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Sample

# QUESTION PAPER-1

(Solved)

## F. E. G. - 2

### FOUNDATION COURSE IN ENGLISH

Time : 2 hours

Maximum Marks : 50

Note : Answer all the questions

Q. 1. Chosse any *one* of the following topic sentences and develop it into a paragraph of about 200 words—

10

(i) *The Open University has helped me to continue my studies.*

(ii) *The pen is mightier than the sword.*

(iii) *Self-reliance leads to happiness.*

Ans. (i) *The Open University has helped me to continue my studies*

*Or The Importance of Open Universities and Correspondence Course in the Education System*

Not everybody has the opportunity to avail himself of higher education offered by regular universities and colleges. It may be the constraint of time or money. Family circumstances may force some to take up a job, but it does not mean that they are not interested in higher education. Regular colleges demand a fixed routine of minimum attendance and also basic qualifications correspondence courses are a boon to such people like housewives, who have not had the prior educational qualification required for regular colleges, businessmen and working people, who are unable to devote full time to their studies and also people, who are already well qualified, but would like to acquire knowledge in other fields without going through the fixed regiment of regular colleges. By providing easy course material and study schedules and allowing clearing of individual papers at examinations leading to credits, a student is able to study according to his time and aptitude without the accompanying pressure so prevalent in other universities. The setting up of open university, like the Indira Gandhi National Open University and the Kota Open University are very important in taking higher education within the reach of many people.

(ii) *The pen is mightier than the sword*

Pen is mightier or the sword is mightier ? Some favour the sword and say that it carries more force and power than the pen. There are others who hold the view that the pen has greater power than the sword because it exercises greater influence on the minds and hearts of the people. This influence is more abiding and everlasting. No doubt, the sword has been able to establish kingdoms and empires but, these have been destroyed very soon. But the democratic republics established on the basis of ideas and opinions flowing from the pens of great writers and thinkers are still in existence. It were the great writings of Voltaire and Rousseau that caused the French Revolution which brought about renaissance and reconstruction not only in France, but also in many countries of Europe. The *Vedas*, the *Bible*, the *Quran* written by enlightened souls in ancient times continue to inspire mankind. The writings of Kalidas, Shakespeare, Ruskin, Carlyle, Vivekananda, and Sri Aurobindo have left their lasting impression upon the minds of the people. The conquests of Alexander, Taimoor, Changez Khan, Napoleon and other great swordsmen have disappeared, but the great ideas of great writers, poets and philosophers are still in existence and will remain so for millennia to come. So the pen is mightier than the sword.

**(iii) Self-reliance leads to happiness**

God helps only those who help themselves. Countries who depend solely on foreign aid for their economic development are often let down in midstream. The recent experience of India in the matter of American aid is a telling illustration. Self-reliance is the mandate of nature. The mother bird feeds the fledgling for a while after it is hatched out of the egg. Then it is turned out of the nest. The duck demonstrates how to swim and the duckling is left in the stream on its own fate. The case is a little different with human beings. The parents cater to the child's needs until he becomes mature. Some children become careless and waste their parents hard earned money. Some parents try to teach their children the importance of economy. There is a story of a cart-driver whose cart got stuck in mud. He began to pray on bended knees in vain. It was dragged out of the mud only when he sought co-operation of an army man and himself strained hard. The cart-driver, thenceforth depended on his own muscles rather than prayers. Napoleon was a fine example of self-reliance. He succeeded even in scaling the Alps. Mankind has achieved tremendous progress only by sustained efforts of those scientists, engineers, doctors, economists, and artists who were self-reliant. They were driven by their own zeal, and enthusiasm. The awareness of purpose in life alone fetched success for them. It is an undenying fact that no external factor can replace self-reliance. If you wish to see a thing best done, do it yourself.

