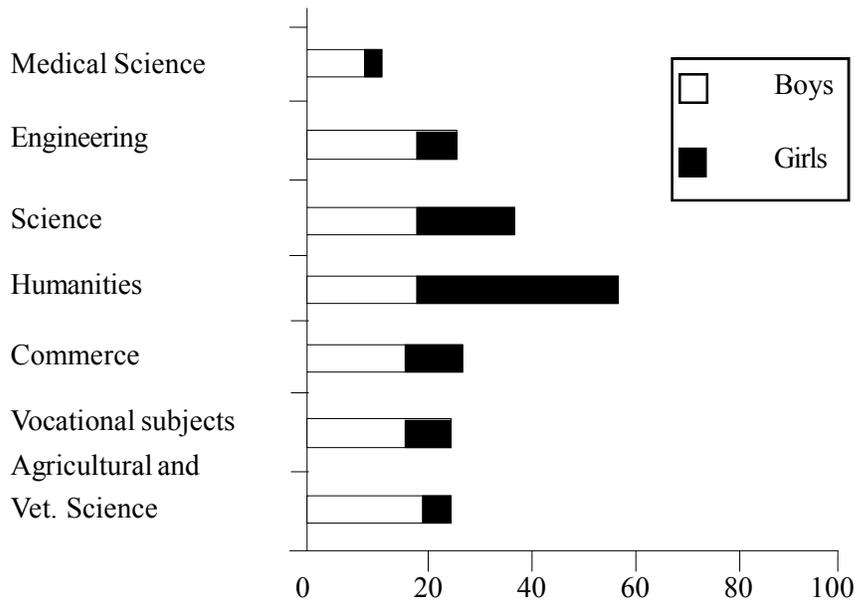
**Activity 19** The following is a map of your college. Write a letter to a friend, describing the things shown in the map.



**Activity 20**

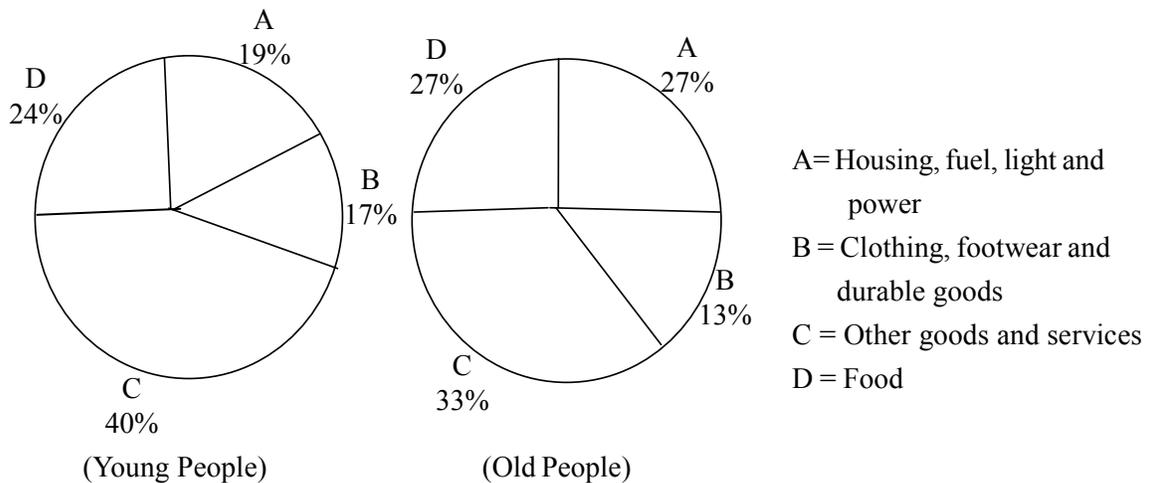
Use the information in the chart below to write a report stating which courses are popular in Orissa, which courses are popular among women, what percentage of boys and girls get enrolled in each course, etc.

**Students taking admission in different branches of study in Orissa**



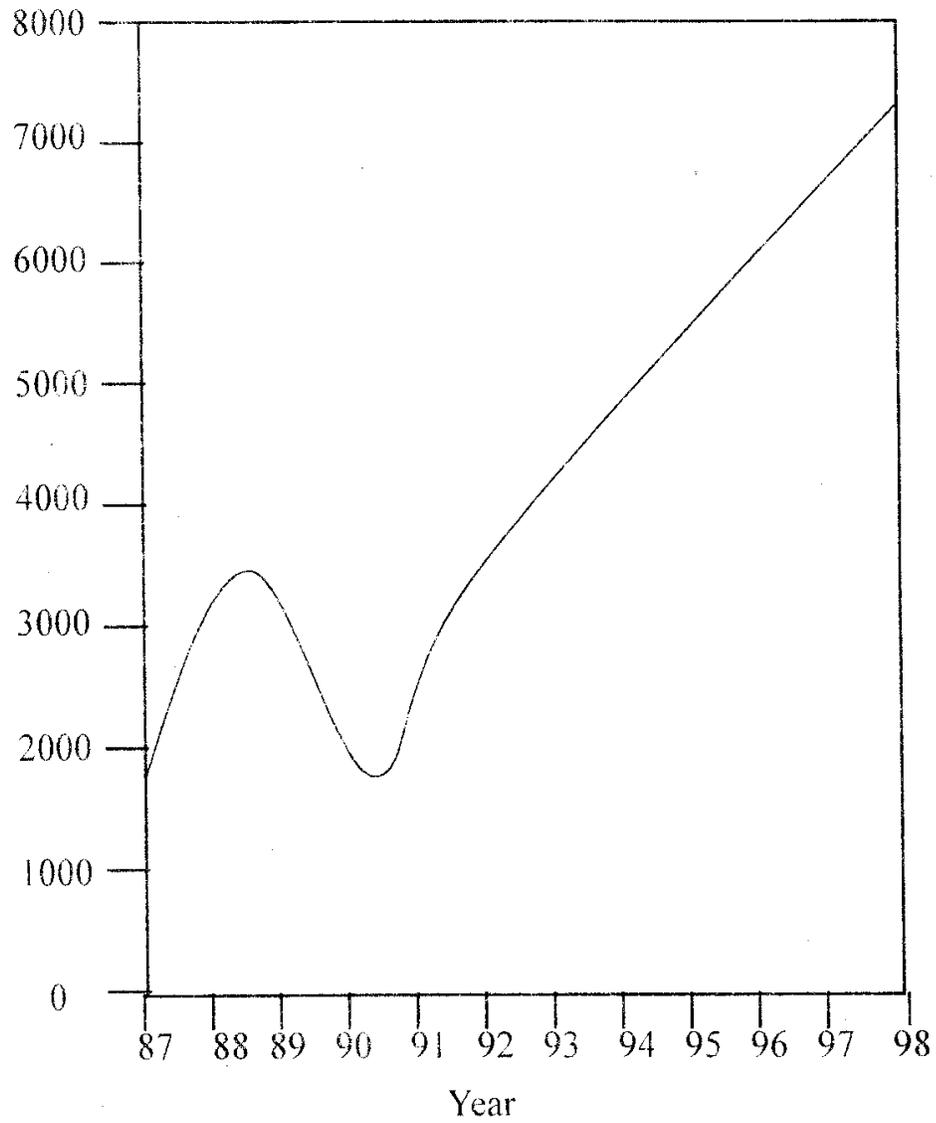
**Activity 21**

The graphs below represent the spending habits of the young and the old people of Orissa. Compare the information in both the graphs and write a paragraph.



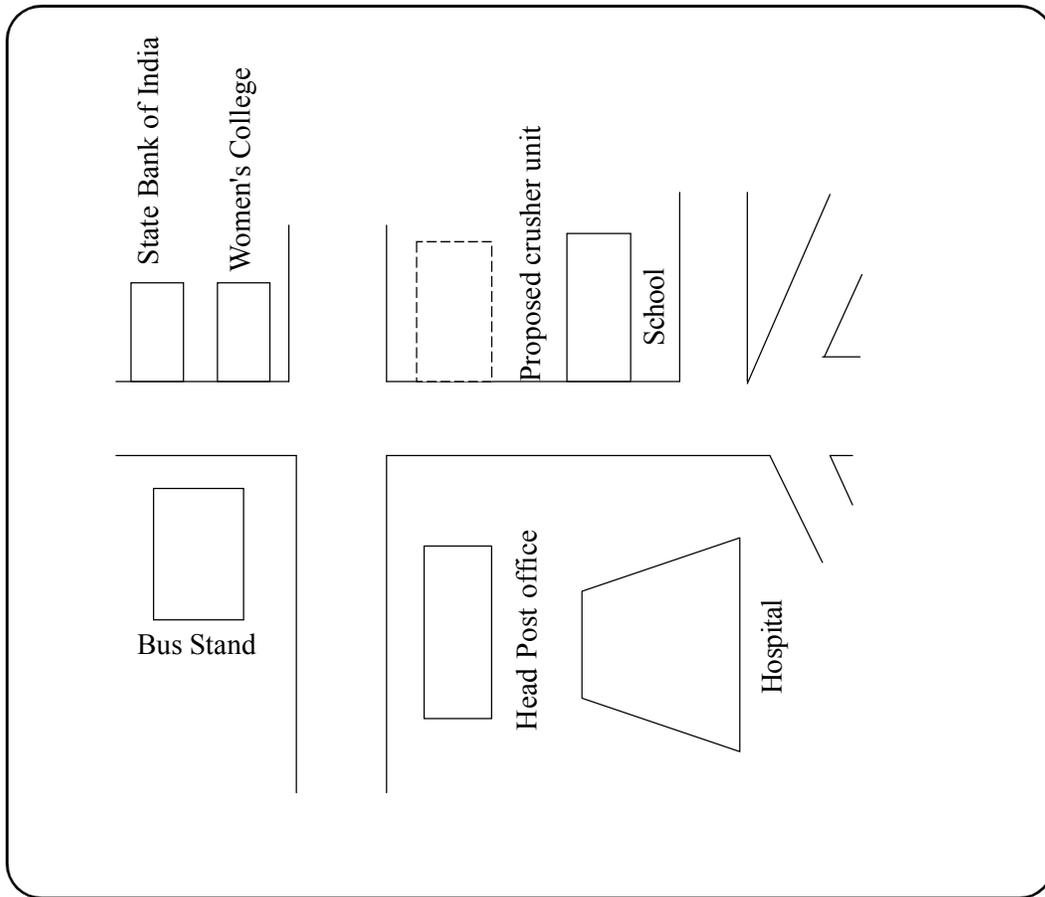
**Activity 21** Prepare a report for a newspaper on the basis of the information presented in the graph below.

