


UNIT

3

NON FICTION



*He ate drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this request of wings
Was but a book. What liberty
A loosened spirit brings!*

E Dickenson

Lesson 1

Forms of Prose

Activity 1: Given below are a few passages. Some of these are fictional. Mark these as A. Mark the non-fictional prose passages as B in the table given. Also justify your selection by providing clues and reasons.

Text -1

Rhamila remained inside the palanquin while I stepped into the goldsmith's house to collect my flute and few belongings. I was wrapped in a burqa which, though it enveloped me from head to foot was made of the finest Kashmiri wool. I held it up to avoid soiling it in the dust and garbage of the street, revealing the edge of my green and gold trousers. Murmurs of admiration swept through the crowd that, as before, had gathered round the palanquin. I chuckled softly to myself, thinking of the contrast between my exit from the house that morning and my return a few hours later, transformed beyond recognition.

I smiled even more broadly when, once inside, I threw open my burqa and displayed my new finery to the goldsmith's wife and family. 'Sati Nisa!' they cried, open mouthed. 'Sati Nisa! You look beautiful! What is the palace like? Tell us all, every detail', they clamoured.

'It is too large—too complicated—I could not take it all in', I said. But I told them all that had happened to me and also that I still did not know whether or not I would be enlisted on the staff of the princess-to-be: Arjumand. 'If I am,' I assured them, 'I shall return and pay my debts. I owe you a lot of money for rent.'

'Never mind about that', the goldsmith said. 'But I should be very pleased if you would recommend me and my artifacts to the Master of the Traders and be allowed to display my wares at the weekly bazaars held at the house of Asaf Khan and the palaces of the Prince and the Emperor.'

'Oh ho, you are ambitious!' his wife laughed. I admired the goldsmith's work and promised that I would do what I could for him.

Four o' clock. We were back at the audience hall on the dot. Khamila had told me that Nur Jahan, unlike most people at courts, was extremely punctual.

My heart was beating even more loudly than it had been in the morning. Now my fate would really be decided.

What would Arjumand think of me? What would I think of her?

She sat beside her aunt on the dais, dressed in deep blue silk trousers, a paler blue gauze overskirt, a white and silver veil held in place by a silver and sapphire headband.

The first thing that attracted me was her warm and tender smile, like the sun's first rays when it dispels the morning mists over the river Jumna.

She was endowed with unassuming beauty that does not provoke envy but sincere admiration. She appeared to the unaware of her charms. Chief among these were her dark brown eyes, large and lustrous, her delicate features, glossy black hair falling to her waist, and full red lips.

Her complexion was delicate apricot in colour, her chin pointed and firm, her right cheek dimpled, revealing the two sides of her character: on the one hand determination and a carefully concealed willfulness, on the other a love of laughter and the good things of life.

She was then nineteen years old, a year younger than me, but she looked even younger, as guileless as her aunt was cunning.

She raised an arm to adjust an earring that had become caught in her veil. Her hands were small, her fingers short and strong, indicative of a generous and artistic nature.

Text -2

Why do Bats Hang Upside-down?

BATS flying around can be really scary. But bats hanging upside-down are even scarier. How and why do they hang upside-down? This question has long puzzled scientists. Obviously, bats had to reduce their bone mass and thereby their body mass, as an adaptation for efficient flight. A usual explanation is that the upside-down posture of bats might be the result of natural selection to ease their launch into flight by simply dropping and gliding from their roosting sites such as caves and trees. Why do birds perch upright then?

In 1977, Howell and Pylka came up with explanation that the leg bones of bats are light and slender, which enhances their ability to fly. The femora (i.e. thigh bones) of bats are very delicately built making it difficult for them to withstand the compression stress borne by their body weight while in upright position. This makes bats unlikely to perch in a way that birds can. Is it convincing enough? Well, not yet.

Bats actually have specialized tendons that hold their toes in place, ensuring a locking mechanism in the hind legs that allows them to hang from their feet or even from one leg, with less energy than they would by perching. How? The moment a bat hangs itself from a ceiling or a branch of a tree, its feet go into auto-lock weighed down by body weight plus gravitational force. Since the bats' feet lock by themselves, there is no need for them to have an extra hold. This way, bats enjoy sleeping while hanging without any falling.

Indeed, such strong 'tendon locks' allow bats to remain hanging during hibernation and even when they are dead. Hibernation is nothing but a form of long-sleep opted by bats during cold weather that reduces feeding opportunities. Not all bats do this, but only some Neotropical (New World) bat species hibernate.

Conceivably, bats have evolved necessary adaptations for their upside-down life. A remarkable one is that their hind legs are attached backward. In other words, hind limbs have rotated 180° so that the kness face backward. This rotation of the joint aids in the bat's ability to navigate in flight and eases land and hanging upside-down. When bats are ready to set out flying, they just need to flex their muscles in order to let go. Unlike birds, bats do not need to invest any energy in takeoff, just unlock themselves from their roosts and drop into flight.

But try hanging upside-down and you find you cannot do it for a long time because the blood rushes to the head. However, in the case of bats, they have special valves in their veins that ensure smooth flow of the blood rushing towards the head when inverted. There could be several reasons why the upside-down posture has to be an evolutionarily derived one in bats. Firstly, by doing so, they are able to take advantage of roosting sites that other animals don't use, such as ceilings of caves and attics, which ensures their safety from predators. Also such shelters are of considerable use to keep them away from extreme hot or cold weather.

Text- 3

My room in Shahganj was very small. I had paced about in it so often that I knew its exact measurements: twelve feet by ten. The string of my cot needed tightening. The dip in middle was so pronounced that I invariably woke up in the morning with a backache; but I was hopeless at tightening charpoy-strings.

Under the cot was my tin trunk. Its contents ranged from old, rejected manuscripts to clothes and letters and photographs. I had resolved that one day, when I had made some money with a book, I would throw the trunk and everything else out of the window, and leave Shahganj for ever. But until then I was a prisoner. The rent was nominal, the window had a view of the bus-stop and rickshaw-stand, and I had nowhere else to go.

I did not live entirely alone. Sometimes a beggar spent the night on the balcony; and during cold or wet weather, the boys from the teashop, who normally slept on the pavement, crowded into the room.

I found June nights the most uncomfortable. Mosquitoes emerged from all the ditches and gullies and ponds, and took control of Shahganj. Bugs, finding it hot and uncomfortable in the woodwork of the cot, scrambled out at night and feasted on my thighs. Pale yellow lizards wandered about the walls, impatient for the rains, when they would be able to feast off hundreds of insects. In Shahganj everyone was waiting for the cool, quenching relief of the monsoon.

Text-4

It is said that every day 1500 more people, about 350 families, arrive in Bombay to live. They come mainly from the countryside and they have very little; and in Bombay there isn't room for them. There is hardly room for the people already there. The older apartment blocks are full; the new skyscrapers are full; the small, low huts of the

squatters' settlements on the airport road are packed tightly together. Bombay shows its overcrowding. It is built on an island, and its development has been haphazard. Outside the defence area at the southern tip of the island, open spaces are few; cramped living quarters and the heat drive people out into such public areas as exist, usually the streets; so that to be in Bombay is always to be in a crowd. By day the streets are clogged; at night the pavements are full of sleepers.

From late afternoon until dinnertime, on the ground floor of the Taj Mahal Hotel, which now extends over a city block, the middle class and the stylish (but hardly rich, and certainly not as rich as the foreign tourists) promenade past the hotel shops and restaurants in the mild, air-conditioned air an elegant, sheltered bustle, separated by the hotel, the fierce Sikh or Gurkha doormen, the road and the parked cars, from the denser swirl of the white-clad crowd around the Gateway of India, the air moist, the polluted Arabian Sea slapping against the stone steps, the rats below the Gateway not furtive, mingling easily with the crowd, and at nightfall as playful as baby rabbits.

Text-5

A Celebratory Feast

When Nelson passed primary school the clan celebrated it in traditional manner.

Jongintaba was still committed to Nelson's education, and sent him first to Clarkebury and then to Healdtown, one of the top schools for black pupils.

The white authorities made sure that there were separate schools for whites and blacks, and also separate ones for "colored" and Asians. The government spent at least ten times more on white children than on blacks, and the results were obvious in the schools. Enough money was spent on white schools so that education could be made compulsory. But it wasn't the same for black children, and large numbers never went to school or dropped out at an early age. Those children, like Nelson Mandela, who actually got as far as high school, belonged to a small elite.

At Healdtown, Nelson was a boarder and was in a dormitory which had little except beds and small lockers for each boy. He was given a mattress cover which he filled with straw to make his bed.

At 6:00 a.m. each morning a wake-up bell rang. After a quick wash in cold water, he had breakfast - a mug of hot water with sugar and a piece of bread. Lunch was the big meal and he ate lots of beans with maize porridge, sometimes with a small piece of meat. Supper was the same as breakfast. On Saturdays he could walk the seven miles to the nearest village to buy fish and chips, if he could afford it.

S. No.	Text Title	Fiction/ Non Fiction (A / B)	Why? - Words/Phrases/Clues
1.			
2.			
3.			
4.			
5.			

Prose generally lacks the formal structure of meter or rhyme that is often found in poetry. Most of the time prose can be logical for e.g., *D.H. Lawrence*, *Dom Moraes* and *Vikram Seth*'s writings include examples of lyricism.

Activity 2 : Read the following prose pieces and analyse if there is any lyricism present. For this, note the use of words, sounds and ideas:

Sample A

Architecture that Builds Community Heritage

Exhibition of architecture as part of Japan-India Friendship year 2007

NEW DELHI : Aimed at not simply improving the quality of building design but to use architectural projects to bring together architects and local residents, the Japan foundation in Delhi is organizing an exhibition “Kummoto Artpolis: Architecture Through Communication” from December 19 to 27 as part of the ongoing Japan-India Friendship Year 2007 celebrations.

