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“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतन्त्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

– इन्दिरा गाँधी

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*“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”*

– Indira Gandhi

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**Block****4****BURNING ISSUES**

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**UNIT 1****Social Injustice** **5**

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**UNIT 2****Make Peace Not War** **17**

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**UNIT 3****Young Leaders** **29**

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**UNIT 4****Doing Away with Exams** **45**

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# **BLOCK INTRODUCTION**

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Welcome to the fourth and final block of this Course: Burning Issues

While the earlier blocks concentrated on your daily activities, this block engages you with the burning issues of the day. The language skills that you would require at this stage will evidently be at a much more advanced level. But if you have diligently worked through the units so far, you will not find this block difficult.

In fact, this block gives you an opportunity to express your own ideas, to debate, to think about the happenings in the world around you. We have taken care to see that our communicative needs determine the content of the course. Therefore the Units are as follows:

Unit 1: Social Injustice

Unit 2: Make Peace Not War

Unit 3: Young Leaders

Unit 4: Doing Away With Exams

We want to make clear that as in the earlier blocks, the materials are so designed that they can be suitable for students at a wide range of language levels. The time spent on each activity/task will depend on your needs and interest. Activities that are not relevant to particular individuals may be cut short or omitted – but it is advisable to do them all. Most of the activities are individual activities. Whenever, more than one person is required, especially in spoken English activities, practice with someone near your house who knows English or go to the Study Centre, where your counselor will set up these activities. Remember that there is an audio with this Course, and you must play this again and again.

We would be glad for some feedback. So do write to us from time to time.

Enjoy the Course! Good Luck!

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## **ACKNOWLEDGEMENT**

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# UNIT 1 SOCIAL INJUSTICE

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## Structure

- 1.0 Objectives
- 1.1 Warm Up
- 1.2 Reading Comprehension: “The Thakur’s Well” by Premchand
- 1.3 Vocabulary: Same Words Different Meanings
- 1.4 Grammar: To + Verb
- 1.5 Writing: Newspaper Report
- 1.6 Listening Comprehension
- 1.7 Pronunciation: Suffixes in the Past Tense
- 1.8 Let Us Sum Up
- 1.9 Answers

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## 1.0 OBJECTIVES

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This unit will help you to:

- understand how social injustice is caused by harbouring prejudices based on caste, creed, colour and gender.
- appreciate some of these issues based on a story by Premchand.
- write an essay on a current social issue.
- practise the infinitive (to+verb) in meaningful situations.
- use different phrases and idiomatic expressions.
- listen to a speech and answer questions on it.

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## 1.1 WARM UP

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Do you feel from time to time that society is unequal? That even basic necessities like water, air, right to live becomes a privilege of a few. List out five incidents in your life where you felt that somebody was denied equal treatment.

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## 1.2 READING COMPREHENSION: “THE THAKUR’S WELL” BY PREMCHAND

Read the story given below and answer questions on it.

Jokhu brought the lota to his mouth but the water smelled foul. He said to Gangi, ‘What kind of water is this? It stinks so much I can’t drink it! My throat’s burning and you give me water that’s turned bad.’

Every evening Gangi filled the water jugs. The well was a long way off and it was hard for her to make several trips. She’d brought this water yesterday and there’s been no bad smell at all then. How could it be there now? She lifted the lota to her nostrils and it certainly smelt foul. Surely some animal must have fallen into the well and died. But she didn’t know where else she could get any water.



No one would let her walk up to the Thakur’s well. Even while she was far off people would start yelling at her. At the other end of the village the shopkeeper had a well but even there they wouldn’t let her draw any water. For people like herself there wasn’t any well in the village.

Jokhu, who’d been sick for several days, held back his thirst for a little while. Then he said, ‘I’m so thirsty I can’t stand it. Bring me the water, I’ll hold my nose and drink a little.’

Gangi did not give it to him. His sickness would get worse from drinking bad water that much she knew. But she didn’t know that by boiling the water it would be made safe. She said, ‘How can you drink it? Who knows what kind of beast has died in it? I’ll go and get you some water from the well.’

Surprised, Jokhu stared at her. ‘Where can you get more water?’

‘The Thakur and the shopkeeper both have wells. Won’t they let me fill just one lota?’

‘You’ll come back with your arms and legs broken, that’s all. You’d better just sit down and keep quiet. The Brahman will give a curse, the Thakur will beat you with a stick and that money-lending shopkeeper takes five for every one he gives. Who cares what people like us go through? Whatever they say about giving some help, we can just die and nobody will even come to this door to have a look. Do you think people like that are going to let you draw water from their well?’

The harsh truth was in these words and Gangi could not deny it. But she wouldn’t let him drink that stinking water.

By nine o' clock at night the dead-tired field hands were fast asleep but a half dozen or so idlers were gathered at the Thakur's door. These were not the times nor were there any occasions for valour in the field; valour in the courtroom was the topic of the day. How cleverly the Thakur had bribed the local police chief in a certain case and come off scot-free! With what skill he'd managed to get his hands on a copy of the dossier in an important lawsuit. The clerks and magistrates had all said it was impossible to get a copy. One had demanded fifty for it, another a hundred, but for no money at all a copy had come flying. You had to know the right way to operate in these matters.

At this moment Gangi reached the Thakur's property to get water from his well.

The dim glow of a small oil lamp lit up the well. Gangi sat hidden behind the wall and began to wait for the right moment. Everybody in the village drank the water from this well. It was closed to nobody, only those unlucky ones like herself could not fill their buckets here.

Gangi's resentful heart cried out against the restraints and bars of the custom. Why was she so low and those others so high? Because they wore a thread around their necks? There wasn't one of them in the village who wasn't rotten. They stole, they cheated, they lied in court. That very day the Thakur had stolen a sheep from the poor shepherd, then killed and eaten it. They gambled in the priest's house all twelve months of the year. The shopkeeper mixed oil with the ghee before he sold it. They'd get you to do their work but they wouldn't pay wages for it to save their lives. Just how were they so high and mighty? It was only a matter of words. No, Gangi thought, we don't go around shouting that we're better. Whenever she came into the village they looked at her with eyes full of lust, they were on fire with lust, every one of them, but they bragged that they were better than people like her.

She heard people coming to the well and her heart began to pound. If anybody saw her there'd be the devil to pay and she'd get an awful kicking out of it. She grabbed her bucket and rope and crept away to hide in the dark shadows of a tree. When had these people ever had pity on anybody? They beat poor Mahngu so hard that he spat blood for months, and the only reason was that he refused to work in the forced labour gang. Was this what made such people consider themselves better than everybody else?

Two women had come to draw water and they were talking. One said: "There they were eating and they order us to get more water. There's no money for a jug."

'The men folk get jealous if they think they see us sitting around taking it easy.'

'That's right, and you'll never see them pick up the pitcher and fetch it themselves. They just order us to get it as though we were slaves.'

'If you're not a slave, what are you? You work for food and clothes and even to get nothing more than five or six rupees you have to snatch it on the sly. What's that if it isn't being a slave?'

'Don't shame me, sister! All I do is long for just a second's rest. If I did this much work for somebody else's family I'd have an easier time, and they might



even be grateful. But here you could drop dead from overwork and they'd all just frown.'

When the two of them had filled their buckets and gone away Gangi came out from the shadow of the tree and drew close to the well platform. The idlers had left, the Thakur had shut his door and gone inside to the courtyard to sleep. Gangi took a moment to sigh with relief. On every side the field was clear. Even the prince who set out to steal nectar from the gods could not have moved more warily. Gangi tiptoes up on to the well platform. Never before had she felt such a sense of triumph.

She looped the rope around the bucket. Like some soldier stealing into the enemy's fortress at night she peered cautiously on every side. If she were caught now there was not the slightest hope of mercy or leniency. Finally, with a prayer to the gods, she mustered her courage and cast the bucket into the well.

Slowly, slowly it sank in the water. There was not the slightest sound. Gangi yanked it back with all her might to the rim of the well. No strong-armed athlete could have dragged it up more swiftly.

She had just stooped to catch it and set it on the wall when suddenly the Thakur's door opened. The jaws of a tiger could not have terrified her more. The rope escaped from her hand. With a crash the bucket fell into the water, the rope after it, and for a few seconds there were sounds of splashing.

Yelling 'Who's there? Who's there?' The Thakur came towards the well and Gangi jumped from the platform and ran away as fast as she could.

When she reached home, Jokhu with the lota at his mouth, was drinking that filthy, stinking water.

(By Premchand, Translated from Hindi by David Rubin, Penguin Books)

**Check Your Progress 1**

1) Jokhu was thirsty. Why did he not drink the water his wife had brought?

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2) What was the 'harsh truth' Jokhu pointed out to his wife?

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3) i) Why was the Thakur not convicted in a certain case even though he was guilty?

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ii) What trait of the Thakur's character does this bring out?

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4) Why did Gangi go to the Thakur's well at night?

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5) Which of these words describe the so-called 'high-caste' people?

dishonest, corrupt, innocent, rotten, kind,  
high-handed, cruel, generous, powerful

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6) Why did the women consider themselves to be slaves? What do you think was the position of women at that point of time?

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ii) Gangi faces “double discrimination. Discuss.

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7) Why did she leave the bucket in the well?

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8) What do you think happened to Jokhu after he drank the stinking water?

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9) Should everyone in society be treated as equal? What do you do in your life to bring this about?

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### 1.3 VOCABULARY: SAME WORDS DIFFERENT MEANINGS

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1) Have you noticed that verbs in English can be used in a variety of ways, often carrying different meaning.

#### Check Your Progress 2

Let’s see some of the ways in which the verb **take** can be used.

- i) Gangi would like to take clean water for her husband. (=carry)
- ii) We will take a room in a hotel for a night. (= rent)
- iii) Take a seat and watch the film. (=occupy)
- iv) The accountant was accused of taking bribes. (=accepting)
- v) The new bus can take 60 passengers. (=hold)

- 2) Use suitable forms of the verbs given below to fill in the blanks. You may need to change their form.

**close****keep****give**

- i) Go for a walk. It will ..... you an appetite.  
 ii) These measures are aimed at ..... the gap between the rich and the poor.  
 iii) Please ..... the door and lock it.  
 iv) ..... your passport in a safe place  
 v) The branch began to ..... under his weight.  
 vi) What time does the bank.....?  
 vii) She ..... the children amused for hours.  
 viii) You are sure to ..... me your cold.  
 ix) Can you .....a secret?
- 3) Study the phrases and idiomatic expressions beginning with *in*. Use the appropriate phrases in the blanks and complete the sentences.

in three weeks, in order, in cash, in full bloom, in minerals, in the hat

- i) Bihar is rich .....  
 ii) The roses are .....  
 iii) The man ..... is a poet.  
 iv) My friend learnt to drive .....  
 v) I must put my affairs .....  
 vi) I bought this watch for Rs. 3,000. I paid .....

