

DAFFODILS

English for Enrichment

Semester – I

B.A/B.Sc./B.com/B.B.M

Board of Editors

PG & Research Department of English

Government Arts College

Coimbatore – 18

SYLLABUS
SEMESTER – I
PART – II ENGLISH – I

Poetry

1. Laugh and Be Merry – John Masefield
2. Road Not Taken – Robert Frost
3. All the World's is Stage – Shakespeare
4. Night of the Scorpion – Nissim Ezekiel

Vocabulary

1. Harvest from the sea
2. The Great Wall of China

Communicative Grammar

1. Parts of Speech
2. Stock Phrases
3. Questions
4. Imperatives.

Composition

1. Paragraph writing.
2. Letter Writing – Informal.
3. Letter Writing – Formal.
4. Note – Making.

Prescribed Textbooks

1. Daffodils: English for Enrichment, Department of English, Government Arts college, Coimbatore.
2. Grammar for Communication, V.Saraswathi et.al, Emerald publishers.

Contents

Poetry

1. Laugh and Be Merry – John Masefield
2. Road Not Taken – Robert Frost
3. All the World's is Stage – Shakespeare
4. Night of the Scorpion – Nissim Ezekiel

Vocabulary

1. Harvest from the sea
2. The Great Wall of China

Communicative Grammar

1. Parts of Speech
2. Stock Phrases
3. Questions
4. Imperatives.

Composition

1. Paragraph writing.
2. Letter Writing – Informal.
3. Letter Writing – Formal.
4. Note – Making.

POETRY

1. LAUGH AND BE MERRY

- John Masefield

Laugh and be merry, remember, better the world with a song,
Better the world with a blow in the teeth of a wrong.
Laugh, for the time is brief, a thread the length of a span.
Laugh and be proud to belong to the old proud pageant of man.

Laugh and be merry: remember, in olden time.
God made Heaven and Earth for joy He took in a rhyme,
Made them, and filled them full with the strong red wine of
His mirth
The splendid joy of the stars: the joy of the earth.

So we must laugh and drink from the deep blue cup of the sky,
Join the jubilant song of the great stars sweeping by,
Laugh, and battle, and work, and drink of the wine outpoured
In the dear green earth, the sign of the joy of the Lord.

Laugh and be merry together, like brothers akin,
Guesting awhile in the rooms of a beautiful inn,
Glad till the dancing stops, and the lilt of the music ends.
Laugh till the game is played; and be you merry, my friends.

GLOSSARY

Better the world- improve the world

In the teeth of a wrong- right in the direct line of attack

The length of a span- a period of time stretching from one side to the other

Pageant - history, or a series of events that are impressive and interesting

Joy of the earth- the happiness afforded to human beings on earth

Jubilant- extremely pleased and ready to celebrate

Outpoured- here, poured out

Akin- related in some way

Guest awhile- to stay overnight

Lilt of the music- a pleasant pattern of rising and falling sound

ABOUT THE POET AND THEME

John Masefield, poet, best known for his poems of the sea, *Salt-Water Ballads* (1902, including “Sea Fever” and “Cargoes”, and for his long narrative poems, such as *The Everlasting Mercy* (1911), which shocked literary orthodoxy with its phrases of a colloquial coarseness hitherto unknown in 20th-century English verse.

Educated at King’s School, Warwick, Masefield was apprenticed aboard a windjammer that sailed around Cape Horn. He left the sea after that voyage and spent several years living precariously in the United States. His work there in a carpet factory is described in his autobiography, *In the Mill* (1941). He returned to England, worked for a time as a journalist for the *Manchester Guardian*, and settled in London. After he succeeded Robert Bridges as poet laureate in 1930, his poetry became more austere.

The poet inspires people to be cheerful and spread the cheer in the world with the help of music, and also to point out wrongs that would be happening around. It is only cheerfulness that can save people and make the world a better place. He instills pride in the history of humans in the heart of the listeners. Even when god made the heaven and the earth, he added his joy and delights to what he created – the joy of the twinkling stars, the joy of the earth itself.

In the same way, we human beings have to learn to enjoy and celebrate the beauty and the joy of the stars and the sky and of the green earth that God made for our pleasure. Merriment should be the watchword to continue on this journey of life, which, after all, is very short-lived

and is like a sojourn in a beautiful inn. When the music and the dancing stops, life comes to an end, but it is worth living it if one is cheerful right through.

COMPREHENSION

I. Choose the right answers from the options given:

1. John Masefield asks us to remember the world with a _____.
(a) Song (b) Story (c) Novel (d) Essay
2. The poet uses the word _____ to the length of life.
(a) Inch (b) Span (c) Meter (d) Time
3. _____ made heaven and earth for 'Joy'.
(a) Angel (b) Man (c) God (d) Satan
4. _____ is the sign of the joy of the Lord.
(a) Sun (b) Earth (c) Moon (d) Stars
5. Life is compared to a stay in a beautiful _____.
(a) Hotel (b) Inn (c) Cafe (d) Restaurant

II. Answer the following questions in about 100 words each.

1. What are the ways in which an ordinary person can make the world a better place?
2. Why it is better to laugh and be happy?
3. What should be the point of pride for a person with regard to human society?
4. What indications are mentioned here about the way in which God created Heaven and Earth?
5. How will it help humankind to partake of the joys of the earth and the sky?

III. Answer the following question in about 200 words.

1. Write an appreciation of poem 'Laugh and Be Merry'.

2. THE ROAD NOT TAKEN

- Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

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

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

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

ABOUT THE POET AND THEME

Robert Frost (1874-1963) was one of the most popular American poets of the twentieth century. He was born in San Francisco but moved to New England after his father died and then he graduated from a school in Lawrence. He first worked as a bobbin boy and then as a reporter. After his marriage, he moved to Cambridge and studied at Dartmouth College and at Harvard for two years. He loved country life and recorded its charm and beauty in some wonderful poems. His verses are simple, straightforward and extremely sincere in tone. He was first recognized as a poet when he travelled to England but later on was acclaimed as one of America's most honored poets. His first volumes of poetry were *A Boy's Will* (1913) and *North of Boston* (1914). The latter contains poems such as 'Mending Wall' and 'The Death of the Hired Man'. 'The Road Not Taken' and 'Birches' are from *Mountain Interval* (1916). His poetry drew its sustenance from nature and everyday experiences and is imbued with a simple woodland philosophy, but there was also a trouble spirit pervading his poetry.

'The Road Not Taken' is a narrative poem. It can also be read as an autobiographical piece. The poem says that life always offers you two choices and it is up to you to take up the challenges that life throws at you. It is said that Frost meant this poem to be a gentle mockery of indecision, and that he was rather amused that it was taken to be a deep and philosophical poem by his readers. The poem remains one of the best known poems of Frost.

GLOSSARY

Yellow wood: Seasons of the year at times used in poetry to refer to periods in a person's life, moving from the spring of youth to the winter of old age 'Yellow wood' may signify the autumn season and, hence, the reflections the speaker has are indicative of middle age.