Supported by Japan Embassy

The exhibition supported by the Embassy of Japan will be organized at Okakura Tenshin Galery here. The exhibition showcases 69 photo panels of 67 unique and creative buildings designed by different architects under the Kumamoto Artpolis programme, which was initiated by the local Government.

The Kumamoto Artpolis programme began in 1988 as innovative attempt to develop new communities through Kumamoto Prefecture to

adopt new architectural concepts.

The exhibition introduces not only representative work of Japanese architecture but also provides an opportunity for viewers to understand how architecture has played a significant role in developing communities and increasing regional vitality. Both India and Japan share common values of contemporary art and traditional culture.

Aim of the Project

“Through the construction of high-quality architecture, the project aims to create and revitalize an enduring cultural heritage firmly rooted in the region that can be passed on to future generations,” said a release issued by the Japan Foundation exhibition, adding: “Viewing these images of architects, designers and local residents working together to create buildings, bridges and parks in harmony with their nature and historical context, one can see the passion put into the work to revitalize an enduring cultural heritage.”

Sample B

Clear Light of day

The koels began to call from the dark trees like an arrangement of bells, calling and echoing each other's calls,

mocking and enticing each other into ever higher and shriller calls. More and more joined in as the sun rose and when Tara could no longer

bear the querulous demand in their voices, she got up and went out onto the veranda to find the blank white glare of the summer sun thrusting in between the round pillars and the purple bougainvillea. Wincing, she shielded her eyes as she searched for the birds that had clamored for her appearance, but saw nothing. The cane chairs on the veranda stood empty. A silent line of ants filed past her feet and down the steps into the garden. Then she saw her sister's figure in white, slowly meandering along what as children they had called the rose walk.

Dropping her hands to pick up the hem of her long nightdress, Tara went down the steps bowing her head to the morning sun that came slicing down like a blade of steel onto the back

of her neck, and crossed the dry crackling grass of the lawn to join her sister who stood watching, smiling.

The rose walk was a strip of grass, still streaked green and gray, between two long beds of roses at the far end of the lawn where a line of trees fringed the garden — fig and silver oak, mulberry and eucalyptus. Here there was still shade and, it seemed to Tara, the only bit of cultivation left, everything else, even the papaya and lemon trees, the bushes of hibiscus and oleander, the beds of canna lilies, seemed abandoned to dust and neglect, to struggle as they could against the heat and sun of summer.

Anita Desai

You will find that sample A is more prosaic, but sample B has some poetic quality added to it, which emerges from:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

Non-fiction is an account or representation of a subject that is presented as fact. This presentation may be accurate or not; i.e., it can give either a true or false account of the subject in question. However, it is generally assumed that the authors of such accounts believe them to be truthful at the time of their composition. Non-fiction need not be a written text only, since pictures and films can also present a factual account of a subject.

Essays, journals, documentaries, scientific papers, photographs, biographies, documentaries, features, textbooks, user manuals, newspaper articles are some examples of non-fiction.

The several literary and creative devices used within fiction are generally thought inappropriate for use in non fiction. Simplicity, clarity and directness are some of the most important considerations when producing non-fiction. Audience is important in any artistic or descriptive effort but it is most important in non-fiction as the non-fiction writing has more to do with a direct provision of information.

Activity 3 : Read the following extracts from non-fictional pieces (Text A to E). Try to match these to the following.

Speech, Biography, Newspaper report, Essay, Journal,
Text-book, article, feature, Scientific Paper

Text –A

Sidhartha Gautama: The Buddha

A person now known as the Buddha, 'the Enlightened One', is believed to have lived in India in the latter part of the sixth and the early part of the fifth centuries BC. The example of his life and teaching generated Buddhism: a tradition of beliefs and practices which, during two and a half thousand years has spread peaceably through many parts of Asia. Buddhism has developed or been interpreted from the central tenets of the Buddha's teaching in a variety of ways. Although it has no god it is widely regarded as a religion. Any person may endeavour to achieve the buddhic condition of enlightenment: by eschewing extremes and following the Middle Way; by transcending the self of everyday life.

Buddhism is essentially a practical doctrine, dedicated primarily to the negation of suffering and only secondarily to the elucidation of philosophical issues. But of course, the two realms, the practical and the philosophical, are not unconnected and the Buddha's metaphysical conception of the impermanence and interdependence of all things profoundly influences his teaching about the conduct of daily life and the nature of human salvation.

There are no entirely reliable sources either for the facts of the Buddha's life or for his teaching (dharma), but there are numerous accounts compiled by his followers. Written records began to be put together about four centuries after his death and were taken largely from the readings of monks and from the oral pronouncements passed down from the Buddha's original disciples. Although unverifiable and often conflicting, these accounts, taken as a whole, provide a rich and detailed picture of the Buddha's world and of the ideas that informed his thought.

Sidhartha Gautama, later to be called the Buddha, was probably born near Nepal in north-eastern India. Early Buddhist scriptures relate that his birth took place beneath a tree in the lowland country side near Lambini and that his mother died seven days later. His family was undoubtedly a prosperous one, occupying a position of power.

Sidhartha was brought up in the Hindu tradition, living in princely style and marrying at 16. When he was 29 his life changed as the result of four experiences that brought him to a realization of mortality and the pain of human existence. It is related that he

encountered, first, an old man, then a mortally sick man, then a corpse and then a man with a shaven head and a threadbare yellow robe - a monk in search of spiritual truth. Sidhartha brooded deeply on the significance of these encounters and when night came he quietly left his sleeping wife and child and began a new life as a beggar. His aims were spiritual and practical ones: to discover the cause of suffering (duhkha) and to effect its cure. He wandered the Ganges plains, seeking out the yogis and subjecting himself to a regime of extreme frugality and discipline.

After six years of such practices Sidhartha seems to have achieved nothing of what he sought, but he resolved to persist in his endeavour. He bathed, ate a light meal and then began a prolonged meditation on suffering and rebirth, progressing through four stages of meditation and at last achieving the awakening he sought: first, by means of the realization that all desire is productive of pain, and then by experiencing release from every craving. In this way, at the age of 35, he achieved budhhahood.

Text B

Mysterious Venus Flytrap

“There is no excellent beauty that has not some strangeness in the proportion.”

Francis Bacon

This is also true for plants and Venus Flytrap is a good example. The Venus Flytrap (*Dionaea muscipula*) is a carnivorous plant that catches and digests animal prey. There are several stories of how the Venus Flytrap got its name. It is said that the plant's name refers to Venus (daughter of Dione), the Roman mythical goddess of love and beauty. In 1770, in London, merchant and botanist John Ellis published the first description of a new sensitive plant, *Dionaea muscipula* or Venus flytrap. Because the traps of a Flytrap resemble clamshells, and they are found growing along the coastal range of North Carolina, people in the region thought it apt to name it Venus Flytrap.

This is one of a very small group of plants that are capable of rapid movement. As adult plants, Venus Flytraps grow to 6 inches in diameter with traps measuring upto 1.5 inches (3.8 cm) at the most. Spikes protruding from the edges of the leaf form a narrow cage for the insect. The trapping structure is formed by the terminal portion of each of the plants leaves. The leaf swells to close the gap and secretes a fluid that digests the insect in about ten days. Then the leaf grows a little and opens up, ready for the next visitor.

The leaves of Venus Flytrap open wide and on them are short, stiff hairs called triggers or sensitive hairs. When anything touches these hairs enough to bend them, the two lobes of the leaves snap shut trapping whatever is inside. The trap will shut in less than a second. The trap stays open for a few seconds in order to allow very small insects to escape because they wouldn't provide enough food. If the object isn't food, e.g., a stone, or a nut, the trap will reopen in about twelve hours and 'spit' it out. The

mechanism of closing has fascinated biologists for many years. How can an inanimate plant react so quickly to the stimulus of touch? The most widely accepted explanation has been that a rapid change in the turgidity of the cells occurs to cause this reaction.

There are several varieties of the Venus Flytrap. A common variety that is found in many nurseries is the Dente Flytrap, which has shorter and more pronounced teeth. A variety that is gradually becoming available is the Red Dragon Flytrap, which turns completely red when grown in full sun. Other varieties that are slowly making their ways into the market are the Royal Red, Red Piranha, Puradise, Giant and Sawtooth. A variety that is very popular among growers is Big Mouth. Its traps have been reported to get up to 2 inches (5 cm) long. Although genetics play a role, the growth of large traps is heavily dependent on optimal growing conditions.

Text C

I have three visions for India

In 3,000 years of our history people from all over the world have come and invaded us, captured our lands, conquered our minds. From Alexander onwards, the Greeks, the Turks, the Moguls, the Portuguese, the British, the French, the Dutch, all of them came and looted us and took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? Because we respect the freedom of others. That is why my first vision is that of FREEDOM. I believe that India got its first vision of this in 1857, when we started the war of independence. It is this freedom that we must protect and nurture and build on. If we are free, no one will respect us. My second vision of India is DEVELOPMENT. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation. We are among top 5 nations of the world in terms of GDP. We have 10 per cent growth rate in most areas. Our poverty levels are falling. Our achievements are being globally recongnized today. Yet we lack the self-confidence to see ourselves as a developed nation, self-reliant and self-assured.

I have a THIRD vision. India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand.

