

HOW I TAUGHT MY GRAND MOTHER TO READ

BY SUDHA MURTY

Summary of the chapter

'How I Taught My Grandmother to Read' by Sudha Murty is set against the backdrop of North Karnataka in the early 1950s. The story is part autobiography where the author shares one of the instances from her own childhood.

The narrator is twelve years old and stays with her sixty-two year old grandmother in a remote village of Karnataka. Both of them share a very pleasant relationship. While the narrator likes to read and play, grandmother, Krishtakka, likes to look after her grand-daughter and to utilise most of her time for household chores. She is very fond of listening to the novel Kashi Yatre by Triveni, which appears as a serial in a weekly magazine named Karamveera.

Due to her inability to read, she is content with her grand daughter reading it out to her every week. It is only during these listening sessions that the grandmother forgets everything and listens with concentration as she can identify herself with the main protagonist who also has an earnest desire to visit Kashi. The protagonist also sacrifices her own interests to get an orphan girl married just as the narrator's grandmother does to raise her grand daughter.

It is only when the narrator is away for wedding and the grandmother has nobody to read out to her that she realises her innermost desire to read and write. She is illiterate because when she was a child, education was not considered essential for girls.

She confides in her grand daughter, expressing her keen desire to learn the Kannada alphabet and her determination to learn it by the Dassara festival. The narrator takes the responsibility to teach her as her first ever student in Kannada language. On Dassara, grandmother touches her grand daughter's feet as a mark of respect for her teacher as recommended in the scriptures. The narrator in return gifts her pupil a copy of Kashi Yatre by Triveni, knowing her grandma can now read it independently. The story reaffirms the conviction that it is never too late to learn if one is determined to do so.

SHORT ANSWER TYPE QUESTIONS :

1. What made Triveni a popular writer ?

Ans. Triveni's style of writing was easy to read and very convincing. Her stories were interesting because they dealt with complex psychological problems in the lives of ordinary people.

2. Why did grandmother depend on her grand daughter to enjoy the serialised story in magazine ?

Ans. The grandmother dependent on her grand daughter to enjoy the story serialised in a Monthly Magazine because she had never attended school and was illiterate.

3. How did the grandmother eventually succeed in getting over her handicap of being illiterate.

Ans. The grandmother eventually succeeded in over-coming her handicap of being illiterate. She resolved to learn the Kannada alphabet from her grand-daughter. She set herself a deadline, namely, the Dassara for completing her mission. She worked diligently and finally succeeded in being able to read the story her own.

4. Which traits in grandmother's character played a vital role in her success story.

Ans. The grandmother was a person of great determination as even at the age of sixty two, she challenged herself to learn how to read Kannada. She worked extremely hard and even set a deadline for completing her mission.

LONG ANSWER TYPE QUESTIONS

5. You are grandmother, How did you feel when your granddaughter gave you a novel to read after you learnt how to read ? record your feeling in your diary.

Ans. 8th Aug. 2010 , Saturday

7 P.M.

Today is a turning point in my life. I have at last learnt the Kannada alphabet. My joy knows no bounds. I am over whelmed by the unexpected action of my granddaughter. I was choked with emotions when she gifted me a copy of Kashi Yatre something I always wanted to read my own what touches me deeply is not the gift but her love for me. I would never be able to thank my 'teacher' enough for her patience and for ushering in this new great day in my life when I can enjoy a book by reading it myself.

2. Imagine that you are the granddaughter in the story. Write a diary entry on the day of Dassara when your grandmother accomplishes her goal of learning to read with your help and touches your feet in gratitude.

Ans. 18th Oct. 2010, Saturday

9 P.M.

I will recall the day I had returned from the wedding and seen tears in Avva's eyes. Her sense of dependence and helplessness was clearly evident from her and helplessness expression. Her words later convinced me of her strong will.

Other than that, one memory that I will Cherish for a lifetime, is the faith and respect she bestowed on me by touching my feet and calling me her 'teacher'. I hope she likes my gift to her. I would love to see her reading Kashi Yatre without my assistance.

3. The narrator writes a letter to her best friend after her experience, sharing her plans to bring awareness about educating senior citizens.

X Y Z village

Kanataka

5th November, 2010

Dear Shanti

I hope this letter finds you in the best of health. Avva and I are find here. I am writing to share an idea which I have thought of after seeing the plight of my grandmother. You are already aware how she told me about her childhood and expressed an earnest desire to read and write. Which she has finally done. My mind has been pre occupied with the fact that there must be plenty of other senior citizens like her who are illiterate and helpless. My Avva still had me to share her sense of dependency with, but there must be umteenth number of people who may not have such a privilege.

This very consideration has made me want to reach out to such people. I have decided that I will visit all the nearby schools and encourage students to take the initiatnie to bring literaey among the old. We can jointly open part time schools and even give private tuitions to such people.

I will let you know of the progress made in any next letter.

Yours Sincerely

Sudha

4. Describe the characteristic of Grandmother.

Ans. Grandmother was 62 years old lady. She was traditional and religious. She loved her family she wanted her children and grandchildren to get educated even though she was not educated. She was sensitive to the story and fond of Kashi Yatre by Triveni she had made up her mind to learn Kannada alphabet and set a target day too. She worked hard, faced all difficulties. Yet she achieved her target and was able to read.

EXERCISE

1. Why does the grandmother identify with the protagonist of the 'Kashi Yatre' ? What does this depict about her character ?
2. The granmother believes in scriptures and Hindu Mythology, yet she touches the feet of her grand daughter. Why ?
3. The grandmother remained steadfast in her dicision despite her granddaughter's Mockery. Why ?
4. Explain the statement "I knew then that my student had passed with flying colours" in the context of the lesson.
5. What for did the grandmother set Dassara festival as a deadline ?

