

## CHAPTER 02

# Note-Making and Summarisation

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## Note-Making and Summarisation

Note making and summarising are crucial skills that helps us not only in academics but also at our work place. Note making essentially involves taking record or noting down the main points of whatever is read or heard.

The purpose of making notes is to filter important information so that they can be referred back to, whenever needed. It is useful as it saves time and energy, and accelerates the process of recalling.

The note making passage is of **5 marks** and consists of two parts

- Making notes of the given passage** This part requires the students to make notes with proper headings, sub headings, abbreviations and symbols indenting and the title. In this part, marks are given for the title, indentation key of abbreviations and the notes.
- Writing a summary of the passage** This part requires the students to write a summary on the basis of the notes. It should not include any abbreviations. Marks are given for content and expression.

### How to make good notes and summary

The following tips will help you in making good notes

1. Keep the notes short and compact so that they are easy to understand.

2. Read the passage carefully and mark the keywords as you read.
3. Organise your notes into heading and sub-heading.
4. The heading must reflect the main theme and sub-heading should point out how the theme is developed.
5. Give a suitable title to the notes and summary.
6. Do not write complete sentences in notes.
7. Follow the proper numbering and indentation while making notes.
8. While making the summary, remember to keep it under the word limit. It should not exceed 1/3rd of the length of the passage.
9. The summary should contain only the main ideas and the supporting details.
10. Remember to make a key of abbreviations and enclose it in a box.

### Uses of Abbreviations in Note-Making

Abbreviation helps in writing the information briefly. Following are some of the ways in which you can use abbreviations.

- Use common symbols
- Use acronyms, contractions and short forms wherever possible

### Some Common Abbreviations

Abbreviations	Words	Abbreviations	Words
+	Positive, Plus	e.g.	for example
–	Minus, Negative	i.e.	that is
=	equals, is the same as,	w/o	without
≠	does not equal, is not the same as	etc.	etcetera
≈	is approximately equal to	♂♀	male / female
<	is less than, is smaller than	Viz	namely
>	is greater than, is larger than	Asap	as soon as possible
↑	increase, rise, growth	Mr.	Mister
↓	decrease, fall, shrinkage	Mrs.	Mistress
&	and	Dr.	Doctor
*	special, important, notable	Govt.	Government
/	per, each		

A student can also create his/her own abbreviations by using the following method

- First few letters of the word are, sometimes, enough to remember what the abbreviation stands for.

**For example**

- imp for 'important'
- info for 'information'

- Remove all (or most of) the vowels from the word and use just the key consonants bunched together.

**For example**

- mngmt for 'management'
- mkt for 'market'
- mktng for 'marketing'
- dvpt for 'development'

### Format of Note Making and Summarising

**Title :**

1. Heading
  - 1.1 (Sub-heading)
  - 1.2
  - 1.3
    - 1.3.1 (Sub-sub heading)
    - 1.3.2
2. Heading
  - 2.1 (Sub-heading)
    - 2.1.1 (Sub-sub-heading)
    - 2.1.2
  - 2.2
  - 2.3
3. Heading
  - 3.1 (Sub-heading)
    - 3.1.1 (Sub-sub-heading)
    - 3.1.2
  - 3.2
  - 3.3

4. Heading
  - 4.1 (Sub-heading)
    - 3.1.1 (Sub-sub-heading)
    - 3.1.2
  - 4.2
  - 4.3

Key to Abbreviation here, Full form or meaning of the abbreviation used in notes are written

(1)	—	(6)
(2)	—	(7)
(3)	—	(8)
(4)	—	(9)
(5)	—	(10)

# Solved Examples

Read the passages carefully and answer the questions that follow.

## Passage

1. The Earth is the fifth largest of the planets in the solar system. It is smaller than the four giant planets i.e., Jupiter, Saturn, Uranus and Neptune, but larger than the three other rocky planets, i.e., Mercury, Mars and Venus. Almost 71 percent of the Earth's surface is covered with water, and most of that is in the oceans. About a fifth of the Earth's atmosphere consists of oxygen, produced by plants.
2. While the Earth orbits the Sun, the planet is simultaneously spinning on an imaginary line called an axis that runs from the North Pole to the South Pole. It takes the Earth 23.934 hours to complete a rotation on its axis and 365.26 days to complete an orbit around the Sun.
3. The Earth's axis of rotation is tilted in relation to the ecliptic plane, an imaginary surface through the planet's orbit around the Sun. This means the Northern and Southern hemispheres will sometimes point toward or away from the Sun depending on the time of year, and this changes the amount of light the hemispheres receive, resulting in different seasons.
4. The Earth's orbit is not a perfect circle, but rather an ellipse, similar to the orbits of all the other planets. Our planet is a bit closer to the Sun in early January and farther away in July, although this variation has a much smaller effect than the heating and cooling caused by the tilt of the Earth's axis.
5. According to scientists, the Earth was formed at the same time as the Sun and other planets, some 4.6 billion years ago, when the solar system coalesced from a giant, rotating cloud of gas and dust known as the 'solar nebula'.  
As the nebula collapsed because of its gravity, it spun faster and flattened into a disk. Most of the material was pulled towards the centre to form the Sun. Other particles within the disk collided and stuck together to form other bodies, including the Earth.
6. The Earth's magnetic field is generated by currents flowing in the Earth's outer core. The magnetic poles are always on the move, with the magnetic North Pole accelerating its northward motion to 40 km annually since tracking began in the 1830s. It will likely exit North America and reach Siberia in a matter of decades.

## Questions

- (a) On the basis of your reading of the above passage, make notes on it using headings and subheadings. Use recognisable abbreviations (minimum four) and a format you consider suitable. Supply a suitable title to it.
- (b) Make a summary of the above passage in about 80 words.

## ANSWERS

- |   |   |
|---|---|
| <p>(a) <b>Title:</b> Solar System &amp; The Earth</p> <ol style="list-style-type: none"><li>1. The Earth – position<ol style="list-style-type: none"><li>1.1. 5th largest planet</li><li>1.2. size<ol style="list-style-type: none"><li>1.2.1. &lt; Jupiter, Saturn, Uranus, Neptune</li><li>1.2.2. &gt; Mercury, Mars, Venus</li></ol></li><li>1.3. 71% water</li><li>1.4. O<sub>2</sub> in 1/5th of atmosphere</li></ol></li><li>2. Movement on axis<ol style="list-style-type: none"><li>2.1. runs from NP to SP</li><li>2.2. takes 23.934 hours to rotate</li><li>2.3. 365.26 days to revolve</li></ol></li></ol> | <ol style="list-style-type: none"><li>3. Elliptical plane<ol style="list-style-type: none"><li>3.1. imaginary surface</li><li>3.2. results in<ol style="list-style-type: none"><li>3.2.1. change in amt of light received</li><li>3.2.2. diff seasons</li></ol></li></ol></li><li>4. Earth's orbit<ol style="list-style-type: none"><li>4.1. not a perfect circle</li><li>4.2. ellipse</li></ol></li><li>5. Solar nebula form<ol style="list-style-type: none"><li>5.1. formed 4.6 billion yrs ago</li><li>5.2. solar system coalesced</li><li>5.3. collapsed</li><li>5.4. formation of the Sun and the Earth</li></ol></li></ol> |
|---|---|

- 6. Earth's magnetic poles
  - 6.1. always on move
  - 6.2. north pole
    - 6.2.1. accelerating northward
  - 6.3. changes in decade
    - 6.3.1. exit North America
    - 6.3.2. reach Siberia

Key to Abbreviations		
&	—	and
5th	—	Fifth
O <sub>2</sub>	—	Oxygen
NP	—	North Pole
SP	—	South Pole
amt	—	amount

diff	—	different
<	—	less than
>	—	greater than
form	—	formation
yrs	—	years

(b) The Earth is the 5th largest planet in the solar system. 71% of the Earth's surface is covered in water found in the oceans and one fifth of its atmosphere consists of oxygen. It revolves around the Sun in 365.26 days and rotates on its axis in about 23.934 hours. Its rotation in elliptical plane ensures that there are different seasons. As per scientists, earth was formed along with the Sun about 4.6 billion years ago, with the collision of particles. The Earth has a magnetic field because of the two poles which are on constant move.