Why is the media here so negative? Why are we in India so embarrassed to recognize our own strengths, our achievement? We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why? We are the first in milk production. We are number one in Remote sensing satellites. We are the second largest producer of wheat. We are the second largest producer of rice. Look at Dr. Sudarshan, he has transferred the tribal village into a self-sustaining, self-driving unit. There are millions of such achievements but our media is only obsessed in the bad news and failures and disasters.

I was in Tel Aviv once and I was reading the Israeli newspaper. It was the day after a lot of attacks, bombardments and deaths had taken place. The Hamas had struck. But the front page of the newspaper had the picture of a Jewish gentleman who in five years had transformed this desert land into an orchard and a granary. It was this inspiring picture that every one woke up to. The gory details of billings, bombardments, death were inside in the newspaper, buried among other news. In India we only read about death, sickness, terrorism, crime.

APJ Abdul Kalam

Text - D

India is old, and India continues. But all the disciplines and skills that India now seeks to exercise are borrowed. Even the ideas Indians have of the achievements of their civilization are essentially the ideas given to them by European scholars in the nineteenth century. India by itself could not have rediscovered or assessed its past. Its past was too much with it, it was still being lived out in the ritual, the laws, the magic - the complex instinctive life that muffles response and buries even the idea of inquiry. Indian painting now has its scholars in India, but the approach to painting, even among educated people, is still, generally, iconographic. A recently dead tradition, an unchanging belief, the creative loss passes unnoticed.

India blindly swallows its past. To understand that past, it has had to borrow alien academic disciplines; and, as with the technology, their foreign origin shows. Much historical research has been done; but European methods of historical inquiry, arising out of one kind of civilization, cannot be applied to Indian civilization.

Text - E

HYDERABAD : Pankaj Advani lived up to the expectations, beating five-time National champion Ashok Shandilya of Railways 1325-853 in the final of the men's seniors billiards of the 74th senior National billiards and snooker championship held at the Kotla Vijaya Bhaskara Reddy Indoor Stadium (Yousufguda) here on Friday.

Relying on consistency which was evident by seven half-century breaks and just two century breaks, the 22 year-old reigning World champion clinched his second National billiards title in a methodical fashion. The few youngsters here for the Nationals were given a treat in the art of scoring points from seemingly difficult positions on the top of the table.

After you have decided the form of the text pick out the various features and clues which helped you to come to a decision regarding the kind of writing the text belongs to.

Text A _____

Text B _____

Text C _____

Text D _____

Text E _____

End of the Lesson – Review Questions.

1. Comprehension

- a) What are the differences between prose and poetry?
- b) What do you understand by non-fictional prose?
- c) What are the features of non-fictional prose? Explain with the help of suitable examples.

2. Writing – for the Portfolio.

- a) (i) Collect three samples each of non-fictional and fictional prose.
(ii) Identify the features of fiction and non-fiction in each of the above samples. Include a write-up with each and add these to your Portfolio.
- b) Collect samples of each of the following. Add these to your Portfolio. Include your reasons for their selection.

- Essay
- News Report
- Feature
- User manual

Lesson 2

Talks and Speeches

We learnt about writing speeches in class XI. Let us review what we learnt. Speeches present a point of view with the help of examples, illustrative points and quotes. They come close to essays in information. The content of speeches is presented clearly, in a language suited to the target audience. Speeches tend to be convincing and persuasive. Effective delivery is the hallmark of a successful speech.

An effective speech is usually divided into basic units:

- *Introduction*
- *Body*
- *Conclusion*

As the introduction comes first, its aim is to catch the interest and attention of the audience as well as provide the specific purpose or objectives of the speech. The body consists of main points and supporting material, and as such, is the place where you discuss your message in depth. The conclusion, the third and the last section of the speech, is the place to signal that the end is near, to summarize the material and to leave the audience with something worthwhile and memorable.

Activity 1 : a) Read the following speech by Mahatma Gandhi and mark the following:

- Introduction as A
- Body as B and
- Conclusion as C.

Quit India

August 8, 1942

- Before you discuss the resolution, let me place before you one or two things, I want you to understand two things very clearly and to consider them from the same point of view from which I am placing them before you. I ask you to consider it from my point of view, because if you approve of it, you will be enjoined to carry out all I say. It will be a great responsibility. There are people who ask me*

whether, I am the same man that I was in 1920, or whether there has been any change in me. You are right in asking that question.

- 2. Let me, however, hasten to assure that I am the same Gandhi as I was in 1920. I have not changed in any fundamental respect. I attach the same importance to non-violence that I did then. If at all, my emphasis on it has grown stronger. There is no real contradiction between the present resolution and my previous writings and utterances.*
- 3. Occasions like the present do not occur in everybody's and but rarely in anybody's life. I want to know and feel that there is nothing but purest 'Ahimsa' in all that I am saying and doing today. The draft Resolution of the Working Committee is based on Ahimsa, the contemplated struggle similarly has its own roots in Ahimsa. If therefore, there is any among you who have lost faith in Ahimsa or is wearied of it let him not vote for this resolution.*
- 4. Let me explain my position clearly, God had vouchsafed to me a priceless gift in the weapon of Ahimsa. I and my Ahimsa are on our train today. If in the present crisis when the earth is being scorched by the flames of Himsa and crying for deliverance, I failed to make use of the God given talent, God will not forgive me and I shall be judged wrongly of the great gift. I must act now. I may not hesitate and merely look on when Russia and China are threatened.*
- 5. Ours is a drive not for power, but purely a non-violent fight for India's Independence. In a violent struggle, a successful general has been often known to affect a military coup and to set up a dictatorship. A non-violent soldier of freedom will covet nothing for himself, he fights only for the freedom of his country. The power, when it comes, will belong to the people of India.*
- 6. I know how imperfect our Ahimsa is and how far away we are still from the ideal, but in Ahimsa there is no final failure or defeat. I have faith, therefore, if in spite of our shortcomings, the big things do happen, it will be because God wanted to help us by crowning with success our silent, unremitting Sadhana for the last twenty-two years.*
- 7. I believe that in the history of the world, there has been a more genuinely democratic struggle for freedom than ours. I read Carlyle's French Revolution while I was in prison, and Pandit Jawaharlal has told me something about the Russian Revolution. But it is my conviction that inasmuch as these struggles were fought with the weapon of violence they failed to realize the democratic ideal. In the democracy which I have envisaged, a democracy established by non-violence, there will be equal freedom for all. Everybody will be his own master. It is to join a struggle for such democracy that I invite you today. Once you realize this you will forget the difference between the Hindus and Muslims, and think of yourselves as Indians only, engaged in the common struggle for independence.*

8. Then, there is the question of your attitude towards the British. I have noticed that there is hatred towards the British among the people. The people say they are disgusted with their behaviour. The people make no distinction between British imperialism and the British people. To them, the two are one, this hatred would even make them welcome the Japanese. It is most dangerous. It means that they will exchange one slavery for another. We must get rid of this feeling. Our quarrel is not with the British people, we fight with their imperialism. Their proposal for the withdrawal of British Power did not come out of anger. It came to enable India to play its due part at the present critical juncture. We cannot evoke the true spirit of sacrifice and valour, so long as we are not free. I know the British government will not be able to withhold freedom from us, when we have made enough self-sacrifice. We must, therefore, purge ourselves of hatred. Speaking for myself, I can say that I have never felt any hatred. As a matter of fact, I feel myself to be greater friend of British now than even before. One reason that they are today in distress. My very friendship, therefore, demands that I should try to save them from their mistakes. As I view the situation, they are on the brink of an abyss. It, therefore, becomes my duty to warn them of their danger even though it may, for the time being, anger them to the point of cutting off the friendly hand that is stretched out to help them. People may laugh, nevertheless that is my claim. At a time when I may have to launch the biggest struggle of my life, I may not harbour hatred against anybody.

Mahatma Gandhi

b) Now, that you have read the speech, complete the details given in each paragraph.

	<i>Para-1</i>	<i>Para-2</i>	<i>Para-3</i>
Main Point	_____	_____	_____
	_____	_____	_____
Sub Point	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

	<i>Para -4</i>	<i>Para -5</i>	<i>Para -6</i>
Main Point	_____	_____	_____
	_____	_____	_____
Sub Point	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

	<i>Para -7</i>	<i>Para -8</i>	<i>Para -9</i>
Main Point	_____	_____	_____
	_____	_____	_____
Sub Point	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Activity 2 : Now lets work on another text given. The following is a text on AIDS.

Read the information given below and convert it into a speech.

AIDS

Acquired immune deficiency syndrome or acquired immunodeficiency syndrome (AIDS) is a collection of symptoms and infections resulting from the specific damage to the immune system caused by the human immunodeficiency virus (HIV) in humans and similar viruses in other species. The late stage of the condition leaves individuals susceptible to opportunistic infections and tumors. Although treatments for AIDS and HIV exist to decelerate the virus's progression, there is currently no known cure. HIV, et al., are transmitted through direct contact of a mucous membrane or the bloodstream with a bodily fluid containing HIV.

Most researchers believe that HIV originated in sub-Saharan Africa during the twentieth century; it is now a pandemic, with an estimated 33.2 million people now living with the disease worldwide. As of January 2006, the Joint United Nations Programme on HIV/AIDS (UNAIDS) and the World Health Organization (WHO) estimate that AIDS has killed more than 25 million people since it was first recognized on June 5, 1981, making it one of the most destructive epidemics in recorded history. In 2005 alone, AIDS claimed an estimated 2.4-3.3 million lives, of which more than 570,000 were children. A third of these deaths are occurring in sub-Saharan Africa, retarding economic growth and destroying human capital. Antiretroviral treatment reduces both the mortality and the morbidity of HIV infection, but routine access to antiretroviral medication is not available in all countries. HIV/AIDS stigma is more severe than that associated with other life-threatening conditions and extends beyond the disease itself to providers and even volunteers involved with the care of people living with HIV.