Poem-1

THE BROOK

by Alfred lord tennyson

Introduction of Poem

The poem has been written in the form of an autobiography. The brook relates its myriad experiences as it flows to join the brimming river. The brook has been personified in this poem.

The Brook is the pictorial description of a small stream, which has predominant images of a sight and sound.

Summary of the Poem

1. The brook begins its journey from a small place that is frequently visited by water birds.
2. It flows along wilderness and villages making a lot of noise. It passes by thirty hills and 20 villages and also flows under fifty bridges.
3. It flows over stones, making a loud noise that sounds like a high pitched song.
4. When its water flows into a deep bay, it looks like a whirlpool and makes bubble like formations.
5. Its unceasing flow through a varied landscape suggests eternity.
6. Flowing in a winding course through fields both arable and fallow, it affects the growth of vegetation.
7. The stream carries flowers fishes, foam and flakes in the course of its journey to join the big river.
8. It passes silently by lawns and grassy plots.
9. Sliding past small hazel bushes, it disturbs the sweet forget me not floweres means for lovers.
10. Swallow skims playfully & over its surfaces.
11. Sunbeams dance over its surface in sandy shallows.
12. The various moods of stream can be discerned in its movements and sounds. Running through wilderness at night, it produces soft murmuring sound.
13. Flowing in curves the brook rushes on to join the brimming river.
14. The poet conveys the idea that the brook is almost immortal. Generation of human being may come and go but the brook flows forever.

SHORT ANSWER TYPE QUESTIONS :

1. Identify the rhyme scheme of the poem.

Ans. The rhyme scheme of the poem is ab, ab cd, cd

2. Give examples of alliteration and the beautiful images that form the texture of the poem 'The Brook'.

Ans. Babble – pebble, field – fallow, golden – gravel, slide – slip, gloom – glance.

Beautiful images :

- (i) I slip, I slide, I gloom, I glance
Among my skimming swallows
I make the netted sunbeam dance
Against my sandy shallows.
- (ii) I murmur under moon and stars
In brambly wildernesses ;
I linger by my shingly bars ;
I loiter round my cresses ;

3. Mention the various stages in the brook's journey.

OR

Describe the journey of the brook as given in the poem 'The Brook'.

Ans. The brook springs from a place which is visited by coot and hern. It emerges suddenly and flows down the valley with various sound, by the end of the little town. When it flows on stony paths, it creates many noises. The brook moves in a zig-zag manner. Many blossoms sail on its water.

The brook takes the sweet forget-me-not flowers for happy lovers. The sunbeam dances over its surface against its sandy shallows. When the brook passes in thorny wildernesses at nights, it murmurs. In such strange places, it flows slowly.

4. 'For men may come and men may go, But I go on forever'. Explain these lines.

Ans. These lines are highlighting the law of nature that man is mortal and dies, whereas streams (brook) rarely die. They have been flowing since time immemorial. Poem gives the message that the life of a brook is eternal.

5. Name the different things that can be seen floating in the brook.

Ans. The brook passes through many hills, ridges, gardens and valleys. It proceeds on its journey with great force. So it carries many flowers, ferns, pebbles, weeds with its flow. Many times colourful fish like the trout or the grayling can be seen floating in it. When the current is strong, foam gathers on its surface. The brook embraces everything it encounters with great happiness.

6. How does the poet draw a parallel between the journey of the brook and human life.

Ans. There is striking affinity between the brook and human life. Youth represents vigour, vitality and energy. Similarly, when the brook flows from its birthplace, it gushes forth with full energy and vitality. In the old age, human beings go through a marked transition. The energy level ebbs down and they exhibit decay. In the same way, the brook also flows slowly with a murmuring sound as it approaches its destination the big river.

7. 'Bicker' means 'to quarrel'. Why does the poet use this word here ?

Ans. 'Bicker' here denotes the effect of noise the brook generates as it flows down its stony course. It also suggests a bit of impatience associated with belligerent mood.

8. How does brook flow what it carry with it ?

Ans. The brook flows with a variety of movements and sounds. It 'Chatters', 'Frets', 'Slips', 'Slides', 'Murmures' and 'Lingers' along its way. It carries blossoms, trout, grayling, foamy flakes and quite a few other things in its water.

9. Describe the journey of the brook ?

Ans. The brook comes from a place frequently visited by coots and herns. It emerges suddenly and flows down the valley. Flowing on stony paths it creates a lot of noise, from time to time, it moves in a zigzag manner Blossoms sometimes sail on its surface.

The sunbeam dances over it passing through the thorny wilderness. It produces a Murmuring sound. It keeps flowing to join the brimming river.

10. Write the word indicating sound in the poem.

Ans. Bicker, Chatter, Babble, Murmers, Hurry down.

NOTICE WRITING

Notices are meant to give information. It is a very short piece of writing which is usually formal in style.

The main features of Notice are :

- ☐ Name of the Organisation / School/ Institute / Office (In capital letter, on the top)
- ☐ The word 'NOTICE' (In capital letter)
- ☐ Date of issuing the Notice.
- ☐ Heading / eye catching caption (preferably a phrase and not a sentence)
- ☐ The Notice must answer the questions : what, when, where and how
- ☐ Signature, writer's name and designation at the bottom on the left hand side.
- ☐ It should be placed in a box. Written in 50 words
- ☐ **Essential things for drafting.**
- ☐ Do not use the 1st person eg. 'I' or 2nd person eg. 'you'.
- ☐ The detail should be in order and in crisp short sentences.
- ☐ The language of the notice should be impersonal. Use passive voice as far as possible.
- ☐ It should be written in 3rd person eg. He, She, It, They.
- ☐ Usually present and Future tense is used.

