

The morning sea of silence broke into ripples of bird songs; and the flowers were all merry by the roadside; and the wealth of gold was scattered through the rift of the clouds while we busily went on our way and paid no heed.

from Gitanjali - Rabindranath Tagore

UNIT

2

Genres and Forms of Writing : Prose

Lesson 1 Prose and its Genres

Read the following prose passage and the poem and think of the differences between prose and poetry.

"To awaken each morning with a smile brightening my face; to greet the day with reverence for the opportunities it contains; to approach my work with a clean mind; to hold ever before me, even in the doing of the little things, the ultimate purpose toward which I am working; to meet men and women with laughter on my lips and love in my heart, to be gentle, kind, and courteous through all the hours; to approach the night with weariness that ever woes sleep and the joy that comes from work well done, this is how I desire to waste wisely my days."

Thomas Dekker

The Character of a Happy Life

HOW happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought,
And simple truth his utmost skill!

Whose passions not his masters are;
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame or private breath;

Who envies none that chance doth raise,
Nor vice: who never understood
How deepest wounds are given by praise;
No rules of state, but rules of good;

Who hath his life from rumours freed;
Whose conscience is his strong retreat;
Whose state can neither flatterers feed,
Nor ruin make oppressors great;

Who God doth late and early pray
More of His grace than gifts to lend;
And entertains the harmless day
With a well-chosen book or friend;



- This man is freed from servile bands
Of hope to rise, or fear to fall;
Lord of himself, though not of lands,
And having nothing, yet hath all.

Sir Henry Wotton (1568-1639)

Activity 1

Write the points of difference you noticed between the prose piece and the poem into the space below.

.....

.....

.....

.....

.....

What is prose writing?

The word prose comes from the Latin word 'prosa', meaning straight forward. This describes the type of writing that is straight forward. Prose writing is very diverse in form, purpose and style. It is used in newspapers, magazines, encyclopedias, media, films, letters, notes, stories, history, biography, geography and the sciences.

Though prose lacks metre or rhyme prose writing can be poetical and evocative. An example of this kind of prose is given below. While reading, underline the expressions which you think are poetic and use these in the space provided below:

The moon was high and magnificent in the August night. Mrs. Morel, seared with passion, shivered to find herself out there in a great white light, that fell cold on her, and gave a shock to her inflamed soul. She stood for a few moments helplessly staring at the glistening great rhubarb leaves near the door. Then she got the air into her breast. She walked down the garden path, trembling in every limb, while the child boiled within her. For a while she could not control her consciousness; mechanically she went over the last scene, then over it again, certain phrases, certain moments coming each time she enacted again the past hour, each time the brand came down at the same points, till the mark was burnt in, and the pain burnt out, and at last she came to herself. She must have been half an hour in this delirious condition. Then the presence of the night came again to her. She glanced round in fear. She had wandered to the side garden, where she was walking up and down the path beside the currant bushes under the long wall. The garden was a narrow strip, bounded from the road, that cut transversely between the blocks, by a thick thorn hedge.

She hurried out of the side garden to the front, where she could stand as if in an immense gulf of white light, the moon streaming high in face the valley where the Bottoms crouched, almost blindingly. There, panting and half weeping in reaction from the stress, she murmured to herself over and over again; "The nuisance! the nuisance!"

D.H. Lawrence



Now, try to re-write this passage in a non-fictional / non-poetic manner.
For this:

- [illegible]

Read the news report above. While reading underline the words which you think can be removed or replaced. Mark the words which can be removed as "M" and those which can be replaced as "P".

The nuclear capable Intermediate Range Ballistic Missile (IRBM) Agni III, with a range of over 3,000 kms was successfully test fired on Thursday from the integrated test range at the wheeler island in Orissa, at 10.52 am. The surface to surface missile blasted off from a fixed platform with the help of an auto. Launcher and soared vertically into the sky in keeping with its pre-determined path. A defence ministry spokesman said the 15-minute flight path had validated all mission objectives. The flight was tracked from ground stations at Dhamra, ITR in Balasore, Port Blair and two Indian navalships. The 16-metre long missile, which weighs 48 tonnes, is capable of carrying both conventional and nuclear warheads weighing up to 1.5 tonnes. Overcoming its "self-imposed

restraint," India had test-fired Agni III for the first time on July 9, 2006, but the missile developed a snag and fell into the sea. Its second stage had failed to ignite and separate due to "design and material fault." The successful test has put India's credible minimum deterrence on a firm footing, as no missile in the Indian arsenal had the range to strike targets in east Chinese city such as Beijing and Shanghai. It also marks the next stage in the natural progression towards the development of an Inter Continental Ballistic Missile (ICBM), which will propel India into the big league of nuclear weapon states.
- Indian Express

Read the news report a second time and encircle all the factual words.

List these here:

You would have noticed that the language of non-fiction is factual. It usually does not include poetic expressions. Read today's newspaper and collect three samples of non-fiction prose. Try to include a newspaper report, a profile and an article from the editorial. Paste these in your Portfolio. Underline all the factual words in each of these.



Now, read the extract from D.H. Lawrence and the newspaper report once again and fill in the given table:

Parameters	Extract from D.H. Lawrence	Extract from Newspaper Report
Simple Language		
Clear Statement		
Easy to understand		
Poetic Expressions		
Factual Account		
Any other		
Any other		

How many words can be replaced? List these here.

In fiction, however, prose can take many forms. A skilled author can alter how s/he uses prose throughout a book to suggest different moods and ideas. A thriller often consists of short sentences with *punch* made up of equally short words, which suggest very rapid action and heighten the effect of a very fast moving plot. Longer sentences are used to slow down the action of a novel and give a panoramic overview of a scene.

Read the extracts given below and answer the questions that follow:

Extract A

Inside the room he paused again as though attempting to discern any sound or movement, Then he called Hello. Is anyone there? Flashing his torch around the room which revealed itself to be a well furnished study, its walls lined with books, he saw in the centre of the room a handsome middle aged man sitting in a wheelchair facing the French windows with a rug over his knees The man appeared to have fallen asleep in his chair. "Oh, hello", said the intruder', I didn't mean to startle you - So sorry, its this confounded fog . I've just run my car off the road into a ditch and I haven't the faintest idea where I am. Oh and I've left the window open. I'm so sorry.' Continuing to speak apologetically as he moved he turned back to the French windows shut them and closed the curtains. Must have run off the main road somewhere, he explained, "I've been driving round these topsy turvy lanes for an hour or more."

There was no reply. "Are you asleep?" the intruder asked as he faced the man in the wheelchair again. Still receiving no answer he shone his torch on the face of the chairs occupant and then stopped abruptly. The man in the chair neither opened his eyes nor moved. As the intruder bent over him, touching his shoulder as though to awaken him the man's body slumped down into a huddled position in the chair. "Good God!" The man holding the torch exclaimed. He paused momentarily as though undecided what to do next and then shining his touch about the room found a light switch by a door and crossed the room to switch it on.



Extract B

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we were all going direct the other way- in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

There were a king with a large jaw and a queen with a plain face, on the throne of England; there were a king with a large jaw and a queen with a fair face, on the throne of France. In both countries it was clearer than crystal to the lords of the State preserves of loaves and fishes, that things in general were settled for ever.

It was the year of Our Lord one thousand seven hundred and seventy-five. Spiritual revelations were conceded to England at that favoured period, as at this. Mrs. Southcott has recently attained her five-and-twentieth blessed birthday, of whom a prophetic private in the Life Guards had heralded the sublime appearance by announcing that arrangements were made for the swallowing up of London and Westminster. Even the Cock-lane ghost had been laid only a round dozen of years last past (supernaturally deficient in originality) had lately come to the English Crown and People from a congress of British subjects in America : which strange to relate, have proved more important to the human race than any communications yet received through any of the chickens of the Cock-lane brood.

France, less favoured on the whole as to matters spiritual than her sister of the shield and trident, rolled with exceeding smoothness.

Charles Dickens
A Tale of Two Cities

Activity 2

1. *On the basis of reading the two extracts, complete the table given below.*

Characteristics of Writing	Extract A	Extract B
1. Types of sentences		
2. Length of sentences		
3. Words used for describing		
4. Words used for creating atmosphere		
5. Number of verbs		
6. Number of nouns		
7. Number of adjectives		

2. *Keeping in mind the above example, think of 5 words each for*

a) Describing the eerie atmosphere in a detective short story _____

b) Describing the scene in a novel _____



- c) Short story _____
d) Novel _____

3. Now, write 5 sentences describing each one's style

Short Story

Novel

Non Fiction

Non fiction is a factual account or representation of a subject. This presentation may or may not be accurate that is, it can give either a true or a false account of the subject in question. However, it is generally assumed the authors of such accounts believe them to be truthful at the time of their composition. Examples of non-fiction are : *essays, journals, documentaries, photographs, biographies, textbooks, and user manuals.*

Simplicity, clarity and directness are some of the most important features of non-fiction. Audience is important in any artistic or descriptive endeavour but it is perhaps, more in non-fiction. In fiction, the writer believes that readers will make an effort to follow and interpret an indirectly or abstractly presented theme, whereas the production of non-fiction has to do with a more direct presentation of information.

Personal Writing

Personal Writing is writing based on one's own experiences. You may write for yourself or address an imaginary audience. You may reflect upon your experience to arrive at certain conclusions when writing in a personal mode. Diary, memoirs and profiles are some of the forms of personal writing.



I. Diary Entry

1. An example of a diary entry from 'The Diary of a Young Girl' by Anne Frank is given below:

Sunday, 11 July, 1943

Dear Kitty,

To return to the "upbringing" theme for the umpteenth time, I must tell you that I really am trying to be helpful, friendly, and good, and to do everything I can so that the rain of rebukes dies down to a light summer drizzle. It is mighty difficult to be on such model behaviour with people you can't bear, especially when you don't mean a word of it. But I do really see that I get on better by shamming a bit, instead of my old habit of telling everyone exactly what I think (although no one ever asked my opinion or attached the slightest importance to it).

I often lose my cue and simply can't swallow my rage at some injustice, so that for four long weeks we hear nothing but an everlasting chatter about the cheekiest and most shameless girl on earth. Don't you think that sometimes I've cause for complaint? It's a good thing I'm not a grouser, because then I might get sour and bad-tempered.

I have decided to let my shorthand go a bit, firstly to give me more time for my other subjects and secondly because of my eyes. I'm so miserable and wretched as I've become very shortsighted and ought to have had glasses for a long time already (phew, what an owl I shall look!) but you know, of course, in hiding one cannot. Yesterday everyone talked of nothing but Anne's eyes, because Mummy had suggested sending me to the oculist with Mrs. Koophuis. I shook in my shoes somewhat at this announcement, for it is no small thing to do. Go out of doors, imagine it, in the street doesn't bear thinking about! I was petrified at first, then glad. But it doesn't go as easily as that, because all the people who would have to approve such a step could not reach an agreement quickly. All the difficulties and risks had first to be carefully weighed, although Miep would have gone with me straight away.

In the meantime I got out my gray coat from the cupboard, but it was so small that it looked as if it belonged to my younger sister.

I am really curious to know what will come of it all, but I don't think the plan will come off because the British have landed in Sicily now and Daddy is once again hoping for a "quick finish".

Elli gives Margot and me a lot of office work, it makes us both feel quite important and is a great help to her. Anyone can file away correspondence and write in the sales book, but we take special pains.

Miep is just like a pack mule, she fetches and carries so much. Almost every day she manages to get hold of some vegetables for us and brings everything in shopping bags on her bicycle. We always long for Saturdays when our books come. Just like little children receiving a present.

Ordinary people simply don't know what books mean to us, shut up here. Reading, learning and the radio are our amusements.

Yours, Anne



2. *Here is another dairy entry. Neha is really happy today. Read it and note the features of a diary entry.*

11th September, 2006

Dear Diary,

Today was really special. I visited a chocolate factory. I was surrounded with a whole lot of chocolates, all shapes and sizes round, square, star shaped and such like. There were all kinds of furnaces and equipment being used for making chocolates. The most interesting part was the pouring of liquid chocolate into cornflour moulds to create a soft centre. The best part was that I got to eat chocolates of my choice. I loved the experience! It was as though my special fairy had spun a magic wand. I think I'll remember this visit all my life !

Neha

II. *Features of a Diary Entry*

- You will notice that a diary entry is a record of significant everyday happenings.
- Diary entries can be of different types.
 - a) a factual record of actual events
 - b) emotional response to experiences
 - c) an combination of both (as in most cases)

The tense form for writing a diary entry is chosen on the basis of the type of entry being written.

- A factual record of actual events is generally recorded in the past tense.
Eg. *I visited a chocolate factory.*
- When recording emotional responses to experiences, one generally uses forms of present tense (simple present or present continuous tense)

Eg. *I am a little sad tonight, as*

Or *I am feeling low as my puppy is not well.*

When writing a diary entry, the language is:

- informal
- first person narrative

Activity 3

II. *Read Neha's diary entry again. Underline the phrases / sentences which reflect:*

- Informal language
- Precision of language
- First person narrative





Activity 4

1. *Given below are parts of a diary entry which are jumbled. Try to put them in the correct order.*

- a) I have kind of grown up today! I attended the first music concert of my life. A lot of live bands were performing. The entire stadium was overflowing with people. The atmosphere was full of life and energy!
- b) September, 2006
- c) Dear Diary,
- d) They have very contemporary sounds, they sing so well.! Yet their lyrics are so simple and identifiable. The Sufi strains were fantastic! All of us danced and clapped and shouted all we could! It was an unforgettable experience.
- e) There were performances by a lot of young and up-coming bands. But the icing on the cake was JAL - a Pakistani band, who are currently working on their second album.

