

AECC-E-102

BASICS OF WRITING



UTTARAKHAND OPEN UNIVERSITY

Department of English and Foreign Languages

SCHOOL OF HUMANITIES

Vishwavidyalaya Marg, Behind Transport Nagar

Phone no. 05964-261122, 261123

Toll Free No. 18001804025

Fax No. 05946-264232, E-mail: info@uou.ac.in

<http://uou.ac.in>

Board of Studies

Prof. Renu Prakash

Director
School of Humanities
Uttarakhand Open University
Haldwani

Prof. A.S. Adhikari

Head of the Department
Department of English
Soban Singh Jeena University
Almora

Prof. Malati Mathur

Director
School of Foreign Languages
IGNOU
New Delhi

Prof. D.R. Purohit

Retired Professor
Dept. of English and ME&OFL
H. N. B. Garhwal University
Srinagar

Dr Suchitra Awasthi

Associate Professor and Coordinator
Dept. of English and Foreign Languages
Uttarakhand Open University
Haldwani

Dr Nagendra Gangola

Asst. Prof. (AC) and Nominated Member
Dept. of English and Foreign Languages
Uttarakhand Open University
Haldwani

Programme Coordinator

Dr Suchitra Aswathi (Coordinator)

Associate Professor
Dept. of English and Foreign Languages
Uttarakhand Open University

Unit Writers

Dr. Shefali Roy, New Delhi Units 1,2,3,4

Dr Binod Mishra, I.I.T., Roorkee Units 5,6,7,8,9

In case of any plagiarism found in the unit, the unit writers would be held accountable.

Editors

Ms. Nitika Kannoja, Assistant Professor (AC) Units 1,2,3

Dr. Megha Pant, Assistant Professor (AC) Units 4,5,6,7,8,9

Edition: 2024

ISBN No.

Copyright : Uttarakhand Open University, Haldwani

Published by : Registrar, Uttarakhand Open University, Haldwani

Email : books@uou.ac.in

Printed at :



AECC- E -102

INDEX

Basics of Writing

Block 1		Page No.
Unit 1	Relative Clause	1-20
Unit 2	Adverbial Clause	21-48
Unit 3	Prepositional Phrases	49-69
Unit 4	Participle Phrases	70-89

Block 2		Page No.
Unit 5	Basics of Essay Writing	91-96
Unit 6	Essay Writing and Varieties of Essay	97-103
Unit 7	Narrative Composition	104-111
Unit 8	Argumentative Composition	112-121
Unit 9	Descriptive Composition	122-128

Block - 1

Unit 1: The Story of Tea (Relative Clauses)

Unit 2: The Adopted Son (Adverbial Clauses)

Unit 3: Talking Hands-Helen Keller (Prepositional Phrases)

Unit 4: A Service of Love (Participle Phrases)

Unit 1: The Story of Tea (Relative Clauses)

1.1 Pre-reading/Introduction

1.2 Objectives

1.3 Reading Skills

1.3.1 Passage for Reading

1.3.2 Glossary

1.3.3 Reading Comprehension

1.4 Vocabulary

1.4.1 Word formation: use of affixes

1.4.2 Thematic vocabulary

1.4.3 Grammar and usage

1.5 Relative Clauses

1.6 Writing

1.6.1 Writing an article

1.7 Answers to check your progress

1.8 References/Bibliography

1.1 Pre-reading/Introduction

Given below are some questions. Read and select the appropriate answers for them.

1. Do you drink tea? (If you yourself do not drink tea, you may talk to any one in your family or friend's circle who does)
Yes/No
2. How many cups do you drink in a day?
One/Two/Three/Four/Endless cups
3. When do you drink your first cup of tea?
Soon after waking/With breakfast/At college or at work with friends
4. What are the places where you like to drink tea? (Tick the relevant ones)
At home/In the canteen/At a roadside dhaba/In a restaurant/anywhere you get it
5. If you are very tired what would you like to drink?
A glass of cold water/A glass of fruit juice/An aerated drink/ A cup of tea
6. When do you tend to drink a lot of tea? (Tick all the relevant ones)
when you are worried/before your examinations/when you are excited/when you are sad
7. How do you like your tea?
very sweet with milk/a little sweet with a lot of milk/ a little sweet with a little milk/ sweet with no milk/ without milk or sugar/iced tea
8. How does a cup of tea make you feel?
drowsy/refreshed/energized/happy
9. So what would you call yourself?
tea drinker/tea lover

1.2 Objectives

To develop in the learner the ability to:

- read an expository piece and understand its main points
- comprehend new lexical items using cues from within the text
- make inferences from the text
- evaluate a situation and provide personal opinion

- look for patterns and generalize
- utilize the information gleaned from the text in real life
- use suffixes to form new words
- use relative clauses for coherence and cohesion
- describe a process

1.3 Reading Skills

1.3.1 Passage for Reading

Tea is one of the most popular beverages in the world consumed in different ways. Here are some interesting facts about the wonder beverage.

Millions across the world know that a cup of tea is the best way to kick-start a day. The offer of a cup of tea is warmly welcomed by all tea lovers. A cup of tea is also an excuse for countless meetings and discussions, everyday, all around the world. People of all age groups are known to linger and gossip over a cup of tea. A cup of tea is the ambrosia behind so many love stories, when lovers looked into their beautiful world of dreams in each other's eyes. And a cup of tea is something that is the most affordable way to give momentary warmth to the shivering bodies of the poorest of the poor in India, on chilly winter mornings and evenings. Last, but not the least, tea means employment for countless people across the globe, right from the tea estate to tea factories and from the roadside teashops to the restaurants.

Have you ever wondered what actually is behind this small steaming cup of tea?

You would be surprised to learn that tea is the second most consumed beverage after water, in the world. For us Indians, tea is, no doubt, one of the most lovable and the most economical of all beverages. Being affordable with so many benefits, it has become an integral part of our lives. Any moment or occasion can be enlivened with a cup of tea.

Though there are claims that tea has been drunk in India from the days of the Ramayana, there is not much evidence to prove the fact.

But looking into history, one learns that tea was introduced in India long after it was discovered, in China. It is believed that in 2737 BC, the second emperor of China, Shen Nung discovered it when some dried tea leaves accidentally blew into his cup of hot water. He was enchanted by the wonderful aroma of the brown liquid which he found very refreshing. Soon everybody was introduced to

tea.

By 400-600 AD, tea had gained medicinal reputation in China and cultivation methods for tea were developed. After the Chinese, the Japanese so fell in love with the wonderful tea leaves that for them tea making and drinking became a cherished ceremony. The Europeans came to know about tea only when an English author reasoned that tea was behind the long lives of the Asians. In the 17th century Catherine of Braganza, the queen - consort of Charles II of England, introduced tea to Britain. She was a Portuguese princess who grew up with a taste of tea. So after her marriage with Charles, tea was introduced to England as a fashionable drink in aristocratic circles. East India Tea Company then played a significant role in the development of tea.

It, for the first time in 1664, placed an order for 100lbs of China tea which was still considered to be a rich man's drink. The habit of tea drinking steadily grew, nourished by the patronage of the East India Company.

Tea was introduced to India in early 19th century in search of new cultivation areas for tea. Although it was confirmed that the tea plant was a native of Assam in India, yet the East India company bought a large amount of tea seeds from China and tried to grow them in the Botanical Gardens in Kolkata. Their second option for conducting the trials was Assam, where the tea bush flourished. Subsequently, the tea which was grown in Assam was found to be of very good quality and Assam emerged as the major tea cultivation area in the world.

Presently, tea is grown in tea estates all over the world. India is one of the world's largest producers of tea with close competition from neighbouring China. Indian teas are generally termed as milk teas. A special variety of tea produced by tea estates of Darjeeling is termed as Champagne of teas. Three major tea-producing regions in India are Assam, Darjeeling and the Nilgiris.

Technically speaking, tea is an infusion made by boiling processed leaves, buds and twigs of the tea plant (bush), *camellia sinensis* in water for a few minutes. Tea contains mainly caffeine, theobromine and polyphenolic antioxidant catechins, amino acid theanine and small quantities of fluoride with almost no carbohydrates, fats or proteins. Caffeine acts as a stimulant of the central nervous system and wards off drowsiness temporarily. Theobromine also has an effect similar to that of caffeine, but to a lesser degree. Tea, is thus, considered to be nature's wonder drug, being packed with anti-oxidants.

There are four major types of tea: white, green, oolong and black - all produced from the same plant but differ in the way they are processed and produced. Tea processing is a long and complicated affair- which begins with plucking, goes through withering, cutting and crushing, fermenting, drying and winnowing.

A glimpse of the long and complicated journey of tea processing gives an idea

of the number of hands involved in the process. Talking about our favorite black tea, it can be produced by two different methods: the orthodox method and the CTC method. Orthodox method has five stages and each of the five stages is divided into several sub stages. Second method, CTC, is generally considered for tea bag production and has three stages namely crushing, tearing and curling, and hence the name CTC.

The lush green carpets of the well-kept tea bushes in the tea estates are equally exciting as is the cup of tea. Countless people starting from the labourers preparing the soil for tea plantation and plucking the tea leaves to the tea tasters are involved in preparing your favourite cup of tea. Imagine the number of jobs generated by a cup of tea...no doubt, tea plantation is a major economic booster for India.

Just as there are different ways of preparing the tea leaves for consumption, there are countless methods to prepare the tea drink. Everyone has developed his or her unique way to prepare his or her special cup of tea. Some like it sweet with milk, some like it without milk, some sweeten theirs with honey and some like to add a squeeze of lime. The Tibetans, however, drink their tea with butter and salt.

Adapted from :The Story of Tea, Internet, Micronews.com

1.3.2 Glossary

kick-start	to do something to help a process start more quickly something
ambrosia	that is very pleasant to eat
enchanted	delighted
cherished	to love something very much and want to protect it (the custom or ceremony)
aristocratic	belonging to the highest social class
patronage	who have special titles the support, especially financial, that is given to
infusion	a person or an organization (here the tea industry)
withering	a drink or a medicine made by leaving herbs etc. in hot water drying
fermenting	to experience a chemical change because of the action of bacteria
winnowing	to blow air in order to remove things from a group so that only the best ones are left (here separating the leaves from the leaf dust)

Reading Comprehension

I. Understanding the basics of the text

Answer the questions given below.

1. What is the topic of the passage?
2. What is the writer's purpose in writing the passage?
3. Do you think the passage only gives facts or are there the writer's opinion as well?
4. Who would like to read this passage?

II. Understanding the content of the passage

Read the passage and say whether the statements given below are True or False.

1. Tea is the most popular drink in the world.
2. There are only a few occasions in life that are accompanied with tea drinking.
3. Tea was first discovered in China from where it went to Japan and thence to India.
4. In Europe, tea drinking was limited to only the rich and the high social class.
5. Tea was introduced in India by the East India Company when it brought tea seeds from China and tried to grow them in India.
6. Before this there was no trace of the plant in India.
7. The soil of Assam has been proved to be good for tea cultivation.
8. Tea contains anti-oxidants which are good for health.
9. Kinds of tea namely white, green, oolong and black tea are obtained from different species of the tea bush.
10. Tea not only provides us with cheer but also gives employment to millions of people.

III. Read the passage and complete the information of the table.

SI. No.	Date/Period	Event in the history of tea
1.	2737 B.C. in China
2.	400-600 A.D.	tea gained and methods
3.	17 th Century	tea was
4.	1664	East India Company.....

5.	Early Century	19 th	Tea cultivation was
6.	Present times		Tea is a with India being the

IV Taking cue from the pre-reading task and the passage you have just read write how tea drinking is an integral part of our lives.

1.4 Vocabulary

1.4.1 Use of Affixes: suffixes

Affixes are groups of letters, called prefixes and suffixes that are added to words to change their meaning. Prefixes are added in the beginning and suffixes come at the end.

Some common suffixes are:

- To make adjectives: -able, -ible, -al, -ful, -y, -less, -ish, -ious
- To make nouns: -ance, -er, -or, -ar, -ness, -ity, -ment, -tio, -hood
- To make adverbs: -ly
- To make verbs: -en

Read these sentences from the passage.

1. And, a cup of tea is certainly the most affordable way to give momentary warmth to the shivering bodies of the poorest of the poor in India....
2. Last, but not the least, the cup of tea means employment for countless people across the globe...
3. By 400-600 AD, tea had gained medicinal reputation in China and cultivation methods for tea were developed.
4. So after her marriage with Charles, tea was introduced to England as a fashionable drink in aristocratic circles. East India Tea Company then played a significant role in the development of tea.

5. The habit of tea drinking steadily grew, nourished by the patronage of the East India Company.

The meaning and usage of words can be modified with the use of suffixes like, 'tion', 'less', 'ic', 'ant', 'ary' or 'age'.

- We make nouns using suffixes like: 'tion', 'age', 'ance', 'ity', 'ness' etc.
- We make adjectives using suffixes like: 'y', 'ic', 'ant', 'less', 'ed', 'ing' etc.
- We make adverbs using suffixes like: 'ly'

1. *Add suitable suffix to the words in the list below and complete the sentences that follow. One is done for you.*

<i>cover</i>	<i>repute</i>	<i>signify</i>	<i>relevance</i>	<i>face</i>	<i>wither</i>
--------------	---------------	----------------	------------------	-------------	---------------

1. This University has a very good in India. Students come to study in it from all parts of the country.
2. The village doctor gave an of the herbs to the little boy. The medicine was slow to take effect but it cured him all right.
3. We must include all the facts in a report. We may do away with the details.
4. There are many such men and women in India who live on the brink of starvation.
5. I couldn't call you yesterday as there was no of mobile network in the remote area I was visiting.
6. The water of the river rose as the rain showed no signs of let up.
7. Lacking the to solve the problem himself, he asked his friends for help.
8. What happened to you? You look pale and thin.
9. The ground was covered with the leaves from the nearby trees.
10. As a young girl I did not realize the of learning computers. I do now.

1.4.2 Thematic Vocabulary

When we read on any particular topic we come across many words associated with it. These words form the thematic vocabulary. Given below are some words that form the thematic vocabulary that come under the wide topic of

'beverages'. Match the words with their meanings.

1. aerated	a) a drink which is good for health
2. alcoholic	b) a drink containing small bubbles of carbon dioxide
3. restorative	c) a drink with no alcohol in it and not having the ability to intoxicate
4. refreshing	d) a drink to which gas has been added under pressure
5. stimulating	e) a drink which makes you feel less tired or hot
6. nourishing	f) a drink containing alcohol and having the ability to intoxicate
7. non-alcoholic	g) a drink which makes you feel strong and healthy again
8. carbonated	h) a drink which makes you feel more active and healthy

Think of examples of each and write them down here:

1.5 Grammar

1.5.1 Relative Clauses

Read these sentences from the passage you have just read.

1. And a cup of tea is something that is the most affordable way to give momentary warmth to the shivering bodies of the poorest of the poor in India...
2. She was a Portuguese princess who grew up with a taste of tea.
3. Subsequently, the tea which was grown in Assam was found to be of very good quality.
4. It, for the first time in 1664, placed an order for 100lbs of China tea,

which was still considered to be a rich man's drink.

5. Their second option for conducting the trials was Assam, where the tea bush flourished.

We find that the underlined clauses give more information about something or someone referred to in the main clause. These are relative clauses. Sentences 1 and 3 specify which person or thing we mean. These are defining relative clauses.

Here are a few more examples:

- The tea leaves which are crushed, torn and curled are called CTC.
- The dry leaves that blew into the emperor's cup gave a lovely colour and flavour to the water.

Sentences 2, 4 and 5 add extra information about a noun which is not necessary to explain which person or thing. These are called non-defining clauses.

1.5.1.1 Defining relative clauses

We do not put a comma between the noun and a defining clause. Relative clauses begin with relative pronouns who, which or that. Sometimes we may omit the relative pronoun or the word that and use a zero relative pronoun.

- We read all the books (which/that) our teacher recommended to us.
- He worships the ground (that/which) she walks upon.

The relative pronoun can be used as a subject as in the sentences below:

- The cuckoo is a bird which/ that does not make its nest.
- These are the natives which/that worship the forces of nature.

The relative pronoun can be used as the object. There is a noun or a pronoun between the relative pronoun and the verb in the relative clause as in the sentences below:

- That's the officer who/that we asked for help.
- She sang the song which/that her mother used to sing.

1. Complete the sentences using the correct or most appropriate relative pronoun. If you feel that the sentence can take a zero-relative pronoun, indicate it with a -. The first one is done for you.

1. 'This has been the most difficult case that I have ever treated,' said the doctor.

2. Tying a 'rakhi' on the hands of a personone considers a brother is a tradition.....goes back to olden times.
3. The bookPandit Nehru wrote for his daughter is called 'Discovery of India'.
4. I think you should catch the person is responsible for this mess.
5. The typewriter on my father wrote his stories, has a key missing.
6. The men shouted each other names.....could be heard even in the next block.
7. In the current situation there is little anyone can do.
8. I have watch stops working whenever I need it most.

II Rewrite the information given in the brackets as a relative clause. Position it appropriately in the sentence. You may use 'zero relative pronoun' if you find it appropriate.

1. The house has got a fresh coat of paint. (it was lying neglected for years)
2. A lady can tell the future with the help of tarot cards. (my mother knows her)
3. Most of the letters are now published in a book. (the author wrote to his friends and critics)
4. All the trees have been cut down. (they stood in the school ground)
5. People do not have much contact with each other. (they live in these flats)
6. My friend showed me the model. (he was working on it)

1.5.1.2 Non-defining relative clauses

These clauses add extra information about a noun which is not essential to understand the main meaning of the sentence or to explain which person or thing we mean. Here are a few examples:

- Shruti Varma, who is a first year student in Botany, has decided to join the marathon.
- The candidate from our constituency, who likes to make long speeches, has lost once again.

Non-defining clauses are mostly used in writing. We put a comma at the beginning and another comma at the end of this relative clause if it comes in the middle of a sentence. We use the relative pronoun 'who' as the subject of the clause as in the sentence below:

- One of the prize winners is Sushilaben, who is the chairperson of an NGO.
- Our grandfather, who lives in Darbhanga, has often told us the benefits of meditation.

In non-defining clauses we use 'who or whom' as the object of the clause as in the sentences below:

- Ajay Raj, who/whom I have always feared, is going to be our new team leader.
- The famous professor of Economics, who/whom every student wished to meet, would be addressing the gathering tomorrow.

Similarly, we use 'which' as both subject and object in a non-defining relative clause that adds information about a thing. Look at the sentences below.

- This bus service, which caters to the rural areas, is going to be suspended for a month.
- The bus, which the villagers use to go to the city, is going to be suspended for a month.

1 Use the information given in the brackets in non-defining relative clauses and insert them in the sentences. One is done for you.

1. Rehana is going to join college. (she got a good grade in her school leaving certificate)
Rehana, who got a good grade in her school leaving certificate, is going to join college.
2. The new teacher loves to give long assignments. (No one likes her.)
3. Some of story books will go to the old age home. (I have already read them.)
4. Tarun is thinking of shifting to a new city. (Tarun has left his job at the library.)
5. The rain water spoiled the furniture and the carpet. (The rain water came in from the skylight.)
6. This flight serves no meals on board. (I am going to take this flight.)

II Complete the information given in a Handbook on Tea, using appropriate relative pronouns.

Indian Teas

Tea gardens in Assam cover nearly 2,70,000 hectares of land area ,,,,,,,,,,,,,, make it the largest tea growing belt in the country. Around 4,50,000 tonnes of Assam tea is produced annually comprise the CTC and the orthodox teas. CTC teas have been crushed, torn and curled have a rich, dark brown appearance and the orthodox teas,are black with golden tips, give off a lovely flavour

The animal..... the Assam tea logo carries is the one-horned Rhino.

Darjeeling tea,is grown at heights of 2150 metres above sea-level, has a rare flavour ranks it among the world's finest teas.

Nilgiris teas,are grown at levels ranging from 1000 metres to 2500 metres above sea level, are known for a fine combination offlavour and strength.

Anyone loves to drink tea would be happy to learn about the teas that grow in our country.

1.6 Writing

1.6.1 Writing the history of Chocolate

You read the story of tea in the passage above. Now expand the notes given below and write the history of chocolate in about 250-300 words.

The History of Chocolate

1. *Origin*

- 1.1. Ancient civilizations of Central America
- 1.2. As chocolate, a bitter drink made from roasted cocoa beans and chili pepper
- 1.3. Was soft, foamy and reddish to which they added vanilla
- 1.4. Discovered by Jon de Acosta, Spanish missionary in 16th Century

2. *Arrival in Europe*

- 2.1 Christopher Columbus brought cocoa beans to show the king and queen of Spain
- 2.2 Beans imported in 1585 after Spanish conquered the Aztecs of Central America
- 2.3 Used as a luxury drink by the rich in Spain
- 2.4 Introduced in England in the second half of the 17th century

3. *Transformation into chocolate bar*

- 3.1 In 17th Century mechanical mills used to squeeze out cocoa butter to

make solid chocolate

- 3.2 The Dutch used alkali to remove its bitterness
- 3.3 Added sugar, milk and vanilla
- 3.4 First form of solid chocolate invented by end of 18th century
- 3.5 Other products: cocoa powder and cocoa butter
- 3.6 Famous names: Cadbury, Nestle and Lindt

4. *A popular snack*

- 4.1 Today a popular snack for all age groups
- 4.2 Chocolate bars in various flavours
- 4.2 Chocolate flavoured drinks, ice-creams, cakes, pastries etc.

1.7 Answers to check your progress

Reading Comprehension

I Understanding the basics of the text

1. The origin and history of tea
2. Provide information
3. The passage largely gives facts but also the writer's positive opinion of tea drinking
4. A love of tea, a person wishing to find out facts about tea and tea drinking

II Understanding the content of the passage

Read the passage and say whether the statements given below are True or False.

1. Tea is the most popular drink in the world. **(T)**
2. There are only a few occasions in life that are accompanied with tea drinking. **(F)**
3. Tea was first discovered in China from where it went to Japan and thence to India. **(T)**
4. In Europe tea drinking was limited to only the rich and the high social class. **(T)**
5. Tea was introduced in India by the East India Company when it brought tea seeds from China and tried to grow them in India. **(F)**
6. Before this there was no trace of the plant in India. **(F)**
7. The soil of Assam has been proved to be good for tea cultivation. **(T)**

8. Tea contains anti-oxidants which are good for health. (T)
9. Kinds of tea namely white, green, oolong and black tea are obtained from different species of the tea bush. (F)
10. Tea not only provides us with cheer but also employment to millions of people. (T)

III *Read the passage and complete the information of the table.*

Sl.N o.	Date/Period	Event in the history of tea
1.	2737 B.C.	Discovered by Emperor Shen Nung in China
2.	400-600A.D.	tea gained reputation as a medicinal drink and cultivation methods for tea were developed.
3.	17 th Century	tea was introduced to Britain by Catherine Barganz<J the Portugese Queen
4.	1664	East India Company imported a China tea in bulk (100 lbs)
5.	Early 19 th Century	Tea cultivation was started in India, experiments in Kolkata and Assam
6.	Present times	Tea is a popular drink with India being the largest exporter of tea

IV *Taking cue from the pre-reading task and the passage you have just read write how tea drinking is an integral part of our lives.*

The following points can be used:

- Tea, an early morning drink
- Tea, a drink that can be offered to anyone at any time in India, at home or at work
- Tea time in the evening can have high snacks and parties can be organized during tea time
- People meet and chat over a cup of tea
- In Bengal people have their long 'addas' over endless cups of tea
- Many conclude their meal with a cup of tea

- Green tea is popular as a healthy drink, especially with those who are concerned with slimming
- Tea is offered to guests on various occasions and ceremonies at home

Vocabulary

1. Add suitable suffixes to the words in the list below and complete the sentences that follow. One is done for you.

1. This University has a very good **reputation in** India. Students come to study in it from all parts of the country.
2. The village doctor gave an **infusion** of the herbs to the little boy. The medicine was slow to take effect but it cured him all right.
3. We must include all the **relevant** facts in a report. We may do away with the details
4. There are many such **faceless** men and women in India who live on the brink of starvation.
5. I couldn't call you yesterday as there was no **coverage** of mobile network in the remote area I was visiting.
6. The water of the river rose **rapidly** as the rain showed no signs of let up.
7. Lacking the **ability** to solve the problem himself, he asked his friends for help.
8. What happened to you? You look **noticeably** pale and thin.
9. The ground was covered with the **withered** leaves from the nearby trees.
10. As a young girl I did not realize the **significance** of learning computers. I do now.