**Q. 2. Write a composition of about 400 words on any one of the following topics—**

**20**

**(i) Your Vision of India in the Third Millenium**

**(ii) My First Train Journey**

**(iii) Should students take part in politics ?**

**Ans. (i) Your Vision of India in the Third Millenium Or  
The India I would like to see in 2000 A.D.**

How will India be in 2000 A.D. I often wonder about it. Would it have changed drastically or would it be more or less the same ? Will we have colonised the moon ? Or shall we still be struggling to feed the millions of extra people, who would have been added to our population ? Be that as it may, I would like to see India as a leading country of the world, prosperous, literate, industrialised, peace-loving and like the India of ancient times, a country of wisdom and philosophy, a country to which the rest of the world will look upto.

I said above that India will be a leading country, not a superpower, for in 2000 A.D. I would like to think that countries are no longer at longer heads. It is no longer a question of power-politics, but rather the entire world living as one family in the spirit of cooperation and brotherhood. India would lead the world in peace initiatives.

2000 A.D. will also bring the end of terrorism and violence in India for with increased prosperity, enough jobs for everyone, the youth are no longer dissatisfied or led astray and neither are the people discontent.

Literacy levels would have increased with every Indian being provided at least compulsory primary education. Villages would have the facilities available in cities and cities would have plenty of green areas and much flora and fauna.

Death rate would have declined, but more important birth rate too would drastically fall, with the increasing levels of literacy. There will be state managed health care for all citizens. Social security measures such as unemployment dole, pensions for old people and various schemes to benefit the poor would be undertaken by the Government.

The beginning of the 21st century will see a boom time for Indian industry. Under better working conditions in factories, there will be no strikes or lockouts. Production will therefore, be to full capacity. Not only quantity but India will make great strides in quality too, with more stringent quality control for all products. 'Made in India' label will acquire much recognition and will be in much demand from the rest of the world. Thus the balance of payments will be extremely favourable to India.

India by 2000 A.D. would have developed alternative means of energy and would have done away with its dependence on oil. It would be common to see solar powered cars and buses and solar powered trains too, easing the energy once for all. Use of solar powered vehicles would lead to a pollution-free atmosphere too.

# **Sample Preview of The Chapter**

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# **F. E. G. - 2**

## **FOUNDATION COURSE IN ENGLISH**

### **WRITING PARAGRAPHS**

**1**

#### **GENERAL INTRODUCTION**

Dear student, paragraph writing or expansion of ideas forms a very important part of syllabus. Usually a sentence, a proverb, or an old wise saying is set and the candidate is asked to expand it into a paragraph of the required length. In the following chapter, we shall discuss what a paragraph is, the different techniques of developing it, the principles of paragraph structure and the various kinds of paragraph writing with examples, for easy understanding. Model paragraphs at the end of the chapter will also help the student in familiarising himself with a wider range of topics. By developing good techniques of paragraph writing, the student will also be able to write better essays and prose compositions, which are broken up into paragraphs to make them interesting and easy to read.

#### **What is a Paragraph ?**

A paragraph is a series of sentences relating to one particular topic or theme. A paragraph develops a single point or topic. This is usually expressed in a topic sentence, which occurs mostly in the beginning of the paragraph. However the topic sentence (the sentence carrying the theme of the paragraph) can sometimes come at the end or even in the middle of a paragraph. The two most important sentences in the paragraph are the topical sentence, which should arouse the interest of the reader and the last sentence which must satisfy it by summing up or by concluding the topic.

#### **ESSENTIALS OF A GOOD PARAGRAPH**

**Unity :** A good paragraph must have unity. It must contain sentences expressing only one thought or idea.

**Coherence :** There must be a logical sequence of thought and development of subject. Every sentence must logically grow out of the preceeding one *i.e.* there should be order and clarity.

**Variety :** The paragraph should not be monotonous, with the same kind of sentences. Repetition of words or sentences must be avoided. As stated above the first and last lines in a paragraph must be interesting.

**Limited Length :** There is no specific rule as to the length of the paragraph, which may depend upon the topic. However, avoid digressions and irrelevance.