Activity 5

2. *The following diary entry has been sourced from "Snapshots from Hell" by Peter Robinson, who attended Stanford Business School. In this book, he answers the question- What is Business School really like?*

After reading the diary entry put the jumbled paragraphs in the correct order so that the entry makes complete sense.

The Stockholm Syndrome

- a) For Philippe midterms marked just the opposite, the moment, when he decided to stop punishing himself and start going easy. When I returned home one afternoon soon after midterms I found him in the hot tub, his head canted back against the side of the tub to expose his face to the sun. "I've been told of a fraternity party tonight where there will be many young women," Philippe said, "so I must work on my tan." Philippe had spent almost no time in the hot tub during the first half of the term, but now he had received three Ps and two P pluses on his midterms instead of the Hs he had expected. "Grades?" Philippe had said, adopting his new attitude the very day we got back from our exams, "What do they matter?" I left him in the sun, squinting. He seemed to be forcing himself to lie there and enjoy it.



- b) Joe represented the rare mean. If midterms meant students like Philippe could let up while students like me had to work harder, in Joe's case midterms made no difference. He had gotten two Hs, one P plus, and two Ps, exactly what he had intended to get. "When you come from Jersey," Joe had said early in the term, grinning, "you get used to proving yourself."
- c) November 9
- Who do the deans at this place think they are? After charging me fifteen grand a year in tuition, they're trying to pass off as a professor a barely post-adolescent wonder boy who writes an exam question like "Glittering Trees."
- d) After midterms, everyone knew where he stood. Students had different reactions to this. As the above excerpt from my journal indicates, I got angry. At first I directed my anger toward the business school, especially Professor Kernal. "Glittering Trees" was the most absurd question I had ever seen on any examination, and as my classmates and I compared our answer sheets we found that almost nobody had answered the question correctly. But in the first class after the exam, Kernal assured us that he had graded "Glittering Trees" leniently, going so far as to give every student an extra five points. Then, as he took us through the rest of the exam, I had to admit to myself that I had not just choked on one problem, "Glittering Trees", but done badly appallingly, really on all the problems.
- e) Now I got angry with myself. How could I have messed up so completely? By the end of class I knew I would have to go back and achieve at least rudimentary understanding of all the material we had covered during the first half of the term while Kernal continued, in the second half, to take up one new topic after another. I would have to study even harder and sleep even less. But I figured I deserved it.
- f) Conor got Ps on all five of his exams. This placed him out of danger of flunking, and I expected him to feel elated. He was depressed.
- g) This is worth nothing. By the third or fourth week of the term, business school had succeeded in afflicting me with a variation of the Stockholm Syndrome, named after the incident in which a hostage in a Stockholm bank robbery fell in love with one of her captors. I was not in love with business school by any means. But I had stopped holding Stanford responsible for what was happening to me. Even though I was only taking enough time off from my work to sleep five or six hours a night, when I failed to complete assignments or readings I blamed myself. Now that I had failed the Trees midterm I decided it was my fault, and from midterms on it was difficult to say who was punishing me more, the business school or myself.

- Peter Robinson

3. *Discuss these examples in the class and say which diary entry deals with:*

- a factual record of the events
- an emotional response to experiences.



Fill in the following table on the basis of the diary entries you have read:

Feature	Neha's Diary entry	Concert performance	Peter Robinson's
Formal/Informal Language			
A factual record of events			
Emotional response to events			
Precise/Flowery Language			
First/Second person narrative			
Any other			
Any other			

Now, list the features of diary entries as you understand them here:

Activity 6

Writing - For the Portfolio

1. *Read the given newspaper report. Imagine that you attended the First day of the Kinnaur Festival. Write your diary entry.*

Colourful start to Kinnaur festival

The much-awaited four-day tribal festival, a feast of folk music and a window on the tribal life and culture of Kinnaur, got off to a colourful start attracting thousands of tribal people and tourists here, today.

The picturesque landscape with a beautiful view of the snow-clad Kinnaur Kailash range of mountains, the venue of the festival at Reckong Peo, the district of headquarters of Kinnaur, appeared to be the ideal location for such fun and frolic.

The festival began with a local tribal dance followed by a folk dance of Madhya Pradesh that enthralled the spectators. A cultural troupe from Rajasthan presented the famous Ghoomar dance that was an energetic and lively performance.

The other main attractions of the cultural extravaganza on the inaugural day of the festival were dance programmes by troupes from Sirmour, various locations of Kinnaur, north zone cultural centre Patiala and a few local musical groups.

In the recent times, the tribal festival has been

attracting lots of tourists from other parts of the country. Foreign tourists also make it a point to view the cultural programmes when they come to the town.

Even today many tourists were seen watching the cultural programme or going through the exhibitions. And, a few of them, were proud to be having a good time, shopping at the local handicrafts stall.

Local entrepreneurs and traders from different parts of the country have set up their stalls on roadside to sell their goods. As many as 120 stalls have been set up. The ongoing tribal festival, has participants from Punjab, Haryana, Gujarat, Rajasthan, Uttranchal (now Uttarakhand), Assam and many other parts of the country besides those from different parts of the Himachal.



II. Memoirs

As a literary genre, a memoir (from the Latin *memoria*, meaning *memory*) forms a subclass of autobiography, although it is older as a form of writing. Memoirs may appear to be less structured and less autobiographical works as they are usually about a part of life, often a public life, rather than the chronological telling of a life from childhood to adulthood.

A memoir is based on memory. It is about how one remembers one's own life, reflects upon various experiences to arrive at certain conclusions about one's own life.

I. *Read the following memoir by Maharani Gayatri Devi from "A Princess Remembers":*

As for me, I was the tomboy. Indrajit used to call me 'the broom-stick' because I was so skinny and had such straight hair but I was a daydreamer as well. I hated to be teased about either of these characteristics, and inevitably Ila and Indrajit soon found this out and plagued me unendingly because I reacted with such satisfactory fury and tears and sulks. Bhaiya never teased me. Ila was oldest and consequently the natural leader of our family, when she bossed me around I looked to Bhaiya, who was far kinder, for help. So, close as we all were, certain alliances developed within the family and remained all our lives. Bhaiya was for me, natural hero, so handsome, so good at games, so entertaining, and above all so protective in a most unobtrusive way.

The thing we all shared most deeply was our love of Cooch Behar. It was there that we most enjoyed being and there that we spent most of our very happy varied childhood. Cooch Behar didn't offer an exhilarating night-life or fancy shops or parties (other than the ones in the palace), but time passed quickly and the days seemed very full.

Every morning our horses stood outside the palace waiting for us, and we rode through the town to reach the old polo-ground, now an airport, or beyond it into the open country. The towns-people would be getting up and preparing for the day, and the air was tinged with the lovely smell of wood-fires being lit. The people we passed on their way to the fields, the temple, or the river always greeted us affectionately.

After our ride we returned to the palace to have our baths and come down to breakfast, always a hilarious and completely informal meal accompanied by a lot of noise and chatter and gossip about what had happened the previous evening or during the morning ride or about plans for later in the day. Almost nothing was allowed to interfere with our daily routine of lessons. We had two class-rooms in the palace, one for the older children, Ila, Bhaiya, and their companions, and one for us younger ones, where our cousins Gautam and Nidhi joined us. But as we grew up some of us went to school outside the palace and some had individual tutoring. At one point Indarajit had an Italian tutor to teach him Latin, which was required for entrance to Harrow, where he was due to join Bhaiya. For the rest we had an English governess Miss Hobart to teach us English, English history and literature, and some French, and two Bengali tutors, one for mathematics and Indian history and the other for Bengali and Sanskrit. The routine was quite strict and couldn't be interrupted. Like an ordinary school, separate periods were marked for different subjects, and like ordinary school children, we waited impatiently for classes to be over so that we could rush outdoors.



Apart from sports, which we all loved, riding, tennis, and shooting for all of us, and for the boys hockey, football, cricket, and boxing as well, the palace at Cooch Behar had a huge garden where one could easily get lost and we each had our bicycles on which to roam about as we pleased. While we were still children much of our lives revolved around a miniature house that my father had originally built for Ila. It was white and had a dome. There were two rooms and a veranda downstairs, and a wooden staircase led to the upper storey, which also had two rooms, a veranda and a terrace over the porch as well. Here we held tea-parties and cooking parties; Ma's way of introducing us to household skills. Nearby was a huge banyan tree from which hung a swing big enough to hold four people; this was always very popular.

Maharani Gayatri Devi

Activity 7

- a) *Read the above passage and underline the sentences where the author has reached certain conclusions about herself. List these here.*

- b) *Now, list the experiences/observations cited above which led her to conclude these.*

- c) *Underline and rewrite the phrases used to describe her siblings.*

- d) *What was a day in young Gayatri Devi's life like?*



e) *What do you conclude about the childhood of the young princess?*

II. *To mention briefly, a memoir is a reflection on a memory or memories, in which the narrator or the main character is the author.*

The elements of memoirs may include:

- Flash back into the past or speculation about the future
- Conflicts or crucial situation
- A beginning, middle and an end
- A distinct evolution of character
- Believable or sympathetic character
- A descriptive style of writing

Activity 8 - Reading

III. *Here is another memoir from "A Princess Remembers" by Maharani Gayatri Devi. Read it and identify the elements of memories present in it by completing the table given below it:*

It is difficult to describe my mother without slipping into unconvincing superlatives. She was, quite simply, the most beautiful and exciting woman any of us had known. Even now, when I have travelled widely and have met many famous beauties from all levels of society, she remains in my memory as an unparalleled combination of wit, warmth, and exquisite looks. She was photographed and painted many times, but while those pictures show the physical charm the enormous eyes, the lovely modeling of her face, the slightly drooping figure none of them captures the electric vitality that made her the focus of attention wherever she went. Her own passionate interest and concern for others made her both special and accessible to anybody. She was always called 'Ma' not only by us but by friends and even by the peasants of Cooch Behar. As a child, I was fascinated by her what she said, what she did, what she wore. With her, nothing was ever dull and one felt that at any moment anything might happen.

She herself was oddly unaware of the impression she created, and this, I suppose, was due to her mother's fear, during her childhood, that she might become spoiled, an only daughter, adored by her father, loved and cherished by her brothers. If anyone commented favourably on my mother's looks, my grandmother would immediately counter the admiration with some deprecatory comment like, "Her nose is too lumpy at the end, just look," or, "Her hair hasn't a trace of a curl to it."

My mother once told me that she had no idea that she was even passably good, looking until one day when her brothers were discussing some attractive girl they had met. Seeing their sister looking a bit dejected, one of them said, with true brotherly enthusiasm, "You know you're not all that bad yourself."

For the first time she really looked at herself in the mirror and thought, "Well, he may be right. I'm not all that bad."





Elements of Memoirs	Poetry
<ul style="list-style-type: none">• Descriptive style• Beginning• Middle• End• Evolution of Character	<hr/> <hr/> <hr/> <hr/> <hr/>

You would have noticed that the above memoir has:

The flashback : the author's memories of her mother.

Believable characters : the authors mother, grandmother and uncle.

Character evolution : initial unassuming nature and then the ultimate realization that she might be beautiful.

Descriptive language : especially when talking about her mother

Activity 9

a Discuss with your friends the features that can be included in your own memoirs

b Fill in the following blanks:

i. I used to be _____ but now I _____

ii. I am as _____ as a/an _____

iii. I have loved doing _____
as _____

c. Based on the above sentences, write your memoirs here:



For the portfolio

Write a diary entry about an event happening which made you really happy. Remember to be :

- Factual
- Informal
- Use the first person narrative

End of the Lesson - Review Questions

1. Comprehension

- a. How is prose-writing different from poetry?
- b. Give a few examples of non - fictional writing.
- c. What features does a diary entry have?
- d. What seems to be the most significant thing for the writer of the diary entry?
- e. What aspect of the writer's personality seems to be reflected in the diary entries you just read?
- f. What does a memoir contain?

2. Vocabulary

Define the following genres of writing:

- a. Article
- b. Non-fiction
- c. Rhetorical devices
- d. Diary entry

3. Read the following prompts and write a diary entry for each one in your Portfolio.

- a) Today, I was made the President of India....
- b) I had a fight with my mother and it was....
- c) I just couldn't stop laughing

4. Write a diary entry of the most memorable experience of your life in your Portfolio.



5. *Maintain a journal of your experiences through the current term. Write as though you are addressing an audience. Make it a part of your 'Creative Writing Portfolio'.*

6. *Writing about a Memory:*

- a) Bring your favourite photograph to class. It might belong to an incident, an event or a stage in your life. Paste it here.
- b) Work in groups of 4. Recount the story associated with it to the member of your group.
- c) Now, write about that particular memory.

Work on it again and add it to your Portfolio



Lesson 2

Describing People

Reading Profiles

- I. Read the following profiles of sportspersons, carefully and fill in the grid. Try to observe what is common to these two profiles.

a) Shiv Kapur

Achievements: Won gold at the 2002 Busan Asian Games.

Shiv Kapur is the newest entry to the Indian gold hall of fame. Kapur, born on February 12, 1982, turned professional in 2004 after dominating the Indian amateur circuit.

As an amateur Kapur enjoyed considerable success, winning the Indian Amateur Open and Malaysian Amateur Open in 2000. Then Kapur went to the U.S. and enrolled in the Purdue University, Indianapolis, to pursue his studies and play in the U.S. amateur circuit.

The highpoint of Shiv Kapur's short career has been the gold at the 2002 Busan Asian Games. Kapur became the second Indian to win a medal in the golf event at the Asian Games after Laxman Singh clinched the gold at the Delhi Asiad in 1982.



b) Dola Banerjee

Achievements: First Indian woman archer to qualify for the Olympics Dola Banerjee has won the 18th Golden Arrow Grand Prix tournament at Antalya; gold in 2006 SAF Games, Arjuna Award for the year 2005.