**Number of road accidents in Bhubaneswar**



**Activity 22**

An influential person has applied for permission to set up a stone-crusher unit at the place indicated with dots on the map below. As a resident of the area you have serious objections. Write a letter to the appropriate authority expressing your objections.



**Activity 13**

Here is a table of figures showing the leisure habits of the people of Bhubaneswar.

Leisure habits	Last year	This year
a. Books bought	1	1.5
b. Cinema attendance	3.5	3.25
c. Cable-TV connections	0.5	1.00
d. picnics	0.25	0.35

(Figures given in lakhs)

Use the information given in the table above and write a short report.

**Activity 14**

Look at the table below and write a paragraph based on the information given in it.

Characteristics	Moon	Earth	Sun
Size	Not very big	Bigger (50 moons could be squeezed into the earth)	Biggest (400 moons could be placed side by side)
Weight	Not very heavy	81 times heavier than the moon	27 million times heavier than the moon
Distance	Quite close to the earth- 384,000 KM away	---	---
Description	Earth's satellite	Planet	---

**7.5 Pie-charts/circle charts :** Here is a chart showing how Ramesh spends his day. Look at the chart and answer the questions that follow.



## CHAPTER VIII

### REPORTING EVENTS AND BUSINESS MATTERS

#### 8.1 Reporting Events

If you or a friend of yours is studying a subject having a practical component, it is usually necessary to report the findings in the form of a report. Your report must provide accurate and unbiased information about a situation or an experiment. In future, when you take up a job, you may have to report on your work or on an investigation of a problem. There are certain things you must pay attention to:

1. You must have clear objective(s).
2. You must have a clear idea of the audience of your report, that is, "who is going to read your report ?"
3. You must plan out your report as you plan out your investigation
4. You must be clear about the sources of your information if you have enough time to investigate.

In this chapter we will deal with news report reporting event and business reports only. Afterwards, you will learn about reports on meetings, trips, experiments, investigations, surveys, etc..

Now, read the following news report from a staff reporter of a newspaper.

Date :	3 March 2009
To :	The Editor Times of Orissa, Bhubaneswar
From :	A.B.C. Das, Staff Reporter, Ranchi
Subject :	Court Judgment on Kidney Transplant Case

**Doctor jailed in kidney transplant case.**

Ranchi March 3 : A local doctor has been sentenced to five years' rigorous imprisonment in connection with a kidney transplant case.

The case was detected by the police on May 8,2008. The doctor was trying to remove one of the kidneys of one Nasir Ali when he was unconscious. It is suspected he was trying to sell it to another patient.

Sd/- Staff Reporter

Answer these questions on the news item :

1. Who has been sentenced?
2. How long is the sentence?
3. Why has he been sentenced?
4. When was the case detected?
5. What was the doctor doing?

**Activity 1**

A report about the smuggling of fake currency notes appeared in *The Times of India* on 2 March, 2009. The bare facts are given below. Write the report, using these facts.

Three Pakistani nationals have been arrested.

They were arrested on Monday.

Place of arrest : Amritsar.

They were attempting to smuggle fake currency notes.

The value of the currency notes was Rs.20 lakh.

They were travelling by the Samjhauta Express.

The customs officials seized the fake currency notes.

This was the fifth major seizure of the year.

**Activity 2**

A newspaper reporter sent a report of an incident on March 12, 2009 over telephone. A sub-editor in the newspaper office, who received the telephone message, took the following notes. Use them to write up a report for the newspaper.

Five pick-pockets caught red-handed

In north Calcutta

Wednesday

Robbing passengers on a private bus

45 wallets and jewellery recovered

Police arrested them

**Activity 3**

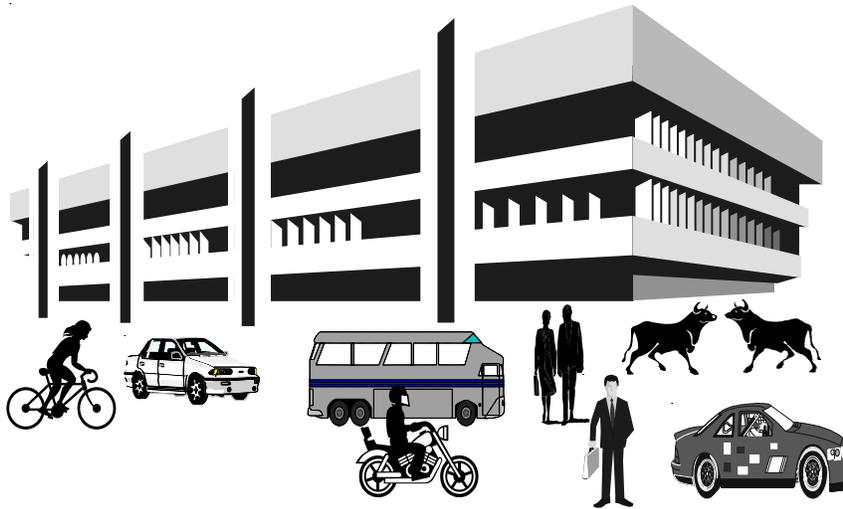
There was a train accident in the area where you work as a news reporter. You went to the spot and talked to different people including some of the passengers. You also met the railway officials. The following are the points you noted down.

Train accident at Retang at 7.30 pm. on 11 April

Three bogies of the East Coast Express derailed  
 7 bodies recovered so far  
 25 injured sent to hospital in Cuttack ; 5 serious cases  
 Rescue operations still on  
 More bodies suspected trapped inside wreckage

#### Activity 4

Below you can see a picture of an incident that happened in front of Badambadi Bus Stand, Cuttack. Report the incident, using the hints given below the picture.



*Hints:* Badambadi, Cuttack  
 12 December, 2008.  
 Morning 9

bulls ready to fight  
 traffic held up

#### Activity 5

Very often, as a students' representative, you may have to read out a report in a function or ceremony. At that time, you don't have to mention the place and date as you do in a news report. You write it just like an essay.

**A.** The minister of Education was the chief Guest in the Annual Day celebration of your college. Write a news report to be sent to a newspaper.

**B.** During the Annual Day Celebration you were asked to present a report on the students' activities during the year. Draft your report.

## 8.2 Business Reports

Business reports are frequently based on market-surveys or analyses. They generally have the following parts :

- Background information
- Method of investigation
- Findings
- Recommendations

The language of business reports is generally direct and factual. There is little scope here for subjective interpretation or expression of personal feelings. The recommendations are based on the analyses and findings.

In this section, we introduce you to simple business reports in the form of letters.

**Activity 6** Here is a report about the introduction of a new mosquito-repellant. Read the report. paying attention to its various parts.

### QUALITY MARKETING AGENCY

27 Janpath, Bhubaneswar

4 March,2009

To  
Mr. M Pradhan  
Managing Director  
Home Products India Ltd.  
Industrial Estate  
Mancheswar, Bhubaneswar.

**Dear Mr. Pradhan,**

As requested by you, vide your letter No. MD/NS/2233 dated 2.2.2009, we have carried out a market survey to test the public acceptance of the new mosquito repellent which your company plans to manufacture.

We conducted an opinion poll covering 1000 families in the coastal districts of Orissa. Forty percent of these families use mosquito repellents, but most of them are unhappy with the existing products in the market. They find the electronic repellents too expensive while the coil-based ones emit too much smoke. The preference is for a less expensive product, preferably one that produces no smoke. Our study suggests there may be a good market for a new repellent, provided these requirements are kept in mind.

We recommend that your company should concentrate on manufacturing an improved kind of smoke-free mosquito-coil, preferably one that produces a pleasant fragrance.

Yours sincerely,

**S.K. Patnaik**

Director of Research

Quality Marketing Agency

You must have observed that the report has been written in the format of a business letter. However, it could be written in a different format as given below.

Date : 4 March 20 ...

To : Mr M Pradhan, Managing Director, Home Products India Ltd  
Industrial Estate, Mancheswar, Bhubaneswar

From : S. K. Patnaik, Director of Research, Quality Marketing Agency  
27 Janpath, Bhubaneswar

Subject : Survey report on the Introduction of a new mosquito repellent.

#### **A REPORT ON THE INTRODUCTION OF A NEW MOSQUITO REPELLANT**

A market survey to test the public's acceptance of a new mosquito repellent was conducted in the coastal districts of Orissa on 20 February, 20 ..... by Quality Marketing Agency, Bhubaneswar.

An Opinion poll covering 1000 families ..... etc.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An improved kind of smoke-free mosquito coil, preferably one that produces a pleasant fragrance is likely to be widely accepted by the public.

Sd/-

(Director of Research)

**Activity 6**

Imagine that you are the President of the Literary Society of your college. Your Society plans to publish a journal. You have asked the Secretary of the Society to contact all the printing firms in town and to select one of them to print your journal. See the letter at page 72 under 4.3 and rewrite it as a report.

**Activity 7**

A customer approached a bank for a house building loan. Before sanctioning the loan, the Branch Manager asked the Field Officer to examine the application and suggest whether the loan should be sanctioned. Study the points given in the letter at page 75, and write the report.

**Activity 8**

Imagine that you are the foreman in a factory. There has been a fire in the factory, and one of the workers has been badly burnt and is in hospital. Your General Manager has asked you to send him a report on the fire. Write the report.

**Activity 9**

Your club wants to buy a CTV (Colour TV) set. You have been asked to contact various firms marketing such sets and make your recommendation on the brand to be bought. Make a comparative study of the price, quality and durability of different brands of CTV and write a report.

□□□

## CHAPTER IX

### NOTEMAKING AND SUMMARIZING

**The importance of summarizing :** Summarizing is an important writing skill. We generally include the important ideas in a summary but leave out the irrelevant details. A summary, therefore, is a condensed version of the original. We usually make notes on the original passage before writing a summary.