# Chapter Practice

Read the passages carefully and answer the questions that follow.

## Passage 1

1. How does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world, there are high quality programmes that help us understand many fields of study, science, medicine, the different arts and so on. Moreover, television benefits very old people, who can't leave the house, as well as patients in hospitals. It also offers non-native speakers the advantages of daily informal language practice. They can increase their vocabulary and practice listening.
2. On the other hand, there are several serious disadvantages of television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries people watch television for an average of six hours or more a day. Many children stare at the TV screen for more hours a day than they spend on anything else, including studying and sleeping. It's clear that TV has a powerful influence on their lives and that its influence is often negative.
3. Recent studies show that after only thirty seconds of television viewing, a person's brain 'relaxes' the same way that it does just before the person falls asleep. Another effect of television on the human brain is that it seems to cause poor concentration. Children who view a lot of television can often concentrate on a subject for only fifteen to twenty minutes. They can pay attention only for the amount of time between commercials.
4. Another disadvantage is that television often causes people to become dissatisfied with their own lives. Real life does not seem so exciting to these people. To many people, television becomes more real than reality and their own lives seem boring. Also many people get upset or depressed when they can't solve problems in real life as quickly as television actors seem to do.
5. Before a child is fourteen years old, he or she views eleven thousand murders on the TV. He or she begins to believe that there is nothing strange about fights, killings and other kinds of violence. Many studies show that people become more violent after viewing certain programmes. They may even do the things that they see in a violent show.

## Questions

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognisable abbreviations (minimum four) and a format you consider suitable. Supply a suitable title to it.
- (b) Make a summary of the above passage.

## Passage 2

1. Getting enough sleep is as important as taking time out to relax. A good night's sleep is essential for preserving the health of your brain and gives you the best chance to meet the coming day with a razor sharp mind. An average person needs about six to eight hours sleep a night—although it is also true that you need slightly less than this as you grow older—another advantage of aging.  
Stress and sleep deprivation often feed on each other, since stress tends to make it harder for you to fall asleep at night and sleep deprivation in itself causes stress.
2. Eventually, too little sleep can dramatically interfere with the performance of your memory—something you obviously want to prevent. If you are not getting enough sleep, try going to bed 30 to 60 minutes earlier than your normal bed time for a few days. Lie down on the bed and try to relax by dissociating yourself from your daily routine work. This is normally enough to catch up on any sleep deprivation.

3. If, however, you suffer from insomnia, you should seek the advice of your doctor. The chances are it is already affecting your ability to remember and recall information—and if you are struggling to improve your memory scores, this could be at the root of your problem. Prolonged periods of insufficient sleep can deplete your immune system, make you more accident prone and even cause depression—this can also reinforce a more negative outlook on life, which can contribute to your stress burden. The good news is that your memory and mood should automatically improve once you improve your sleep patterns. Tackle your sleep issues and everything else should fall into place.
4. Because stress management is so essential to maximise your brain power, if you are not in the habit of setting aside time to relax. Make it a priority to do so. Even a minute or two of deep breathing can start to work wonders. Often the best ideas and memories can come to you when you are in a state of relaxation, as it is during these moments that your brain stores, processes and plays with the information it has received.
5. Meditation has long been part of religious and spiritual life, specially in Asia. Today, more and more people are adopting it in Western countries too, for its value in developing peace of mind and lowering stress. There is some evidence that regular meditation can have real sleep gain and health benefits, particularly in terms of protecting your brain against aging.

### Questions

- (a) On the basis of your understanding of the above passage, make notes on it using headings and subheadings. Use recognisable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the passage.

### Passage 3

1. To live in harmony with oneself and the environment is the wish of every human. However, in modern times greater physical and emotional demands are constantly placed upon many areas of life. More and more people suffer from physical and mental tension such as stress, anxiety, insomnia, and there is an imbalance in physical activity and proper exercise. This is why methods and techniques for the attainment and improvement of health, as well as physical, mental and spiritual harmony, are of great importance, and Yoga meets this requirement.
2. The word ‘Yoga’ originates from Sanskrit and means “to join, to unite”. Yoga exercises have a holistic effect and bring body, mind, consciousness and soul into a balance. In this way, Yoga assists us in coping with everyday demands, problems and worries. Yoga helps to develop a greater understanding of our self, the purpose of life and our relationship with God.
3. On the spiritual path, Yoga leads us to supreme knowledge and eternal bliss in the union of the individual Self with the universal Self. Yoga is that supreme, cosmic principle. It is the light of life, the universal creative consciousness that is always awake and never sleeps; that always was, always is, and always will be.
4. Many thousands of years ago in India, Rishis (wise men and saints) explored nature and the cosmos in their meditations. They discovered the laws of the material and spiritual realms and gained an insight into the connections within the universe. They investigated the cosmic laws, the laws of nature and the elements, life on earth and the powers and energies at work in the universe both in the external world and on a spiritual level. The unity of matter and energy, the origin of the universe and the effects of the elementary powers have been described and explained in the Vedas. Much of this knowledge has been rediscovered and confirmed by modern science.
5. From these experiences and insights a far-reaching and comprehensive system known as ‘Yoga’ originated and gave us valuable, practical instructions for the body, breathing, concentration, relaxation and meditation. The system “Yoga in Daily Life” is taught worldwide in Yoga Centres, Adult Education Centres, Health Institutions, Fitness and Sports Clubs, Rehabilitation Centres and Health Resorts. It is suitable for all age groups – the name itself indicates that Yoga can be and should be used ‘in Daily Life’.
6. The exercise levels have been worked out in consultation with doctors and physiotherapists and can therefore—with observation of the stated rules and precautions—be practised independently at home by anyone. “Yoga in Daily Life” is a holistic system, which means it takes into consideration not only the physical, but also the mental and spiritual aspects. Positive thinking, perseverance, discipline, orientation towards the Supreme, prayer as well as kindness and understanding, form the way to Self-Knowledge and Self-Realisation.

## Questions

- (a) On the basis of your understanding of the above passage, make notes on it using headings and subheadings. Use recognisable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the above passage.