Bent : not straight

Undergrowth : a mass of bushes and plants that grow close together under trees in woods and forest.

grass : covered with grass

wear : impairment resulting from long use

trod : to put down or press the foot, while walking

sigh : to breathe deeply and heavily

COMPREHENSION:

I. Choose the correct answer:

1. The two roads diverged in _____
(a) in a green wood (b) in a dark forest (c) on a seashore (d) a yellow wood
2. What choice does the speaker have to make?
(a) Whether to go home or not (b) Which coat to wear in the morning?
(c) Whether or not to join the army (d) Which road to take
3. Which part does he choose?
(a) The well-trodden one (b) The one with the signpost (c) The less travelled path
(d) The one with no leaves
4. How does he intend to describe this path?
(a) the yellow brick road (b) the path to happiness (c) the path to regret
(d) the less used path
5. What is the meter used in the poem?
(a) iambic tetrameter (b) Iambic pentameter (c) Anapaest (d) Trochee
6. Which major theme of American poetry does the poem embody?
(a) Individualism (b) Economic independence (c) Pursuit of happiness
(d) Being one with nature
7. What is the primary metaphor used in the poem?
(a) The woods (b) The road (c) The nightingale (d) Autumn
8. The speaker retells the story with a _____
(a) Smile (b) Sign (c) Smirk (d) Sense of satisfaction
9. The two roads in the poem symbolises _____
(a) Ways of making money (b) Ways to happiness (c) Choices that life presents
(d) Ways of attaining glory

II. Answer the following questions in about 100 words each.

1. Describe the setting of the poem?
2. What does the 'road' in the poem stand for?
3. What does the word 'yellow wood' refer to? Does it have a symbolic meaning?
4. Why is the speaker 'sorry'?

5. Is the speaker sure and confident about the decision he has taken? Elaborate.

III. Answer the following questions in about 200 words each.

1. Do you think the speaker regrets this choice? Or, is he happy about this decision? Justify your answer.
2. The fork in the road represents many choices from the speaker. Elaborate.
3. Does the poem remind you of a decision you had to make on your life? Write about it.

3. SPEECH: “ALL THE WORLD’S A STAGE”

(from As You Like It, spoken by Jaques)

- William Shakespeare

All the world’s a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse’s arms;
And then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress’ eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon’s mouth. And then the justice,
In fair round belly with good capon lin’d,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slipper’d pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well sav’d, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,

That ends this strange eventful history,
Is second childishness and mere oblivion;
Sans teeth, sans eyes, sans taste, sans everything.

ABOUT THE POET AND THEME

William Shakespeare (1564-1616), a poet and a dramatist, was born in Stratford-upon-Avon. He wrote many popular dramas – comedies and tragedies. He also wrote 154 sonnets. His plays are even today enacted at many places. His dramatic skill is par excellence.

The present poem is extracted from the play, As You Like It. Act II Sc.VII. This is delivered by Jacques. This is one of the most quoted speeches. The others are Portia's 'The Quality of Mercy'; Hamlet's 'To Be Or Not To Be'; Antony's funeral oration – 'Friends, Romans, Countrymen'. This poem has the pictorial effect of Shakespeare's observations of life. Accordingly, Shakespeare has shown seven stages of man starting from infancy to old age. He compares this life with a play upon a stage. As players (characters) come and go, likewise all men and women come and leave the world. In the normal course of life, every man passes through seven periods that are compared to seven acts of a play. These seven periods that are drawn clearly extraordinarily with vivid force. The impression lies with the universal application of the experience. The seven ages are – infant, school – boy, lover, soldier, justice, foolish old man and old age of oblivion.

GLOSSARY:

whining : crying, weeping

mewling and puking: crying and vomiting

satchel: school bag

shining morning face: washed face in the morning, (ready to go to school)

sighing like furnace: making sound like a furnace with hot air exhaling (lovers show their love and misery by sighing)

woeful: sorrowful

pard: leopard

jealous in honour : jealous of anything touching his honor

bubble : empty, not solid

saws : proverbs and old sayings

slipperd pantaloon : foolish old man

pouch : small bag for tobacco , pipe

oblivion : forgetfulness.

COMPREHENSION:

I. Choose the right answers from the options given:

1. 'All the world's a stage' was written by
(a) William Shakespeare (b) Christopher Marlowe (c) Ben Jonson (d) Chapman
2. 'All the World's a stage' is taken from Shakespeare's
(a) The Winter's Tale (b) Twelfth Night (c) All Well that Ends Well (d) As You Like It
3. What is the first stage?
(a) boyhood (b) second childhood (c) lover (d) infancy
4. How does Jacques describe the school boy on his way to school ?
(a) he creeps like a snail (b) he jumps like a goat
(c) he gallops like a horse (d) he hops like a rabbit
5. The lover sighs because
(a) he can't think of any ballads (b) he wants to remain a boy
(c) he is afraid of becoming a fool (d) he is desperate for the love of his mistress
6. How is the soldier ready to die?
(a) on his death bed surrounded by relatives (b) in the mouth of a big gun
(c) in the hands of enemies (d) by his lover's side
7. The Justice is said to be wise because
(a) he works like an owl (b) he wears glasses
(c) he is full of wise sayings (d) he has a beard and is well dressed
8. The last stage of life is
(a) lunacy (b) justice (c) death (d) second childhood
9. "strange eventful history" means
(a) human life (b) the story of *As You Like It*
(c) the History of England (d) Shakespeare 's autobiography

10. "Sans" is

- (a) a Japanese word for "without" (b) a French word for "without"
- (c) an Italian word for "without" (d) a Spanish word for "with"

II. Answer the following questions in about 100 words each:

1. What are the seven ages of man as understood by you?
2. How does the lover express his love?
3. How does the soldier seek reputation?
4. How does the poet describe the justice?
5. What is another name given to old age?

III. Answer the following question in about 200 words:

1. Write a note on Shakespeare's observation of life as seven ages of man.

4. NIGHT OF THE SCORPION

- Nissim Ezekiel

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.

With every movement that the scorpion made his poison moved in Mother's blood, they
said.

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.

May the sum of all evil
balanced in this unreal world

against the sum of good
become diminished by your pain.
May the poison purify your flesh

of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.

My mother twisted through and through,
groaning on a mat.

My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.

He even poured a little paraffin
upon the bitten toe and put a match to it.

I watched the flame feeding on my mother.

I watched the holy man perform his rites to tame the poison with an incantation.

After twenty hours
it lost its sting.

My mother only said
Thank God the scorpion picked on me
And spared my children.

ABOUT THE POET AND TEXT

Nissim Ezekiel was born on 16 December 1924 in Bombay (Maharashtra). He was an Indian Jewish poet, playwright, editor and art-critic. Ezekiel was a foundational figure in postcolonial India's literary history, specifically for Indian writing in English. He was awarded the Sahitya Akademi Award in 1983 for his Poetry collection, "Latter-Day Psalms", by the Sahitya Akademi, India's National Academy of Letters.

In the poem *The Night of the Scorpion* the poet depicts the selfless love of a mother who is stung by a scorpion. She suffers a lot because of the pain but still she is happy that the scorpion did not bite her children. The poet goes back to the night when his mother is bitten by a scorpion. By hearing this incident the villagers came into the poet's house like swarms of flies to console the family. They prayed to God countless times to immobilize the evil creature. The villagers with lights and lanterns started to search for the scorpion but in vain. They also spread a lot of superstitious observations. They observed that if the scorpion moves the poison in the blood of the mother. So they found it is necessary for the scorpion to stay still. Some villagers are of the opinion that the pain she suffers reduces the sufferings of her next life. Another philosophical interpretation the villagers give is that the pain she suffers may purify her desires and ambition.