**The length of a summary :** A summary has no fixed length. It can be half, a third, a quarter or even a tenth of the original. The length of a summary is determined by the kind of writing being summarised and the purpose for which the summary is required. Precis writing, which is a rigid form of summarizing, presupposes a fixed length -- that is, a third of the original passage.

**How to summarize :**

- a. Read the original passage as many times as you need to, till you understand the contents well.
- b. Identify the main point or points.
- c. Prepare notes on the passage you have read. Ensure that all the important points are included. Leave out all irrelevant details.
- d. Write a draft summary, using the notes you have made.
- e. Once the draft summary is ready, read it to check if it is concise and clear enough.
- f. If not, make necessary changes.
- g. After making these changes, write the final version of the summary.

**The language of a summary :**

- a. Write the summary in simple language.
- b. Avoid using the same words, phrases and expressions as those used in the text.
- c. Substitute long phrases with shorter expressions or single-word expressions.
- d. Rewrite long sentences, making them shorter.
- e. Omit adjectives and adjectival expressions, if they are not absolutely necessary.

**Activity 1 :** Mr M.R. Patnaik, the Press Secretary to the Industries Minister, came across the following letter in *The Times of India*. Mr Patnaik went through the letter and prepared notes as in (b). Later, using his notes, he prepared a summary (c) for the Minister.

Examine the contents of the letter, the notes and the summary.

- a. *The letter :* Failure of Public Sector Industries

Sir,

It is sad to note that the public sector industries in India are a failure. There are several shortcomings which have contributed to the failure of these industries. Some of these shortcomings are as follows:

First, they are run on government funds, under the control of autonomous corporations, which have their peculiar ways of functioning i.e. on non-business like principles. In other words, it may be said that they are not run on a commercial basis. It is incorrect to believe that they are managed on non-commercial lines, as they have shown some profits. If run on commercial lines, they can show still better results. Secondly, they are generally run by bureaucrats who do not possess adequate business and managerial skills. The result is that there is too much red-tapism that mars the efficiency of these undertakings. These undertakings can show much better results, if their management is entrusted to professional managers. Thirdly, in many cases it is found that these public sector undertakings are not working to their full capacity. Under-utilization of capacity can never be considered a sound commercial practice, whatever the reasons. Lastly, these undertakings, being autonomous bodies, pay high salaries and allowances to their staff. This breeds inefficiency.

I suggest that corrective measures by the Government and the industries should immediately be taken to remove these shortcomings. These measures should be taken before things go out of control.

Bandana Mishra  
Talcher

(b) *Notes* Failure of Public Sector Industries

1. Reasons

- i. run by autonomous corporations on non-commercial basis
- ii. run by bureaucrats without business expertise and managerial skill
- iii. most industries work below capacity
- iv. pay high salary and perks to the staff

2. Steps for improvement

Government and industries to take immediate corrective measures

c. *Final Summary*

Our Public Sector Industries are a failure for the following reasons. They are controlled by autonomous bodies and are run on non-commercial basis. The autonomous bodies, in turn, are manned by bureaucrats having little business expertise or skill. Besides, many of these industries work below capacity and pay high salary and perks to the staff.

The Government and the industries should take immediate steps to remove these shortcomings.

*Language notes.* Notice how longer expressions have been replaced by shorter ones in the final summary.

<u>Longer expressions</u>	<u>Changed to</u>
- the public sector industries in India	- our public sector industries
- run - - - under the control of autonomous corporations	- controlled by autonomous bodies
- not on a commercial basis	- on non-commercial basis
- bureaucrats who do not possess adequate business and managerial skill	- bureaucrats having little business expertise
- not working to their full capacity	- work below capacity
- corrective measures by the Government and the industries should immediately be taken to remove . . . .	- the Government and the industries should take immediate steps to remove . . . .

**Activity 2 :** The editor of a leading newspaper finds the following report too long to publish. He, therefore, asks the sub-editor to cut it short so that it can be published. Imagine that you are the sub-editor. Read the report and prepare a summary.

a. *The report :*                      **Killing tracks**

Every now and then, an elephant gets run over on the 100-year-old railway track bisecting UP's Rajaji National Park. Over 20 elephants have been killed and many more maimed in the past two decades. Unless something urgent is done about it, the poor animals in the park are sure to perish soon.

In order to save these elephants, the railway authorities may consider implementing the following proposals.

This accident-prone area within the park should be declared a caution zone. The speed of the trains in this area should be decreased. They should be allowed to run at 20 kmph. Although this would involve an additional 20 minutes of running time, it is worth it, considering the fact that the

track runs through a national park.

Another proposal is to sensitize the railway staff and give every train driver a high frequency whistle to alert the elephants and to keep them away from the track. Despite their huge fan-like ears, elephants can hear only high frequency sounds.

Another suggestion is to build trenches along the track to prevent elephants from walking onto the track. It is also suggested that ridges along the track be levelled out in order to facilitate free movement for the animals.

In the historic city of Heidelberg in Germany, signs warn motorists to stop their cars to allow frogs to cross the road. No motorist dare break this rule, and drivers apparently are known to stop and actually assist the frogs in crossing the busy road.

Rajaji Park is the last bastion where elephants still survive in north-west India. Surely, it is not too much to ask that we allow these majestic animals to live with dignity and without fear.

Rashmi Sehgal

b. *Notes.* Examine the following notes. (You should read the report again before examining the notes.)

**Killing tracks**

1. Problem of the elephants
  - i. The Rajaji National Park railway track, a killer track.
  - ii. Elephants frequently get killed and maimed.
2. Proposals to save the animals
  - i. the area to be declared a caution zone where maximum speed to be 20 Kmph.
  - ii. drivers to be given high frequency whistles to alert elephants.
  - iii. trenches to be built and ridges to be levelled out along the track.
  - iv. in Heidelberg in Germany cars stop for frogs to cross the road.
3. Appeal : Let these animals live with dignity and without fear.

c. *Summary :* The following is the summary of the report in (a). But there are blanks for you to fill in. Fill in the blanks by re-reading the report and the notes. Remember each dash(\_\_\_\_\_) stands for a single word only.

The \_\_\_\_\_ old \_\_\_\_\_ railway track has turned into a \_\_\_\_\_ track, where elephants get \_\_\_\_\_ and \_\_\_\_\_ very \_\_\_\_\_. To save these \_\_\_\_\_ from \_\_\_\_\_, this park area should be declared \_\_\_\_\_, where trains should \_\_\_\_\_ maximum at a \_\_\_\_\_ 20 Kmph. \_\_\_\_\_ should be given \_\_\_\_\_

\_\_\_\_\_ to keep elephants away \_\_\_\_\_ . The other measures should include \_\_\_\_\_ and \_\_\_\_\_ along the track. This is not much as \_\_\_\_\_ in Germany cars stop for \_\_\_\_\_ to \_\_\_\_\_ . We should let these \_\_\_\_\_ .

**Activity 3:** Here is a report about jailbreaks in Orissa. Read it carefully, paying particular attention to the various recommendations made by the jail staff and the police.

a. ***The report : Lax security leads to Orissa jail breaks***

There is little security in Orissa jails as has been shown by the spurt in jailbreaks in the recent years. Altogether 72 prisoners, undertrials and convicts have escaped from various jails in seven major jail-breaks during the last five years.

A senior jail staff blames the Government of Orissa for neglecting the jails. Officers have recommended the introduction of closed circuit televisions in the prisons along with very high frequency communication systems as a part of modernisation of the prisons. They have also asked for the old-fashioned 410 musket rifles to be replaced with 303 rifles with cartridges to deal with prison riots.

Police say that a nexus between jail staff and prisoners cannot be ruled out. The recent incident at Kodala jail clearly indicates that the jail staff, indeed, help prisoners to escape, say the police. says. If the jail staff are more alert, such incidents can be averted.

H. Mohanty

b. ***Notes :*** The following are the main points of the report. Notice that there are blanks in the notes for you to fill in. Complete the notes by filling in the blanks.

**Lax security leads to Orissa jailbreaks**

Topic : **Little jail security in Orissa as shown by jailbreaks**

Recommendations to improve jail security :

- a. by \_\_\_\_\_
- i. Government to improve jail conditions
- ii. \_\_\_\_\_ and \_\_\_\_\_ to be introduced
- iii. \_\_\_\_\_

- b. by \_\_\_\_\_
- i. No nexus between jail staff and \_\_\_\_\_
- ii. \_\_\_\_\_

c. *Summary* : Basing on the above notes, write a brief summary of the report to be faxed to the Home Ministry in New Delhi.

**Activity 4** : Here is another report. It is about genetically modified foods. Read it carefully, while paying attention to the following questions:

- How is food genetically modified?
- What are the advantages and disadvantages of genetically modified food?

a. ***The report* : Watch out for genetically modified food**

What is genetic engineering and why are consumer groups up in arms against such genetically modified foods or gene foods? Well, to put in a nutshell, it is a process of extracting genes bearing a specific, hereditary trait from one organism and artificially inserting them into a completely different organism.

There are several possible benefits from such genetic engineering. You could have foods whose nutritional values are enhanced. Scientists, for example, are reported to be working on iron-and vitamin-fortified rice.

Similarly, you could develop crops that are resistant to pests and give higher yields, or those that survive extreme weather conditions. You could even provide edible vaccines through such engineering.

But, on the other hand, when you start tinkering with nature, you could also be exposing yourself to unknown and unforeseen health and environment risks, which may not be immediately apparent, but in the long run turn out to be not just hazardous, but uncontrollable.

Currently, the known health risks from genetically modified foods are the possibility of food allergies and increased resistance to antibiotics. However, in the absence of long-term safety testing, no one can know for certain what their harmful effects may be. Besides, growing genetically modified crops on a large scale can have certain serious implications for bio-diversity, wild-life, balance of nature and environment.

Because of these questions, consumer groups around the globe are now forcing governments to introduce mandatory labelling of genetically modified foods. Consumers have a right to information, safety and choice. And labelling gives them the choice to buy or reject genetically modified foods.

Puspa Girimaji

b. *Notes* : Complete the notes given below.