## Passage 4

1. Physical education which is commonly part of the curriculum at school level includes training in the development and care of the human body and maintaining physical fitness. Physical education is also about sharpening overall cognitive abilities and motor skills via athletics, exercise and various other physical activities like martial arts and dance.
2. Physical education promotes the importance of inclusion of a regular fitness activity in the routine. This helps the students to maintain their fitness, develop their muscular strength, increase their stamina and thus, stretch their physical abilities to an optimum level. Physical fitness helps them to inculcate the importance of maintaining a healthy body, which in turn keeps them happy and energised.
3. Participating in sports, be it team sports or dual and individual sports, leads to a major boost in self-confidence. The ability to go on the field and perform instills a sense of self-confidence, which is very important for the development of a person's character. Every victory achieved on the field, helps to boost a person's self-confidence. Moreover, the ability to accept defeat on the field and yet believe in your capabilities brings a sense of positive attitude as well.
4. Physical education classes are about participating in the physical fitness and recreation activities, but they are also about learning the overall aspects of physical health. For example, in today's world the problem of obesity, or anaemia and bulimia are common amongst teenagers. Physical education provides an excellent opportunity for teachers to promote the benefits of healthy and nutritious food and warn against the ill effects of junk food. Promoting sound eating practices and guidelines for nutrition are some of the most valuable lessons that can be taught through physical education classes at school level.
5. Participation in team sports and even dual sports helps to imbibe a sense of team spirit amongst the students. While participating in team sports, the children have to function as an entire team, and hence they learn how to organise themselves and function together. This process of team building hones a person's overall communication skills and the ability to get along with different people.
6. Participation in sports and physical education activities help to sharpen the reflexes of the students. It also brings order and discipline to the body movements and helps in development of a sound body posture. The hand-eye coordination improves as well.
7. Physical education classes also include lessons about the importance of personal hygiene and importance of cleanliness. Thus, these classes help the students to know the important hygiene practices that must be practised in order to maintain health and wellness throughout life.
8. Physical education classes help to enhance the overall cognitive abilities of the students, since they get a knowledge of the different kinds of sports and physical activities that they participate in. For example, a person who is participating in a specific type of martial arts class, will also gain knowledge of the origins of the martial arts, and the other practices and historical significance associated with it.

## Questions

- (a) On the basis of your understanding of the above passage, make notes on it using headings and subheadings. Use recognisable abbreviation (wherever necessary – minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the above passage.



## Passage 5

1. Occasional self-medication has always been part of normal behaviour in India. Only during the last hundred years or so has the development of scientific techniques made diagnosis possible. The doctor is now able to follow up the correct diagnosis of many illnesses — with specific treatment of their causes. In many other illnesses of which the cause remains unknown, he is still limited to the treatment of symptoms. The doctor is trained to decide when to treat symptoms only and when to attack the cause. This is the essential difference between medical prescribing and self-medication.
2. The advance of technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organisation is improving and people's nutritional standards have risen. Parallel with such beneficial trends are two trends which have an adverse effect: one is the use of high pressure advertising by the pharmaceutical industry which has tended to influence both patients and doctors and has led to the overuse of drugs generally. The other is the emergence of the sedentary society with its faulty ways of life : lack of exercise, overeating, unsuitable eating, insufficient sleep, smoking and drinking. People with disorders arising from faulty habits such as these, as well as from unhappy human relationships, often resort to self-medication and so add the taking of medicines to the list. Advertisers go to great lengths to catch the market.
3. Clever advertising, aimed at chronic sufferers who will try anything because doctors have not been able to cure them, can induce such faith in a preparation, particularly if steeply priced, that it will produce — by suggestion though — a very real effect in some people. Advertisements are also aimed at people suffering from mild complaints such as simple cold and cough which clear up by themselves within a short time.
4. These are the main reasons why laxatives, indigestion-remedies, painkillers, cough mixtures, tonics, vitamins and iron tablets, etc., are found in many households. It is doubtful if taking these things ever improves a person's health, it may even make it worse. Worse, because the preparation may contain unsuitable ingredients; worse because the taker may become dependent on them; worse because they might be taken in excess; worse because they may cause food poisoning and worst of all because symptoms of some serious underlying cause may be masked and therefore medical help may not be sought. Self-diagnosis is a greater danger than self-medication.

### Questions

- (a) On the basis of your understanding of the above passage, make notes on it using headings and subheadings. Use recognisable abbreviations (wherever necessary – minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the above passage.

## Passage 6

Fasting is said to bring a host of benefits, provided it is done under medical supervision. Doctors explain how to go about it. Food is to the body what fuel is to a motor vehicle. It provides energy, helps repair and rejuvenates and confers many other benefits. A lot of research has been done and is being done on fasting. When one fasts, the digestive organs get rest and all body mechanisms are cleansed.

While fasting, the natural process of toxin removal continues, while the entry of new toxins is reduced. The energy usually used for digestion is redirected to immune system and cell growth. Fasting helps you lose excess weight and water, flushes out toxins, helps you heal at greater speed, cleanses your liver, kidney and colon, purifies your blood, clears the eyes and tongue and cleanses the breath.

Another research says fasting, even occasionally, helps in de-toxification. Through fasting we restrict digestive activity and so energy is utilised to cleanse different systems. Fasting improves metabolism, sharpens the senses, calms the mind, improves general immunity, improves concentration and mental clarity. Fasting has tremendous benefits and impacts one at various planes: mental, emotional, physical and spiritual. Specifically it helps in de-toxification, repair and rejuvenation, gives rest to the gastro-intestinal system and promotes mobilisation of excess fat. The crucial point to note is the difference between fasting and starvation. Research suggests there are other benefits of fasting. It slows down the aging process, stress resistance, increased insulin sensitivity and increases lifespan. On the other hand, starvation occurs when the body begins to use protein for fuel and may lead to death in some cases.



## Questions

- (a) On the basis of your reading of the above passage, make notes on it in points only, using abbreviations wherever necessary (minimum four). Supply a suitable title.
- (b) Write a summary of the above passage.

## Passage 7

Keeping cities clean is essential for keeping their residents healthy. Our health depends not just on personal hygiene and nutrition, but critically also on how clean we keep our cities and surroundings. The spread of dengue and chikungunya are intimately linked to the deteriorating state of public health conditions in our cities.

The good news is that waste management to keep cities clean is now getting attention through the 'Swachh Bharat Mission'. However, much of the attention begins and stops with the brooms and the dustbins, extending at most to the collection and transportation of the mixed waste to some distant or not so distant place, preferably out of sight. The challenge of processing and treating the different streams of solid waste, and safe disposal of the residuals in scientific landfills, has received much less attention in municipal solid waste management than is expected from a health point of view.

One of the problems is that instead of focusing on waste management for health, we have got sidetracked into "waste for energy". If only we were to begin by not mixing the biodegradable component of solid waste (close to 60 percent of the total) in our cities with the dry waste, and instead use this stream of waste for composting and producing a gas called methane.

City compost from biodegradable waste provides an alternative to farmyard manure (like cow-dung). It provides an opportunity to simultaneously clean up our cities and help improve agricultural productivity and quality of the soil. Organic manure or compost plays a very important role as a supplement to chemical fertilisers in enriching the nutrient-deficient soils. City compost can be the new player in the field.

Benefits of compost on the farm are well-known. The water holding capacity of the soil which uses compost helps with drought-proofing, and the requirement of less water per crop is a welcome feature for a water-stressed future. By making the soil porous, use of compost also makes roots stronger and resistant to pests and decay. Farmers using compost, therefore, need less quantity of pesticides. There is also evidence to suggest that horticulture crops grown with compost have better flavour, size, colour and shelf-life.

City compost has the additional advantage of being weed-free unlike farmyard manure which brings with it the seeds of undigested grasses and requires a substantial additional labour cost for weeding as the crops grow. City compost is also rich in organic carbon, and our soils are short in this. Farmers clearly recognise the value of city compost. If city waste was composted before making it available to the farmers for applying to the soil, cities would be cleaned up and the fields around them would be much more productive.

Quite apart from cleaning up the cities of biodegradable waste, this would be a major and sustainable contribution to improving the health of our soil without further damage by excessive chemical inputs. What a marvellous change from waste to health!