Thematic Vocabulary II

1. aerated	d) a drink to which gas has been added under pressure
2. alcoholic	f) a drink containing alcohol and having the ability to intoxicate
3. restorative	g) a drink which makes you feel strong and healthy again
4. refreshing	e) a drink which makes you feel less tired or hot
5. stimulating	h) a drink which makes you feel more active and healthy
6. nourishing	a) a drink which is good for health
7. non-alcoholic	c) a drink with no alcohol in it and not having the ability to intoxicate
8. carbonated	b) a drink containing small bubbles of carbon dioxide

Think of examples of each and write them down here:

- | | |
|------------------------------|---|
| 1. aerated carbonated drinks | all fizzy drinks that are available in bottles all kinds of wines, beers etc. |
| 2. alcoholic drinks | |
| 3. restorative drinks | soups, horlicks, fruit juices |
| 4. refreshing | cool water, any cold drink, cool fruit juice, shakes etc. tea and coffee |
| 5. stimulating | |
| 6. nourishing | soups, juices of vegetables and fruits |
| 7. non-alcoholic | all cold drinks, juices, shakes which have no alcohol |

Defining relative clauses

1. Complete the sentences using the correct or most appropriate relative pronoun. If you feel that the sentence can take a zero relative pronoun, indicate it with a -. The first one is done for you.

1. This has been the most difficult case **that** I have ever treated,' said the doctor.
2. Tying a 'rakhi' on the hands of a person **who/whom/zero relative pronoun** one considers a brother is a tradition **which/that** goes back to olden times.
3. The book **which/that** Pandit Nehru wrote for his daughter is called 'Discovery of India'.
4. I think you should catch the person **who/that** s responsible for this mess.
5. The typewriter, on **which** my father wrote his stories, has a key missing.
6. The men shouted each other names **which** could be heard even in the next block.
7. In the current situation there is little **that** anyone can do.
8. I have watched **that/which** stops working whenever I need it most.

II Rewrite the information given in the brackets as a relative clause. Position it appropriately in the sentence. You may use 'zero relative pronoun' if you find it appropriate.

- 1 The house **which was lying neglected for years** has got a fresh coat of paint.
- 2 A lady (**who**) **my mother knows** can tell the future with the help of tarot cards.
- 3 Most of the letters (**which/that**) **the author wrote to his friends and critics** are now published in a book.
- 4 All the trees **which/that stood in the school ground** have been cut down.
- 5 People **who live in these flats** do not have much contact with each other.
- 6 My friend showed me the model (**that**) **he was working on**.

Non-defining relative clauses

Use the information given in the brackets in non-defining relative clauses and insert them in the sentences. One is done for you.

1. Rehana is going to join college. (she got a good grade in her school leaving certificate)

2. Rehana, who got a good grade in her school leaving certificate, is going to join college.
3. The new teacher, **who/whom no one likes**, loves to give long assignments. (No one likes her.)
4. Some of story books, **which I have already read**, will go to the old age home.
5. Tarun, **who has left his job at the library**, is thinking of shifting to a new city.
6. The rain water, **which came in from the skylight**, spoiled the furniture and the carpet.
7. This flight, **that/which I am going to take**, serves no meals on board.

II Complete the information given in a Handbook on Tea, using appropriate relative pronouns.

Indian Teas

Tea gardens in Assam cover nearly 2,70,000 hectares of land area **which** make it the largest tea growing belt in the country. Around 4,50,000 tonnes of Assam tea is produced annually **that/which** comprise the CTC and the orthodox teas. CTC teas **which** have been crushed, torn and curled have a rich, dark brown appearance and the orthodox teas, **which** are black with golden tips, give off a lovely flavor.

The animal **that/which** the Assam tea logo carries is the one-horned Rhino Darjeeling tea, **which** is grown at heights of 2150 metres above sea-level, has a rare flavour **that/which** ranks it among the world's finest teas.

Nilgiris teas, **which** are grown at levels ranging from 1000 metres to 2500 metres above sea level, are known for a fine combination of flavour and strength.

Anyone **who** loves to drink tea would be happy to learn about the teas that grow in our country.

Writing

Some guidelines

- Please notice that your article would have four paragraphs.
- In the first paragraph you would need to add an introductory sentence about how everyone loves to bite into a chocolate or eat things with chocolate flavour.
- You would need to use the past tense, since it is the history of chocolate.
- You may drop a point or two if you wish. You may merge points with the help of commas.

- Remember to use connectors and linkers to link one idea or one paragraph with another.
- Also remember that your last sentence would be in a way say the same thing you said in the first sentence.

1.7 References and Bibliography

1. Parashar, P, Feb. 17, 2008, "The Story of Tea", Merinews.com, Internet URL
<http://www.merineews.com/article/the-story-of-tea/130268.shtml>
2. "The History of Chocolate", http://en.wikipedia.org/wiki/History_of_chocolate
3. Tea Factory and Tea Museum, Ooty, "All that Goes into a Cup of Tea"
4. Hewings. M reprint 2007, "Advanced English Grammar, A self study reference and practice book for advanced South Asian students", Cambridge University Press, South Asian Edition, New Delhi
5. Eastwood, J, Mackin, R, 1991, "A Basic English Grammar with Exercises- student's self- study edition, Oxford University Press, Hong Kon

Unit 2: The Adopted Son (Adverbial Clauses)

- 2.1 Pre-reading/Introduction
 - 2.2 Objectives
 - 2.3 Reading Skills
 - 2.3.1 Passage for Reading
 - 2.3.2 Glossary
 - 2.3.3 Reading Comprehension
 - 2.4 Vocabulary
 - 2.4.1 Words to describe people
 - 2.4.2 Phrases and idioms for relationships
 - 2.5 Grammar and usage
 - 2.5.1 Adverbial Clauses
 - 2.6 Writing
 - 2.6.1 Describing a person
 - 2.6.2 Describing self/friend
 - 2.7 Answers to check your progress
 - 2.8 References/Bibliography
 - 2.9 Suggested Reading
-

2.1 Pre-reading/Introduction

If you won a scholarship of Rs.2000/- per month to be paid over two years what would you do with the money?

Present a plan of two years wherein you will show how carefully and wisely you will spend the money.

You may mention the following:

- how much would you spend and on what or whom
- if you would save it, mention the reason
- if you would invest the money, then mention the enterprise

Here are some ideas. Read the table and tick the relevant items. You may add a few of your own too.

SI. No	Action	Amount and reason	Expected benefit
1	Spend	On <ul style="list-style-type: none"> • books • games and entertainment • food • clothes • travel • friends • family • lottery tickets • • 	
2	Save	Amount and reason <ul style="list-style-type: none"> • To pay for fees of a future course • To buy clothes for a job interview • To buy any gadgets • • 	

3	Invest	Amount <ul style="list-style-type: none"> • Term deposits • Stocks and shares • • 	
---	--------	---	--

2.2 Objectives

To develop in the learner ability to:

- read a story say the main events
- locate new lexical items using cues provided
- make inferences from the text about situation and character
- respond to the text and provide personal opinion
- relate the events of the story with real life
- use appropriate words used to describe people
- use phrases and idioms for relationships
- use adverbial clauses in speech and writing
- write a description of a person

2.3 Reading Skills

2.3.1 Passage for Reading

The Adopted Son
By- Guy De Maupassant

The two cottages stood beside each other at the foot of a hill near a little seashore resort. The two peasants laboured hard on the unproductive soil to rear their little ones, and each family had four.

Before the adjoining doors the children played and tumbled about from morning till night. The two eldest were six years old, and the youngest were about fifteen months; the marriages, and afterward the births, having taken place nearly simultaneously in both families.

The first of the two cottages was occupied by the Tuvaches, who had two girls and two boys; the other house sheltered the Vallins, who had one girl and three boys.

They all survived only on soup, potatoes and fresh air. At seven o'clock in the morning, then at noon, then at six o'clock in the evening, the housewives got their broods together to give them their food. Before them was placed a bowl filled with bread, soaked in the water in which the potatoes had been boiled, half a cabbage and three onions; and the whole line ate until their hunger was appeased. The mother herself fed the smallest.

A small pot roast on Sunday was a feast for all; and the father on this day sat longer over the meal, repeating: "I wish we could have this every day."

One afternoon, in the month of August, a phaeton stopped suddenly in front of the cottages, and a young woman, who was driving the horses, said to the gentleman sitting at her side:

"Oh, look at all those children, Henri! How pretty they are, tumbling about in the dust, like that!"

The young woman continued:

"I must hug them! Oh, how I should like to have one of them-that one there-the little tiny one!"

Springing down from the carriage, she ran toward the children, took one of the two youngest-a Tuvache child-and lifting it up in her arms, she kissed him passionately on his dirty cheeks, on his tousled hair, and on his little hands, with which he fought vigorously, to get away from the caresses which displeased him.

Then she got into the carriage again, and drove off at a lively trot. But she returned the following week, and seating herself on the ground, took the youngster in her arms, stuffed him with cakes; gave candies to all the others, and played with them like a young girl, while the husband waited patiently in the carriage.

She returned again; made the acquaintance of the parents, and reappeared every day with her pockets full of dainties and pennies.

Her name was Madame Henri d'Hubieres.

One morning, on arriving, her husband alighted with her, and without stopping to talk to the children, who now knew her well, she entered the farmer's cottage.

They were busy chopping wood for the fire. They rose to their feet in surprise, brought forward chairs, and waited expectantly.

Then the woman, in a broken, trembling voice, began

"My good people, I have come to see you, because I should like-I should like to take-your little boy with me-"

The country people, too bewildered to think, did not answer.

She recovered her breath, and continued: "We are alone, my husband and I. We would keep it. Are you willing?"

The peasant woman began to understand. She asked:

"You want to take Charlot from us? Oh, no, indeed!"

Then M. d'Hubieres intervened:

"My wife has not made her meaning clear. We wish to adopt him, but he will come back to see you. If he turns out well, as there is every reason to expect, he will be our heir. If we, perchance, should have children, he will share equally with them; but if he should not reward our care, we should give him, when he comes of age, a sum of twenty thousand francs, which shall be deposited immediately in his name, with a lawyer. As we have thought also of you, we should pay you, until your death, a pension of one hundred francs a month. Do you understand me?"

The woman had arisen, furious.

"You want me to sell you Charlot? Oh, no, that's not the sort of thing to ask of a mother!"

Her husband gravely nodded in agreement with his wife.

Madame d'Hubieres, in dismay, began to weep; turning to her husband, with a voice full of tears, like a child used to having all its wishes gratified, she stammered:

"They will not do it, Henri, they will not do it."

Then he made a last attempt: "But, my friends, think of the child's future, of his happiness, of-"

The peasant woman, however, exasperated, cut him short:

"It's all considered! It's all understood! Get out of here, and don't let me see you again-the idea of wanting to take away a child like that!"

Madame d'Hubieres pointed to the other young child:

"But is the other little one not yours?"

Father Tuvache answered: "No, it is our neighbors'. You can go to them if you wish." And he went back into his house.

The Vallins were at table, slowly eating slices of bread which they parsimoniously spread with a little rancid butter on a plate between the two.

M. d'Hubieres repeated his proposals to them with more shrewdness and fluency.

Initially they shook their heads, in sign of refusal, but when they learned that they were to have a hundred francs a month, they considered the matter, exchanging glances. They kept silent for a long time, tortured, hesitating. At last the woman asked: "What do you say to it, man?" In a weighty tone he said: "I say that it's not to be despised."

Madame d'Hubieres, trembling with anguish, spoke of the future of their child, of his happiness, and of the money which he could give them later.

The peasant asked: "This pension of twelve hundred francs, will it be promised before a lawyer?"

M. d'Hubieres responded: "Why, certainly, beginning with tomorrow." The woman, who was thinking it over, continued:

"A hundred francs a month is not enough to pay for depriving us of the child. That child would be working in a few years; we must have a hundred and twenty francs."

Tapping her foot with impatience, Madame d'Hubieres granted it at once, and, as she wished to carry off the child with her, she gave a hundred francs extra, as a present, while her husband drew up a paper. And the young woman, radiant, carried off the howling brat, as one carries away a wished-for knick-knack from a shop.

The Tuvaches, from their door, watched her departure, silent, serious, perhaps regretting their refusal.

Nothing more was heard of little Jean Vallin. The parents went to the lawyer every month to collect their hundred and twenty francs. They had quarreled with their neighbors, because Mother Tuvache grossly insulted them, continually accusing them of selling their child.

Sometimes she would take her Charlot in her arms, ostentatiously exclaiming, as if he understood:

"I didn't sell you, I didn't! I didn't sell you, my little one! I'm not rich, but I don't sell my children!"

The Vallins lived comfortably, thanks to the pension. That was the cause of the growing anger of the Tuvaches, who had remained miserably poor. Their eldest went away to serve his time in the army; Charlot alone remained to labour with his old father, to support the mother and two sisters.

He had reached twenty-one years when, one morning, a brilliant carriage stopped before the two cottages. A young gentleman, with a gold watch-chain, got out, giving his hand to an aged, white-haired lady. The old lady said to him: "It is there, my child, at the second house." And he entered the house of

the Vallins as though at home.

The Vallins looked up from what they were doing, and the young man said: "Good- morning, papa. Good-morning, mamma!"

They both stood up, frightened! In a flutter, the peasant woman dropped her soap into the water, and stammered:

"Is it you, my child? Is it you, my child?"

He took her in his arms and hugged her, repeating: "Good-morning, mamma." When they had got to know one another again, the parents wished to take their boy out in the neighborhood, and show him. They took him to the mayor, to the deputy, to the cure, and to the schoolmaster.

Charlot, standing on the threshold of his cottage, watched him pass. In the evening, at supper, he said to the old people: "You must have been stupid to let the Vallins' boy be taken."

The mother answered, obstinately: "I wouldn't sell my child." The father remained silent. The son continued: "It is unfortunate to be sacrificed like that." Then Father Tuvache, in an angry tone, said:

"Are you going to reproach us for having kept you?" And the young man said, "Yes, I blame you for having been such fools. Parents like you make the misfortune of their children. You deserve that I should leave you." The old woman wept over her plate. She moaned, as she swallowed the spoonfuls of soup, half of which she spilled: "One may kill one's self to bring up children!"

Then the boy said, roughly: "I'd rather not have been born than be what I am. When I saw the other, my heart stood still. I said to myself: 'See what I should have been now! I'll never forgive you for that!'"

The two old people were silent, downcast, in tears.

He continued: "No, the thought of that would be too much. I'd rather look for a living somewhere else."

He opened the door. A sound of voices came in at the door. The Vallins were celebrating the return of their child.

Slightly Adapted

2.3.2Glossary

- | | |
|-------------------|---|
| 1. Resort | a place where people go for a holiday |
| 2. Rear | care for the young till they are grown up |
| 3. Simultaneously | Similar |
| Carriage | happening or done at the same time horse-driven |

- | | | |
|-----|----------------|---|
| 4. | phaeton | horse drawn carriage |
| 5. | perchance | perhaps |
| 6. | exasperated | to make somebody angry |
| 7. | parsimoniously | extremely unwilling to spend |
| 8. | tortured | suffering severely |
| 9. | brat | a child who behaves badly |
| 10. | Ostentatiously | in a way to impress others or be noticed by other |
| 11. | Stammered | a state of confused nervous excitement |
| 12. | Obstinately | spoke with difficulty often repeating words |

2.3.3 Reading Comprehension

I. Understanding the basics of the text

Answer the questions that follow.

1. What kind of text is the one which you have just read? How can you tell?
2. When do you think this text was written? Mention the clues that indicate this.
3. How would you classify the end? happy/sad/humorous

In the story the characters face different problems. They do something to solve the problem with either a happy or a sad end.

Complete the story maps given below.

Story Map

Write notes in each section. One is done for you. Work in the same way for other characters.

<i>Setting</i>	<i>Character/s</i>	<i>Time</i>	<i>Place</i>
19 or 20 Century France	Madam Tuvache and her husband	Not mentioned	Their cottage near a seashore resort



<i>Problems</i>	
1	The soil was not good and the farmers did not get much yield .Very poor and do not have enough to feed their four children. Life is a struggle.
2.	A rich lady called Madame Henri d'Hubieres wants to take away the younger boy to adopt.

**What the character did to solve the problem? (Action/Event)**

Refuses to part with her child or 'sell it' as she loves her children.

Is not tempted with the offer of money or an easy life.

Gets angry with the lady and sends her to the next house to try her luck.

**How the problem was resolved/ The outcome of the action or event**

1. Problem 1 was not resolved as they remained as poor as ever and the little boy who is now grown up has to struggle with his father on the land to make both ends meet.

2. Problem 2 was solved then and there as the lady did not pester Madam Tuvache anymore and went to the next house from where she adopted a child. Madam Tuvache's son stayed and grew up with her.

Outcome is sad as the young Charlot sees the Jean who has been brought up by the rich lady and feels angry with parents for not giving him to her. Leaves home and parents are heartbroken.

Make a story map taking the instance of Madame Henri d'Hubieres and the Vallins

<i>Setting</i>	<i>Character/s</i>	<i>Time</i>	<i>Place</i>

↓

<i>Problems</i>

↓

<i>Action/Event</i>

↓

<i>Outcome/ resolution of the problem</i>

III. *Answer the questions given below in a few sentences each.*

4. What was the similarity between the two families of Tuvaches and the Vallins?

5. Why did Madame Henri d'Hubieres wish to take away one of the children?

6. How did Madam Tuvache respond to her request? What do you think about this behaviour of hers?

7. Why do you think the Vallins agree to part with their son? Use a word to describe them.
8. Who was the loser in the end? Do you think it was fair to give them the suffering?
9. Do you think Charlot was an insensitive boy? What was the reason for his anger towards his parents?

IV Understanding words in context

Read the story again and find the answers to the following.

1. Find a word from paragraph 2 which means the same as 'next'
2. Find a word from paragraph 4 which means the same as 'children or young ones'.
3. Which word has been used in paragraph 9 to mean 'strokes' and 'kisses'.
4. From paragraph 10 pick out the names of the 'dainties' that Madame Henri d'Hubieres brought for the children.
5. A word towards the end of the story means the same as 'blame'. Locate it and write it in the space provided.

2.4 Vocabulary

2.4.1 Words to Describe People- appearance and character

Appearance

I. Read the descriptions and match from the options given below

Picture of a girl with straight long black hair, a small pointed face

1

Picture of a man with narrow face and a large nose. He has thick curly hair on his head.

2.....

Picture of a man with a bald pate, a beard and mustache. He has a chubby face,

3.....

Picture of a man with a short crew cut, a handsome face, and a pair of glasses on his nose.

4.

Picture of a dark skinned lady with wavy wavy hair and pleasant face

5.....

Picture of a bald man with wrinkles on his face. He has thin lips.

6.

- a) pleasant face, wavy hair and dark skinned
- b) narrow face with a large nose, thick curly hair
- c) bald, wrinkled skin and thin lips
- d) long straight hair, a small pointed face
- e) a crew cut, handsome with glasses
- f) balding with a beard and mustache, a chubby face

II. People have different qualities and personality dispositions. Look at the words below and match them to the question which aims to decide the kind of a person one is.

sensitive	reliable	confident	sociable
ambitious	optimistic	extravagant	inquisitive

1. If you promise to deliver a report on Monday, do you deliver it on Monday?

2. Do you think that the glass before you is 'half full' and not 'half empty'?
3. Do you ask strangers in the bus or train questions about their personal lives?
4. Do you keep thinking of something unkind someone has said to you?
5. Do you always keep thinking of improving your position in life?
6. When faced with a new assignment do you always feel that you will succeed?
7. Do you think you spend more money than you should?
8. Do you like to be in the company of others?

2.4.2 Phrases and Idioms for Relationships

Complete the sentences using appropriate phrases and idioms from those given below. Remember to use the correct tense of the verbs.

thick as thieves *fall out with* *hit it off* *bad blood*
get on well with each other *like a house on fire* *called it quits*
no love lost make up *look down on break up* *not as rich as he is*
bury the hatchet *two peas in a pod*

- a. Soon the members of the gang.....each other and went their own ways.
- b. My mother says that I and my friend Manjit are.....Really we are inseparable.
- c. He is quite a snob and tends to.....all the others who are not as rich as he is.
- d. I was afraid that Mother would not like my new friend Rosie but to my surprise they got on.....Now Mother looks forward to her visits.
- e. Gagan and Shruti have.....Shruti has taken their daughter with her.
- f. Since there was.....between the brothers they began fight over the property as soon as their father died.
- g. "Let's forget the quarrel and,," he said to his teammate.

- h. My son and my father I can leave them at home and do my shopping.

2.5 Grammar

2.5.1 Adverbial Clauses

Adverbial clauses are clauses that modify the verb in a sentence. They function as adverbs.

Adverbial clauses indicate time, reason, contrast, purpose and result.

2.5.1.1 Adverbial Clauses of Time

We use after, as, as soon as, before, until, when, or while in adverbial clauses of time.

We need to remember:

- a) While talking about the present or the past we use the same tense in the clause.
 - I normally watch television while I am chopping vegetables.
- b) While talking about the future we use present tense.
 - Let's wait here until the rain stops.
- c) To talk about an action that is completed before or after another action described in the main clause we use either simple or perfect tense.
 - Clara felt a little guilty after she had lied to her mother about her grades
- d) When we are talking about an action in the adverbial clause that takes place over a period of time we use the present perfect tense.
 - You can go out to play when you have finished your homework.

I. Complete these sentences using appropriate words from those given.

after as as soon as before until when while

1. the gateman opened the door Roger, noticed a battery of armed guards a little distance away.
2. You must check all your papers.....you make any claims.
3. Shamim lived in Dehradun.....she moved away to Almora.
4. The little boy rubbed his shoes with the cloth they shone.
5. We decided to munch on some peanuts we waited for the bus to arrive.
6. She did not know who had brought the letter. She was sleeping the letter arrived.

7. Sorry you will have to wait. Planes can take off onlythe fog clears.
8. the bell rang there was pandemonium in the classroom. Every student wished to leave before the others.

Here are a few more rules on the use of as, when and while.

- We can use as, when or while to mean 'during the time that..' to indicate that something was happening when something else took place.
- We use only when (and not as or while) to talk of an event that takes place at time as some longer action or event described in the main clause.
- We use as and when to talk about two events that happen simultaneously.
- We use as and while to talk about two longer actions that go on at the same time.

II. Complete the sentences given below with as, when or while using them appropriately in the blanks. You can use more than one at certain places.

1. The little boy began to howl Madame Henri d'Hubieres carried him to the carriage.
2. The Tuvaches stood and watched a little regretfully..... the carriage carrying Vallin's child moved out of the street.
3. Leave the books on the table.....you leave. Don't mix them with the others in the stacks.
4. I hurt my back..... I was doing my exercises.
5. Let me wash the dishesyou put the remaining food away into the refrigerator.
6. Doctor, I feel a pain in my knee.....I climb stairs.
7. Bablu was playing a match he twisted his ankle.
8. Madam Tuvache wept over her soup.....the Vallins celebrated their son's return.

2.5.1.2 Adverbial Clauses of reason

- a) We use as, because, since at the beginning of a clause to give a reason for a particular situation. Look at the sentences below.
 - Since I was going to visit a sick relative, I chose to wear simple clothes.
 - As Mridul was getting late, he decided to take a taxi.
 - She must have good news to share, because there is a smile on her face.

- b) We use *for* to give reasons in formal written English.
- We always be prepared, *for* we do not know what the future holds for us.
- c) We use *because of*, *due to* and *owing to* in adverbial clauses of reason.
- He will not be able to reach the meeting *because of* the flight getting delayed.
 - No work was able to progress *due to/owing to* the workers' striking work.
 - We have less money to spend, *owing to/due to* budget cuts made by the government.

Complete the sentences given in Box A with suitable items from Box B. Use appropriate words to join them.

	<i>because</i>	<i>since</i>	<i>as</i>	<i>for</i>	<i>due to</i>	<i>owing to</i>
1. She took an umbrella with her					a) the rain was incessant.	
2. Patel was unable to play the match					b) I was extremely busy	
3. I couldn't call you the whole of last week					c) he had a leg injury	
4. I shall always help you					d) it had begin to drizzle.	
5. The water had spread on the floor					e) I'll have to do it.	
6. You refuse to do this job					f) God's ways are mysterious.	
7. They rushed to the bus shelter					g) The tap which was leaking	
8. We cannot predict anything					h) You are my only brother.	

2.5.1.2 Adverbial Clauses of Purpose and Results

We use *in order that* and *so that* to talk about purpose.

- The man stayed neat the door *in order that* he may hear whenever his officer called out to him.
- She takes vitamin pills *so that* she does not fall ill.

We also use *so... that* when we want to link a cause with the result.

- The wind was *so strong that* it blew all the papers from my table.
- The speaker spoke *for so long that* many in the audience dozed off.

I. Complete the sentences below using ideas given in the box and connecting them with either *so that* or *in order that*. Remember to make the necessary changes. The tense of the clause would be the same as that of the main clause. One is done for you.