**Watch out for Genetically modified Foods.**

1. What is genetic engineering?

\_\_\_\_\_

2. What are the advantages of genetically modified foods?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

3. What are their disadvantages ?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

4. What do the consumer groups around the world demand?

i. \_\_\_\_\_

ii. \_\_\_\_\_

c. *The Summary* : You are a junior scientist in the RRL, Bhubaneswar. You are interested in genetically modified foods and want to preserve the contents of this report for your future use. For this purpose, write a brief summary of the report.

**Activity 5:** Read the following news report and write a summary of it in about 60 words. Your summary should include information about the following.

The manner in which (i) the patients are duped, and (ii) the doctors and others are benefited.

You may make notes on the important points in the margin beside the report. Begin your summary thus: "It has been reported that . . . . . "

### Doctors duping patients

#### From our correspondent

BERHAMPUR : Jan. 13, Though medicine has advanced by leaps and bounds, the poor villagers are not educated to distinguish between genuine and fake medicines, letting doctors, both government and private, force them to buy fake medicines and earn huge amounts in the bargain.

Cases of doctors duping the patients in this manner have come to light in Cuttack, Sambalpur and Rourkela.

The doctors in collusion with certain medicine shop owners prescribe cheap quality medicines to the patients and insist that they buy them from specified shops.

Medicine shops are run in clinic and hospital compounds, forcing patients to buy medicines there. The doctors even get additional returns like letter pads in the form of gifts from these shops.

Drug Inspectors are allegedly involved as they are rarely seen checking these shops.

**Activity 6:** Read the following passage on 'Indian Bamboo' and write notes on it. Then write a summary of the whole passage in not more than 5 paragraphs.

#### Indian Bamboo

Grown extensively in the north-east and in the Western Ghats, bamboo covers nearly ten million hectares of India's forest area. More than one hundred species, ranging from the gigantic 30 to 40 metre tall *Dendrocalamus giganteus* to the one-metre high *Arundinaria densifolia* with an eight millimetre girth, are found in the country. We produce about 3.2 million tonnes of bamboo annually.

Though more than half the bamboo produced in India is turned into paper, the plant has other uses too for weapons, tools and as food and construction material. The Monpas of Assam build suspension bridges with bamboo, and in Bihar, bamboo is replacing steel in tube-well pipes because it is cheaper, rust-free and more durable. *Viklang kendra*, a rehabilitation centre for the handicapped in Allahabad, makes artificial limbs from bamboo, which are lighter and cheaper than conventional prostheses.

Pickled or stewed bamboo shoots are regarded as delicacies in some parts of the country. The fleshy fruits of the 'muli' bamboo of Assam are eaten raw or cooked. During droughts, its seeds are eaten by people as a substitute for rice. 'Tabasheer' or 'banslochan', a fine siliceous matter found in the stem of the bamboo, is used in Ayurvedic drugs to treat cough and asthma.

Associated with several myths, the bamboo is often worshipped to ward off evil spirits. In Bengal, during 'Makar Sankranti' people pray to bamboo as 'vastu deva' or the abode of God. Adivasis in some regions plant bamboo on the outskirts of their village to protect them from their enemies.

Even as new uses are being found for the bamboo, scientists at the Forest Research Institute, Dehra Dun are working on bamboo-reinforced cement concrete and the extraction of diesel fuel from the plant's many-jointed stem. India's bamboo reserves are slowly dwindling. Unfortunately, efforts to cultivate bamboo on a large scale have so far not succeeded.

PADMA SASTRY



## CHAPTER X

### EXTENDED WRITING

#### Introduction

What is meant by "extended writing" ? In Chapters 1 and 2 we discussed the unit of writing called the *paragraph* and tried to show how the different sentences in a paragraph are connected to each other and how they help to bring out the main idea in the paragraph.

Most people are required to do some writing, at some time in their lives, for some purpose or other. We write *letters* to relations and friends who live in distant places, in order to maintain contact with them. Working people have to write *applications* of different kinds- job applications, applications for leave, etc. They also frequently have to write *reports* about the work they are doing. Some people like to write and publish *stories*. Some people may also want to write *articles* for magazines or newspapers. These are among the different *forms* of writing that people need to produce in everyday life.

Each form of writing, such as *letter, application, report, etc.* is produced for a particular *purpose* and is intended for a particular kind of reader. Each, therefore, follows a different *convention* or set of rules, which controls the form of the writing. You cannot write a report in the form of a letter or a letter in the form of a report. It is important for you to know, therefore, how each *type* of writing differs from the others.

However, some things are common to all forms of writing. The ideas or feelings that we want to express through writing (or speech) are contained, in the first instance, in the *sentences* which we produce. Each sentence conveys a particular meaning. However, it is rarely possible to express what we want to express through a single sentence. We have to make use of a number of sentences. All these sentences must be connected to each other, or our reader will be confused. When we produce a number of *connected sentences*, contributing to a *unified meaning*, we get a paragraph. The *paragraph*, therefore, is as basic to writing as the *sentence*, and everyone who wants to write well must know how to produce a good paragraph.

Unfortunately, this is not enough. Just as we cannot manage, in most situations, by using single sentences only, so also we cannot manage by writing single paragraphs only. As we told you, each paragraph normally contains only one main idea, but when we write we generally want to convey a number of important ideas, each one of which may require a separate paragraph if it is to be communicated effectively.

It is, therefore important to know how to produce a piece of *extended* writing, consisting of several paragraphs ( in which each paragraph consists of several sentences ).

Traditionally, such pieces of writing have been called "essays", and even today students or candidates taking a competitive examination are often required to write "essays" on set topics. However, we feel that the term "essay" does not describe the kind of writing that most people are required to do in real life, and for this reason we would like to avoid using the term "essay" in our discussion. Instead, we are merely calling this "extended writing".

As we have said earlier, most people write only when they need to write, when they feel they can solve, or begin to solve some problem by writing. Most of the writing that people need to do is *functional* in character. It is functional writing that we would mainly like students to master. However, writing has another important purpose, which has rather little to do with leave applications. Writing is seen today as an educational tool that helps good *thinking*. When a writer sits down to write, he generally starts with only a vague idea of what it is that he wants to say. The very act of writing, of putting pen to paper (or finger to key-board) seems to set up connections between different strands of thought that lie hidden, half-formed, in different corners of the mind. As the writer writes, he not only thinks ahead about what he is going to say next but also thinks back at what he has said already. The fact that the writer has, in front of him, a visual record of the thoughts that have visited him ( in the form of the piece of writing that is taking shape) helps him to review, reformulate and re-shape his ideas, in a way that is not possible when (s)he uses the spoken language. Writing thus becomes an act of exploration of the writer's own mind as well as the world he lives in.

Writing can help the writer to discover his own individual "voice", but at the same time we must remember that writing is very much a social act, rooted in cultural conventions. Every educated person has to be in "tune" with these conventions. Writing helps, to a large extent, in shaping and defining the conventions which control social behaviour. Therefore, a person who is learning to write has to be introduced to the various conventions that have to be observed in writing. Many of these conventions have to do, as we said earlier, with the different *forms* or *types* of writing that are commonly used.

**Types of writing** :As you know, there are four main "types" of writing, such as

- 1 narrative writing
- 2 descriptive writing
- 3 expository writing
- 4 argumentative writing

Each of these types follows, as we have said already, a slightly different convention, which has to

be understood and observed. You wrote single paragraphs of these types. In this chapter you will write more than one paragraph on each type.

**10.1 Narrative writing :** Let us imagine that we have to write a narrative text on “How I became a hero” and the following hints have been given.

- a) Narrator in mayor’s house - top floor of a wooden building - midnight - shout heard “Fire ! Fire !” - out into a passage full of smoke.
- b) Confusion - runs away from stairs - thicker smoke, flames, hot floor - into an empty room - picks a bundle of clothes to cover eyes - floor collapsed - on to the ground floor.
- c) Run through burning doorway - cloth bundle on face - bundle moved and gave out a soft cry - woman came running for the bundle.
- d) Woman cried, “my baby ! ” - cheering crowd - woman was mayor’s wife - Baby saved - narrator a hero.

Now, develop these hints into an extended text of 4 paragraphs. You may get something like the following text.

#### How I Became a Hero

“Fire! Fire!” What terrible words to hear when one wakes up in a strange house in the middle of the night! It was a large, old, wooden house - the sort that burns beautifully - and my room was on the top floor. I jumped out of bed, opened the door and stepped out into the passage. It was full of thick smoke.

I began to run, but as I was still only half-awake, instead of going towards the stairs I went in the opposite direction. The smoke grew thicker and I could see flames all around. The floor became hot under my bare feet. I found an open door and ran into a room to get to the window, But before I could reach it, one of my feet caught in something soft and I fell down. The thing I had fallen over felt like a bundle of clothes, and I picked it up to protect my face from the smoke and heat. Just then the floor gave way under me and I crashed to the floor below with pieces of burning wood all around me.

I saw a flaming doorway in front, put the bundle over my face, and ran. My feet burned terribly, but I got through. As I reached the cold air outside, my bundle of clothes gave a thin cry. I nearly dropped it in my surprise. Then I saw a crowd gathered in the street. A woman in a night-dress and a borrowed man’s coat screamed as she saw me and came running madly.

“My baby ! My baby !” she cried. The crowd cheered wildly as she took the smoke-blackened bundle out of my arms. I had some difficulty in recognizing her. She was the Mayor’s wife, and I had saved her baby. I was a hero !

Did you find any similarity between this text and “A Hero” in Book 2 ? Did you also observe the chronological order of events as in Chapter 2.1 of this book? Obviously, this text is a piece of narrative writing. It also includes occasional descriptions of the burning house, the smoke - blackened bundle and the mayor’s wife in a nightdress covered by a man’s coat.

**Activity 1:** Can you now think of points for writing on “Your first day in the college”? Can you arrange those hints into points and develop them into a passage of 3 or 4 paragraphs ?

**Activity 2:** You have already read “On the Road to Jaipur”, “A Day with Magumaster”, and “First Day”. All these are narrative texts. Similarly, write a narrative text on any one of the following topics. (a) On the Road to \_\_\_\_\_ (A place of your choice) (b) A day with grandpa / grandma. (c) My Last Birthday.