GLOSSARY:

diabolic – bad cruel or evil

peasant – a farmer who owns a small piece of land

paralyse – to make somebody unable to move or feel all or part of their body, to make ineffective

sceptic – one who doubts claims, statements or other's beliefs

groaning - denoting a low creaking sound made by an object under pressure.

rationalist – a person who believes that all behaviour and reason should be based on reason rather than on emotion or religious beliefs

paraffin – oil with a strong smell used as fuel

rite – ceremony or ritual

incantation – chanting of special words spoken or sung to have a magical effect

COMPREHENSION:

I. Read the extract given below and answer the questions that follow:

1. I remember the night my mother. He risked the rain again’.

i. Who does “he” refer to?

ii. Why does the poet refer to his tail as diabolic?

iii. Why did he come inside the house? Where did he hide?

2. “After twenty hours

It lost its sting”

i. Explain 'It lost is sting'

ii. How did the villagers see something positive in the scorpion's attack?

II. Choose the correct answer:

1. The scorpion was beneath the _____.

(a) Sack of wheat (b) sack of rice (c) Sack of Barley (d) Sack of Oats

2. The peasants are compared to

(a) Flies (b) Birds (c) Insects (d) Animals

3. ‘Diabolic’ means

(a) Evil (b) Good (c) Beautiful (d) Ugly

4. It takes _____ hours for the poison to lose its sting.

(a) 6 (b) 24 (c) 12 (d) 36

5. _____ drove the scorpion to hide under a sack of rice.

(a) Wind (b) Rain (c) Fire (d) Water

6. The word ‘incantation’ means

(a) Singing (b) Chanting (c) Chatting (d) Tweeting

7. The father in the poem is _____.

(a) Ascetic (b) Idiotic (c) Sceptic (d) Lunatic

8. The poem indicates the _____ beliefs of people in rural areas.

(a) Superstitious (b) Precious (c) Rationalist (d) Nationalist

9. 'Thank God the scorpion _____ on me.'
- (a) Kicked (b) Picked (c) Pricked (d) Punched
10. 'Night of the Scorpion' represents _____ love.
- (a) Paternal (b) Childish (c) Maternal (d) Fraternal

III. Answer the following questions about 100 words each:

1. Identify the expressions that indicate the superstitious beliefs of the peasants.
2. Bring out the different responses of the people to the situation.
3. What does the speaker's mother's final line demonstrate?

IV. Answer the following question about 200 words:

1. Consider the poem 'The Night of the Scorpion' as a true expression of the Indian Sensibility.

VOCABULARY

1. A Harvest from the Sea

Of all the sea's possibilities for man's future, the greatest may be its promise of an important increase in the world's food supply. Square mile for square mile, the sea is *estimated* to be more productive than the land. Yet at present the oceans supply only one or two per cent of man's food. Despite all he is learning about the sea, man's relationship to it is still *primitive*; he is a hunter rather than a harvester. Along some coasts *oyster* growers set out beds of oysters and fence out the oyster's enemies to increase the yield. In the Philippines, Indonesia, Japan and China, people already grow fish and *prawns* in fresh-water *ponds*. But this is just a beginning. In the future, to meet the great needs of a rapidly *expanding* world population, man will have to *farm* the sea as he has for so long farmed the land.

There are many things that scientists can do increase the sea's yield of food. One was experimented with over half a century ago by the British *biologist* Walter Garstang, who *transplanted flounders* from their crowded home near the Dutch coast to a similar area in the middle of the North Sea. He did this several times and found the *method* successful. The transplanted flounders grew to three times the size of their brothers in the crowded Dutch waters. Striped *bass*, *shad* and soft-shelled *clams* have been successfully transplanted from the east to the west coast of North America, and the North American Chinook *salmon* now lives and breeds around New Zealand.

In the sea farming of the future it should not be necessary to spread fertilizer in the seas as farmers do on land. But it may be useful to *stimulate* the flow of nutrients to those areas most conveniently *accessible* for sea farming. Columbus O' Donnell Iselin, an American *oceanographer*, suggests that we can stimulate *up-wellings* of mineral-rich cold water along our coast by using jet engines placed on shore or on big *buoys* to pump *compressed* air through long tubes to the deep sea *layers*. The rising *bubbles* of air would carry nutrients up with them. Another Iselin idea is to cause an up-welling in the Gulf

Stream by *anchoring* a quantity of *submerged* byous with very large boards attached to them deep in the water near the Florida *strait* each of these boards would be fixed at an angle so that they could *deflect* the cold sea-bed waters upwards. By this means, the writer *predicts*, we could probably fetch enough mineral nutrients up to the surface to turn the Gulf Stream off the South-eastern United States into an area rich in *plankton*. This would inevitably result in an improvement in the fishing industry of the South Atlantic States.

Glossary

- (a) *Estimated*: calculated.
- (b) *Primitive*: at an early stage of development.
- (c) *Oyster*: a kind of shell-fish.
- (d) *Prawns*: a kind of shell-fish.
- (e) *Ponds*: small area of still water.
- (f) *Expanding*: increasing.
- (g) *Farm*: used (the sea, land, etc.) for growing food (crops) and marine animals (fish).
- (h) *Biologist*: one who studies the science of life, of animals and plants.
- (i) *Transplanted*: take up (plants, etc., with their roots) and plant in another place (here, taking fish out of one sea and putting them in another).
- (j) *Flounders*: a small flat-fish.
- (k) *Method*: special way of doing something.
- (l) *Bass, shad, clams, salmon*: different types of fish.
- (m) *Stimulate*: excite to action.
- (n) *Accessible*: easy to reach.
- (o) *Oceanographer*: one who studies and records what happens in the oceans.
- (p) *Up-wellings*: springing up from below.
- (q) *Buoys*: float with anchor (anchor: iron hook lowered to the sea bottom to keep a ship, afloat, etc., at rest).

- (r) *Compressed*: pressed together (to get something into a smaller space).
- (s) *Layers*: thicknesses or coatings of materials lying on or spread over a surface.
- (t) *Bubbles*: a hollow globe of liquid blown up with air.
- (u) *Anchoring*: keeping (floats) at rest by lowering iron hooks from them to the sea bottom.
- (v) *Submerged*: put under water.
- (w) *Strait*: narrow channel of water connecting two larger areas.
- (x) *Deflect*: turn the direction of moving object.
- (y) *Predicts*: tells beforehand, makes a statement about future events.
- (z) *Plankton*: minute, living, organized bodies of vegetable or animal floating in the ocean.

EXERCISES:

I. Substitute the following with one word:

1. A small area of still water.
2. One who studies the science of life of animals and plants.
3. A hollow globe of liquid blown up with air.
4. A narrow channel of water connecting two larger areas.
5. Minute, living, organized bodies of vegetable or animal floating in the ocean.