Dola Banerjee deserves the credit for bringing women's archery into the national limelight. Dola, born on June 2, 1980, is the first Indian woman to achieve international success in a sport traditionally considered a male bastion.

A product of the Tata Archery Academy at Jamshedpur, Dola has been the numero uno woman archer at the national circuit. Thus it came as no surprise when Dola earned the distinction of



becoming the first Indian woman archer to qualify for the Olympics by virtue of her superb effort in the 42nd World Outdoor Target Archery Championship in New York.

In 2005, Dola created history by winning the 18th Golden Arrow Grand Prix tournament at Antalya, Turkey where she defeated Ukrainian third seed Tatyana Dorokhova.

At the 2006 SAF Games held in Colombo, Dola out shot compatriot Reena Kumari to bag the women's individual recurve gold in archery. Dola Banerjee has been awarded the Arjuna Award for the year 2005.

Activity 1 - Complete the grid on the basis of your reading:

Name	What makes them special ?	Achievements

What are Profiles ?

The pieces that you just read are brief profiles. A profile is a short description of someone's life, work, character, and personality.

A profile focuses on:

- who the person being profiled is.
- how this person is different from others.
- what is significant about this person?
- what are the achievements of this person?

A profile may also include :

- facts about the person's upbringing like parentage, childhood and schooling
- quotes from the person substantiating some of the facts in the profiles.



Activity 2

Given below are some details about Koneru Humpy? India's youngest woman Grand Master. Write her profile using these details.

- Has broken new grounds with her achievements in chess.
- Soft spoken
- Can give her male peers stiff competition.
- Her father Koneru Ashok gave up his teaching job to focus on her talent for chess.
- Humpy's Achievements
 - World under 14 championship, 2001, Castellan, Spain.
 - Asia's youngest International Woman Master 1999.
 - India's Youngest Woman GM 2007.
 - World Junior Championship 2007, Athens.
 - In 2002, Koneru Humpy became the first woman chess player from India to receive the Men's Grandmaster Title.
 - At 15 years, one month and 27 days, Koneru also became the world's youngest Woman Grandmaster to achieve full Grandmaster status, beating the record of her idol Judith Polgar, who achieved the feat at 15 years, four months and 27 days.
- As of July, 2006, Humpy is World number 2 in women's ranking, only a few points behind World no. 1, Judith Polgar of Hungary



Profile of Koneru Humpy

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Activity 3

Profiling classmates

a) *Work in pairs. Interview each other in turns. Enquire about the following details.*

Name: _____

Age: _____

Siblings: _____

Family Background: _____

Personality Traits: _____

Personal Beliefs: _____

Special Achievements: _____

b) *Now, attempt writing your partner's profile.*

.....

.....

.....

.....

.....

.....

.....

c) *Exchange your profiles. Find out if your partner wishes anything to be added, deleted or modified in his or her profile. Make the necessary change.*

d) *Revise and finalise the profile*

e) *Add to your Portfolio.*

Personality Feature

A profile can easily become the basis of a personality feature when it includes elements of an interview or illustrative examples about certain aspects of the personality of a famous person. Personality features help to fire the readers' imagination and thus conjure a mental picture, thereby satisfying certain questions that they may have. It assists the readers to understand the hidden traits of the subject being written about.



Activity 4

1. Read the following feature on Ustad Rahat Fateh Ali Khan and underline the parts which could be termed as profile.

In conversation: Ustad Rahat Fateh Ali Khan on his journey to the hearts of his fans.

'I am like a beloved child in Pakistan. I get stones thrown at me when I sing in films but am hugged and blessed when I render sufiana qawwali. So I am punished and forgiven according to what I sing,' says Rahat Fateh Ali Khan, the nephew of famed Pakistani sufiana qawwal, the late Nusrat Fateh Ali Khan.

This 34 year old singer, who prefers to be known as a sufiana qawwal, had the whole of India swinging to his "Lagi tumse dil ki lagan" in Pooja Bhatt's film "Paap". The song also marked his entry in Hindi film singing. His melody continued to mesmerize all with "Tujh dekh dekh sona", from "Kalyug", "Naina thag lenge" from "Omkaara" and more.

First Song

Such is his love for Hindi film music that it seems symbolic that the first song he played on his keyboard at the age of 16 was "Main teri dushman" from Nagina. "That was my first step to success," Khan recalls nostalgically. A soft-spoken Khan, who recently performed at new Delhi's Shri Ram Centre courtesy Routes to Root, an NGO dedicated to fostering India-Pakistani ties through literary and cultural events, the Indian Council for Cultural Relations and the Indian Women's Press Corps loves to talk about his school and college days, his uncle (taya) Nusrat, and how he would bunk classes for the love of music.

"When I was seven, I developed a penchant for music. I told my parents I wouldn't go to school but learn music under uncle's guidance. My father wasn't that keen. He ordered me to finish college first. In school, I learnt to win over students by teaching them tabla. I became a member of the 'tarana party' and would escape classes on the pretext of practice!" Khan says mischievously.

Great moment

It was in 1985 that his uncle took him to England for a concert and made him sit on the dais to learn to perform. "I was in class five then. When Khan saab stopped for breath in between, I picked up the 'dhum'. Khan saab was amazed. He hugged me after the concert and told my father, 'He is ready to take our legacy further'. That was the happiest moment of my life. By the time I reached class 12, I had started singing very well. I would look for excuses to run away from college. My abba said, 'Lagta hai ab ye nahin padenge'.

He was right. Khan took to music full-time after that. "In our khandan, singing came from the Dagar family. We boast 900 people carrying on the sufiana qawwali legacy in the Emperor Mohammad Ghaznawi's court. Our's was called 'Qawwal bachchon ka gharana'. Today when we are able to touch the actual sufiana sur, tears come out. Unfortunately, today no one renders real sufiana kalam. There are no listeners either. Ameer Khusrau's actual bandish, sama and rasam, etc. have never been rendered. That is in Persian and hardly two lakh people in Pakistan understand Persian. It has been abolished from schools too," regrets Khan.

But Khan has taken the responsibility of singing these and has promised to come out with an album within two years.



Activity 5

Working in pairs, notice how these facts have been embellished with illustrative examples along with quotes. Mark them in the text then fill in the following table:

Fact	Illustrative example	Quote
<ul style="list-style-type: none">• Love of music	<ul style="list-style-type: none">• Playing truant from school college.	<ul style="list-style-type: none">• “When I was seven, I developed a penchant for music, I told my parents I wouldn't go to school...”

You would have noticed that the above feature on Ustad Rahat Fateh Ali Khan focuses on his '*love for music*' and describes his musical journey from being a young lover of music to a renowned artist.

It also emphasizes his love for '*Sufiana Kalam*' and the musical legacy that he has inherited.

Activity 6

Discuss with your partner the writing style that the author has adopted.

You would have noticed that:

- There is an interesting mix of reflective and narrative styles of writing.
- The writer has included apt quotes at significant places, giving it an authentic quality.
- The feature captures the reader's interest by satisfying their curiosity about certain aspects of Rahat Fateh Ali Khan's life.



Activity 7 - For the Portfolio

II. Kiran Desai is the author of Booker prize winning novel *"The Inheritance of Loss"*. Given below is some information, a few quotes and excerpts from an interview with her. Use this information to write a feature on her. You can also refer to other sources to collect more information on her.

Some basic Information about Kiran Desai.

- Kiran, who was born in Chandigarh, lived in Kalimpong "with the Bengali half of my family", attended convent schools first in Kalimpong, where *Inheritance* is set, and later in Bombay and Delhi's Loreto Convent.
 - Started writing at the age of 20.
 - Had been a science student.
 - Left Delhi at the age of 15.

A Few Quotations

"When I began writing stories, I immediately loved it so much. The first book (Hullabaloo in the Guava Orchard) was spent just in the happiness of that realization, that this is what I wanted to do. The second time was more difficult: realizing what a writer's life really is. It can't be healthy, this solitary life, disappearing for years into the book and characters you are writing about. And I wasn't entirely sure that I was committed to it. I was much more shaky about what I wanted to do than I was even 10 years ago" when they went abroad to study and then returned.

"The Indian diaspora is a wonderful place to write from and I am lucky to be part of it."

"My father is my closest link to India. I meet him every year and stay in his house while in Delhi."

Excerpts from an interview with Kiran Desai

Q. How much influence do your father and siblings have on you?

A. I am asked why I never mention my father. It's because everyone asks about my mother. I have two brothers and a sister and we talk a lot. I see my father every year and I stay in his house while in Delhi. He is my closest link to India and what it means to me. In January, when the first publication of *The Inheritance of Loss* was out, he was the first person who said, "I predict this book will win the Booker Prize. I have read the works of most of the Booker Prize winners through the years and this has everything for Booker Prize." I met him in New York before leaving for the awards, and he said the same thing again.

Q. How much do you think the Booker Prize will impact your personal life and future writing?

A. The award certainly takes away much of the anxiety and doubt. It was hard to get published. I love writing, but it made me wonder if it was a responsible thing to





do. After all, I have to make a living and pay my bills. I can't be a student all my life, though I wouldn't mind it. So I thought I had to go into teaching and even took up two teaching jobs.

Q. When did the burden of migration start bothering you?

A. It is something that has been going on forever. I did not realize it at first. There are so many interlinked patterns that it becomes important to examine it. It is quite a pertinent issue. Politicians are still talking of taking non-westerners to western countries, people from poor countries to rich ones. It has a darker side. There is a reverse journey happening too, like in my grandfather's time.

Feature on Kiran Desai

Activity 8 - For the Portfolio

d) *In pairs, decide upon a famous personality of your choice.*

- Identify the aspects you would like to cover in your feature.
- Collect information from newspapers and magazines.
- Locate a few relevant quotes from features or interviews.
- Write a feature on your chosen personality.
- You could add a photograph or two as illustration and give it a complete look.



Activity 9 - For the Portfolio

Writing a feature on someone you know personally

e) *Choose a person from your family, school or neighborhood who inspires you.*

- Identify the aspects you would like to cover in your feature.
- Find related information through personal interviews.
- Note down a few quotes verbatim i.e. in the same words as used by the person.
- If needed, collect information on others' opinion on him/her through interviews with others.
- Write a feature and add it to your portfolio/folder.

Biographies

What is a Biography?

A biography is simply the story of a life. Biographies can be just a few sentences long, or they can fill an entire book.

- Brief biographies tell the basic facts of someone's life and importance.
- Longer biographies are complete records of a person's life and times for example Louis Fischer's biography of Mahatma Gandhi.

Biographies aim at analyzing and interpreting the events in a person's life. They try to find connections, explain the meaning of unexpected actions and make statements about the relative significance of the person's achievements generally, one gets to read biographies of famous or notorious people. But the biography of an ordinary person is also important, as it tells us about the period and place during which the person lived. Though most biographies are written about historical figures, they can belong to contemporary persons too i.e. living at the time of writing.

Most biographies are written in a chronological order; though some time periods around specific achievements or stages of development or themes are isolated and focused upon.

A biographer needs to consult letters, diaries, newspaper accounts, interviews and other biographies, reference books of history which will provide relevant information about the person in question.

Here is an example of a biographical note.

Reading a Biography

"The earth view was just magnificent... On the tenth or eleventh day I wanted to do one full pass and sit by the door and watch the earth. Doing that was mind boggling. It really instilled this huge sense of how small the earth is. An hour and a half and I could go around it. I could do all of the maths and logic for why this was, but in the big picture the thing that stayed with me is 'this place is very small'. I felt that every person needs to experience this because maybe we would take better care of this place. This planet below you is our campsite and you know of no other campground. I thought I would just go around and see the continents and the oceans, but it was much more than that.



- Kalpana Chawla



Kalpna was born on January 7th, 1961 at Karnal, India. Coming from a traditional middle-class family, Kalpna was the youngest of the four children. Different from her compatriots even as a young girl, sketching and painting airplanes interested her more than dolls. At Tagore School, Karnal, nobody imagined what she was destined to achieve. She was a tomboy. She learned Karate in her early years and she dared to dream. She had a special fascination for flying.



"What-you-dream-is-what-you-become" neatly describes this achiever. The skies had always fascinated her. This was evident from her school environment project at Tagore Bal Niketan, made up of colourful charts and models depicting the sky, stars etc. and her paper on Mars, written in her eleventh standard. Kalpna participated in almost everything, from athletics to dance to science modelling. Encouraged by her father, Banarasi Lal Chawla a refugee 'who made his fortune selling soaps' she joined the Karnal Flying Club. But she disagreed with his suggestion for opting "medicine" as a career and stuck to aviation.

Since "aeronautical engineering" was considered a male-domain, her professors at the Punjab Engineering College tried to push her towards the conventional and convenient electrical, electronics or mechanical engineering. There were only seven girls in the whole engineering college. She happened to be the only girl in the Aeronautics batch. While going to engineering schools she had read Kelly Johnson's book on the Skunkworks (The high-tech secret laboratory responsible for the U-2, SR-71, and F-104 aircraft) and concluded, "That's what I really wanted to pursue working on high-tech airplanes."

Succeeding against all odds, she became the college's first aeronautical engineer in 1982. However, Indian universities didn't have the specialized courses required for aerospace studies.

Flying was still a distant dream till 1984, during her post-graduate studies at the University of Texas at Arlington. It was only after securing a higher stipend during her doctorate studies in aerospace engineering which she completed in 1988, from the University of Colorado, that she took up flying again. She got her commercial pilots license and qualified as a flight instructor for single and multi-engine land airplanes and single-engine seaplanes, instrument rating and Private Glider.



After qualifying for her pilot's licence in 1987, Kalpna began to think seriously of applying to the space shuttle program.