**10.2 Descriptive writing :** In Chapter 2, We have already described people, birds, animals, objects, processes, places, etc. But we wrote only single paragraphs on them. Now, we will write longer texts on some of them. Let’s consider a doctor’s thermometer. What does it look like ? How does it work ? How is the instrument marked with divisions, what precautions should we take about such a thermometer ?, etc. Then, we should try to expand each point into a set of subpoints. For example, what does a doctor’s thermometer look like ? We must think of the following subpoints.

Definition of a doctor’s thermometer

Its subdivision in degrees Fahrenheit

Materials used

Parts of the thermometer

These four subpoints will be developed into sentences and arranged in paragraphs. And then we can get something like the following:

### **The Doctor’s Thermometer**

The doctor’s thermometer or the clinical thermometer is an instrument used by doctors to determine the temperature of the patient’s body. The temperature of the human body seldom varies beyond the limits 95° F to 110° F. So in a doctor’s thermometer, this range is marked with subdivisions in degrees Fahrenheit and each degree again is ordinarily subdivided into fifths. The instrument is made of glass with mercury as the thermometric substance inside and while using the required quantity of mercury in the ball, the length of the stem is made short.

A narrow bore runs from the bulb to the sealed end of the stem. There is a constriction in the bore just above the ball. During use, the bulb is placed under the arm-pit or the tongue of the patient. The mercury takes the heat of the patient's body and expands. It is forced up into the stem beyond the constriction. When the thermometer is taken out, the mercury below the constriction contracts with the fall of temperature, but the mercury thread above the constriction cannot come into the bulb because of the constriction. So, the thread breaks at the constriction. However, the farthest end of the standing thread gives the temperature of the body. To rest the instrument, the thermometer is held by the stem, bulb downwards. It is given a few jerks so that the mercury in the stem goes back into the bulb.

To mark the instrument with subdivisions of degrees Fahrenheit, it is placed in a thermostat at 95° F and a scratch is made in the stem against the head of the mercury thread when the same is steady. Afterwards, it is put again in a thermostat bath at 110° F, when again a scratch is made as above. The interval between these two marks is uniformly divided into 15 equal marks, and each part into fifths, assuming the bore to be uniform.

As a caution, it should be remembered that a doctor's thermometer must not be dipped into any hot liquid for the bulb would crack. Moreover, the reading of temperature on a doctor's thermometer must not be confused with that of a laboratory thermometer which is marked with degrees celsius.

**Activity 3:** Distribute the following topics among the members of your group, so that each one is assigned one topic. Think over your assigned topic for five minutes and write down all the ideas that come to your mind. You should not write full sentences, write only short phrases or single words.

Then let each member arrange his/her ideas under some main points and discuss these main points with the members of the group. Now, develop these into paragraphs - just like the text on the thermometer.

List of topics :- Your ball point pen, Your bicycle / scooter/ motor cycle, A cricket field, An alarm clock / etc.

**10.3 Expository writing :** Suppose you have to write a longer text of 4 or 5 paragraphs on the topic **“Trees are our Friends”**. You immediately realise that it is an expository text to explain how trees help us. Then, you should proceed with the tasks of thinking over the topic, writing down the ideas, organising the ideas under broad sections and then developing paragraphs on those broad sections. A student like you did just that and arrived at the points and subpoints mentioned below. You are to organise them into broad sections and number the points and subpoints. Later, you may check whether you are correct in the organisation of the points.

*Trees give us oxygen*

*They help us in 3 ways*

*They give us wood*

*They give us shade*

*They prevent drought and flood.*

*We fail to appreciate this last benefit.*

*We cut down trees.*

*Example of a country trying to build an empire*

*They cut down trees to build warships.*

*Flood and starvation is the result.*

*People cut down trees for several reasons.*

*To get firewood for cooking*

*To make and sell charcoal*

*To sell wood*

*No compensating afforestation*

*So, fewer trees for next generation.*

*Leads to soil erosion*

*Leads to lower water table*

*Leads to flood*

*Ultimate result : desert*

Read the following text and find out if your organisation of the points was right.

#### **Trees are our Friends**

Besides giving us oxygen, trees are useful to us in three very important ways : they provide us with wood and other products; they give us shade; and they help to prevent drought and floods.

Unfortunately, in many parts of the world, Man has not realized that the third of these services is the most important. In his eagerness to draw quick profit from the trees, he has cut them down in large numbers, only to find that with them he has lost the best friends he had.

Two thousand years ago a rich and powerful country cut down its trees to build warships, with which to gain itself an empire. It gained the empire but, without its trees, its soil became hard and poor. When the empire fell to pieces, the home country found itself faced by floods and starvation.

Even where a government realizes the importance of a plentiful supply of trees, it is difficult for it to persuade the villager to see this. The villager wants wood to cook his food with; and he can earn money by making charcoal or selling wood to the townsman. He is usually too lazy or too careless to plant and look after new trees. So, unless the government has a good system of control, or can educate the people, the forests will slowly disappear.

This does not only mean that the villagers' sons and grandsons have fewer trees. The results are even more serious. Where there are trees their roots break the soil up - allowing the rain to sink in - and also bind the soil, thus preventing its being washed away easily. Where there are no trees, the rain falls on hard ground and flows away on the surface, causing floods and carrying away with it the rich top-soil, in which crops grow so well. When all the top-soil is gone, nothing remains but worthless desert.

With this you must have noticed that in order to write longer texts we should follow the following steps :-

1. Generating ideas through brain storming
2. Organizing ideas
3. [Collection of data, if necessary]
4. Outlining
5. Rough draft
6. Revision and fair copy

**Activity 4:** Now, discuss any one of the following topics in your group. Generate ideas, write them down, organise them into broader sections and write down the outlines. Then distribute the broader sections among the members so that each member can write a paragraph on one of them. You have to do all these quickly so that you can beat other competing groups in the class.

Topics : Concrete

Sports and Games

The Value of Education

The Professions of your choice

If you have performed your tasks sincerely, you may get something like the passages following in the box. Don't be disappointed if your product is not like any one of them.

Read each of these passages and try to revise your passage on the topic in the light of your reading.

### Concrete

Concrete is stonelike material made by mixing sand, gravel, and water with cement. It has emerged as the most popular building material in the world. In fact, it is so widely used all over the world that it is virtually impossible to pass through a city or town without seeing bridges and buildings built with it.

Concrete has become the most popular building material because it is strong, cheap, and resistant to fire and water. It hardly ever needs repairs. One could say with some justification, "Concrete buildings are built for ever".

There are three different kinds of concrete. The first kind is called mass concrete. This is the kind used for highways and foundations of buildings. It is poured and allowed to stand undisturbed until it hardens. It needs no special treatment. The second kind is reinforced concrete. It is used where heavy weights and other strains are expected. Reinforced concrete is extremely strong because it has steel rods running through it. The third kind of concrete is precast concrete. This is concrete made into slabs or tiles ready to use. This third type saves the builder the trouble of making his own concrete.

### **Sports and Games**

Some people seem to think that sports and games are unimportant things that people do, at times when they are not working, instead of going to the cinema, listening to the radio, or sleeping. But in actual fact, sports and games can be of great value, especially to people who work with their brains most of the day, and should not be treated only as amusements.

Sports and games make our bodies strong, prevent us from getting too fat, and keep us healthy. But these are not their only uses. They give us valuable practice in making eyes, brain and muscles work together. In tennis, our eyes see the ball coming, judge its speed and direction, and pass this information on to the brain. The brain then has to decide what to do, and to send its orders to the muscles of the arms, legs, and so on, so that the ball is met and hit back where it ought to go. All this must happen with very great speed, and only those who have had a lot of practice at tennis can carry out this complicated chain of events successfully. For those who work with their brains most of the day, the practice of such skills is especially useful.

Sports and games are also very useful for character-training. In their lessons at school, boys and girls may learn about such virtues as unselfishness, courage, discipline, and love of one's country. But what is learned in books cannot have the same deep effect on a child's character as what is learned by experience. The ordinary day-school cannot give much practical training in living, because most of the pupils' time is spent in classes, studying lessons. So it is what the pupils do in their spare time that really prepares them to take their place in society as citizens when they grow up. If each of them learns to work for his team and not for himself on the football field, he will later find it natural to work for the good of his country instead of only for his own benefit.

### **The Value of Education**

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; our purpose is to fit them 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. It is not enough just to choose the first system of education one finds; or to continue with one's old system of education without examining it to see whether it is in fact suitable or not.

In many modern countries it has for some time 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 such countries a far larger number of people with university degrees 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 way from our houses, we should get terrible diseases in our towns. In countries where there are no servants because everyone is ashamed to do such work, the professors have to waste much of their time doing housework.

In fact, when we say that all of us must be educated to fit us for life, it means that we must be educated in such a way that, firstly, 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 of education can be called valuable to society.

**10.4 Argumentative writing :** If a criminal is found guilty of a cold-blooded murder, should he be given death penalty ? Many people say ‘yes’ because the fear of getting death penalty will stop many people from indulging in such crimes.

There are also many people who say that capital punishment or death penalty is another murder sanctioned by law. What do you think ? Write down your points. There is no definite answer. You can justify yourself either way. Here is a writer’s view. You may or may not agree with him. But read it through to know his/her view-point.

#### **Should Death Punishment be Abolished ?**

This statement still today is a dilemma not only for our country, but many other countries. There is a controversy between the groups, one in favour of death punishment and the other against death punishment. But there are many questions which have to be answered. These are : Should a criminal or culprit be sentenced to death ? Or should he be given a prison sentence for life ? Will the abolition of death penalty result in a sharp increase in the number of murders ? These and similar questions keep agitating the minds of right thinking persons all over the world. England took the initiative and abolished the death sentence.

In olden days the prevalent idea was an eye for an eye and a tooth for a tooth. If a man took the life of another man, society took the life of the murderer. But such blood thirsty punishments are no more in tune with the present civilized time when all human beings enjoy equal rights and privileges and every man is respected as a human being.