Value Points for Content :-

Event :

- ☐ Date, Time / Duration, Venue / Place.
- ☐ Name of the event
- ☐ Who is to attend
- ☐ Whom to contact
- ☐ Any deadline (if required)
- ☐ Additional information (like chief guest, topic, ticket) if any.
- ☐ Activities to be undertaken

Meeting :

- ☐ Date, time venue
- ☐ Purpose / Agenda
- ☐ Who is the notice for
- ☐ Specific instructions (if any)
- ☐ Contact person / Address of issuing authority

Lost and Found :

- ☐ Article lost / found
- ☐ Date, time (approx), where lost / found
- ☐ Brief description place / Identification marks (Colour, size, material etc.)
- ☐ Whom to contact to claim / where to deposit
- ☐ Contents (if any)
- ☐ Promise of a reward

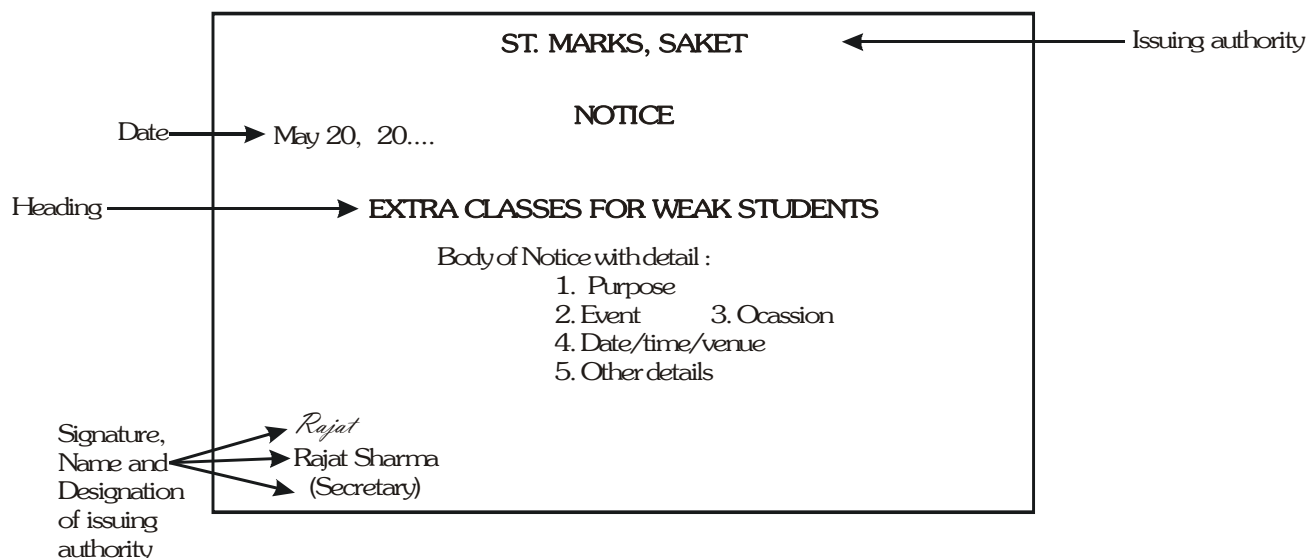
Tours / Fairs / exhibition / camps :

- ☐ Name and nature of the occasion / activity
- ☐ Destination / Place (for tours)
- ☐ Objective : Information, awareness, appeal
- ☐ Duration : From to
- ☐ Expenditure / Entry fee / charges
- ☐ Specific instructions (do's and don'ts) if any
- ☐ Whom to contact for registration, permission letter.

Change of name :

- ☐ Existing name, father's name
- ☐ Address, New name, Reason for change

FORMAT OF NOTICE



Solved Example :

1. You are Anupam, the editor of school Magazine, and want to hold an inter class competition to collect poems and cartoons for the megazine. Draft a notice, for the school notice board inviting entries. Mention all details required like entry dates, Prizes etc.

HOLY CHRIST SCHOOL, DELHI

NOTICE

30 May 20...

INTER-CLASS COMPETITION

There will be an inter-class competition for collecting poems, cartoons etc. for the school magazine, on 12 June, 2010 at 1 PM in the school hall. Student willing to participate should give their names to the undersigned by 9 June, 2010.

Anupam
Anupam
(Editor)

2. Shyam / Shyamli of class of XA lost his / her Hall ticket for the Board Examination in the School Playground. He / She puts up a notice on the school Notice Board

ABC SCHOOL

NOTICE

25 May 20...

LOST! LOST!

I lost my hall ticket for the Board Examination in the School Playground near the P. T. Room during the lunch break today. It has my photograph along with my Roll Number 1520360. Anybody who finds it is requested to give it to me in my class XA. Finder will avail a treat.