She would be near her mother that way.
Students would get interested in reading books.
That way the register will be accessible to all.
Those way mosquitoes would be kept out.
They could reach the grasslands.
That way he will not miss any interesting sight.

1. The register is kept in the reception...

The register is kept in the reception in order that it is accessible to all.

2. Mariam took up a job in Haldwani.

3. The animals began to move north.

4. Book readings are held in the college every month.

5. Abdul always carries a video camera with him.

6. We put a wire mesh on all our windows.

II. Join the sentences given below with the help of so.that. Make the necessary changes.

1. The sun was very harsh. I got sun burn all over.
2. She spoke softly. Very few in the room were able to hear her.
3. The house was dirty. It took me three days to clean it.
4. The medicine was bitter. The child refused to take it.
5. Neelam looked very sad. I just had to help her.
6. The neighbour's party was noisy. I couldn't sleep a wink.

2.6 Writing

2.6.1 Describing People

You would have noticed in the story 'The Adopted Son' that Guy de Maupassant has not used any describing words for any of the characters in his story. He has brought them to life through their speech and their actions. But often when we speak or write we need to use words to describe people.

Here are a few words that describe people. Imagine the characters of the story 'The Adopted Son' and select the words you feel will be appropriate for each. You may select more than one. You may even use some words of your own.

Write a description in 40 -50 words for each. One is done for you.

Appearance

plump	bald	round-faced	slim	long-haired	pretty	obese
long-faced	dark complexion	sallow -complexion	wrinkled face	wavy hair		
tall	short	rough hands	dainty hands	made-up face	pointed nose	
handsome	bearded	moustache	blonde haired	stout	skinny	
chubby faced	well-groomed	well-dressed	poorly dressed			
serious-looking	bright eyes	untidy looking	scruffy	hawk- like eyes		

intelligent	bright	smart	shrewd		
silly	foolish	simple	dim-witted	ill-behaved	
relaxed	tense	sensible	practical	money-minded	
sensitive	sincere	obstinate	miserly	quarrelsome	spoilt
blunt	courteous	friendly	optimistic		

Madame Vallin was skinny with a sallow complexion. She was often poorly dressed. All the scrubbing and washing had given her rough hands. But her eyes were hawk-like. She was practical and money minded. And unlike Madame Tuvache was courteous.

2.6.2 Describing Self/friend

- Write a brief description of yourself or your friend. Here are a few suggestions.
- Begin with physical description- age, height, weight, face and noteworthy features
- Talk about general appearance, way of dressing, way of carrying oneself and how people relate to you/him/her
- Talk about any personal characteristics you wish to mention and say how

you/he/ she demonstrate/s these in behaviour.

- Conclude giving your opinion in a sentence or two- words of appreciation for yourself or the person you are writing about.

2.7 Answers to check your progress

Reading Comprehension

I. *Understanding the basics of the text*

1. A short story. It has characters and a s sequence of events which happen one after another. The actions and feelings of the characters are described.
2. In the early twentieth or the nineteenth century. Clues: the mode of transport is a horse driven carriage, the life of the characters is simple and there is no mention of any modern implements or things. The children did not go to school
3. sad, because the son does nor realize mother's uprightness and love for him that prevented her giving him away

II. **Make a story map taking the instance of a) Madame Henri d'Hubieres and Vallins**

Setting	Character/s	Time	Place
19 or 20 Century France	Madame d'Hubieres and her husband	Henri Everyday one day	The cottages of farmers near a seashore resort

Problem

Has no children. Is lonely. Is also a little spoiled. Wants a child as a plaything.
Wishes to take one of the farmers' children and adopt him.

**What the character did to solve the problem? (Action/Event)**

1. First tries to win the friendship of the young child with good things to eat and through kisses and caresses. Plays with them everyday for a few days.
2. One day, requests, Madam Tuvache for her youngest child, Chalet. Explains how they wish to adopt the child and make him an heir. Promises to return the boy when old enough. Also promises a monthly allowance to the parents. MadmamTuvache is angry and refuses to 'sell' her child. Sends her to her neighbour who has a son the same age.
3. Makes the same offer to the Vallins. At first they refuse but when they hear of the monthly allowance, they are tempted as they are very poor. Consider and give away the child having obtained the promise of regular allowance.

**How the problem was resolved/ The outcome of the action or event**

1. Madame Henri d'Hubieres gets what she wanted. Takes the boy with her and brings him up.
2. Keeps all her promises and returns the boy when he is a young man.

Setting	Character/s	Time	Place
19 or 20 Century France	Madam Vallins and her husband	One day	Their cottage near a seashore resort



Problems	
1	The soil was not good and the farmers did not get much yield .Very poor and do not have enough to feed their four children. Life is a struggle. Often have to eat rancid butter.
2.	A rich lady called Madame Henri d'Hubieres wants to take away the younger boy to adopt. She offers to look after they boy and their family as well. Promsies to return the boy when he is older.

b) Vallins

What the character did to solve the problem? (Action/Event)
At first they refuse to part with her child.
Consult each other. Later think practically and think that the family would benefit. Are tempted with the offer of money or a more comfortable life.
Give away Jean, their youngest child with a heavy heart.



How the problem was resolved/ The outcome of the action or event
1 Problem 1 was resolved as they received a regular allowance from the d'Hubieres and the little boy grows up with the rich family and is educated.
2. Problem 2 was solved when they thought practically and gave away the child for everyone's good. Everyone is happy.
Outcome is happy as Madam d'Hubieres is happy to have a child to play with and look after. The child is looked after well and the Vallins are not so poor anymore as they get a monthly allowance of a hundred francs. In the end the son , healthy and educated is returned to them.

III Answer the questions given below in a few sentences each.

1. What was the similarity between the two families of Tuvaches and the Vallins?
They were both farmers who struggled to cultivate the difficult land

near the sea- resort. They had been married at the same time and by chance had their children also almost at the same time. Both had four children each. Both the families lived in poverty.

2. Why did Madame Henri d'Hubieres wish to take away one of the children?

She was rich, childless and hence lonely. She was also a little spoiled. She thought that she could 'buy' a child from the poor families. She wanted the child as a plaything more than a son but later looked after him well.

3. How did Madam Tuvache respond to her request? What do you think about this behaviour of hers?

Madam Tuvache flew into a temper and took offence. She thought that the rich lady wanted to buy her child and was tempting them with money. She outright refused to give her child in return for any gain. She loved her children and felt that she ought to look after them, whatever hardship may come their way.

4. Why do you think the Vallins agree to part with their son? Use a word to describe them.

The Vallins listened to Madam d'Hubieres and at first refused to part with the child. When she offered a hundred francs per month as a pension they thought that the allowance would help them lead a better life and their children would get food and clothes. They looked at the situation practically. We could call them calculating and shrewd.

5. Who was the loser in the end? Do you think it was fair to give them the suffering?

Madam Tuvache is the loser in the end as they remained as poor as ever. They continued to struggle and one boy had to go to the army and the other had to help his father. Perhaps they could not get any education as well.

In the end she even lost the love of her son who felt that she had been stupid in not sending him to live with the d'Hubieres. He leaves home in anger.

6. Do you think Charlot was an insensitive boy? What was the reason for his anger towards his parents?

Charlot was a young and immature boy. When he saw Jean in his smart dress, the carriage in which he came and thought of how comfortable the Vallins were he couldn't help comparing these with their own poor status. This anger made him blind to the affection of his mother who

had sacrificed her life and had worked hard to look after him.

IV Understanding words in context

Read the story again and find the answers to the following.

1. adjoining
 2. brood
 3. caresses
 4. cakes and candies
 5. reproach
-

2.4 Vocabulary

2.4.1 Words to Describe People- appearance and character

Appearance

I. Look at the pictures. Match the description with the pictures.

1. long straight hair, a small pointed face
2. narrow face with a large nose, thick curly hair
3. balding with a beard and mustache, a chubby face
4. a crew cut, handsome with glasses
5. pleasant face, wavy hair and dark skinned
6. bald, wrinkled skin and thin lips

II. *People have different qualities and personality dispositions. Look at the words below and match them to the question which aims to decide the kind of a person one is.*

1. If you promise to deliver a report on Monday, do you deliver it on Monday? (reliable)
2. Do you think that the glass before you is 'half full' and not 'half empty'? (optimistic)
3. Do you ask strangers in the bus or train questions about their personal lives? (inquisitive)
4. Do you keep thinking of something unkind someone has said to you? (sensitive)
5. Do you always keep thinking of improving your position in life? (ambitious)

- 6 When faced with a new assignment do you always feel that you will succeed? (confident)
- 7 Do you think you spend more money than you should? (extravagant)
- 8 Do you like to be in the company of others? (sociable)

• **Phrases and Idioms for Relationships**

Complete the sentences using appropriate phrases and idioms from those given below. Remember to use the correct tense of the verbs.

1. Soon the members of the gang fell out with each other and went their own ways.
2. My mother says that I and my friend Manjit are thick as thieves. Really we are inseparable.
3. He is quite a snob and tends to look down on all the others who are not as rich as he is.
4. I was afraid that Mother would not like my new friend Rosie but to my surprise they got on like a house on fire. Now Mother looks forward to her visits.
5. Gagan and Shruti have broken up. Shruti has taken their daughter with her.
6. Since there was no love lost between the brothers they began fight over the property as soon as their father died.
7. "Let's forget the quarrel and make up," he said to his teammate.
8. My son and my father get on well with each other. I can leave them at home and do my shopping.

2.5 Grammar

2.5.1 Adverbial Clauses

2.5.1.1 Adverbial Clauses of Time

1. *Complete these sentences using appropriate words from those given.*
- 1 As the gateman opened the door Roger noticed a battery of armed guards a little distance away.
 - 2 You must check all your papers before you make any claims.
 - 3 Shamim lived in Dehradun until/before she moved away to Almora.
 - 4 The little boy rubbed his shoes with the cloth until they shone.
 - 5 We decided to munch on some peanuts while we waited for the bus to arrive.
 - 6 She did not know who had brought the letter. She was sleeping when

the letter arrived.

7. Sorry you will have to wait. The planes can take off only after the fog clears.
8. As soon as the bell rang there was pandemonium in the classroom. Every student wished to leave before the others.

ii. Complete the sentences given below with *as, when or while* using them appropriately in the blanks. You can use more than one at certain places.

1. The little boy began to howl *as/when* Madame Henri d'Hubieres carried him to the carriage.
2. The Tuvaches stood and watched a little regretfully *as* the carriage carrying Vallin's child moved out of the street.
3. Leave the books on the table *when* you leave. Don't mix them with the others in the stacks.
4. I hurt my back *while/when* I was doing my exercises.
5. Let me wash the dishes *while* you put the remaining food away into the refrigerator.
6. Doctor, I feel a pain in my knee *when* I climb stairs.
7. Bablu was playing a match *when* he twisted his ankle.
8. Madam Tuvache wept over her soup *while* the Vallins celebrated their son's return.

2.5.1.2 Adverbial Clauses of reason

Complete the sentences given in Box A with suitable items from Box B. Use appropriate words to join them. You may have to bring about some changes in the structure of the sentences.

1. She took an umbrella with her *as* it had begun to drizzle.
2. Patel was unable to play the match owing *to/due* to a leg injury.
3. I couldn't call you the whole of last week *as* I was extremely busy.
4. I shall always help you *since* you are my only brother.
5. The water had spread on the floor owing *to* the leaking tap.
6. *Since* you refuse to do this job, I'll have to do it.
7. They rushed to the bus shelter *because* of the rain.
8. We cannot predict anything for God's ways are mysterious.

2.5.1.3 Adverbial Clauses of Purpose and Results

- 1. Complete the sentences below using ideas given in the box and connecting them with either so that or in order that. Remember to make the necessary changes. The tense of the clause would be the same as that of the main clause.*

She would be near her mother that way. Students would get interested in reading books. That way the register will be accessible to all.

That way mosquito would be kept out. They could reach the grasslands.

That way he will not miss any interesting sight. One is done for you.

1. The register is kept in the reception...
The register is kept in the reception in order that it is accessible to all.
2. Mariam took up a job in Haldwani so that she would be near her mother.
3. The animals began to move north in order that they could reach the grasslands.
4. Book readings are held in the college every month so that the students would get interested in reading books.
5. Abdul always carries a video camera with him in order that he may not miss any interesting sight.
6. We put a wire mesh on all our windows so that mosquitoes would be kept out.

- II. Join the sentences given below with the help of so...that. Make the necessary changes.*

1. The sun was so harsh that I got sunburn all over.
2. She spoke so softly that very few in the room were able to hear her.
3. The house was so dirty that it took me three days to clean it.
4. The medicine was so bitter that the child refused to take it.
5. Neelam looked so sad that I just had to help her.
6. The neighbour's party was so noisy that I couldn't sleep a wink.

2.6 Writing

2.6.1 Describing People

Please note the when we write a description of someone we begin with age, physical appearance and then move on to personal qualities.

Since these characters belong to the story you would use the past

tense. Many people write the character sketch of a person in the present tense too.

Read the story well. The character's action will tell you something about the personal qualities say for example the Vallin's child howled loudly as Madam d'Hubieres carried him off shows that he was a little ill-behaved.

2.6.2 Describing Self/friend

Follow the suggestions given. You may read a few stories to learn how people are described. You are free to add or modify the ideas given.

This is a free writing task and your creativity is welcome.

2.8. References and Bibliography

1. Maupassant, Guy de, 'The Adopted Son', from the Internet
2. Hewings, M reprint 2007, "Advanced English Grammar, A self study reference and practice book for advanced South Asian students", Cambridge University Press, South Asian Edition, New Delhi
3. Eastwood, J, Mackin, R, 1991, "A Basic English Grammar with Exercises- student's self- study edition, Oxford University Press, Hong Kong
4. McCarthy, M, O'Dell, F, 2001, 'English Vocabulary in Use, Upper-intermediate and advanced', Cambridge University Press, The Pitt Building, Trumpington Street, Cambridge CB2 1 RP, United Kingdom
5. Story Map adapted from Houghton Mifflin Company, Internet

2.9 Suggested Reading

1. 'The Diamond Necklace' by Guy de Maupassant
2. 'Vanka' by Anton Chekov
3. 'Gift of the Magi' by O Henry
4. 'A Service of Love' by O Henry

Unit 3: Talking Hands - Helen Keller (Prepositional Phrases)

- 3.1 Pre-reading/Introduction
- 3.2 Objectives
- 3.3 Reading Skills
 - 3.3.1 Passage for Reading
 - 3.3.2 Glossary
 - 3.3.3 Reading Comprehension
- 3.4 Vocabulary
 - 3.4.1 Words related to the senses
 - 3.4.2 Use of Prefixes
- 3.5 Grammar and usage
 - 3.5.1 Prepositional Phrases
- 3.6 Writing
 - 3.6.1 Writing an account
- 3.7 Answers to check your progress
- 3.8 References/Bibliography
- 3.9 Suggested Reading

3.1 Pre-reading/Introduction

In today's world we have so many ways of communicating. We indulge in face-to-face conversation or conversation over the telephone, write letters, type short messages on cellular phones, send notices, emails, and use biogs and other networking sites to communicate ideas.

We, humans are very expressive and use language effectively in order to communicate. Often we do not even use words but signs and symbols to send messages across. We also use our sense organs to send and receive messages in face-to-face communication.

Given below are different ways of communicating our ideas and our feelings. Read them and put them in the relevant columns.

a wink	a tap on the shoulder	use a symbol	hiss	a gentle pat
grunt	make a sign	wave hand	sing a song	a scream
a smile	draw a picture	a frown	dance	a kiss
point	raise eyebrows	whistle	a caress	pinch
	a gentle kick under the table		whisper	

Oral-Aural (Speech and sounds)	Visual (what one sees)	Tactile (using touch)

We noticed that in real life we may often communicate without the use of words or speech.

3.2 Objectives

To develop in the learner ability to:

- read an account and give the main ideas of a text
- say the purpose of writing the account
- identify the genre of the piece of writing from the language
- locate new lexical items in the text using cues provided
- make inferences from the text about situation and persons/protagonists
- respond to the text and provide personal opinion
- relate the ideas given in the text with real life
- use vocabulary related to the six senses
- use vocabulary associated with feelings
- use prepositional phrases in speech and writing
- write an account of an incident

3.3 Reading Skills

3.3.1 Passage for Reading

The Story of My Life

Helen Keller

Have you ever wondered how the hearing impaired learn to understand the meaning of what someone is saying or learn to speak themselves? It is through watching the lip movements of the other person. What if the person is neither able to hear nor see?

What would the person do?

Given below is an account of the way Helen Keller learnt to speak, in spite of her disability of both vision and hearing. She also learned to read and write. What more, she wrote books and towards the latter part of her career travelled to different places delivering lectures. This account was written by Helen Keller's mentor and teacher Anne Sullivan, for the Perkins Institution Report

in 1891. It is worth mentioning here that young Helen learnt to recognize letters and words which Miss Sullivan traced on her palm as she made her touch or feel the object in question.

(MISS SULLIVAN'S ACCOUNT OF MISS KELLER'S SPEECH, written for Perkins Institution Report, 1891)

I knew that Laura Bridgman (another person learning to speak) had shown the same intuitive desire to produce sounds, and had even learned to pronounce a few simple words, which she took great delight in using, and I did not doubt that Helen could accomplish as much as this. I thought, however, that the advantage she would derive would not repay her for the time and labour that such an experiment would cost.

Moreover, the absence of hearing renders the voice monotonous and often very disagreeable; and such speech is generally unintelligible except to those familiar with the speaker.

The acquiring of speech by untaught deaf children is always slow and often painful. Too much stress, it seems to me, is often laid upon the importance of teaching a deaf child to articulate—a process which may be detrimental to the pupil's intellectual development. In the very nature of things, articulation is an unsatisfactory means of education; while the use of the manual alphabet quickens and invigorates mental activity, since through it the deaf child is brought into close contact with the English language, and the highest and most abstract ideas may be conveyed to the mind readily and accurately. Helen's case proved it to be also an invaluable aid in acquiring articulation. She was already perfectly familiar with words and the construction of sentences, and had only mechanical difficulties to overcome. Moreover, she knew what a pleasure speech would be to her, and this definite knowledge of what she was striving for gave her the delight of anticipation which made drudgery easy. The untaught deaf child who is made to articulate does not know what the goal is, and his lessons in speech are for a long time tedious and meaningless.

Before describing the process of teaching Helen to speak, it may be well to state briefly to what extent she had used the vocal organs before she began to receive regular instruction in articulation. When she was stricken down with the illness which resulted in her loss of sight and hearing, at the age of nineteen months, she was learning to talk. The unmeaning babblings of the infant were becoming day by day conscious and voluntary signs of what she felt and thought. But the disease checked her progress in the acquisition of oral language, and, when her physical strength returned, it was found that she had ceased to speak intelligibly because she could no longer hear a sound. She continued to exercise her vocal organs mechanically, as ordinary children do. Her cries and laughter and the tones of her voice as she pronounced many

word elements were perfectly natural, but the child evidently attached no significance to them, and with one exception they were produced not with any intention of communicating with those around her, but from the sheer necessity of exercising her innate, organic, and hereditary faculty of expression. She always attached a meaning to the word water, which was one of the first sounds her baby lips learned to form, and it was the only word which she continued to articulate after she lost her hearing. Her pronunciation of this gradually became indistinct, and when I first knew her it was nothing more than a peculiar noise. Nevertheless, it was the only sign she ever made for water, and not until she had learned to spell the word with her fingers did she forget the spoken symbol. The word water, and the gesture which corresponds to the word good-by, seem to have been all that the child remembered of the natural and acquired signs with which she had been familiar before her illness.

As she became acquainted with her surroundings through the sense of feeling (I use the word in the broadest sense, as including all tactile impressions), she felt more and more the pressing necessity of communicating with those around her. Her little hands felt every object and observed every movement of the persons about her, and she was quick to imitate these movements. She was thus able to express her more imperative needs and many of her thoughts.

At the time when I became her teacher, she had made for herself upward of sixty signs, all of which were imitative and were readily understood by those who knew her. The only signs which I think she may have invented were her signs for small and large. Whenever she wished for anything very much she would gesticulate in a very expressive manner. Failing to make herself understood, she would become violent. In the years of her mental imprisonment she depended entirely upon signs, and she did not work out for herself any sort of articulate language capable of expressing ideas. It seems, however, that, while she was still suffering from severe pain, she noticed the movements of her mother's lips.

When she was not occupied, she wandered restlessly about the house, making strange though rarely unpleasant sounds. I have seen her rock her doll, making a continuous, monotonous sound, keeping one hand on her throat, while the fingers of the other hand noted the movements of her lips. This was in imitation of her mother's crooning to the baby. Occasionally she broke out into a merry laugh, and then she would reach out and touch the mouth of any one who happened to be near her, to see if he were laughing also. If she detected no smile, she gesticulated excitedly, trying to convey her thought; but if she failed to make her companion laugh, she sat still for a few moments, with a troubled and disappointed expression. She was pleased with anything which made a noise. She liked to feel the cat purr; and if by chance she felt a dog in the act of barking, she showed great pleasure. She always liked to stand by the piano

when someone was playing and singing. She kept one hand on the singer's mouth, while the other rested on the piano, and she stood in this position as long as anyone would sing to her, and afterward she would make a continuous sound which she called singing. The only words she had learned to pronounce with any degree of distinctness previous to March, 1890, were papa, mamma, baby, sister. These words she had caught without instruction from the lips of friends. It will be seen that they contain three vowel and six consonant elements, and these formed the foundation for her first real lesson in speaking.

<http://www.afb.org/mylife/book.asp?ch=P3Ch4>

Part III. Chapter IV.

Speech 'Supplementary Account of Helen Keller's Life and Education, Including Passages from the Reports and Letters of Her Teacher, Anne Mansfield Sullivan' by John Albert Macy

3.3.2 Glossary

1. Intuitive obtained by using your feelings rather than facts, that comes from feelings
2. Accomplish succeed in doing or completing something
3. Monotonous never changing and therefore boring, here she made the same sounds over and over again
4. Articulate express or explain your thoughts or feelings clearly in words
5. Detrimental harmful or damaging
6. invigorates makes something healthy and full of energy
7. babblings sounds that a baby makes before beginning to say actual words
8. acquisition the act of getting some knowledge or skill
9. innate a quality or feeling you have when you are born, what you are born with
10. hereditary qualities or characteristics given to a child by parents before it is born, here it means that being human she was born with certain qualities
11. imperative important and needing immediate attention

12. imitative that copies something or someone, a child copies others
13. gesticulate move arms or hands in order to attract attention
14. crooning singing something quietly, like a mother singing a lullaby to make her baby sleep

3.3.3 Reading Comprehension

I. Understanding the basics of the text

Complete the following sentences.

1. The passage is a part of an of how Helen Keller
2. It was written byfor
3. It was probably written for academic purposes/ as part of a memoir. (Select one)
4. The passage gives an insight into how those who learn to speak.

II. Select the most appropriate option and complete the statements given below.

1. When the deaf begin to talk their speech is monotonous and unclear because.....
 - a) their vocal organs are not well developed to produce the sounds.
 - b) they find it difficult to express their feelings in words.
 - c) they have not heard the sounds they need to produce.
 - d) the process of learning to talk is long and painful.
2. Helen found it a little easier to learn to speak because.....
 - a) Anne Sullivan taught her patiently and affectionately.
 - b) she wished to express herself and was motivated to learn.
 - c) she already knew many words and sentences in English.
 - d) her parents also tried to teach her to speak.
3. Helen when illness took away her ability to hear and hence the sounds she later produced were meaningless.
 - a) had just begun to imitate sounds as a baby
 - b) had learnt to speak English as a child

- c) was finding speaking difficult due to emotional problems
- d) could communicate through gestures
4. Even though Helen was unable to hear she continued to produce sounds as.....
- a) she felt the need to communicate with the others.
- b) it was natural for her to exercise her vocal chords.
- c) she was encouraged to produce sounds by her parents.
- d) she wanted to attract attention to herself with the help of sounds.
5. The 'manual alphabet' referred to in the passage stands for
- a) the letters of the alphabet which she had learnt in Braille.
- b) the letters of the alphabet of English that she learnt from a book .
- c) the new set of letters she learnt in place of the English alphabet.
- d) the letters she drew with her fingers to spell the words she knew.
6. Soon the young Helen learnt to communicate some of her immediate needs
- a) making sounds in her throat and crying.
- b) imitating the movements that others made.
- c) stamping her feet and acting violently.
- d) becoming absolutely quiet and still.
7. Helen was pleased with anything which made a noise like a cat purring or a dog barking. This is because she could.....
- a) faintly hear the sounds they made.
- b) feel the vibrations of the noise they made from far.
- c) feel the movement of their muscles as they did so
8. Helen learnt to pronounce words like papa, mama, baby and sister.....
- a) with the help of Anne Sullivan who taught these to her.
- b) with the help of her mother who frequently used these words.
- c) with the help of her father who often repeated these words.
- d) on her own by feeling the mouth of the speakers.