She was hired by MCAT Institute, San Jose, California, as a Research Scientist to support research in the area of powered lift at NASA Ames Research Centre, California, in 1988. In 1993, she joined Overset Methods Inc., Los Altos, California, as Vice President and Research Scientist to form a team with other researchers specializing in simulation of moving multiple body problems, where she was responsible for development and implementation of efficient techniques to perform aerodynamic optimization.

After becoming a U.S. citizen, she was eventually selected by NASA in 1994 as an astronaut after several rounds of interviews and rigorous physical and medical tests at the Johnson Space Centre (JSC). She was chosen as the only one by NASA from a total of 6 civilian and 13 military officers from a pool of 2962 applicants to earn herself a place in the Space Shuttle Columbia for a 16 day out of the world experience. The official communiqué just said "We are wondering if you are still interested in coming down and working for the space program as an astronaut." According to NASA her academic accomplishments, intense physical fitness and experience as a pilot made her a natural choice. "While doing my doctorate is when I figured, 'I'm going to try for the space program. All of us know it's very fortunate for us to make it here. For me it's really amazing to have talked about it and made it almost like winning the lottery or something.'" All along, she had an intuition that she would be chosen due to her technical background and 'strong desire to go out in the blue yonder'. The NASA chief called her a 'terrific astronaut'. At the age of 35 when most of the men are trying to build a career, her career graph had reached its peak.



The 'magic day' she had been waiting for happened in 1997 when she flew the Space Shuttle Columbia STS-87 mission, the eighth shuttle mission flown in 1997 and the 88th since the program began in 1981. The space shuttle with five other astronauts on board was successfully launched from the Kennedy space centre in Florida. Columbia's was the eighth and final shuttle mission of 1997, the most flown by NASA since 1992. The weather was perfect and the lift-off took place as schedule at 0116 hours IST on November 19, according to mission control. Chawla, was one of the two mission specialists in the vehicle and the only woman in the crew. About seven hours after launch Columbia passed over Karnal, India where Chawla had grown up.

(This passage has been adapted from a collection of biographies titled 'India's 50 Most Illustrious Women' by Indra Gupta)

Activity 10

Read the above excerpts from a biographical account of Kalpana Chawla and answer the questions that follow:

a) *Fill in the following time line:*

1961 :
1982 :
1984 :
1987 :
1988 :
1997 :

b) *List the things that you found interesting in the above biographical sketch:*

.....
.....
.....
.....

c) *Make a list of adjectives used for Kalpana Chawla in the above excerpts:*

.....
.....
.....
.....



d) *Fill in the following table:*

	Character traits depicted in the biographical account	Sentences / quotes from the text illustrating these
1		
2		
3		
4		
5		
6		
7		

e) *What example did she set for the people around her?*

.....

.....

.....

.....



f) *Read the biographical excerpt again and note the writing style used. It is simple and precise. The biographical excerpt uses examples from her life along with questions to illustrate some of her personality traits. (Underline these).*

Largely, it adheres to a broad chronological order, yet the events of her life are all clubbed thematically in the narrative.

Activity 11

Writing a Biography - For the Portfolio

For writing a biography, the writer needs to:

- Select a person he/she is interested in
- Obtain factual information about the person
- Think about the various aspects of the person's life and identify the aspects of life that he or she wishes to focus on, while writing the biography. It is possible that apart from major achievements, biographies may vary in their focus or perspective.



- d) Make a list of questions that you would like a biography to address:
- Why is this person special or interesting?
 - Which words or adjectives in particular best describe this person?
 - Which instances/events in the person's life best depict these qualities?
 - Which events were responsible for shaping / changing this person's life?
 - Was this person able to overcome obstacles or rise above circumstances or take risks?
 - How has the presence of this person affected this world/lives of others?
- e) Find the answers to these questions with the help of newspapers, magazines, diaries, letters and reference books.
- f) Prepare a time - line based on major incidents-stages or events in the person's life.'
- g) Write the biography. Read and exchange with a partner.
- h) Revise on the basis of feedback received.

Activity 12

a) Given below are certain facts about A.P.J. Abdul Kalam.

Name: Dr. Jainulabdeen Abdul Kalam

Born on: Oct. 15, 1931 at Rameswaram

Educated at the Madras Institute of Technology

Joined India's Defence Research & Development Organisation (DRDO) in 1958

Moved to ISRO Indian Space Research Organisation

Was Project Director to develop India's First Indigenous Satellite Launch Vehicle

In 1982, became DRDO Director

In 1992, became a Scientific Advisor to India's Defence Minister

Has received honorary doctorates from at least 30 Universities, as also India's 3 highest civilian honours: The Padma Bhushan in 1981; the Padma Vibhushan in 1990; and the Bharat Ratna in 1997.

Become the 11th President of India on July 25, 2002.



b) Based on these, facts make a list of:

- (i) The questions you would like your biography to focus on. Be very precise.

.....

.....





.....

.....

.....

.....

- (ii) The gaps in the information provided as answers to your questions.

.....

.....

.....

.....

.....

.....

- c) *Read the following excerpts from articles, news-clips and quotations. Try to find the answers to your questions.*

Kalam comes from the Marakkar community from Southern India, a Tamil speaking community.

He observes strict personal discipline, is a vegetarian, teetotaler.

Has authored several inspirational books.

His autobiography 'Wings of Fire' is aimed at motivating Indian youth.

He loves children and encourages their audience with him.

Initially he wanted to become a pilot, but was rejected and then opted for aeronautical engineering later.

His book "India 2020" strongly advocates an action plan to develop India into a knowledge superpower and into a developed nation by the year 2020.

Quotable quotes

"Wakeful nights, my busy days albeit brought memories of Rashore. Yet haunt my dreaming gaze."

"I will not be presumptuous enough to say that my life can model for anybody; but some poor child living an obscure underprivileged social setting may find a little solace in the destiny that has been shaped. I could perhaps help such children themselves from the bondage of their illusory backward hopelessness?"



"Thinking should become your capital asset, no matter whatever downs you come across in your life"

"Thinking is progress. Non-thinking is stagnation of the organization and the country. Thinking leads to action. Knowledge without action is useless and irrelevant Knowledge with action, converts into prosperity."

"When you speak, speak the truth; perform when you promise your trust..... Withhold your hands from striking, and from which is unlawful and bad..."

"What actions are most excellent? To gladden the heart of being, to feed the hungry, to help the afflicted, lighten the sorrowful and to remove the wrongs of injured ...?"

"All God's creatures are His family; and he is the most beloved who tries to do most good to God's creatures."

"Away! Fond thoughts, and vex my soul no more! Work

- d) Make a list of the adjectives you would like to include in the biographical sketch.*

.....

.....

.....

.....

.....

.....

- e) Identify the quotes, instances from his life which support these.*

.....

.....

.....

.....

.....

.....

- f) Develop a step-wise outline of the biography:*

.....

.....

.....

.....

.....

.....



End of the Lesson - Review Questions

I Comprehension

- What are the various ways of writing a description of a person?
- How does a profile differ from a biography?
- What would one include in a biography?
- How would you embellish a biography? Give a few examples.

II. Vocabulary

Explain the words

- Profile
- Personality traits
- Personality features

III. Writing for the Portfolio

- Choose a personality of your choice and fill in the following details. You can refer to newspapers, magazines or the net for details.

Name : _____

Age : _____

Family Background : _____

Special Achievements : _____

Now, write a profile using this information.



- ii. Choose a famous leader of your choice. Now get the following information about her/him from newspapers, magazines and internet.

Name : _____

Age : _____

Background : _____

Special Interest Areas : _____

Personality Traits : _____

Special Achievements : _____

Beliefs : _____

Quotable Quotes to support the above information : _____

Any other details you would like to use when writing a feature : _____



This image shows a full page of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- iii. Write a biography of A.P.J. Abdul Kalam using the outline you have already developed earlier.
- iv. Identify a person who interests you. It could be someone in your family, neighborhood or school
 - Identify the aspects of life that you would like to include in the biographical sketch.
 - Collect as much information about him/her as you need to write a biographical piece.
 - Write the biography.
 - Add it to your Portfolio.



Lesson 3 Describing Places

Travel Feature - Places

Travel Features are human interest stories that speak of places. Travel features demand excellent descriptive and narrative skills.

Reading Travel Features

Ia) Read these travel features and fill in the grid given below.

'The road from Srinagar starts out like roads in most northern cities: raucous with traffic, dust everywhere, rubble and garbage, I cough and cough again. Sure, this is a pretty city, in parts, it is also a dreary one in other parts, and this route is one of them. Through Lal Chowk and Batmaloo, we crawl very early in the morning, past knots of people looking for rides, through masses of cars and bikes and buses and qualises. At one three - way junction on the outskirts, there is the familiar and pure chaos that results when such junctions are left untended and unsignalled.



Weary of the wait, the dust, the chaos, I close my eyes and muse through the mess.”
Source: 'Ride across the River' Dilip D'Souza

b) “Kanger Valley National Park”

The park is a paradise for nature lovers. The moist peninsular sal forests and the south Indian tropical deciduous forests are seen in their finest forms here.

The valley is one of the last pockets of virgin forests left in the peninsular region.

To protect this unique eco-system, it has been proposed as a biosphere reserve. The valley is nearly 34 km long with an average width of 6 km. The terrain is hilly and the fauna consists of sambhar, cheetal, wild boar, tiger, panther, rhesus macaque, python, rabbit crocodile, otter and civet. The other main attractions of the park are Kutumsar caves, Kailash Cayupha and Tirathgarh falls.

How to reach: 27 km by road from Jagdalpur.



Activity 1

Place being described	Key words	Writing Style
Srinagar Kanger Valley		

Variety in Travel features

You will notice that the first description adopts a narrative style to describe Srinagar. The style is conversational and makes use of a number of adjectives, thereby bringing the scene alive.

The second description (Kanger Valley National Park) is more factually written. It focuses on the details of the flora and fauna, along with related geographical description.

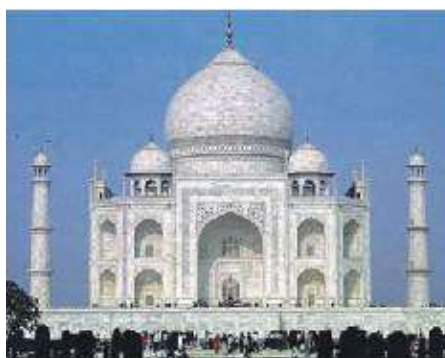
Travel features can take the form of factual descriptions, memoirs, journals/diaries and narratives.

Features on Places/Travel can include:

- factual details such as location, and geographical features
- author's perspective on the place
- some historical local anecdotes associated with it
- chief tourist attractions
- information on how to reach, where to stay and so on

Activity 2- For the Portfolio

Ia) Given here are some photographs of two different places. Imagine that you are in one of these places. Note down your answers to the questions that follow:



- Where are you?
.....
- What are you doing?·
.....
- What can you see, hear or smell?·
.....
- How are you feeling?
.....

b) Now, write a paragraph describing the scene.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- Exchange your paragraphs with your partners. Discuss each other's paragraphs and try to improve them.
- Finalize your draft for the Portfolio.

Organizing a Travel Feature

Activity 3

*Given below is a jumbled Travel Feature on “Tree Hut in Wayanand”.
Read it carefully and re-write it in the correct order.*



Lord of the Jungle

a) Want to wake up on a misty dawn touching the clouds or brushing shoulders with those chirping birds? It's quite an out-of-the-world experience at the amazing Green Magic Tree House perched 80 feet above the ground on a century-old giant banyan tree, 4000 feet above the sea level. And the view below? An exquisite expanse of dense, virgin, tropical evergreen forests all round. A four-hour drive from the nearest airport of Calicut (70 km), meandering through misty high ranges and acres of coffee and spice plantations, the tree houses are at the Jungle Park Resort, Vythiri, Wayanad.



b) A magical tree house perched on a century-old giant banyan tree 80 feet above the ground

c) The wooden houses, built by Wayanad's Adivasi craftsmen, much in line with their original abodes, have used only eco-friendly, locally available materials. But it is no less comfortable. Each house has two bedrooms, carpeted verandahs, bathrooms with flush toilets, wash basins, running water, shower etc. But sorry, no TV, music systems or telephones. Vintage hurricanes fuelled by kerosene and solar energy light up the night. The only way to get to the "cloud house" from the terra firma is via a bamboo lift operated through a combination of pulleys and counter-weight of water. The cuisine is strictly vegetarian and organic with no touch of chemical fertilizers or pesticides. No bottled mineral water either but only the water from the stream in the farm used after filtering. Other forbidden items are chocolates, aerated drinks etc. But why crib, aren't you out of the world?

ii) Given below are some notes on Rishikesh. These are in random order. Read these carefully.

Rishikesh

- A six-hour drive from New Delhi
- Situated at the foothills of the Himalayas
- Quiet Ganga-deeply silent
- Breathtaking view
- Soft sands
- Presence of fish-both big and small
- Thick and lush green foliage

Activity 4 - For the Portfolio

Knit the points given above into a journal entry on your visit to Rishikesh. You can add other details as well.

.....

.....

.....

.....

.....



End of the Lesson - Review Questions

1 Comprehension

- What are the various ways in which we can present a travel feature?
- What would a travel-feature writer normally include?
- What are the major styles in which travel features can be written? Can rhetorical devices be used in travel features? How?