Fear of death is the greatest fear. It puts a man on the right track and it is this fear that prevents him from causing death of another person. Causing another's death is a savage instinct and it must be kept under check, otherwise there will be complete anarchy and no life would be safe. Those who commit murder deserve nobody's sympathy. They are the worst enemies of the society. It is also a known fact of history that the crime rate is less in such countries where the punishments are terrifying. Such punishments can create a terror in the hearts of would-be-offenders. So retention of death punishment is the only method of abolishing and reducing murders and other heinous crimes.

Some people argue that one who cannot give back life has no right to take away another's life. The punishment should aim at reforming the criminal and not putting an end to his life. It is also said that a criminal is mentally a sick person and he must be cured of his ailment rather than be destroyed completely. Simultaneously there is another very important question - Should there be no bar on killings? Where would it end up? But the answer is "no". It is so because no peaceful life is possible without putting a curb on the savage instinct of murder. Hence is the need for death punishment.

Most of the persons are of the view that punishment should be either reformatory or deterrent, but death sentence is neither. It cannot reform that criminal since he is dead and is beyond good or bad. For centuries there is the practice of hanging the criminals, but murders and other crimes of violence have not come to an end. Countries which have abolished death sentence find that there is no increase in the numbers. Some people are of the view that spending one's life in prison is more severe a punishment than hanging.

There is well-known stipulation of the jurisprudence, which says: "Let nine criminals escape than hang or punish an innocent person". It shows that one should be proved guilty beyond any reasonable doubt before he is convicted. The law courts go by witnesses and proofs, which sometimes are not correct and the innocent persons are deprived of their life.

In view of the vital importance of the subject, the UN General Assembly after having discussed the issues involved passed a resolution for abolition of capital punishment. The International Convention of Civil and Political Rights also envisaged abolition of death penalty.

Quite often you may have to take a stand and justify your opinion on certain points, for example,

- (a) Should we try to civilise the Korowai people ?
- (b) If we could find the way to increase our longevity, should we try to live beyond 100 years ?
- (c) Did Grandma do the right thing by bringing Kabi to Magumaster ?
- (d) Should we take part in adventurous sports ?

All these topics are related to your lessons in Invitation to English 1 and 2 . You should bring out such controversial issues from other lessons and share your thoughts with your classmates who cherish contradictory views.

**Activity 5:** What do you think of the following issues ?

- (a) Is test cricket a waste of time ? Is ODI better ?
- (b) Should mobile phones be banned in schools and colleges ?
- (c) Can distance education be a good alternative to classroom education ?
- (d) Should a person be given freedom to end his life when he wants to do so ?
- (e) Should English be made an optional subject in colleges in India ?
- (f) Should students be given freedom to remain away from classes ?
- (g) Should the students' union be formed on the basis of marks secured in the last examination ?
- (h) Should examinees be allowed to take books into examination halls ?
- (i) Are objective-type questions better than essay-type ones ?
- (j) If 18-year old people can choose their political representatives, why can't they choose their life partners ?

**10.5 Story Writing :** The first and the last sentences of the following story are missing. Working in pairs or small groups choose the first and the last sentences from the alternatives given below. Decide what makes a good first sentence and a good last sentence.

..... (The first sentence)

A few years ago I spent a week at Port Blair. The week was over and I was at the airport ready to leave when I discovered, to my dismay, that I had forgotten one of my suitcases at my hotel. Quickly, I jumped into a taxi and explained my situation to the taxi driver. We sped off in the direction of my hotel.

Suddenly the taxi driver slowed down so that he could talk with the driver of a truck moving along the road next to us. The truck contained live chickens. Without stopping the taxi, the taxi driver stuck his hand out of the window and took a live chicken, which he neatly stuck under the seat next to his.

Meanwhile, I was getting more and more anxious about my suitcase and making my flight on time. Time was not bothering the taxi driver, though. Instead of heading straight to the hotel, he made a detour to drop the chicken off at his home.

In the end, however, we managed to get the suitcase and then raced back to the airport. Fortunately, I made it to my plane on time. ....(The last sentence)

Choices for the first sentence

- a) There are lots of things to see at Port Blair if you have enough time.
- b) Travelling can have its exciting, though frustrating, moments.
- c) I have always loved travelling.
- d) I often go to the Andaman and Nicobar Islands, and I always take a taxi from the airport to my hotel.

Choices for the last sentence

- a) That was the second time I had been to the Andaman and Nicobar islands. The first time was eight years before.
- b) Airline connections to Port Blair are fairly good.
- c) Travel is a difficult thing.
- d) What started out as a frustrating moment ended up being a hilarious memory and a great story.

While deciding on the first sentence, find out the one which is the best "lead" into the story - not one which is too general like(c), or has very little to do with the specific story like (a) or (d).

Similarly, choose the last sentence if it sums up the points which the story tries to convey. Choices (a) and (b) seem irrelevant to the story, and (c) is a little too serious for the humour of the story.

**Activity 6:** Now working in pairs or small groups, complete the following story. The first and the last sentences are given below.

The best thing about the vacation was the people we met by accident in the village fair.

( The middle of the story)

That should give you some idea why we had such a good time together.

We learnt in Chapter 2.1 that the narrative writing is chronologically ordered. Therefore we use past tense to speak about the incidents that took place in the past. We have already read about what happened to Swami in that fateful night when he caught the burglar.

On the other hand, what did Paul Raffaele do in the Korowai land ? Did the writer use the past tense ? Why did he use the simple present tense ? You must have learnt that the use of the simple present tense made the narration more like descriptive writing. Thus the story becomes more lively and dramatic.

**Activity 7:** Now, in the following stories imagine yourself as the narrator and change the tense from the present to the past, and vice versa, where necessary.

I leave Patan and Ajit with some regret, but there is also that wonderful bright-eyed and bushy-tailed feeling that accompanies the beginning of a journey. It seems as though the world has been created anew, and I see things with great clarity and precision.

Billy Weaver had travelled down from London on the slow afternoon train, with a change at Swindon on the way and by the time he got to Bath it was about nine o'clock in the evening and the moon was coming up out of a clear starry sky over the houses opposite the station entrance. But the air was deadly cold and the wind was like a flat blade of ice on his cheeks.

Since first light our expedition has been pushing through a swamp in the rain forest, struggling through mud and evil-smelling black water up to our waist at times. Above us arches a canopy so dense that it casts a cathedral gloom across the soggy earthen floor. Armies of giant malarial mosquitoes are swarming around us when the jungle suddenly echoes with shrill war cries.

Did you observe that the use of the past tense takes you to a more distant position from the setting of the story ? The present tense brings you close, as if the whole thing is taking place before your eyes.

**Activity 8:** Now, go through a news item given below.

### Three minutes of hell on earth

Rajkanika(Kendrapada) 2 Apr: It was just a matter of three minutes. Around 4.30pm on Tuesday everything was as usual in this coastal town. Kids were playing , adults were returning from work and the womenfolk were making arrangements for dinner. Just then the wind started blowing- initially at a gentle pace, then speedily and finally at full throttle. The sky gradually turned red and the gullible villagers thought they were experiencing some kind of divine intervention.

What followed was something the people of the area had never witnessed in their living memory. Huge trees and electric poles got twisted like hairpins. Rooftops, including some RCC ones, flew like polythene sheets. And walls collapsed killing those who had taken shelter behind them. A major tornado believed to be the third to have hit Orissa in three decades had

come unannounced. It left even before anybody could comprehend its arrival. Everything happened within a span of 180 seconds.

"We first thought that a divine miracle was unfolding. But when the wind speed became unimaginably high, everybody ran for cover. I stood behind a door in my house and fortunately survived unscathed," recalled Binita Rout of Ganja Village. "As the winds calmed, there was heavy rain accompanied by hailstones. It was really frightening," said a college-goer, whose pucca building protected many. Roopa Rout, however, was unlucky. She could not brave the furious onslaught of nature. "When we searched for her, we found her under the debris with three sheep for company", said a grieving relative of Banita.

Dhrubacharan Biswal, a librarian, was returning from Cuttack after a medical check-up when he heard a deafening sound that could equal several choppers trying to take off simultaneously from the same spot. "The sky also appeared red. Everything happened in a flash, just two to three minutes. It was as if our village had been put inside a grinder," he noted. The tornado, according to locals, swirled and took 11 villages within its grip. "Such was its impact that large concrete structures were badly damaged. Even a dry pond in our village has now got knee-deep water," said Sukadev Biswal of Ganja village. The 72-year-old has seen several natural disasters in his life, but "this was something I had not witnessed before. One knows when a cyclone or flood is on the way, but the tornado came all of a sudden".

Paresh Rout, so to say, felt the rotator movement of the tornado like none else. "I was trapped inside my grocery shop as it got uprooted and kept rolling like a stone. I fell unconscious but luckily escaped with a head injury," he said. But at least 14 others, including three persons of Dalikainda village who perished while unloading sand from a vehicle, did not share Rout's luck. Prakash Rout (12) had been staying with his aunt at Baghabudha village to access school education, but he too fell victim to those ghastly three minutes that shook Rajkanika.

Imagine that you are the lone survivor of a tornado. After suffering for twenty-four hours you meet a team of relief workers. How would you narrate your experiences to them? Write only the first three sentences. Discuss with your friends and then complete the whole narrative.

You can thus change most of the news items into interesting stories and poems. You may have to imagine new places, people and situations. Why don't you try one or two news items in today's newspaper?

**Activity 8:** Read the following story and supply a suitable introductory paragraph, which is missing. Discuss with your friends to decide on the best beginning of the story.

Soon we had left behind the smoky air of the city and had reached the country station where our walk was to begin. We were lucky, because the sun was shining and there was a gentle breeze to make it just right for walking.

We decided to go on a walk called Four Mile Square : it has four equal sides, each about four miles in length and on a map looks like a rough square. It is famous because each side passes through a different kind of country.

We started off in high spirits along the first side, which followed a river, planning to have a swim and our first meal before we left it. Before long we came to a gate near which there was a notice "Beware of the Bull". We were very annoyed. Our path ran through this field and as it was a public foot-path, the farmer had no right to put a dangerous animal in it. "Oh, but it's all right," my friend said. "The bull is tied up. Come on."

I followed, because I could see for myself a strong rope tied to the ring in its nose at one end and round a large tree at the other. We felt very bold and walked nearer, waving a red handkerchief just to show that we weren't afraid.