## **1.4 GRAMMAR: TO + VERB**

Read these sentences.

- i) It was hard for Gangi to make several trips.  
 ii) Do you think people like that are going to let you draw water from their well?  
 iii) Gangi stooped to catch the bucket.

The underlined words are called **infinitives**. They usually follow verbs such as *refuse, hope, arrange, learn* and so on.

### **Check Your Progress 3**

- 1) Rewrite these sentences using the correct form of the verb given in brackets.
- i) Did you remember (lock) the safe.  
 ii) Gangi hoped (get) a bucket of clean water.  
 iii) The boss refused (accept) my resignation  
 iv) Usha hopes (draw) your portrait before the end of this month.

- v) My sister is afraid of heights. She refused (go) rock climbing.
- vi) My American friend invited me (spend) my summer holidays with her.
- vii) The air hostess asked the passengers (fasten) their seat belts.
- viii) The women had come (draw) water from the well.
- ix) They arranged (meet) after office hours.
- x) The Sherpa warned the mountaineers not (smoke) while using oxygen masks.

2) Complete the paragraph using suitable infinitives from the box.

to press,	to peck,	to find out,
to solve,	to do,	to amuse

Many animals can be taught ..... problems, especially when they are given rewards. Rats have been taught ..... a lever to get food. Pigeons have been taught ..... a disc for the same reason. Even an octopus has been trained ..... the difference between a square and a rectangle! Animals in circuses have been taught ..... all sorts of tricks ..... an audience. In all cases we may say that an animal is using intelligence.

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## 1.5 WRITING: NEWSPAPER REPORT

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Read this newspaper report.

### **Discrimination has no place in democracies**

New Delhi: It's a shame that even after 56 years of Independence, women in the country are being discriminated against. Article 14 of the Constitution provides that no citizen shall be discriminated against on the basis of caste, creed, sex, religion, etc. Laws, which aim at empowering the vulnerable sections of society, must be implemented along the provisions of the Constitution and the Directive Principles of state policy. Women in greater numbers must be allowed to participate in the lawmaking process. This will help plug the loopholes in various laws relating to property, inheritance and other areas.

What do you notice about this newspaper report? Do you for instance notice that

- the report is informative and educative
- the information is laid out clearly and authentically
- it expresses facts as well as feelings and emotions
- it deals with a social issue in a relevant context
- the writer has a perspective on the issue which is evidently sincere
- there is evidence of research and apparent expertise on the topic
- the language is clear, precise and objective

**Check Your Progress 4**

Using the format and tone of the report given above. Write a newspaper report on ‘Gender Bias.’ The guideline for the report is given below:

- Woman at home .....as daughter, wife, mother
- Woman at the work place .....not adequately represented.
- Women in the political field.....does not participate in the law-making process.
- Women as an individual ..... laws of inheritance, dowry, divorce, etc often work against her.

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**1.6 LISTENING COMPREHENSION**

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*August 28, 1963 marked the commemoration of one-hundredth anniversary of the abolition of slavery in the United States of America. Martin Luther King, a loved and respected leader of the Blacks joined the procession of over two hundred thousand whites and blacks. They stood before the great white pillars of Lincoln Memorial. It looked as if the huge seated figure of Abraham Lincoln, the advocate of freedom, was listening to their plea for civil rights.*

*Martin Luther King began by speaking of the promise of equality as a bad debt that the government had yet to settle. The crowd hung on his words. He knew that he was speaking for them as well as to them. Then came the greatest speech of the civil rights movement.*

This is an extract from Martin Luther King’s speech, “I have a Dream.”

**Check Your Progress 5**

Listen carefully to the questions. Pick out the correct alternatives and write its number in your answer sheet.

- 1) What had the government not given to the blacks
  - i) their civil rights?
  - ii) freedom?
  - iii) a lot of money?
- 2) What was King’s dream?
  - i) that America should become a great nation
  - ii) that there should be no blacks in America.
  - iii) That there should be perfect equality between the whites and the blacks.



- 3) Was slavery abolished in the United States
- i) in 1863?
  - ii) in 1963?
  - iii) in 1763?

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## 1.7 PRONUNCIATION: SUFFIXES IN THE PAST TENSE

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The 'past' suffix (-ed), which turns the regular verbs into their past and past participle forms (played, laughed, etc.), is pronounced in three different ways. Listen and repeat after the teacher.

- i) /id/ after the consonants /t,d/:
 

wanted	cheated
hated	lifted
batted	raided
implemented	discriminated
  
- ii) /t/ after the consonants /p, k ,tʃ ,f, s, ʃ/:
 

stopped	stooped
mixed	passed
watched	pushed
laughed	
  
- iii) /d/ after all other consonants and all vowels:
 

filled	dragged
stared	moored
bribed	mustered
tried	gambled

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## 1.8 LET US SUM UP

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In this Unit there is a famous story by Munshi Premchand which is based on some social issues. In the vocabulary section you are made aware that certain words have multiple meanings. You hear a beautiful speech by Martin Luther King and answer some questions on it. You learn to write a report based on facts. You can also now use the infinitive, and certain phrases and idiomatic expressions confidently. The correct pronunciation of the past tense forms is recorded.

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## 1.9 ANSWERS

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### Check Your Progress 1

- 1) i) Because it was giving off a foul smell.

- 2) That the 'upper caste' ill treated the 'low caste'. Gangi was a 'low caste' woman and would not be allowed to draw water from the wells of the shopkeepers and Thakur.
- 3) i) Because he had bribed the police.  
ii) that he was corrupt
- 4) Because her husband was ill and wanted water and also no one could see her in the night.
- 5) dishonest, corrupt, rotten, high-handed, cruel, powerful.
- 6) i) Because they were overworked and not appreciated by their families especially the men folk. They had just to obey the orders of the men in the family.  
ii) as a **woman** and as a **lower caste** woman.
- 7) Because the Thakur had come out of his house and she was terrified of him and of the consequences of being seen by him.
- 8) Different answers, like Jokhu became unconscious; or he became very ill or he vomited and so on.

### Check your Progress 2

- 2) i) give ii) closing iii) close iv) Keep v) give vi) close  
vii) kept viii) give ix) keep
- 3) i) – in minerals ii) – in full bloom iii) – in the hat  
iv) – in three weeks v) – in order vi) – in cash

### Check Your Progress 3

- 1) i) to lock ii) to get iii) to accept iv) to draw  
v) to go vi) to spend vii) to fasten viii) to draw  
ix) to meet x) to smoke
- 2) to solve, to press, to peck, to find out, to do, to amuse.

### Audio text

King said: "I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that my four little children will live in a nation where they will not be marked by the colour of their skin, but by the content of their character.

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. But not only that, let freedom ring from every hill and molehill of Mississippi.

When we let freedom ring from every town and every hamlet, from every state and every city, we will be able to speed up that day when all God's children, black men and white men, Jews and Gentiles, Protestants and

Catholics, will be able to join hands and sing in the words of that old Negro spiritual, ‘Free at last! Free at last! Thank God almighty, we are free at last!’

**Check Your Progress 4**

Do it yourself.

**Check Your Progress 5**

- 1) (i)
- 2) (iii)
- 3) (i)



---

## UNIT 2 MAKE PEACE NOT WAR

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### Structure

- 2.0 Objectives
- 2.1 Warm Up
- 2.2 Reading Comprehension
- 2.3 Vocabulary
- 2.4 Grammar: Adjectives
- 2.5 Writing: Diary Entries
- 2.6 Listening: “Imagine” Song by John Lennon
- 2.7 Speaking
- 2.8 Pronunciation: Michael Jackson’s Song “Heal the World”
- 2.9 Let Us Sum Up
- 2.10 Answers

---

## 2.0 OBJECTIVES

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To develop in the learner the ability to:

- Read a diary entry and comprehend it
- Comprehend new lexical items
- Listen and comprehend facts
- Make inferences from the text
- Evaluate a situation and express opinions
- Write a diary entry
- Use different kinds of ‘question’ forms correctly
- Write and deliver a speech.

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## 2.1 WARM UP

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- Why do you think people write diaries? List some reasons.

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- How can a diary be valuable for a person?

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## 2.2 READING COMPREHENSION

Anne Frank was a German-born Jew. She was a victim of the holocaust. During her period of hiding from the Nazis, she wrote a diary which was later found and published. She died in Feb.1945 in one of the concentration camps at Belsen. During her time in hiding, she had kept a diary (which she called Kitty). Here is an excerpt from it.

**Wednesday, 3<sup>rd</sup> May 1944**

Dear Kitty

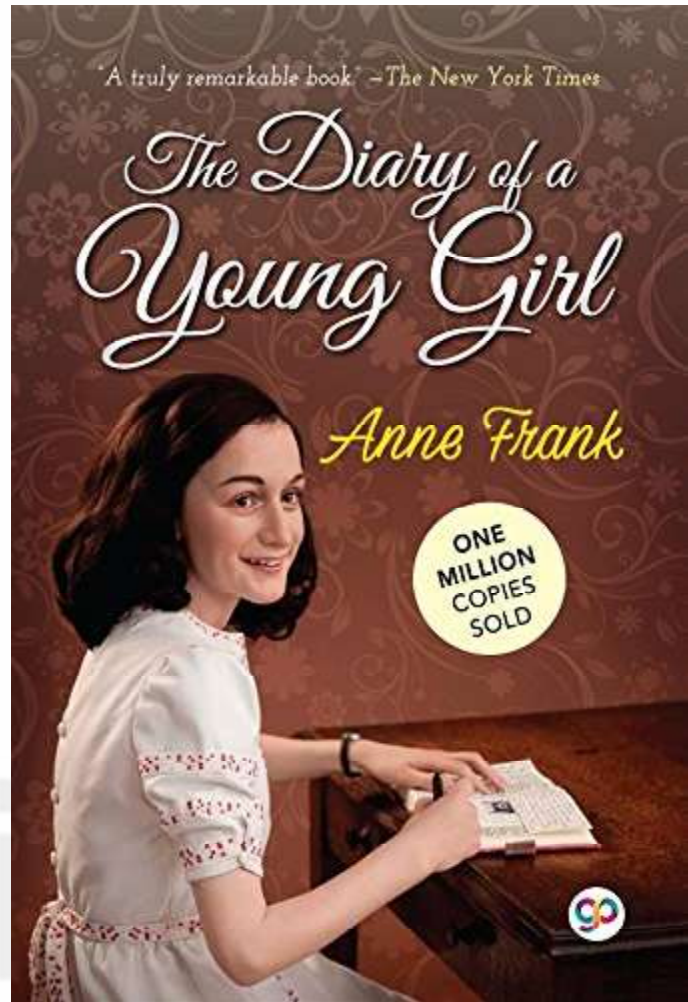
First, just the news of the week. We're having a holiday from politics; there is nothing, absolutely nothing to report. I, too, am gradually beginning to believe that the invasion will come.