II. Write the meanings of the following words:

1. Primitive
2. Flounders
3. Oceanographers
4. Submerge
5. Predict

III. Make use of the following words in your sentences:

1. Expand
2. Farm
3. Stimulate
4. Layers
5. Deflect

IV. Match the following

- | | | |
|---------------------|---|-------------------------------------|
| 1. Oyster | - | a) Estimated |
| 2. Accessible | - | b) A Special way of doing something |
| 3. Pressed together | - | c) Easy to reach |
| 4. Calculated | - | d) A kind of shell fish |
| 5. Method | - | e) Compressed |

2. THE GREAT WALL OF CHINA

The Great Wall of China is said to be the one *structure* built by man on earth which would be visible to observers on the moon. It covers a distance of 1,500 miles as the crow flies. From the Liaotung *Peninsula* westward to the last *fortress* in Central Asia, it crosses the northern *provinces* of China. But its actual course, twisting and turning, sweeping across deep valleys, covers over 2,000 miles.

In the eastern *section* its height varies from 15 to 30 feet, and its width from about 25 feet at the bottom to 15 feet at the top, where there is a pathway wide enough for six horse-men to ride side by side protected by *parapets*. When the wall was first built it had about 25,000 towers, each 40 feet square and 40 feet high *projecting* from it every few hundred yards, with holes from which the defenders could shoot at attackers. Thousands of these towers are still standing. There are also many watch-towers on the enemy side, outside the wall on hilltops or passes. These and the towers of the wall were used for signalling with smoke or flags by day and with fire by night. The *approach* of *invaders* could be reported at once, and *reinforcements* sent to any part of the *frontier*.

The great *Emperor* Shih Huang Ti joined three earlier frontier walls to form a Great Wall which was to act as a boundary between China and the north, and keep out the feared *nomads* of the Mangolian *steppes*. The wall designed to strengthen the nation's defences; it was not then, as it later became in Ming times, a *substitute* for a strong army and state.

Construction was started in about 221 B.C. and the structure was practically complete when Shih Huang Ti died in 210 B.C. the man who died most in carrying out the Emperor's plans was general Meng Tien, who in 221 B.C. led an expedition against the Tartars with an army of 300,000 drove them back from the Yellow River into the steppes, and set his men to work on building the wall. They were later joined by thousands of *convicts*. Year in year out, in icy winds and snowstorms in winter, and in

dust storms in summer, the work went on, and so many men died that the Wall was sometimes called the longest *cemetery* in the world. The *core* of the Wall is earth and stone, faced with brick, and set in a stone *foundation*. In hilly places the design was *altered*: two parallel ditches were dug out of the rock, 25 feet apart and great blocks of stone were laid in the trenches to a height of several feet. Along each side of these stones, baked bricks about two feet long were laid *at right angles* to the face of the wall, joined together with a white *mortar* so hard that no nail could be driven into it. The space between the two brick walls was filled with earth, which was beaten down hard. North of Peking the Wall follows mountain summits of such an altitude and steepness that even goats can hardly climb them. Further west, the Wall often follows the easiest *route*, and here again its design changes and it is built of yellow earth faced with a thin layer of brick or stone.

Emperor Wu Ti (140-86 B.C.) *resumed* work on the Wall and *extended* it to its greatest length and built fortresses in Central Asia itself. The Emperors of the Ming Dynasty (A.D. 1386-1644) carried out more work on the Wall repairing its whole length and establishing new walls west of the Yellow River. The Wall which now exists nearly all dates from the Ming Dynasty, but many of its foundations are nearly 2,000 years old; the long line of grey bricks goes back into China's past, dividing two ways of life, separating the nomad from the peaceful farmer.

GLOSSARY:

- (a) *Structure*: construction (something which has been built).
- (b) *Peninsula*: part of a larger land-mass and connected with it but surrounded by water on three sides.
- (c) *Fortress*: a town or a building with walls, guns, etc., strongly protected against enemy attack.
- (d) *Provinces*: large divisions of a country (the division into provinces was made with the idea that the government could manage to look after the country better this way).

- (e) *Section*: division, part cut off from the rest of something.
- (f) *Parapets*: wall to protect people from falling off at the edge of a flat roof (here, flat top of the wall).
- (g) *Projecting*: standing out beyond the surface.
- (h) *Approach*: coming nearer.
- (i) *Invaders*: those who enter a country or try to enter a country with armed forces to attack and conquer.
- (j) *Reinforcements*: additional armed forces (soldiers, guns, etc.).
- (k) *Frontier*: boundary.
- (l) *Emperor*: ruler of a group of countries.
- (m) *Nomads*: tribes that wander with no fixed home.
- (n) *Steppes*: level treeless plains.
- (o) *Substitute*: person or thing taking the place of or acting for another.
- (p) *Construction*: building.
- (q) *Convicts*: people found guilty of crime and punished by law.
- (r) *Cemetery*: area of ground for burying the dead.
- (s) *Core*: hard, middle part.
- (t) *Foundation*: base of a structure (here, wall) below ground level.
- (u) *Altered*: changed.
- (v) *At right angles*: forming an angle of 90 degree.
- (w) *Mortar*: mixture of lime, sand and water used in building.
- (x) *Route*: way taken from one place to another.
- (y) *Resumed*: started again.
- (z) *Extended*: made longer\

EXERCISES:

I. Substitute the following with in word:

1. A town or a building with walls, guns, etc., strongly protected against enemy attack.

2. Wall to protect people from falling off at the edge of a flat roof.
3. Area of ground for burying the dead.
4. Tribes that wander with no fixed home.
5. Mixture of lime, sand and water used in building.

II. Write the meanings of the followings words:

1. Peninsula
2. Invaders
3. Frontier
4. Convicts
5. Route

III. Make use of the following words in your sentences:

1. Provinces
2. Approach
3. Steppes
4. Core
5. Resume

IV. Match the following:

- | | | |
|------------------------|---|---------------------------------|
| 1. Extend | - | a) Change |
| 2. Alter | - | b) foundation |
| 3. Coming nearer | - | c) make longer |
| 4. Base of a structure | - | d) stand out beyond the surface |
| 5. Project | - | e) approach |

COMMUNICATIVE GRAMMAR

1. PARTS OF SPEECH

In each part of a sentence, there are a number of smaller parts. Each of these smaller parts is a word which has a certain function in the sentence, that is, it does work of a certain kind. Depending on this function, a word is said to belong to a particular part of speech. There are eight parts of speech in English.

NOUNS

Take a look at the words in italics in the following sentences.

Narendra Modi is the *Prime Minister of India* now.

India won its *independence* from *British rule* in the *year* 1947.

A *college* has *buildings* that house *classroom*, a *library*, a student's *common room*, a *staff room* and *laboratories*.

The words in italics refer to names of persons, places, things, etc. These are called naming words, or more specifically, nouns.

A noun answers the question, 'Who is it?' or 'What is it?'

PRONOUNS

Look at the words in italics in these sentences.

Mr. Chakraborty is a college lecturer. *He* teaches chemistry. *He* lives in Bangalore. Mrs. Chakraborty is a college lecturer. *She* teaches physics and *she* also lives in Bangalore. *They* have two children, one girl and one boy. The girl studies in the second standard and *she* is a very talented young girl. The boy is also talented but in a different way from the girl. *He* is more interested in mechanics and carpentry while *she* is very musical-minded and also draws and paints beautifully. Both children are very fond of *their* parents and *they* also admire *them* very much.

In these sentences, the words in italics stand for nouns and are used to replace the nouns whenever possible.

ADJECTIVES

Look at the words in italics in the following sentences.

The team played a *wonderful* game but the coach was not quite satisfied.

A *huge* crowd was present for the match.

The child sang for about *five* minutes and there was *tremendous* applause after that.