The bull began to walk towards us - and did not stop. "He seems to have a long rope," I said, walking more quickly. The bull too was walking more quickly. Then at the same moment we both saw that the rope was broken, and without another word we began to run.

We were half-way across the field but it didn't take us long to reach the gate again. We jumped over, very much out of breath, and looked back to see the bull quietly examining a bag of food. "That was a clever trick of mine, wasn't it?" said my friend : "I dropped the food on purpose to draw away the bull's attention."

"No," I cried, "It was not clever! I dropped mine accidentally."

**Activity 9:** Read the following story and supply a suitable concluding paragraph, which is missing. Discuss with your friends to decide on the best completion of the story.

Something woke me up in the middle of the night. The room was dark except a faint streak of street light sneaking into the room through the open window. There was complete silence except the crickets humming in the front garden, grandpa snoring in the next room, the water tap dripping in the bathroom and the wall clock singing tick-tock. The whirring ceiling fan provided the continuous background music.

Suddenly, there was a rustling sound somewhere. It must be the wind, I thought. But the trees visible through the window seemed meditating. The sound stopped with a thump - as abruptly as it had started. The rustling started once again after a minute or so till it ended with the thump. After three or four repetitions, I got up from the bed and switched on the light.

Everything was normal. My study table was cluttered as usual, as I had left it before going to bed. The door was bolted from within. There was no movement beyond the window. The fan was whirring overhead. It was 2.10. I drank some water, switched off the light and tried to sleep.

Again the rustling sound after a minute or two. Now, I felt panicked. Is this a burglar's attempt to open the door from outside ? Is the devil trying to reach me ? A thousand such ideas cropped up in my mind. I tip-toed to the light switch in darkness when there was again some silence after a thump.

I held my breath as my finger rested on the light switch. Every moment seemed like an age. As soon as the rustling started again, I switched on and the room was flooded with light. Before the noise could end abruptly, I saw a polythene bag moving slowly on the floor. Hence the rustling noise. It was moving not due to the wind of the fan. There was definitely something under it, I cautiously approached and picked up the bag with a jerk.

**Activity 10:** Complete the following story in the best possible manner.

### **Shhh, the fridge may hear you**

Whenever I come to some extra income, one of the machines at home goes wrong.

In the last puja holidays, immediately after I had got the bonus, the television screen reduced to a thin band of light before there was complete black-out. The repair cost was almost equal to the bonus amount.

In the beginning of this year, when I received my annual increment, the washing machine refused to move. Luckily the motor was in order, but the front panel switches had to be replaced.

(Continue ....)

### **Activity 11**

1. You have read about Swami in the story "The Hero". Imagine yourself as Swami and write your diary about that fateful night. How would you start and end your diary page ?
2. Did you have a strict teacher, of whom you were afraid in your school days ? Imagine that you had some light moments with this Magu Master of yours. Narrate the experience.
3. Narrate a village drama in which the character of Ravan refuses to die because he has not received the sum of money which was promised to him.
4. Write the story of a big mistake you made.
5. Write a fable, a folk tale, or an amusing story, or a joke.



**Sample Question Paper**  
**Paper I**

**Time : 3 hours**

**Full Marks : 100**

*Answer all questions. All the bits under a question must be answered at one place.  
Answer the questions using your own words as far as possible.*

**1. Read the passage below and answer the questions that follow. [2 x 5**

In the evening, Aman and I take our drinks on a terrace enclosed by spires and domes etched against clouds radiant with the golden colours of the setting sun. He shares the experience of his early attempts at social work in Neemrana village.

One of the things we discovered, to our city-bred horror, was that no house in the village had piped water. The women all had to walk to the well twice a day. So we decided to give the village a piped water system. We were spending so much on the renovations, a little more wouldn't make too much difference, and anyway, we felt we wanted to do something for the village.'

Surveys were made of water needs, pipe lengths and so on. Then early one morning while Aman was lingering over his breakfast in the sun, a group of women from the village came to see him. They were evidently deeply distressed, so Aman sat them down and asked what the matter was.

'The piped water,' one said, 'You are destroying our lives,' another added. Aman laughs at the memory of his complete mystification. Slowly, the difficulty was explained.

'You see,' the most articulate of the group said, 'collecting water from the well twice a day is not a chore for us. In fact, it is a welcome outing when all of us can gather and chat. It gets us out of the house and gives us a break from routine. We gossip, we laugh, we have fun. And now you want to take this all away from us with your stupid schemes of piped water. What are you trying to do, make us prisoners in our homes?'

*(On the Road to Jaipur)*

- a) What was Aman's city-bred horror? Why did he term it as 'city-bred'?
- b) What did Aman and his team want to do for the village?
- c) Why did the women come to meet Aman?
- d) Why was Aman's attempt at social work not appreciated?
- e) Describe the place where Aman chatted with the author.

**2. Read the extract of the poem given below and answer the questions that follow.**

Something plucks at the nerves, [2 x 5]  
 makes the blood boil ;  
 necks swell and feathers rise  
 as if they would fly off the bodies.  
 Anger and murderous hate  
 fill each cell.

In a flash the great war begins  
 and the evening sky  
 is splattered with blood.

A moment,  
 and it is all over.  
 Evening's red after-glow  
 fades in the sky ;  
 blood runs  
 and a day ends.

The village returns  
 carrying a lump of startled flesh  
 in silence.

- a) What is the main idea expressed in this part of the poem?
- b) How does the "great war" begin and end?
- c) What does the poet mean by "the evening sky is splattered with blood"?
- d) "..... and a day ends": how does the day end?
- e) Why is the "lump of flesh" startled?

**3. Read the passage given below and answer the questions that follow, each in about 70 words:** [5 x 2]

He went in his turn, and when he was gone, the landlord came in to us. We told him the various histories we had heard about his trout, and he was immensely amused, and we all laughed very heartily.

‘Fancy Jim Bates and Joe Muggles and Mr Jones and old Billy Maunders all telling you that they had caught it. Ha ! ha! well, that is good.’ said the honest old fellow, laughing heartily. ‘yes, they are the sort to give it me, to put up in my parlour, if they had caught it, they are! Ha! ha! ha!’

And then he told us the real history of the fish. It seemed that he had caught it himself, years ago, when he was quite a lad; not by any art or skill, but by that unaccountable luck that appears to always wait upon a boy when he plays the wag from school, and goes out fishing on a sunny afternoon, with a bit of string tied on to the end of a tree.

He said that bringing home that trout had saved him from a whacking, and that even his schoolmaster had said it was worth the rule-of-three and practice put together.

- a) How did the landlord establish the fact that the four previous speakers had been liars?
- b) How was the landlord appreciated for catching that fish?

**4. Fill in the numbered blanks of the following passage choosing the correct alternatives given below the passage. [5**

The road to mastering the script was not easy for him. (i) \_\_\_\_\_ from mastering the script, I remember him (ii) \_\_\_\_\_ carefully to different dialects and taking down notes of idioms and colloquial sayings. In 2003, I (iii) \_\_\_\_\_ Orissa with him. I remember him (iv) \_\_\_\_\_ miles through fields from one village to another and I cannot forget his (v) \_\_\_\_\_ search for new words and turns of speech.

- i) Away/Except/Additionally/Apart
- ii) hearing/listening/attending/participating
- iii) travelled/visiting/arrived/toured
- iv) trudging/roaming/running/approaching
- v) vivid/anxious/worried/avoid

**5. Draw a bar graph/histogram to express the ideas given in the following passage. [5**

It was the season's hottest day in Orissa today. The temperature in many places went beyond 40° celsius. Of all the places in Orissa, Angul recorded the highest temperature of 43.5°. The other places that experienced an equally warm day were Bolangir and Jharsuguda. In these two places, the mercury soared upto 42.7°. Bhubaneswar, the capital city, recorded a high temperature of 42.2°. The other places that were as warm as Bhubaneswar were Sambalpur and Cuttack with a recording of 41.8° and 41.2° respectively. However, Puri, Gopalpur, Paradip and Balasore, places near the sea, were relatively cooler. They recorded maximum temperatures of around 32° celsius.

6. **You have to withdraw some money from your savings bank account. The steps for withdrawal are given below. They are not in order. Sequence the steps properly.** [5]

- a) After that, get a token from the counter.
- b) When your token number is called out, present the token to the teller.
- c) Fill in the withdrawal form.
- d) Then present the form and your passbook at counter 1.
- e) At first, get a withdrawal form from counter 1.
- f) Don't forget to sign at the bottom of the form.
- g) Count the cash before leaving the counter.
- h) Check the token number and wait for your turn.
- i) Receive cash.

7. **i. Arrange the words in the order in which they would appear in a dictionary:** [1]  
odd, way, loss, treat, little

**ii. How many definitions are given below for the word *treat* ?** [1]

*treat*<sup>1</sup>: v[t]

1. **Behave towards sb** [always+ adv/prep] to behave towards someone in a particular way: **treat sb like/as** *She treats me like one of the family. Even though they were much younger, we treated them as equals.* **badly treated/well treated** *The prisoners were well treated by their guards.* **treat sb with respect/ contempt/kindness, etc.** *Despite her seniority, Margot was never treated with much respect.* **treat sb like dirt/a dog**(=treat someone unkindly and without respect)

2. **Deal with sth** [always + adv/prep] to deal with or discuss something in a particular way: **treat sth as** *She treats everything I say as some kind of joke. Please treat this information as completely confidential.* **treat sth favourably/seriously/carefully etc.** *Any complaint about safety standards must be treated very seriously.*

**Sample Questions**

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3. *Medical* to try to cure an illness or injury by using drugs, hospital care, operations etc:  
*Nowadays malaria can be treated with drugs.*

*treat*<sup>2</sup>: n [c]

1. something special that you give someone or do for them because you know they will enjoy it: *Steven took his son to the zoo as a birthday treat.*

2. (singular) an unexpected event that gives you a lot of pleasure: *I really miss everyone, and getting a letter from home is a big treat.*

**iii) Which definitions match the use of *treat* in the following sentences?** [1x3]

- a) She cooked a meal that seemed a real *treat* after all the hostel food I had been taking.
- b) Grandma took us to a three-star hotel as a special *treat*.
- c) My parents still *treat* me as a child.