Shyam
SHYAM
(Class XA)

EXERCISE

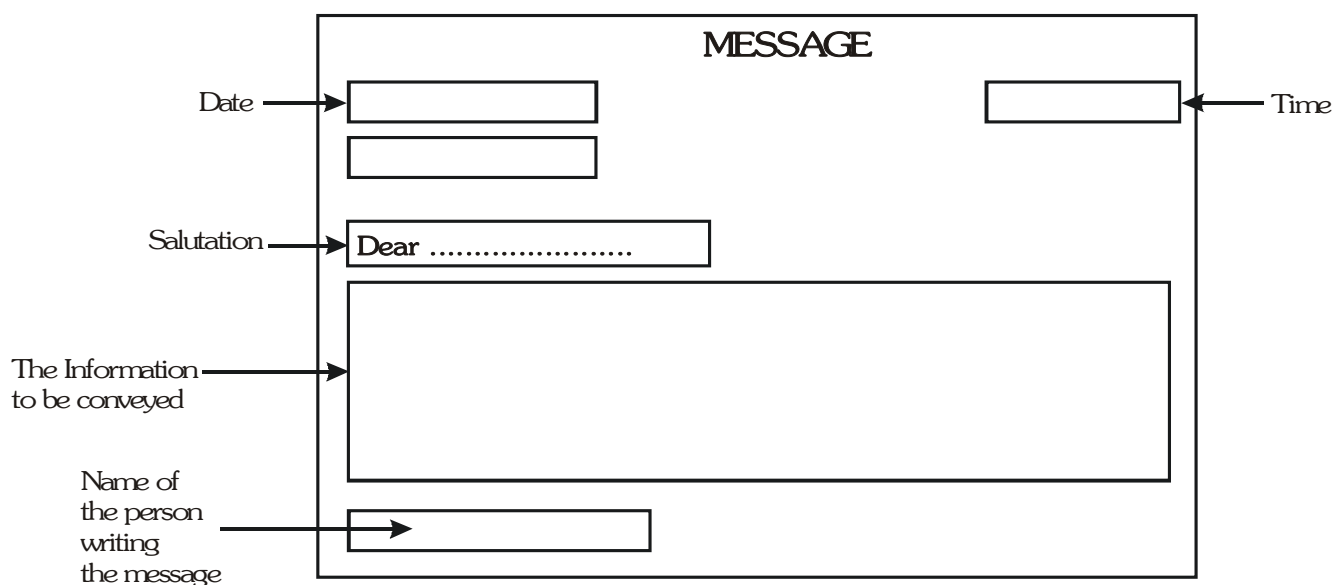
1. A ballet, 'Aaj Ki Awaz' is going to be staged on 1 June, 2010 for the Founder's Day Programme. Put up a short notice for students who are interested to appear for audition in the school Auditorium.
2. Your school, Pratibha Vikas Vidyalaya has decided to organise a summer camp, during summer vacations of 2010. As the head boy of the school, Anand Mahajan, draft a short notice, giving relevant details.
3. Rotary club, Kota has planned to Organise World Health Day on April 7, 2010. An interactive session will be held for IX and X std with Dr. Mohan Kumar on Hepatitis B- its mode of transmission, Major symptoms and its prevention. Draft a notice for this purpose.
4. On account of rain, Nipun Talwar had to take off his wristwatch while playing in the school ground. He only remembered it after reaching home. He is not able to trace it anywhere, so he decides to put up a notice on the school notice board. Write a notice on behalf of nipun Talwar.

MESSAGE

Points to remember while writing a message.

- ☐ Message must be placed in box.
- ☐ Word limit 50 words.
- ☐ No need to write address.
- ☐ Mention time and date when the message is written. This information can be placed on either side of the box.
- ☐ The format should include the word MESSAGE written clearly in middle towards the top of the box.
- ☐ Begin by addressing the person for whom the message has been given eg. Dear Mother.
- ☐ In the next line begin with the content i.e. the message itself.
- ☐ Put the name of the person who is writing the message at the end of the message, On the left hand side.
- ☐ Always use indirect speech to write the message.

Format of Message



Solved example :

1. Read the following conversation between Mr. Chugh and Aakash Chopra and write this Message in not more than 50 words.

Mr. Chugh : Can I speak to Mr. Adhikari Please.

Aakash Chopra : May I know who is calling ?

Mr. Chugh : I am Mr. M. N. Chugh, Secretary, Bharti cellular ltd.

Aakash chopra : I am sorry Mr. Chugh. Mr. Adhikari has just left for meeting. Can I take a message for him ? I am his secretary speaking.

Mr. Chugh : Kindly tell him that the Emergency Board Meeting to be held this evening at 5 P.M. has been cancelled. He should inform Mr. Khosla also.

Aakash chopra : I will certainly give hkm the message. Is there anything else ?

Mr. Chugh : No thank you, bye.

MESSAGE

May 20, 2010

11.00 A.M.

Sir,

Mr. Chugh, secretary Bharti Cellular Ltd., rang up to say that the Emergency Board Meeting to be held at 5 P.M. today has been cancelled. He wants you to inform Mr. Khosla also.

Aakash Chopra

2. You have been urgently called to school for an extra class. In your absence your younger brother would be leaving for a school trip to the hills. Write a message for your brother giving instructions on packing, locking the house and any other relevant matter.

MESSAGE

July 14, 2010

12.30 A.M.

Dear Samarth

Sorry for not being at home to see you off as I have an extra class. I have kept your packet of munchies for the journey near your haversack. Remember to keep enough woolens as frequent showers are likely to make Almora unpleasantly chilly. Lock the house carefully and leave the key with the guards.

Snigdha

THE ROAD NOT TAKEN

by Robert Frost

Summary

Going to the forest on autumn day, the poet saw two roads diverging in different directions. He stood there for a long time to decide which one should be taken. He looked down one road as far as he could see. He could see it up to a point where it turned into the undergrowth. The poet took the other road. it was grassy, less trodden and wanted to wear. However, as far as passing through them was concerned, both the roads lay covered in leaves. These had not been trodden much by the travellers. The poet decided to keep the first road for another day though he was not sure whether he would come back again to walk on the other road. The poet feels that after ages, he would be able to enumerate one fact of life with a sigh. It is that two roads diverged in a forest and he took the one that was less trodden and his choice has made all the difference in his life.