The words in italics describe or qualify the nouns that come after them. Such words are called adjectives.

VERBS

Look at the words in italics in these sentences.

Ms. Sen *works* for a private company. She *has been working* there for about twelve years now. She is a very dedicated worker.

The words in italics are verbs. They are action words and express what the subject of the sentence is, or does, or has, or what is done to it. Verbs are sometimes called ‘doing words’.

ADVERBS

Look at the words in italics in these sentences.

Mr. Bhatta walks *very slowly* because of his age.

She felt *extremely* weak after her illness.

The shopkeeper *quickly* stepped up his prices on hearing of the new developments in the market.

The words in italics modify the verbs in these sentences. They are called adverbs. Adverbs can also modify adjectives. For example,

Mohini is *very pleasant* to talk to.

They can modify other adverbs too. For example,

She dressed *very shabbily*.

PREPOSITIONS

Look at the words in italics in these sentences.

Works begins *at* 9 am. We have to be *in* office *at* that time.

She drew a balloon *with* the new pencils she got.

They climbed *across* the the bridge *in* single file.

The words in italics are called prepositions because they normally stand or take position before (pre) a noun. The preposition is said to ‘govern’ the noun that follows it. The noun is said to be the ‘object’ of the preposition. The commonest prepositions are in, at, on, upon, of, into, by, for, with, etc.

Besides single-word prepositions, there are also phrases which do the works of prepositions and are called ‘phrase prepositions’.

CONJUNCTIONS

Look at the words in italics in the following sentences.

Divya *and* Nitya study in the same college.

Writers *and* critics attended the conference *but* the function was not well arranged.

Apples *or* oranges: you must have them as much as possible for good health.

The words in italics join either words or phrases or two simple sentences. These words are called conjunctions. In other words, conjunctions are joining words.

INTERJECTIONS

Look at the words in italics in the sentences below.

Oh! What a pity she could not make it to the film.

Alas! The dog was poisoned by the robbers.

Hush! Do not breathe a word of this as it should be kept a secret.

Such words that express a strong or sudden feeling of surprise, joy, fear, sadness, etc. are called interjections. They are not really grammatically connected to the rest of the

sentence. Exclamation marks are put after them. Some other words that are used as interjections are: hurrah, ugh, well, etc.

EXCERCISES

1. Pick out the nouns in the following passage.

Our sun is, in fact, a rather unimportant member of a huge system of stars, or galaxy, consisting of at least a hundred thousand million stars. We can see a part of this galaxy stretching across the sky as a pale white band of stars called the Milky Way. In India it is sometimes called the heavenly Ganga.

2. Pick out the pronouns in the following passage and say which noun each of them stands for.

- a. My sister lives in England. She works for a research laboratory.
- b. The children are going on a picnic. They are carrying baskets of fruits and sandwiches with them.
- c. Revathy wrote two books during her younger days. One of them became a bestseller while the other did not sell at all. They are however, her prized possessions.
- d. The students had to attend their classes at 9o'clock but none of them were to be seen in the classroom. They were therefore punished severely by Principal the next day.
- e. The apples are rotten now. They were bought yesterday, but no one ate them.

3. Pick out adjective from the following passage.

Tourists love the fort at Aurangabad as the ruins of some old fortifications stand in a beautiful matter on three hills. There is an old fort on the top of one of hills, which can be reached by a narrow bridge that lies across a wide chasm between the hills. The sight is so splendid that one remembers it forever. A great wall which is now broken in many places runs around the three hills and a deep chasm touches the wall. The fortifications were built by Maratha kings and are great feats of engineering skills; they are almost wonders to moderns human.

4. Pick out the verbs in the following sentences.

- a. The traders went on a strike yesterday because of the rising transport costs.
- b. The politicians of the day believe in igniting emotions of the people for their own ends.
- c. Teachers are not so dedicated to the cause of education these days.
- d. Social functions are not attended by many of the faculty in this university.
- e. Mr.Khan will be leaving for Chennai tomorrow.

5. Pick out the adverbs in the following sentences.

- a. The mangoes were ripe, but the seller had to struggle very hard to sell them.
- b. The computer was not in a good condition and so he had to sell it quickly and get another one.
- c. Mr Sastri gave the child a good book to read and she thanked him heartily.
- d. It has been raining heavily all night, and the fields full of water now.
- e. The Sens are quite happy with their new colony.

6. Pick out preposition in the following sentences.

- a. Lakshmi sends emails to all her friends now and then.
- b. The sales section of the factory is on the fourth floor.
- c. Marketing personnel have to travel to distant places at short notice.
- d. The weight of the apples was not measures correctly.
- e. Which is the capital of Switzerland?

7. Pick out the conjunctions in the following sentences.

- a. She was both tired and hungry; yet she tired her best to finish the work.
- b. Mr Patnaik did not come to the office yesterday but there was no information from him.
- c. Most engineering students want to go abroad to work though there is ample scope in India too.
- d. The water was very cold but the child still jumped into the pool.

e. The novel was a beautiful gift although it was very expensive.

8. Frame suitable sentences with interjections for the following situations.

a. a match where your side has won

b. a fire accident in your college

c. a loss of a greater leader

d. a surprise party in sight

e. a lovely dinner you attended.

COMPOSITION

1. PARAGRAPH WRITING

Paragraph writing remains one of the most important parts of writing. The paragraph serves as a container for each of the ideas of an essay or other piece of writing. Paragraphs are versatile and can take many forms that strengthen your writing, provide variety for readers, and help readers to organize the ideas you present.

Paragraph Length in a Piece of Writing

While it is true that a paragraph may be of any length, it is most common for an essay paragraph to be at least 3-5 sentences long and to be no longer than half a typed, double-spaced page. Journalism paragraphs (newspapers and magazines) tend to be 1-3 sentences long. Some paragraphs in books, especially technical treatises, might go on for several printed pages.

No matter what length an individual paragraph, most good writing varies paragraph length within any one piece of writing. If there are a few short paragraphs, then a longer one usually comes along. If there are one or two long paragraphs, usually a short paragraph or two will intervene to give the reader a short break in concentration.

Use Paragraphs to Break Up Ideas

A paragraph is the container for only one idea. Often, a longer paragraph can - and should - be divided into smaller units. Usually a large, complex idea is made up of smaller ideas and can be explained in more paragraphs with those smaller ideas. The point, though, is to have one coherent paragraph - all of the ideas in each sentence of the paragraph must relate to a single main point. That point is most often made in a topic sentence.

Topic Sentences in Paragraphs

A topic sentence gives the main idea of a paragraph. It usually occurs as the first or last sentence of the paragraph. Some paragraphs will not have a topic sentence, if the main point is obvious. Others might place the topic sentence slightly differently. Occasionally, as in this paragraph, the topic sentence might begin the paragraph but be restated in a different way at the end. That is to say, most writers put the topic sentence of a paragraph at the beginning or the end or both.

Grammar in Paragraphs

Every sentence in a paragraph must be grammatically correct, in so much as that grammar aids in understanding the ideas that the writer would like to convey. The topic sentence, in particular, must be very well written and very clear to readers.

Types of Paragraphs

Most writing has an **introductory paragraph** or an introduction of a few paragraphs, and a conclusion of a few paragraphs or **concluding paragraph**. The introduction and conclusion are, of course, supported by **body paragraphs**. The typical body paragraph develops, supports, or elaborates a given topic sentence. Most paragraph structures longer than 1-2 sentences have common elements.