AIDS is the most severe acceleration of infection with HIV. HIV is a retrovirus that primarily infects vital organs of the human immune system. Acute HIV infection progresses over time to clinical latent HIV infection and then to early symptomatic HIV infection and later to AIDS, which is identified either in the blood, and/or the presence of certain infections.

In the absence of antiretroviral therapy, the median time of progression from HIV infection to AIDS is nine to ten years, and the median survival time after developing AIDS is only 9.2 months. However, the rate of clinical disease progression varies widely between individuals, from two weeks up to 20 years. Many factors affect the rate of progression. These include factors that influence the body's ability to defend against HIV such as the infected person's general immune function. Older people have weaker immune systems, and therefore have a greater risk of rapid disease progression than younger people. Poor access to health care and the existence of coexisting infections such as tuberculosis also may predispose people to faster disease progression. The infected person's genetic inheritance plays an important role and some people are resistant to certain strains of HIV.

Note : The Red ribbon is a symbol for solidarity with HIV-positive people and those living with AIDS.

- a. Find a few relevant quotes related to your theme.

- b. **Think of a suitable introduction** : Organize the main / sub points of the body of the theme chosen for the speech.

- c. On the basis of the details collected, write your speech in your Portfolio.

Now , go through the speech again,

Can you improve upon it?

Make the necessary changes.

Add it to your Portfolio.

Radio Talk

Radio Talk is a writing similar to a magazine article or feature, but specially written for radio. It could, often be a single topic programme in its own right, 15 minutes in length or more. Talks are based on personal experiences but must be of general interest to a wider audience and written for a specific medium. (500-700 words)

An interesting opening is very important but perhaps even more so on radio; the listener will soon stop listening if he is not immediately attracted to what is being said, thus it is said that short sentences work better on radio than long, complex ones.

Activity 4: Read the following points and tick (✓) the ones you think should be present in a radio talk.

- a) Long, complex sentences
- b) Chatty and conversational writing style
- c) Use of abbreviations such as wouldn't, can't etc
- d) Clarity and explicit language

Discuss your response with your partners. You would have noticed that all except (a) are correct and must be kept in mind when developing a radio talk.

Activity 5 : Read the following Radio Talk on Kathak and fill in the given check list;

Today, I'll be talking of Kathak - a famous dance form from the North of India. Kathak is the dance of the story teller. Narrative is a predominant aspect of the style. During the *Vaisnava* period in the 15th century AD, *bhakti* or devotion became a strong movement. It had profound social implications, as it rejected ritual and all hierarchy in religion. The Radha-Krishna theme became increasingly popular. Kathak dancers also enacted these stories with great verve and imagination.

Kathak has been special through the ages. Usually, wars and invasions affect art forms drastically, yet the form of Kathak actually received a boost during foreign rule. The Kathak dancers moved from the temple courtyard into the courts of royalty during the Mughal period. The style received new impetus during their rule. An emphasis on the depiction of love and longing element in the dance gave way to writing of new lyrics for the dance. *Khayal* and the *dhrupad* developed as preferred musical forms - a choice made by the Mughal emperors. It was only the British who questioned this traditional form of dance. - either as expressions of one's love for god or as forms of fun and entertainment.

In the 19th Century, during the reign of the last *Nawabs* of *Avadh*, the Lucknow *gharana* or school of Kathak became established. Bina Din was a court poet whose compositions form the backbone of the repertoire of the style, even now. The most renowned descendant of that *gharana* or school of Kathak is *Pandit Birju Maharaj* - a virtuous performer and teacher and one who is a legend in his lifetime. The Lucknow *gharana* is characterized by grace, *bhava* or expression and a sophisticated use of rhythm. The *bols* or rhythmic syllables are recited and played on the *tabla* and *pakhavaj* - the two drum instruments used in this style and are meticulously rendered by the dancer, whose feet beat out every nuance of rhythm with precision. Fast pirouettes or turns are *tukdas* - rhythmic pieces of composition which require the dancer to have speed, agility and great control.

The other well known *gharana* in Kathak is the Jaipur *gharana*. It is noted for its rhythmic quality and speed. The Jaipur *gharana* is also well known for its *Kavit toda*, which is poetry recited in a sing-song chant, interspersed with rhythmic patterns of drum beats.

I hope, next time you catch a Kathak performance, you are reminded of all these details.

After reading the Radio-Talk or listening to it tick the appropriate point given below.

- | | | | |
|-----------------------------|--------------------------|--------------------------------|--------------------------|
| • Relevant theme | <input type="checkbox"/> | • Boring and routine | <input type="checkbox"/> |
| • Interesting beginning | <input type="checkbox"/> | • Humorous in approach | <input type="checkbox"/> |
| • Long sentences | <input type="checkbox"/> | • Interesting content | <input type="checkbox"/> |
| • Clear and explicit | <input type="checkbox"/> | • Based on personal experience | <input type="checkbox"/> |
| • Chatty and conversational | <input type="checkbox"/> | | |

Discuss your choices with your partner and give reasons for the choices made by you:

Activity 6 : Think of your childhood and school days. Close your eyes for a few minutes. What comes to your mind.? Jot your thoughts down;

Now, list the supporting experiences / anecdotes related to these.

Putting these together, write a Radio Talk in approximately 500 words in your Portfolio.

Now check your Radio-Talk for;

- a. Conversational style
- b. An interesting beginning
- c. Short sentences
- d. Clarity of Content
- e. Use of abbreviations

Add it your Portfolio.

Activity 7 : Read the excerpts from an interview given . Based on this, develop a Radio -Talk on Dance Forms of South India.

MOHINI ATTAM / ODISSI / KUCHIPUDI

Aunt : People often remark that India's arts are married to legend. This is true to a large extent. Mohini Attam is the dance of the enchantress!

Shweta: The dance of the enchantress! Really?

Aunt: Yes, Shweta. Legend has it that as a result of the churning of the milky ocean, when the fourteen gems began to surface, the Gods and the demons stopped the churning and rushed towards Dhanwantari, the author of Ayurveda, who appeared with the coveted bowl of ambrosia. In the scuffle, the demons seized the bowl from the physician and made away with it. They also began to fight over it. All of a sudden, there appeared among them a damsel of celestial beauty! Her face was like a lotus in bloom and she was adorned with radiant jewellery. She smiled sweetly at them. The demons forgot the ambrosia and were mesmerized by her. They offered her the bowl, suggesting that she decide how it ought to be distributed among them. The enchantress made the Gods sit on one side and the demons on the other, in two rows. Since both had toiled so hard, she suggested they all deserved a share of it. She was clever! She served the Gods first. And as swiftly as she had appeared, she disappeared!

She was Mohini and none other than Lord Vishnu himself! The dance form called Mohini Attam is named after the legendary enchantress and is performed by women in Kerala.

Shweta: What a lovely story! Is Mohini Attam as attractive as it sounds?

Aunt: It is. The dancer wears a white sari with resplendent gold on the border and does her hair in a knot above her head, on the side. She looks truly lovely! The style is lyrical and feminine. At festival times in Kerala it is customary to have a group of girls perform a dance. Much of what they do is based on the movements of Mohini Attam. The all-male style of Kathakali is well counter-poised by this feminine form.

Shweta: Are there more than one dance styles in every State of India?

Aunt: Oh no! But there are an abundance of beautiful styles in other parts of India. Apart from Bharat-Natyam, Kathakali and Mohini-Attam there is also Odissi and Kuchipudi.

Odissi is from the State of Orissa that lies along the South Eastern coast of India. The ambience of the coastal region, the philosophy of the Jagannath cult and the sculpture of the 13th Century Sun temple in Konarak are all reflected in their dance form called Odissi.

Shweta: A sun Temple!

Aunty: Yes. A temple dedicated to the Sun. And it is truly magnificent. But let me tell you about Odissi. Odissi is perhaps one of the most lyrical and 'sculpturesque' dance forms of India. It follows body norms that reflect the iconography of that particular culture. The tribhanga- a three posture, is a series of triangles, formed from head to toe. Chowka on the other hand, is a squat, square posture that is fundamental to the form. It is an equally distributed posture that reflects the balanced, all-encompassing and Universal philosophy of Lord Jagannath, the deity in the temple of Puri, in Orissa. Various postures adorn the Sun temple of Puri and in Konarak, as well.

Devotion to the divine hero, Sri Krishna is embodied in a beautiful poetic work called the Gita-Govinda, written by Jayadeva, an illustrious Sanskrit poet. It's verses are popular in Orissa, and every artisan, including dancers, uses the verses to sing the praise of their beloved Krishna. In Orissa, love as we know it and devotion for God become one. Sensuous though the verses in the Gita-Govinda are they pronounce the highest devotion for the God in their hearts.

Kuchipudi hails from a small village by that name, in the Southern State of Andhra Pradesh. It is based on stories from the Puranas. It is traditionally a form of nataka or drama, which includes the art of singing and dance in it. Though now being performed by solo dancers, this solo form is an adaptation for modern stages.

As in the other Southern style-Kathakali, Kuchipudi too was performed only by males. These men impersonated the female characters in the story. Many did this so well, that they came to be known by the roles they took and became legendary masters of female impersonation.

Shweta: I simple cannot imagine a male doing female roles. Are they very young then? Do they actually dress like the female?

Aunt: Oh yes, they do. And they need not be young.

You cannot tell the difference. His impersonation of the woman and her mannerisms is quite incredible!