As you can easily imagine we often ask ourselves here despairingly: 'what, oh what is the use of the war? Why can't people live peacefully together? Why all this destruction?'

The question is very understandable, but no one has found a satisfactory answer to it so far. Yes, why do they make still more gigantic planes, still heavier bombs and, at the same time, prefabricated houses for reconstruction? Why should millions be spent daily on the war and yet there's not a penny available for medical services, artists, or for poor people?

Why do some people have to starve, while there are surpluses rotting in other parts of the world? Oh, why are people so crazy?

I don't believe that the big men, the politicians and the capitalists alone are guilty of the war. Oh, no, the little man is just as keen; otherwise the people of the world would have risen in revolt long ago! There is an urge and rage in people to destroy, to kill, to murder, and until all mankind, without exception, undergoes a great change, wars will be waged, everything that has been built up, cultivated and grown, will be destroyed and disfigured, after which mankind will have to begin all over again.



I have often been downcast, but never in despair; I regard our hiding as a dangerous adventure, romantic and interesting at the same time. In my diary I treat all the privations as amusing. I have made up my mind now to lead a different life from other girls and, later on, different from ordinary housewives. My start has been so very full of interest, and that is the sole reason why I have to laugh at the humorous side of the most dangerous moments.

I am young and I possess many buried qualities; I am young and strong and am living a great adventure; I am still in the midst of it and can't grumble the whole day long. I have been given a lot, a happy nature, a great deal of cheerfulness and strength. Every day I feel that I am developing inwardly, that the liberation is drawing nearer and how beautiful nature is, how good the people are about me, how interesting this adventure is! Why, then, should I be in despair?

Yours,  
Anne

From *The Diary of Anne Frank*, translated from the Dutch  
by B.M. Mooyaart

(Picture source: <https://www.amazon.in/Diary-Young-Girl-Anne-Frank-ebook/dp/B01N0QWB10>)

**Check Your Progress 1**

1) Why do you think Anne gave a name to her diary?

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2) "This question is very understandable, but no one has found a satisfactory answer to it so far":

- a) What is the question?
- b) Why is it a very simple question?
- c) Why has no answer been found as yet?

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3) What is it that puzzles Anne?

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4) Who, according to Anne, are responsible for war?

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5) Why do you think Anne regards their hiding as a dangerous, romantic and an interesting adventure?

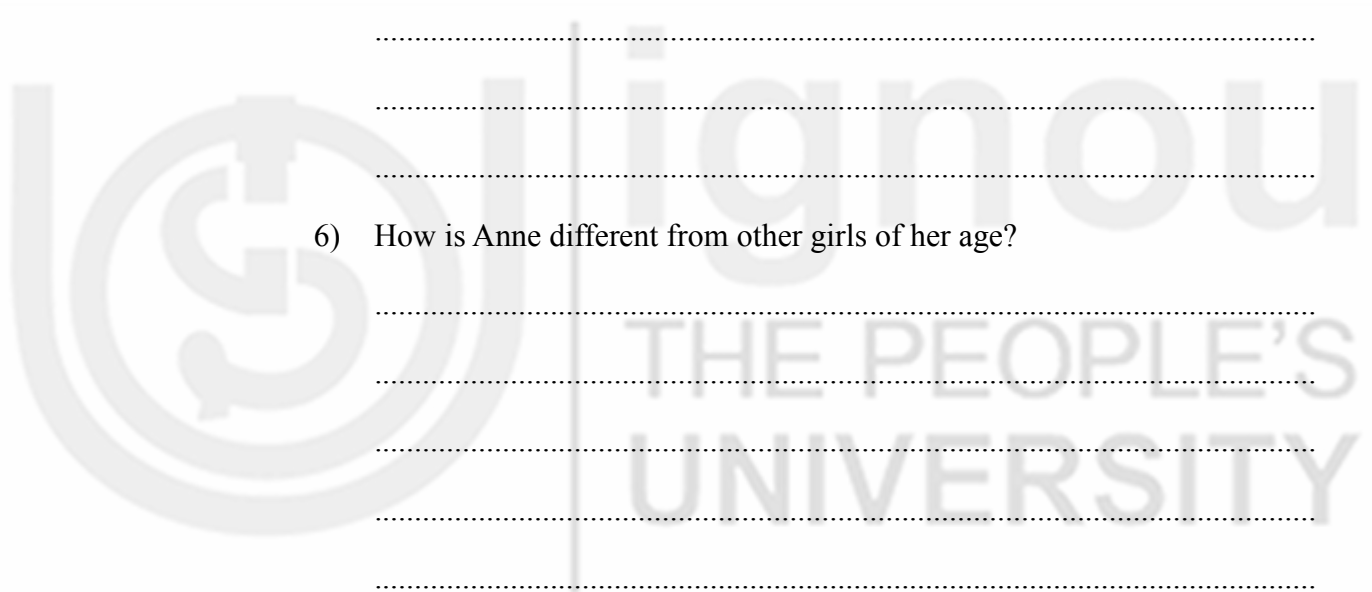
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6) How is Anne different from other girls of her age?

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7) What is Anne's outlook on life? Is it a natural attitude?

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8) Who is a cynic? Do you think Anne is a cynic? Give reasons.

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9) What are the questions that Anne raises in this diary entry? Do we have the answers to them now? Why?

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10) Do you think the world is a better place to live in now? Give reasons.

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11) Anne says. "I possess many buried qualities." What are these qualities?

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12) Though Anne was living in very dangerous times, why does she think and say. "Why should I be in despair?"

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## 2.3 VOCABULARY

### Check Your Progress 2

- 1) Here are some words and expressions from Anne’s Diary. Put them in the appropriate columns.

revolt, rage, beautiful nature, great adventure, destroyed, cheerfulness, disfigures, strength, grumble, dangerous, despair, peacefully, interesting, kill, laugh, murder, war, happy nature, developing inwardly, downcast

Positive Expressions	Negative Expressions

- 2) Find words/phrases from the passage which mean the same as:
- excess
  - parts of a building ready to be fitted together
  - complain
  - suffer from hunger
  - violent action against those in power.

## 2.4 GRAMMAR: ADJECTIVES

- As you are aware adjectives are used to modify nouns, for example:
  - ...but no one has found a satisfactory (adjective) answer so far.
  - ...I regard our hiding as a dangerous (adjective) adventure (Noun).
- Though adjectives generally appear before nouns as in the sentences above, they can occur after verbs, such as *is, was, seems, looks*, for example:
  - I have often been (verb) downcast (adjective)...
  - I am (verb) young (adjective) and strong (adjective).
- Adjectives can themselves be further modified by other adverbs and adjectives. Example:
  - ...at the humorous side of the most dangerous (adjective) moments.
- A common way of indicating more or less of a quality suggested by the adjectives is by using the comparative and superlative forms of adjectives which has already been done in Block 2 Unit 1.

### Check Your Progress 3

- 1) Circle the adjectives in the following passages:

I have often been downcast, but never in despair; I regard our hiding as a dangerous adventure, romantic and interesting at the same time. In my

diary I treat all the privations as amusing. I have made up my mind now to lead a different life from other girls and, later on, different from ordinary housewives. My start has been so very full of interest, and that is the sole reason why I have to laugh at the humorous side of the most dangerous moments.

I am young and I possess many buried qualities; I am young and strong and am living a great adventure; I am still in the midst of it and can't grumble the whole day long. I have been given a lot, a happy nature, a great deal of cheerfulness and strength. Every day I feel that I am developing inwardly, that the liberation is drawing nearer and how beautiful nature is, how good the people are about me, how interesting this adventure is! Why, then, should I be in despair?

2) Write three adjectives to describe the following:

hair, face, eyes, skin, a room, a war, a holiday, mother, grand mother's hands, novel

One is done for you:

Long, blackish – brown, lush hair.

---

## 2.5 WRITING: DIARY ENTRIES

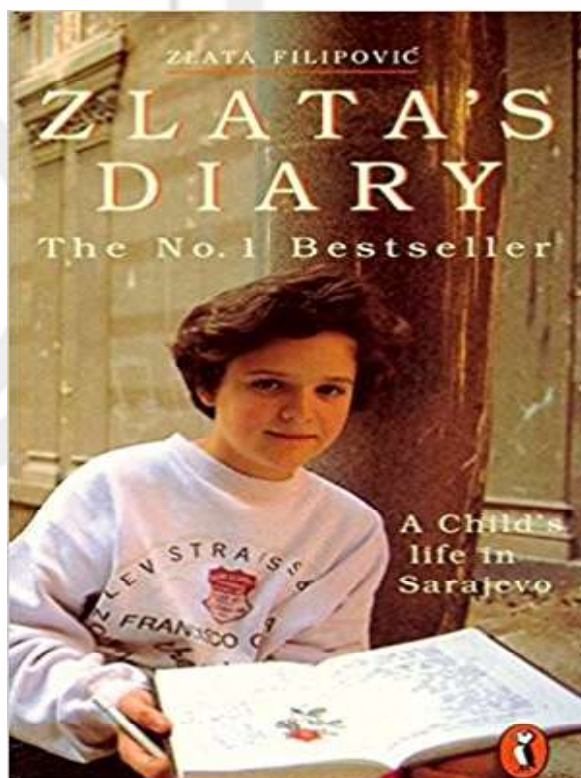
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What are some of the things that people write in their diaries. Zlata's Diary is a book by Zlata Filipović, who was a young girl living in Sarajevo while it was under siege. Zlata Filipović wrote her diary from 1992 to 1993 during the Bosnian war. Read the following diary entries of Zlata.