2 Vocabulary

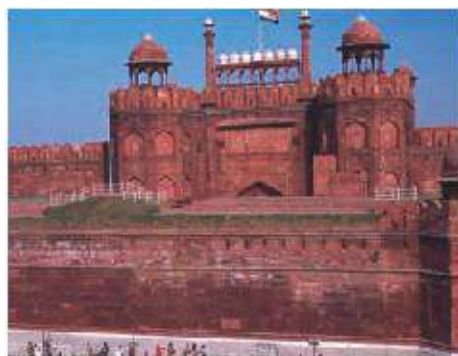
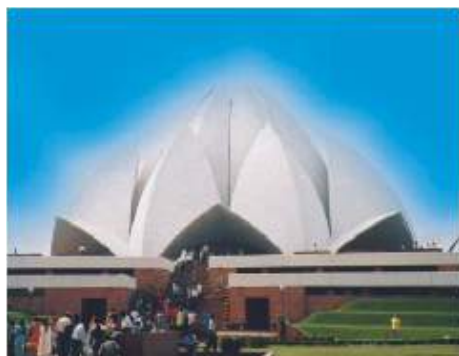
Explain the following words.

- Perspective
- Anecdotes
- Tourist attraction

3 Writing - For the Portfolio

- Collect information on a place of your choice. Write out a feature describing it.*
 - Add photographs
 - Add it to your Portfolio
- Given below are a few photographs of Delhi*





c) Collect Information on the following aspects.

- How to get to Delhi from where you stay?

- What is the right season to get there?

- Information about the places given in the photograph



- Things to do.

d) New, write a feature combining the information given above.

Delhi - the Place to Go !





A large rectangular area with a light purple background, containing 20 horizontal lines for writing.



Lesson 4 Writing Essays

An Essay is a composition in which the writer states his knowledge of and gives his opinions about a certain topic. The essay may contain descriptive or narrative elements and may also include comments and criticism representing the writer's point of view.

An essay has a clearly demarcated:

- Introduction
- Body comprising of supporting paragraphs
- Concluding paragraph

The introductory paragraph is the first paragraph of the essay. It introduces the main idea of the essay. It may also be called thesis statement. A good opening paragraph captures the interest of the reader and states the focal area of the essay.

Reading an Essay

Read the following introductory paragraph from an essay titled Cry Your Heart Out by Paula Becker.

What would it be like to be in a family in which young and old gathered together to cry their way through the pain of life, letting it out freely through tears and sobs rather than angry words and hurtful actions? Imagine a workplace with a room designated for crying where people could go to let out their frustrations and fears. The overall impact of such emotional freedom could well be very healthy alternative to the current emotional climate in which most of us live.

Activity 1

I.

a) *In the above paragraph, identify the topic sentence.*

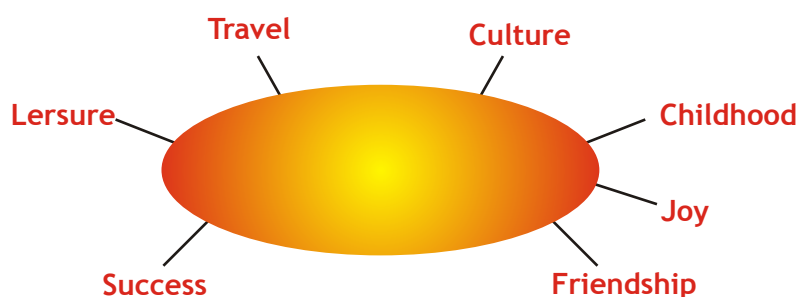
b) *Pick out the sentences which give supporting details*



c) *Do you think the above introductory paragraph is effective? Discuss.*

2.

a) *In pairs, discuss on any one of the themes given in the verb below:*



b) *Write an introductory paragraph on the chosen theme.*

The Main Body of the Essay

Supporting paragraphs make up the main body of your essay. For doing this, the writer does the following:

- Lists the points that develop the main idea of the essay.
- Places each supporting point in its own paragraph.
- Develops each supporting point with facts, details and examples.
- Concludes the topic appropriately.

The supporting paragraphs can be connected with the help of the link words. This would help in connecting the ideas coherently thereby making the essay easy to read.

Examples of link words or Cohesive Devices

- First, second, third...
- However, Even though, On the other hand, Nevertheless...
- Another, In addition to, Related to, Furthermore, Also...
- Therefore, Thus, As a result of, Consequently...

Like all good paragraphs, each supporting paragraph should have a topic sentence, supporting sentences and a summary sentence.

Activity 2

II. The following excerpts from 'Cry Your Heart Out' by Paula Becker illustrates these points. Read it carefully and underline the following.

- The points which develop the main idea of the essay
- Supporting points
- Facts, details and examples supporting the supporting details

When was the last time you were told, "It's okay to cry?" Do you know anyone who will be willing to allow you to express your feelings through tears? If you are a woman, chances are better that you have at least one person who will encourage such heartfelt expression. However, few men have anyone in their lives who can tolerate the image of a man shedding tears. Even parents have difficulty being with a child who is crying, without instantly trying to make it better.

Our society tends to admire and elevate those who appear to be strong, through an emotionless exterior that guards against any display of deep or painful feelings. As a result, people fear being viewed as weak or out of control and work hard to choke back or push down tears that would otherwise flow freely. Few circumstances of life permit us outwards and open tearful release without risking embarrassment to ourselves, or the discomfort of others.

Crying is always a cleansing of the heart, whether it comes from laughter that is so intense that it flows into tears, or from sadness that overwhelms us with sobs of grief. This intimate contact with the heart, which shows itself so visibly, may well be the source of our discomfort. Our tears become a window to the inner self revealing pain and hurt that we have spent years trying to protect, deny or wall off. Tears reveal our vulnerability and we shrink back an effort to hide the soft and tender places within. Karl Menninger, in his book *The Vital Balance* writes, "Weeping is perhaps the most human and most universal of all relief measures." Indeed, many people describe crying as a deep feeling of release. This process of letting go may well be a natural and effective source for healing that many have denied themselves.

Heart disease is one of the leading causes of death in the United States today. Pathways to the heart slowly become blocked until the heart is completely closed off. In many ways, this is a metaphor for what happens when we close our-selves off emotionally, and wall up pain, anger, and fear in our hearts. The distance we create between ourselves and our feelings may be at least partially responsible for some of the common illnesses of our day.

The burgeoning field of psycho-neuro-immunology explores how emotional status affects the body's health, specifically the immune system. Many studies are being conducted that demonstrate the relationship between suppressed emotion and disease. As early as 1979 a study was done at the University of Pittsburgh school of Nursing to examine the relationship between the free expression of tears and health. Its





The summary paragraph

The summary paragraph comes at the end of the essay after the ideas have been developed. The summary paragraph is often called the *Conclusion*. It summarizes the main idea of the essay. This gives a sense of completion to the essay. For writing the conclusion, the writer needs to:

- Restate the focal points of the essay that support the main idea of the essay.
- Conclude the essay by restating the main idea in different words.
- Conclude by giving your personal opinion or suggesting a future course of action.

Activity 4

- a) *Read the concluding paragraph from the essay "Cry your heart out" by Paula Becker and identify the focal points mentioned in the essay. Discuss the suitability of the concluding paragraph.*
- b) *Now, write the concluding paragraph of the essay you have developed so far.*

Essentials of an Essay

Before writing an essay, a writer must

- Think carefully about what he or she is going to write about.
- For this, making a list of tentative questions one would like to answer in the course of the essay if necessary. Some questions are problematic because they do not have just one answer. How can these questions be answered? Which is the best way of answering these questions? What is the best introductory sentence that I



can think of for this essay? How can I make this essay interesting? Which books do I need to see/refer to in order to find more information?

- Write out the answers to the above questions. This helps in creating a tentative outline for the essay.
- Collect facts related to the essay theme. Refer to books, magazines, dictionaries and encyclopedias for the related information.
- Write down the ideas in order to check if the information collection is adequate.
- Find the main idea of the essay. Outline the divisions of the sub-part of the essay.
- Organize the facts and ideas suitably in order to develop the main idea.
- Think of the best ways to link ideas or paragraphs together.

Once this is done, the writer needs to turn these ideas into sentences. Further he or she needs to:

- Write the thesis statement along with some background information.
- Develop the supporting paragraphs and ensure that the format outline is adhered to.
- Use clear and simple sentences in the essay.
- Use a dictionary/Thesaurus to look for appropriate words.

Activity 5

a) List five or ten topics that you consider most appropriate for an essay.

b) Let us try to write an essay on "Happiness". Begin by listing your views on happiness.



C) *Given below are some people's view about happiness. Read these and add some of the ideas to your list.*

"There is a condition or circumstance that has a greater bearing upon the happiness of life than any other. It is one of the simplest things in the world and within reach of all. Some people might say it is health, or money, or friends, or this or that possession, but you may have all these things and not be happy. You may have fame and power, and not be happy. You will be disappointed when I tell you what this all important thing is. It is so common, so near at hand, and so many people have so much of it. What is the best thing for a stream? It is to keep moving. If it stops, it stagnates. So the best thing for a man is that which keeps the currents going, the physical, the moral, and the intellectual currents. Hence the secret of happiness is something to do; some congenial work. Take away the occupation of all men and what a wretched world it would be!

Exploring an Essay

Activity 6 -for your Portfolio

The following essay by Francis Bacon was written at a time when the use of paragraphs was not in vogue. Read the given essay and try to divide it into paragraphs, keeping in mind the following divisions:

- Introduction
- Supporting Paragraphs (Body)
- Conclusion

Of Studies

STUDIES serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgement and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one: but the general counsels, and the plots and marshalling of affairs come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgement wholly by their rules, is the humor of a scholar: they perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments and the meaner sort of books; else distilled books are like common distilled waters, flashy things. Reading maketh a full man; conference a ready man; and writing an exact man; And, therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend: **Abeunt Studia in mores**¹ Nay, there is not stand or impediment in the wit, but may be wrought out by fit studies: like as diseases of the body may have appropriate exercises; Bowling is good for the stone and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the head; and the like; So if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again; If his wit be not apt to distinguish or find differences, let him study the schoolmen; for they are **Cymini sectores**² If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases: So every defect of the mind may have a special receipt.

GLOSSARY

Abeunt studia in mores	-	Studies become habits, and pass into and influence manners.
Cymini sectores	-	Splitters of hair



Activity 7- for the Portfolio

Read the following quotes on 'Happiness' and add some of your own:-

- The grand essential to happiness in this life are something to do, something to love, and something to hope for.
- Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you'll be successful.

- “Happiness: We rarely feel it
I would buy it, beg it, steal it
Pay in coins of dripping blood
For this one transcendent good.”

- We all live with the objective of being happy, our lives are all different and yet the same.

- The best remedy for those who are afraid, lonely or unhappy is to go outside, somewhere where they can be quiet, alone with the heavens, nature and God. Because only then does one feel that all is as it should be and that God wishes to see people happy, amidst the simple beauty of nature.

- The happiness that is genuinely satisfying is accompanied by the fullest exercise of our faculties and the fullest realization of the world in which we live.

- Happiness comes when your work and words are of benefit to yourself and others.

- _____

d) *Now, read up more on 'Happiness' from other sources. You can refer to books, dictionaries, poems and other reference material. List your main idea for the essay here.*



e) *Try and list some of the ideas that you would like to include in the essay.*

f) *Develop the structure outline of the essay on 'Happiness' in the space given below.*

g) *List a few quotes/examples that you would like to include to support the main points of the essay.*



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Of Travel

TRAVEL, in the younger sort, is a part of education; in the elder, a part of experience. He that travelleth into a country, before he hath some entrance into the language, goeth to school, and not to travel. That young men travel under some tutor or grave servant, I allow well; so that he be such a one that hath the language, and hath been in the country before; whereby he may be able to tell them what things are worthy to be seen in the country where they go, what acquaintances they are to seek, what exercises or discipline the place yieldeth; For else young men shall go hooded, and look abroad little. It is a strange thing, that in sea voyages, where there is nothing to be seen but sky and sea, men should make diaries; but in land travel, wherein so much is to be observed, for the most part they omit it; as if change were fitter to be registered than observation: Let diaries, therefore, be brought in use. The things to be seen and observed are, the courts of princes, especially when they give audience to ambassadors; the courts of justice, while they sit and hear causes; and so of consistories ecclesiastic; the churches and monasteries, with the monuments which are therein extant; the walls and fortifications of cities and towns; and so the havens and harbours, antiquities and ruins, libraries, colleges, disputations, and lectures, where any are; shipping and navies; houses and gardens of state and pleasure, near great cities; armories, arsenals, magazines, exchanges, burses, warehouses, exercises of horsemanship, fencing, training of soldiers, and the like: comedies, such whereunto the better sort of persons do resort; treasuries of jewels and robes; cabinets and rarities; and, to conclude, whatsoever is memorable in the places where they go; after all which the tutors or servants ought to make diligent inquiry. As for triumphs, masks, feasts, weddings, funerals, capital executions, and such shows, men need not to put in mind of them: yet are they not to be neglected. If you will have a young man to put his travel into a little room, and in short time to gather much, this you must do: first, as was said, he must have some entrance into the language before he goeth; then he must have such a servant, or tutor, as knoweth the country, as was likewise said: let him carry with him also some card, or book, describing the country where he travelleth, which will be a good key to his inquiry; let him keep also a diary; let him not stay long in one city or town, more or less as the place deserveth, but not long; nay, when he stayeth in one city or town, let him change his lodging from one end and part of the town to another, which is a great adamant of acquaintance; let him sequester himself from the company of his country-men and diet in such places where there is good company of the nation where he travelleth: let him, upon his removes from one place to another, procure recommendation to some person of quality residing in the place whither he removeth, that he may use his favour in those things he desireth to see or know; thus he may abridge his travel with much profit. As for the acquaintance which is to be sought in travel, that which is most of all profitable, is acquaintance with the secretaries and employed men of ambassadors; for so in traveling in one country he shall suck the experience of many: let him also see and visit eminent persons in all kinds, which are of great name abroad, that he may be able to tell how the life agreeth with fame; for quarrels, they are with care and discretion to be avoided; they are commonly for mistresses, healths, place, and words; and let a man beware how he keepeth company with cholerick and quarrelsome persons; for they will engage him into their own quarrels. When a traveller returneth home, let him not leave the countries where he hath travelled altogether behind him, but maintain a correspondence by letters with those of his acquaintance which are of most worth; and let his travel appear rather in his discourse than in his apparel or gesture; and in his discourse let him be rather advised in his answers, than forward to tell stories: and let it appear that he doth not change his country manners for those of foreign parts; but only prick in some flowers of that he hath learned abroad into the customs of his own country.