The good news is that some states are regularly laying plastic roads. Plastic roads will not only withstand future monsoon damage but will also solve a city's problem of disposing of non-recyclable plastic. It is clear that if the mountains of waste from our cities were to be recycled into road construction material, it would tackle the problem of managing waste while freeing up scarce land.

## Questions

- (a) On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary (minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the above passage.

## Passage 8

1. There are two types of diabetes, insulin dependent and non-insulin dependent. 90-95% of the estimated 13-14 million people in the United States with diabetes have non-insulin dependent, or type II diabetes. Because this type of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called 'adult onset diabetes', its symptoms often develop gradually and are hard to identify at first; therefore nearly half of all the people with diabetes do not know it. So, someone who has developed Type II diabetes may feel tired or ill without knowing why. This can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys and nerves. While the causes, short term effects, and treatments of the two types of diabetes differ, both types can cause long term health problems.
2. Most importantly, both types affect the body's ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, 'glucose', for energy. After a meal, the normal digestive system breaks some food down into glucose. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this, insulin is released into the blood stream and signals the body tissues to metabolise or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use is stored in the liver, muscle or fat.
3. In both types of diabetes, the normal function of glands is affected. A gland called pancreas makes insulin. In people with insulin-dependent diabetes, the pancreas does not produce insulin at all. People with non-insulin dependent diabetes usually produce some insulin in their pancreas but their body tissues do not metabolise the glucose property, a condition known as insulin resistance.
4. There's no cure for diabetes yet. However, there are ways to get relief from its symptoms. Foods that are rich in carbohydrates break down into glucose during digestion, causing blood glucose to rise. Also studies have shown that cooked foods raise blood glucose higher than raw, unpeeled foods. So, we should eat such uncooked whole grain foods.

### Questions

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary (minimum four). Also supply an appropriate title to it.
- (b) Write a summary of the above passage.

## Passage 9

The most alarming of man's assaults upon the environment is the contamination of air, earth, rivers and sea with lethal materials. This pollution is for the most part irrevocable; the chain of evil it initiates is for the most part irreversible. In this contamination of the environment, chemicals are the sinister partners of radiation in changing the very nature of the world; radiation released through nuclear explosions into the air comes to the earth in rain, lodges into the soil, enters the grass, or corn or wheat grown there, and reaches the bones of a human being, there to remain until his death. Similarly, chemicals sprayed on crops lie long in soil, entering living organisms, passing from one to another in a chain of poisoning and death. Or they pass by underground streams until they emerge and combine into new forms that kill vegetation, sicken cattle, and harm those who drink from once pure wells.

It took hundreds of millions of years to produce the life that now inhabits the earth and reached a state of adjustment and balance with its surroundings. The environment contains elements that were hostile as well as supporting. Even within the light of the sun there are short-wave radiations with power to injure. Given time, life has adjusted and a balance reached. For time is the essential ingredient, but in the modern world there is no time. The rapidity of change and the speed with which new situations are created follow the heedless pace of man rather than the deliberate pace of nature. Radiation is no longer the bombardment of cosmic rays; it is now the unnatural creation of man's tampering with the atom.

The chemicals to which life is asked to make adjustments are no longer merely calcium and silica and copper and all the rest of the minerals washed out of the rocks and carried in the rivers to the sea; they are the synthetic creations of man's inventive mind, brewed in his laboratories, and having no counterparts in nature.

## Questions

- (a) On the basis of your understanding of the above passage make notes on it using headings and sub-headings. Use recognisable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the above passage.

## Passage 10

The Great Wall of China was built to link existing fortifications into a united defense system and better keep invading Mongol tribes out of China. It is the largest man-made monument ever to have been built and it is said that it is the only one visible from space. Thousands of people must have given their lives to build this huge construction.

The Great Wall of China is a series of towers made of stone, brick, earth, wood and other materials, generally built along an East-to-West line across the historical Northern borders of China to protect the Chinese states and empires against the raids and invasions of the various nomadic groups of the Eurasian Steppe. Several walls were being built as early as the 7th century BCE; these, later joined together and made bigger and stronger, are now collectively referred to as the Great Wall. Especially famous is the wall built (220-206 BCE) by Qin Shi Huang, the first Emperor of China. Little of that wall remains. Since then, the Great Wall has on and off been rebuilt, maintained and enhanced; the majority of the existing wall is from the Ming Dynasty (1368-1644).

Other purposes of the Great Wall have included border controls, allowing the imposition of duties on goods transported along the Silk Road, regulation or encouragement of trade and the control of immigration and emigration. Furthermore, the defensive characteristics of the Great Wall were enhanced by the construction of watch towers, troop barracks, garrison stations, signaling capabilities through the means of smoke or fire and the fact that the path of the Great Wall also served as a transportation corridor.

The Great Wall stretches from Dandong in the East to Lop Lake in the West, along an arc that roughly delineates the Southern edge of Inner Mongolia. A comprehensive archaeological survey, using advanced technologies, has concluded that the Ming walls measure 8,850 km. This is made up of 6,259 km sections of actual wall, 359 km of trenches and 2,232 km of natural defensive barriers such as hills and rivers. Another archaeological survey found that the entire wall with all of its branches measures out to be 21,196 km.

King Zheng of Qin conquered the last of his opponents and unified China as the First Emperor of the Qin dynasty ("Qin Shi Huang") in 221 BCE. Intending to impose centralised rule and prevent the resurgence of feudal lords, he ordered the destruction of some sections of the walls, however, he ordered building of new walls to connect the remaining fortifications along the empire's Northern frontier. Transporting the large quantity of materials required for construction was difficult, so builders always tried to use local resources. Stones from the mountains were used over mountain ranges, while earth was used for construction in the plains. The Great Wall concept was revived under the Ming dynasty in the 14th century, to gain a clear upper hand over the Mongolian tribes.

## Questions

- (a) On the basis of your reading of the above passage, make notes on it, using headings and subheadings. Use recognisable abbreviations (wherever necessary, minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the passage.

## Passage 11

People tend to amass possessions, sometimes without being aware of doing so. They can have a delightful surprise when they find something useful which they did not know they owned. Those who never have to change houses become indiscriminate collectors of what can only be described as clutter. They leave unwanted objects in drawers, cupboards and attics for years in the belief that they may one day need them. Old people also accumulate belongings for two other reasons, lack of physical and mental energy, and sentiment. Things owned for a long time are full of associations with the past, perhaps with the relatives who are dead, and so they gradually acquire a sentimental value.

Some things are collected deliberately in an attempt to avoid wastage. Among these are string and brown paper, kept by thrifty people when a parcel has been opened. Collecting small items can be a mania. A lady cuts out from newspapers sketches of model clothes that she would like to buy if she had money. As she is not rich, the chances are that she will never be able to afford such purchases. It is a harmless habit, but it litters up her desk.

Collecting as a serious hobby is quite different and has many advantages. It provides relaxation for leisure hours, as just looking at one's treasure is always a joy. One doesn't have to go out for amusement as the collection is housed at home. Whatever it consists of—stamps, records, first editions of books, China—there is always something to do in connection with it, from finding the right place for the latest addition to verifying facts in reference books. This hobby educates one not only in the chosen subject, but also in general matters which have some bearing on it. There are other benefits also. One gets to meet like-minded collectors to get advice, compare notes, exchange articles, to show off one's latest find. So one's circle of friends grows—Soon the hobby leads to travelling, perhaps a meeting in another town, possibly a trip abroad in search of a rare specimen, for collectors are not confined to one country.