Textbook Stanzas

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

- (a) What decision does the speaker take of the 'first' road ?
 (i) Postpones it for another day (ii) Goes on it
 (iii) Does not notice the first road (iv) Does not go for a walk
- (b) **Explain :-** "leaves no step had trodden black."
 (i) not a travelled road (ii) road littered with leaves and dirty
 (iii) road with a dead end (iv) road full of water
- (c) What doubt crops up in the speaker's mind ?
 (i) Will he find the road again ? (ii) Will there be time to go back ever on that road ?
 (iii) Will he remember this thought or not ? (iv) Will he ever walk again ?
- (d) What bitter truth is reflected in the last line ?
 (i) We tend to be lazy
 (ii) We forget our own promises.
 (iii) We lack determination to go forward in life
 (iv) We do not make promises.

Ans. (a) (i) (b) (i) (c) (ii) (d) (ii)

SHORT ANSWER QUESTIONS

1. Describe the two roads that the poet finds.

Ans. The road in the forest the poet is walking on one autumn day suddenly splits into two. Both paths are covered with dead leaves. One disappears into the undergrowth and the other though attractive seems to have been an infrequent choice since it looks rather fresh.

2. Explain 'in leaves no step had trodden black'. What decision did the poet take about first road?

Ans. It means that no one had stepped on the dried leaves that lay on the ground that day. The poet knew that he could not walk on both roads so he decided that he would travel on the first road some other day.

3. Why does the poet doubt that he would ever come back? Why does the poet want to come back? What were the roads covered with?

Ans. The poet feels that one road leads to another and one can seldom return. The poet wanted to travel on the first road that he has rejected as that was the road many people took. The roads were covered with leaves that morning. No one had walked over them.

4. What will the poet tell with a sigh? When will the poet be telling this? What does road symbolize in the poem?

Ans. The poet will tell with a sigh about a fork in the road, in the forest and the decision he took. The poet will be telling in the future as only the future will reveal whether the decision was a mistake or not. The road symbolises the opportunities one has in life.

LONG ANSWER QUESTIONS

1. What is the central problem in 'The Road not taken'?

Ans. The poem 'The Road not taken' revolves around the central dilemma. It is of making a choice in life. It is rarely that people get a chance to make a choice. They make one choice and go ahead with life. He has to make a choice between two paths. He chooses one path. After living his life substantially, he looks back into his past and feels that perhaps he might have erred in his judgement and opted for the wrong path.

2. Justify the assertion that the poem 'The Road not taken' is a metaphor of life.

Ans. The 'road' in the poem has been used as a Metaphor of life. In Mundane terms, it signifies even the choice of a career. Seeing two roads, the poet decides to take one even though he feels like trying both of them. Years later, he longs for the other road. However, it is not possible to return and walk on it again. Finally, he accepts the fact that his exercise of choice has made all the difference in his life.

3. What moral does the poem present before us?

Ans. The moral of the poem in that life is a continuous journey. The road is a symbol of the opportunities that come our way and we have to make a choice in life between alternatives that appear almost equally attractive. The choices we make have far reaching consequences. Life will be different if man does not follow the beaten path. Once man has embarked on the road or the choices he has made, he can seldom come back to travel the 'road not taken'. The moral is that one must move on without looking back.

PRACTICE QUESTIONS :-

1. Why is Robert Frost sorry that he could not travel on both the roads?

2. Robert Frost had taken the 'less travelled road' and he said, "And that has made all the difference. Discuss what difference had this experience made?"

3. What is the significance of divergence of roads in real life? Discuss.

BIOSKETCH

Difference between Biosketch, Biography and Autobiography

Biosketch is a pen picture or a short description of someone's professional or educational accomplishments.

Biography is a detailed description of someone's life.

Autobiography is a detailed description of one's own life.

What is a Biosketch?

A biosketch is defined as a pen picture or a brief description of someone else's educational or professional accomplishments, meant to highlight important aspects of someone's training, experience and areas of interest. In other words it is a "light sketch" of a person's life.

Value Points

- 1) The whole description of the person concerned should be in a single paragraph.
- 2) Generally the use of Simple Present Tense for the alive people and the Simple Past for the demised people is followed.
- 3) A Biosketch should include the details like - age, qualifications, designation, approach to life, relations with others, reasons for the popularity/ unpopularity of that person, but in short.

Points to Remember

- 1) The students may be given a conversation of two persons and then to write a biosketch of one person after framing the view of that person.
- 2) You may be asked a 'first person' description of your friend's house or anything else, as you know it.
- 3) Someone is the overall Board topper of your school. You decide to take his/her interview. You may be asked to write a short composition based on the interview.

SAMPLE

Q.1 Given below is a profile of Mr. Mohan, the school peon. Write a short Biosketch of Mr. Mohan, taking help of the clues given below:

Age	45 years
Height /weight	5 ft, thin
Family	2 sons, 1 daughter
Education	high school
His likes/ dislikes	plays volleyball, very organised
Reasons for being liked	neat, never shouts at children, very helping and caring

Ans. Mr. Mohan, our school peon, is about 45 years old and about 5 ft tall. He is very agile, thin and can be seen at all places in the school. His family comprises two sons and a daughter. Though he has studied only up to high school, he is anxious for the future of his children. He is so organised and can be seen playing volleyball during his free time. His affection, love and politeness is very infectious and brings a cheerful smile on the face of the children. He is really an integral part of and asset to the school.

Q.2 Given below is the profile of H. G. Wells. Taking help of the given points, write his biosketch in short.