Now review your Radio-talk for conversational style, interesting beginning, short sentences and clarity of content. Make the needed changes. Re-write and add it to your Portfolio.

End of the Lesson Review Questions.

I. Comprehension

- a) What do you understand by:
 - A talk
 - A Speech
- b) What are the features of
 - A talk
 - A Speech
- c) How can you make your speeches interesting?

II. Writing for your Portfolio.

- a) Collect at least three speeches that have impressed you. Include these in your Portfolio, along with a write up citing your reasons for selections.
- b) Choose a festival of your own choice and fill in the following details. You can refer to newspapers, magazines or the internet for details.

Festival : _____

Time of the year _____

Significance: _____

Ways of celebration : _____

Now write a talk using this information in your Portfolio.

- c. Identify a cause that you would like to take up

Now, list your reasons for you feeling so strongly about it.

Now, write a speech using these ideas in your Portfolio.

- d. You are the President of your School Health Club. Identify the health-related issues that you would like to talk about. List these here.

Now, collect information from newspapers, magazines and the internet regarding these.

Write a speech that is to be delivered in the school Assembly using this information in your Portfolio.

Lesson 3

Writing Reviews

Recapitulation Activity 1

I. We studied Reviews last year. Work with a partner and discuss the questions that follow. Then, compare your answers with those of other students in the class.

- a. How many of the following aspects should a review cover?
 - i. Basic information about the content of what is being reviewed
 - ii. Reviewers personal opinion of the work.
 - iii. A recommendation as to whether the readers of the review would or would not enjoy the book / film / cassette / television series under review.
 - iv. An enjoyable piece of writing with a connection of life beyond the work under review.

Activity 2 : Read the review of a famous film “Mary Poppins” that follows. As you read, think whether the reviewer is meeting the aims listed in Activity 1. Discuss with your partner.

Mary Poppins – Review by Brian Johnson

Mary Poppins is a film that everyone needs to see, first as a child, then as a teenager, again as a parent--and as frequently as possible in between. It has something to offer at every stage of life, and its offerings get richer the older one gets. Of course, there is a danger that the modern teenagers may not have the patience for the film's cute veneer, but that is their loss if they do not stick around and learn something about life.

George Banks (David Tomlinson) is a banker at a prestigious London bank in 1910. His wife (Glynis Johns) is a strange blend of a vigorous extrovert and submissive housewife. His children, Jane (Karen Dotrice) and Michael (Matthew Garber), look up to him and want ever-so-much to love him, but George does not see it. Children are to be patted on the head and sent up to bed, educated by a nanny, and generally molded by their fathers and mothers into new fathers and mothers who will then do the same with the next generation. Such is the precision a British home requires.

When the previous nanny (Elsa Lanchester) quits in a huff, George advertises for a new one and ends up hiring the charmingly mysterious Mary Poppins (Julie Andrews). The children quickly learn something is not quite ordinary about the new nanny. After all, she literally breezed in by coasting over London using an open umbrella. She does not deign to walk up the stairs to the nursery, but slides up the banister instead. Then, not ten minutes into her new job, she pulls impossibly large objects out of her carpet bag, talks to her reflection in the mirror, and cleans up the nursery with a mere snap of her fingers.

From there Mary Poppins takes the children on an outing to the park, where they meet up with Bert (*Dick Van Dyke*), a jovial bloke who employs himself with whatever comes to mind (including narrating the film at a few key moments). Together, the four of them enjoy an afternoon inside one of Bert's chalk pictures, complete with animated singing animals.

It is not my job to tell the whole story here. Suffice it to say the adventures continue, right up to Jane and Michael running away from their father, whom they are sure is out to kill them. "He's bringing the army, the navy, and everything!" Michael claims.

Julie Andrews (*The Sound of Music*) plays Mary Poppins flawlessly. I mean that. I can't find anything to quibble about. Dick Van Dyke (*Chitty Chitty Bang Bang*) appears to be having an unrestrained blast in his role as the every-man who guides the story along.

David Tomlinson does a good job as the crusty father. Glynis Johns (*While You Were Sleeping*) is humorous as Mrs. Banks--one moment bravely asserting that women should get to vote, and the next repeating "Yes, dear" to her husband in meek acquiescence.

Then there are the two children, played by Matthew Garber and Karen Dotrice (The Gnome-Mobile). They are self-proclaimed adorable children, and I agree. Matthew is quite funny as Michael, especially when he is hopelessly frustrated by his inability to snap his fingers.

The songs are some of the most memorable ever written for a film. *Spoonful of Sugar*, the award-nominated *Chim Chim Cheree*, and the immortal *Supercalifragilistic...* are among the gems of the music track. The Sherman Brothers were brilliant in numerous films, and their compositions shine here.

The film also excels in its special effects department. The Disney company has always been a major innovator in new effects, and they are used here extensively. This is not to say the effects are perfect, but the sheer joy the film exudes tends to blur over such considerations. Watching Dick Van Dyke dance with four animated penguins is a high point.

And now we come to the amazing beauty of the film, the deeper element that reaches that general audience out there.

Truly, all of the adventures are fantastic tales for youngsters to watch. I laughed my pre-teen self silly at the sight of Jane and Michael magically cleaning the nursery, hopping into the chalk picture, and having a tea party on the ceiling with Uncle Albert (Ed Wynn). However, it was not until my late teens, perhaps even early adulthood, when I realized what was going on.

It happens in the scene where George is prepared to fire Mary Poppins. Lecturing her on the importance of raising the children with a certain mindset, Banks is prepared to let Poppins go because of her apparently frivolous methods. Before he knows what has happened, she has pegged his unloving short-sightedness dead on, and has done so in such a way that he has no clue his soul has just been laid bare.

From there, George's world falls apart. His children inadvertently cause a run on the bank, bringing the terror of the bank's executives down upon him. He is called to a late-night meeting where he will be sacked, and his walk to the bank in the middle of the night, through the empty London streets, is one of the most powerful moments of the film.

Suddenly, he gets it! He finally gets it! In the midst of the chaos his life has become, the reality of what his life should have been all along strikes him. And isn't that often the way? When we are rising to the top, our field of vision overlooks the objects of real beauty, joy, and love that surround us. It is not until we are toppled by one of life's misfortunes that we take time to look around and see what is truly worthwhile to our existence.

This film is a treasure, assembled with care into one of the most touching films I've ever seen, with a beautiful affirming life message about the joys of children, fatherhood, and family. See it often. Watch it with the whole family.

Now, answer the following questions.

- a. Identify the subject of the Review.

- b. List the facts that are given in the Review about the concerned subject.

c. What is the reviewer's personal opinion of the subject under review.

d. What are the tips for the production house, if any.

e. In your opinion, will the readers enjoy the subject?

f. Why / Why not?

Activity 3 : Given below is another review. Now read and answer the questions that follow:

A humane story offering an insight into daily life in India.

5 Jan 2002

By a Reader

Set against the backdrop of a seemingly timeless coastal Indian fishing village, Anita Desai's moving story demonstrates that even the most beautiful rural outpost cannot avoid the powerful thrust of modernization. As the impending arrival of chemical factories threaten local livelihoods, teenager Hari is forced to leave his native village Thul in search of a fortune that he believes can only be found in the glamorous and enticing city of Bombay. With three dependent sisters, a sick mother and a drunken father to provide for, Hari is devastated to discover that the streets of Bombay are not paved with gold as he had anticipated.

Based on true events, Desai tells a story of human endeavour against the odds of grinding poverty, monsoon destruction and fatal illness. A forerunner to Arundhati Roy's *The God of Small Things*, *The Village by the Sea* is also written through a childhood perspective, but unlike Roy, Desai does not underscore her narrative with adult judgements. Childhood dreams and disillusionment are skillfully intertwined with a powerful sense of peace and a breathtaking landscape which is on the brink of irreversible change. I would recommend this book to anyone who is interested in learning some of the truths about the diverse country such as India.

- a. Underline the positive adjectives
- b. Encircle the negative adjectives
- c. Mark the line/words which make the review interesting.
- d. In your Portfolio write at least one review of a film, play or book that you have recently seen or read.

Activity 4: Read the following review of Orhan Pamuk's new novel SNOW and fill in the details that follow:

Snow

By Orhan Pamuk

Translated by Maureen Freely

Orhan Pamuk's new novel is set in the early 1990s in Kars, a remote and dilapidated city in eastern Anatolia famed less for its mournful relics of Armenian civilization and Russian imperial rule than for its spectacularly awful weather. Snow, "kar" in Turkish, falls incessantly on the treeless plains and the castle, river and boulevards of Kars, which the local scholars say takes its name from "karsu" (snow-water).

In this novel, the city is cut off from the world and also, to an extent, from normal literary reality by three days of unremitting snow. Written, between 1999 and 2001, *Snow* deals with some of the large themes of Turkey and the middle East: the conflict between a secular state and Islamic government, poverty, unemployment, the veil, the role of a modernizing army, suicide and yet more suicide. Pamuk's master here is Dostoevsky, but amid the desperate students, cafes, small shopkeepers, gunshots and inky comedy are the trickeries familiar from modern continental fiction. The result is large and expansive but even at 436 pages, neither grand nor heavy.

Pamuk's hero is a dried-up poet named Kerim Alakusoglu, conveniently abbreviated to Ka: Ka in kar in Kars. After many years in political exile in Frankfurt, Ka retruns to Istanbul to attend his mother's funeral. He is then commissioned by an Istanbul newspaper to write an article about the municipal elections in Kars and investigate a succession of suicides by women and girls in the city. In his role as journalist, Ka trudges through the snow interviewing the families of the girls. He learns that they are committing suicide because of pressure by the college authorities to take off their headscarves in class. (Compulsory unveiling succeeds just as compulsory veiling, which is not very well.)