III. Answer these questions briefly.

1. Why do you think Helen was experiencing a 'mental imprisonment'? Explain.
2. How did Helen learn to make appropriate gestures to get some of her needs fulfilled?
3. What are the different sounds that Helen made before she learnt to pronounce meaningful words? What does this imply?

IV. *Understanding words in context*

Find the following words from the passage.

1. A word in paragraph 2 which means the same as 'cause something to be in a particular state or condition'.
2. A word in paragraph 2 which is opposite in meaning to 'understandable'.
3. Words that mean 'ideas that exist in the mind as a thought but do not have a physical reality' from paragraph 3.
4. A word in paragraph 4 that means 'stopped'.
5. A word in paragraph 4 which is opposite in meaning to something that is clearly heard, seen or felt.
6. Words in paragraph 6 which mean that the only way she could communicate was through signs.

3.4 Vocabulary

3.4.1 Words related to the senses

Disease had robbed young Helen of two of her senses: sight and hearing. The senses that she still had were those of touch which was helpful in learning the manual alphabet, taste and smell.

Humans have five senses: sight, hearing, touch, taste and smell. In addition, we have the sixth sense which is a supernatural sense like we have a feeling that something is going to happen.

I. Read the passage below and classify the words according to the senses.

As I noiselessly entered the room, I found the old man sitting with bowed head. Once in a while he stroked the thin cat that sat at his feet. The room stank of stale food and urine. 'Hello, there,' I murmured. The man did not budge. He just stared at the floor. I glanced around me. There was an old shirt on the bed. A worn-out pair of shoes lay near the chair. I glimpsed a smelly plate with the remnants of the last night's meal still lay on the small table. I tapped the man gently on his shoulder. He got up with a start. Suddenly he grasped my hand and said, 'Has Peter called?' The man sounded very sad. (© Shafali Ray)

- a) Hearing:
- b) Sight:
- c) Touch:
- d) Smell:

II. Complete the sentences below using appropriate words from those given in the box. Remember to use the appropriate tense.

witness press grab handle taste smell gaze sound

- We asked the waiter to take the curry away as it..... funny.
- The moment the doctor heard that the patient had regained consciousness hehis stethoscope and ran to the ward.
- The new teacher was soon a hit in the school. She.....all the mischievous children so well that they listened to whatever she said.
- The room the lady showed me..... musty and damp.
- "Wegreat moments of history in our lifetime," said Arun's grandfather.

6. What happened? Father very angry.
7. We had a nice relaxed time in Goa. In the evenings we just sat and.... at the sea.
8. It is after almost five minutes that I realized that I the wrong button.

3.4.2 Use of Affixes: Prefixes

Affixes as you have learnt earlier are groups of letters that you can add to words to change their meanings. Prefixes come at the beginning of the word.

You have learnt the use of some suffixes in Unit 14 Some common Prefixes are:

Form word opposite in meaning: anti-(against), dis- (not), in- (not), ii- (not), ir- (not) , mis- (badly/wrongly), un- (not), non- (not)

Other prefixes are: ante- (before), co- (together or with) de- (opposite of), pre- (before), re-(again/back), trans- (across) etc.

I. Add prefixes pre-, ante-, ii-, trans-, non-, mis-, co-, re- to the words in the box and complete the sentences given:

<i>understood</i>	<i>logical</i>	<i>Yamuna</i>	<i>room</i>
<i>locate</i>	<i>smoking</i>	<i>worker</i>	<i>historic</i>

1. All public places have been declared as zones. You can be fined for smoking there.
2. The visitors to the department have to wait in antill the are called.
3. The government is trying to..... the people whose houses had to be demolished for making the highway.
4. Anyone can see that this is ananswer. Do not expect anyone to accept it.
5. The people the message that their leader had given and did just the opposite of what he had wished.
6. There is a bus-service for the convenience of people who live on the other side of the river.
7. One can see the fossils of animals in the Museum of Natural History.
8. Sampath is a gentleman. He has a lot of respect for his.....in the factory.

Here are some more prefixes: over- (too much), multi-(many), semi-(half), ex- (former), post- (after)

II. Rewrite the sentences by affixing the appropriate prefixes from those given above to the underlined words.

1. My grandfather likes to take a nap after lunch.
My grandfather likes a.....
2. Shweta, Rehana and Navneet are former students of Green Valley School.
Shweta, Rehana and Navneet are
3. Most difficult to overcome was the economic depression that happened after the war.
Most difficult to overcome was the
4. A number of buildings with many stories have come up in and around Dehradun. A number of
5. The participants sat in an arrangement which looked like a half circle.
The participants sat in a
6. We tend to eat too much at these parties as the food is very good.
We tend to.....

3.5 Grammar

3.5.1 Prepositional Phrases

Read the following sentences:

Helen was at a disadvantage because of her lack of sight and hearing tried hard to communicate through gestures. She would try to gesticulate in order to communicate the idea in her head without success. This made her frustrated. Anne Sullivan helped Helen to learn the word 'water' by placing Helen's hand under running water and tracing the letters

W.A.T.E.R on her palm. Soon Helen learnt to recognize the word. She was excited as she was beginning to communicate. From then on it was much easier to handle Helen. By and by Helen had learnt many words by feeling things and learning their names with the help of the manual alphabet.

You would have noticed that the phrase 'at a disadvantage' describes Helen's position and hence is performing the function of an adjective.

The phrase, 'without success', tells how the action was done. This phrase is performing the function of an adverb.

The phrases 'under running water' and 'on her palm' answer the question 'where'

The phrases 'from then on' and 'by and by' tell when the action was done and thus is again performing the function of an adverb.

The phrases above are prepositional phrases and begin with a preposition. The pattern of a prepositional phrase is:

Preposition+ (noun, pronoun, gerund or clause)

- I like to curl up with a book after dinner. (how)
- Many accusations were thrown at him (1) during the meeting. (2) (how, where)
- I sprained my foot while jogging (1) in the old park (2) (when, where)

Prepositional phrases function as adjectives and adverbs. As adjectives they answer the question 'which one' and as adverbs they answer the questions When? How? and Where? They are used to colour and inform sentences in powerful ways.

I. Complete the passage given below using appropriate prepositional phrases from those provided in the box.

<i>on the floor</i>	<i>by accident</i>	<i>in the face</i>	<i>from personal experience</i>
<i>down the drain</i>	<i>into the house</i>	<i>with the water</i>	<i>at a loss</i>
	<i>on the shelf</i>	<i>into the water</i>	

Never take a storm for granted. I am saying this Last week there was a storm. One of the windows, was left open and a lot of water found its way The books closest to the window, were wet and swollen. The rugwas squelchy it had absorbed. My history notes were lying face down with all the notes having run off I was totallyThe destruction of my month long hard work was staring me My two months salary too had gone with the damaged rug and swollen books.

Another pattern of Prepositional phrases is:

Preposition+ Modifiers+ (noun, pronoun, gerund or clause)

- Tutul has inherited this trait from her maternal (modifier) grandmother.
- It felt scary going into the dark, musty (modifiers) corridors of the deserted (modifier) building.
- Let us concentrate on what we need (clause) for the moment.

Combine the sentences by transforming the sentences at B into Prepositional phrases.

A	B
1. He tried to forget his grief.	1. He worked furiously.
2. We stood under the shed.	2. It was rundown.
3. Let us think.	3. We should pay attention to about what is important.
4. The plane flew over the city.	4. The city was crowded.
5. The friends went for a walk along the market street.	5. It was busy.
6. She was shocked	6. She had seen something. (what)

3.6 Writing

The passage you just read is an extract from an account of Helen's attempt to communicate. What you read was perhaps towards the beginning of the account. An account is a written record of something to preserve facts or events.

In an account of something:

- There is a beginning, middle and an end
- events are placed in a chronological sequence
- the major events or ideas are organized in paragraphs
- the language is simple and the progression of ideas
- An account should be easy to follow.

Write an account of any project you have undertaken, any experiment done in any field or in life, any important event of your life. Remember to:

- Give it an introduction (in this you present of gist of your account)
- Divide your major ideas into paragraphs

- Let each paragraph have a topic sentence (ideally begin with one)
- Summarize the account in a few words (without repeating the sentences you wrote in the introduction)
- Write in the past tense
- The account is your own so it should have your voice (your opinions, ideas and your style)

Oral-Aural (Speech and sounds)	Visual (what one sees)	Tactile (using touch)
Hiss	a wink	a tap on the shoulder
Grunt	use a symbol	a gentle pat
sing a song	make a sign	dance
a scream	wave a hand	a kiss
Speech	a smile	a caress
whistle	draw a picture	pinch
Whisper	a frown	a gentle kick under the table
	Gestures	
	Point	
	raise eyebrows	

3.7 Answers to Check your Progress

3.3.3 Reading Comprehension

- Understanding the basics of the text, complete the following sentences.
 - The passage is a part of an **account** of how Helen Keller **tried to speak/ communicate**.
 - It was written by **Anne Sullivan** for **the Perkins Institute**.
 - It was probably written for **academic purposes..**
 - The passage gives an insight into how those who **cannot see or hear/can neither see nor hear/ lack both sight and hearing** learn to speak.
- Select the most appropriate option and complete the statements given below.

1. When the deaf begin to talk their speech is monotonous and unclear **because they have not heard the sounds they need to produce**
2. Helen found it a little easier to learn to speak because **she already knew many words and sentences in English.**
3. Helen **had just begun to imitate sounds as a baby** when illness took away her ability to hear and hence the sounds she later produced were meaningless.
4. Even though Helen was unable to hear she continued to produce sounds as **it was natural for her to exercise her vocal chords.**
5. The 'manual alphabet' referred to in the passage stands for **the letters she drew with her fingers to spell the words she knew.**
6. Soon the young Helen learnt to communicate some of her immediate needs by **imitating the movements that others made.**
7. Helen was pleased with anything which made a noise like a cat purring or a dog barking. This is because she could **feel the movement of their muscles as they did so.**
8. Helen learnt to pronounce words like papa, mama, baby and sister **on her own by feeling the mouth of the speakers.**

III . Answer these questions briefly.

1. Why do you think Helen was experiencing a 'mental imprisonment'? Explain.

Helen was unable to speak as she could not hear any sounds. So she was not able to communicate her ideas, needs or thoughts with the help of speech. Moreover, she could not see and hence could not use gestures or sign language to make her thoughts known to people. Thus the whole world was shut out for her just it is for prisoners. Her imprisonment was a mental one.

2. How did Helen learn to make appropriate gestures to get some of her needs fulfilled?

She felt and observed the movements of others and imitated their movements or gestures. This way she had up to sixty signs that represented ideas. These were understood by those around her. She also invented two signs for 'big' and 'small'.

3. What are the different sounds that Helen made before she learnt to pronounce meaningful words? What does this imply?

She would imitate the crooning sounds of her mother. She made other

sounds which were repetitive but not unpleasant. These were only sounds which had no meaning. She also made the sound of laughter. This implies that her vocal organs were fine and she used them to create sounds and to exercise them.

IV. Understanding words in context

Find the following words from the passage.

1. A word in paragraph 2 which means the same as 'cause something to be in a particular state or condition'- **render**
2. A word in paragraph 2 which is opposite in meaning to 'understandable'- **unintelligible**
3. Words that mean 'ideas that exist in the mind as a thought but do not have a physical reality' from paragraph 3 - **abstract**
4. A word in paragraph 4 that means 'stopped'- **ceased**
5. A word in paragraph 4 which is opposite in meaning to something that is clearly heard, seen or felt- **indistinct**
6. Words in paragraph 6 which mean that the only way she could communicate was through signs- '**she depended entirely upon signs**'.

3.4 Vocabulary

3.4.1 Words related to the senses

Read the passage below and classify the words according to the senses.

As I noiselessly entered the room, I found the old man sitting with bowed head. Once in a while he stroked the thin cat that sat at his feet. The room stank of stale food and urine. 'Hello, there,' I murmured. The man did not budge. He just stared at the floor. I glanced around me. There was an old shirt on the bed. A worn out pair of shoes lay near the chair. I glimpsed a smelly plate with the remnants of the last night's meal still lay on the small table. I tapped the man gently on his shoulder. He got up with a start. Suddenly he grasped my hand and said, 'Has Peter called?' The man sounded very sad.

(© Shefali Ray)

- | | |
|------------|---|
| a) Hearing | : noiselessly, murmured, sounded |
| b) Sight | : stared, glanced, glimpsed |
| c) Touch | : stroked, tapped, grasped |
| d) Smell | : stank, smelly |

- II Complete the sentences below using appropriate words from those given in the box. Remember to use the appropriate tense.
1. We asked the waiter to take the curry away as it **tasted** funny.
 2. The moment the doctor heard that the patient had regained consciousness he **grabbed** his stethoscope and ran to the ward.
 3. The new teacher was soon a hit in the school. She **handled** all the mischievous children so well that they listened to whatever she said.
 4. The room the lady showed me **smelled** musty and damp.
 5. "We **have witnessed** great moments of history in our lifetime," said Arun's grandfather.
 6. What happened? Father **sounds** very angry.
 7. We had a nice relaxed time in Goa. In the evenings we just sat and **gazed** at the sea.
 8. It is after almost five minutes that I realized that I **was pressing/had pressed** the wrong button.

3.4.2 Use of Affixes: Prefixes

Add prefixes pre-, ante-, in-, trans-, non-, mis-, co-, re- to the words in the box and complete the sentences given:

1. All public places have been declared as **non-smoking** zones. You can be fined for smoking there.
2. The visitors to the department have to wait in an **ante-room** till they are called.
3. The government is trying to **relocate** the people whose houses had to be demolished for making the highway.
4. Anyone can see that this is an **illogical** answer. Do not expect anyone to accept it.
5. The people **misunderstood** the message that their leader had given and did just the opposite of what he had wished.
6. There is a **trans-Yamuna** bus-service for the convenience of people who live on the other side of the river.
7. One can see the fossils of **pre-historic** animals in the Museum of Natural History.

8. Sampath is a gentleman. He has a lot of respect for his **co-workers** in the factory.
- II Rewrite the sentences by affixing the appropriate prefixes from those given above to the underlined words.
1. My grandfather likes **a post-lunch nap**.
 2. Shweta, Rehana and Navneet are **ex-students of Green Valley School**.
 3. Most difficult to overcome was the **post-war economic depression**.
 4. A number of **multi-storeyed buildings have come up in and around Dehradun**.
 5. The participants sat in a **semi-circle/semi-circular arrangement**.
 6. We tend to **overeate at these parties as the food is very good**.
- 3.5 Grammar**

3.5.1 Prepositional Phrases

Complete the passage given below using appropriate prepositional phrases from those provided in the box.

Never take a storm for granted. I am saying this **from personal experience**.

Last week there was a storm. One of the windows was left open **by accident** and a lot of water found its way **into the house**. The books **on the shelf** closest to the window, were wet and swollen. The rug **on the floor** was squelchy **with the water** it had absorbed. My history notes were lying face down with all the notes having run off **into the water**. I was totally **at a loss**. The destruction of my month long hard work was staring me **in the face**. My two months salary too had gone **down the drain** with the damaged rug and swollen books.

- II Combine the sentences by transforming the sentences in B into Prepositional phrases. Underline the phrases
1. He tried to forget his grief **by working furiously**.
 2. We stood **under the rundown shed**.
 3. Let us think **about what is important**.
 4. The plane flew **over the crowded city**.
 5. The friends went for a walk **along the busy market street**.
 6. She was shocked **at what she had seen**.

3.6 Writing

1. Given the account a nice title
2. Divided the major events/ideas into paragraphs
3. Introduced the theme in the first paragraph and summed it in the last paragraph (or at the beginning of first paragraph and end of the last paragraph if you have written only two paragraphs)
4. Used a topic sentence that may tell the reader what the paragraph is going to tell.
5. Used the past tense to describe the account
6. Made the language vivid with the use of adjectives or adverbs.
7. Added your feelings or comments in a place or two
8. Used appropriate linkers to link one idea with another or one paragraph with another.

3.8 References/Bibliography

1. Macy, John Albert, 'Supplementary Account of Helen Keller's Life and Education, Including Passages from the Reports and Letters of Her Teacher, Anne Mansfield Sullivan', Part III, Chapter IV, <http://www.afb.org/mylife/book.asp?ch=P3Ch4>
2. Hewings. M reprint 2007, "Advanced English Grammar, A self study reference and practice book for advanced South Asian students", Cambridge University Press.South Asian Edition, New Delhi
3. Eastwood, J, Mackin, R, 1991, "A Basic English Grammar with Exercises- student's self- study edition, Oxford University Press, Hong Kong
4. McCarthy, M, O'Dell, F, 2001, 'English Vocabulary in Use, Upper-intermediate and advanced', Cambridge University Press, The Pitt Building, Trumpington Street, Cambridge CB2 1 RP, United Kingdom
5. Seely, John, 2002, 'Words ,One step ahead series, Oxford University Press, New York, United States
6. 'Prepositional Phrase reference', http://esl.about.com/library/grammar/blgr_prep_phrases1.htm
7. Simmons, Robin. L, 'The Prepositional Phrase', Internet

3.9 Suggested Reading

- 1.
2. 'The Story of my Life' by Helen Keller
3. 'The Girl on the Train' by Ruskin Bond

Unit 4: A Service of Love (Participial Phrases)

- 4.1 Pre-reading/Introduction**
- 4.2 Objectives**
- 4.3 Reading Skills**
 - 4.3.1 Passage for Reading**
 - 4.3.2 Glossary**
 - 4.3.3 Reading Comprehension**
- 4.4 Vocabulary**
 - 4.4.1 Homonyms**
 - 4.4.2 Words to express feelings**
- 4.5 Grammar and usage**
 - 4.5.1 Participial Phrases**
- 4.6 Writing**
 - 4.6.1 Writing a book review**
- 4.7 Answers to check your progress**
- 4.8 References/Bibliography**
- 4.9 Suggested Reading**

4.1 Pre-reading/Introduction

- a) financial _____ to developing countries
 b) _____ to the world of music
 c) _____ of own life for the sake of the country's freedom
 d) _____ to the cause of the poor and downtrodden
 e) _____ to her god
 f) _____ to humanity

Given below are the names of some persons or organizations. Match them with what they are known to do or have done. Pick suitable words from the bubble and complete the phrases in Box B. Then match the words in Box A with the phrases given in Box B.

1. Mother Teresa	a) financial _____ to developing countries
2. Shaheed Bhagat Singh	b) _____ to the world of music
3. World Bank	c) _____ of own life for the sake of the country's freedom
4. Meera Bai	d) _____ to the cause of the poor and downtrodden
5. Ali Akhbar Khan	e) _____ to her god
6. Vinoba Bhave	f) _____ to humanity

service contribution sacrifice assistance devotion support

4.2 Objectives

To develop in the learner ability to:

- identify the genre of the piece of writing from the language
- read a story and provide its plot
- put the events of the story in the correct sequence
- state the age and the setting of the story
- locate new lexical items in the text using cues provided
- make inferences from the text about situation and persons/protagonists
- respond to the text and provide personal opinion
- relate the ideas given in the text with real life
- use homonyms correctly in the context
- use participial phrases in speech and writing
- write a book review

4.3 Reading Skills

4.3.1 Passage for Reading

A Service of Love

By- O. Henry (1862-1910)

The following story is reprinted from *The Four Million*. O. Henry. New York: Doubleday, Page and Co., 1912.

They were worshippers of Art. Joe Larrabee could draw well while Delia Caruthers had a flair for music and they met at an atelier where a number of art and music students had gathered to discuss Wagner, Rembrandt, Waldteufel, Chopin and in other words, musicians, artists and different aspects of these fine arts.

Joe and Delia became so enamoured of each of the other and within a short time they were married. The Larrabee's lived in a small and secluded flat. And they were happy. They had their Art, and they had each other.

Joe was painting in the class of the famous artist Magister, whose fees were high but lessons light. Delia was studying under someone called Herr Rosenstock-a reputed pianist.

They were happy as long as their money lasted. Their aims were very clear and defined. Joe was to become capable very soon of turning out pictures that old gentlemen with thin side-whiskers and thick pocketbooks would more than readily buy.

Delia was to become so proficient in Music that she could refuse to go on the stage unless the hall was packed with audience, with not a seat empty.

Life at home in the little flat comprised the enthusiastic chats after the day's study; the cozy dinners and fresh, light breakfasts; the interchange of ambitions-the mutual help and inspiration that each lend to the other.

But after a while Art alone was not enough to keep them happy. Money was lacking to pay Mr. Magister and Herr Rosenstock their fees. When one loves one's Art no service seems too hard. So, Delia said that she must give music lessons to keep the chafing dish bubbling.

For two or three days she went out canvassing for pupils. One evening she came home elated. "Joe, dear," she said, gleefully, "I've a pupil. And, oh, the loveliest people! General General A. B. Pinkney's daughter-on Seventy-first street. Such a splendid house, Joe you ought to see the front door! And inside! Oh, Joe, I never saw anything like it before."

She continued, "My pupil is his daughter Clementina. I dearly love her already. She's a delicate thing-dresses always in white; and the sweetest, simplest manners! Only eighteen years old. I'm to give three lessons a week; and, just think, Joe! \$5 a lesson. I don't mind it a bit; for when I get two or three more pupils, I can resume my lessons with Herr Rosenstock. Now, smooth out that wrinkle between your brows, dear, and let's have a nice supper."

"That's all right for you, Dele," said Joe, opening a can of peas with a carving knife, "but how about me? Do you think I'm going to let you hustle for wages while I do nothing but court high art? I guess I can sell papers or lay cobblestones, and bring in a dollar or two."

Delia came and hugged him.

"Joe, dear, you are silly. You must keep on at your studies. It is not as if I had quit my music and gone to work at something else. While I teach, I learn. I am always with my music. And we can live as happily as millionaires on \$15 a week. You mustn't think of leaving Mr. Magister."

"All right," said Joe, "But I hate for you to be giving lessons. It isn't Art. But you're a trump and a dear to do it."

"When one loves one's Art no service seems too hard," said Delia.

"Magister praised the sky in that sketch I made in the park," said Joe. "And Tinkle gave me permission to hang two of them in his window. I may sell one if the right kind of a moneyed idiot sees them."

"I'm sure you will," said Delia, sweetly. "And now let's be thankful for Gen. Pinkney and this veal roast."

During all of the next week the Larrabees had an early breakfast. Joe was enthusiastic about some morning-effect sketches he was doing in Central Park, and Delia packed him off with coddles and kisses at 7 o'clock. Most of the days it was almost 7 o'clock when he returned in the evening

At the end of the week Delia, triumphantly but sweetly tossed three five-dollar bills on the small centre table in their tiny parlour.

"Sometimes," she said, a little wearily, "Clementina tries me. I'm afraid she doesn't practise enough, and I have to tell her the same things so often. And then she always dresses entirely in white, and that does get monotonous. But Gen. Pinkney is the dearest old man! I wish you could know him, Joe. He takes so much interest in her progress."

“I wish you could see the skirting boards in that drawing-room, Joe! And those rugs! Poor Clementia is so pale! I really am getting attached to her, she is so gentle and high bred. Gen. Pinkney's brother was once Minister to Bolivia.”

And then Joe, with the air of a Monte Cristo, drew forth a ten, a five, a two and a one dollar notes-and laid them beside Delia's earnings.

“Sold that watercolour of the stone column to a man from Peoria,” he announced overwhelmingly.

“Don't joke with me,” said Delia, “not from Peoria!”

“All the way. I wish you could see him, Dele. Fat man with a woollen muffler and a quill toothpick. He saw the sketch in Tinkle's window and thought it was a windmill at first. He was game, though, and bought it anyhow. He has ordered another oil sketch to take back with him. Music lessons! Oh, I guess Art is still in it.”

“I'm so glad you've kept on,” said Delia, heartily. “You're bound to win, dear. Thirty three dollars! We never had so much to spend before. We'll have oysters to-night.”

On the next Saturday evening Joe reached home first. He spread his \$18 on the parlour table and washed what seemed to be a great deal of dark paint from his hands.

Half an hour later Delia arrived, her right hand tied up in a shapeless bundle of wraps and bandages.

“How is this?” asked Joe after the usual greetings. Delia laughed, but not very joyously.