For example, **expository paragraphs** have three important elements common to most paragraphs: *flow, or unity* (a clear connection to the rest of the essay and placed in a sensible way among the other paragraphs; *development* (detailed, specific support or elaboration of the main idea); and *coherence* (each sentence clearly relates to the previous and next sentence in an understandable and sensible manner). **Persuasive paragraphs** focus on developing a strong argument that would convince someone who disagrees with the writer's position.

Narrative paragraphs have similar features of flow (or unity) and coherence. However, the development might be more related to the action or events narrated in the paragraph than to supporting an argument. Coherence in a narrative paragraph usually comes from the chronological order of the "story" or narrative. Similarly, a **descriptive paragraph** might find its development through giving a series of sensory details or of abstract ideas that describe an object (or concept or theory), rather than through support. These two types of paragraph - narrative and descriptive - differ only slightly in these respects from expository paragraphs, but the differences are still important.

EXAMPLES:

1. Descriptive paragraph ‘Alexander The Great’:

Alexander the Great was a successful ruler because his actions created long lasting effects on cultures that continue to the present day. One example of his legacy was the creation of a Hellenistic society. Hellenism was the combination of Greek, Persian, and Egyptian cultures. During this remarkable time period, people were encouraged to pursue a formal education and produce many different kinds of art. New forms of math, science, and design made a great impact on society. If this new way of life had not been as successful as it was, Alexander’s legacy would not be as memorable and groundbreaking. Because he conquered many countries and blended together many different cultures, Alexander the Great is widely recognized for his achievements and credited with being one of the greatest rulers in history.

2. Narrative paragraph ‘Chandrayaan-1 mission’:

Chandrayaan-1, India's first mission to moon, was an unmanned spacecraft weighing 1380-Kg along with 11 scientific payloads built in India, UK, USA, Germany, Bulgaria and Sweden. The mission comprised an orbiter and an impactor. Launched successfully by the Indian Space Research Organisation (ISRO) on October 22, 2008, the spacecraft was designed to study the Moon orbiting around it at a height of 100 km from the lunar surface.

3. Persuasive paragraphs ‘Persuade neighbours to buy tickets for college fair’:

The school fair is right around the corner, and tickets have just gone on sale. We are selling a limited number of tickets at a discount, so move fast and get yours while they are still available. This is going to be an event you will not want to miss! First off, the school fair is a great value when compared with other forms of entertainment. Also, your ticket purchase will help our school, and when you help the school, it helps the entire community. But that’s not all! Every ticket you purchase enters you in a drawing to win fabulous prizes. And don’t forget, you will have mountains of fun because there are acres and acres of great rides, fun games, and entertaining attractions! Spend time with your family and friends at our school fair. Buy your tickets now!

4. Expository paragraphs ‘Expensive College Fees’:

Going to college can be expensive. First, college tuition and room and board can cost anywhere from Rs10,000 to more than Rs20,000 per semester. Other expenses make going to college even more expensive. For example, books typically cost between Rs500 and Rs1,000 each term. Second, materials are also very expensive. Paper, notebooks, writing utensils, and other supplies required often cost more at the college bookstore than at any local discount department store. For instance, a package of notepaper costing Rs50 at a discount store might cost Rs100 at a college bookstore. Finally, there are all kinds of special fees added onto the bill at registration time. A college student might have to pay a Rs500 insurance fee, a Rs200 activity fee, a Rs105 fee to the student government association and anywhere from Rs500 to Rs1000 for parking. There is another fee if a student decides to add or drop classes after registration. The fees required to attend college never seem to end.

EXERCISES:

1. My bad habit.
2. If I were a Prime Minister.
3. An Ideal Country.
4. Doctors must have infinite patience.
5. Strike the iron while it is hot.

2. LETTER WRITING – INFORMAL

The name itself suggests that an informal letter would intend to be more casual in approach therefore; the writing involved will be short, simple and friendly depending on your familiarity with the recipient. An informal letter is written to friends, family, acquaintances etc. for personal communications.

Informal Letter Format:

Now that you know the basics involved in writing informal letters, it's time to learn more about the format of informal letters.

What is 'format'?

A format entails the basic structure and presentation of your content.

What is the format for Informal Letter Writing?

An informal letter comprises of following elements –

1. Address (Personal/Recipient's)
2. Date
3. Salutation/Greeting
4. Beginning
5. Main Content
6. Ending
7. Signature

1) Address:

Personal Address - Put your address on the *top right corner* and don't miss out on the pin code and name of the country you are writing from for instance –

*B-38 Agnipath Apartments,
Mahatma Gandhi Street,
Adyar, Chennai-600007*

Address of the Recipient - Along with mentioning the receiver's address on the front face of the envelope also, mention the address on the *top left corner*.

2) Dates - It is very important that you mention the date in correct format while writing a letter on the right hand side, just below your address. The correct format is mentioned below:

Date - November 22, 2017

3) Salutation (Head) – ‘Dear’ is the most commonly used salutation also write the first name of the recipient followed by a comma after the name, don’t write 'Dear friend' always write a name.

Dear Shreyas,

4) Beginning (Neck) - Unlike formal letters the beginning of an informal letter is companionable. It always contains questions relating to the receiver's well-being as well as that of those around, the most used once are -

- *How are you?*
- *How have you been?*
- *How is life treating you?*
- *I hope you are doing well*

5) Main Content (Body) - Divide your entire content in paragraphs. While writing try to assess how you would interact with the receiver one on one. Also, take a good care of grammar, spellings and punctuation otherwise there will be an unnecessary misunderstanding in the letter.

- *In the 1st paragraph state the reason you are writing the letter for.*
- *In the following paragraphs write about the reason keeping the tone simple and communicative.*
- *In the last paragraph conclude your matter.*

6) Ending (Tail) - Once you have concluded your matter, end your letter using a nice and warm closing statement like –

- *I am looking forward to seeing you.*
- *I am looking forward to hearing from you.*
- *I can't wait to see you soon.*

7) Signature - Sign off from writing using a nice phrase followed by a comma and then just below that write your name

*Lots of love,
G.Subramanian.*

SAMPLE LETTER:

Write a letter to your friend inviting him/her to your house warming function.

2A, West Sambandam Road,
R.S.Puram,
Coimbatore.
20th February 2018

Dear Jagan,

Greetings from Coimbatore! Now that we have settled in our new house I am having a house-warming party to celebrate. I am inviting some of the friends from Chennai and some of my new college friends from Coimbatore. The function begins at 6am on Saturday, 3rd March. Why not come down on Friday night and stay for the weekend? I have asked Sandhya and Bhaskar to stay over also. The train leaves Chennai at 2.30pm and arrives in Coimbatore at 10.30pm. My dad will meet you at the station. Let me know as soon as possible if you can come.

Lots of Love,
Shailesh

Address on the envelope

To,

Mr. Jagan

No. 10, Mayflower Apartments,

4th Cross Street,

T Nagar,

Chennai - 600017

EXERCISES:

Write the following personal letter.

1. To your friend inviting him to your college annual day.
2. To your mother informing her on your foreign trip.
3. To your sister extending her the deepavali greetings.
4. To your uncle congratulating him on his promotion at work.
5. To your friend condoling the sudden demise of his grandfather.