☛ **Note :** In examinations students are required to write a paragraph of limited length - 150 or 200 words and they should see to it that they do not exceed the limit.

#### **Different Kinds of Paragraphs**

Paragraphs can be of three main types depending on the way they are organised. They can be organised through

- (i) Chronological sequence;
- (ii) Spatial relationship; and
- (iii) Class relationship

Let us deal with each of them with examples for better understanding.

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(i) **Chronological Sequence** : These paragraphs follow an order according to time. They begin with the first event going on to the second and so on till the last event. Paragraphs which follow a chronological sequence are–

(a) **Biographies** : (Life History of great leaders *etc.* like Mahatma Gandhi given as an example. Here we trace their life from birth to death with each event following the other in proper time order.) Our daily lives also follow a time order from morning to night. However sometimes instead of following a chronological sequence, we may start with some event or moment which is more important or which leaves a stronger impression on us.

(b) **Description of a Process of Giving Directions** : Here a step by step procedure is outlined and the time order must be strictly followed. Paragraphs on how to do something (example using a washing machine, preparing some recipe, changing a tyre) or giving directions come under this category. It is obvious that time-sequence cannot be jumbled here. You have to boil water before you add tea, you cannot dry the clothes before they are washed. Similarly giving directions should follow the chronological order with words like. First turn right, then walk straight till you reach the garden. Then take the left turn *etc.*

Examples of each of the above types are given below–

**Example 1 : Write a paragraph of about 150 words on Mahatma Gandhi. (Biography)**

Mahatma Gandhi is the father of our nation. Born on 2nd October 1869, at Porbander in Gujarat, his full name was Mohandas Karamchand Gandhi. He studied to be a Barrister at law in London. Gandhiji's political awakening and his first use of Satyagraha and non-violence can be traced to South Africa. After his return to India from South Africa he plunged into the freedom struggle. He launched a series of movements – the Swadeshi Movement, the Civil Disobedience Movement, the Dandi March or Salt Satyagraha and the Quit-India Movement in 1942, which finally culminated in India's independence from British rule on August 15th, 1947. His work for the upliftment of women and untouchables, his policy to encourage village and cottage industries are as relevant today as they were then. A firm believer in Hindu-Muslim unity and the equality of all religions, he was deeply saddened by the partition of India. Mahatma Gandhi was shot dead on January 30th, 1948 by a Hindu fanatic. His Samadhi 'Rajghat' in Delhi draws hundreds of people from India and abroad every year.

**Example 2 : Write a brief paragraph describing how you wash clothes in a washing machine. (Process)**

To wash clothes in a washing machine, first plug the washing machine to the nearest electrical point. Next fill the washing machine with water till the level marked in the tub. Add soap powder and turn the switch on, so that a rich lather forms. Now turn off the switch and add the clothes taking care to button up shirts so that they don't get entangled with one-another. Turn the switch on and set the time for 3 minutes. The washing machine will automatically stop after three minutes. Drain the soap water and fill with fresh water before starting the machine again. Once the clothes are well rinsed put them in the dryer for drying. Do not forget to drain the water from the washing machine and clean it well. Unplug the washing machine till next use. Thus the wonderful machine washes and dries your clothes in minutes.

**Example 3 : Write a set of directions telling your friend who lives in Sarojini Nagar how to get your house. (Giving Directions)**

From the Sarojini Nagar bus-stop near your house, take Bus No. 514. Alight at the last stop at Malviya Nagar, commonly known as the *gol chakkar* stop because of the circle. The conductor will help you in identifying the stop. As soon as you alight you will see a broad road to your right with a corner shop selling milk, bread etc. Take this road and walk straight along it. You will pass a Mother Dairy Milk Booth on your right and a garden. After you pass the second garden known as 'Bhagat Singh Park' take the first right turn. The road is easily identifiable as a new house is being constructed in the corner. After you turn right the fifth house on the left side of the street is ours. You can ask anyone for house number G-5/15 or ask for Vinay and you will be led to my house which faces the Bhagat Singh Park.