**Sun. April 5, '92**

Dear Mimmy,

I'm trying to concentrate so I can do my homework-reading, but I simply can't. Something is going on in town. You can hear gunfire from the hills. On the T.V. I see people in front of the parliament building. The radio keeps playing the same song: "Sarajevo, My love." That's all very nice, but my stomach is still in knots and I can't concentrate on my homework anymore. Mimmy, I'm afraid of WAR!!!



Picture source: <https://www.amazon.co.uk/Zlatas-Diary-Puffin-Non-fiction-Filipovic/dp/0140374639>

**Wed. Oct. 21, '92**

Dear Mimmy,

Today is Daddy's birthday. I gave him a kiss and a "Happy Birthday" card. And now let me explain something to you Mimmy: as you know I confide in you every day [almost].

The other day Maja asks me, "Do you keep a diary, Fipa [my nick name]?" I say, 'yes' and Maja says, "is it full of your own secrets or is it about war?"

And I say, "Now, it's about war."

And she says, "Fipa, you're terrific."

She said because they want to publish a child's diary and it just might be mine, which means you MIMMY. So I copied part of you into another notebook and you, Mimmy, went to the City Assembly to be looked at. And I've just heard, Mimmy, that you're going to be published! You're coming out for the UNICEF week! SUUPER!

And now super good news the electricity is back.

Ciao!

Zlata

.....  
**Sun. June 13, '93**

Dear Mimmy,

Today I received copies of YOU. They printed part of what I wrote to you. My photograph is on the front cover. Not bad, but I mustn't show off!

.....  
Have you noticed that each diary entry has the following:

- Day
- Date and year
- It tells us about something that happened on that day: 'gunfire in the hills', 'what one can see on the TV', 'what is played on the Radio'
- It expresses feelings 'I'm afraid of war'
- It expresses the thoughts of the writer 'Not bad, but I mustn't show off'

**Check Your Progress 4**

1) Now write two or three diary entries for the days something very important happened in your life. Keep all the above points in mind.

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## 2.6 LISTENING: “IMAGINE” SONG BY JOHN LENNON

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One of the ways of learning a second/foreign language is through its songs. Please download this beautiful song “Imagine” written and sung by John Lennon, one of the Beatles. This group has been one of the most popular pop groups ever.

### Check your progress 5

Listen to the song and fill in the blanks. Listen again and again till you are able to fill in all the gaps. You may look at the lyrics at the end of the Unit.

#### “Imagine”

Imagine there’s no heaven  
 It’s easy if you .....  
 No .....below us  
 Above us only .....  
 .....all the people living for today

Imagine there’s no .....  
 It isn’t ..... to do  
 Nothing to kill or ..... for  
 And no..... too

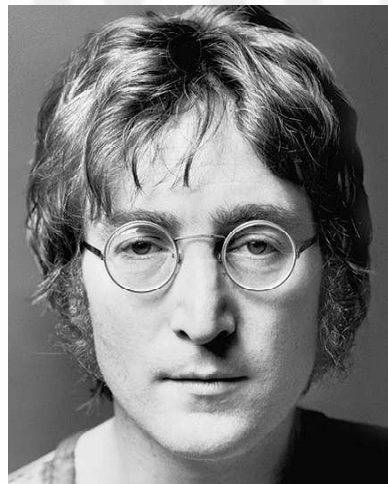
Imagine all the people living life in .....

You, you may say  
 I’m a ....., but I’m not the .....

I .....some day you’ll join us  
 And the world .....

Imagine no .....

I wonder if you can



Picture source: <https://www.europosters.eu/calendar/john-lennon-v41656>



No need for greed or .....

A .....of man

Imagine all the people sharing all the world

You, you may say

I'm a ....., but I'm .....

I hope some day you'll .....

And the world .....

*Songwriters: LENNON, JOHN /*

*© Sony/ATV Music Publishing LLC*

## 2.7 SPEAKING

Imagine that after reading the diary entries of Anne Frank, Zlata and after listening to John Lennon’s song, you as an adult give a speech in which you assure children about giving them a safe world free of wars.

First, write out your speech and then say it at your study centre.

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## 2.8 PRONUNCIATION: MICHAEL JACKSON’S SONG “HEAL THE WORLD”

Listen to this song “Heal the World” of Michael Jackson. This song is from the Album **Dangerous** in which he urges the listeners to improve themselves so that we can live in a better world where peace prevails. Download the lyrics and sing along.

<https://www.youtube.com/watch?v=BWf-eARnf6U>



## 2.9 LET US SUM UP

In this unit we have given you practice in the following areas:

- Reading a diary entry written by a girl during war time
- Understanding certain words used in the diary entry
- Writing a diary entry
- Using adjectives
- Listening to a song

- Writing and delivering a speech.

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## 2.10 ANSWERS

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### Check Your Progress 1

- 1) Because she considered her diary as her friend and shared all her thoughts and feelings with it.
- 2) a) What is the use of war and why we can't live peacefully?  
b) It is a simple question because no one really wants war.  
c) Though no one wants war but still wars are fought, evidently people want it.
- 3) What puzzles her is that millions are spent on war daily and money is not available for people's basic needs.
- 4) Everyone is responsible, as there is a desire in people to destroy.
- 5) Dangerous as they may be discovered anytime.  
Romantic and interesting as it is very different from their earlier life.
- 6) She is much more mature than girls of her age, and has a great deal of courage. She has treated her dangerous situation as a challenge for self-awareness and inner growth.
- 7) Very optimistic. Not natural, as anyone in her condition could have easily become very pessimistic.
- 8) A cynic finds fault with everyone and everything. No, Anne is ultimately optimistic and recognizes her blessings in life.
- 9) What is the use of wars?  
Why can't people live peacefully?  
Why do people starve and millions are spent on wars?  
Why do people starve but food rots in other places?  
We don't have answers to any of these questions.
- 10) Give your own answer and reasons for it.
- 11) Courage, likes adventure, evolves inwardly, is cheerful, appreciates the beauty of nature, does not give into despair
- 12) Optimistic attitude towards life.  
Wishes to challenge problems.  
Counts her blessings.

### Check Your Progress 2

1)

Positive	Negative
beautiful nature, great adventure, cheerfulness, strength, peacefully, interesting, laugh, happy nature, developing inwardly	revolt, rage, destroyed, disfigures, grumble, dangerous, despair, kill, murder, war, downcast

- 2) a) surplus      b) prefabricated      c) grumble      d) starve  
e) revolt

**Check Your Progress 3**

Do it yourself.

**Check Your Progress 4**

Do it yourself.

**Check Your Progress 5**

**Lyrics for “Imagine” By John Lennon**

Imagine there's no heaven  
It's easy if you try  
No hell below us  
Above us only sky  
Imagine all the people living for today

Imagine there's no countries  
It isn't hard to do  
Nothing to kill or die for  
And no religion too  
Imagine all the people living life in peace

You, you may say  
I'm a dreamer, but I'm not the only one  
I hope some day you'll join us  
And the world will be as one

Imagine no possessions  
I wonder if you can  
No need for greed or hunger  
A brotherhood of man  
Imagine all the people sharing all the world

You, you may say  
I'm a dreamer, but I'm not the only one  
I hope some day you'll join us  
And the world will live as one

*Songwriters: LENNON, JOHN /  
© Sony/ATV Music Publishing LLC*

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## UNIT 3 YOUNG LEADERS

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### Structure

- 3.0 Objectives
- 3.1 Warm Up
- 3.2 Reading Comprehension: On the Way to Pretoria
- 3.3 Vocabulary: 'Bitter' Words
- 3.4 Listening: A Speech
- 3.5 Speaking: Speech of a Student Leader (Campaigner)
- 3.6 Grammar: Direct and Indirect Speech
- 3.7 Writing: A Biographical Profile
- 3.8 Pronunciation
- 3.9 Let Us Sum Up
- 3.10 Answers

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### 3.0 OBJECTIVES

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This unit will help you to:

- Understand a reading passage on leadership qualities
- Enhance your vocabulary
- Learn and practise direct/indirect speech
- Learn how to make an impressive and convincing speech
- Learn how to write a short biographical sketch using verbal inputs.

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### 3.1 WARM UP

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Think about these issues and discuss them with your friends:

- Are leaders born or made?
- What are the essential qualities of a leader?
- How can one develop leadership qualities?
- What made Gandhi a true leader?

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### 3.2 READING COMPREHENSION: ON THE WAY TO PRETORIA

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(Here is an extract from 'My Experiments with Truths by M.K. Gandhi)

The train reached Martizburg, the capital of Natal, at about 9 p.m. Beddings used to be provided at this station. A railway servant came and asked me if I wanted one. 'No,' said I, 'I have one with me.' He went away. But a passenger came next, and looked me up and down. He saw that I was a 'coloured' man. This disturbed him. Out he went and came in again with one or two officials.

They all kept quiet, when another official came to me and said, ‘Come along, you must go to the van compartment.’

‘But I have a first class ticket,’ said I.

‘That doesn’t matter,’ rejoined the other. ‘I tell you, you must go to the van compartment.’

‘I tell you, I was permitted to travel in this compartment at Durban, and I insist on going on in it.’

‘No, you won’t.’ said the official. ‘You must leave this compartment, or else I shall have to call a police constable to push you out.’

‘Yes, you may. I refuse to get out voluntarily.’

The constable came. He took me by the hand and pushed me out. My luggage was also taken out. I refused to go to the other compartment and the train steamed away. I went and sat in the waiting room, keeping my hand-bag with me, and leaving the other luggage where it was. The railway authorities had taken charge of it.



It was winter, and winter in the higher regions of South Africa is severely cold. Maritzburg being at a high altitude, the cold was extremely bitter. My over-coat was in my luggage, but I did not dare to ask for it lest I should be insulted again, so I sat and shivered. There was no light in the room. A passenger came in at about midnight and possibly wanted to talk to me. But I was in no mood to talk.

I began to think of my duty. Should I fight for my rights and go back to India, or should I go on to Pretoria without minding the insults, and return to India after finishing the case? It would be cowardice to run back to India without fulfilling my obligation. The hardship to which I was subjected was superficial—only a

symptom of the deep disease of colour prejudice. I should try, if possible, to root out the disease and suffer hardships in the process. Redress for wrongs I should seek only to the extent that would be necessary for the removal of colour prejudice.

So I decided to take the next available train to Pretoria.