3. LETTER WRITING – FORMAL

A formal letter is written for official purposes. The tone of the letter is serious with literal meanings. It includes letters written to institutions, government departments, business letters etc.

It is already discussed that the tone of a formal letter is serious and most of the sentences are complex and add a specific meaning to the letter. The format of a formal letter is standard and is applicable to all; therefore, it is imperative that you adhere to the format mentioned below.

A formal letter comprises of following elements.

1. Address (Sender's/Receiver's)
2. Date
3. Salutation
4. Subject
5. Body Text
6. Ending

1) Address

Senders' Address – It should be written on the left-hand corner, it should include your street address, city, state, pin code and your contact number.

B-38 Agnipath Apartments.

Mahatma Gandhi Street,

Adyar, Chennai-600007

November 22, 2017

Receiver's Address – Mention the recipient's address in the right-hand corner just below the date.

2) Date – The date should be placed just below the sender's address with a line gap.

3) Salutation – “*Dear Sir/Madam*” suffices, if you know the name of the person, address them directly ensure that you address them formally using “*Rev.*”, “*Dr.*”, “*Mr.*“, “*Mrs.*“, or “*Ms.*“, and include their full name.

Dear Mr Rudyard Kipling,

4) Subject – Write the subject of the letter, keep it brief and if possible in one line only.

5) Body Text – Organise the writing into paragraphs, the writing should include sophisticated vocabulary, standard spellings and punctuation.

- *The 1st paragraph should be short and on point, mention the purpose of the letter.*

- *The paragraphs in the middle should contain some relevant details with reference to the purpose stated in the 1st paragraph.*

- *The last paragraph should talk about the action you expect the recipient of the letter to take.*

6) Ending - Sign off with appropriate closing statement followed by your signature and full name, the most preferred salutations are –

Yours Faithfully,

Yours Sincerely,

SAMPLE LETTER:

Write a letter to your HOD asking him/her for ‘On duty’ permission to participate in a sports meet.

20th February, 2018

From

Vijay Surya,
18BEM000,
1st year English,
Department of English,
Government Arts College-18

To

Head of the Department,
Department of English,
Government Arts College-18

Sir/ Madam,

Sub.: Participating in state level sports meet to be held in Chennai during 10th -20th of March, 2018.

I request you to permit me to avail 11 day(s) of ‘On duty’ from 10th March, 2018 to 20th March, 2018 for attending state level sports meet in Chennai. I am aware that submission of this request does not entitle me to avail leave and also aware that I have to maintain a minimum stipulated percentage of attendance, including this leave availed.

Thanking You

Yours Faithfully
VIJAY SURYA

EXERCISES:

Write the following formal letter.

1. To the professor of English inviting him/her to the literary association function.
2. To the principal requesting him to grant you leave for a week.
3. To the municipal commissioner about the irregular supply of water in your area.
4. An application for a teacher’s job
5. To the manager of a bank about the rude behaviour of cashier.

4. NOTE - MAKING

Note making is an advanced writing skill which is acquiring increasing importance due to knowledge explosion. There is a need to remember at least the main points of any given subject. Making notes is a complex activity which combines several skills.

How to make notes

- Read the passage carefully.
- **Heading** - What is the main idea of the passage? Frame a heading based on the central idea and write it in the middle of the page.
- **Subheadings** - How has the main idea been presented and developed? Are there two or three subordinate/associated ideas? You can frame subheadings based on these.
- **Points** - Are there further details or points of the subtitles that you wish to keep in these notes? Indent, i.e., suitably space and number.

All subheadings should be written at a uniform distance from the margin.

Indenting - All points should also maintain the same distance away from the margin.

Note: Do not write full sentences. And use abbreviations wherever necessary. Read below for more help on abbreviations.

Help with abbreviations

1. Use standard abbreviations and symbols as far as possible:

- a. **Capitalized first letters of words** e.g. U.P., U.S.A., U.K., U.S.S.R., etc.
- b. **Common abbreviations** Sc. (for science), Mr., Mrs., Dr., Govt., etc
- c. **Common symbols** e.g., : \, ∴, +ve, -ve, ® (leading to), ↑ (rising), ↓ (falling), =, etc.
- d. **Measurements and Figures** e.g., : 100', 100", 100 kg, 1000 mm, 100ml, etc.

2. Making your own abbreviations:

- a. Keep the main sounds of the word. For example, edn. (education), prog. (programme)
- b. Retain the suffix so that later when you are going over the notes you may recall the full form of the word —e.g., ed'nal (educational), prog've (progressive).

3. Caution

- a. Do not get over-enthusiastic about abbreviations. You should not abbreviate every word. One abbreviation in point is enough.
- b. As a general rule, the heading should not be abbreviated. You may use abbreviations in subheadings.

Your notes should look like this

Heading
1. Subheading
1.a Point 1
1.b Sub-Sub heading
1.b.1 Sub Point 1
1.b.2 Sub Point 2
1.c Point 1
2. Subheading 2
2.a Point 1
2.b Sub-Sub heading
2.b.1 Point 1
Key
abbr. - abbreviation
avt. - aviation
fmly. - family
pnt. - point
engg. - engineer

Notice that indenting, i.e., shifting from the margin has been used to clearly indicate subheadings, points and sub points. Subheadings, though separated by points occur below one another. Points and sub points too come below one another, similarly. Such use of indenting gives your notes a visual character. At a glance you can see the main idea and its aspects.

SAMPLE NOTE - MAKING:

The tests of life are its plus factors. Overcoming illness and suffering is a plus factor for it moulds character. Steel is iron plus fire, soil is rock plus heat. So lets include the plus factor in our lives. Sometimes the plus factor is more readily seen by the simple hearted. Myers tells the story of a mother who brought into her home – as a companion to her own son- a little boy who happened to have a hunch back. She had warned her son to be careful, not to refer to his disability. The boys were playing and after a few minutes she overheard her son say to his companion “Do you know what you have got on your back?” The little boy was embarrassed, but before he could reply, his playmate continued “ It is the box in which your wings are, and some day God is going to cut it open and then you will fly away and be an angel.” Often it takes a third eye or a change in focus, to see the plus factor.

Walking along the corridors of a hospital recently where patients were struggling with fear of pain and tests, I was perturbed. What gave me a fresh perspective were the sayings put up everywhere, intended to uplift. One saying made me conscious of the beauty of the universe in the midst of pain, suffering and struggle. The other saying assured me that God was with me when I was in deep water and that no troubles would overwhelm me. The import of those sayings also made me aware of the nether springs that flow into people’s lives when they touch rock bottom or are lonely or guilt ridden. The nether springs make recovery possible, and they bring peace and patience in the midst of negative forces.

The forces of death and destruction are not so much physical as they are psychic and psychological. When malice, hatred and hard heartedness prevail, they get channeled as forces of destruction. Where openness, peace and good heartedness prevail, the forces of life gush forth to regenerate hope and joy. The life force is triumphant when love overcomes fear. Both fear and love are deep mysteries, but the effect of love is to build, whereas fear tends to destroy. Love is generally the plus factor that helps build character. It creates bonds and its reach is infinite. It is true there is no shortage of destructive elements – forces and people who seek to destroy others and in the process destroy themselves – but at the same time there are signs of love and life everywhere that are constantly enabling us to overcome setbacks. So let's not look at gloom and doom – let us seek positivity and happiness. For it is when you seek that you will find what is waiting to be discovered.