-) Not a writer by choice
-) Suffered from tuberculosis
-) Had to abandon his teaching career
-) Started writing as the last resort to earn living
-) Outstanding success - wrote a succession of science fiction between 1893-1903

Ans. H.G. Wells, a famous writer, was born in 1866 and died in 1946. He is known as one of the founding fathers of science fiction. A prolific and political journalist as well, larger than life figure is still best known for his books. Well's first novel, *The Time Machine*, was written to relieve his poverty. He suffered from tuberculosis and had to abandon his teaching career so started writing as the last resort to living. He achieved outstanding success in writing science fiction between 1893 -1903. He was really a man who could achieve a blissful existence on earth.

Read the notes given below carefully and complete the paragraph that follows. Write your answers in the answer sheet against correct blank number.

RATTAN TATA



- 1937 : Birth on December 28, Mumbai, Father - Naval Ho usji Tate, Mother - Soonoo Tata, Grandfather - Jamshedji Tata. Early Education - Campion School Mumbai.
- 1962 : Graduation from Cornell University in Architecture and Structural Engineering. Turns down a job offer from IBM. Joins Tata Group in December, sent to Jamshedpur.
- 1971 : Appointed Director-in-charge of National Radio and Electronics Company Ltd. (NELCO).
- 1977 : Takes charge of Empress Mill Controlled by Tatas.
- 1981 : Named Chairman of Tata Industries.
- 1991 : Takes over as Group Chairman. Starts reshaping the group, making it the largest business house.
- 1998 : Tata Motors Introduces Ratan's Brainchild Tata Indira.
- 2007 : Acquires Corus Group, an Anglo-Dutch steel and aluminium producer on January 31.
- 2008 : Launches incredible one lakh rupee people's car' TATA NANO.

Honours titles

Padma Shushan (January 26, 2000)

Honorary Doctorate from London School of Economics

Listed among world's 25 most powerful people by Fortune magazine in November 2007.

The Chairman of the Tata Group, India's largest conglomerate Rattan Tata was (a) _____ to Soonoo and Naval Hormusji Tata. His earlier studies (b) _____ and he (c) _____ in 1962. The same year he was (d) _____ which he turned down. Rattan joined the Tata Group in December 1962 and soon he (c) _____. In 1971, Rattan (f) _____ a company that was in dire financial difficulty. Six years later, he (g) _____. In 1981, Rattan was (h) _____ and ten years later (i) _____ when he started reshaping the group making it the largest business house. His brainchild Tata Indica (j) _____ and on January 31, 2007, Rattan Tata spread sensation in the world when (k) _____. A year later, he successfully (l) _____. He was also (m) _____ on 26th January 2000 and has been _____ listed among the 25 most powerful people of the world by Fortune magazine.

Ans. The Chairman of the Tata Group, India's largest conglomerate Rattan Tata was blessed on 28th December, 1937 in Mumbai to Soono and Naval Hormusji Tata. His earlier studies were from Campion School Mumbai and he completed his graduation from Cornell University in Architecture and Structural Engineering in 1962. The same year he was provided a job offer which he turned down. Rattan joined the Tata group in December 1962 and soon he was sent to Jamshedpur. In 1971, Rattan was appointed Director - in - charge of National Radio and Electronics Company Ltd. (NELCO), a company that was in dire financial difficulty. Six years later, he took charge of Empress Mill controlled by Tatas. In 1981, Rattan was named as Chairman of Tata industries and ten years later he took over as Group Chairman when he started reshaping the group making it the largest business house. His brainchild Tata Indica, was introduced by Tata Motors in 1998 and on January 31, 2007, Rattan Tata spread sensation in the world when he acquired Corus Group, an Anglo - Dutch steel and aluminium producer. A year later, he successfully launched incredible one lakh rupee people's car Tata Nano. He was also awarded Padma Bhushan on 26th January 2000 and has been listed among the 25 most powerful people of the world by Fortune magazine.

Read the notes given below carefully and complete the paragraph that follows. Write your answers in the answer sheet against correct blank number.

KALPANA CHAWLA (India's First Woman Astronaut)



- 1961 : Birth on July 1 at Kamal.
- 1976 : Finishes schooling from Tagore Bal Niketan, Kamal.
- 1982 : Gets Bachelor of Science from Punjab Engineering College, Chandigarh.
- 1984 : Moves to USA and marries Jean Pierce Harrison, a flying instructor.
- 1986 : Obtains Master of Science in Aerospace Engineering from University of Texas.
- 1988 : Does Ph.D in aerospace engineering from University of Colorado, begins working for NASA Ames Research Centre.
- 1993 : Joins Overset Methods Inc. California as Vice President and Research Scientist.
- 1994 : Selected by NASA in December.
- 1995 : Joins Johnson Space Centre in 15th Group of Astronauts, flies to space twice.
- 2003 : Space Shuttle Columbia carrying Kalpana and other astronauts crashes on Feb. 1. Entire crew dies.

The first Indian-American woman in space, Kalpana Chawla (a) _____, a small town of Haryana. It was in 1976 when (b) _____. After getting her Bachelors Degree in aeronautical engineering from Punjab Engineering College, Chandigarh, she (c) _____ and married Jean Pierce Harrison, a flying instructor. She (d) _____ and two years later got doctor's degree in the same subject from the University of Colorado and began working for NASA Ames Research Centre. Five years later, (e) _____ and on 1st December 1994, she (f) _____ and joined Johnson Space Centre in the 15th Group of Astronauts. As an astronaut, she flew (g) _____ but unfortunately she, along with (h) _____ on 1st Feb. 2003. She was posthumously awarded the Congressional Space Medal of Honour, the NASA Space Flight Medal, the NASA Distinguished Service Medal and others.