The following morning I sent a long telegram to the General Manager of the Railway and also informed Abdulla Sheth, who immediately met the General Manager. The manager justified the conduct of the railway authorities, but informed him that he had already instructed the Station Master to see that I reached my destination safely. Abdulla Sheth wired to the Indian merchants in Maritzburg and to friends in other places to meet me and look after me. The merchants came to see me at the station and tried to comfort me by narrating their own hardships and explaining that what had happened to me was nothing unusual. They also said that Indians travelling first or second class had to expect trouble from railway officials and white passengers. The day was thus spent in listening to these tales of woe. The evening train arrived. There was a reserved berth for me. I now purchased at Maritzburg the bedding ticket I had refused to book at Durban.

The train took me to Charlestown.

**Check Your Progress 1**

1) Now answer these questions:

i) Why was the narrator asked to go to another compartment?

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ii) Why did the narrator refuse to leave the compartment?

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iii) What was the result of his refusal?

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iv) Why didn't the narrator ask for his overcoat though he was shivering?

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v) How did he think of addressing this hardship meted out to him?

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vi) What was the real reason, according to Gandhi, behind this ill-treatment?

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vii) Did Gandhi finally succeed in getting justice? How?

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viii) Do you think the whole issue arose only because of not purchasing the bedding ticket? Justify your answer.

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ix) Mention at least two leadership qualities of Gandhi reflected in this passage.

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2) Tick (✓) the right options and Cross (x) the wrong option. Also quote from the text sentence to justify your answer.

i) The railway servant was disturbed at Gandhi's presence in the compartment.

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ii) The co-passenger asked Gandhi to leave the compartment.

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iii) Gandhi was strong in exerting his rights.

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iv) Gandhi thought of returning to India after being insulted.

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v) Gandhi could see beyond the immediate issue.

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### 3.3 VOCABULARY: 'BITTER' WORDS

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#### Check Your Progress 2

1) Study the following sentence:

It would be cowardice to run back to India without fulfilling my obligation.

The word cowardice (Noun) is formed from coward (Noun)

The adjectival form is cowardly.

Similarly the word obligation (N) comes from oblige (V). The adjectival form is obligatory.

Now complete the following table. All the words may not have all the forms. In that case put a dash in that column. The first one is done for you.

	Noun	Verb	Adjective	Adverb
i)	bore/boredom	bores	boring	
ii)	authority			
iii)			severe	
iv)			bitter	bitterly
v)		disturb		
vi)	necessity			
vii)			quiet	
viii)				extremely
ix)		permit		
x)	volunteer			

2) Study the following sentence:-

Maritzburg being at a high altitude, the cold was bitter.

In the above sentence *cold* has been called bitter i.e. piercing. The adjective bitter can be used for some other expressions too. Match the following expressions with the right choices from the box given below.

- |                             |                             |
|-----------------------------|-----------------------------|
| i) bitter gourd             | vi) bitter enemy            |
| ii) bitter experience       | vii) bitter wind            |
| iii) bitter pill to swallow | viii) bitter disappointment |
| iv) to the bitter end       |                             |
| v) bitter tears             |                             |

- |  |
|--|
| <ul style="list-style-type: none"> <li>a) do everything possible</li> <li>b) remorseful</li> <li>c) green vegetable with quinine-like taste</li> <li>d) extremely cold and biting</li> <li>e) unpleasant</li> <li>f) a feeling of hatred for someone</li> <li>g) a deep feeling of anger or unhappiness for not succeeding</li> <li>h) very difficult to accept</li> </ul> |
|--|

3) Gandhi was traveling by train. In other words he was going on a journey. There are many words for journey. Match the words in column A with the phrases in column B.

A	B
i) cruise	a) an expedition for hunting or observing wild animals.
ii) excursion	b) an organized journey, usually involving several people, that is made for a particular purpose such as exploration.

iii) expedition	c) journey when you visit several places that interest you.
iv) tour	d) a short journey usually a holiday.
v) trek	e) a long and difficult journey usually on foot.
vi)outing	f) a trip to a place of interest, for example, the cinema or the beach.
vii) hike	g) a journey in a ship
viii) safari	h) a long walk in the countryside that you go for pleasure.

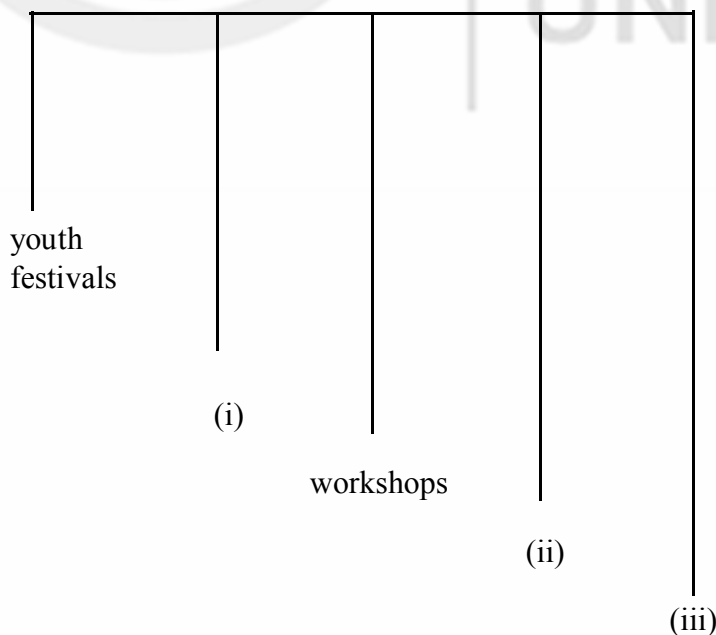
### 3.4 LISTENING: A SPEECH

#### Check Your Progress 3

Listen to the following speech where a student is campaigning in a Students' Union election. After you have heard the speech twice, answer the following:-

- 1) Complete the following:-
  - i) The name of the contestant is .....
  - ii) The group he belongs to is.....
- 2) Tick (✓) the right options:-
  - i) The previous union had boasted a lot.
  - ii) The garbage bins are damaged.
  - iii) The class-rooms need a fresh coat of paint.
  - iv) There is a conducive environment on the campus.
- 3) Complete the following:-

The new union if elected will organize



- 4) Tick (✓) the right options
  - i) The bus passes are issued every month.
  - ii) Employers are invited to select students through campus interviews.
- 5) The audience should (i) support a) .....
  - b) .....
 (ii) Stamp on .....

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### 3.5 SPEAKING: SPEECH OF A STUDENT LEADER (CAMPAIGNER)

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#### Check Your Progress 4

Imagine you are Runita Balan, a student of final year, B.Sc. You are standing for the post of the President in the Students Union election. Give a speech projecting your leadership qualities which make you the most suitable candidate for the post of the President.

You may use the following input:

I am young, energetic ..... with a vision .....  
 strong support of friends and the group ..... believe in action  
 ..... ability to convince power ..... ready to  
 sacrifice ..... lead from the front ..... fearless  
 ..... ready to face challenges.

---

### 3.6 GRAMMAR: DIRECT AND INDIRECT SPEECH

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Study the following sentence:

- A) A railway servant came and asked me *if* I wanted one.  
 The above sentence can be re-written as
- B) A railway servant came and asked me, “Do you want one?”
  - a) Sentence ‘A’ is in indirect speech and sentence ‘B’ is in direct speech.
  - b) The sentence within the inverted commas is an interrogative sentence.
  - c) This interrogative sentence belongs to the yes/no category. When such a yes/no type question is changed from direct to indirect speech, ‘if’ or ‘whether’ is added as a connector.
  - d) The tense in the interrogative sentence (direct speech) is in the present whereas in the indirect speech it is in the past tense.
  - e) The pronoun ‘you’ in the direct speech is changed to ‘I’ in indirect speech. (The pronouns change according to the speaker and who is spoken to)
  - f) In reporting questions the indirect speech is introduced by such verbs as *asked, enquired* etc.

1) Change the following sentences from direct speech to indirect speech.

i) The passenger said, "Will you leave the compartment immediately?"

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ii) Gandhi said, "Haven't I the right to travel first class?"

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iii) The constable said, "Don't you understand simple instructions?"

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iv) Gandhi said, "Shall I not try to root out the disease of colour prejudice?"

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v) The general manager said, "Hasn't justice been given to you?"

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vi) The merchants said, "Isn't this injustice to be treated badly?"

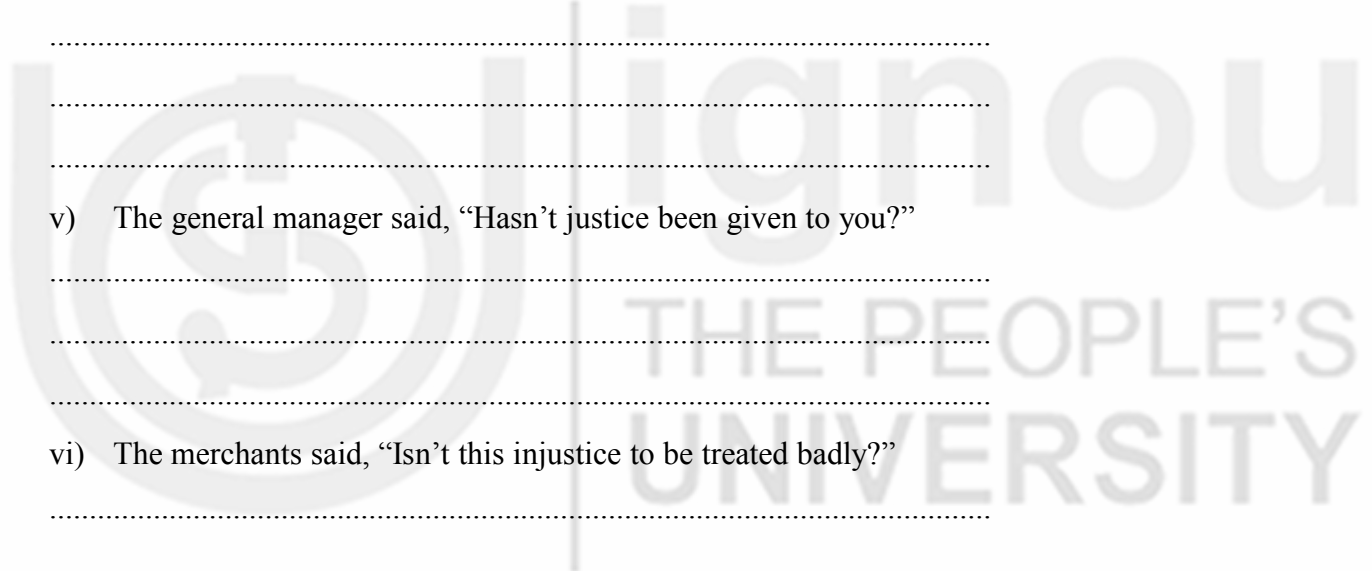
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vii) Gandhi said, "Can't we lodge a strong protest?"

