

Picture Description

English – III

Unit – III

Picture Perception - How to describe Pictures

Describe a picture

Task 3.

Imagine that these are photos from your photo album.
Choose **one photo to present** to your friend.

You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12–15 sentences).

In your talk remember to speak about:

- **where and when** the photo was taken
- **what/who** is in the photo
- **what** is happening
- **why** you keep the photo in your album
- **why** you decided to show the picture to your friend

You have to talk continuously, starting with:

"I've chosen photo number... "



















Let your exam
be a piece of cake for you!



Writing Advertisements

English – III

Unit – III

2. How to Write Ads

A Classified advertisement is written by an employer who is looking for the services of a person in his organisation or to sell/purchase/rent any property or for many other purposes.

TYPE OF ADVERTISEMENT

SITUATION VACANT

SITUATION WANTED

FOR SALE

TO LET

ACCOMODATION WANTED

MATRIMONIALS

MISSING

PURPOSE

This advertisement is written by an employer who is looking for the services of a person in his organisation.

This is written by a job-seeker.

This is written in an attempt to sell property, assets, office goods, etc.

This is written by a person looking for tenants for his/her property.

Written by the ones looking for a place for accommodation.

This is written while looking for prospective marriage candidates

This is written in case any object/person/pet goes missing giving descriptive details for the same.

1. When you're writing an advertisement, every word counts. Being too vague or wordy will cause people to skim your advertisement instead of pausing to read it, so the same writing tenets apply no matter what type of advertisement you're writing.

2. It should begin with a heading in bold or upper case letters.

3. The language should be according to the audience we are referring to. For example- If you want to sell something to the youngsters, the words chosen shall be good enough to attract them.

4. Do not use the same descriptive characteristics for every type of advertisement. For example- In Situation Wanted case, calling for receptionist applications, one must use words that are indicative of the personality and communication skills you are looking for. On the other hand, for hiring a tech executive, it is imperative you ask for skills limited to the IT department.

5. Do not make full sentences. The prescribed limit is 50 words and in order to make your advertisement loaded with information about the topic, you have to manage your words carefully.

6. Always add contact details in the end either in the form of contact no., email id or both. They are generally given in the question.

7. Remember, nowhere in the answer are you required to mention your own personal details.

8. It should always be in a box made with sharpened pencil.

9. It should be neat and clean with good presentation.

10. Practice a lot of advertisements because, *“Practice makes the man (or woman, for that matter) perfect”* .

SITUATION WANTED

REQUIRED a young, dynamic, smart, charismatic and friendly female receptionist for Sunrise Global School, Agra. Attractive salary with fringe benefits. Healthy work environment. Fresh graduates having honours or equivalent degree in English with good communication skills can apply by sending their cover letter and resume till March 30 on the below mentioned id: abc123@gmail.com. For queries, contact: 98100XXXXX

Question : You are Harish/Harshita of 12, Seva Nagar, Pune. You want to sell your flat as you are shifting to another city for work. Draft a suitable advertisement in not more than 50 words to be published in The Pune Times under the classified columns.

FOR SALE

Flat No. 12, Seva Nagar, Pune. Ground floor with two bedrooms having attached bathrooms, car parking available, park facing, best location, friendly neighbours, 24 hour power and water supply, low maintenance charges and reasonable price. For further details, contact:Harish/Harshita 98100XXXXX

Hints Development

English – III

Unit – III

Practice Exercises

Developing Hints is developing the phrases into full sentences and not merely filling up dashes.

1. Read the passage twice or thrice
2. Understand the Passage well
3. Jot down the Points
4. If the events in the Passage are in Present tense, write the story in Past tense
5. Arrange the matter in two or three paragraphs

Example 1:

A rich farmer - lot of land - cattle and servants - two sons - happy life - After some years younger son unhappy - asked for his share of the property - wouldn't listen to father's advice - got his share – sold them all - went away to another country - fell into bad ways - soon all money gone - poor - no one to help him - understood his mistake.