FIGURE OF SPEECH

A **Figure of Speech** is a form of expression used to convey meaning or heighten effect. It is a way of describing things not in the ordinary way or speech but in a new and remarkable manner. It is done to produce a greater, more pleasant and distinctive effect.

Figures of Speech can be classified into six groups

1. Those based on Resemblance; such as Simile, Metaphor, Personification and Apostrophe.
2. Those based on Contrast; such as Antithesis and Epigram.
3. Those based on Association; such as Metonymy and Synecdoche.
4. Those based on Construction; such as Climax and Anti-Climax.
5. Those based on Indirect Expression; such as Euphemism and Irony.
6. Those based on Sound; such as Alliteration and Onomatopoeia.

BASED ON RESEMBLANCE

1. Simile

A **Simile** means comparison. It compares two **unlike** or **different** things that is introduced by words such as, **like**; **as-as**, or **so**. It is a definite statement of likeness between two different persons, objects or events. Study the following example.

King Porus was as brave as a lion.

(a) In the first place King Porus (a person) is compared to a lion (an animal).

(b) The point of similarity between them is their **courage** which is very distinctly stated in the sentence.

Examples :

1. He came like the wind and went like the whirlwind.
2. Why, man, he doth bestride the narrow world like a colossus, and we petty men walk under his legs.
3. I wandered lonely as a cloud. That floats on high o'er vales and hills.
4. How far that little candle throws its beams so shines a good deed in this naughty world.
5. He was as innocent as a newly born babe.

There are some common similes which we use in our everyday speech :

As blind as a bat; as thick as thieves; as deaf as a lamp-post; as dull as ditch water; as smooth as silk; as light as a feather; as slippery as an eel;

similes like an angel; walks like an old man; sings like a lark; soars like an eagle; runs like a hare; roars like a lion.

NOTE : A comparison of two things of the **same kind** is not a simile,

2. Metaphor

A **Metaphor** is an implied simile. We do not use words such as, **like** or **as**, as we do in a simile. In a Metaphor, a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness. When we say King Porus was a lion in the battle, we use a metaphor.

Examples :

1. The camel is the ship of the desert.
2. Fame is the spur that clear spirit doth raise. To scorn delights, and live laborious days.
3. These growing feathers pluck'd from Caesar's wings will make him fly an ordinary pitch.
4. You blocks, you stones, you worse than senseless things.
5. Life is a dream.
6. It was a great prize to win, in the twilight of his life.

Other common metaphors are : ‘

Hope is the opium of the poor, ran with his tail between his legs, chickenhearted fellow, give the cold shoulder, rub salt in the wounds, blow your own, trumpet.

NOTE : A Metaphor should not be **mixed**. it means that an object should not be identified with two or more different things in the same sentence.

Example :

I smell a rat; I see it floating in the air; I will nip it in the bud.

3. Personification

In **Personification** inanimate things or abstract ideas are represented as persons or as having human qualities or by a human form. For example; 'Age, thou art sham'd in this sentence from Julius Caesar, Cassius addresses **time** as a living person.

Examples :

1. It took the whole of creation to produce my foot, my each feather. Now I hold creation in my foot.
2. The Moon came sweeping In scorning.
3. But, Patience, to prevent
That murmur, soon replies.
4. Opportunity knocks at the door, but once.
5. Wisdom hath builded her house; She hath hewn out her seven pillars.

4. Apostrophe

An **Apostrophe** is a special form of personification. An apostrophe is a direct address to the dead, to the absent, or to a personified idea or object. For example : 'O Death ! Where is thy sting?' In this apostrophe 'Death' is addressed as a person.

Examples

1. Oh wind ! If winter comes can spring be far behind?
2. O mighty Caesar ! Dost thou lie so low?
3. My Country in thy day of glory past a beauteous halo circled round thy brow.
4. O judgement thou art fled to brutish beasts.
5. Milton ! thou shouldst be living at this hour.

BASED ON CONTRAST

5. Hyperbole

A **Hyperbole** is an exaggerated statement. It makes things either greater or less than they really are.

Examples :

1. I heard a thousand blended notes while in a grove I sat reclined.
2. I came upon a host of Daffodils, Ten Thousand were they.
3. All the perfumes of Arabia will not sweeten this little hand.
4. And weep your tears.
Into the channel fill the lowest stream. Do kiss the most exalted shores fall.
5. I have not met her since ages.

6. Oxymoron

An **Oxymoron** is a term applied to a phrase which appears to be contradictory, e.g., bitter sweet. In an oxymoron no contradictory qualities are predicted at once of the same thing or person.

Examples :

1. The wisest fool in Christendom.
2. His honour in dishonour stood. And faith unfaithful kept him falsely true.
3. A few small fragments of those wrecks sublime which human eyes may never more behold.

7. Antithesis

An **Antithesis** is a striking contrast of words or ideas in the same sentence. It is done for the sake of emphasis.

Examples :

1. Speech is silver but silence is golden.
2. Man proposes, God disposes.
3. United we stand, divided we fall.
4. Laugh and the world laughs with you; cry, and you cry alone.
5. To err is human, to forgive divine.

8. **Epigram**

An **Epigram** is a short, pithy, pointed saying in prose or verse. It arrests our attention by giving opposite contradictory ideas, which surprise us also. But on careful reading we realize a shrewd statement.

Examples :

1. The child is the father of man.
2. Fools rush in where angels fear to tread.
3. Brevity is the soul of wit.
4. You see, how dangerous it is to be too good.
5. Sometimes ignorance is bliss.