“Clementina,” she explained, “insisted upon a meat curry after her lesson. She is such a queer girl. A meat curry at 5 in the afternoon. The General was there. You should have seen him run for the chafing dish, Joe, just as if there wasn't a servant in the house. I know Clementina isn't in good health; she is so nervous. In serving the curry she spilled a great lot of it, boiling hot, over my hand and wrist. It hurt awfully, Joe. And the dear girl was so sorry! But Gen. Pinkney!- Joe, that old man was so worried. He rushed downstairs and sent somebody-they said the furnace man or somebody in the basement-out to a drug store for some oil and things to bind it up with. It doesn't hurt so much now.”

“What's this?” asked Joe, taking the hand tenderly and pulling at some white strands beneath the bandages.

“It's something soft,” said Delia, “that had oil on it. Oh, Joe, did you sell another sketch?” She had seen the money on the table.

“Did I?” said Joe; “just ask the man from Peoria. He got his oil sketch to-day, and he isn't sure but he thinks he wants another park's cape and a view on the Hudson. What time this afternoon did you burn your hand, Dele?”

“Five o'clock, I think,” said Dele, plaintively. “The iron-I mean the meat curry came off the fire about that time. You ought to have seen Gen. Pinkney, Joe, when”

“Sit down here a moment, Dele,” said Joe. He drew her to the couch, sat beside her and put his arm across her shoulders.

“What have you been doing for the last two weeks, Dele?” he asked.

She braved it for a moment or two with an eye full of love and stubbornness, and murmured a phrase or two vaguely of Gen. Pinkney; but at length down went her head and out came the truth and tears.

“I couldn't get any pupils,” she confessed. “And I couldn't bear to have you give up your lessons; and I got a place ironing shirts in that big Twenty-fourth street laundry. And I think I did very well to make up both General Pinkney and Clementina, don't you, Joe? And when a girl in the laundry set down a hot iron on my hand this afternoon I was all the way home making up that story about the meat dish. You're not angry, are you, Joe? And if I hadn't got the work you mightn't have sold your sketches to that man from Peoria.”

“He wasn't from Peoria,” said Joe, slowly.

“Well, it doesn't matter where he was from. How clever you are, Joe -and what made you ever suspect that I wasn't giving music lessons to Clementina?”

“I didn't,” said Joe, “until to-night. And I wouldn't have then, only I sent up this cotton waste and oil from the engine-room this afternoon for a girl upstairs who had her hand burned with a smoothing-iron. I've been firing the engine in that laundry for the last two weeks.”

“And then you didn't-“

“My purchaser from Peoria,” said Joe, “and Gen. Pinkney are both creations of the same art-but you wouldn't call it either painting or music.”

And then they both laughed.

Adapted from O. Henry's 'A Service of Love' by Shefali Ray

4.3.2. Glossary

1. atelier: a room or a building where an artist works
2. Wagner, Chopin: famous musicians of Europe

3. Rembrandt: famous artist of Europe quiet and private
4. secluded: Quiet and private
5. pocketbooks: wallets, reference to the financial position, here it means rich
6. chafing dish: a metal pan used for keeping food warm on the table
7. keep the chafing dish bubbling: have enough food on the table
8. elated: happy and excited
9. hustle: show aggression in doing something, here, work aggressively
10. court: try to please someone to get what one wants
11. cobblestones: small stones used to make the surface of roads
12. trump: as in playing cards, someone who is more valuable than the others
13. roast: meat or vegetable cooked directly over fire with not water
14. parlour: sitting room (old fashioned use)
15. skirting boards: narrow pieces of wood that are fixed along the bottom of the walls in a house
16. was game: ready and willing to do something new, difficult or dangerous
17. Hudson: a river that flows through New York

4.3.3 Reading Comprehension

1. Understanding the basics of the text

Complete the following sentences with suitable words.

- i. The passage is aas it hasand
- ii. It must have been written at the
- iii. The country the story is based in isas it refers to.....
- iv. The main characters comprise
- v. The story ends happily for them as they can pursue their interests/learn of their deep love for each other. (Select one)

2. Understanding the story

1. Given below is the story line with the major events. Complete the story line by inserting appropriate words to complete the story map.

Joe and Delia meet at an artist's studio



Fall in love and



Are happy in their little flat. Delia takes piano classes while Joe takes art classes



Soon they find that is short



Delia offers to.....and requests Joe to continue his.....



Joe hesitates but



Delia says that
 Delia brings home 15 dollars every week
 as fees from her supposed
 Believes that husband is
 Actually irons clothes in a

Joe says that.
 Joe brings home
 as payment for his
 Believes that wife is
 Actually works in a laundry

One day Delia..... When a girl places aby Mistake on her hand. Owner of the laundry Sends for help. The furnace man sends up cotton waste and oil	The same day Joe is told that a He sends some cotton waste and oil for her Oil for her
---	---



Delia comes home with her hand in..... She tells Joe that she
 burnt her hand when



Joe notices the cotton and recognizes it as the same
 which he had sent for the..... He asks her if



she really was giving
 At last Delia breaks down and tells him.....
 Joe too tells her that he had not been but had
 been working as ain the same



They discover that each had been telling the other lie and working hard at menial jobs so that
 the other could carry on with his or her Art.

They are happy to learn how much they

III. Responding to the text

Answer these questions briefly.

1. Why did Joe and Delia have to lie to each other about the jobs they were doing?

2. Would you call Joe and Delia deceptive or creative in the way they hid their real occupation from each other? Discuss.

-
-
-
3. Explain the significance of the title of the story. If you wished to give it another title what would it be?
-
-

IV. Understanding words in context

Find the following words from the passage.

1. A word in Paragraph 2 which means the same as “fell in love with each other”.

2. A word in Paragraph 8 that means the same as “going around and talking to people”

3. A group of words in Paragraph 10 that means “stop worrying”.

4. A word in Paragraph 19 which means the opposite of “dejectedly or sadly”.

5. A word in Paragraph 20 which means the same as “tiredly”.

6. A word in Paragraph 33 which means the same as “painting of a park”.

4.4 Vocabulary

4.4.1 Homonyms

Look at the following sentences from the story.

A

-they(Joe and Delia) met at an atelier where a number of art and music students had gathered to discuss Wagner, Rembrandt, Waldteufel, Chopin, in other words, musicians, artists and different aspects of these fine arts.
- Joe was painting in the class of the famous artist Magister, whose fees were high but lessons light.

In the first sentence under A, the word 'fine' here is an adjective which qualifies the noun 'art'. 'Fine' can also be used as noun when some amount of money is to be paid as a mode of punishment.

The court imposes a fine.

In the second sentence the word 'light' can be used an adjective meaning 'not heavy' or as a noun meaning the phenomenon of light that comes from the sun, candles, electric bulbs etc.

Both the words have the same spelling but have different meanings. Here they have the same pronunciation too. In some cases words may have the same spellings but different pronunciation as in these sentences.

- Tears rolled down the cheeks of the audience as the character sang a sad song. (Pronounced like 'clear')
- Don't tear the ticket now. We might need to show it later. (Pronounced like 'hair')

Such words fall under the term homonyms and are called homographs.

B

- For two or three days she went out canvassing for pupils. (canvass)
- I'm to give three lessons a week.

The word 'canvass' in the first sentence means to talk to people to convince them as one does before the elections. Another word 'canvas' has the same sound but is a noun meaning a strong, heavy, rough material used to make tents.

Similarly the word 'weak' meaning 'not strong' is pronounced like the word 'week' meaning the unit of seven days.

Such words that have the same pronunciation but different spellings and different meanings are called homophones.

Both homographs and homophones come under the category of homonyms.

4.4.2 Homographs

1. Read aloud the sentences given below. How would you pronounce them? elect a word similar in pronunciation from the ones given in brackets.
 - i. Yesterday there was a live performance of Kishori Amonkar at the Albert Hall. My brother could watch it as he lives in New York. (hive/give)
 - ii. Let me read the book aloud to you. I am sure you have not read it before. (bed/bead)
 - iii. Remember to bow before the leader and hand him the box with the blue bow on it. (how/show)
 - iv. 'Leading Metals' will lead the market in the sale of lead pipes. (need/head)
 - v. The show had to be stopped as there was a row over seats in the back row of the hall. (show/how)
 - vi. The men wound a rope around the box and then lowered it gently. (sound/pruned)
2. Complete the sentences by using appropriate words from the box. Remember to make the necessary changes.

Table down tip book fair bill fine mean bear
--

- i. The police have begun to down on defaulting traders. Many of them were.....by the police for keeping their shops open after closing time. They were let off after paying aand promising to..... their shutters at 8 p.m. sharp.
- ii. Thehas been.....at the meeting today. The coming of the new bill would that common persons will not be harassed bytraders who begin to hoard whenever any goods are in short supply. Meanwhile based on a..... off from an NGO the authorities are going to raid some of the godowns.
- iii. I cannot.....to see how hard some of our service-providers work. I always make it a point to..... them in addition to the normal payment. I do notto say that I am a philanthropist, only that I wish to be.....to all.

4.4.3 Homophones

A. Select the correct words to complete the sentences.

1. This bag is made of..... cloth. You can put it to rough use. (course/coarse)
2. The answer is quite The management does not wish to extend the retirement age. (plain/plane)
3. The man left almost nothing for his nephew who was also his..... (dependent/dependant).
4. Don't leave the window open. A.....of mosquitoes will enter as soon as it becomes dark. (horde/hoard)
5. Mr. Nautiyal's.....in life has been to stand up against injustice and encourage others to do so. (principal/principle)
6. Smoking is not.....in any of our public places. (aloud/allowed)

4.5 Grammar

4.5.1 Participial Phrases

A participle is a word formed from a verb, ending in -ing (the Present Participle) or -ed, -en (the Past Participle). A participle functions as an adjective and is not used with an auxiliary.

- Many young men and women from the remote villages came seeking admission to the Open University.
- People went away laughing at his jokes.

The pattern here is Subject +Verb+ Participle/participle phrase

A. Complete the following sentences with appropriate participles. Notice the verbs in the sentences.

1. The old man went away..... the money in his hands. (count)
2. She just stood at the departing train. (stare)
3. Many people lay..... under the rubble after the earthquake. (trap)

4. The flood waters rose the lives of humans and livestock. (threaten)
5. The girls arrivedand..... each other. (giggle, push)
6. Many travellers could be seen midway due to the landslide. (strand)
7. The dancers danced..... round and round with the music. (turn)
8. The helicopters flew over the forest in search of survivors. (circle)

B. Now look at this sentence from the passage: Joe watched Delia trying her best to hide the truth.

Here the participle comes after the object. The pattern here is Subject+Verb+Object+Participle.

- Everyone looked at the building collapsing right before their eyes. Complete the sentences with appropriate participles
1. I did not see the car.....from the other direction. (come)
 2. The spellbound audience watched the acrobat..... the dive. (perform)
 3. People rushed to watch their leader..... his first address as President.(deliver)
 4. The crew on the ship heard the sea waves on the decks. (crash)
 5. The boy noticed something.....in the mud of the river. (shine)
 6. They could see the light.....brighter as they reached the end of the tunnel.(become)

C. Look at this sentence now.

The train entering the station is the Dehradun Shatabdi.

Here the participle comes after the noun and tells us something more about it.

Complete these sentences with appropriate participles using the verbs given below.

bear	pass	gleam	rush	treat	push
------	------	-------	------	-------	------

1. The doctor..... my brother is a renowned surgeon.
2. The young men and women.....to the venue are all late comers.
3. The mountain peak.....in the morning sun is the Trishul.
4. All vehicles.....through this highway need to get their papers checked.
5. The jersey.....the tri-colour on its sleeve is ours.
6. The nurse.....the patient's wheel chair is Sister Maria.

D. Let us look at another function of the participle

We went fishing in the waters of Alaknanda.

Complete the following using appropriate participles after the verb.

1. We shall go.....in the hills near Lansdowne. (trek)
2. Last year about twenty persons went.....from the city. (miss)
3. In no time the glacier went down the mountain slope. (slide)
4. Children from our club go rock.....every summer. ((rock+ climb)
5. It is not safe to go.....in the sea. There may be sharks in it. (swim)

E. Sometimes the Participle is the complement of the object of the verb.

When she reached home she found the baby sleeping in its cot.

Here the baby is the object of the verb 'found' and 'sleeping' is the complement of the object.

Complete the sentences by using suitable Verbs from the box and the Participial forms (Present or Past) of the verbs given in brackets.

1. The archeologistsome fragments of ancient pottery.....in a trench by the hillside. (lie)
2. As we sailed on wea shipa black flag with a skull and bones on it.. We were frightened. (fly)
3. The nursethe patient's eyelids feebly. (twitch)
4. Wethe gardenand the next morning. (water,sweep)
5. IMeena to herself. I knew she was planning some mischief. (smile)
6. A passerbythe thief the house through a window. (enter)

4.6 Writing**4.6.1 Writing a book review**

The main purpose of a review is to give information to potential readers so that they can decide whether or not they want to read the book.

Here are a few guidelines that would help you in writing a review of a storybook.

- Read the book you are reviewing more than once
- Make notes on the following aspects-
- What kind of a book is it? (historical/ romantic/ mystery/adventure/ dealing with a social issue etc.)
 - What happens in the story?
 - Who are the main characters?
 - What is the main theme of the book? (What is the author's viewpoint?)
 - Is the book interesting to read?
 - Would you recommend this book to others?
- Organize your ideas on the following pattern.
- Paragraph 1- Introduction (Give your general comments about the book)
 - Paragraph 2- Plot of the story (Give a brief outline of the story)
 - Paragraph 3- Characters (Talk about the characters with comments of your own)
 - Paragraph 4- Give other information like any descriptions, language and style of the writer, the representation of the times in which the story is set etc.)
 - Paragraph 5- Conclusion- Here you would give your overall impression about the book and recommend it to others.

4.6.2 Writing the book review

Imagine that 'A Service of Love' is a longer story given in the form of a small novel.

Write a book review of the novel 'A Service of Love' using the guidelines given above.

Remember that you will:

Use the present tense even when you are giving the summary of the story. Here is an example:

Joe and Delia, young married couple, are lovers of Art. They are taking lessons in their Art. They discover that.....

You may take the help of the story map given in the Reading Comprehension Section.

4.7 Answers to check your progress

4.1 Pre-reading

1. Mother Teresa- service to humanity
2. Shaheed Bhagat Singh- sacrifice of own life for the sake of the country's freedom
3. World Bank- financial assistance to developing countries
4. Meera Bai- devotion to her god
5. Ali Akbar Khan- contribution to the world of music
6. Vinoba Shave- support to the cause of the poor and the downtrodden

4.3.3 Reading Comprehension

A. Understanding the basics of the text

Complete the following sentences with suitable words.

1. The passage is a story as it has characters and events.
2. It must have been written at the end or beginning of the 20th century.
3. The country the story is based in is United States as it refers to dollars.
4. The main characters comprise Joe and his wife Delia.
5. The story ends happily for them as they learn of their deep love for each other.

B. Understanding the story

1. Given below is the story line with the major events. Complete the story line by inserting appropriate words to complete the story map.

Joe and Delia meet at an artist's studio



Fall in love and get married



Are happy in their little flat. Delia takes piano classes while Joe takes art classes



Soon they find that money is short



Delia offers to give tuitions in music and requests Joe to continue his art classes.



Joe hesitates but thinking that the music tuitions will also provide practice to Delia.

Delia says that she teaches the daughter of a man called Gen. Pinkney, a rich man



Delia brings home 15 dollars every week as fees from her supposed music tuitions to Clementia Believes that husband is making paintings.



Actually irons clothes in a laundry

Joe says that he has sold his paintings a rich gentleman from Peoria.



Joe brings home as payment for his paintings an oil sketches Believes that wife is teaching music.



Actually works in a laundry as a furnace man

<p>One day Delia burns her hand When a girl places a hot iron on it by Mistake on her hand. Owner of the laundry Sends for help. The furnace man sends to cotton waste and oil.</p>	<p>The same day Joe is told that a Girl at the laundry had burnt her hand. He sends some cotton waste and oil for her.</p>
---	--



Delia comes home with her hand in bandages. She tells Joe that she burnt her hand when Clementia while serving hot meat curry dropped some on her hand



Joe notices the cotton and recognizes it as the same cotton waste which he had sent for the girl in the laundry. He asks her if she really was giving piano lessons.



At last Delia breaks down and tells him that she was working in a laundry. Joe too tells her that he had not been making paintings for sale but had been working as a furnace man in the same laundry.



They discover that each had been telling the other lie and working hard at menial jobs so that the other could carry on with his or her Art. They are happy to learn how much they love each other/care for each other.

A. Responding to the text

Answer these questions briefly.

1. Why did Joe and Delia have to lie to each other about the jobs they were doing?

They loved each other. Each of them was afraid that if the other learns about the work he or she is doing, he/she would feel sad and offer to take up work instead. Neither of them knew what the other was doing to earn the money. They wanted to make that sacrifice for each other.

2. Would you call Joe and Delia deceptive or creative in the way they hid their real occupation from each other? Discuss.

Delia made up the story of the rich gentleman Gen. Pinkney and his daughter Clementia to make Joe feel that after all she was not in such a bad position as the household was good. Joe made up the story of his paintings of the column and the depot which he sold to a rich man from Peoria so that she would feel satisfied that her sacrifice of her own music lessons was not going waste as at least her husband was able to pursue his art.

Though they lied to each other we would not call it deception as it was not in their own selfish interests but in the interest of the other. We could call them creative as they were able to convince each other easily.

3. Explain the significance of the title of the story. If you wished to give it another title what would it be?

Joe and Delia loved each other. Each wanted the other to be happy and be able to pursue his or her art, as they both loved their art. Joe loved his painting while Delia loved her music. Each of them made a sacrifice so that the other would be able to carry on with their art. It was a service they did to their love for each other.

All for Love/For each other/A Love Story etc. can be alternate titles.

B. Understanding words in context

Find the following words from the passage.

1. A word in Paragraph 2 which means the same as 'fell in love with each other'. enamoured
2. A word in Paragraph 8 that means the same as 'going around and talking to people'. canvassing
3. A group of words in Paragraph 10 that means 'stop worrying'. smooth out that wrinkle between your brows
4. A word in Paragraph 19 which means the opposite of 'dejectedly or sadly'. triumphantly
5. A word in Paragraph 20 which means the same as 'tiredly wearily
6. A word in Paragraph 33 which means the same as 'painting of a park'. parkscape

4.4.2 Homographs

A. Read aloud the sentences given below. How would you pronounce them?

Select a word similar in pronunciation from the ones given in brackets.

1. Yesterday there was a live (1) performance of Kishori Amonkar at the Albert Hall. My brother could watch it as he lives (2) in New York.
2. Let me read (2) the book aloud to you. I am sure you have not read (1) it before.
3. Remember to bow (1) before the leader and hand him the box with the blue bow (2) on it.
4. 'Leading Metals' will lead (1) the market in the sale of lead (2) pipes.
5. The show had to be stopped as there was a row (2) over seats in the back row (1) of the hall.
6. The men wound (1) a rope around the box and then lowered it gently.

B. Complete the sentences by using appropriate words from the box. Remember to make the necessary changes.

1. The police have begun to bear down on defaulting traders. Many of them were booked by the police for keeping their shops open after closing time. They were let off after paying a fine and promising to down their shutters at 8 p.m. sharp.
2. The bill has been tabled at the meeting today. The coming of the new bill would mean that common persons will not be harassed by mean traders who begin to hoard whenever any goods are in short supply. Meanwhile based on a tip-off from an NGO the authorities are going to raid some of the godowns.

3. I cannot bear to see how hard some of our service-providers work. I always make it a point to tip them in addition to the normal payment. I do not mean to say that I am a philanthropist, only that I wish to be fair to all.

4.4.3 Homophones

I Select the correct words to complete the sentences

1. This bag is made of coarse cloth. You can put it to rough use.
2. The answer is quite plain. The management does not wish to extend the retirement age.
3. The man left almost nothing for his nephew who was also his dependant.
4. Don't leave the window open. A horde of mosquitoes will enter as soon as it becomes dark.
5. Mr. Nautiyal's principle in life has been to stand up against injustice and encourage others to do so.
6. Smoking is not allowed in any of our public places.

4.5 Grammar

4.5.1 Participial Phrases

A. Complete the following sentences with appropriate participles. Notice the verbs in the sentences.

1. The old man went away counting the money in his hands.
2. She just stood staring at the departing train.
3. Many people lay trapped under the rubble after the earthquake.
4. The flood waters rose threatening the lives of humans and livestock.
5. The girls arrived giggling and pushing each other.
6. Many travellers could be seen stranded midway due to the landslide.
7. The dancers danced turning round and round with the music.
8. The helicopters flew circling over the forest in search of survivors.

B. Complete the sentences with appropriate participles.

1. I did not see the car coming from the other direction. (come)
2. The spellbound audience watched the acrobat performing the dive. (perform)
3. People rushed to watch their leader delivering his first address as President. (deliver)
4. The crew on the ship heard the sea waves crashing on the decks. (crash)
5. The boy noticed something shining in the mud of the river. (shine)
6. They could see the light becoming brighter as they reached the end of the tunnel.

C. Complete these sentences with appropriate participles using the verbs given below.

pass	shine	rush	treat	push
------	-------	------	-------	------

1. The doctor treating my brother is a renowned surgeon.

2. The young men and women rushing to the venue are all late comers.
3. The mountain peak gleaming in the morning sun is the Trishul.
4. All vehicles passing through this highway need to get their papers checked.
5. The jersey bearing the tri-colour on its sleeve is ours.
6. The nurse pushing the patient's wheel chair is Sister Maria.

D. Complete the following using appropriate participles after the verb.

1. We shall go **trekking** in the hills near Lansdowne.
2. Last year about twenty persons went **missing** from the city.
3. In no time the glacier went **sliding** down the mountain slope.
4. Children from our club go rock-**climbing** every summer.
5. It is not safe to go **swimming** in the sea. There may be sharks in it.

E. Complete the sentences by using suitable Verbs from the box and the Participial forms (Present or Past) of the verbs given in brackets.

1. The archeologist **discovered** some fragments of ancient pottery lying in a trench by the hillside.
2. As we sailed on we **spied** a ship **flying** a black flag with skull and bones on it. We were frightened.
3. The nurse **observed** the patient's eyelids **twitching** feebly.
4. We found the garden **watered** and **swept** the next morning.
5. I **noticed** Meena smiling to herself. I knew she was planning some mischief.
6. A passerby **saw** the thief **entering** the house through a window.

4.6 Writing

4.6.1 Writing a book review

You would need to follow the guidelines and ensure that:

1. you have included only the major points in the book review
2. used the present tense
3. used suitable beginnings for your paragraphs
4. used suitable connectors to link one idea with another or one paragraph with another
5. there are no gaps or repetition in your book review

4.8 References/Bibliography

1. Henry, O, 1912, story "The Four Million", Doubleday, Page and Co., New York, 1912.
From the Internet
2. Hewings. M reprint 2007, "Advanced English Grammar, A self study reference and practice book for advanced South Asian students", Cambridge University Press, South Asian Edition, New Delhi

3. Eastwood, J, Mackin, R, 1991, "A Basic English Grammar with Exercises- student's self-study edition, Oxford University Press, Hong Kong
4. McCarthy, M, O'Dell, F, 2001, 'English Vocabulary in Use, Upper-intermediate and advanced', Cambridge University Press, The Pitt Building, Trumpington Street, Cambridge CB2 1 RP, United Kingdom
5. Hornby, A.S, 2010, Oxford Advanced Learner's Dictionary, Oxford University Press, Great Clarendon Street, Oxford.

4.9 Suggested Reading

1. The Gift of the Magi by O Henry
2. Idgah by Munshi Premchand

Block – II

Unit 5 Basics of Essay Writing

Unit 6 Essay Writing and Varieties of Essay

Unit 7 Narrative Composition

Unit 8 Argumentative Composition

Unit 9 Descriptive Composition

Unit 5 BASICS OF ESSAY WRITING

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Steps of Writing Essays
 - 5.3.1 Reading
 - 5.3.2 Observation
 - 5.3.3 Conversation
- 5.4 Manners of Presentation
- 5.5 Dividing the Matter of your essay
 - 5.5.1 Introduction
 - 5.5.2 The Body/ Middle
 - 5.5.3 The Conclusion/ End
- 5.6 Language and Style
- 5.7 Divisions of Paragraph
 - 5.7.1 Coherence
 - 5.7.2 Logical Ordering
 - 5.7.3 Variety
- 5.8 Test Yourself

5.1 Introduction

Dear Learners, in the previous block, we explored different clauses with their examples; now let's move on to constructing larger arguments and ideas through effective essay writing. By now, you seem to be a proper frame of mind to write something of your own in your own style. To be more specific, in a composition you give your ideas a clear shape. Since various occasions necessitate a composition to conform to the contextual needs, the treatment of words and the intended meaning of the writer make the matter readable and effective. Hence, the success of any writing depends largely on the aim of writing. No writing, as you all will agree, can be considered successful unless it has convinced its readers. Therefore, we have to understand the various parameters that help in convincing the readers.