It soon emerges that Ka is not greatly interested in headscarves but has come to fall in love with his old Istanbul schoolmate, Ipek, who has ended up in Kars and is separated from her husband. Meanwhile, his lyric gift returns to him with a force bordering on incontinence and he is forever plunging into tea houses to get his latest

poem down in a green notebook. Another narrator, called Orhan Pamuk, tells the story not from the notebook, which is lost or stolen, but from notes in Ka's handwriting that he finds four years later in the poet's flat in Frankfurt.

The book is full of winning characters, from Ka himself to Blue, a handsome Islamist with the gift of the gab, an actor-manager and his wife who tour small Anatolian towns staging revolutionary plays and Serdar Bey, the local newspaper editor, who has a habit of writing up events and running them off his ancient presses before they occur. There are many fine scenes, including one where a hidden tape records the last conversation between a college professor in a bakery and his assassin.

Yet there are literary judgments that some readers will question. The first is to omit Ka's poems. The green book has been lost or stolen and what remain are Ka's notes on how he came to write his 19 poems in Kars and how they might be arranged on the crystalline model of a snowflake. That is quite as dull as it sounds really, in a book so expansive and light, the only dull passages. Incidentally, what verse there is in the book, copied from the wall of the tea-shop, is worth reading. One senses that Ka is a poet visiting Kars because the poet Pushkin visited Kars (on June 12 and 13 1829).

Pamuk also decides to stage his two narrative climaxes as theatre. The first of these, in which soldiers fire live rounds into the audience from the stage of the National Theatre in Kars during a live television broadcast, is a fine job of writing and translating, but the effect is the same as with the descriptions of Ka's poems. The second literary layer makes the matters at issue both fainter and less persuasive. Pamuk likes to undermine and destabilize each character by introducing a degenerate counterpart: not merely Ka/Pamuk, but Ipek and her almost-as-beautiful sister Kadife, the two students Necib and Fazil and so on.

This playfulness or irony may be a response to literary dilemma. To use a European literary form such as the novel in Turkey is, in an important sense, to ally oneself with European notions of individualism, liberty and democracy.

Pamuk know that as well as anybody and dramatizes it in a raucous scene in which a group of leftists, Kurds and Islamists gather in a hotel room to write a letter to the Frankfurter Rundschau. He also anticipates his critics by having Serdar Bey accuse Ka in the Border Gazette of being so "ashamed of being a Turk that you hide your true name behind the fake, foreign, counterfeit name of Ka". In fact, the best sentences in the book are those entirely without any playfulness, or indeed any artistry, such as this one, where Ka remembers the almost permanent state of military coup of his Istanbul childhood: "As a child he'd loved those martial days like holidays."

A more serious challenge to novelists in Turkey, Iran and the Arab world is that the events of September 11, the Moscow theatre attack and Abu Ghraib are both more desperate than even Dostoevsky could have dreamed up and written down.

a. The introductory paragraph includes:

b. Setting

c. Reviewer's opinion about the subject :

Fill in the following details of a book you've read lately:

Title : _____

Author : _____

Genre : _____

Plot : _____

Theme : _____

Did you enjoy reading it?

Why / Why not ?

Recommendation

Putting together these details, write a Review in your Portfolio.

Read it again. Review it carefully. Add it to your Portfolio.

Review your favorite movie and write in your Portfolio. You may add a few pictures to increase the impact.

Read it closely. Improve upon the selected area. Rewrite it and add it your Portfolio.

Activity 5: Complete the table given below:

The TV programme you love _____
The TV programme you abhor _____
Reasons : _____

Cast : _____

Director : _____

Channel : _____

Using information you have; write a review in not more than 250 words in your Portfolio.

End of the Lesson Review Questions

I. Comprehension

- a) What do you understand by a review?
- b) What role does the introductory paragraph play in a review?
- c) What is the difference between a book review and a movie review?
- d) What are the features of review writing?

II. Writing for your Portfolio.

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

	Book 1	Book 2	Book 3	Movie 1	Movie 2	Movie 3
Title						
Introduction						
Story Line						
Characters / Actors						
Recommendation						

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

b) Select a book that you have read lately.

Note the necessary details:

Book Review	
Name	
Author	
Genre of the book	
Themes / Issues taken up	
Storyline	
Characters	
Details about author	
Recommendation	

Using these, write a Book Review to be included in your Portfolio.

c) Think of the last Movie that you watched. Fill in the following details

Movie Review	
Name	
Director	
Cast	
Storyline	
Theme	
Music	
Action	
Direction	
Recommendation	

Using these notes, write your movie review in approximately 250 words. Read it carefully. Make the needed changes. Add it to your Portfolio.

Lesson 4

Writing Essays

As you know from your previous learning, an essay has an-

- Introduction
- Body comprising of supporting paragraphs
- Concluding paragraph

Activity 1 : Let us see how much you still remember. Tick the statements which are relevant.

- An introductory paragraph can be in the middle of the essay.
- An introductory paragraph can also be called a thesis statement.
- An Introductory paragraph is rather diffuse and avoids capturing the interest of the reader.
- Supporting paragraphs make up the main body of the essay.
- Each supporting paragraph must have a summary sentence.
- The concluding paragraph in each essay summarizes the main idea of the essay.
- The concluding paragraph can never be concluded with a personal opinion or suggesting a future course of action.

Activity 2 : Given below are few newspaper articles on Coping with Stress :

Article 1

Coming out of the Cocoon

I live in a cocoon . And whether you admit it or not, you all do. Our families, jobs, society with its institutions and conditioning, education, all of these form a big shell around us. A shell, thick enough to block our senses from so many experiences and revelations, that we live in a half-realised world. And guess what, we never peek outside. Where there is so much beauty, bliss, knowledge and pleasure possible, that a single lifetime is just not enough to gather it all.

We construct routines for our daily lives that leaves us no time for true reflection. Cramming more and more into our already brimming, creaking lives, pushing out the real meaningful bits, we proudly proclaim that we are succeeding in life. Now that I have a bigger car, my kids go to posh schools, I must be happy. Oh yes, all that I have tells me that I must be real happy. But here I am, jealous of the random courier boy's sudden, sparkling, unbridled laugh. What does he possess which I do not, may be it's something that I lack.

Have I gathered so much anguish, so many frowns and so many fat pay checks that I have forgotten to laugh like that? May be I lost my spontaneity, doing that dull management course. May be I lost my innocence in those nights I spent at the call-centre, swindling customers with sweet talk. And may be I lost my child like capacity for joy while I was investing in the stock market.

Looking back over all those years, I think I have lost much, and earned little. May be I should look outside my cocoon. Perhaps I should go and take a walk outside my sheel. May be I should do something I love, for a change, outside protocols, alone, like a fluttering butterfly, alive for a while. May be I should volunteer shramdaan.

Give some, to get something real.

Sandeep Puri, HT Delhi

Article 2

Positive attitude : Optimism centre of brain pinpointed

Find will Help shed Light on Depression : Experts

Washington : Imagine receiving a big chunk of cash in the future. Or winning a prize. Chances are, such optimistic thoughts are coming from two places in the brain that play an important role in enabling people to, as the old song says, accentuate the positive, New York University scientists said on Wednesday.

Pinpointing the brain regions involved in optimism and positive thinking about the future, the researchers said, may also have shed light on what might be going wrong in people with depression.

The researchers used sophisticated brain imaging to track brain activity in 15 young adults – seven men and eight women – while they asked them to imagine future scenarios. These included getting a lot of money, winning an award, going to a birthday party or ball game or the zoo, being lied to , the end of a romantic relationship, going to a funeral and others.

When scenarios filled with optimism were imagined, two brain regions – the rostral anterior cingulate and amygdala – lit up with activity in the brain scans, the researchers said.

“What’s interesting is these two regions that we saw that were involved in projecting optimistic futures are also the same two regions that we see affected in depression, an NYU professor of psychology and neural science involved in the research, said in a telephone interview.

It had been unclear what was going wrong in these two regions that might contribute to depression. “But our data would suggest that one of the things they’re doing is making it hard to think about things optimistically. Of course, one of the primary symptoms of depression is pessimism, “she said. Phelps said the findings had the potential in the future to help guide new treatments for depression. The research was published in the journal 'Nature'.

The rostral anterior cingulate is part of the brain's frontal cortex that may be involved in regulating emotional responses. The amygdala is an almond-shaped brain structure in the medial temporal lobe involved in emotion.

“Understanding healthy optimism is important because optimism is related to mental and physical health and to success. We can have people who are not necessarily depressed but have different levels of optimism, “said another of the researchers. The research team is not saying these are necessarily the only brain regions involved in optimism. The researchers said they examined how the brain generates what some scientists call the human “optimism bias”.

Humans expect positive events in the future even when there is no evidence to support such expectations, the researchers wrote in the journal *Nature*. For example, people expect to live longer and be healthier than average, they underestimate their likelihood of getting a divorce, and overestimate their prospects for success on the job market, they wrote.

Phelps said the researchers had a hard time getting the volunteers to think of purely neutral events in the future. “They tended to make them positive”, “she said. “We sort of stumbled upon this optimism bias that psychologists have talked about before.”

Reuters

Article 3

Get Fit Through 'Stealth Health'

Working healthy habits into daily living is far easier than we think, writes Colette Bouchez in Web MD. Drawing on the work of David Katz, co-

author of *Stealth Health: How to Sneak Age-Defying, Disease-Fighting Habits into Your life without Really Trying*, Bouchez mentions easy ways to improve.