The three above examples deal with paragraphs, which follow the strict chronological pattern. We will also give you an example (*Example 4*), where events may be organized according to the degree of importance, rather than according to the time sequence.

**Example 4 : Write a paragraph of about 150 words on 'Memories of My School Days'.**

School days were one of the most exciting period of my life. Meeting friends everyday, going to school together, studying and fighting were all very exciting. Also sports, debates, essay competition, cultural programmes and such activities have left sweet memories of my school days. One of the sweetest memories of my school days being awarded the best student of the year during the last year in my school. I can very well remember my friends cheering me all the way to the stage, the Principal patting my back as a mark of appreciation and the pride and joy in my parent's eyes. The party, the students organised on Teacher's Day, when I was in the sixth standard is another sweet memory. The teachers had a pleasant surprise and were extremely pleased with our efforts in entertaining them. Not all memories, however were sweet. I can still remember the first day in school, when I had gone to give a test. I was petrified, nervous and overawed by the silent corridors and the headmistress who looked so threatening with a scale in her hand. Later of course, I grew to respect and admire her. I cannot forget the memory of my first punishment either, when I was in the second standard. I was told to stand up on the bench for continuously talking with the student next to me, instead of paying attention to the teacher. Thus there are many memories – both pleasant and unpleasant of my school days.

In the above paragraph (Example 4) we notice that events are not described in a chronological order. We have not described the memories from standard one to standard tenth. Rather we have chosen what seemed important, or had a greater effect on the mind.

**(ii) Spatial Relationships**

Paragraph which describe location of places, or the layout of a particular area, deal with space relationships. Describing the physical features of an area or a set of objects like laboratory equipment involves spatial relationships. Usually such a paragraph will include description of the dimensions, (height, length, breadth etc.) directions (whether east, west, up or down), shape (rectangular, square, cylindrical) etc. An area can be described from top to bottom or side to side. The following paragraphs (Example 5 and Example 6) will make the above discussion clear to you.

**Example 5 :** India is a peninsula, surrounded on the three sides by the seas. To the West is the Arabian sea, to the East the Bay of Bengal and to the South is the Indian Ocean. The North is guarded by the great Himalayan ranges. New Delhi the capital of India is situated in the North. The most important city in the West is Mumbai, which is the commercial capital. Kolkatta is situated in eastern India while Chennai in South India. From Kashmir at the top of Kanyakumari at the bottom, is more than 2000 kms. To the north and North West of India is Pakistan. To the North, North East, India is bordered by China and Nepal, while the eastern border is Bangladesh and Burma.

**Example 6 : Description of an equipment**

A weather station is a place where all the elements of weather are measured and recorded. Each station has an equipment known as Stevenson screen. It contains four thermometers, which are huge from a frame in the centre of a screen. They are maximum and minimum thermometer and dry bulb and wet bulb thermometers. A wet bulb thermometer is actually a dry bulb thermometer which dips into a container of water. The Stevenson screen is a wooden box, whose four sides are louvred to allow free entry of air. The roof is made of double boarding to prevent the sun's heat from reaching the inside of the screen and insulation is further improved by painting the outside while the screen is placed on a stand about 121 cm (48 inches) above ground level.

Apart from the above examples, paragraphs on spatial relationships include layouts of particular areas, for example, the area you live in or the University campus etc. In such cases it is better to give your description with relation to a certain landmark such as the University administrative building or the shopping centre in your area. You can then proceed by saying, to the left of the library or behind and so on. You will find more examples in the model paragraphs given at the end of the chapter.