Imagine reading an essay that you had read in your previous classes. On most of the occasions, your experience of reading them might not have been pleasant. On nine out of ten occasions you might have kept your book aside or decided to read something else. If you ask yourself why such a thing happened, you will come up with several reasons. The reason for your keeping the book aside doesn't lie with the writer of the essay but with your lack of understanding. Actually, many of us most often think every writing to be easy, interesting and full of entertainment. We tend to forget that not all compositions have the same nature and treatment. Every writing, for that matter, has its own limitations and is distinct and unique in its own way. A poem or a story will be different from an essay a letter or some other composition. Thus, we have to understand the basics of writing an essay.

Most of us have the experience of not getting good marks in the essay paper. This reflects, as we have discussed above, our inability to understand the expectations of a good essay. An essay is not like other answers which many students memorize and write. It is more of an original than a reproduced version. An essay tests a student's use of language and his understanding of a topic. The word essay, as per dictionary meaning, means an attempt. The Concise Oxford Dictionary defines essay as 'a literary composition (usually in prose which is short) on any subject'. Though there are different definitions of essay given by reputed scholars but we have to restrict ourselves to what is common among them. For understanding an essay, can be thought of as a prose piece that is spread out in the form of paragraphs properly organized and connected with thoughts on a given topic.

As essays are written on specific topics, let us find out what can be written on a particular topic. Since an essay is divided into paragraphs, every paragraph has pieces of information. As beginners, you often find yourself lacking in information. But there is nothing to worry about. There are different ways to gather information. Think of the various topics that you came across in your school days. Of course, you might not have any information on every topic but the continuous reading and experience which you gain as you grow in years provide you with more and more details. This takes time, no doubt, but you cannot wait for the examination when you start preparing for writing essays. You have to start practicing much in advance.

5.2 Objectives

To develop in learners the ability to:

- understand different steps involved in essay writing.
- develop a clear statement
- organize ideas in a logical manner
- use appropriate language and style

- write effective paragraphs

5.3 Steps for writing Essays

Martin in his book on College Composition has suggested three steps which can prepare us to write essays. These are:

- a. Reading
- b. Observation
- c. Conversation

5.2.1 Reading

Most of you may recall the famous quote of the famous English essayist Francis Bacon who said- "Reading maketh a full man", i.e. reading can help you imbibe numerous qualities. One cannot deny the fact that books are a rich source of information on all subjects. They can provide us with a variety of information on various subjects. Libraries, the world over, are busy in spreading knowledge to people in all corners of the world. Reading provides you not only information but it also enriches you with vocabulary and writing style. It further can develop other skills such as speaking and writing. It is a fact that reading requires time but it provides rich dividends. Anyone who falls short of ideas on any subject is because of his poor habit of reading. Hence extensive reading can always save you from the drought of thoughts. In addition, regular reading can ignite your thoughts.

5.2.2 Observation

If you think about the information provided in books you will feel that they form a part of the writer's observation and experiences. People have different ways of sharing their information. While some expresses their feelings through the medium of poetry, some do so by writing in the form of prose. Many writers also take recourse to imagination and hence, include their surroundings while writing. In fact, there are so many things and incidents that at times make us think. They have many things to say. It is no wonder that Wordsworth, Keats, Shelley and for that matter all poets and artists get influenced by objects and incidents that surround them. Most of you too see a rose, a skylark, a tiger or a lamb but you do not see them so seriously. No two individuals look at a thing in the same way. They have their different view point. You can write your own experiences and thus keep describing your observations. You will later realize that your continuous practice at describing objects and experiences helps in touching upon various issues that need serious deliberations.

5.2.3 Conversation

Conversation is one of the easiest ways of gathering matter for your essay. When you hear people talking to each other, you will find them conversing on various subjects. As children, most of us are eager to hear what others say. There are various advantages of conversation since people often talk about their experiences of life and their work place experience. For one who has less exposure to the outside world can learn a lot from people's conversation. Talking and listening to many people provides you with rich resources. This can lend you a helping hand in your attempts at essay writing. But while gathering material for your essay you need to exercise some restraint and caution. Remember that not all conversations can be useful for the specific purpose of essay writing. There are many conversations which are light hearted and often intended to pass time than as a useful activity. So, one has to be careful while extracting grain from the chaff.

5.4 Manner of Presentation

Thus the three methods discussed earlier teach you how you can gather matter for your essay. But gathering materials alone doesn't mean that your task is over. Actually, these are the activities needed for pre- writing processes. You may have the matter of course but what matters the most is the manner in which you present the matter. As we have discussed earlier for any writing to be effective it has to be convincing. The readers may not get convinced unless your writing is systematic and confirms to certain steps.

Suppose you have been asked to write an essay on 'Friendship' what are the things that come to your mind spontaneously. You will have lots of things in your mind such as:

- What is friendship?
- Qualities/merits of friendship
- Some examples of friendship
- Things that can break friendship
- Importance of friendship

These are some points which will have many sub points. These will have many more points also occurring to you. You will soon find that you are in a sea of ideas. All you need to do is to organize them systematically in order to give your thoughts a proper shape. You can divide your ideas and put them in proper heads. Once you start doing that you will have a feeling that proper information is being put in the proper head.

5.5 Dividing the matter of your essay

At a broader level, every essay can be divided into three parts namely introduction the body/ middle and the end or conclusion.

5.5.1 Introduction

Once the major task of information gathering is over, you may choose the points that can be put in the introduction. Introduction which is the beginning of an essay should set the tone for the essay. It has to be short but attractive. It should grab the reader's mind in the first instance. Though in most of the cases it defines the topic, however, it can start with an anecdote a quotation or a statement. The introduction may vary according to the nature of the essay.

5.5.2 The body/Middle

The body of the essay usually will contain the development of the points stated in the introduction. In the introduction you seem to familiarize your readers with the topic but in the body, you add emphasis with the help of facts and various examples. The body of the essay may have several paragraphs and as a writer you will get enough room to argument your ideas. Suppose you are to write an essay on "The importance of games and sports in life," your points of discussion in the body of your essay will be the advantages of games and sports, the training of the body and the mind, the ability to work in groups, the lesson of co-operation and co-existence rivalry and team spirit, discipline self-control the way to drive away monotony and loneliness etc. You will find that while developing all these points you will not only entertain yourself but also provide more food to your readers. But while doing so, you should not forget the notion of compactness. This is because at times your readers may lose interest in your essay if your points are too long and exhaustive. You cannot keep a restraint over the length of your essay unless and until it has to follow the instructions say as in examinations.

5.5.3 The Conclusion/End

The conclusion of your essay is as important as the introduction. In many cases if a writer raises a question in the introduction the readers often look for the answer throughout the essay. But the conclusion of the essay provides the authentic answer. Hence the conclusion should be the solution to a problem or the most satisfying answer or observation. Though the concluding paragraph should be the gist of the essay it should never introduce any new idea or information. You have to be careful enough to make conclusions brief but not ambiguous. The conclusion of any essay talk or speech hence should give the impression that the writer has been able to drive home the point he wanted to make in the introductory paragraph.

5.6 Language and Style

You may often think what type of language and style should be used in an essay. Though the style of the essay may vary according to the type of the essay language has to be plain and unambiguous. For plainness and clarity of thoughts sentence have to be short and to the point. You should remember that unnecessary use of words may help in expanding your line of thinking but may mislead the readers. Familiar words lend readability and makes reading smooth. One should aim for conciseness and this can be achieved by using one's own judgement. Remember that it is always better to substitute longer constructions by easy and familiar words. Most of us have a fascination towards flowery expressions. This has to be controlled. You have to be aware that you are not writing a poem but an essay. If your ideas are not conveyed you won't be able to convince your readers. Hence aim at directness, simplicity and conciseness.

You have already read that an essay is a combination of several paragraphs. You would also be able to know what other things should be kept in mind while writing an essay once you collected information.

5.7 Division of paragraphs

In school, you must have done paragraph writing on various topics but when you write essays at college level or in competitive exams, the essay spreads out into several paragraphs. All the paragraphs of your essay should hinge on a particular idea. The first sentences is the topic sentence and other sentences should relate to the same theme.

5.7.1 Coherence

While collecting information for your essay, you gather various points. You should also take the trouble to arrange them and sub-divide them into various heads. The divided ideas when put into paragraphs should be coherent or show relevance. Coherence in paragraph can ensure unity of thought. Any information that seems alien in a paragraph may appear undesirable and unconvincing. You should take care to find out the topic sentence. One has also to remember that the topic sentence is not necessarily the first sentence of a paragraph. Sometimes it may come after one or two sentences which many people write to create a background.

5.7.2 Logical ordering

As conscious beings, you all know the importance of logical ordering in any essay. Suppose you are listening to a talk or speech on 'cloning'. Your curiosity would be aroused from the speaker's definition of cloning, how it can be done, its advantages disadvantages and finally its concluding remarks. This is called systematic arrangement and every speaker or writer tries to put it in his essay. While this logical ordering helps writers to present their views in an effective manner it also

helps the reader or listener to understand and analyse even difficult topics easily.

5.7.3 Variety

An essay must have a variety in structure as well as in style. While all the paragraphs may not be of the same length, the sentence length and type also vary. The use of linkers adds variety to sentences and paragraphs as well. You will all agree that in order to keep the readers interest, it becomes essential to maintain variety. Any writing that lacks in variety becomes dull and monotonous.

You have read about the essentials of essay writing. Hence you should remember that before you start writing your essay, do adequate planning, make an outline and conclusion. You are sure to write effective essays.

5.8 Test Yourself

Answer the following questions:

1. What are the steps involved in writing essays?
2. How does reading help one in writing an essay?
3. How does conversation help in writing an essay?
4. How do we divide an essay?
5. Write a note on 'Language and Style' used in essay writing.
6. Write a paragraph on the following topics:
 - a. Coherence
 - b. Logical Ordering
 - c. Variety

Unit 6 Essay Writing and Varieties of Essay

6.1 Introduction

6.2 Objectives

6.3 Varieties of Essays

6.3.1 Narrative Essay

6.3.2 Descriptive Essay

6.3.3 Argumentative Essay

6.3.4 Reflective and Expository Essay

6.3.5 Imaginative Essay

6.1 Introduction

Essay is a short composition in which the writer gives his personal interpretation of an event, a situation, an object or a problem. It is a presentation based on his personal experiences and perceptions. It is regarded as a literary composition in which more than the originality of ideas, the view point or the approach of the writer is valued. Essay is written keeping the reader in mind. If the reader does not enjoy reading it, the purpose would be defeated and it would not be considered a good essay. The reader should be able to respond to it and appreciate it the way he does any other piece of literature. An essay is generally defined as a literary piece which tries to evaluate the grammatical, communicative and literary competence of the writer. Therefore, an essay makes an attempt of assessing:

- The Grammatical Competence
- Communicative Competence
- Literary Competence
- Planning
- Organic Structure of the essay etc.

6.2 Objectives

After reading this unit, you should be able to discuss following topics:

- different types of essays
- how to write an effective essay
- use of effective language
- define the purpose of an essay

6.3 Varieties of Essay

Generally, a writer expresses the ideas of his mind in more than one form, the form can be narrative, descriptive, expository or reflective, augmentative and imaginative and depending upon the forms we may have five different types of essays which are as follows:

6.3.1 Narrative Essay

The word narrative is derived from the word narrate which means to say something in a coherent and chronicle order. Here, the narrator expresses all possible events in a systematic and sequential form. It is written either in the first person narrative like I or we and the omniscient or the third person narrative like he, she, they, or one. A good, striking beginning and truthful account of the events, an element of suspense and excitement presented in interesting style will make narrative essays effective. Narrative essay can be written on the following topics:

- My journey to a village
- My first day in college

Let us take an example of the narrative essay:

When a beloved one is dying

When a person finds out that his or her loved one is seriously ill, he or she avoids talking to people. This period may last from a couple of days to several weeks. To tackle this problem the best way out would be to start attending a support group, where the person will learn that a lot of people face the same problem and that there are ways to cope up with this situation. He will meet people

who have gone through a situation like that and will inspire the person to concentrate on providing support to their loved ones by making their “last days” beautiful and bright.

The main thought at this stage is “Why did it happen to him? Why did it happen to me?”. The feeling of the unfairness of the present situation makes the person mad. The best “recipe” to let the anger out is to write a journal, describing the internal feelings. Doing active exercising is a good anger-reliever remedy too. Another important aspect is not to be alone. Attending a support group or just talking and being honest about your feelings with family members will help a lot.

This is the time when a person needs special help and emotional support. At this stage the best thing to do is to ask a psychologist for a qualified help if the help of a close friend and family members is not sufficient. It is vital to take care of yourself, get enough sleep and eat nutritious food. Going to church, in order to gather thoughts, might be helpful. It is important not to let yourself to pour your emotional condition on another person. There is no need to pretend that everything is fine - it is important to be open and active. Attending a support group may solve a lot of these problems at the same time.

This is not about denying the existence of the illness. It is about learning how to live with this "future loss" and being ready for it. Reading about the illness will help to know everything about it and be sure how to help the loved-one. Keeping a strong emotional contact with the loved-one is needed extremely due to the possibility to help him going through his stages of accepting the fact that he has the illness. The understanding that death is just a part of life is to bring the feeling of peacefulness of the outside worlds. Spending time with nature may help a lot.

Of course, it is impossible to fit all the emotions a person will experience between the lines describing these four stages. Nevertheless, a person who is facing a problem of a future "loss" needs to remember that he is not alone, that he does not have to hide his feelings, he needs to take good care of himself in order to help himself to cope with the situation, he may use various "creative" techniques and he may ask for help of a psychologist and a support group. And the most important part is to make the day of the dying person unforgettable by being close and “holding his hand” no matter what!

6.3.2. Descriptive Essay

Introduction:

The writer describes an object, a place, an event or a natural phenomenon. He tries to create visual images and works on his subject like a painter. Before starting the essay, the writer must be clear about his /her objective- the central idea that the writer wishes to convey or the main impression that he/she wants to create.

The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we're describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details. Let us now read some examples of descriptive essays. In the following paragraph, observe how the writer moves clearly from a description of the head of the clown (in sentences two, three, and four), to the body (sentences five, six, seven, and eight), to the unicycle underneath (sentence nine). Notice also how the concluding sentence helps to tie

the paragraph together by emphasizing the personal value of this gift.

1) A Friendly Clown

On one corner of my dresser sits a smiling toy clown on a tiny unicycle—a gift I received last Christmas from a close friend. The clown's short yellow hair, made of yarn, covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colors merge in a dark line that runs down the center of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high. As a cherished gift from my good friend Tran, this colorful figure greets me with a smile every time I enter my room.

2) The Blond Guitar, by Jeremy Burden

My most valuable possession is an old, slightly warped blond guitar—the first instrument I taught myself how to play. It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key. The strings are stretched down a long, slim neck, its frets tarnished, the wood worn by years of fingers pressing chords and picking notes. The body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago. No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it. In the next descriptive paragraph, the writer focuses less on the physical appearance of her pet than on the cat's habits and actions.

3) Gregory, by Barbara Carter

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands. Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends. After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

The following paragraph opens the third chapter of Maxine Hong Kingston's *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* (Knopf, 1976), a lyrical account of a Chinese-American girl growing up in California. Notice how Kingston integrates informative and descriptive details in this account of "the metal tube" that holds her mother's diploma from medical school.

4) The Magic Metal Tube, by Maxine Hong Kingston

Once in a long while, four times so far for me, my mother brings out the metal tube that holds her medical diploma. On the tube are gold circles crossed with seven red lines each—"joy" ideographs

in abstract. There are also little flowers that look like gears for a gold machine. According to the scraps of labels with Chinese and American addresses, stamps, and postmarks, the family airmailed the can from Hong Kong in 1950. It got crushed in the middle, and whoever tried to peel the labels off stopped because the red and gold paint come off too, leaving silver scratches that rust. Somebody tried to pry the end off before discovering that the tube falls apart. When I open it, the smell of China flies out, a thousand-year-old bat flying heavy-headed out of the Chinese caverns where bats are as white as dust, a smell that comes from long ago, far back in the brain.

<http://grammar.about.com/od/developingparagraphs/a/samdescpars.htm>

6.3.3. Argumentative Essay

Introduction:

Argumentative essay deals with subjects on which people hold conflicting views and opinions. They are written on topics which can be debated and on which people can advance heated arguments for or against the view. For instance, in recent times, a lot of people debated whether India should develop its nuclear programme or should concentrate only on peaceful uses of nuclear energy. Similarly, we have been discussing several ways and means of controlling rampant and uncontrolled form of corruption. Some agree to a particular model of controlling corruption however, some dissent to that model. It has generated a great amount of debate among the people of this country. To write this type of essay, the candidate must first make up his mind as to which view he support and why. The candidate must have his argument to support the position that he takes up, however, it is advisable to keep the views of others in mind which may help the candidate in shaping the agreement coherently and cohesively. The positive as well as negative aspects of all topics must be carefully reflected so that the essay may become logical and coherent. The essay must not reflect any bias or prejudice.

Now, let us take an example of the Argumentative Essay:

World Hunger

No wonder that so many people now a days live beyond the borderline of poverty and do not have basic needs in order to survive. Global stratification has put these counties in the lowest division and has called them The Third World countries or if to speak in financial terms the low-income nations. The second world nations are nations with moderate development patterns. The major condition in order to belong to the First World is wealth. This hierarchy is inevitable as it reflects the nature of relations between the nations of the world. According the UN data - 1 billion people suffer from starvation. That is a great number of people as it is 1\6 of the population of our planet. So, no matter how wealthy the First World is, the problem of hunger and death in "underdeveloped" countries is not to be forgotten? Different theories and interpretations of the global stratification in their context offer suggestions of these "poor" nations.

The modernization theory is one of the points of view on the way the global stratification works. According to this theory the process of development of "weak" counties occurs throughout the help they get from the First World. It emphasizes the beneficial influence of economically developed countries over underdeveloped nations. Within this theory the advanced nations provide different kinds of help but primarily technological aid to those countries that need it and therefore provide a stimulus for their further development.

Dependency theory is an opposition to the above-mentioned theory. It claims that the First World simply exploits the countries of the Second and the Third worlds. That it takes advantage of its uneducated population, cheap labour-force and inexpensive raw materials. According to this theory, that kind of dependency prevents the countries from their potential development as the countries are almost completely controlled by the “powerful” nations technologically, economically and even politically. Elimination of starvation is not a synonymy of global stratification elimination. The utopia of “equality” remains a utopia, until the “Third World Countries” start understanding the advantages they can get from external aid. The first step to the elimination of starvation is starting educating the populations of these nations. As the economic giants build their enterprises, “The Second World Countries” need to start offering corresponding specialists. 70% of the starving population consists of women and children. The “Second” and “Third World Countries” need to copy the patterns from their “powerful” friends. The welfare programmes can allow women to prevent their children from child labour and children would start schooling and therefore becoming valuable citizens. The contemporary economic world requires changes and people and nations that are not eager to take advantages that other countries offer in order to become “attractive” for financial inputs are doomed. Another important factor is the necessity to maintain the fertility on the same level, which means- sex education for the populations of these countries. Of course, the word “dependency” produces the discontent of various nations. Nevertheless, the modernization approach also offers dependency, as its core is an external stimulus, too. Any help may be interpreted as dependency because without it no changes can be done. But is it really so?

The modernizations of the dependency theories are the two sides of the same coin. The nations that are not so advanced as the “First World Countries” need to realize that simple technological help is not sufficient in order to maintain the development of the country on a proper level. Such fields as education and politics need to prosper, too. And if they can be developed in exchange of using these countries as suppliers of raw materials, then why not? The prevention of World Hunger can be set through mutual dependency that can be accumulated from both of the theories. Rich nations need poor nations to prosper as much as poor nations need rich nations in order to develop. The main conclusion for the countries that can be made on the basis of both the theories is the necessity of the ability to state what the country wants in exchange for what they take. This is a clearly tactical step that the government should follow.

6.3.4 Expository or Reflective Essay

Reflective essay contains the thoughts of its author. It can be written on abstract topics or some important problems. A reflective essay tests the level of your general awareness, the grasp and understanding of the given topic, the ability to think clearly of the various aspects of the problem, and the maturity of your ideas. The ability to organize these ideas logically and draw correct conclusions from your discussions is an important requisite for writing affective essay of this type. In the reflective essay, you are required to develop and present your own view point. Some of the examples of this category are:

- 1- Value of discipline
- 2- Importance of technical education
- 3- Problem of environmental degradation

6.3.5 Imaginative Essay

It is a type of essay in which you can imagine yourself in a situation or take up a hypothetical position. You can indulge in flights and fancy and imagination which may further allow you to express yourself in imaginative manner. Some of the topics of the imaginative essay type can be

- 1- India of my dreams
- 2- How man will communicative in 22nd century
- 3- If I were a multi millionaire

Unit 7 Narrative Composition

7.1 Introduction

7.2 Objectives

7.3 Sample Narrative Composition

7.3.1 Sample Narrative Composition I

7.3.2 Sample Narrative Composition II

7.3.3 Sample Narrative Composition III

7.3.4 Sample Narrative Composition IV

7.1 Introduction

Incidents or happenings are narrated chronologically in a narrative essay. We try to give a sequential account of whatever has happened. In such essays, you are required to adopt the approach and style of a narrator or story teller trying to gradually move towards the climax or the main event. While the focus in these essays is on the main event, the events leading to it are not lost sight of.

Steps to writing narrative composition:

1. Striking beginning
 2. Truthful account of the events
 3. Element of suspense and excitement
 4. Direct presentation
-

7.2 Objectives

To develop in the learner ability to:

- familiarize with the steps of writing narrative composition
 - generate ideas and inspiration
 - develop vivid characters and settings
 - create a clear plot and structure
-

7.3 Sample Narrative Composition

7.3.1 Sample narrative composition I

1. Attitude Is Everything

I was working in the restaurant industry when I met Jerry. Jerry was the kind of guy you would love to be with. He was always in a good mood and always had something positive to say. When someone would ask him how he was doing, he would reply, "If I were any better, I would be twins!"

He was a unique manager because he had several waiters who had followed him around from restaurant to restaurant. The reason the waiters followed Jerry was because of his attitude. He was a natural motivator. If an employee was going through a rough time, Jerry was there telling the employee how to look at the positive side of the situation.

Seeing this style really made me curious, so one day I went up to Jerry and asked him, "I don't get it! You can't be a positive person all of the time. How do you do it?" Jerry replied, "Each morning I wake up and say to myself," Jerry, you have two choices today. You can choose to be in a good mood or you can choose to be in a bad mood. "I choose to be in a good mood. Each time something bad happens, I can choose to be a victim or I can choose to learn from it. I choose to learn from it. Every time someone comes to me complaining, I can choose to accept their complaining or I can point out the positive side of life. I choose the positive side of life."

"Yeah, right, it's not that easy," I protested. "Yes, it is," Jerry said. "Life is all about choices. When you cut away all the junk, every situation is a choice. You choose how you react to situations. You choose how people will affect your mood. You choose to be in a good or bad mood. The bottom

line is that It is your choice how you live life.” I reflected on what Jerry said. Soon thereafter, I left the restaurant industry to start my own business. We lost touch, but I often thought about him when I made a choice about life instead of reacting to it. Several years later, I heard that Jerry did something you are never supposed to do in the restaurant business: he left the back door open one morning and was held up at gunpoint by three armed robbers. While trying to open the safe, his hand shaking from nervousness, slipped off the combinations. The robbers panicked and shot him. Luckily, Jerry was found relatively quickly and rushed to the local trauma centre. After 18 hours of surgery and weeks of intensive care, Jerry was released from the hospital with fragments of the bullets still in his body. I saw Jerry about six months after the accident. When I asked him how he was, he replied, “If I were any better, I'd be twins. Wanna see my scars?” I declined to see his wounds, but did ask him what had gone through his mind as the robbery took place.

“The first thing that went through my mind was that I should have locked the back door,” Jerry replied. “Then, as I lay on the floor, I remembered I had two choices: I could choose to live, or I could choose to die. I chose to live.”

“Weren't you scared? Did you lose consciousness?” I asked. Jerry continued, “The paramedics were great. They kept telling me that I was going to be fine. But when they wheeled me into the emergency room and I saw the expressions on the faces of the doctors and nurses, I got really scared. In their eyes, I read, ‘He's a dead man.’ I knew I needed to take action.”

“What did you do?” I asked.

“Well, there was a big, burly nurse shouting questions at me,” said Jerry. “She asked if I was allergic to anything. ‘Yes,’ I said. The doctors and nurses stopped working as they waited for my reply. I took a deep breath and yelled, ‘Bullets!’ Over their laughter, I told them, “I am choosing to live. Operate on me as if I am alive, not dead.”