Physical Fitness

Do a squat every time you pick something up. Instead of bending over in the usual way, which stresses the lower back, bend your knees and squat. This forces you to use your leg muscles and will build strength.

Whenever you're standing on a line, lift one foot half-inch off the ground. The extra stress on your opposite foot, ankle, calf and thigh will help firm and tone muscles. Switch feet every few minutes.

Stress Control

Have a good cry. It can boost your immune system, reduce levels of stress hormones, eliminate depression, and help you think more clearly.

Twice a day breathe deeply for three to five minutes

Sleep

- Sprinkle just-washed sheets and pillowcases with lavender water. The scent has been shown in studies to promote relaxation, which can lead to better-sleep.
- Buy a new pillow. Katz says studies show that pillows with an indent in the center can enhance sleep quality and reduce neck pain. Also, try a 'cool' pillow – one containing either

all-natural fibers or a combination of sodium sulfate and ceramic fibers that help keep to your head cool.

- Eat a handful of walnuts before bed. You'll be giving yourself a boost of fiber and essential fatty acids along with the amino acid tryptophan a sleep inducer.

Feel the inner happiness

Even if you go for a walk, feel the happiness within you. Feel that inner joy, experience it without any set perception.

Often, our suffering exists because of our laziness. We are unwilling to feel better in newer ways. To constantly explore newer ways of being happy and feeling good involves meditative alertness. This alertness exists when there is no inner laziness. Humanity is not

neurotic but we live in a neurotic society, a society which focuses on material rather than spiritual growth, unconscious to the higher potential of human growth. People's feelings come into conflict with their thinking and this conflict creates tension. You should feel your thinking and think your feelings and create a spiritual bridge. Meditation needn't involve elaborate preparation and technique; to get in

touch with yourself is easier than you realize. The simple act of going for an evening or morning walk can be a surprisingly enriching experience if you incorporate simple meditative techniques into it.

Go for a walk and feel the happiness within you. If you look at the moon and feel happy, drop the moon in your perception and just concentrate on your inner joy-feel that joy, experience it without inner words. In other words become that joy. Then go on walking with this inner feeling and hold that feeling with reverence. This is a sacred feeling which would create a sacred heart. Then look at another object which gives you joy. May be it is the

moving clouds. See it as though you are seeing it for the first time. Don't let your thoughts and a set perception define that cloud to you. Drop the thought of the cloud and concentrate on your inner feeling of joy. Become that joy. Feel yourself sated in that joy. Feel that you are happiness and your body is in that happiness. As you walk, feel happiness walk with you, within you. Feel that you are spreading happiness as you look at some object. Your eyes are spreading that happiness. Now, after completing your walk, lie down and feel the earth being nourished with your happiness and you being nourished by the earth. Feel this spiritual connection.

Stressed? Your Skin, Hair, Nails Show It

New York : Feeling stressed? Your skin, hair and nails can show it as they're the external indicators. While everyone knows that stress can take a toll on a person physically and psychologically, researchers in the United States have carried out a study and found that it also can head to dermatological problems, like acne, brittle nails or even hair loss, the Science Daily reported.

“When a person becomes stressed, the level of body's stress hormone (cortisol) rises. This in turn causes an increase in oil production, which can lead to oily skin, acne and other related skin problems.

Dr Mayoral and his fellow researchers came to the conclusion after analyzing a study, involving 27 medical, dental and pharmacy students.

Recognise that you are feeling panicky : Once you've gauged that you are actually having an attack, it will be easier to detach yourself. The problem will seem clearer and

you can repeat 'I will not panic' over and over again in order to calm yourself.

Put all your attention on the situation rather than yourself Focusing on the issue rather than the fact that you cannot handle the situation will help you think logically. At some point you may find a way to handle the state of affairs.

Hold on to something : Holding on to something that is important to you, such as a special locket or a picture, or even something solid like a desk or a chair, will give you a kind of physical support. Not only will it calm your heartbeat, it will also give thoughts in order.

Breathe deeply : Like all aerobic exercises, deep breaths will help relax your muscles and slow down your heart rate. As you fill yourself with more oxygen, you'll see that your level of concentration will also increase.

Pray : It may not necessarily be the name of a God, but praying to anything that you believe in, will definitely help you deal with panic attacks and calm down.

After you have read the articles, gather the relevant points in the space provided:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Now write an essay on Coping with Stress in your Portfolio.

Read again and edit the essay removing all superfluous words and phrases. Rewrite your essay and add it to your Portfolio.

Now, let us attempt writing different types of essays

A. Definition essay

When writing a definition essay, a term or idea is identified, and described often, the writer combines definition with classifications or other forms of organization in the essay. One needs to give a careful definition of the key terms before going on to different types of examples.

Activity 3 : Let's attempt writing an essay on Energy Resources, while discussing its various types.

I Introduction

Define energy resources

II Supporting Paragraph

Mention the types of the energy resources and their uses / advantages renewable resources

III Summary paragraph

Using the above points, write your essay on *Energy Resources* in your Portfolio.

B Persuasive Essay

The purpose of a persuasive essay is to convince the reader to agree with the author's viewpoint or to accept the author's recommendation for a course of action. For example, the author might argue that cricketers are paid very high salaries or they might try to convince their readers that fast food and aerated drinks should be banned in schools canteens. A well-written persuasive essay uses evidence to support the author's viewpoint, consider opposing views and present a strong, focused conclusion.

Activity 4

- Let us try writing a persuasive essay on '*Fast food should be banned in school canteens*'.
- List five important details that you would like to include in your persuasive essay.
- Your target readership is :

• fellow students	
• teachers	
• school cabinet	

- Collect the information from various sources that could be used in this essay:

i) Interviewing friends

ii) Interviewing your doctor

iii) Information from a students' opinionnaire

iv) Information from the internet

v) Articles/quotes

e Write the following :

i) Thesis statement :

ii) Why is the essay needed :

iii) Points of comparison with similar issue/ issues:

iv) Instances, examples, anecdotes you would like to include :

f Using the above notes and information that you have gathered, draft your persuasive essay in your Portfolio.

g. Review your draft to identify how the various points are connected. Check for punctuation and paragraphing. Re-write it and add it to your Portfolio.

C. Descriptive Essay

A description essay describes a person, place or thing. It is organised by describing different parts or aspects of the main subject.

Activity 5 : Read the following description of the tea ceremony and write a concluding paragraph for it in your Portfolio.

The Way Of Tea

- The tea ceremony is a well-orchestrated series of events. It takes place in a *chashitsu*, which is a building or a room in which the ritual is performed. The ritual involves meeting the guests, a purification with fresh water in a stone basin, walking through the grounds of the teahouse, watching the tea being prepared, consuming food and drinking the tea.
- Together, the *chashitsu*, *roji* (tea garden), and *mizuya* (preparation room) should provide the best physical and spiritual setting for expressing this hospitality. There is also a religious dimension associated with Zen Buddhism ideals. The whole universe is experienced in the drinking of a bowl of tea giving oneself over totally to the here and now fully participating with a heart free from selfish desires.
- The ceremony is like a play consisting of two acts and an intermission. In the *shoza*, or first act, the guests enter the *chashitsu* and are served a light meal. After this, the guests retire to the garden for a short break or the intermission and wait for the host to call them back. The second act is called the *goza*. First the host prepares *match* (thick tea) for the guests. He then prepares the charcoal a second time and makes *usucha* (thin tea). When all of this is finished, the host and guests silently and respectfully bow to each other one last time and the guests take their leave.

Activity 6: Now lets attempt writing a descriptive essay on an Indian Wedding.

Introduction

I How is it celebrated?

Supporting Paragraphs

II What do people do at a wedding?

III How has it changed over the years?

IV Significance of weddings for people from different parts of India?

Conclusion

V What is common in the spirit of celebration of a wedding.

Now, review these. Add or delete information. Check for paragraphing and punctuation errors. Re-write the essay and add it to your Portfolio.

D Comparison and Contrast essay

In a comparison and contrast essay, the author takes up similarities and differences between two or more people, places or things. It usually begins with one, leading to a comparison with the second subject. A more effective way could be to organise the essay by comparing each subject by category. You could compare weather, places, movies, computer games, seasons, pets or friends.

Activity 7: Let us attempt writing a Comparison and Contrast essay.

Let us try and compare any two famous cricketers.

_____ Vs. _____

I List characteristics of each person - physical/personality traits achievements and so on.

II Now, decide if you will try to persuade your readers to react on an opinion about your subject or explain something about them.

III Identify any four points of comparison for your subject.

End of the Lesson Review Questions

I Comprehension

- 1 List the major parts of an essay.
2. Comment on the role of
 - The introductory paragraph
 - the body
 - the conclusion of an essay
3. How does a writer prepare for writing essays?
4. Define the following?
 - Definition essay
 - Persuasive essay
 - Descriptive essay
 - Comparison and Contrast essay

II Writing for your Portfolio

- a) **Write an essay on any four of the following and add these to your Portfolio.**
 - War and Peace.
 - Grass is Greener on the other side.
 - Unity in Diversity.
 - One Day Internationals Vs Twenty-Twenty.
 - Small is Beautiful.
 - Change is required in the Examination System.
 - Cell Phones : Boon or Bane of Urban India.
- i) Follow these steps before you begin to write
 - Collecting Information on the topic.
 - Identifying main points and sub-points.
 - Framing a suitable introduction and conclusion.
 - Thinking of a suitable topic sentence
 - Writing the Essay
 - Proof reading
- ii) Decide, how you are going to organise your information - point - by point or subject-by-subject. Also, say why, in your opinion is it a suitable mode of organisation.
- iii) Using the above notes, write an essay in your Portfolio.
- iv) Review the above draft for use of appropriate discourse makers, punctuation and paragraphing details. Re-write this essay. Add it your Portfolio.