9. **Pun**

A **Pun** consists in the use of a word in such a way that it can be interpreted in many ways. The idea is to produce humour, surprise or admiration.

Examples :

1. Is life worth living — it depends on theivc a
2. A soldier faces the powder, a woman powder-, her face.

BASAD ON CONSTRUCTION10. **Climax**

Climax is a Greek word meaning a ladder. It is an arrangement of ideas in the order of increasing importance.

Examples :

1. He came; He saw; He conquered.
2. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.
3. Fat, rotund, roly-poly, obese, corpulent.
4. An author ought to write for the youth of his own generation, the critics of the next and the school masters of ever afterward.

11. **Anti-Climax**

An **Anti-Climax** is the-opposite of Climax, a sudden descent from the higher to the lower. It is chiefly used for the purpose of humour, satire or ridicule.

Examples :

1. How one likes to suffer. Anyway writer's do; it is their income.
2. 'Here, then great Anna ! Whom three realms obey.
Dost sometimes counsel take — and sometimes tea'.
3. Miss Bela went home in a flood of tears and a sedan chair.
4. They speak like saints and act like devils.

BASED ON ASSOCIATION12. **'Metonymy' — (Met-on-e-me)**

'Metonymy' means a **change of name**. In it the object is designated by the name of something usually associated with it. For example : We use **crown** or **throne** for the king; **bench** for the judge; **sword** for the soldier; **law** for a policeman; **press media** for TX, radio, newspaper etc.

Examples :

The **House** will have its first sitting tomorrow (members of the Parliament or Lok Sabha)

Red-Coats — for British Soldiers

GI's for American soldiers

The **pen** for writers. The **pen** is mightier than the **sword** (For soldiers).

You must address the **chair** (meaning the Chairman).

The **kettle** boiled over (That is the water in the kettle).

The whole **city** turned out to see the match (majority of people).

I am reading **Shakespeare** these days (The works of Shakespeare)

13. Synecdoche

In **Synecdoche** a part is used to designate a whole or the whole to stand for a part. It usually consists in changing one noun for another of the same meaning.

Examples :

1. Give us this day our daily **bread**. (food)
2. All **hands** to the deck ! (Every sailor crew).
3. The poor man had many **mouths** to feed. (many people)

14. Transferred Epithet

In this figure an epithet or qualifying adjecting is sometimes transferred from a person to a thing closely associated with it in the sentence, but it may not strictly belong there. For example, we say ! I spent a **sleepless** night. It means that it was 'I' who could not sleep, the **night** was not sleepless.

Examples :

1. He received a **mortal** wound.
2. We spent a **dreadful** day.
3. When I consider how my light is spent.
Ere half my days, in this **dark world** and **wide**.
4. The Moon was a ribbon of moonlight.

BASED ON INDIRECT EXPRESSION

15. Euphemism

By Euphemism we express something unpleasant or disagreeable in a mild or gentle manner. It is done to avoid giving pain or offence to anyone. For example, we say, "He has passed away", instead of saying he is dead.

Examples :

1. Oh what a sleep, they sleep, my countrymen !
2. Don't tell me **fairy tales**. (lies)
3. Can **storied urn** or animated bust.
Back to its **mansion** call the fleeting breath

16. Irony

By Irony we say just the opposite of what we mean to say. Literally we may praise a person, but figuratively we are ridiculing and criticizing.

Examples :

1. For Brutus is an honourable man
So are they all; all honourable men.
2. You Cassius has a lean and hungry look;
He thinks too much; such men are dangerous.
3. The Devil can cite scripture for his purpose.
4. Words are like leaves; and where they most abound,
Much fruit of sense beneath is rarely found.

17. Onomatopoeia

Onomatopoeia signifies the use of a word that is formed from the sound it is intended to represent. Such words are **thud, meow meow, clatter, crash**. This method or figure is used more in poetry.

Examples :

1. It cracked and growled and roared and howled like noises in a swound.
2. I chatter, chatter as I flow
To join the brimming river.
3. I clatter over stony ways,
In little sharps and trebles
I bubble into eddying bays
I babble on the pebbles.
4. 'That's why I sing with panache;
Koo-oh-ah ! Ko-ash ! Ko-ash !'

18. Alliteration

Alliteration the repetition of one or more similar sounds, or letters at the beginning of two or more words.

Examples :

1. So **little they** rose, so **little they** fell.
They did not move the Inchcape Bell.
2. The furrow followed free.
3. **Water, water, everywhere**
And all the boards did shrink.
Water, water, everywhere
And not a **drop** to drink.
4. Quoth Sir Ralph, 'The next who comes to the Rock
Won't bless the Abbot of Aberbrothok.'

Name the Figures of Speech in the following sentences

1. There are no gains without pains.
2. People ask for criticism but they only want praise.
3. Darling I am growing old. Silver threads among the gold.
4. Thou, too, sail on O Ship of State ! sail on, O Union, strong and great !
5. A house divided against itself cannot stand.
6. All that glisters is not gold.
7. Our sweetest songs are those that tell of saddest thoughts.
8. 'Beauty is truth, truth beauty that is all
ye know on earth, all ye need to know.'
9. The spirit indeed is willing, but the flesh is weak.
10. He had a broad face and a little round belly. That shook when he laughed like a boy full of jelly.
11. Friends, Romans, Countrymen, lend me your ears.
12. Nothing in his life
Became him like the leaving it.
13. Here he lies where he longs to be.
Home is the sailor, home from the sea,
And the hunter home from the hill.
14. The ballot is stronger than the bullet.
15. An ambassador is an honest man sent to lie abroad for the good of his country.
16. Saying is one thing. doing is another.