Jerry lived thanks to the skill of his doctors, but also because of his amazing attitude. I learned from him that every day we have the choice to live fully. Attitude, after all, is everything.

7.3.2 Sample narrative composition II

2. Lost Generation: Cause and Benefits

“It's great, hey? It's a feast, Paris.”

Yes, I said, “but it's a sort of moveable feast, isn't it? It leaves you with memories so powerful that you can never really forget them. They stay with you forever”.

- From Satterthwait's “Masquerade”

It is common knowledge that the term “Lost Generation” introduced by Gertrude Stein is generally used to define a group of people who left America for France in the years after the First World War. People belonging to this group were not ordinary people for they were American artists and writers who were so sadly impressed by the entire set of events, which occurred during the WWI. This disenchanting experience gave birth to an enormous desire to have another place to live in. The disappointment of these people made them relocate in Paris, Montparnasse, France. American culture and its “mutation” during the war changed the attitude of these writers and artist towards anything American. So, the 1920's became the period when there was no other way for this group of people than to find their shelter in France. The Lost Generation rebelled against the new nature

of American life, society and culture as America converted into a “business arena” where money was the most important thing for each society member. America was a slave of business and creative people could not find their place in it, as they did not have the literary freedom they needed so much. According to Jill Tripodi and Jackie Gross it was the metropolitan culture that was so appealing to the representatives of the Lost Generation; they needed a culture in which all the values, backgrounds and beliefs had the right to exist. America in its 1920's was the country of white protestant's values and nothing else was taken into consideration.

The American culture protested against new way of writing that the representatives of the Lost Generation proposed and so it tried to dictate them the subject, the direction and the style of writing. These generation rejected American materialism and was searching more “spiritual food” for their works. A lot of famous and respected writers joined this group called the Lost Generation: John Dos Passos, Ernest Hemingway, F. Scott Fitzgerald, Erza Pound, Gertrude Stein, Sherwood Anderson, Kay Boyle, Hart Crane, Ford Maddox Ford, Zelda Fitzgerald and others. They all were a generation of the "purest sense" and their emotional responses to the changes in the world around them were very alike. By the end of the war, they were completely irritated by the numerous senseless patriotic slogans of the senseless war that too so many priceless lives. And Paris promised freedom, excitement, love and inspiration. The majority of these people got to Montparnasse, Paris through volunteering and obtained the status of American gentlemen volunteers.

It must be said that Ernest Hemingway was the informal leader of the Lost Generation for he was the one who helped all the other authors to acquire the naturalistic technique in writing. The reason he became an integral part of this generation was because the WWI influenced him irreversibly in the literary sense. He rejected the pathos of the American culture of that time with its self-proclaimed heroes telling people about what glory and honour is and American's Protestantism that was not accepted by his new perception of the world. It can be easily seen in his works what a tremendous impact the WWI had over him: *A Farewell to Arms*, *The Sun Also Rises*, *Big Two Hearted River* and others resembled the disillusionment of the post-war period. He tried to give every reader the notion of what war really was. He wanted to show what life back then truly was and his goal was to make the reader feel the hero of the novel:

“From the time he had gotten down off the train and the baggage man had thrown his pack out of the open car door things had been different. Seney was burned, he knew that. He hiked along the road, sweating in the sun, climbing to cross the range of hills that separated the railway from the pure plains” (from *Big Two Hearted River*.)

John Dos Passos also wrote the novel that was the reflection of the values of the Lost Generation. His novel *Manhattan*, resembled a dull, pessimistic, and grey-colored life of the greatest American city. This was not just his personal view of the American social life but the fact of treating the whole American culture without any acceptance.

Scott Fitzgerald was not an exception either. His famous *Tender is the Night* told the world about the disillusionment of all the writers belonging to the Lost Generation: “This land here cost twenty lives a foot that summer...See that little stream - we could walk to it in two minutes... another Empire walked very slowly backward a few inches a day, leaving the dead like a million bloody rugs. No Europeans will ever do that again in this generation”.

It was for the Lost Generation that the world and America got their most prominent literature works because this generation became a major literary source of the post-WWI era. This group of writers qualitatively changed the existing writing style and came up with something absolutely new: a new way of expression which included symbolism that in its turn left the Victorian style far behind giving the way to modern literature. They changed the pattern of writing and created a completely transformed and positive attitude towards the American culture. Montparnasse became the place where the Lost Generation tried to escape the spiritual emptiness of the post-war American culture. Montparnasse is a region in Paris known for having an extreme high concentration of talented people for each square inch. All types of creative people: artists, writers, sculptors came from all over the world to find inspiration and freedom in this place. As it became a shelter of the Lost Generation, it was also the place where such people as Manuel Ortiz de Zarate, Henri-Pierre Roche and Pablo Picasso were seen. Gertrude Stein was one of the brightest figures of Montparnasse. She was the one who opened the talents and guided them in their creative activity. She became the person who taught the Lost Generation how to make the best of the time of their voluntary exile. She was the one who helped all these American writers to find a new style, their own idiom and unique writing techniques of emotional expression and therefore, to develop as creative personalities. She explained to them that they are the Lost Generation and they can gain a lot more from this loss than without it. And Montparnasse became the right place for these transformations...The countless bars and cafes of Montparnasse, which was situated on the left bank of the river Seine, became the place of birth of ideas for numerous literary masterpieces. So, it became the place where wonderful American writers congregated and even more than that as it was their "voluntary exile" from the world that did not accept anything that went against its "old ways".

Montparnasse was a place where many influential and famous people let their time pass by. Numerous artistic, musical and literature works that affected the whole globe in general and America with its innovative style can help to estimate the influence of that place and certain people. Montparnasse played one of the most important parts in the history of literature as it became the "headquarter" of the Lost Generation and the place of the ideas for the most brilliant masterpieces of mankind which affected the life of ordinary people socially, culturally and even economically providing new patterns of living for the stereotyped thinking of the human minds. The Lost Generation brought many cultural endowments to American culture: "The Great Gatsby" by F Scott Fitzgerald, "The Sun also Rises", "The Old Man and the Sea" by Ernest Hemingway and many others.

Montparnasse also became the birthplace of the Dada. Dada gave direction for the development of literary creations of the Lost Generations. Dada was the: "the sociological zero of Dos Passos, the romantic hopelessness of Fitzgerald, the "nothing again nothing" of Eliot...the implicit denial of society in Stein...". Dada could be found in any work of the representatives of the Lost Generation and it was reflected into a kind of Lost Generation motto: "If you must speak of Dada you must speak of Dada. If you must not speak of Dada you must still speak of Dada". "You are all a lost generation" once said Gertrude Stein and she was right and no wonder that Hemingway used his quotation as an epigraph to his legendary novel "The Sun Also Rises" for he felt it with all inside his heart. He and his followers had the same heart bleeding from the materialism of America of the 20th century.

Yes, maybe all these people were a generation that lost many things but they found and brought to life something very important for each living person of that time - new values. These values established a completely new culture in America - called a cosmopolitan culture and owing to the outstanding works of the Lost Generation America's society and culture started being recognized by the rest of the world as a unique, exclusive and potential culture.

Montparnasse became the “fresh air” which the Lost Generation so desperately needed and the contribution of this “fresh air” to the original country of the “victims” of the “voluntary exile” known as the Lost Generation, is immense. The immortal works of the Lost Generation take us back to the post-WWI time and lets us inhale the air and the atmosphere of changes and new perspectives that were born there.

**“We are the hollow men
We are the stuffed men
Leaning together
Headpiece filled with straw
Our dried voices, when
We whisper together
Are quiet and meaningless
As wind in dry grass
Or rat's feet over broken glass
In our dry cellar”
-from “The Hollow Men” by T. S. Eliot**

7.3.3 Sample narrative composition III

3. Merit Pay for Teachers

Making a Merit Pay as a part of the educational reform will definitely contribute certain complication in the process of the functioning of the educational system. It especially concerns the process of evaluation of the eligibility for this pay. A series of tests, observations and introspection has to be done in order to keep choosing the right “nominees”. One can have a greater amount of years of education but be less worthy of the Merit Pay due to faulty teaching. This may cause people to lose their jobs, but at the same time it may eliminate the presence of incompetent teaching at schools. At the same time this reform brings the hope that only really pedagogically talented people will educate children and prevent people that can be successful in any other profession from becoming “faulty” and incompetent teachers. There are also a lot of “environmental” conditions that prevent children for getting the best of their education: poverty, family troubles, low motivation and so on. Nevertheless, if a teacher can give a student sufficient motivation for learning all these “environmental” conditions may lose their power and influence over the child. The only way for the teacher to motivate students is to be motivated on his own. Merit Pay provides this motivation, making the teacher realize that the efforts will not be left unnoticed.

So, in spite of all the complications, Merit Pay is believed to be a great solution for the contemporary educational system. It will ensure the presence of quality teaching in schools. It is a stimulus for taking a great step from reproductive teaching to the “creative approach”. “Without individual merit pay, teacher evaluations remain perfunctory best”. “Teaching offers tenure, a solid

middle-class income, and plenty of vacation time”, this becomes a sort of protection for those “average” teachers that do not search for more and will not work more than they are required. What merit-pay system does is, it drops the “average” teaching off the schools and therefore it makes a tremendous step towards improving the academic achievements of the students. “But simply raising teacher pay without fundamental reform won't give us better teachers-it will just give us higher pay for good and bad teachers alike”.

Merit pay has a lot to do with the motivation of teachers. High motivation afterwards leads to a high level of professional performance. The situation in the educational sphere is very unstable due to the constant decline of the general student achievement. No one states that the salaried around \$42,000 that the teachers get are unbelievably small. There is even more to add on the grounds of the U.S. Department of Education statistics: “Teacher salaries have increased steadily over the past 20 years, while student achievement has steadily declined”.

The merit-pay system becomes a “tool” to encourage teachers no only to “attend” work in order to get their stable salaries, but to come up with something new and improve their general level of performance greatly in order to be rewarded. The president of America Federation of Teachers (AFT), Sandra Feldman stated: “Salaries must at least become competitive to attract and keep quality teachers”, and she was right because as long as the worker feels unremunerated, the quality of his performance will never come to its maximum potential. It is similar to any other job: good initiative and an outstanding work always result respectively in the salary. Merit Pay should definitely become a part of the educational reform because due to all of the listed positive moments above it will certainly start a new "educational millennium" where teachers do really make a difference for kids.

7.3.4 Sample narrative composition IV

4. Science and Art

Throughout the ages, science and art have been two different sides of the very same coin. Initially, these two terms were considered to be completely irrelevant and sometimes even as a contraposition to each other. Along with the progress came the understanding that the connection does exist and even more than that- in some way these terms are inseparable. The priority of science is finding the truth and the priority of Art is creating beauty. Obviously, these are two different goals from the first sight but this issue has a lot of “undersea stones”.

To learn if the connection does exist, in spite of all the superficial differences, it is necessary to examine the goals of these activities relatively to each other. If science is directed towards the truth, it is also possible to say that art is moving in the same direction. Science demands truth and is always very exact and categorical; it does not accept any overshoots and is restricted by scientific laws. It finds “mathematical” truth, the truth that leads to changes. Art in its turn searches for truth, too. But this is the truth of expressing feelings, the irrational component. What can be more truthful than emotions in their pure state? Art's truth does not have limits and does not have to obey any laws. Therefore both need truth as a result. Both of them are parts of one substance, its rational and irrational components that cannot exist without one another. Irrational ideas lead to the rational searching for the truth.

The opinions about truth representing science and beauty representing art do have enough

foundation to exist. Living in the era of technical progress, it is obvious that any scientific discoveries made are used to apply in practice and change people's life for better. What science produces is a “pure truth”, a scheme, and a formula, something that cannot be used immediately. And this is the phase that art comes into the scene. With its beauty it helps to adjust the inventions to people and their world of consumers, to make it look esthetic. This complementation is the start point from where all these opinions concerning beauty and truth start.

The impact that science and art bring to the world is immense. And no wonder, it is so hard to imagine lives without them. Exploration of the world through analysis, comparison, syntheses and calculation in science faces the very same analysis, comparison, and syntheses of the outside world in art. Nevertheless, the benefits they bring to the world are irreconcilably different. Art makes the world more beautiful and science finds the truth to control the world. And it is up to each person to decide which is more important for him: beauty or truth.

Art is creative activity in general: literature, architecture, sculpture, painting, music, dancing, theatre and many others. It reflects the forms of mastering of the world through the creative activity. It is an imitation, a sensitive expression of something supersensitive. Science's main function is the production and theoretical systematization of the objective knowledge about reality. It is an activity aimed to get new knowledge (truth) and to obtain the result of this knowledge (the amount of knowledge forming the scientific “tableau” of the world). Art in comparison to science does not describe, explain and predict processes and phenomenon of reality, using the existing laws. Art simply reflects the phenomenon of reality. Art uses the tool of reflection to imitate beauty it observes. Art is subjective and science is completely objective.

Beauty is always subjective and what is beautiful for one person may be not for another one. The endeavors to explain science and art in terms of truth and beauty are completely motivated. The attempts to distinguish them have a lot to do with what they produce to the world, but still, they have a lot in common.

7.3.5 TEST YOURSELF

Now, write an essay in about 250- 300 words on the following topics:

1. My Visit to Dehradun.
2. Your First day in your school.
3. Your First day in the examination hall.
4. When you were very happy.
5. When you got a gift from your friends.
6. Your birthday celebrations.
7. When you saw an accident.
8. When you helped a needy person.
9. Your most difficult someday.
10. The happiest day of your life

Unit 8 Argumentative Composition

8.1 Introduction

8.2 Objectives

8.3 Sample Argumentative Composition

8.3.1 Sample Argumentative Composition I

8.3.2 Sample Argumentative Composition II

8.3.3 Sample Argumentative Composition III

8.3.4 Sample Argumentative Composition IV

8.4 Test Yourself

8.1 Introduction

Argumentative essay deals with subjects on which people hold conflicting views and opinions. They are written on topics which can be debated and on which people can advance heated arguments for or against the view. For instance, in recent times a lot of people debated whether India should make nuclear weapons or should concentrate only on the peaceful uses of nuclear energy. Similarly, we have been discussing several means and ways controlling the rampant and uncontrolled form of corruptions, some agree to a particular model of controlling corruption however, some dissent to that model. It has generated a great amount of debate among the people of our country. To write this type of essay, the candidate must first make up his mind as to which view he supports and why? The candidate must have his argument to support the position that he takes up, however, it is advisable to keep the views of others in mind which may help the candidate in shaping the agreement coherently and cohesively. The positive as well as the negative aspects of all topics must be carefully reflected so that the essay may become logical and coherent. The essay must not reflect any bias or prejudice. Here are some steps to write an Argumentative Composition:

1. Select a topic on which you may have some idea.
2. Arrange ideas coherently in a systematic format.
3. First, present the main thesis of the topic and try to develop it a bit further.
4. Give an antithesis of the thesis and elaborate it
5. Now, bring a balance between the thesis and antithesis.
6. Conclude by whatever has been articulated before.

8.2 Objectives

After reading this unit, you will able to:

- understand the purpose and structure of argumentative writing
- develop a clear and concise statement
- organize and present your argument in a clear and persuasive manner
- write a well-structured and convincing argumentative essay

8.3 Sample Argumentative Composition

8.3.1 Sample Argumentative Composition I

1. Competition in food industry

Food is an integral part of the human's life. Men cannot live without consuming nutrients. From the very beginning of the existence of humanity, food has been like petrol for humans and animal alike. Food is what gives strength and hence the life continues. People have always benefited from food and will continue consuming it till their last breath. The contemporary business world revealed that demand always results in the corresponding supply. The demand of food caused the growth of a variety of the food products and the growth of a number of companies, professionally, providing food products for people. It is common knowledge that quantity does not always imply quality. As the industry is very lucrative, because people will buy food even during a hard financial crisis, a lot of companies have introduced eatables of a very low quality but in great amounts and cheap price. These products are often not so useful to eat. It can even be said the general foodstuffs

quality has significantly decreased in the recent years, along with the growth of product quality in a number of major food-producing companies. People now a days are not quite so ready to pay more money in order to get excellent-quality food that will not damage their health condition. It is natural that the companies which are interested in being in the market for many years and have constant consumers have to offer the best quality of products. Basically, as the demand on food is always high, the food industry has become a “battle-field” for many companies causing a great competition.

As it has been mentioned earlier, one of the key issues of the competition in the food industry is the quality of products. The quality of food-products is achieved through the well-coordinated process of co-operation of food retailers, manufacturers, suppliers of ingredients and food makers. If any of these links perform a disorganized and unqualified activity, it always results in a damaged product and a damaged product is always a guarantor of health problems of the consumer. The price challenge is a vital issue in food industry now a days because low-quality products sometimes have a high costs, affirming the fact that this is all about profit even by the price of negatively affecting the people's stomachs. This has caused a lot of problems in the sphere of the relations established between the retailers and the suppliers. The difference of prices makes the suppliers look for new retailers and rather often it influences the quality of the foodstuffs, too. Competition in food industry grows tremendously and this is primarily due to the fact that the pressure within the industry is growing. The customer now a days has become more demanding and in case of not fulfilling his requirements to the product, it will not be claimed and bought by the customer, causing the company a significant profit decrease. Of course, there is such a phenomenon as “minute-companies”. Such companies do not last long but are interested in selling one specific type of food product in a rather limited quantity.

Such companies are not to be investigated as serious industry competitors but nevertheless, sometimes, they manage to catch the attention of the customer from his usual product. Contemporary competition is characterized by the fact that companies tend to look for chemical firms that produce only top-quality ingredients for their products in order to build new markets. Having a qualified chemical firm as the supplier of ingredients means that the company is able to face the competition and pressure of not only domestic, but also international customers. The aim of the competing companies is to create a high quality product at the lowest possible price or in other world to find the “golden middle”. The price is an integral factor in the process of the customer making the choice - he needs to save money to feed his family or to pay a credit. Well, this dilemma has found its solution in the activity of such companies as Campina that realizes that the majority of customers are motivated to shop at discount stores. The real situation is that in the time of general financial instability, people do care about the safety of their food, but have no financial opportunities to purchase healthy products.

A traditional nutrition label now a days has become a guarantee of sufficient demand on it. Customers get used to certain companies that satisfy their basic needs and offer an appropriate price for their foodstuffs. Such “traditional” brands that have proved their “faithfulness” to the customer over the years may be viewed as companies that are sort of out the general competition. This is the issue of the traditional nutrition labels and their quiet competition that is so hard to win. Nevertheless, this does not by any means imply that the stores should have only these traditional labels on the shelves. In order for a healthy food industry competition to exist a fewer food choice

is not a productive option. Such situation will simply mean a loss of many potentially qualified brands, which eventually hurt the customer more than anybody else.

The big issue of the regulation dealing with standardized nutrition labels has resulted in an artificial decrease of the food brands. Though the policies are created to promote healthy food market competition, such a decrease makes the market weaker and kills the growing future food giants. The existing market legislature policies do limit its possibilities. According to Moorman, “before creating policies legislators must, think about the differential effects across firms and attempt to write policy that levels the playing field” (Moorman, 2005). The fight for customers has become intense lately. The ideas for new products are kept in strict secrets that are never to be reveals to a competitor. The giant food companies try to affirm themselves through sinking small companies, which sometimes offer a substitution product of the same quality. The companies have to take decisive moves all the time in order to stay on the water surface.

The market of food products, though supposed to be wide in reality, is experiencing competition troubles. According to this the term, the market had obtained several meanings in term of the recent development of the food industry. The term got one additional branch and that is the fast food industry. So, the fast food market consists of various sellers such as Burger King, McDonald's and Kentucky Fried Chicken and all the customers choosing this type of food and it is primarily guided by the factor that the people, being very busy, have very little time to cook and prefer buying half-finished food products from the stores. So the totality of all the real and potential customers is directed to semi-finished foodstuffs. The competition in the sphere of half-finished food products is very strong and is growing with the growth of competition between the fast food restaurants. Competition in food industry is harsh indeed. But there are certain things to be done in order to protect companies from unfair competitors. This protection is being completely honest with the customer by performing food and nutrition studies of their products. Selling a food product is not just putting it in a bright wrap and waiting until a sleepy customer chooses it from the rest. It is about a lot of actions such as: hiring health and nutrition professionals, having strong public relations specialists. There is no secret in the fact that the competition within the food industry is characterized by discrediting nutritional recommendations given by the health specialists. Well, this is one of the key issues which will work in earning the customer's respect and trust. The food industry requires scientific honesty.

Many products are usually not healthy for the consumers and the quality of the product suffers in the struggle to get more sales and therefore, lowering the price of the product. Having several constant food industry leaders is not good either, as they start controlling the situation on the market completely. The customers simply seek for a good product at a low affordable price and the companies play on that providing unhealthy product. The status of competition in the food industry is very poly semantic but is characterized by harsh methods and discrimination of small food companies! Such competition is not just a fight for customers - it is a war!

8.3.2 Sample Argumentative Composition II

2. Death Penalty for Children

The death penalty issue has always been one of the most important issues of the contemporary system of justice. Years ago, the majority of the criminals were male over twenty years of age, but now a days the situation has changed. Not only grown-ups but also by children who are under

eighteen years old, commit murders and other terrible crimes. Ordinarily, a young criminal is not applied the same restrictions for his crime as a grown up criminal is, nevertheless, if it especially goes about capital crimes, people start talking about the death penalty for such juveniles.

A child always remains a child and if he commits a crime, it is not because he has had a good life. It is not the guilt of the children, but their big misfortune. It is a misfortune of not having anybody to love and truly support them and lead them in the correct direction. Along with that, it is common knowledge that the age from eleven to seventeen is a period of an especially intensive change both in the organism and the mind of a child. That is why it is not fair to put a child in the same line with a grown up that can be completely responsible for his actions. A child is not mentally capable of comprehending the crime he or she commits. The system of values in the age under eighteen is not built yet, other people can easily influence children and the psychic processes are not stable yet. Under these conditions a child should never be sentenced to death or a life sentence for they still have a chance to change and re-evaluate their life. If the aim of the prison is to change criminals for better, then children under eighteen should become the material for changes of the highest priority.

The year 1988 was an extremely important year of the United States of America in terms of the death penalty for adolescent criminals. Before that time even a fifteen-year-old could be a subject to a death penalty for capital crimes. The Supreme Court in 1988 refused to issue death penalty over those criminals who were under the age of sixteen. Nevertheless the 1988 decision did not influence many states and for instance, the state of Texas conducted its last death penalty over a juvenile in 2002. The U.S. Supreme Court has always called the execution of children a violation of the Constitution, where a child is every person under the age of eighteen years old. The death penalty to children who are under eighteen years is immoral, for killing a child implies killing a weaker human being who simply required supervision and attention from the side of his parents. As each society tends to be more humanistic, the probability of the fact that an eighteen-year-old is as guilty as a grown-up criminal start being completely neglected. One of the main cases of the modernity was the case of *Roper vs Simmons* in 2004. This was a fight between two completely opposite opinions - one was of the opinion that death penalty for juveniles is completely normal, as the capital crimes they commit are sometimes even worse than those committed by the grown up criminals; and the another group believed that death penalty for juveniles was completely unconstitutional and absolutely immoral as they were only children and not mature and hence, were unable to take a judicious decision and it is precisely because the prefrontal cortex, situated in the frontal lobe of a human being which is responsible for the formation of the most important functions of the brain, is not completely developed and hence it does not allow the child to take an opposite decision . According to the *Wall Street Journal*, the prefrontal cortex is the management center of the human brain as it is the part responsible for the most important function - planning, anticipation of the consequences, controlling the impulses and is responsible for abstract thinking. And the most important fact is that this part of the brain is subject to continuous formation till a human being is twenty-years- old. The second vital piece of information is that the decision - making process in adulthood is controlled by amygdala, known as the most primitive part of the human brain and therefore is the center of impulses and emotions. These facts emphasize the notion that the change of the brain during the period of adolescence is immense and this is the reason why young people reveal a big deal of the irrational behavior. Children should not be sentenced to death as the development and therefore, the functioning of the brain is not the same for teenagers and

adults. The line for death penalty should be drawn at the age of eighteen because at this age, a majority of the processes get stabilized, as the brain attains full growth. Even if a child knows what is not right to do, he or she may still behave in a manner that would not be socially appropriate and may even damage the lives of other people because of their mental incapability to evaluate their behavior properly.