Lesson 5

Feature Writing

An article is primarily non-fictional, although it might, at times, contain semi-fictional anecdotes or imaginary dialogue to illustrate certain points. It is a factual piece, sometimes described as a feature and usually conveys information.

Features can describe people, places or events. They could be based on information gathered from various sources as well as data gathered from people through interviews, opinionnaires and other means.

A. Features on people

Features on people may include details of their appearance, personality and background. In a short article, brief vivid details are more effective than lengthy descriptions. They can include adjectives, adverbs and simple images. Comparisons with other people will help the readers understand the person who is being described. Quoting the subject's actual speech adds to aspects of his/her personality.

Activity 1 : Given below are some details about Ishant Sharma. Write a feature using these.


Born on : Sept 2 1988, Delhi

- Fast-medium pace bowler
- Can swing the ball in both directions
- Called to join the National team 2006-2007 in the Test Series in South Africa
- Debut in May 2007 against Bangladesh
- Represents Delhi in Ranji
- Nicknamed Lambu (6'4")
- Has been a part of the Indian Under-19 Team in 2006



Performance Details

<i>Personal information</i>		
Batting style	:	Right-hand bat
Bowling	:	Right-arm fast-medium
<i>Career statistics</i>		
	Test	ODI's
Matches	5	4
Runs scored	43	1
Batting average	21.5	-
100s/50s	-/-	-/-
Top score	23	1*
Balls bowled	{{{test overs}}}	{{{ODI overs}}}
Wickets	12	5
Bowling average	45.58	16.6
5 wickets in innings	1	-
10 wickets in match	-	n/a
Best bowling	5/118	4/38
Catches/stumpings	3/-	-/-



Review the above draft. Make improvements. Rewrite and add it to your Portfolio.

Interview based Articles

Interview is a skill which can be improved with practice. Interviews are useful for feature writing as the information through interviews is invaluable.

The first step in an interview is to choose someone you would genuinely like to interview. It is essential that the subject chosen must interest others. Your subject should be someone you would be able to get information about from the library, newspaper, magazines and the internet.

The next step would include listing the questions you would like to ask your subject. It is essential that you have obtained the answers to your questions before you start writing. The questions should be open-ended (what/when/who/which/how).

Each Interview must conclude with either a summative comment or personal comment.

Steps to be followed when writing an interview-based article.

- List at least ten questions you want to ask.
- Questions should begin with who/what/when/why/which/how.
- Decide upon the setting for the interview - a hotel room, a stadium, a studio.
- Select a few photographs

Next, list out the answers for each question in detail and check if :

- The answers are interesting, close to reality and truthful.
- You have used enough adjectives, adverbs and images to make it an interesting read.
- There are some points of comparison with other similar personalities
- There is interesting and new information.

Activity 2 : Read the following given excerpts from an interview carefully. Write an article based on your reading.

Fighting TB “is the responsibility of every citizen” : Marcos Espinal

The Executive Secretary of the World Health Organisation administered STOP TB Partnership, on the emerging threat of drug resistant tuberculosis, TB-HIV, and the bottlenecks in treatment. Excerpts from an interview conducted at the close of the World Conference on Lung Health in Cape Town:

Tuberculosis was thought to be under control - what changed?

What has changed is the visibility of TB [tuberculosis] in the international community. It has never been controlled properly. Five years ago we launched the Stop TB partnership to change the mentality that TB was a medical problem. TB is not a medical problem. TB is a social, political and human rights problem. It's a disgrace that TB has not been controlled for decades. We still have 9 million new cases and 1.6 million deaths every year.

What about the emergence of drug resistant TB?

Multi Drug Resistance is one of the threats to TB control, to DOTS [directly observed treatment, short course), so is TB-HIV. But TB is an independent pandemic. Ninety percent of TB cases can be cured easily. Only 3-4 per cent of global cases are estimated to have drug resistant TB-about 400,000 cases each year. Those cases cannot be treated like normal TB.

The other mistake of the international community was that five to six years ago we were not advocating for new tools, engaging the private sector, pharma. Now, we have new drugs, vaccines and diagnostics in the pipeline.

How important is an integrated approach to HIV and TB?

TB and HIV are married in sub-Saharan Africa and in South-East Asia it is growing. There is no doubt that TB is the number one cause of mortality among people living with HIV/AIDS. There are actions that can be done now. AIDS programmes can work with TB programmes to reduce the burden of TB among people living with HIV and vice versa. Access to antiretrovirals should be scaled up. It is a disgrace that for so long antiretrovirals were available and now we are seeing them slowly rolled out in Africa.

And in India?

The HIV epidemic is growing in India. So this is the time to do the prevention to start scaling up testing for HIV among TB patients, to be more open about the fact that the two diseases are working together secretly and slowly.

Asia is more complex because of the population growth. Africa has the highest per capita rates of TB but the highest absolute numbers are in Asia. Sixty-four per cent of the TB cases come from Asia. There is a potentially explosive problem in Asia if TB-HIV and drug resistant TB are not addressed.

How important is the community in shutting off the tap and keeping patients adhering to treatment?

TB can be cured by participation of the community, faith-based organizations, sport clubs, the private sector. We need to make sure we educate people and convince the community to participate. Health systems are weak, infrastructure is not available widely, there are areas in India and Africa where people have to walk a long way to get to the health services. Convincing the community is the most important.

Activity 3

- I. Decide upon the name of the famous personality you would like to interview.*
- II. Make a list of questions you would like to ask him/her.*
- III. Find out the answers for each question and list them out.*
- IV. Decide upon the setting of the interview.*
- V. List the adjectives and adverbs you would like to use.*
- VI. Conclude by giving a summary or personal comment.*
- VII. Using the above detailed notes, write an article in your Portfolio.*
- VIII. Review the interview and make sure it is sharp, focused and interesting. Re-write and add it to your Portfolio.*

End of the Lesson Review Questions

I Comprehension

1. What are the characteristics while writing features on people?
2. What considerations should be kept in mind when writing interview based articles?
3. How would you embellish a feature?

II Writing – for the Portfolio

1. Collect four features from newspapers and magazines

Write a small analytical write up for each of your selections commenting upon:

- The choice of theme
- The language used
- Stylistic devices
- Its salient features.

2. Choose a personality of your choice and fill in the following details. You can refer to newspapers, magazines and the internet.

Name : _____

Age : _____

Family Background : _____

Special Achievements : _____

Now, write a feature using this information.

3. Choose a personality of your choice. List out the questions you'd like to ask him/her.

Refer to newspaper, magazines and the internet to find the answers.

Now, write a feature using this information. Review it closely. Make the needed changes.

Add it to your Portfolio.

1. Given below are excerpts from an interview with *Fawaz Grousi*, President and Owner of an Italian watch and jewellery brand. Read it carefully.

1. **What prompted you to open a boutique in India and why Delhi?**

I wanted to come to India for long time. It only happened now because I found the right person to partner with in India who is Delhi-based. I'm very comfortable working with her and I feel she understands my brand.

2. **Could you tell me a little more about the brand?**

I started creating exquisite jewellery and watches after spending several years working at Bvlgari. The rest is history.

3. **How many watch collections do you have?**

I have 17 collections right now, this will increase to 20 by the end of the year. We believe in limited production. This way the brand remains exclusive.

4. **Is this your first time in India? Could you comment on the watch and jewellery market in India?**

I have come to India two or three times and love the colour in everyday life and Indian jewellery as well. There is place here for several brands.

5. **What is the inspiration behind your watch/jewellery designs?**

I am the only designer of my brand. I follow my mind and my tastes and don't go by current trends.

6. **How do you think the brand will do in India?**

We are present everywhere in Asia except China. We opened in Japan a month-and-a-half ago. I believe India will have an amazing future.

7. **What are products priced at?**

We have some everyday pieces and some highly-priced, exclusive pieces.

8. **Do you custom-make products?**

Yes, I do, especially jewellery

9. **Could you elaborate on the icy diamonds and brown gold you use in your jewellery?**

Beside design, I also invest in new materials. For example, I was the first one to discover black diamonds, which are milky coloured and a new gold tint, with chesnut overtones, which we have baptized 'browny brown gold'.

10. **What watches do you wear?**

Right now, I'm wearing the Power Breaker, which is my design.

- Search the internet for more details.
- Combining the two, write a feature on *Fawaz Grousi*.
- Review it
- Make the needed changes.
- Add it to your Portfolio.

End of the Unit Review Questions

I Comprehension

- a) State the difference between fiction and non fiction with the help of illustrative examples.
- b) State the feature that need to be kept in mind when writing
 - Essays
 - Features
 - Speeches
 - Talks
 - Reviews
2. Write a personality feature on a person of your choice. Make it as interesting as you can.
3. Name your favourite classmate/teacher. Interview them regarding

Name : _____

Age : _____

Family Background : _____

Personality Traits : _____

Personal Convictions Beliefs : _____

Write a feature using these details.

4. Write a speech that can be delivered on International Women's Day. You could focus on the changing role of women in Indian Society.
5. Write a review of your favourite story book or movie.

Your review would include:

- Title _____
- Director/author _____
- Plot/Storyline _____
- Characters/actors _____

- Highlights _____
- Unique features _____
- Conclusion _____

6. Write an essay on a topic of your choice.
7. Write an essay on your favourite sport.

Project Work

1. Chose any two magazines of your choice. Comment on the writing style of the features included in each one. Which one do you like and why?