Over the years one may well become an authority on one's hobby and will probably be asked to give informal talks to little gatherings and then, if successful, to larger audiences.

### Questions

- (a) On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognisable abbreviations (wherever necessary—minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the passage.

## Passage 12

It is surprising that sometimes we don't listen to what people say to us. We hear them, but we don't listen to them. I was curious to know how hearing is different from listening. I had thought both were synonyms, but gradually, I realised there is a big difference between the two words.

Hearing is a physical phenomenon. Whenever somebody speaks, the sound waves generated reach you, and you definitely hear whatever is said to you. However, even if you hear something, it doesn't always mean that you actually understand whatever is being said. Paying attention to whatever you hear means you are really listening. Consciously using your mind to understand whatever is being said is listening.

Diving deeper, I found that listening is not only hearing with attention, but is much more than that. Listening is hearing with full attention, and applying our mind. Most of the time, we listen to someone, but our minds are full of needless chatter and there doesn't seem to be enough space to accommodate what is being spoken. We come up with a lot of prejudices and preconceived notions about the speaker or the subject on which he is talking. We pretend to listen to the speaker, but deep inside, we sit in judgement and are dying to pronounce right or wrong, true or false, yes or no. Sometimes, we even come prepared with a negative mindset of proving the speaker wrong. Even if the speaker says nothing harmful, we are ready to pounce on him with our own version of things.

What we should ideally do is listen first with full awareness. Once, we have done that, we can decide whether we want to make a judgement or not. Once we do that, communication will be perfect and our interpersonal relationship will become so much better. Listening well doesn't mean one has to say the right thing at the right moment. In fact, sometimes if words are left unspoken, there is a feeling of tension and negativity. Therefore, it is better to speak out your mind, but do so with awareness after listening to the speaker with full concentration.

Let's look at this in another way. When you really listen, you imbibe not only what is being spoken, but you also understand what is not spoken as well. Most of the time we don't really listen even to people who really matter to us. That's how misunderstandings grow among families, husbands and wives, brothers and sisters.

### Questions

- (a) On the basis of your reading of the above passage, make notes on it, using headings and sub-headings. Use recognisable abbreviations (wherever necessary—minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the passage.

## Passage 13

Although stupidity is commonly defined as ‘a lack of normal intelligence’, stupid behaviour is not the behaviour of a person lacking in intelligence but the behaviour of a person not using good judgement or sense. In fact, stupidity comes from the Latin word that means ‘senseless’. Therefore, stupidity can be defined as the behaviour of a person of normal intelligence who acts in a particular situation as if he or she isn’t very bright. Stupidity exists at three levels of seriousness.

First is the simple, relatively harmless level. Behaviour at this level is often amusing.

It is humorous when someone places the food from a fast food restaurant on the roof of the car while unlocking the door and then drives away with the food still on the roof. We call this absent-minded. The person’s good sense or intelligence was temporarily absent. At this level, other than passing inconvenience or embarrassment, no one is injured by the stupid behaviour.

The second type-serious stupidity-is more dangerous. Practical jokes such as putting sugar in the salt shakers are at this level.

The intention is humorous, but there is a chance of harm. Irresponsible advice given to others is also serious stupidity. An example is the person who plays psychiatrist on the basis of an introductory psychology course or doing a TV program on psychiatry. The intention may be to help, but if the victim really needs psychiatric help, an amateur will only worsen the situation.

Even worse is the third kind of stupidity. Kind people, who would never injure another living being, stupidly throw away a box of six-week-old kittens along a country road. Lacking the heart to kill the poor things, they sentence them to almost certain death from wild animals, infections, exposure or the wheels of a passing vehicle.

Yet, they are able to tell themselves that ‘they will find nice homes’ or ‘animals can get along in the wild’.

Another example of this kind of stupidity is the successful local businessman who tries to have as many office affairs as he can get away with. He risks the loss of his business and his home. He fails to see that what he is doing is wrong. His is the true moral stupidity of a person not willing to think about the results of his actions or take responsibility for them. The common defence of a person guilty of stupidity is – ‘But I didn’t think....’! ‘This, however, is not a proper excuse, especially when serious or harmful stupidity is involved.

### Questions

- (a) On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Use recognisable abbreviations, wherever necessary. Also supply an appropriate title to it.
- (b) Write a summary of the above passage.

## ANSWERS

### PASSAGE 1

- (a) **Title** How Television Affects Lives

- 1. Positive impacts of television
  - 1.1 increase our knowledge
  - 1.2 entrtnmnt for old people and patients who cannot leave house
  - 1.3 daily lang practice for non-native speakers
- 2. Negative impacts of television
  - 2.1 people spend more than reqd time on tv
  - 2.2 affects studying and sleeping of children
  - 2.3 decreases concntrtn in children
- 3. Impact on Real life
  - 3.1 exciting reel life causes dissatisfaction in real life
  - 3.2 results in deprsn
  - 3.3 real life seems boring
- 4. Promotes violence
  - 4.1 fights, killings look to be a part of everyday life

- 4.2 before turng fourteen, a child has viewed thousands of murders on TV
- 4.3 violent tendencies increase
- 4.4 imitation of violent show may cause problm

#### Key to Abbreviations

entrtnmnt	—	entertainment
lang	—	language
reqd	—	required
concntrtn	—	concentration
deprsn	—	depression
turng	—	turning
problm	—	problem

- (b) Television can be both beneficial and harmful for us. If we choose wisely it helps in increasing knowledge, entertains old people and patients and provides language practice to non-native speakers. But it has its own disadvantages too.



People, especially children, spend more time on TV than required. Thus, they lose concentration power. People start believing in reel life making their real life look boring. This increases depression. TV also promotes violence. People often end up imitating violence they see on TV.

## PASSAGE 2

(a) **Title** Sleep is essential

1. Importance of Slp
  - 1.1. preserves health
  - 1.2. sharpens brain & mind
  - 1.3. six to eight hrs slp—a must
2. Impact of Slp Deprivation
  - 2.1. stress
  - 2.2. memory loss
3. Insomnia
  - 3.1. affects ability to recall / remember
  - 3.2. depletes immune sys
  - 3.3. makes one accident prone
  - 3.4. causes depression
    - 3.4.1 dev –ve outlook
    - 3.4.2 increases stress burden
4. Stress management works wonders
  - 4.1. essential for brain power
  - 4.2. uplifts mood, sharpens mmry
  - 4.3. brain relaxes, stores info
5. Meditation
  - 5.1 devs peace of mind
  - 5.2 lowers stress
  - 5.3 protects brain against aging

### Key to Abbreviations

slp	—	sleep
hrs	—	hours
–ve	—	negative
sys	—	system
dev/devs	—	develops
mmry	—	memory
info	—	information

- (b) A good night's sleep is essential to preserve brain health. Six to eight hours of sleep is required at night. Sleep deprivation causes stress and affects memory. To prevent this, go to bed 30 to 60 minutes earlier than normal with no thoughts in mind. If you have insomnia, you will struggle to sleep. Make stress management your priority, as it is essential for maximising brain power. Regain sleep through meditation, as it helps sleep gain and protects the brain against aging.