Answer:

The Disobedient Son

Once there was a rich farmer in a Village. He had a lot of land, cattle and many servants. He had two sons. He led a happy life with them. After some years the younger son became unhappy. He asked his father for his share of the property. His father advised him not to demand like that. But he would not listen to his father's advice. He got his share and sold them. He had a huge amount with him. With this amount he travelled to a distant country. He had bad company there and fell into evil ways. All the money was gone. He became poor and no one helped him. Then he understood his mistake and returned to his country. His father and brother took him into their fold and supported him forever. We should obey our parents.

Example 2:

Example 2:

Dick – actor – brilliant - strange character - insists on realism - headache to the manager - a new drama - first drinking scene - water provided in a cup as usual - Dick insists on liquor - manager has to buy a bottle of liquor - second scene – fight - insists on real swords - refuses to handle wooden swords – steel swords brought - third scene - hero drinks poison - manager has real poison - actor in a fix - promises to be sensible in future

Answer:

Dick an Actor

Dick was an actor. He was brilliant. He had a strange character. He insisted on realism. He was a headache to the manager. A drama was played. The first was a drinking scene. Water was provided in a cup. Dick insisted on liquor. The manager had bought a bottle of liquor. The second scene was a fighting scene. He insisted on real swords. Steel swords were brought. The third scene was the hero drinking poison. The manager had real poison. The actor was in a fix. He promised to be sensible in future.

Example 3:

Devan - clever thief - robs the rich - gives all to the sick and the needy - other thieves jealous - plan to get rid of him - challenge Devan to steal the King's pyjamas - Devan accepts challenge - finds king sleeping - opens a bottle of red ants on the bed - King badly bitten - cries for help - servants rush in pretends to look for ants - Devan removes King's pyjamas – escapes - other thieves dumbfounded - accept Devan their leader

Answer:

Clever Thief

Devan was a clever thief. He robbed the rich and gave all to the sick and the needy. The other thieves were jealous of him. They planned to get rid of him. They challenged to steal the king's Pyjamas. Devan accepted the challenge. He found the king sleeping. He opened a bottle of red ants on the bed. The king was badly bitten. He cried for help. The servants rushed in. They pretended to look for ants. Devan removed king's pyjamas and escaped. Other thieves were dumb founded. They accepted Devan their leader.

Example 4:

removed king's pyjamas and escaped. Other thieves were dumbfounded. They accepted Devan their leader.

Example 4:

Manager of a firm advertised - night watchman - applicants presented - manager not satisfied - found something wrong with each man - there was Raju - an applicant - sat in a corner - patiently waiting - his turn came - manager found nothing wrong in his appearance - questioned about his health - got the reply - I suffering from sleeplessness - manager happy - appointed him

Answer:

Night Watchman

The manager of a firm advertised for a night watchman. All the applicants were present. But the manager was not satisfied. He found something wrong with each man. There was Raju, an applicant. He was sitting in a corner, waiting for his turn. Manager found nothing wrong in his appearance. He questioned about his health. He got the reply that he was suffering from sleeplessness. Manager was happy and appointed him.

Exercises:

Develop the following hints in about 100 words into a story:

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1. A farmer had a goose - it laid a golden egg every day - greedy farmer - wanted to more golden eggs at once - thought of a plan - killed the goose - opened its stomach - no golden egg - Moral.
2. A slave escaped from bondage to the forest - soldiers came after him to catch - entered a cave - a lion was roaring with pain - its paw was swollen - the slave approached it and removed the thorn - they became friends - later the soldiers arrested the slave - took him to the king - the king ordered the soldiers to throw the slave to the hungry lion - the lion rushed at the slave - recognised the slave - remembered the kindness shown by the slave - then licked the feet of the slave - the spectators amazed - the slave explained the situation to them - the king set him free.
3. Cap seller - going to market - felt tired - slept under a tree - a basket - caps for sale - monkeys on the tree - came down - opened the basket - took the caps - wore them - started making noise - Cap seller woke up - no cap in the basket - looked up in wonder - monkeys wearing caps - tried several methods to collect the caps - failed - out of frustration threw his cap - monkeys also threw the caps - Cap seller collected the caps and went away happily.