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viii) The official said, "Don't you know this is a different country?"

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ix) The official said, “Do you want me to throw you out?”

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x) The official said, “Shall I call the police?”

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2) Yesterday you met a friend of yours Omer Ali from Canada. Omer told you a lot of things. Later that day you told another friend Parveen what Omer said. Write what you told Parveen in direct speech. The first one is done for you.

i) Omer said that his parents were well.

Omer said, “My parents are well.”

ii) He said that they had bought a new car.

iii) He said that he was enjoying college.

iv) He said that he found Physics easy but Chemistry difficult.

v) He said that he was working part time as well.

vi) He said that in his spare time he was playing a lot of tennis.

vii) He said that he was going away for a few days and would phone me when he got back.

viii) He said that if I ever came to Canada I could stay with him.

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### **3.7 WRITING: A BIOGRAPHICAL PROFILE**

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Nelson Mandela  
1918-2013





**Check Your Progress 6**

1) Have you read about Nelson Mandela? Do you think he was a great leader? We give you some facts about his life. On the basis of these facts write a short biographical sketch of him. .

Name: Nelson R. Mandela  
Born: 18<sup>th</sup> July, 1918 in Transkei, South Africa  
Father: Chief Henry Mandela of Tembu tribe  
Education: College of Fort Hare and University of Witwaterstrand  
Qualified in law in 1942  
Political Struggle: Joined the African National Congress (ANC) in 1944.  
Resisted the ruling National Party’s apartheid policies after 1948.  
ANC was banned in 1960.  
Stood trial for plotting to overthrow the government by violence in 1963  
Imprisonment: June 12, 1964 sentenced to life imprisonment; struggle from prison against apartheid  
Released: February 11, 1990.  
Political Career: 10<sup>th</sup> May1994, first democratically elected President of South Africa, where even the coloured people could vote. Remained President till 1999.

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### 3.8 PRONUNCIATION

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Say the sentences along with the teachers

- i) Will you leave the compartment immediately?
- ii) Haven't I the right to travel first class?
- iii) Don't you understand simple instructions?
- iv) Shall I not try to root out the disease of colour prejudice?
- v) Hasn't justice been given to you?
- vi) Isn't this injustice to be treated badly?
- vii) Can't we lodge a strong protest?
- viii) Don't you know this is a different country?
- ix) Do you want me to throw you out?
- x) Shall I call the police?

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### 3.9 LET US SUM UP

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In this Unit, you read about Mahatma Gandhi's suffering due to colour prejudice and how he emerged stronger after exerting his rights. Though young, he displayed great leadership qualities. The reading passage is a morale booster which inspires you not to bow before injustice.

In the vocabulary section, words have been picked up from the passage to show you how other words are formed from the root word. We have also acquainted you with related words associated with 'bitter' and 'journey'. The listening and speaking sections have dealt with how to make convincing speeches if you are a leader.

The grammar section and the writing section have given you scope to use language differently by using direct, indirect speech. We have also given you practice in pronouncing question forms with the correct intonation.

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### 3.10 ANSWERS

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#### Check Your Progress 1

- 1) i) The narrator was asked to go to another compartment because he was a 'coloured' man.
- ii) The narrator refused to leave the compartment because he had a valid first class ticket.
- iii) As a result of his refusal he was forcibly pushed out and his luggage was also taken out.
- iv) The narrator didn't ask for his overcoat though he was shivering because he feared he might be insulted again.
- v) He thought of addressing this hardship meted out to him by fighting for his rights.
- vi) The real reason for this ill-treatment, according to Gandhi, was the deep disease of colour prejudice.

- vii) Yes, he sent a long telegram to the general manager of the Railways who instructed the station master to see that Gandhi reached his destination safely.
  - viii) No. The whole issue arose because it was common those days for Indian travellers to be troubled by the railway officials and white passengers, while travelling first or second class.
  - ix) Two leadership qualities of Gandhi reflected in this passage are:
    - a) He was ready to suffer hardship in order to get his rights.
    - b) He was ready to fight injustice and take the necessary follow-up action.
- 2) i) (x) A railway servant came.....He went away.
- ii) (x) Another official came to me and said, come along. You must go to the van compartment.
- iii) (✓) I insist on going in it.
- iv) (x) It would be cowardice to run back to India without fulfilling my obligation.
- v) (✓) The hardship to which I was subjected was superficial—only a symptom of the deep disease of colour prejudice.

**Check Your Progress 2**

1)

Noun	Verb	Adjective	Adverb
bore/boredom	bores	boring	boringly
authority	authorize	authoritative	authoritatively
severity		severe	severely
bitterness		bitter	bitterly
disturbance	disturb	disturbed	
necessity	necessitate	necessary	necessarily
quietness	quieten	quiet	quietly
extremity		extreme	extremely
permission	permit	permissive, permissible	
volunteer	volunteer	voluntary	voluntarily

2)

i) bitter gourd	– (c) green vegetable with quinine-like taste
ii) bitter experience	– (e) unpleasant
iii) bitter pill to swallow	– (h) very difficult to accept
iv) to the bitter end	– (a) do everything possible
v) bitter tears	– (b) remorseful

vi) bitter enemy	– (f) a feeling of hatred for someone
vii) bitter wind	– (d) extremely cold and biting
viii) bitter disappointment	– (g) a deep feeling of anger or unhappiness for not succeeding

3) Matching the columns:

A	B
i) Cruise	g) a journey in a ship
ii) Excursion	c) journey when you visit several places that interest you.
iii) Expedition	b) an organized journey, usually involving several people, that is made for a particular purpose such as exploration.
iv) Tour	f) a trip to a place of interest, for example, the cinema or the beach.
v) Trek	h) a long walk in the countryside that you go for pleasure.
vi) Outing	d) a short journey usually a holiday.
vii) Hike	e) a long and difficult journey usually on foot.
viii) Safari	a) an expedition for hunting or observing wild animals.

**Audio Text**

My dear friends

At the very outset, let me introduce myself. I am Shahid Anwar, B.Com (Hons.), second year student. I am contesting for the post of the Secretary of the Students' Union on behalf of the All Democratic Students' Party.

Dear friends, please cast your vote in my favour. I promise and assure you, if elected, I shall bring in a sea-change in student affairs. All of you are aware that the previous union, in spite of their tall claims, did not fulfill their pledge. As a result students have been facing great difficulties in their day-to-day affairs. My priorities as the Secretary will be:

Firstly, to provide a clean, green and conducive environment. At present the garbage bins are overflowing most of the time, the building walls are peeling off, the garden is neglected, water pipes are damaged, classrooms are not cleaned regularly and so on. If you vote for me, the union will ensure that every corner of the college has a disposal bin and the required staff to keep the campus clean and green. The union will also ensure that the dry patches in the garden and the lawns are made green and healthy, the college buildings get a new coat of paint; all the damaged parts are repaired and the campus becomes a conducive place for learning.

The next most important agenda of my group will be to organize and participate in youth festivals, social activities, seminars, workshops, inter-college competitions in sports and cultural activities, etc. In short, we shall endeavour to tap all the latent talent in all of us. The union funds will be most thoughtfully utilized for this purpose.

The college canteen at present is in a shabby state and the food most unpalatable. Why can't we have fresh, healthy and hygienic food? Is it too much to ask for? Friends, my group assures you that all this will change once we are at the helm of affairs.

Our next priority will be to negotiate with the concerned authorities to issue an all-route bus pass once a year which will be valid for the whole year. Getting the passes renewed every month is just a waste of time and energy.

Last but not least, we plan to create special websites to give a complete picture of the entire job scenario and invite prospective employers to absorb the maximum number of our students in suitable jobs through campus selections.

Friends, give my group and me a chance and allow us to work with you and for you. Don't forget to vote for me i.e. Shahid Anwar and stamp on the 'Pen' symbol. I thank you for your patience. I need your support. Support Shahid, support the All Democratic Students' Party. Stamp on 'Pen' the weapon of every student.

Thank you!

### Check Your Progress 3

- 1) i) Shahid Anwar  
ii) The All Democratic Students' Party
- 2) i)  $\checkmark$   
ii) x  
iii)  $\checkmark$   
iv) x
- 3) i) social activities/seminars  
ii) inter-college competitions  
iii) other cultural activities.
- 4) i)  $\checkmark$   
ii) x
- 5) i) a) Shahid Anwar  
b) All Democratic Students' Party  
ii) 'Pen'

#### Check Your Progress 4

Do it yourself.

#### Check Your Progress 5

- 1)
  - i) The passenger asked if he would leave the compartment immediately.
  - ii) Gandhi asked if he hadn't the right to travel first class.
  - iii) The constable asked if he didn't understand simple instructions.
  - iv) Gandhi asked if he should not try to root out the disease of colour prejudice.
  - v) The general manager asked if justice hadn't been given to him.
  - vi) The merchants asked if that wasn't injustice to be treated badly.
  - vii) Gandhi asked if they couldn't lodge a strong protest.
  - viii) The official asked if he didn't know that that was a different country.
  - ix) The official asked if Gandhi wanted to be thrown out.
  - x) The official threatened to call the police.
- 2)
  - ii He said, "We have bought a new car."
  - i) He said, "I am enjoying college."
  - ii) He said, "I find Physics easy but Chemistry difficult."
  - iii) He said, "I am working part time as well."
  - iv) He said, "In my spare time I am playing a lot of tennis."
  - v) He said, "I am going away for a few days and will phone you when I get back."
  - vi) He said, "If you ever come to Canada you can stay with me."

#### Check Your Progress 6

This is a sample answer:

Nelson R. Mandela was born in Transkei, South Africa on July 18, 1918. His father was Chief Henry Mandela of the Tembu Tribe. Mandela himself was educated at The University College of Fort Hare and the University of Witwaterstrand and qualified in law in 1942. Whilst at the University, he became increasingly aware of the unjust nature of South African Society where the Blacks had no political or economic rights. He joined the African National Congress (ANC) in 1944 and was engaged in resistance against the ruling National Party's apartheid policies after 1948.