**(iii) Class Relationships :** Ideas in a paragraph can be organised by classifying them into groups, instead of establishing the time-space relationship. Classification are usually based on similarities between a set of things. One can classify on the basis of many things – size, race, religion, price name etc. But, once you have adopted a type of classification stick to it. For example, if you have decided to classify the people of India according to religion, you should stick to the same principle throughout the paragraph and not switch over to some other criteria, like language, mid-way. The following paragraphs – Example 7 and Example 8 illustrate paragraphs based on classification.

**Example 7 : Major Religions Of India**

India is a land of religions. Many great religions have originated here e.g. Hinduism, Buddhism, Jainism and Sikhism. Hinduism is the oldest religion in India. It was practised by the Aryan settlers and is the religion followed by a majority of Indians today. Based on polytheism, Hinduism has often been described as not merely a religion, but a way of life. Buddhism is an offshoot of Hinduism found by Siddhartha the Prince of Kapilavastu, who attained enlightenment in Bodh Gaya and came to be called 'Buddha'. Buddhism had spread to many countries of the far east. Mahavir was the 24th and most important *Tirthankar* of the Jain religion. Like Buddhism, Jainism too preaches peace and non-violence. Guru Nanak was the founder of the Sikh religion and Guru Govind Singh, its tenth leader gave it the Khalsa Islam and Christianity were the two religions which came into India from the outside. Islam was spread by the Muslim invaders, who came from the north Mongolia and the Arab countries, while Christianity was brought in by the European missionaries who set up many schools and charitable institutions in India. The two main sect of Islam are the 'Shias' and the 'Sunnis', while Christianity's two main sects are the 'Catholics' and the 'Protestants'. The Parsis or followers of Zoraster also form a religious group in India.

**Example 8 : Unemployment**

Unemployment is one of the major problems facing India, today.

There are different kinds of unemployment such as structural unemployment, classical unemployment or unemployment caused by deficiency of co-operant resources, seasonal unemployment and disguised unemployment. Lack of co-operant factors is one of the major types of unemployment existing in India. Labour remains unemployed because either capital or land or other co-operant resources are lacking. Structural employment is caused by a permanent fall in the demand of certain products; for example - a permanent fall in the demand of kerosene lamps with the use of electricity everywhere. Seasonal unemployment is mainly a feature of agrarian economies where labour is often idle after the harvesting season is over. Disguised unemployment is also a feature in the agriculture sector where there are more people working on the same piece of land than it can support. It is called disguised unemployment because though they appear to be employed on the farm, they are not really adding to the total value of the produce. Rather, the same work which was being done by say, two people is now being distributed among four. Our faulty education system which lacks job orientation is also a major cause of unemployment. The Government is trying to solve the problem of unemployment through many schemes and policies.

In the foregoing section, students have been familiarised with the various kinds of paragraphs. All the paragraphs above have used certain techniques to develop their points. Let us now look at these techniques.

**TECHNIQUES OF DEVELOPING A PARAGRAPH**

There are many ways in which, a paragraph can be developed or written, depending on the topic, purpose and the kind of reader for whom it is being written. The following are the most common ways of developing paragraphs—

**(i) By giving examples :** Illustrations or giving examples is one of the easiest ways to developing a paragraph. Examples make a paragraph interesting and also help to explain and make the reader understand a complicated topic. Examples also prove that a given statement is true. The model paragraph on '*A Stitch in Time Saves Nine*' is developed through examples (Students, please refer to Model Paragraph Number (12) at end of chapter).

**(ii) By descriptions :** This is a method used while writing about people, places, objects, scenes such as accidents or a river scene etc. Usually the description moves from the general to the particular with more details being filled in after the general layout is presented. In the example given after this section – 'Description of a hotel room' the student will notice that the author first gives the general layout of the hotel from the exterior and then moves to the interior, giving details about the plan of the hut and then adding details of colour and furniture. Similarly, you may use the technique of description while writing about animals, trees, landscape etc.

**(iii) By listing the causes or reasons or discussing the effect :** You can analyse a topic and develop it by listing the causes or giving reasons for a particular occurrence or you may develop a topic try emphasising its