- b) *List the travel experiences mentioned by Bacon that seem familiar to you.*

- c) *List some of your own similar travel experiences here.*

- d) *Now, attempt writing an essay on one of your own travel experiences.*
- e) *Know the first draft to your partner. Exchange and on the basis of feedback finalise your draft.*



End of the Lesson - Review Questions

I. Comprehension

1. What are the major parts of an essay ?
2. What is the function of the introductory paragraph?
3. What does the main body of an essay comprise?
4. What would you put in the conclusion of an essay?
5. What can a writer prepare for writing an essay?
6. What function do the link words serve?

II. Vocabulary

What do you understand by

1. Thesis statement
2. Supporting paragraph
3. Cohesive devices
4. Summary paragraph

III. Writing - For your Portfolio

Write an essay on any two of the following topics and add these to your portfolio.

- Renewable Energy and its uses
- Qualities of a good friend
- Beauty lies in the eyes of the beholder.

Follow the following steps before you begin to write

- Collect information on the topics of your choice
- Identify the main points and subpoints that you would like to develop the essay with. List these.
- Identify quotes / examples for supporting the main points
- Think of a suitable introduction and conclusion.
- Think of a suitable introduction and conclusion.
- Think of a topic sentence.
- Write the Essay.
- Go through it and improve upon it.



Lesson 5 Writing speeches

Speeches can influence. Speeches can move nations. They are forceful, persuasive and emotive in their appeal. Writing a speech is just like writing an essay. It is an essay that has been effectively written in the forceful style and equally well delivered. Let us consider one of the most famous speeches of the 19th century.

Activity 1

Read the speech aloud and feel the emotion that lies behind the argument of Abraham Lincoln.

The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this.

But, in a large sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion, that we here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, shall not perish from the earth.

Gettysburg, Pennsylvania

November 19, 1863

Source : Collected Works of Abraham Lincoln, edited by Roy P. Basler. The text above is from the so-called "Bliss Copy," one of several versions which Lincoln wrote, and believed to be the final version. For additional versions, you may search [The collected Works of Abraham Lincoln](#) through the courtesy of the Abraham Lincoln Association.

Activity 2

Now read the speech silently and find the following:

- i. Place where the speech was delivered:
- ii. The audience of this speech:



iii.) Main theme/idea/point of argument of the speech:

.....
.....
.....
.....

iv.) Point of view of the speaker :

.....
.....
.....
.....

iv.) Most moving and impressive portion of the speech :

.....
.....
.....
.....

vi. The effect that this speech would have had on the audience :

.....

You would have noticed that the speech writer or the speaker needs to establish an instant rapport with the audience and arouse interest with the help of a striking statement. Notice the first sentence in the Gettysberg Address (An address is a formal speech made in front of an audience), the speaker attempts to turn the audience to his or her point of view. Hence all along the style is forceful and Abraham Lincoln minces no words.

This speech is of great magnitude and delivered at a national level.

All, speeches, however, are not of this magnitude. There are speeches delivered at conferences, meetings, clubs, over television on different occasions of national significance and even at the school level. Let us consider a speech that you are most likely to be called upon to deliver.

Activity 3 - Preparing a Speech

Imagine that you have been made House Captain and have to prepare a speech for the investiture ceremony. Using the clues given below prepare a speech you would deliver at the ceremony that would motivate the members of your House.

- i. **Occasion :** Investiture Ceremony, Officially taking charge as captain of the House.
- ii. **Main theme :** The House needs to move forward and achieve prizes and acclaim.
- iii. **Point of view :** With team-work and perseverance anything can be achieved.
- iv. **Most impressive portion :** Quotations of famous people or examples from the life of great teams or great people.



Speech Writing is similar to building a house. It involves planning, laying the foundation, framing and then the finishing touches.

One important principle that the speech writer must bear in mind is :

“You will get what you want (the effect you desire) if you help them get what they want.”

- a) Seek the help of your house members to prepare the speech.
Show the draft of the speech to them on the next day.
- b). Working in the same group, go through the following check list containing features of good speech-writing. Tick the ones that you and your house-members feel you have incorporated in your speech. Cross the ones that are missing.
 - (i) Were you clear about your audience? ☐
 - (ii) Is the subject-matter clearly spelt out in your speech? (i.e. motivation of your house-members) ☐
 - (iii) Have you given enough information about the previous performance of your house? (If good, to maintain it; if poor, to spare no efforts this year.) ☐
 - (iv) Have you used persuasive or motivational language? (inspirational quotes or examples and the choice of persuasion-words like “we must...” “never-say-die-spirit”, etc.) ☐
 - (v) Did you choose simple, 'easy-to-comprehend' words keeping in mind that even the performance of the primary school students belonging to your house will make the difference in the final house tally of points? ☐
- c). Rewrite the speech with a view to improving it by including those features from the above list that you may have missed in the first draft. ☐
- d) Use the help of house members who are good at spelling/grammar to edit your speech. ☐
- e) Rehearse delivering the speech within your group. ☐





Reading a Speech

Read the following excerpts from a speech delivered by President A.P.J. Abdul Kalam.

Teachers' influence: In Albert Einstein's life, we find that his interest in science started early, beginning with his encounter with magnetism, which he called "the first miracle". He was given a compass by his father and Einstein was endlessly fascinated by the fact that invisible forces could make an object move. This experience made a lasting impression on him. His interest in compasses was reinforced when he found a caring mentor to hone his ideas. At the age of 12, he experienced second wonder in a little book given by his mentor Max Talmud with Euclidean plain Geometry which he called "Holy Geometry Book". Einstein called this his "second miracle". Here Einstein made contact with the realm of pure thought. Without expensive laboratories or equipment, he could explore universal truth, limited only by the power of human mind. Mathematics became an endless source of pleasure to Einstein especially if intriguing puzzle and mysteries were involved.

Visualizing pictures: Einstein's father was in an electro chemical business. Being in the midst of electro magnetic contraptions awakened an intuitive understanding of electricity and magnetism in Albert Einstein. It sharpened his ability to develop graphic, physical pictures that would describe the laws of nature with uncanny accuracy. This trait, the ability to see everything in terms of physical pictures, would mark one of Einstein's great characteristics as a physicist.

Freedom to Learn: Though born in Germany, Einstein moved to Zurich Polytechnic Institute in Switzerland. The entry into the polytechnic did not require a high school diploma, just a passing grade on its tough entrance examination was sufficient. Einstein failed in the entrance examination but he did exceptionally well in the Maths and Physics section. That impressed the Principal and he promised to take him during the following year without an entrance test and the Principal did it. The message we get from this experience is about having a flexible system of admission. Also an ability to spot the aptitude of the student in a particular subject and nurturing the talents. In addition, Einstein enjoyed the liberal atmosphere of the Swiss school.

Simplicity in description: Unlike other scientists who often got lost in Mathematics, Einstein got in terms of simple physical pictures speeding trains, falling elevators, rockets and moving clocks. These pictures would unerringly guide him through the greatest ideas of the twentieth century. He wrote "All physical theories, their mathematical expression notwithstanding, ought to lend themselves to so simple a description that even a child could understand". This is a very important message for all physics researchers and physics teachers. Here the birth of famous simple, elegant and very powerful energy equation $E=MC^2$, which decided war and peace system of the world.

In the professional of teaching teachers are indeed playing the role of creating the creating minds. Sir C.V. Raman's questioning why the sky is blue? - Leading to Physics Nobel Prize, is in deed inspiring teaching material to the teachers. Similarly in a message of spotting an outstanding talent in physics in spite of failing the school entrance, is another message as to how Swiss school spotted ove of the greatest scientific minds in 20th century, Albert Einstein...

From 'How to make impossible possible?', Presidents address, 29.11.06, Bhubaneswar.



Activity 4- Comprehending a speech

1. (i) Work in small groups of 4-5 students and do the following exercise.

a Give a title to the speech

.....

.....

b Who is the intended audience?

.....

.....

2. Quote lines where Dr. Kalam has used motivational/inspirational language.

a.

.....

b.

.....

c.

.....

d. What pieces of relevant information has Dr. Kalam included to have the desired impact on the audience?

.....

.....



End of the lesson - Review Questions

I. Comprehension

1. Complete the statements given below

- a A speech is like an _____.
- b It is written in a _____.
- c The speaker tries to develop a _____ with his or her audience.
- d The speaker tries to turn the audience to _____.
- e The speaker minces no words and comes to the point _____.
- f A speech depends largely on the purpose occasion and the _____.

II. Writing - For your Portfolio.

- a. Imagine you have to give a speech on 'Anti-Drug Day'. Prepare a speech to convince your schoolmates to stay away from drugs.

Begin by

- Identifying a point of view
- Identifying examples, illustrative points and quotes to substantiate your point of view
- Organizing the information

Next, check for

- clarity of content
- suitability of language according to audience
- the quality of information (convincing)
- use of persuasive language

Now

- include what you missed in the first draft
- edit the speech
- review after a cooling period
- rewrite the speech

Finally

- Rehearse delivering the speech.

- b. In groups of five, collect samples of speeches delivered by Nobel laureates. Analyse them in the light of the features given above and present to the rest of the class.



Lesson 6

Writing Reviews

Reviews form a critical evaluation of a book, film or play where the reviewer assesses a movie or a video-game or a musical composition or a book and gives his opinion on its quality. In addition to the review in text, as in the case of films, the reviewers judgement is also expressed iconically, say in terms of one to five stars to indicate the relative merit of the work.

Film Reviews

The discerning viewers who wish to see a movie would like to have a critical assessment of that movie beforehand. This helps them to make a decision whether to see it or not.


Film critics evaluate different aspects of a particular film and form a holistic judgement, positive or negative. As there are no absolute parameters of judgement, different reviewers may have different opinions about the same movie.

A brief story line is almost always a part of the film review.

Reading a film Review

Activity 1

Read the following film review and complete the table given

a)	Title of the Movie : _____ _____ _____	
b)	Introduction : _____ _____ _____	
c)	Actor's Role : _____ _____ _____	
d)	Storyline : _____ _____ _____	
e)	Conclusion : _____ _____ _____	



The Sound of Music

The hills certainly are alive with the sound of music as Robert Wise takes this Broadway winning musical and envelopes the cinematic world! Certainly one of the most popular musicals of all time, this Rodgers and Hammerstein-scored film is the story of Maria, who gives up her religious vows and becomes a governess to the children of the Baron Von Trapp. She finds the early insurmountable obstacles of taking care of the children to be not so insurmountable, as she plies her musical abilities and charismatic win over the entire family. The musical, which now falls in the category of a period film, had outstanding scores. The title track "The hills are alive with the sound of music..." and "My favourite things" are among classics. And who hasn't heard of the "Do Re Me Fa.....". The track in which the Von Trapp children bid goodbye to guests was also an instant classic.



The film has earned its status as a perennially watchable romantic-drama, largely on the strength of a fun story and chemistry between the stars, Julie Andrews and Christopher Plummer.

Best of all, the film has at its centre the amazing Julie Andrews, who makes the best Maria imaginable. She's delightful as she portrays Maria's transition as she sheds her tomboyish ways as a novice nun to accept the mantle of adulthood, becoming the matron of the motherless Von Trapp clan. She really does make you believe in Maria's kindness and simplicity and her love of the outdoors. In her two most iconic moments-spinning on the mountain top during the title number, and leading the children at top speed through a footbridge during "Do Re Mi"-- her arms are characteristically spread wide, accepting the entirety of the beautiful world around her. And has anybody who has seen her ever forgotten how she closes "Do Re Mi" hitting that perfect "Fa" as she leaps up the steps? This performance alone forever cements Andrews's status as an icon in world cinema.

Plummer is matinee-idol, handsome and gives a smart performance to boot, and the cast of young people and kids who make up the singing Von Trapp children make a strong impression.

The movie also touches a patriotic note when Captain Von Trapp returns from his honeymoon to find his beloved Austria occupied by the Nazis. He refuses to fight for the wrong side and this is how he puts himself and his family in danger. Set in Salzburg, Austria, as the Nazis are fast engulfing the European continent, the Von Trapps will have no part of this political and military madness. And, of course, the climactic scene of their escape from the Nazis too, is unforgettable! So the next time you have some time to spare do check out this cult classic.

Feature of a film/movie review

A film review often begins with the summary of the movie or film.