In 1960, ANC was banned, but Mandela continued to fight against the repressive white regime. In 1963, along with many fellow leaders of ANC, he was arrested and brought to stand trial with them for plotting to overthrow the government by violence. He was sent to the infamous Robben Island Prison. In prison, he continued his strong resistance which now won international support. He was released on February 11, 1990 and after painful negotiations and much violence, the rights of the Blacks were won. On 10 May, 1994 he became the first democratically elected President of South Africa. His life was indeed an immense struggle.

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## UNIT 4 DOING AWAY WITH EXAMS

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### Structure

- 4.0 Objectives
- 4.1 Warm Up
- 4.2 Reading Comprehension: Doing Away with Exams
- 4.3 Vocabulary: Antonyms
- 4.4 Listening
- 4.5 Speaking: Counsellor's Advice
- 4.6 Grammar: Main Clause and Subordinate Clause
- 4.7 Writing-1: An Essay
- 4.8 Writing-2: A Personal Letter
- 4.9 Pronunciation: Practicing a Dialogue
- 4.10 Let Us Sum Up
- 4.11 Answers

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### 4.0 OBJECTIVES

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This unit will help you to

- Form an opinion about the evaluation system in schools, viability of exams and whether exams are important or not in their present form
- Develop vocabulary related to examination
- Understand the use of main clause and subordinate clause
- Express yourself on a given topic logically and systematically

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### 4.1 WARM UP

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All of you are familiar with examinations. Discuss with your friends:

- Are you afraid of exams or do you take them as a challenge?
- What scares you more — the prospect of not doing well or of not living up to everyone's expectations?
- Do you want to do away with the examination system in its present avatar?  
If yes, suggest alternate assessment methods.

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### 4.2 READING COMPREHENSION: DOING AWAY WITH EXAMS

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Dear Papa,

This is in answer to your letter about my transgression. Yes, my first rank slipped to the second. You advised that I should think before answering the papers.



Yes, the operating work 'think' did make me reflect and these are the results of those reflections.

Father, we've never really been close and I can't rightly say you've been my friend, philosopher, guide, etc. yet, I would like you to be aware of my thoughts. They are very important to me. You are highly educated and you provide very well for the family. But in your departmental store, do you apply Pythagoras' Theorem or Newton's Law of Gravity? For that matter, does your doctor friend or your lawyer brother?

Papa, my grandfather speaks of a carefree and beautiful childhood, of days spent in plucking mangoes and guavas from their orchards, of picnics on the banks of the river where the men cooked mouth-watering food, of playing marbles and *gilli-danda*. From his talk, it seems, studies were an ancillary subject; and living and experiencing, the major subject. Father, is he fibbing? Or is it possible that the world has turned topsy-turvy in just about 70 years?

Papa, my grandmother is semi-literate. Yet, she is at peace with her pots, pans, her flowers and garden, her *Bhagvad Gita* and scriptures. My mother, highly qualified, is highly strung, tense and nervous. Do you think literacy makes us restless, afraid and frustrated?

Oh Papa, last week, my rose plant almost died. Some pests. I asked my Biology teacher what I should do to save it, and she was cross. She said, "Go ask the guy who keeps gardening things. He'll tell you." We learn about pesticides but we do not know how to use them. Oh father, it matters not to me why the apple does not fall upwards, nor do I care what Archimedes did. What matters to me is that my rose plants remain healthy. When there is a fuse in my house I should know how to do something about it. I should know how to make a desk for myself with my carpenter's tools. Instead I learn about hypotenuse, relational square roots.....

Papa, once I asked my grandmother how she got to be so wise. Do you know what she said? By living and experiencing. And she laughed as though I had asked something which was so obvious. Are we living Papa? Or is life bypassing us? What I fear is that if I were to meet Newton face to face, I would fail to recognize him, so busy am I learning about him! You know, just like that boy, Vinu, in that award winning film. He prattles on – "the Hibiscus is red" - a hundred times, but in his book, he colours it yellow. Are we missing out on the essence of life?

Anyway Papa, do you know where I lost that quarter mark that brought about my fall? It was a fill-in-the-blanks. I held that I was invited to tea and my teacher was adamant that he was invited for tea.

A matter of grammar. And Papa, if he says George Bush is the President of India, it will have to be so. If he says the sun rises in the west, so be it: and if he says the earth is flat, it will be, my Papa. At least on my answer papers. My first rank is at stake, you see. Still, my dearest Papa, I shall keep your advice in mind and try not to lose any quarter marks.

As always,  
Your ever obedient son,  
Rahul

P.S.: Your eyes will not see this anguished plea, my father. This was only to lighten my over-burdened heart. It is not all arteries and muscle. It feels too.

(from *The Hindu*)

**Check Your Progress 1**

Answer the following questions:

- 1) How intimate was the relationship between the father and son? Pick out the lines which reflect your answer.

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- 2) Write five lines on the childhood of Rahul's grandfather. What do you think Rahul's childhood is like?

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- 3) In what ways is Rahul's mother different from the grandmother?

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- 4) What does Rahul think is wrong with his education? What would he really like to learn?

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5) What do you think is Rahul’s opinion about his biology and English teacher? Discuss.

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6) What do you think is going to be the reply of Rahul’s father to the letter? Write out the reply.

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### 4.3 VOCABULARY: ANTONYMS

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#### Check Your Progress 2

1) Complete the sentences using suitable words from the box below:

semi-literate, tense, slipped, ancillary, transgressions, reflect, fibbing, adamant, at stake, experiencing
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- i) Industrial production has .....from 15% to 10% this year.
- ii) I’ve had a chance to ..... and I’ve realized that I should have been kinder.
- iii) Aneesha put her reputation ..... in order to save her criminal husband.
- iv) The mother was ..... that her son should not learn driving before the age of eighteen.
- v) It is by ..... both happiness and sorrow that we can live a full life.
- vi) Rita always gets ..... before her exams and therefore does not perform as well as she can.
- vii) Instead of concentrating on the main issues, all the ..... matters were discussed.
- viii) Nobody believes Asha because she is always .....
- ix) My grandmother was ..... but wise in all her ways.
- x) The Principal asked the unruly boys to apologize in writing for their .....

2) Complete this crossword puzzle with words related to examinations.

- i) estimating the performance of students
- ii) anxiety before an examination

- iii) a candidate appearing for an examination
- iv) the decision of an examiner in terms of numbers or grades to show how a student has performed in an examination
- v) different courses of study that are taught in a school or college
- vi) information/comments on one's performance in any activity
- vii) a decision about the quality of the performance of students
- viii) a way of working, organizing or doing something in which you follow a fixed plan
- ix) how well one does in an activity.
- x) when the performance is extremely good.

i) 

A				S		M			
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ii) 

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iii) 

E				M				E
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iv) 

M				S				
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v) 

C				I			L		M
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vi) 

F			D	B			K		
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vii) 

	V			U					N
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viii) 

S				T			M		
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ix) 

P			F			M			C	
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x) 

E	X			E				N		E
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## 4.4 LISTENING

### Check Your Progress 3

Listen to the recording on tips given to combat examination stress. Listening to it again and state whether the given statements are 'True' or 'False';

- i) You should always aim for an A+ in exams.
- ii) Studies can be done at the last minute so that you can remember better.
- iii) Drinking lots of coffee and staying awake throughout the night helps you prepare better.
- iv) Yoga and any such relaxation techniques are a waste of time.
- v) Don't stop revising even if you are tired.
- vi) A relaxed mind and body help you focus better.
- vii) What is important is giving your best and not the results.

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## 4.5 SPEAKING: COUNSELLOR'S ADVICE

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Educational institutions have counsellors who help students to cope with their fears and anxieties. These **counsellors** are generally psychologists or psychiatrists who understand the stress a young mind feels at the prospect of exams. Study the following conversation between Dr. Matthew and Raahil. Have a similar conversation with your friend taking turns to be the counsellor and the student.

Raahil: Good morning, Sir!

Dr. Mathew: Good morning Raahil. Sit down. How may I help you?

Raahil: Sir, my exams start next month. I am scared that I might not do well.

Dr. Mathew: Why do you think so? Have you not completed your syllabus or revised well?

Raahil: Yes Sir I have. I have revised it thoroughly. But tension keeps me awake throughout the night and I feel I've forgotten everything.

Dr. Mathew: The most important thing is to relax. Try and stick to a normal routine.

Raahil: But how do I relax? I'm tense all the time.

Dr. Mathew: You can try meditation or yoga. That will help.

Raahil: All right. I want to do really well and get a good position.

Dr. Mathew: That is a good idea. You must stay focused on your goal and not worry about the result too much. Just keep on working — sincerity always pays. All the best to you.

Raahil: Thank you, Sir!



[http://worldartsme.com/counseling-clipart.html#gal\\_post\\_12471\\_counseling-clipart-1.jpg](http://worldartsme.com/counseling-clipart.html#gal_post_12471_counseling-clipart-1.jpg)

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## 4.6 GRAMMAR: MAIN CLAUSE AND SUBORDINATE CLAUSE

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Read the following sentences:

- 1) You advised that I should think before answering the papers.
- 2) I asked my Biology teacher what I should do to save it.

- 3) When there is a fuse in my house I should know how to do something about it.

These sentences consist of two clauses: The Principal Clause and the Subordinate clause. The Subordinate Clause has been underlined in the above sentences.

The Principal clause is the main or independent clause, whereas the Subordinate Clause is the dependant clause. It can't stand by itself and make good sense.

#### Check Your Progress 4

- 1) Pick out the Principal and the Subordinate clauses in the following sentences:

- i) The boys who ran away were the culprits.
- ii) He sold his old books to a boy who never paid him a single penny for them.
- iii) The house where we live is owned by a policeman.
- iv) This is the same poem which we read in class ten.
- v) The man who sits on the cash counter looks very honest.
- vi) I like him because he never tells a lie.
- vii) Had I been rich I would have helped him.
- viii) You may do as you please.
- ix) He cried as if he had lost one of his limbs.
- x) I shall reach home on time though I have no vehicle.

- 2) Fill in the blanks in the sentences below with the appropriate subordinate clauses:

Example: I continued to study .....

I continued to study **until I completed the topic.**

- i) Suzuki spoke .....
- ii) ....., she will take me for a movie.
- iii) ....., don't resign from here.
- iv) ....., I cannot go for a foreign trip.
- v) ....., you were rude to Prisha.
- vi) I first met her in Delhi .....
- vii) The teacher had already left .....
- viii) ....., he dresses modestly.
- ix) Please don't leave .....
- x) This is the movie .....