4. A fox fell into a well - a thirsty goat came to the well - fox invited the goat to have a drink of fresh water - the foolish goat jumped into the well - fox tried to step on the goat's back and jumped off - promised to draw out goat afterwards - the goat agreed - the fox went away - foolish goat stayed there.
5. A hungry fox - saw a crow with a piece of meat in its beak. Fox thought of a plan - praised the crow - the crow listened - felt very happy - fox requested the crow to sing a song - foolish crow very pleased - began to sing - the piece of meat fell down - Fox picked up - ran away.
6. A wood cutter - cutting wood - dropped his axe in the pond - started weeping - god appeared - asked what the matter was - brought a golden axe from the pond - wood cutter did not accept - brought a silver axe - not accepted - brought an iron axe - accepted - pleased with the honesty of the poor wood cutter - offered all the axes to him.
7. Two friends - travelling in a forest - a bear appeared - afraid - one hastily climbed up a tree - the other lied down motionless - the bear came near and sniffed the boy - went away - the friend on the tree climbed down - inquired - what did the bear tell him - replied - " Don't trust a false friend."
8. Robert Bruce - King - lying on the ground in a dejected mood - failed to defeat his enemies - was thinking of giving up the attempt - saw a spider falling down from the ceiling - the ceiling far away - wondered how it would get there - the spider fell back again - again it tried - again it fell - it made nine

what the matter was - brought a golden axe from the pond - wood cutter did not accept - brought a silver axe - not accepted - brought an iron axe - accepted - pleased with the honesty of the poor wood cutter - offered all the axes to him.

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8. Robert Bruce - King - lying on the ground in a dejected mood - failed to defeat his enemies - was thinking of giving up the attempt - saw a spider falling down from the ceiling - the ceiling far away - wondered how it would get there - the spider fell back again - again it tried - again it fell - it made nine such attempts - no success - climbed up once more - at last succeeded in reaching the roof - Bruce imitated its example - he too tried once again - was successful.

9. A dog with a piece of bone in its mouth - crossing a river - saw its reflection - mistaken it for another dog with another piece of bone - dropped its bone to snatch the other bone - Moral.

10. Tenali Raman – offends King – King gets angry sentences Raman to death – but allows Raman to choose type of death – wise Raman – promptly says – want natural death – of old age – King amazed – pardons Raman.

Comprehension Passage

English – III

Unit – III

Comprehension Exercises

Read the comprehension passage and answer the questions given below

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education.

Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

Q1. What is the difference between the approaches of Socrates and Aristotle?

- 1) Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
- 2) Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
- 3) There was no difference
- 4) Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

Ans1. The first option is correct – their approaches were different and this difference is quite explicitly explained in the fourth paragraph

Q2. Why do educationists consider philosophy a 'weak and woolly' field?

- 1) It is not practically applicable
- 2) Its theoretical concepts are easily understood
- 3) It is irrelevant for education
- 4) None of the above

Ans2. The first option is correct because educationists believe that philosophical abstractions are not suitable for practical application.

Q3. What do you understand by the term 'Perennialism', in the context of the given comprehension passage?

- 1) It refers to something which is of ceaseless importance
- 2) It refers to something which is quite unnecessary
- 3) It refers to something which is abstract and theoretical
- 4) It refers to something which existed in the past and no longer exists now

Ans3. The first option is correct because the term comes from the root word 'perennial' – which means ceaseless.

Q4. Were Plato's beliefs about education democratic?

- 1) He believed that only the rich have the right to acquire education
- 2) Yes
- 3) He believed that only a select few are meant to attend schools
- 4) He believed that all pupils are not talented

Ans4. The second option is correct – Plato's beliefs were democratic but not his suggested practices

Q5. Why did Aquinas propose a model of education which did not lay much emphasis on facts?

- 1) Facts are not important
- 2) Facts do not lead to holistic education
- 3) Facts change with the changing times
- 4) Facts are frozen in time

Ans5. The third option is correct – facts do change with the changing times, hence, they are not of the utmost importance when aiming for holistic education.