## PASSAGE 3

(a) **Title** Yoga

1. Wish of every human
  - 1.1. harmony of oneself with envnmt
  - 1.2. phy and emo demand
  - 1.3. free from phy & mental tension
  - 1.4. an imbalance in phy act & prop exer
2. Yoga
  - 2.1. its meaning – to join & unite

- 2.2. its impact—holistically on mind, body and soul
- 2.3. its practice—at home following rules
- 2.4. worldwide & for all age gps
3. Meditation by Rishis 1000s of yrs ago
  - 3.1. elements, nature & cosmos
  - 3.2. laws of nature & souls
  - 3.3. life on earth, power of energy
4. Ways for self knldg
  - 4.1. +ve thinking
  - 4.2. discipline
  - 4.3. prayer & kindness
5. Yoga in daily life
  - 5.1. yoga centres
  - 5.2. adult education clubs
  - 5.3. fitness & sports clubs
  - 5.4. a holistic system

### Key to Abbreviations

envnmt	—	environment
phy	—	physical
emo	—	emotional
act	—	activity
&	—	and
exer	—	exercise
gps	—	groups
yrs	—	years
knldg	—	knowledge
+ve	—	positive
prop	—	proper

- (b) Today, people face greater physical and mental problems in their daily lives. These problems are related to lack of physical, mental and spiritual harmony. Yoga helps bridge this gap. 'Yoga' originated from Sanskrit and means 'to join' or 'to unite'. Yoga exercises brings body, mind, consciousness and soul into a balance. This, in a way, helps us to tackle various problems that afflict us in our day-to-day life. The practice of Yoga has been prevalent since ancient times as prescribed in the Vedas. "Yoga in daily life" provides practical instructions for the body, breathing, concentration, relaxation and meditation. Yoga paves the way from self-knowledge to self-realisation.

## PASSAGE 4

(a) **Title** Importance of Physical Education

1. Phy Ed-part of crclm
  - 1.1. dvlpt & care of human body
  - 1.2. sharpens cgntv abilities & motor skills
  - 1.3. maintains physical fitness
2. Benefits
  - 2.1. enhances physical abilities
    - 2.1.1. maintains personal hygiene & cleanliness
    - 2.1.2. dvlps muscular strengths
    - 2.1.3. increases stamina
  - 2.2. Character Building
    - 2.2.1. boost in self-confidence
    - 2.2.2. ability to accept defeat
    - 2.2.3. positive attitude
    - 2.2.4. belief in one's capabilities

- 2.3. Other Benefits
  - 2.3.1. overcomes obesity, anaemia, bulimia
  - 2.3.2. warns against ill effects of junk food
  - 2.3.3. promotes sound eating habits
  - 2.3.4. hones comm skills
  - 2.3.5. sharpens reflexes
3. Participation in team spirits
  - 3.1. inculcates team spirit
  - 3.2. learn to work together, to be organised & cooperative
4. Other lessons learnt
  - 4.1. imp of personal hygiene
  - 4.2. maintaining health and wellness
  - 4.3. knowledge of diff sports
  - 4.4. Origin and hist significance of games

Key to Abbreviations		
crclm	—	curriculum
dvlpt	—	development
cgntv	—	cognitive
&	—	and
dvlps	—	develops
hist	—	historical
comm	—	communication
imp	—	importance
diff	—	different

- (b) Physical education is part of the curriculum in school. It gives training in development and care of the human body and maintaining physical fitness. It is important for a child because it benefits the child in physical aspects as well as in improving mental fitness and social well-being. It develops team skills, a sportsman's spirit and soft skills such as good communication.
- It promotes healthy eating and living and discourages consumption of junk food. It also helps in improving cognitive skills and hand-body coordination. It helps us to know the origin and history of different art forms and skills, thus improving our knowledge.

### PASSAGE 5

(a) **Title** Self-Medication

1. Self-medication
  - 1.1. Part of normal living—last 100 yrs
  - 1.2. Advance in diagnostic technology
  - 1.3. Doc required – diagnosis & treatment of disease
2. Self-medication differs from medical prescription
  - 2.1. Technological Advmnt in medicine
  - 2.2. Drug therapy
  - 2.3. Improvement in public health organisations
  - 2.4. Increase in nutritional standards
3. Emrgng trends with advrs effects
  - 3.1. Advertising
    - 3.1.1. Influences patients and doctors
    - 3.1.2. Led to overuse of drugs
  - 3.2. Sedentary lifestyle
    - 3.2.1. lack of exercise

- 3.2.2. overeating
- 3.2.3. unsuitable eating
- 3.2.4. insufficient sleep
- 3.2.5. smoking & drinking
- 3.3. Clever advertising by pharmaceutical companies
4. Take advantage of people's need
  - 4.1. Chronic sufferers
  - 4.2. Ppl will try anything
5. Dangers of self-medication
  - 5.1. Preparation of some drugs contains unsuitable ingredients
  - 5.2. Taker becomes dependent
  - 5.3. Taker consumes medicine in excess
  - 5.4. Preparations may cause food poisoning
  - 5.5. Real cause of illness gets suppressed or untreated

Key to Abbreviations		
Yrs	—	Years
Advmnt	—	Advancement
Doc	—	Doctor
Emrgng	—	Emerging
Advrs	—	adverse
Ppl	—	People

- (b) Self-medication is part of normal living. Medicinal experts are required for diagnosis and treatment of diseases according to symptoms and causes. The development of drug therapy and improvement in public health organisations as well as nutritional standards have helped progress in medicinal science. Excessive advertising by pharmaceutical companies and emergence of the sedentary society are two counter trends. Self-medication is dangerous as the preparation may be toxic or contain unsuitable ingredients; the user becomes dependent and consumes medicine in excess. Self-diagnosis is worse than self-medication.

### PASSAGE 6

(a) **Title** Fasting

1. Benefits
  - 1.1. provides energy
  - 1.2. helps repair/ rejuvenates
  - 1.3. digestive organs get rest
  - 1.4. all body mech cleansed
  - 1.5. entry of new toxins is redcd
  - 1.6. energy redirected to immune systm & cell growth
  - 1.7. helps lose excess wt & H<sub>2</sub>O
  - 1.8. flushes out toxins
  - 1.9. helps heal at greater speed
  - 1.10. cleanses
    - 1.10.1. liver
    - 1.10.2. kidney
    - 1.10.3. colon
    - 1.10.4. blood
    - 1.10.5. eyes
    - 1.10.6. tongue
    - 1.10.7. breath



2. Other benefits
  - 2.1. helps in de-toxification
  - 2.2. improves metabolism
  - 2.3. sharpens
    - 2.3.1. senses
    - 2.3.2. mind
    - 2.3.3. cncntrtn
    - 2.3.4. mental faculties
3. Difference b/w fasting & starvation
  - 3.1. Fasting
    - 3.1.1. slows down aging process
    - 3.1.2. slow down stress resistance
    - 3.1.3. increased insulin sensitivity
    - 3.1.4. increases life span
  - 3.2. Starvation
    - 3.2.1. begins when body uses protein as fuel

Key to Abbreviations		
wt	—	weight
H <sub>2</sub> O	—	water
/	—	or
b/w	—	between
&	—	and
Cncntrtn	—	concentration
Redcd	—	reduced
system	—	system

- (b) Fasting has various benefits if it is done under medical supervision. According to research, it detoxifies the body, cleanses different systems, improves metabolism and general immunity and provides benefits at the mental, emotional, physical and spiritual planes. It is wrong to mistake fasting for starvation. If starvation continues, the body consumes glucose from the liver, muscles and the protein content of the body and ultimately, death can occur.