The summary explains what the movie is about. It has three parts -

- The characters and actors
- The storyline
- The message

This is followed by the author's opinion of the movie, which discusses-

The quality of the movie, acting or the performance of the actors, chief attractions/distractions of the movie, editing, choreography, setting, fight sequences, music or special features. It ends with a recommendation



Organizing a Movie Review

Activity 2

II. Given below is a jumbled movie review for the movie 'Titanic'. Read it carefully and order the paragraphs to make it a complete review.

a) The tragic sinking, when it comes, is brutal and heartrending. It's also meticulously well constructed. The beginning of the film contains a sequence that takes place in the modern day, where the stages of the Titanic's sinking are described in detail. Hence, when the sinking is depicted for real, the viewer knows exactly what's going on. And Cameron took great pains to make the details as accurate as possible. He looked at old photographs, read accounts from the survivors, and incorporated many of the factual elements he found into the film -- details few would ever recognize and appreciate. He was pretty accurate with regard to time, too. The actual sinking of the ship took upwards of two and a half hours. In the film, it takes about half that, but I suspect most of the time that was cut was from the early stages, before people realized what was going on.



b) It's a love story, as I mentioned before. Leonardo DiCaprio plays a poor wanderer who wins a ticket aboard the Titanic in a game of poker. Kate Winslet plays an unhappy member of an upper class family who feels suffocated by the rigidity of the social convention imposed on the rich. She's driven almost to suicide; fortunately for her, she runs into DiCaprio and thus begins a romance as grand and glorious as the Titanic herself. But there's Billy Zane to contend with, Winslet's cold, arrogant betrothed. And Winslet's mother, deathly afraid of losing her social stature. That's how movies should be. Films should be about their characters, not about their special effects or action sequences. Most of the time action heroes are interchangeable. In Titanic, the special effects are stunning, yet they stay, as they should, in strict service to the story and its characters.

c) Although some of the co-stars seem stock, there's depth and purpose to them beyond the usual usages of these character types. But the two main characters, DiCaprio's and Winslet's, are fascinating. They have a wonderful on-screen chemistry and are both deeply human and larger than life. Put in other terms, these are characters easy to relate to and understand, yet there's something dramatic and heroic about them that inspires awe and wonder. And boy is it brutal. I walked away from Titanic emotionally wrenched in a way very few movies have ever done. I wasn't able to feel the supreme satisfaction of having viewed a great work of art right off-- initially, I was overwrought with the feeling that I had experienced this historical tragedy as closely as I ever could without actually being there. 1500 people died when the Titanic sank. But they weren't a collective statistic. They were real people.

d) It was a great film, again surpassing my highest expectations. 194 minutes passed quickly for me -- a remarkable achievement given that the first two hours is essentially a love story with the famous doomed ship and her own tale a glorified backdrop. In the final hour, when the ship is in its painful death throes, it wasn't the spectacle of the disaster or the special effects I was watching. I was watching the characters. I was watching with rapt fascination to see how they would act in the crisis.





Preparing to Write a movie review.

Activity 3- Por the Portfolio

In groups of four collect details about any recent.

I. You are planning to write a movie review. Make your notes based on the outline given below:

a) Name of the Movie:

.....

.....

.....

.....

.....

b) Characters and actors in the movie

.....

.....

.....

.....

.....

c) Storyline of the movie

.....

.....

.....

.....

.....

d) Message of the movie

.....

.....

.....

.....

.....



e) *Lines describing the quality of the movie*

.....

.....

.....

.....

.....

f) *Acting in the movie*

.....

.....

.....

.....

.....

g) *Your recommendation*

.....

.....

.....

.....

.....

h) *Now, go through what you've written above. Develop these to write your completed movie review below.*

i) *Write a review of the movie you have seen lately.*

j) *Add this to your creative writing portfolio.*

II. *Book-Review*

A Book review has the same function / purpose as a play review to help prospective readers to decide whether to buy and read a book.

When writing a book review, we could follow these steps.

- Before beginning to write, make a few notes about the points you want to mention in the review.
- Imagine that you are telling a story to a good friend.
- Try to mention the name of the author and the book title in the first paragraph-



- If possible, use one paragraph for each point you want to make about the book.
- Try to mention the main theme of the book at the beginning of your review.
- Think about whether the book is part of a genre. Does it fit into a type such as mystery, adventure, or romance? What aspects of the genre does it use?
- What do you like or dislike about the book's writing style? Is it funny/ Does it give you a sense of the place it is set in? What is the author's / narrator's "voice" like: pleased, persuasive, relaxed etc.
- Try to use a few short quotes from the book to illustrate your points.
- Make sure your review explains how you feel about the book and why, not just what the book is about. A good review expresses the reviewer's opinion and persuades the reader to share the opinion, to read the book, or perhaps avoid reading it.
- Do some research about the author and incorporate what you learn into the review. Biographical information can help you formulate your opinion about the book, and gives your review a 'depth'.

Reading a Book Review

III. You have to have been living in a box not to know about the literary phenomenon of Harry Potter. Not since Roald Dahl's **Charlie and the Chocolate Factory** have I seen such widespread acceptance of a single title by thousands of kids and grown-ups. The facts that the books are well written, exciting works of fantasy makes them a gold mine for anyone interested in promoting reading. That adults are reading and enjoying them on their own without the help or excuse of a child interpreter makes the phenomenon even more remarkable. Are they the best fantasies ever written? Probably not, but they are far above run of the mill.

In Harry Potter we get every little guy's fantasy of a physically weak but smart hero vanquishing villains of far greater strength and power.

In most cases there is, however, little need for you to read Harry Potter as a Class read-aloud because the kids are already reading it, talking about it and eagerly awaiting the next one. Since that's what you hope to do with the few books in a year that you have time to read aloud, I'd choose a related book, perhaps a different fantasy to share as a read-aloud.

That doesn't mean, however, that the Harry Potter books have no place in the classroom. If your kids are between fourth and eighth grade, Harry Potter is already in your classroom. It's time for you to join in the discussion. Start by reading the first Harry Potter book, **Harry Potter and the Sorcerer's Stone**. You can probably get a better summary of the action from the kids but until then, these brief summaries will have to do.

You will notice that the Book Review -

- Mentions the name of the author and the book 'Harry Potter...' in the first paragraph
- Develops a new point in each paragraph
- Clearly mentions the main theme of the book



- Mentions the genre of the book
- Incorporates details about the author

II. Read the book review of 'Five Point Someone' given below and answer the complete information in the grid that follows:

Activity 4

Five Point Someone- A Book Review

Its amazing how one identifies with almost each and every situation and character in the book. Hans is the simplest character in the book, representing every average teenager. A guy of simple desires, who fervently wants to live like the one he admires; a guy who wants to go all out to impress his Lady love: a guy who gives into the temptation of cheating in his exam, merely to impress her.

The book is written with Hans as the first person and a unique aspect is how his interpretation of different characters changes with time. His observations are witty, be they his frustrations at the fact that Ryan and Alok are constantly squabbling, or his complaints about how deciphering the female psyche is even more difficult than the course at ITT.

While on the female psyche, Neha remains a special character in the book due to the fact that although she is not one of the three friends, it is she who indirectly causes all the major events in the story. Even her gradual realisation of how close she is to Hans is subtly portrayed through her letters to her dead brother. In the case of the dead brother, lies another track which effortlessly merges into the main story. Apart from lending a push to the story, her brother Samir represents a stark fact - the drastic steps which many students take due to parental pressures.

Apart from the trio and the damsel, the two teachers with contrasting personalities are a highlight of the book. While Cherian is every student's nightmare, the way his character culminates is that of a resigned father, who realises that his obsession with his institution ruined his son's life. On the other hand, Prof. Veera is every student's delight, a teacher who encourages new ideas; who does not believe in stereotypes and one who believes in befriending his students.

There is this very interesting concept in the book. Each of the three out of the four central characters in the book have a chapter devoted to themselves where they put their perspective on the way things are. The fourth character is the author for the rest of book. These chapters are particularly neat. Each of the characters is cribbing about how Hans has been biased in the rest of the book, giving their own justifications. In fact one of the characters goes on to say that he cannot take too much liberty even in his chapter because Hans might edit it!





Chetan Bhagat also addresses a number of serious issues in his novel. The exaggerated importance of academic excellence, a child's relationship with his parents, how a relationship is differently viewed by the different genders and most importantly, the highs and lows of true friendship are but a few of them. Yet, not even a single line of the book will allow you to take your eyes off the page as the writer maintains an informal freewheeling style, replete with great humour.

- Name of the book:
- Name of the Author:
- Genre of the book:
- Reviewers opinion about the book:
- The name of the author and the book title in the first paragraph :
- New point in each paragraph :
- The main theme of the book :
- The genre of the book :
- Clearly states the reviewer's opinion about the book :
- Details about the author if any:

Activity 5

Now, read the review again and answer the following questions:

1. *The review mentions a comparison between*

.....

.....

.....

.....

2. *The book is written from the viewpoint of*

.....

.....

.....

.....

3. *The book is about*

.....

.....

.....

.....



4. *The reviewer recommends*

.....

.....

.....

.....

5. *Chetan Bhagat has taken up the issues of*

.....

.....

.....

.....

6. *Would you like to read the book based on the review? Why/Why not?*

.....

.....

.....

.....

Activity 6

1. *Given below is a jumbled book review. Read it and put it in order.*

- a) That said, Kiran writes differently from her mother, She's dealing with life and problems in very much the twentieth century, with young people at the heart of it, so, the story begins with insurgency at the foot of the Himalayas. The main characters are Sai, an orphan taken in by her painful and the "lizard-like" grandfather - the Judge (who tragically seems to be capable of only understanding and loving his dog, Mutt), the cook who dotes on Sai and his own son, Biju, who is in that land of great freedom and opportunity, America.
- b) The people in the story feel real. While you really don't have much sympathy for the judge, you do get a glimpse of how his hate has shaped him in the world but not yet at the stage where she's scared to live. Her tutor / love interest Gyan, is also interesting - he feels the glamorous call of the insurgency but realises it's not his scene. But that doesn't stop him taking out his frustration on Sai (sounds like a lot of people you'd meet in real life').



- c) *It's really sad, actually, without being contrived, this apparently is a subject the author feels passionately about. Saeed is a fun character and there are bits that make you laugh out loud. It's all about perception, right?*
- d) *The real fun is in New York. This isn't one of those books where you read of the glitz and the fun and the frenetic pace of life in the Big Apple, but the world of the illegal immigrants and their desperate quest for that elusive Green Card. The post-colonial colonized illegal immigrants, who inhabit the lower floors of hotels and restaurants, meant to be unseen and unheard, while the First World dines in all its finery above their heads.*
- e) *The ending is pretty sad. There's no major climax despite all the build-up and while that leaves you wanting more, it's probably truest to the lives portrayed. No easy answers, no happy endings, but definitely the glimmer of hope. That said, it's not a heavy-duty stressful book, but a pleasant read.*
- f) *Kiran Desai sure has a lot to live up to. It can't be easy being compared to mom and best-selling author Anita Desai all the time. But the young Desai laughs it off, saying, "the legacy is not problematic, it is a difficult one. It's actually made the writing much easier, she's been a constant source of support, especially on this last one.*

2. *Read through each paragraph to ensure that*

- The main point is clear
- Each sentence is clear and precise
- Nothing is being repeated unnecessarily

3. *Write the revised book review in your portfolio.*

4. *Review a book you've read lately. Add the book review to your Portfolio.*

Activity 7 - Writing a Book Review

In groups of four select a book to work. Complete the following information

a) *Choose a book*

.....

.....

.....

.....



b) *Author*

.....

.....

.....

.....

c) *Describe the setting of the book*

.....

.....

.....

.....

d) *Describe the main characters*

.....

.....

.....

.....

e) *Give a plot outline, without giving away the surprises*

.....

.....

.....

.....

f) *Now, go through the points listed above and make sure that you've included as many of these as you possibly could*

.....

.....

.....

.....



End of The Lesson - Review Questions

I Comprehension

- a) What do you understand by a review?
- b) What is the role of the introductory paragraph?
- c) What are the major parts of a review?
- d) How would you conclude a review?
- e) How would the content differ when reviewing a book and a movie.

II. Writing - For your Portfolio

- (a) (i) Collect three samples each of movie reviews and book reviews which have impressed you.
- (ii) Choose any one of the three samples selected by you. Mark the following in each one .

Book Review	Movie Review
Title : _____	_____
Introduction : _____	_____
Story Line : _____	_____
Characters/actors : _____	_____
Recommendation : _____	_____

(iii) Also, attach a small write-up about why you selected these reviews.

- (b) **Select a book that you have read lately identify. Note the necessary details.**

Name : _____

Author : _____

The genre of the book : _____

Themes / issues taken up : _____

Storyline : _____

Characters : _____

Details about author : _____

Recommendation : _____

Using these, write a book-review to be included in your portfolio

- (c) **Which is the last movie that you watched? Complete the following details about**

Movie Name :

Director:



Cast:

The summary:

Comment upon the characters and actors:

The storyline :

The message:

Music:

Action:





Direction:

Salient features:

Recommendation:

Using, these details write your movie review in not more than 250 words.

Read it again carefully improve upon it, if need be and re-write it.

Add it to your Portfolio



Lesson 7

Writing Short Stories

You have read about narrative text in where you were introduced to the elements of a story. This Section provides further practice in writing stories.

A short story generally has a limited number of characters and scenes. It starts as close to the conclusion as possible as it deals with one problem generally. It uses only the details necessary for understanding the situation and covers a short time period.

Most short stories are divided into a *beginning*, *middle* and *end*. The beginning tries to introduce the characters and the problem. A story can begin with action/situation or problem/character/dialogue/setting or mood. The middle of the story includes a promise of something to come-danger or fear or surprise or trouble. This leads to the climax and ultimately the ending of the short story. You are already familiar with these features of a story.

A short story generally has some 'round' characters which are etched out clearly. These are generally the main characters in a short story. The *flat* characters usually support the main characters in a short story.

The elements that make up a short story include:

- Plot/time the action set in a time period which is quite limited.
- Setting the scene in which the action is set.
- Characters - main and supporting characters.
- Reported speech/dialogues.

Exploring a story

Read the following short story and identify the following aspects:

NORMAN GORTSBY sat on a bench in the Park, with his back to a strip of bush fenced by the park railings, and the Row fronting him across a wide stretch of carriage drive. Hyde Park Corner, with its rattle and hoot of traffic, lay immediately to his right. It was some thirty minutes past six on an early March evening, and dusk had fallen heavily over the scene, dusk mitigated by some faint moonlight and many street lamps. There was a wide emptiness over road and sidewalk, and yet there were many unconsidered figures moving silently through the half-light, or dotted unobtrusively on bench and chair, scarcely to be distinguished from the shadowed gloom in which they sat.