Each human being is born innocent and it is important not to forget that 2/3 of the negative manifestations are acquired from the way parents bring their child up and due to the child's social environment. If the child sees only aggressive and violent examples in his social environment, is not accepted and guided by his parents, not supported by his teachers, then the child's personality deforms. For instance, it is obvious that if a child is abusive, he has a deficit of tactile contact and gentleness. These deformations may have the harshest forms: emotional instability of the child, aggression, and violence against other people. A juvenile is not an adult criminal and should never be treated alike, and especially be a subject to death penalty. The death penalty is meant to make criminals scared of committing serious crimes, but in reality, this does not work this exact way. It is more important to prevent children from committing crimes and to remember that children do not commit crimes on the basis whether the crime is in accordance with the punishment for it put simply reflect what the family and the society have put into his "head".

The fact of giving a life sentence to a fourteen-year-old shocked the society because everybody understood that a child in his twelve years couldn't be judged as a mentally developed adult. It was for the panel of the 4th District Court of Appeal that a new trial was set in order to identify if Tate comprehended the proceedings held against him. The competency of a fourteen-year-old child to stand the trial was very questionable. This revealed the understanding that such a child cannot be mentally capable of taking responsibility for his own actions. It is obvious that Lionel Tate has committed a serious crime and the consequences of his actions are simply terrible because the life of another child was taken away. None says that the boy should not be punished, but not with death penalty or life imprisonment. The decision of home arrest and probation is right for Lionel Tate. Lionel Tate deserves being punished but not made to spend his whole lifetime in a prison for a crime he committed when he was twelve years old and could not take full responsibility for his actions and completely realize the consequences of his actions for the little girl and himself. That is the reason this example should always be kept in mind by Congressmen before they make another juvenile lethal injection suggestion.

8.3.3 Sample Argumentative composition III

3. Good and Bad Teachers

The term education connotes to the situation where the great impact of parents on the future personality of their child is examined and established. But this also includes school education, because nowadays, when parents are very busy, it is the school teachers who teach children about what beautiful and ugly is, what right and what wrong is. Through them children learn to perceive the inner world. And the way they perceive it, depends on the teacher's personal particularities that are transmitted to children through interaction and the knowledge that the teacher offers them. Therefore, there is much more to a teacher than high professionalism. What makes kids hardly wait until the lesson starts, in one case and hating the subject in others? Of course high professionalism in the field of the taught subject is very important, but when it comes to being a

bad or a good teacher, this is not the weightiest factor. A good teacher is a person who not just reproduces the knowledge he or she possesses not just a person that only brings up the interest to the subject, but is a person who finds an individual approach to every pupil, taking care about the child's adaptation in class, increasing one's social status in class and making sure the children learn to take into account and respect the thoughts of other people. A good teacher is one who just does not play a teacher's role but also shows the emotions of a human being. A person who can show emotional response.

For example, if the teacher is professionally good enough but does not take criticism from the pupils constructively or does not explain why he thinks he is right this makes a huge gap between the students and the teacher. And when there is no emotional contact, the learning cannot be called successful, for the students are not completely involved. A good teacher is never a hard task master. He or She should be understanding towards the pupils and explain things in a simplified manner to them. A good teacher is creative. One of the indicators of a "good" teacher it is his desire to teach in a new, original form, adding something new and personal to make the learning process as exciting as it can possibly be. A bad teacher is a person who focuses only on the information he provides, not taking into account the children. Such a person can be very good in the theoretical part of his subject but he will never have students who will be emotionally attached to him. A good teacher does not let his personal mood influence the way he treats his students. Being a good teacher is about loving children and wanting to give them only the best the teacher has inside of him.

8.3.4 Sample Argumentative composition IV

4. Technology and radio industry

Radio industry plays an important part in the lives of modern people. Due to the busy lifestyle of people, it becomes the only source of vital information and entertainment of people. There is a lot of competition between various companies for the best production concerning this matter. A large number of consumers seek high quality production and a lot of numbers of companies are eager to satisfy their demand. As the technology develops every company tries to catch up and be on top of the technological progress. The question of technology rendering the regulation of the radio industry has become obsolete in the 21st century. It can be viewed from the point of view of producing and performing technological support to the radio industry. Spreading the broadcasting is also very important for it is one of the main characteristics of a radio industry to become popular. Of course it has to be on the background of a very qualified content of what is broadcasted.

Radio has a lot of competition, but it still remains one of the most popular informational sources. One of its advantages is that a person can keep doing whatever he may have been doing but at the same time he can listen either to news or to good music on the radio. People do not have to spend their time riveted to the screen of their TV's and very limited in their possible actions. When it goes about radio people do not have to spent time of visual perception - it is all auditory. For example, the only time business people can listen to something is when they drive their cars. In this case radio carries the responsibility of giving checked and reliable information. In order to give such information radio industry has to be very up-to-date and high-speed. According to this, radio industry is a lot dependent on the technological progress and technology itself. Through technology radio industry realizes its primary goals, follows its priorities and reaches the audience.

This is very important now, when industries hit the consumers not by quality, but by quantity. The demand on tested information is high, and the supply sometimes is sufficiently low. Technology becomes a method, a tool and a way of putting the radio industry on a proper level of development. Technology dictates a lot of rules to the radio industry. Thought at the same time it enlarges its borders and makes it accessible and suitable for a way bigger audience. The audience, which is adjusted to a necessary radio-wave, listens to news, music. Interesting property of a broadcast is the ability to inform the audience about various information. All these features have allowed the broadcasts attract the largest audience. Though the broadcast is listened instantly and easily, process of its preparation, beginning from record of a sound before distribution in ether, requires the special responsibility, accuracy and efficiency. This essay is written to make it understandable that when someone says "radio industry" it is not right to think only about radio stations, but unfortunately people sometimes do it. The beginning was about that stereotype and proved that it is really supported by the reality, but there is much more to radio industry than that. Radio technology is a thing that is connected almost with every aspect of our lives, whether we talk on the phone or doing anything else. For twenty years there seemed no prospect of innovation in radio systems but increasing complexity of silicon devices at falling cost. This has brought about a revolution in thinking and in opportunities for new communication systems.

The borders of radio technologies are disappearing dramatically. Nowadays one of the most prosperous branches of the radio industry is wireless technology. Personal communications, business data distribution and computer-to-computer communication are only some of the significant areas already in the process of being developed by the new radio technology. Developments in linear technology and cellular techniques, together with the now recognized advantages of short-range radio, mean that new radio systems will support a far greater number of users from the available spectrum. All these innovations are on a very high demand and radio technology is expected to speed up the velocity of its development. Nevertheless, if we take for example broadcasting it is not possible to say its progress is realized very fast.

What is made to make it better? All the work that is being done concerns the improving and upgrading the radio systems that already exist, though it definitely will be better to take the plunge and apply the computer industry even more into the world of radio superhighways. Create something new and do not get stuck on the old. Our radio industry environment needs a strong point and this strong point should be some new, unbelievable technology, a revolution in this industry. Digital audio broadcasting is one of the creations that start up this revolution. Digital Audio Broadcasting (DAB) offers a full-digital radio broadcast system for fixed, portable and especially mobile receivers. It brings a super sound quality and powerful data service to homes and cars. We consider this creation to be one of the most important technological innovations since the start of broadcasting. The quality of the sound is a result of using the "psycho-acoustic properties of the human ear". It is leveled to a compact disc sound and it even includes picture transmission. This breakout in the radio industry owing to the new technology predestines the directivity of the radio technological progress.

What is the most essential problem for the radio industry consumers? Of course it is Transmission quality. The new technology offers high spectrum efficiency and unimpaired reception in moving vehicles. This is a step that will definitely make modern people seek for this exact type of broadcasting when turning to the radio industry products. So broadcasting is one of the primary

cares of the industry and depends on the technology. At the same moment the role of a broadcast in delivery of the important, necessary, urgent news to the audience is unchallengeable. Besides the radio was always the source of information necessary in education of growing up generation and spreading the knowledge of advanced experience.

Today, despite the development of video engineering, radio industry is not going to give up its positions. Another technology that intensifies the radio industry is web radio. Nowadays Internet is a very popular and is an integral part of the lives of all the people of our planet. This technology offers a person an opportunity to start his "own global adventure in radio" owing to this new mean of audio communication. There is a lot of literature to help people to learn how to use the web radio and to get the best of it. A person can gain technical and practical know-how to enable the station to go live, but also an appreciation of the legal and copyright implications of making radio, potentially for international audiences and in the rapidly evolving environment of the web. Radio industry is changing: radio on the Internet, AM stereo, cable and satellite radio, niche formats, mergers and consolidation, future prospects, and digital technology - all these makes radio industry very attractive for the audience provides insight into this ever-changing field.

If we take a smaller issue of the radio industry, we can see that a lot of things have been done to improve the old-fashioned technologies, too. This is fulfilled because a lot of people cannot afford expensive technological products and prefers stay with what they are all used to. We can take a radio receiver as an example. Radio receivers are obviously a very important part of radio and wireless technology. Their performance is critical to many applications. The basic radio receiver concepts including the superhet and other topologies such as the direct conversion receiver are of great interest. Elements such as selectivity, sensitivity, dynamic range, and many more are of great importance to any radio receiver. So too are some of the circuits and techniques employed. Mixers, demodulators and synthesizers are only three examples. The main technological step made concerning radio receivers is the issue of their dynamic range. Sensitivity is one of the main specifications of any radio receiver. However the sensitivity of a set is by no means the whole story. The specification for a set may show it to have an exceedingly good level of sensitivity, but when it is connected to an antenna its performance may be very disappointing because it is easily overloaded when strong signals are present, and this may impair its ability to receive weak signals. The overall dynamic range of the receiver is very important. It is just as important for a set to be able to handle strong signals well as it is to be able to pick up weak ones. This becomes very important when trying to pick up weak signals in the presence of nearby strong ones. Under these circumstances a set with a poor dynamic range may not be able to hear the weak stations picked up by a less sensitive set with a better dynamic range. Problems like blocking, inter-modulation distortion and the like within the receiver may mask out the weak signals, despite the set having a very good level of sensitivity. Ordinary people face these kinds of problems. And though it may be considered some kind of detailed description of what a receiver is the reason we described it all in detail is to allocate what qualities people are seeking for in one of the most popular products of the radio industry. This is the radio receiver technology and it is an integral part of the contemporary radio development.

Everything that has once been invented in the radio industry has to gain a new life or a decent substitute. What is the reason of such a phenomena? The main reason is that the products of such a prosperous industry have to follow the progress in the outside world. The outside progress is

strongly influenced by the demand of the current society. The society, in its turn, dictates the demand being influenced by lots of factors. One of them is that people need high quality service in a very small amount of time. People need to save their time and obtain qualified products at the same moment. It is all about demand and supply. People have numerous business connections and deals all over the world. What they need is a guaranteed any-minute connection to any place they what to connect to. They are ready to pay proper money for it because quality means - high prices, especially when it concerns technologies.

It would be right to say that technology has rendered the regulation of the radio industry obsolete in the 21st century. Technology controls the development of the radio industry and without it this industry would be dead by now. It is not dead, but it is not the same anymore. Radio industry should be represented throughout technology. Technology- means changes, changes for something new and hopefully much better. Technology is a system that has been designed and realized on practice. It is a model of solving current technological issues. All the technologies persecute one goal - satisfaction and projection of possible demands and changes that may be needed in order to keep the industry up. As long as we talk about radio industry it becomes a “law”. Technology is the essence of every modern industry. Radio gets older and older. That is the reason it does render the regulation of the radio industry obsolete. Every fact that was listed above proves it in its very core. Radio industry needs to change and even more than that it needs a constant change, a constant spreading. It needs a constant offer of new techniques. In this case it will stay as up as it is. Millions of people worked in the radio industry and dedicate their thoughts and lives to the creation of something we may be already consuming. Technology cannot be the heart of the radio industry, because technology is growing and reaching its blossom. Owing to technology our houses are more comfortable and completely serve to our convenience. And as for business people - they are the ones that will say without a doubt that that due to the technology the radio industry obsolete was inevitable.

8.4 Test Yourself

Now, write an essay in about 250-300 words on the following topics:

1. Should all banks in India be privatized?
2. Should education be privatized in India?
3. Science is boon or bane.

Unit 9

Descriptive Composition

9.1 Introduction

9.2 Objectives

9.3 Sample Narrative Composition

9.3.1 Sample Narrative Composition I

9.3.2 Sample Narrative Composition II

9.3.3 Sample Narrative Composition III

9.3.4 Sample Narrative Composition IV

9.1 Introduction

The writer describes an object, a place, an event or a natural phenomenon. He tries to create visual images and works on his subject like a painter. Before starting the essay, the writer must be clear about his /her objective- the central idea that the writer wishes to convey or the main impression that he/she wants to create. Let us now read some examples of the descriptive essays.

Steps to writing Descriptive Compositions:

1. The writer must be clear about what he wants to write.
 2. Proper planning of the topic
 3. Organization of the content in a particular sequence
 4. Bring out coherence and cohesion
 5. Maintain grammatically correct sentences
-

9.2 Objectives

After reading this unit, you will be able to:

- Organize your ideas
 - Use creative language
 - Paint a vivid picture with your words
 - Appeal to the senses
 - Describe what you observe
-

9.3 Sample Descriptive Composition

Sample Descriptive Composition 1

India is one of the countries that plays a rather important part in the development of the world's culture and economy in some spheres. India is also one of the most beautiful countries of the planet. Its culture and traditions can fairly be called the richest and the most authentic. Unfortunately, concerning the economic impact India makes into the world's economy, it must be mentioned that India is not very developed and it is regarded as a developing and not a developed country. Nevertheless, the word developing is not with reference to the cultural peculiarities of India. India is not similar to any other Asian country. This is primarily due to the fact that India consists of 28 states and each state has its own state language, religion and ethnic pattern. India is basically a constellation of religions, as it is a country where almost every world's religion is represented. The Republic of India is also rather interesting in terms of its geography, government structure, political parties and social stratification.

The Republic of India is situated in South Asia. It is the seventh largest country in the world. The Indian subcontinent is predominantly occupied by India itself. The Indian subcontinent in its turn is situated on the Indian Plate. The Deccan Plateau makes up a large part of the Southern Indian Peninsula. Some of the states in India are in the Himalayan Mountain Range and a majority of the states possess fertile soil for agriculture as they are situated in the Indo-Gangetic plain. In addition

to the part of India situated on the peninsula, it has islands - Sri Lanka, Maldives and Indonesia. Basically, the country also has three archipelagos. The first is Sunderbans, situated in the Gangetic delta in the West Bengal, the Andaman and Nicobar Islands in the southeast and Lakshadweep in the southwest coast. India borders with several countries and a desert on its west. This desert is known as a Thar Desert in the southeast of Pakistan. India also borders with Afghanistan, China, Nepal, Bhutan in the north-east, Bangladesh and Myanmar in the east (1). The territory on which India borders with China is the longest as it goes along the Himalayan Mountain Range. The maximum length of the mainland part of the country is 3200 kilometers from the north to the south and 2700 kilometers from west to east. India's coastline is around 7000 kilometers. There are several main rivers on the territory of the Indian Republic, such as - Krishna, Narmada, Kaveri, Godavari, Yamuna, Brahmaputra and Ganga.

The climate in India varies depending on the part of the country. It is tropical in the south and temperate in the north, due to the Himalayan Mountains. Another factor, which does have a strong influence over India's climate besides the Himalayas is the Thar Desert of Pakistan. The true reason the Himalayas are so important for India's climate is because along with the Hindu Kush mountains they convert into a barrier that prevent the cold Central Asian winds from passing to the territory of the Republic of India. For the same reason India is a "warm" country. Basically India's location on the continent is favorable for agriculture and for attracting guests in spite of the hot temperature of the country.

One of the most important aspects required for understanding the contemporary life of the Republic of India is the history of the country. The first human life on the territory of India was found over 9000 years ago. Since then India has always lived out a unique way of life that was not influenced by outside factors. Nothing changed till the invasions of the tenth and the twelfth century conducted by different parts of Central Asia. It was these invasions that made the territory of the future Republic of India stretch greatly over the Indian subcontinent. India's life in the sixteenth century was marked with the beginning of the trade with United Kingdom, France, Portugal and Netherlands and the appearance of the first colonies that brought European tendencies to India. As the matter of fact the second half of the nineteenth century the majority of the country was under the control of the British Empire. These events made the nation strive for independence and strongly fight for it. The First War of Indian Independence did not succeed, but the beginning of the twentieth century was the start of the greatest struggle for independence India has ever known with Mahatma Gandhi as a head. On August 15th, 1947 India became independent from the British Crown and by the 1950 it became the Republic of India with its own newly applied constitution. Nowadays India tries to keep its democracy on the highest level of development.

It is common knowledge that India is the country with the second biggest population in the world. Its population is estimated as one billion people in 2006. This huge population is rather diverse but there are three main things that united the whole nations. They are: language, religion and of course the caste. The language is highly respected by the citizens of the Republic of India and its traditions are kept with strict discipline. The native languages of India are Sanskrit and Tamil. The languages of the population of India are mainly within the Inda-Aryan language family and the Dravidian language family. There are also a great number of dialects, depending on the state, or a part of a state in India. The first one is the most spoken on the territory of the Republic of India and is represented by 74% of the population. Nevertheless, many other languages are also freely spoken

in the country, as the constitution mentions twenty-three languages recognized as official ones. The government of India uses two languages to construct official documents - Hindi and English. Religion means a lot for the population of India. India has the representatives of many religions: the Hindus, Muslims, Sikhs, Christians, Buddhists, Jains, Jews, Zoroastrians, Ahmadis and representatives of other religions. Over eighty percent of the population is Hindu, but nevertheless the left twenty percent is 20 million people with diverse religions views. Religion is the integral part of the society of the Republic of India. Belonging to a definite religion in India implies absolute belief into spiritual doctrines and following the rules. It also is vital to understand the importance of the caste for the social and political life of the country, both social stratification and political orientation is chosen according to the caste.

The society of India highly values education and it is obtained according to the socio-economic status of the family. The problem of the Republic of India is the gap between highly educated people with European and American education and people who are not educated at all. The level of education for a person sometimes is still determined on the bases of the sex of the child, therefore many women in India are not educated. The rate of literacy of the country is 64,4%, which is made by 75,6% of males and 54,2% of females. Among the most educated states of India, Kerala occupies the first place with its 94% of literacy rate.

India is recognized as the second fastest growing economy. In spite of this positive tendency India, being a developing country has an extremely uneven wealth distribution system, where ten percent of the population gains thirty three percent of the whole income of the country. The per capita income (PPP) of the Republic of India is 3,400 United States dollars. It is believed to be the one hundred twenty-second in the world. The GDP is 3,63 trillion of United States dollars. It also occupies the fourth position as to the purchasing power parity of the country. The republic also has a growing economy which is proved by the GDP rate of growth of 9,1% according to the first quarter of the year 2006.

The external trading process is of a vital importance for the country. The country exports fabrics, clothes, jewelry, and precious stones, agricultural and provision products, cars, medicaments, software, technological services and other products. India produces 33% of the world's amount of tea. India considers the United States of America, The United Kingdom, China, The United Arab Emirates, Belgium, Hong, Kong and Switzerland to be major exporting-trading partners.

496,4 million people make up the labor force of the Republic of India(5.35). The distribution of this, labor force is different and consists of the next sectors:

1. Agriculture -has 60% of the India's labor force;
2. Mainstream industry - has 17% of the India's labor force;
3. Service industries - has 23% of the India's labor force.

Agriculture is the dominant labor supplier as the country produces potatoes, sugarcane, tea, jute, cotton, oilseed, wheat, and rice. The industry is oriented on machinery, petroleum, mining, cement, transportation equipment, steel, food processing, chemicals and the textile industry (6.22).As for the government it has an immense control over the private sector due to the debates around the privatization process, the foreign trade and over foreign direct investment.\

The society is oriented on democracy and that is the reason the country offers a wide range of

political parties with different goals and ways of their realization. Basically, India has a multi-party political system, which is realized through a large amount of regional parties. Regional parties are often very small; nevertheless there is a list of national parties of the Republic. A party is considered to be a national one in case it is elected by at least four states. As India consists of 28 states it is possible to imagine the possible amount of political parties in India (4.76). After the elections are held out the election results are reviewed and the Election Commission of India gives the party either the status of the national or a regional party. The party cannot be considered official unless it is approved by the decision of the Election Commission. The status of a national party gives certain privileges to the party such as: choosing the party symbol and other identities. In other words there are two kinds of political parties in India: national parties and regional (state) parties. The more influential the party is the more opportunities it has to become a national one. It is possible to identify six of the most influential national parties approved by the Election Commission of the Republic of India: The Communist Party of India, Bahujan Samaj Party, the Communist Party of India (Marxist), Bharatiya Janata Party, the Indian National Congress and the Nationalist Congress Party.

As it has been mentioned before the Republic of India has a democratic orientation. It is considered to be the second largest democracy in the world for the reason of having the second largest population and therefore electing population in the world. The Republic of India has a bicameral parliament consisting of Rajya Sabha (Council of States) and Lok Sabha (House of People) and a federal form of government. Rajya Sabha has 245 members being the upper house and Lok Sabha has 545 being the lower house of Parliament. The head of the country is the President, but his power is limited by the Parliament, as he has no real executive power. The President is elected every five years and this process is indirect as the Electoral College approves the candidate. The President gets the command over India's Armed Forces. The country has three main branches that conduct the control over the whole process of government functioning: the legislative, executive and judiciary powers. As the role of the President is more of a nominal character the Prime Minister is the real head of the government of the Republic of India.

As one of India's greatest concerns has always been the maintenance of its unity, several issues have severely influenced the country. This primarily deals with the territorial disputes that India has with China, Kargil and especially Pakistan. In addition to that the India's nuclear tests are still fresh in memory, making the conflict even more severe. India and Pakistan cannot truly find a common language as the territory Pakistan claims is there is an area of high economical interest for India. This is the reason the governments of India and Pakistan constantly try to achieve a consensus in order to keep peace in the countries. India is not holding an aggressive position, but nevertheless being a member of the United Nations makes it a strong opponent in terms of the world's economy. India, owing to the proper functioning of the government, correct politics and ethnical peculiarities make one of the most interesting nations all over the world. With its highly growing economical rates and its huge population India converts into one of the potentially strongest countries, especially in terms of Armed Forces. India is a big country and fits a lot of diverse things: religions, political parties, languages, castes and others. This makes India a country of contrasts where you can find either an educated wealthy man or a person that cannot even read and is starving. The Republic of India keeps revealing all its economic, political and cultural potential, which lead the country to the group of the most influential countries on the planet.

India's economic-geographic position gives it certain advantages the country is successfully using and getting profit from it. The country is perfecting the trading and economic skills; therefore it will continue to be converting from a developing to a developed country.

Sample Descriptive Composition 2

George Washington

George Washington was born on February 22, 1732. His parents were Augustine and Mary Ball Washington. Mary Ball Washington was Augustine's second wife. George had two brothers. One of them - Lawrence, became a substitution of his father when Augustine Washington died in 1743. Lawrence's home, Mount Vernon, became George's real home after his father's death. Young George did not get proper formal education and had to grow up very quickly as he had to occupy his brother's place in the Army and inherit Mount Vernon. By 1754, George Washington was already a lieutenant colonel and everything he went through while being an aide to General Edward Braddock turned him into the commander of Virginia's entire military force. After this, in 1759, George married a beautiful widow Martha Dandridge Custis and started a happy life with her and her two children. Though George Washington was in love with his wife, his heart was constantly worrying for everything happening to the country and it was very hard for him to stand away from the most prominent events. In 1775, he visited the Second Continental Congress assembled in Philadelphia and became the Commander-in-Chief of the Continental Army. During this period George Washington tasted both victories and defeats while fighting the French.

The wars that he fought were very hard as the troops did not have enough supply of arms. In spite of being one of the best commanders, he did not have enough experience to fight and those were the moments when he turned on his improvisational-powers. He always showed his soldiers the courage to keep for going ahead no matter what and did not consider retreating a crime if it saved priceless lives of healthy soldiers. He was the one who defended Boston and New York City, showing American strength to the British Army. In 1781, George Washington made the Cornwallis army surrender and brought America one of its outstanding victories. After that Washington came back to Mount Vernon but did not spend much time there. His heart always stayed with his country no matter how much he loved his home and family.

The year 1789 became the time when he was elected as the first president of the United States of America and stayed there for two terms until 1797, showing dedication and love for his country. A lot of myths are connected with the name of George Washington; nevertheless most of them are not true and are usually the creation of the authors who dedicated books to one of the most outstanding men in the history of America - George Washington. He died a happy man back in Mount Vernon surrounded by his family. This brave man was and will always stay an example for every single young person. George Washington was an example of how a man can stay pure in his heart even going through so many hardships.

TEST YOURSELF

Now, write an essay in about 250- 300 words on the following topics:

1. A River in Flood.

2. A Road Accident.
3. An Earthquake.
4. My Favorite Film Star.
5. My Family.
6. An Ideal Actor.
7. My country.
8. My Neighbor.
9. Science and Life.
10. Indian Films