**8. Supply the missing connectives in the following paragraph from the list below. Before starting to fill in the blanks, read the whole paragraph once.** [5]

Most of the trees in tropical forests are evergreen.(1) \_\_\_\_\_, they lose some leaves and grow new ones, (2) \_\_\_\_\_ at one season (3) \_\_\_\_\_ all through the year. They (4) \_\_\_\_\_ flower and produce fruit all the year round. The young leaves are often red at first and hang down simply (5) \_\_\_\_\_ they stiffen and turn green.

**(also, that is, then, but, not only)**

**9. A new student has joined your class. He is from Japan and is an expert in martial arts. Write to your younger brother, who is also interested in karate, telling him about your first meeting with the new student.** [10]

**Or**

**Write an application to your Principal requesting him/her to introduce martial arts as an alternative to learning Yoga.**

10. Describe how the Republic Day is celebrated in India (in about 150 words). [10

or

Describe the process of making a bowl of rice, some dal, and a vegetable curry for you and your friend.

11. You ordered a 10-volume set of *Book of Knowledge* from a book-seller in Kolkata, but when you unpacked the parcel, you found that there were two copies of volume 5, but volume 9 was missing. Draft a telegram to the book-seller pointing out the mistake and asking them to send you a copy of volume 9.

[ 5

12. Write out the sentences, using the correct form of the verbs given in brackets. [5

By the time the firemen (arrive), the house (be) ablaze from top to bottom, but it (seem) clear that if someone (give) the alarm earlier, they might (save) the building.

13. There are five errors in the following passage. Spot the errors and correct them. The lines have been numbered. Mention the number of the line in which the error occurs and then write the error and correct it. [5

- i) My friend Keith builds computer systems. While he was installing a new computer, the
- ii) customer said he'd like to having a password for security purposes. Keith suggested that
- iii) rather than choose something obvious like his birthday or his wife's name that he should pick
- iv) something easy to remember. Several months later, Keith received a panicked call from a
- v) customer who had forgotten his password and was desperate to find it. Keith said he
- vi) was sorry, but there was nothing he can do about it. "Call me when you remember it," he
- vii) said. "I want to know what happened." An hour later the customer called back. "I remembered my
- viii) password," said the sheepish voice on the phone. "It was idiot."

**14. Write a story using the outlines given below**

[10]

Parents away ..... a stranger came ..... said he was our missing uncle ..... stayed  
in our house..... not found in the morning ..... left a letter and a parcel .....

OR

**Translate the passage into English:**

ଆମ ଦେଶରେ ବେକାରୀ ସମସ୍ୟା ଦିନକୁ ଦିନ ବଢ଼ି ଚାଲିଛି । ଲକ୍ଷ ଲକ୍ଷ ଶିକ୍ଷିତ ଯୁବକ ଚାକିରୀ ନପାଇ ଲକ୍ଷ୍ୟହୀନ ଜୀବନ ଯାପନ କରୁଛନ୍ତି । ଏହା ସତ୍ତ୍ୱେ ପ୍ରତିବର୍ଷ ହଜାର ହଜାର ଯୁବକ ଯୁବତୀ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଗୁଡ଼ିକରୁ ଉଚ୍ଚ ଉପାଧି ପାଇ ଉ 1ର୍ଷ ହେଉଛନ୍ତି । ଏହା ବେକାରୀ ସମସ୍ୟାକୁ ଆହୁରି ଜଟିଳ କରିଦେଇଛି । ଏହି ସମସ୍ୟାର ସୁଚିନ୍ତିତ ସମାଧାନ ପାଇଁ ପ୍ରତ୍ୟେକ ସ୍ତରରେ ଚେଷ୍ଟା ହେବା ଦରକାର ।



**Syllabus for Higher Secondary Education in  
ENGLISH for +2 Arts, Science and Commerce Stream.  
(2016 Admission Batch)**

**+2 Ist year (Detailed Syllabus)**

**UNIT-I : PROSE**

- |  |                        |
|--|------------------------|
| i. Standing Up for Yourself                    | Yevgeny Yevtushenko    |
| ii. The Legend behind a Legend                 | Hariharan Balakrishnan |
| iii. The Golden Touch                          | Nathaniel Hawthorne    |
| iv. In London In Minus Fours                   | Louis Fischer          |
| v. The Cancer Fight, from Hiroshima to Houston | Ritsuko Komaki         |

**UNIT-II : POETRY**

- |   |                    |
|---|--------------------|
| i. Stopping by Woods on a Snowy Evening | Robert Frost       |
| ii. Oft. in the Stilly Night            | Thomas Moore       |
| iii. The Inchcape Rock                  | Robert Southey     |
| iv. To My True Friend                   | Elizabeth Pinard   |
| v. Fishing                              | Gopa Ranjan Mishra |

**Unit-III : NON DETAILED STUDY**

- |                        |             |
|------------------------|-------------|
| i. Three Questions     | Leo Tolstoy |
| ii. After Twenty Years | O. Henry    |

iii. The Open Window	Saki
iv. The Open and only Houdini	Robert Lado
v. Childhood	Jawaharlal Nehru
vi Marriage	Dr. Rajendra Prasad

### **UNIT-IV : WRITING SKILLS**

- ii. Writing a Paragraph
- iii. Developing Ideas into Paragraphs
- iiii. Writing Personal Letters and Notes
- iv. Writing Applications, Official Letters and Business letters
- v. Writing Telegrams, E-mails, Personal Advertisements, and Short Notices
- vi. Using Graphics

### **UNIT-V : GRAMMER**

- ii. Countable and Uncountable Nouns
- iii. Tense Patterns
- iiii. Modal Verbs
- iv. Prepositions
- v. The Imperatives

**Book Prescribed : Invitation to English - 1,2,3 & 4, Published by Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar.**

**A. QUESTION PATTERN AND DISTRIBUTION OF MARKS**

**English +2, 1st years (For College Level Examination)**

Full Mark : 100

Time : 3 Hrs.

**1. Reading Comprehension**

(a) Prescribed Prose Pieces.

(5 questions to be answered, each carrying 2 marks) 10 marks

(b) Prescribed Poems

(5 questions to be answered each carrying 2 marks) 10 marks

(c) Prescribed Extensive Reading Texts

(2 questions to be answered carrying 5 marks each; only global inferential and evaluative questions to be set) 10 marks

**2. Reading - related skills**

(a) Vocabulary skills 5 marks

(b) Information Transfer 5 marks

(Converting Verbal information to non-verbal forms, such as diagrams, charts and tables)

- (c) Reordering/sequencing sentences 5 marks
- (d) Dictionary/Reference skills  
(2 marks on using a dictionary, and 3 marks meanings of a word) 5 marks
- (e) Cohesive Devices 5 marks

### **3. Writing skills**

- (a) Letter Writing (personal/official/commercial : Word limit : 150) 10 marks
- (b) Description of object/event/process (Word limit : 150) 10 marks
- (c) Slogan/telegram/caption writing (Word limit : 10) 5 marks

### **4. Grammar in context** 10 marks

### **5. Translation/story-developing** 10 marks

# **ENGLISH**

**2nd Year No of Period : Yearly 80**

## **UNIT-I : PROSE**

- |                                  |  |
|----------------------------------|--|
| i. My Greatest Olympic Prize     | Jesse Owens                              |
| ii. On Examinations              | Winston S. Churchill                     |
| iii. The Portait of a Lady       | Khushwant Singh                          |
| iv. The Magic of Teamwork        | Sam Pitroda                              |
| v. Development of Polio Vaccines | Bonnie A.M. Okonek and Linda Morganstein |

**Unit -II : POETRY**

- |                                   |                      |
|-----------------------------------|----------------------|
| i. Daffodils                      | William Wordsworth   |
| ii. The Ballad of Father Gilligan | William Butler Yeats |
| iii. A Psalm of Life              | Henry W. Longfellow  |
| iv. Television                    | Roald Dahl           |
| v. Money Madness                  | D.H. Lawrence        |

**Unit -III : NON DETAILED STUDY**

- |                                  |                 |
|----------------------------------|-----------------|
| i. The Doctor's Word             | R.K. Narayan    |
| ii. The Nightingale and the Rose | Oscar Wilde     |
| iii. Mystery of the Missing Cap  | Manoj Das       |
| iv. The Monkey's Paw             | W.W. Jacobs     |
| v. My Mother                     | Charlie Chaplin |
| vi. Stay Hungry. Stay Foolish    | Steve Jobs      |

**Unit -IV : WRITING SKILLS**

- i. Interpreting Graph, Charts, Tables and diagrams etc
- ii. Reporting Events and Business Matters
- iii. Note-making and summarizing
- iv. Extended Writing

## Unit -V : GRAMMAR

- i. Revision of 'Tense Pattern's and 'Modal Verbs'
- ii. Conditionals
- iii. The Passive
- iv. Direct and Reported Speech
- v. Interrogatives
- vi. Phrasal Verbs

**Book Prescribed : *Invitation to English - 1,2,3 & 4* , Published by Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar.**

### QUESTION PATTERN AND DISTRIBUTION OF MARKS

#### English +2, 2nd year

**Full Mark : 100**

**Time : 3 Hrs.**

#### 1. Reading Comprehension

- (a) Prescribed Prose Pieces.  
(5 questions to be answered, each carrying 2 marks) 10 marks
- (b) Prescribed Peoms  
(5 questions to be answered each carrying 2 marks) 10 marks
- (c) Prescribed Extensive Reading Texts 10 marks  
(2 questions to be answered carrying 5 marks each; only global inferential and evaluative questions to be set on a passage of about 250 words)

(d) Unseen Prose passage

(5 questions including inferential ones, carrying 2 marks each) 10 marks

## **2. Reading - related skills**

(a) Vocabulary skills (to be tested on the unseen passage) 5 marks

(b) Information Transfer (70 words) 5 marks

(Converting non-Verbal information into verbal form)

(c) Dictionary/Reference skills 5 marks

## **3. Writing Skills**

(a) Report Writing (200 words) 10 marks

(b) Guided Note making on a given passage 7 marks

(c) Summarizing on the same passage 8 marks

(d) Essay writing (250 words - on given outlines) 10 marks

**4. Grammar in Context** 10 marks

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