The scene pleased Gortsby and harmonized with his present mood. Dusk, to his mind, was the hour of the defeated. Men and women, who had fought and lost, who hid their fallen fortunes and dead hopes as far as possible from the scrutiny of the curious, came forth in this hour of glowing, when their shabby clothes and bowed shoulders and unhappy eyes might pass unnoticed, or, at any rate, unrecognized.



A king that is conquered must see strange looks, So bitter a thing is the heart of man.

The wanderers in the dusk did not choose to have strange looks fasten on them, therefore they came out in this bat-fashion, taking their pleasure sadly in a pleasure-ground that had emptied of its rightful occupants. Beyond the sheltering screen of bushes and palings came a realm of brilliant lights and noisy, rushing traffic. A blazing, many-tiered stretch of windows shone through the dusk and almost dispersed it, marking the haunts of those other people, who held their own in life's struggle, or at any rate had not had to admit failure. So Gortsby's imagination pictured things as he sat on his bench in the almost deserted walk. He was in the mood to count himself among the defeated. Money troubles did not press on him; had he so wished he could have strolled into the thoroughfares of light and noise, and taken his place among the jostling ranks of those who enjoyed prosperity or struggled for it. He had failed in a more subtle ambition, and for the moment he was heartsore and disillusioned, and not disinclined to take a certain cynical pleasure in observing and labelling his fellow wanderers as they went their ways in the dark stretches between the lamp-lights.

On the bench by his side sat an elderly gentleman with a drooping air of defiance that was probably the remaining vestige of self-respect in an individual who had ceased to defy successfully anybody or anything. His clothes could scarcely be called shabby, at least they passed muster in the half-light, but one's imagination could not have pictured the wearer embarking on the purchase of a half-crown box of chocolates or laying out ninepence on a carnation buttonhole. He belonged unmistakably to that forlorn orchestra to whose piping no one dances; he was one of the world's lamenters who induce no responsive weeping. As he rose to go Gortsby imagined him returning to a home circle where he was snubbed and of no account, or to some bleak lodging where his ability to pay a weekly bill was the beginning and end of the interest he inspired. His retreating figure vanished slowly into the shadows, and his place on the bench was taken almost immediately by a young man, fairly well dressed but scarcely more cheerful of mien than his predecessor. As if to emphasise the fact that the world went badly with him the new-corner unburdened himself of an angry and very audible expletive as he flung himself into the seat.

"You don't seem in a very good temper," said Gortsby, judging that he was expected to take due notice of the demonstration.

The young man turned to him with a look of disarming frankness which put him instantly on his guard.

"You wouldn't be in a good temper if you were in the fix I'm in," he said; "I've done the silliest thing I've ever done in my life."

"Yes?" said Gortsby dispassionately.

"Came up this afternoon, meaning to stay at the Patagonian Hotel in Berkshire Square," continued the young man; "when I got there I found it had been pulled down some weeks ago and a cinema theatre run up on the site. The taxi driver recommended me to another hotel some way off and I went there. I just sent a letter to my people, giving them the address, and then I went out to buy some soap - I'd forgotten to pack any and I hate using hotel soap. Then I strolled about a bit, had a drink at a bar and looked at the shops, and when I came to turn my steps back to the hotel I suddenly realised that I didn't remember its name or even what street it was in. There's a nice predicament for a fellow who hasn't



any friends or connections in London! Of course I can wire to my people for the address, but they won't have got my letter till to-morrow; meantime I'm without any money, came out with about a shilling on me, which went in buying the soap and getting the drink, and here I am, wandering about with twopence in my pocket and nowhere to go for the night."

There was an eloquent pause after the story had been told. "I suppose you think I've spun you rather an impossible yarn," said the young man presently, with a suggestion of resentment in his voice.

"Not at all impossible," said Gortsby judicially; "I remember doing exactly the same thing once in a foreign capital, and on that occasion there were two of us, which made it more remarkable. Luckily we remembered that the hotel was on a sort of canal, and when we struck the canal we were able to find our way back to the hotel."

The youth brightened at the reminiscence. "In a foreign city I wouldn't mind so much," he said; "one could go to one's Consul and get the requisite help from him. Here in one's own land one is far more derelict if one gets into a fix. Unless I can find some decent chap to swallow my story and lend me some money I seem likely to spend the night on the Embankment. I'm glad, anyhow, that you don't think the story outrageously improbable."

He threw a good deal of warmth into the last remark, as though perhaps to indicate his hope that Gortsby did not fall far short of the requisite decency.

"Of course," said Gortsby slowly, "the weak point of your story is that you can't produce the soap."

The young man sat forward hurriedly, felt rapidly in the pockets of his overcoat, and then jumped to his feet.

"I must have lost it," he muttered angrily.

"To lose an hotel and a cake of soap on one afternoon suggests wilful carelessness," said Gortsby, but the young man scarcely waited to hear the end of the remark. He flitted away down the path, his head held high, with an air of somewhat jaded jauntiness.

"It was a pity," mused Gortsby; "the going out to get one's own soap was the one convincing touch in the whole story, and yet it was just that little detail that brought him to grief. If he had had the brilliant forethought to provide himself with a cake of soap, wrapped and sealed with all the solicitude of the chemist's counter, he would have been a genius in his particular line. In his particular line genius certainly consists of an infinite capacity for taking precautions."

With that reflection Gortsby rose to go; as he did so an exclamation of concern escaped him. Lying on the ground by the side of the bench was a small oval packet, wrapped and sealed with the solicitude of a chemist's counter. It could be nothing else but a cake of soap, and it had evidently fallen out of the youth's overcoat pocket when he flung himself





down on the seat. In another moment Gortsby was scudding along the dusk- shrouded path in anxious quest for a youthful figure in a light overcoat. He had nearly given up the search when he caught sight of the object of his pursuit standing irresolutely on the border of the carriage drive, evidently uncertain whether to strike across the Park or make for the bustling pavements of Knightsbridge. He turned round sharply with an air of defensive hostility when he found Gortsby hailing him.

"The important witness to the genuineness of your story has turned up," said Gortsby, holding out the cake of soap; "it must have slid out of your overcoat pocket when you sat down on the seat. I saw it on the ground after you left. You must excuse my disbelief, but appearances were really rather against you, and now, as I appealed to the testimony of the soap I think I ought to abide by its verdict. If the loan of a sovereign is any good to you - "

The young man hastily removed all doubt on the subject by pocketing the coin.

"Here is my card with my address," continued Gortsby; "any day this week will do for returning the money, and here is the soap - don't lose it again it's been a good friend to you."

"Lucky thing your finding it," said the youth, and then, with a catch in his voice, he blurted out a word or two of thanks and fled headlong in the direction of Knightsbridge.

"Poor boy, he as nearly as possible broke down," said Gortsby to himself. "I don't wonder either; the relief from his quandary must have been acute. It's a lesson to me not to be too clever in judging by circumstances."

As Gortsby retraced his steps past the seat where the little drama had taken place he saw an elderly gentleman poking and peering beneath it and on all sides of it, and recognised his earlier fellow occupant.

"Have you lost anything, sir?" he asked.

"Yes, sir, a cake of soap."

Setting

.....

.....

.....

.....



Mood: Happy/Sad/Reflective

.....

.....

.....

.....

Characters

.....

.....

.....

.....

Beginning Point

.....

.....

.....

.....

Sequence of Events

.....

.....

.....

.....

Climax

.....

.....

.....

.....



Ending

.....

.....

.....

.....

Activity 1 - Building a story based on the given outline

- I. You have written a tale from the Panchtantra in Unit 1. Now try to write another short story. Given below is a plot outline. Try to expand it into a short story. Keep in mind, the following points:
- Tell the story simply and naturally.
 - Collect and arrange the incidents before you start writing.
 - Try to make the beginning interesting. It should present a situation which leads to the later developments.
 - Connect the different points in a natural, logical order.
 - Include some dialogues.
 - A surprising ending can make the story effective.
 - Give a suitable title to the story.

Outline:

Androcles, a runaway slave in Ancient Rome, punished - thrown before a lion - the lion rushed at him - begins to lick his feet - the slave had saved the lion's life by taking out a thorn from his paw in a jungle - the slave set free - lion given to him as a prize - gratitude

Write your story in your Portfolio.

Activity-2 - In groups of four develop a story based on the following table.

1. Attempt to write a story.

1. Make the following lists.

Characters in the story	Plot Outline	Mood
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



2. Develop a list of events that can be included in the short story.

.....
.....
.....
.....

3. Write a catchy first paragraph. (Try an unusual/unexpected beginning)

.....
.....
.....
.....

4. In order to develop a living, well-rounded character, decide about some of the aspects about the character (even if you don't include all these in the story).

Name	:	_____
Age	:	_____
Profession	:	_____
Nationality	:	_____
Appearance	:	_____
Address	:	_____
Favourite Colour	:	_____
Friends	:	_____
Favourite Food	:	_____
Fears	:	_____
Faults	:	_____
Pets	:	_____
Religion	:	_____
Hobbies	:	_____
Single or Married	:	_____
Children	:	_____
Personality	:	_____
Temperament	:	_____
Secrets	:	_____
Ailments	:	_____





5. Choose a point of view : Point of view is the narration of the story from the perspective of First, (I) second (You) or third (he, she) person. As a writer, you need to determine who is telling the story and how much information is available for the narrator to reveal in the short story.

.....

.....

.....

.....

6. Write some dialogues to be included in the story:

.....

.....

.....

.....

7. Decide upon the setting i.e. details about time, location, context and atmosphere for the short story:

.....

.....

.....

.....

.....

.....

8. Decide about the plot i.e. the series of events included in the short story:

.....

.....

.....

.....

.....

.....



9. Build a crisis or a climax i.e. in the turning point of the story (the most exciting or dramatic moment):

.....

.....

.....

.....

Find a resolution i.e. the solution of the conflict leading to the ending:

.....

.....

.....

.....

.....

Now, write your story.

.....

.....

.....

.....

.....

Revise it and improve it.

Include this story in your Portfolio.





End of the Lesson - Review Question

1 Comprehension

1. What are the features of a short story?
2. What steps would you follow when writing a short story?
3. What role do the following play in a short story?
 - Character
 - Setting
 - Plot
 - Beginning
 - Middle
 - End
 - Climax

2 Vocabulary

What do you understand by :

- Flat characters
- Round characters
- Setting
- Mood
- Characters
- Beginning of a story
- Climax
- End

3 Writing - For your Portfolio

Given below is a dialogue. Read it and do the following.

- A: Oh! carefully !!
B: Shh! Don't make so much noise!
A: Softly, softly.
B: Yeah! We've done it!



- a) Give names to characters A and B. Imagine a situation where they say this.
- b) Now, write a short story with these characters in this situation.
- c) Exchange your drafts in pairs and edit.
- d) revise, edit and add the story to your portfolio.

(ii) *Collect three short stories of your choice. Write a small write-up on each of these including the following points.*

- Reasons for selecting this short story.
- Comment on
- Plot
- Characters
- Mood
- Storyline / action

Include these in your Portfolio



End Of Unit Review Questions

1. *Comprehension and Vocabulary*

- State the difference between prose and poetry. You may use illustrative examples to clarify your point.
- How would you distinguish between a paragraph and an essay? State with the help of suitable examples.
- Define the following
 - personal writing
 - descriptive writing
 - feature writing

Collect five examples of each of these types of writing.

2. *Give features of the following and collect a sample of each of them. Analyse the characteristic features in detail. Place them in your Portfolio.*

- | | |
|-------------------|----------------|
| a) diary entry | b) memoir |
| c) profile | d) biography |
| e) travel feature | f) essay |
| g) speech | h) film review |
| i) book review | j) short story |

3. *Name your favourite teacher / classmate. Interview them regarding*

Name : _____
Age : _____
Family background : _____
Personality traits : _____
Personal beliefs : _____

Write a profile using this information

4. *Read two biographics about a famous actor/leader. identify the commonalities and differences their*

- writing style
- stages covered
- point of view

Which one would you recommend to your classmates and why?

- Write a personality feature on a person of your choice. You could even choose a family member. Make it as interesting as you can.*
- Write a speech that can be delivered on International AIDS Day. The topic is how you would motivate your friends to be friendly and approachable to people with HIV AIDS.*
- Bring photographs of a place you have visited. Using these as guide to memory write a travel feature.*



Include details on :-

- a) the location
 - b) places to stay, eat at, visit for sight seeing and shopping
 - c) your impressions about the place
- Add it to your portfolio

8. *Write a review of your favourite story book or movie*

Your review would include
Title,
Director / author
Plot / storyline
Characters / actors
Highlights
Unique features
Conclusion

9. *Write your autobiography highlighting the mile-stones and the emotional highs and lows in your life*

You might like to include :

- Your childhood experiences, favourite uncles and aunts
- First day at school
- Achievements in school
- Friends
- Happy Memories
- Unhappy memories

10. *Write a biography of an ancient and sprawling banyan tree. Make it as convincing and plausible as you can. You may begin like this:*

My first memory is that of a young, straggling sapling in the crevice of an old wall...

Project Work

1. Work in groups of four or five-
Write a story which would begin with:

When I came home from school I noticed that the front door was unusually ajar..

2. Choose any five essayists. Find out more about their lives and their writing.
Here are the names of a few essayists : Addison Steel, Francis Bacon, William Hazlitt, Samuel Johnson, Thomas Carlyle, Somerset Maugham, D.H. Lawrence, R.L. Stevenson and Matthew Arnold.