## PASSAGE 7

- (a) **Title** Some Facts on Waste Management

1. Reasons for keeping cities clean
  - 1.1. to keep the residents healthy
  - 1.2. health depends on
    - 1.2.1. personal cleanliness
    - 1.2.2. cleanliness of city
  - 1.3. to prevent spread of dengue and chikun
  - 1.4. to prevent deterioration of public health conditions in cities
2. Reasons for waste management
  - 2.1 helps keep cities clean
  - 2.2 being promoted through SBM
  - 2.3 earlier began and stopped with brooms and dustbin
  - 2.4 to sensitize imp of waste separation
3. Challenges of waste management
  - 3.1 has received less attn
  - 3.2 focus only on waste management for energy
  - 3.3 no focus on W.M. for health
  - 3.4 biodegradable being mixed with solid waste
  - 3.5 processing & treatment of solid waste
  - 3.6 safe disposal of residuals in scientific landfills

4. Benefits of org manure
  - 4.1 supplement of chem fertilisers
  - 4.2 drought-proofing
  - 4.3 makes roots stronger
  - 4.4 free
  - 4.5 rich in org Carbon
  - 4.6 requires less water
5. Benefits of city compost
  - 5.1 weed-free
  - 5.2 more productive fields
  - 5.3 chemical inputs avoided
  - 5.4 less labour cost
6. Benefits of plastic roads
  - 6.1 withstand monsoon damage
  - 6.2 solve city problem of plastic disposal
  - 6.3 free lands from dumping waste

Key to Abbreviations		
Chikun	—	chikungunya
SBM	—	Swachh Bharat Mission
attn	—	attention
imp	—	importance
&	—	and
Chem	—	chemical
Org	—	organic
W.M.	—	waste management

- (b) Keeping cities clean is important for keeping their residents healthy. Spread of diseases like dengue and chikungunya is linked to unclean surroundings. Swachh Bharat Mission is a waste management initiative by the government. But, the attention begins and stops with the brooms and the dustbins. Solid waste management has not been given much attention.

The policy of 'waste for energy' should be adopted. It means that biodegradable waste should not be mixed with dry waste. City compost from biodegradable waste is an alternative to farmyard manure. It does a dual job of cleaning the cities and improving the productivity of the soil. Compost has a great water-holding capacity.

By making the soil porous, the roots will become stronger and will need less quantity of pesticides. It is also weed free and is rich in carbon content, which our soil lacks. But the good news is, some states are regularly laying plastic roads. These will withstand future monsoons and solve the problem of non-recyclable plastic. Also, the problem of managing waste will be tackled and scarce land will be freed.

## PASSAGE 8

- (a) **Title** Facts about Diabetes

1. Types of diabetes
  - 1.1. insulin dpndnt
  - 1.2. non-insulin dpndnt
2. Non-insulin dpndnt-facts
  - 2.1. also cldd Type II diabetes
  - 2.2. begins by 40 years
  - 2.3. cmmn after 55 years

- 2.4. earlier clld adult onset diabetes
- 2.5. smptms
  - 2.5.1. dvlps gradually
  - 2.5.2. hard to identify at 1st
  - 2.5.3. 1/2 affected unaware
  - 2.5.4. feeling of tiredness/illness
- 2.6. results: damage to
  - 2.6.1. heart
  - 2.6.2. blood vessels
  - 2.6.3. eyes
  - 2.6.4. kidneys
  - 2.6.5. nerves
  - 2.6.6. health
3. Process of food digestion in body
  - 3.1. food broken into glucose
  - 3.2. glucose carried thru body-by-blood
  - 3.3. causes blood glucose levels to rise
  - 3.4. insulin released into blood stream
  - 3.5. signals body tissues to metabolise glucose for fuel
  - 3.6. blood glucose levels return to normal
  - 3.7. excess glucose stored in liver/muscle/fat
4. Function of Pancreas
  - 4.1. produces insulin
  - 4.2. insulin not produced in insulin-dependent diabetes
  - 4.3. some insulin produced in non-insulin dependent diabetes
    - 4.3.1. body tissues do not metabolise glucose
    - 4.3.2. known as insulin resistance
5. Remedies
  - 5.1. no cure yet
  - 5.2. only relief possible
    - 5.2.1. avoid food rich in carbohydrates
    - 5.2.2. avoid cooked food
    - 5.2.3. eat raw, unpeeled food
    - 5.2.4. eat uncooked, whole grain food

#### Key to Abbreviations

Dpndnt	—	dependent
Clld	—	called
cmmn	—	common
Smptms	—	symptoms
dvlps	—	develops
ll	—	two
Yrs	—	years
1st	—	first
1/2	—	half
thru	—	through

- (b) There are two types of diabetes- insulin dependent and non-insulin dependent. The non-insulin dependent is also called type II diabetes and most common after 55 years. It develops gradually and is hard to identify. People who suffer have a feeling of tiredness. It damages the heart, blood vessels, eyes, kidneys, nerves and overall health. Both type of diabetes affect the process of food digestion in body wherein excess glucose stored in liver.

Pancreas produces insulin but it is not produced in insulin-dependent diabetes while some insulin is produced in non-insulin dependent diabetes. There is no cure for this disease yet. One can get only relief possible like avoiding food rich in carbohydrates, eating raw and unpeeled food etc.

## PASSAGE 9

- (a) **Title** Man's Assault on Environment

1. Contaminants of Env
  - 1.1. Where
    - 1.1.1. air
    - 1.1.2. earth
    - 1.1.3. rivers & seas
  - 1.2. Features
    - 1.2.1. irreversible
    - 1.2.2. irrevocable
2. Role of Man
  - 2.1. tampering atoms- creating radiation
  - 2.2. creating synthetic material causing chemical pollution
3. Nuclear Pollutants
  - 3.1. rad released through nuc explosions
  - 3.2. enter earth thru rain
  - 3.3. enter grass and crops
  - 3.4. reach human bones
4. Chemicals Pollutants
  - 4.1. sprayed on crops
  - 4.2. enter liv org
  - 4.3. kill vegetation
  - 4.4. sicken cattle
  - 4.5. harm those drinking from wells

#### Key to Abbreviations

Envn	—	environment
rad	—	radiation
nuc	—	nuclear
thru	—	through
liv	—	Living
org	—	organism

- (b) Our Environment is slowly being destroyed by human as they are contaminating their surroundings with lethal materials. This contamination brings irrevocable and irreversible changes in the environment. The main culprit of this is the chemicals along with the harmful nuclear radiations. We are exposed to them through a 'poison and death chain'. The chemicals enter the soil through rain or repeated sprinkling on crops and enter our body. The environment has been exposed to these difficulties always.

## PASSAGE 10

- (a) **Title** The Great Wall of China

1. Introduction
  - 1.1. lgst man made monument
  - 1.2. only one visible from outer space
  - 1.3. many gave their lives for its cnstrtn
2. Physical description
  - 2.1. series of towers
  - 2.2. made of local materials like

- 2.2.1 stones
- 2.2.2 bricks
- 2.2.3 Earth
- 2.2.4 wood
- 2.3. blt from Dandong in East to Lop Lake in West
- 2.4. svrl walls being built in 7th century BC
- 3. Purpose of Great Wall
  - 3.1. prtcd Chinese states and empire against raids
  - 3.2. rgltn and encrgmt of trade
  - 3.3. cntrld
    - 3.3.1. immigration
    - 3.3.2. emigration

Key to Abbreviations		
lgst	—	largest
encrgmt	—	encouragement
cnstrtn	—	construction
blt	—	built
svrl	—	several
prtcd	—	protected
cntrld	—	controlled
rgltn	—	regulation

- (b) The Great Wall of China is the largest man-made monument ever built and is the only one visible from outer space. It was constructed with a series of towers using local materials like stones, bricks, earth and wood. It was built from Dandong in the East to Lop Lake in the West. Its purpose was to protect the Chinese states and empire against raids, control the border and immigration as well as emigration, enable imposition of duties on goods as well as regulating and encouraging trade.