On the basis of your reading of the above passage, make notes on it in points only, using abbreviations, wherever necessary:

The Tests of Life- the Plus Factors

1. The Importance of the Tests of Life

a) Illness & Suffering build Char.

b) Simple hearted-View disability + vely eg: boy with hunch-backed companion.

2. Change of focus required

a) Sayings in hospital – awaken one to beauty of universe amidst pain; presence of God

i) Give strength to overcome obstacles

ii) Realisation- underlying hum. strength in troubles iii) Bring Peace & Patience

3. Forces of Destruction

a) Psychic & psychlgcal

b) Consist of malice, hatred & hard headedness

c) Fear destroys

4. Forces of Life

- a) Openness, peace & good heartedness
- b) Love overcomes fear. Love builds char. & bonds
- c) Discover signs of love, defeat destructive elements.

Key-Abbreviations

1. Char.- Character
2. +vely-Positively
3. Hum.-Human
4. Psychlgcal-Psychological
5. Destructve-Destructive
6. Elmnts- Elements

EXERCISES:

Passage 1: Few scientists manage to break down the walls of the so-called ivory tower of academia and touch and inspire people who may not otherwise be interested in science. Stephen Hawking was one of these few. Judging by the odds he faced as a young graduate student of physics at Cambridge University, nothing could have been a more remote possibility. When he was about 20 years old, he got the shattering news that he could not work with the great Fred Hoyle for his PhD, as he had aspired to. Around this time he was diagnosed with Amyotrophic Lateral Sclerosis, an incurable motor neurone disease, and given two years to live. Not many would have survived this, let alone excelled in the manner he did. Luckily, the type of ALS he had progressed slowly, and over time he made many discoveries that marked him among the great physicists of his time. His first breakthrough was in the work he did for his PhD thesis.

The expanding universe and the unstoppable collapse of a black hole under its own gravity present two extreme spectacles for the physicist to grapple with. Inspired by Roger Penrose's ideas on the latter, Hawking came up with a singularity theorem for the universe. This work and its extensions, known as the Hawking-Penrose singularity theorems, brought him international acclaim. Later, along with others he formulated the

laws of black hole mechanics, which resemble the laws of thermodynamics. Thinking along these lines led him to a contradiction — that this theory predicted that black holes would exude radiation, whereas in a purely classical picture nothing could escape the black hole, not even light. He resolved this contradiction by invoking quantum mechanics. The radiation of the black hole was named Hawking radiation.

There is no doubt that with Hawking's death the world has lost an outstanding scientist. But he was not only a pathbreaker in the world of science. He came to be known to millions with the publication of *A Brief History of Time*, his best-selling book describing in non-technical terms the structure, development and fate of the universe. He ranks with Isaac Newton and Albert Einstein as that rare physicist who fired the popular imagination. However, while Newton and Einstein worked on broad canvases, Hawking was focussed on cosmology and gravitation. His was a life that carried to the public not only the secrets of the cosmos but also the promise of hope and human endeavour; he showed that disability need not hold a person back in the pursuit of his dreams. He leaves behind a wealth of knowledge, and also the conviction that the will to survive can overcome all odds.

Passage 2: Occasional self medication has always been part of normal living. The making and selling of drugs has a long history and is closely linked, like medical practice itself, with belief in magic. Only during the last hundred years or so has the development of scientific techniques made diagnosis possible. The doctor is now able to follow up the correct diagnosis of many illnesses-with specific treatment of their cause. In many other illnesses of which the causes remain unknown, he is still limited, like the unqualified prescriber, to the treatment of symptoms.

The doctor is trained to decide when to treat symptoms only and when to attack the cause. This is the essential difference between medical prescribing and self-medication. The advance of technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organisation is improving and peoples' nutritional standards have risen.

Parallel with such beneficial trends are two which have an adverse effect. One is the use of high pressure advertising by the pharmaceutical industry which has tended to influence both patients and doctors and has led to the overuse of drugs generally. The other is the emergence of sedentary society with its faulty ways of living: lack of exercise, overeating, unsuitable eating, insufficient sleep, excessive smoking and drinking. People with disorders arising from faulty habits such as these, as well as from unhappy human relationships, often resort to self-medication. Advertisers go to great lengths to catch this market.

Clever advertising aimed at chronic sufferers; who will try anything because doctors have not been able to cure them; can induce faith in a medicine, particularly if it is steeply priced. Advertisements are also aimed at people suffering from mild complaints such as simple colds and coughs which advertisements claim will clear up within a short time due to the intake of a medicinal product. These are the main reasons why laxatives, indigestion-remedies, pain killers, cough – mixtures, tonics, vitamins and iron tablets, nose drops, ointments and many other preparations are found in quantity in many households. It is doubtful whether taking these things even improves a person's health or it simply makes it worse. Worse, because the preparation may contain unsuitable ingredients making a person dependent on them. They may also cause poisoning and worst of all the symptoms of an underlying problem may be masked and therefore medical help may be sought. Self-diagnosis is a greater danger than self-medication.

Passage 3: The core philosophy underlying the Supreme Court's verdict allowing passive euthanasia and giving legal status to 'advance directives' is that the right to a dignified life extends up to the point of having a dignified death. In four concurring opinions, the five-member Constitution Bench grappled with a question that involved, in the words of Justice D.Y. Chandrachud, "finding substance and balance in the relationship between life, morality and the experience of dying". The outcome of the exercise is a progressive and humane verdict that lays down a broad legal framework for protecting the dignity of a terminally ill patient or one in a persistent vegetative state (PVS) with no hope of cure

or recovery. For, in such circumstances, “accelerating the process of death for reducing the period of suffering constitutes a right to live with dignity”. The core message is that all adults with the capacity to give consent “have the right of self determination and autonomy”, and the right to refuse medical treatment is also encompassed in it. Passive euthanasia was recognised by a two judge Bench in Aruna Shanbaug in 2011; now the Constitution Bench has expanded the jurisprudence on the subject by adding to it the principle of a ‘living will’, or an advance directive, a practice whereby a person, while in a competent state of mind, leaves written instructions on the sort of medical treatment that may or may not be administered in the event of her reaching a stage of terminal illness.

Passive euthanasia essentially involves withdrawal of life support or discontinuation of life preserving medical treatment so that a person with a terminal illness is allowed to die in the natural course. The court’s reasoning is unexceptionable when it says burdening a dying patient with life-prolonging treatment and equipment merely because medical technology has advanced would be destructive of her dignity. In such a situation, “individual interest has to be given priority over the state interest”. The court has invoked its inherent power under Article 142 of the Constitution to grant legal status to advance directives, and its directives will hold good until Parliament enacts legislation on the matter. The government submitted that it was in the process of introducing a law to regulate passive euthanasia, but opposed the concept of advance directive on the ground that it was liable to be misused. The stringent conditions imposed by the court regarding advance directives are intended to serve as a set of robust safeguards and allay any apprehensions about misuse. The court is justified in concluding that advance directives will strengthen the will of the treating doctors by assuring them that they are acting lawfully in respecting the patient’s wishes. An advance directive, after all, only reflects the patient’s autonomy and does not amount to a recognition of a wish to die.