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## 4.7 WRITING 1: AN ESSAY

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#### Check Your Progress 5

Are examinations important? Write an essay (in about 200-250 words) expressing your opinion.

While writing any essay you must remember a few things. Divide your essay into short paragraphs. Each paragraph should express one theme or topic. Within the paragraph there should be unity of theme. The ideas in paragraphs should progress in a logical order. Remember to avoid monotony by bringing in variety.

**ARE EXAMINATIONS IMPORTANT?**

You may use the points given in the box along with the ideas expressed in the reading passage. You may also hold altogether a different view

Process of education meaningless without assessment ..... fear of exams make students study ..... system of evaluation needs changes ..... students under stress ..... knowledge has become secondary ..... rat race for marks ..... attitudinal change required ..... system needs overhauling.

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**4.8 WRITING 2: A PERSONAL LETTER**

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This is another personal letter written to a little baby who has just been born and evidently will not read the letter until he is much older. Both the letters, one in Reading Section 4.2 and this one, are actually not meant for any reader but are musings to oneself. These letters are important because they are self-reflective and also have a cathartic effect, i.e. they help you get some psychological relief by expressing yourself. Read this letter first and write your impressions.



Dear Pranav

It's been 20 months since you set foot in the world. When I held you for the first time in my arms at the hospital, your tiny hands were twitching and your eyes were shut tight. Your clenched fist reminded me of a science lesson that said to get an idea about the size of your heart, you should clench your fist. I mean the little heart throbbing inside you. The eternal miracle of birth. When it was my turn to witness it, I cried.

Before I married your mother, I used to debate one question endlessly with my friend. Which is, "Is it really worth bringing another life into this world?" especially when terror has become an ugly leitmotif in the canvas of our lives? When I switched on the TV that Wednesday night, the question of whether I was right in bringing you into this world haunted me again.

This is my attempt at an answer. Call it catharsis.

I feel there are two ways to raise you. One is to wean you on cynicism. Where you'll erect a sky-high wall in your mind and live your life pouring scorn on everything you see. Which is one way of insulating yourself from fear... A kind of indifferent machismo.

The other way is to prepare you to live in this world. I can't imagine the world for you, son. But I can certainly show you the way to live in an uncertain world. Make a pact with yourself. Understand the following early on.

Life is precious. And equally fragile. So every day is a gift. Get up early once in a while just to watch the sun rise. Stare at it intently and burn it in your memory. Be aware of every passing second. Look around you. There's a thin stalk of plant finding its place under the sun in a crevice on the wall of our apartment.

Appreciate mother's cooking. Praise it to heavens... Make it a habit to eat together as a family. Not, make it a rule. Fall in love with books. Words will transport you to worlds far away. It will also keep you informed and prepared.

Follow your heart. The mind can waver but the heart seldom does. Respect your conscience. It's like a post-it note from God.

When you grow up, seek a job you love. As you enter the world of careers and cocktails, you'll get sucked into a vortex called rat race. Don't be overwhelmed. We're all human. But have the courage to step out of it. Nothing will be lost. Some illusions will shatter. Good riddance.

Money. It is important. But it has its place. Don't make the mistake of putting it right on top.

Find your love. Hold it dearly. Be a good husband. A patient father. Give your children space to make their mistakes. But hold them when they fall.

Speak up when you have to. Like this occasion. Whether we like it or not, we're living in a democracy. Sure it has its pitfalls. But don't forget the positives too. The real fight in a democracy is between remembering and

forgetting. Go and vote. It's your chance to give shape to the kind of society you want to live in.

Be alert. But try not to live in a state of fear. If you were to get caught in a situation similar to what happened and should we lose you, then you will have left us with enough lovely memories for the remaining years. That will only happen if you start living every day like it is the last day of your life. Though it can never compensate your loss, at least we'll find strength in your love for life.

Don't have regrets. They defeat the very purpose of life.

Immersed as I am in work most of the time, this letter is also a wake-up call for me.

Love, Dad

**Check Your Progress 6**

If you were a grown up child of this writer what reply would you send to your father. Write in about 250 words.

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**4.9 PRONUNCIATION: PRACTICING A DIALOGUE**

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Listen to this dialogue and practice it with your friend with the correct stress and rhythm.

- Raahil: Good morning, Sir!
- Dr. Mathew: Good morning Raahil. Sit down. How may I help you?
- Raahil: Sir, my exams start next month. I am scared that I might not do well.
- Dr. Mathew: Why do you think so? Have you not completed your syllabus or revised well?
- Raahil: Yes Sir I have. I have revised it thoroughly. But tension keeps me awake throughout the night and I feel I've forgotten everything.
- Dr. Mathew: The most important thing is to relax. Try and stick to a normal routine.
- Raahil: But how do I relax? I'm tense all the time.
- Dr. Mathew: You can try meditation or yoga. That will help.
- Raahil: All right. I want to do really well and get a good position.
- Dr. Mathew: That is a good idea. You must stay focused on your goal and not worry about the result too much. Just keep on working — sincerity always pays. All the best to you.
- Raahil: Thank you, Sir!

## 4.10 LET US SUM UP

This unit has given you an insight into the relevance of the examination system. You also learnt words related to examination. In the grammar section you practised direct and indirect speech. You were given practice in the listening and speaking skills. In the listening you heard a talk on 'Tips to study for the examination'; while the speaking section consisted of a dialogue between a student and a counsellor.

## 4.11 ANSWERS

### Check Your Progress 1

- 1) The relationship between the father and son was rather distant. This is reflected in the line "Father, we've never really been close and I can't rightly say you've been my friend, philosopher, guide, etc."
- 2) Evidently Rahul's grandfather had a carefree and beautiful childhood where the emphasis was on closeness to nature, of playing innocent games with friends and eating mouth-watering food. Studying was part of life-not the mainstay of existence.

In Rahul's childhood the emphasis has shifted to merely studying where maintaining one's rank in class is the ultimate achievement.

- 3) Rahul's mother is a very educated lady, but nervous and tense. Rahul's grandmother is semi-literate, but full of wisdom and at peace with herself.
- 4) Rahul feels that the educational system which he is a part of emphasizes theoretical rather than practical knowledge. It does not promote true

“thinking” which would be effective in real life, but focuses too much on trivial issues and facts. The education system also fosters competition rather than collaboration.

He would like his education to be practical and relevant to real-life.

- 5) The biology teacher does not apply the theory she teaches to real life. The English teacher is more concerned with the trivialities of grammar rather than true communication.
- 6) Open-ended.

### Check Your Progress 2

- 1)
  - i) slipped
  - ii) reflect
  - iii) at stake
  - iv) adamant
  - v) experiencing
  - vi) tense
  - vii) ancillary
  - viii) fibbing
  - ix) semi-literate
  - x) transgressions
- 2)
  - i) assessment
  - ii) stress
  - iii) examinee
  - iv) marks
  - v) curriculum
  - vi) feedback
  - vii) evaluation
  - viii) system
  - ix) performance
  - x) excellence

#### Audio Text

Today I am going to talk about some general exam stress-busting tips:

- Please remember you have the ability to succeed. If you prepare for the exams properly, you should do fine. Therefore there is no need to worry.
- It is great to succeed. But keep things in balance. If you think that anything less than an A+ means you have failed, then you are creating unnecessary stress for yourself.

- Develop a time-table and phase out your studies so that you don't get burdened at the last moment.
- Take breaks during revision to keep your mind refreshed.
- Don't drink too much coffee or tea as the caffeine will excite you and in the long run make your thinking less clear.
- Try some Yoga asanas, this will keep you calm and balanced. A relaxed mind helps you focus better.
- Do your best and don't judge yourself too harshly if you don't live up to yours or other people's expectations.

### Check Your Progress 3

- i) F    ii) F    iii) F    iv) F    v) F    vi) T    vii) T

### Check Your Progress 4

- 1) i) The boys were the culprits (Principal Clause)  
who ran away. (Subordinate Clause)
- ii) He sold ..... boy (Principal Clause)  
who ..... them. (Subordinate Clause)
- iii) The house is owned by a policeman. (Principal Clause)  
where we live (Subordinate Clause)
- iv) This ..... poem (Principal Clause)  
which ..... ten. (Subordinate Clause)
- v) The man looks very honest. (Principal clause)  
who sits ..... on the cash counter (Subordinate Clause)
- vi) I like him (Principal Clause)  
because ..... a lie. (Subordinate Clause)
- vii) I would have ..... him. (Principal Clause)  
had ..... rich (Subordinate Clause)
- viii) You may do (Principal Clause)  
as you please. (Subordinate Clause)
- ix) He cried (Principal Clause)  
as if ..... limbs. (Subordinate Clause)
- x) I shall reach home on time (Principal Clause)  
though I ..... vehicle. (Subordinate Clause)
- 2) Subordinate Clause:
- i) Suzuki spoke **as though she were a born orator.**
- ii) **After mom comes from office;** she will take me for a movie.
- iii) **Unless you get the new job,** don't resign from here.
- iv) **Since I have no money,** I cannot go for a foreign trip.

- v) **No matter how much you explain your behaviour now**, you were rude to Prisha.
- vi) I first met her in Delhi **when I was a child**.
- vii) The teacher had already left **when he reached the class**.
- viii) **Although he is a CEO of a global company**, he dresses modestly.
- ix) Please don't leave **until I come**.
- x) This is the movie **that I mentioned you last time**.

### Check Your Progress 5

1)

#### Are Examinations Important?

Different people will have different points of view regarding the utility of examinations. But if we view it objectively there can be no doubt that the whole process of education will be rendered worthless if there is no evaluation or assessment of the scholar's knowledge.

Young students normally are not responsible or mature enough to understand the importance of education. It is the fear of exams that leads them to study seriously. Had there been no system of evaluation, how many young students would study only for the sake of knowledge and self-development?

There is no denying the fact that the present system of evaluation needs to be revamped. Media hype and certain sections of society have created a monster of the examination system. As a result, students are under a lot of stress. Moreover scoring high marks is more important to them than gaining actual knowledge. It has become a rat - race and only those who score the highest marks are considered successful.

Assessment should be comprehensive in nature, involving all aspects of the teaching learning situation and not just the learner. Rather than being a traumatic experience for the learner, it should be pleasant and friendly. Remember, students who are apparently 'weak' in one area, may prove to be very strong in another aspect.

### Check Your Progress 5

Do it yourself.

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