### PASSAGE 11

- (a) **Title** Collecting : A Hobby
1. Rsns
    - 1.1. a delightful surprise
    - 1.2. old people lack energy
      - 1.2.1. phy
      - 1.2.2. mental
    - 1.3. stmtl values
    - 1.4. mania
  2. Advtgs
    - 2.1. avoid wstg
    - 2.2. saves money
    - 2.3. provides
      - 2.3.1. rlxtn
      - 2.3.2. joy
      - 2.3.3. amsmt
    - 2.4. educational value
  3. Other Benefits
    - 3.1. meet like-minded collectors to
      - 3.1.1. advise
      - 3.1.2. compare notes
      - 3.1.3. exch articles
      - 3.1.4. show off latest find
    - 3.2. socialise / make friends

- 3.3. become an authority

Key to Abbreviations		
rsns	—	reasons
stmtl	—	sentimental
wstg	—	wastage
advtgs	—	advantages
rlxtn	—	relaxation
amsmt	—	amusement
phy	—	physical
exch	—	exchange
/	—	or

- (b) People have various reasons for collecting things. Some do it for sentimental reasons, while others are simply lacking energy. People who don't change houses become collectors of unwanted objects, leading to a clutter. However, collecting as a hobby has many benefits. It helps in getting educated about the subject, avoids wastage and saves money. It also provides relaxation, joy and amusement. Because of this hobby we meet like minded people who advise, compare, exchange and show off. It is a great way of making friends and socialising.

### PASSAGE 12

- (a) **Title** Hearing v/s Listening
1. Hrg and lstg are different
    - (a) Hrg
      - (i) Phscl phenomenon
      - (ii) Undstdg not necessary
    - (b) Lstg
      - (i) Paying attention
      - (ii) Aplg mind to undsd
      - (iii) Avoiding distractions
  2. Undstdg marred due to
    - (a) prejudices & preconceived notions
    - (b) judging lstd words
    - (c) -ve mindset
    - (d) having own version
  3. Ideal lstr
    - (a) fully aware
    - (b) proper communication
    - (c) better interpersonal relationship
    - (d) speaks out their mind
  4. What is real lstg
    - (a) Imbibe & undsd unspoken words also
    - (b) misunderstandings in family if not lstg

Key to Abbreviations		
hrg	—	Hearing
phscl	—	Physical
undstdg	—	Understanding
lstg	—	Listening
aplq	—	Applying
undsd	—	Understand
&	—	and
lstd	—	Listened
-ve	—	Negative
lstr	—	Listener
undstdg	—	Understanding

- (b) Hearing is just a physical phenomenon, while listening is much more. Effective listening means paying attention, consciously applying one's mind to what is said and avoiding distractions. Prejudices and preconceived notions mar understanding. One may be judging the words spoken, having a negative mindset or have one's own version of what is said. The ideal listener communicates effectively by being fully aware and speaking his mind. They imbibe and understand even what is left unspoken. Not listening causes misunderstandings in families.

### PASSAGE 13

- (a) **Title** Facts about Stupidity

1. Def. of Stupidity

1.1. common def

1.1.1 lack of nrml int

1.1.2 bhvr without good judgement

1.2. author def

1.2.1 bhvr of nrml int

1.2.2 has three levels

2. Level of stupidity

2.1 1st level

2.1.1 simple

2.1.2 relatively harmless

2.1.3 often amusing

2.1.4 abset minded

2.1.5 no one injured

2.2 2nd level

2.2.1 more dangerous

2.2.2 practical Jokes

2.2.3 int hmrs but chance of harm

2.3 3rd level

2.3.1 worst

2.3.2 moral stupidity

2.3.3 unwilling to take resp

#### Key to Abbreviations

def	—	Definition
nrml	—	normal
int	—	intention
bhvr	—	behaviour
hmrs	—	humorous
resp	—	responsibility
1st	—	first
2nd	—	second
3rd	—	third

- (b) Stupidity is not a behaviour of a person without intelligence, but behaviour not using good judgement or sense. Stupidity exists at three levels of seriousness. The first level is simple and relatively harmless. It is called as absent-minded behaviour. It only causes inconvenience or embarrassment. The second level of stupidity can cause harm. Practical jokes and irresponsible advice are at this level. The third level is moral stupidity, which is harmful. At this level, one does not take responsibility for one's actions.

# Chapter Test (Note-Making and Summarisation)

Read the passages carefully and answer the questions that follows.

## Passage 1

Smoking is the major cause of mortality, with bronchogenic carcinoma of the lung, and is one of the factors causing death due to malignancies of larynx, oral cavity, oesophagus, bladder, kidney, pancreas, stomach and uterine cervix, as well as coronary heart diseases. Nicotine is the major substance present in the smoke that causes physical dependence. The additives do produce damage to the body. For instance, ammonia can result in a hundred-fold increase in the ability of nicotine to enter into the smoke.

Levulinic acid, added to cigarettes to mask the harsh taste of the nicotine, can increase the binding of nicotine to brain receptors, which increases the 'kick' of nicotine.

Smoke from the burning end of a cigarette contains over 4000 chemicals and 40 cancer-causing chemicals, also known as carcinogens. It has long been known that tobacco smoke is cancer-causing.

The lungs of smokers collect an annual deposit of one to one-and-a-half pounds of the gooey black material. The invisible gas phase of cigarette smoke contains nitrogen, oxygen and toxic gases like carbon monoxide, formaldehyde, hydrogen cyanide and nitrogen oxides. These gases are poisonous and in many cases interfere with the body's ability to transport oxygen. Like many carcinogenic compounds, these gases can act as tumour promoters or tumour initiators by acting directly on the genetic make-up of cells of the body, leading to the development of cancer. During smoking, within the first 8 - 10 seconds, nicotine is absorbed through the lungs and quickly moved into the bloodstream and circulated throughout the brain. Nicotine can also enter the bloodstream through the mucous membranes that line the mouth (if tobacco is chewed) or nose (if snuff is used) and even through the skin.

Our brain is made up of billions of nerve cells. They communicate with each other by chemical messengers called neuro-transmitters. Nicotine is one of the most powerful nerve poisons and binds stereo-selectively to

nicotinic receptors located in the brain, autonomic ganglia, the medulla and neuro-muscular junctions. Located throughout the brain, they play a critical role in cognitive processes and memory.

The nicotine molecule is shaped like a neuro-transmitter called acetylcholine which is involved in many functions including muscle movement, breathing, heart-rate, learning and memory. Nicotine, because of the similar structure with acetylcholine when it gets into the brain, attaches itself to acetylcholine sites and produces a toxic effect. In high concentrations, nicotine is more deadly. In fact one drop of purified nicotine on the tongue will kill a person. It has been used as a pesticide for centuries.

Recent research studies suggest that acute nicotine administration would result in increased dopamine release from the brain, producing perceptions of pleasure and happiness, increased energy and motivation, increased alertness, as well as an increased feeling of vigour during the early phase of smoking.

However, notwithstanding these superficial effects, research shows that the relationship between smoking and memory loss is strongest in people who smoke more than 20 cigarettes each day and this is not specific to the socio-economic status, gender or a range of associated medical conditions. Smoking may speed up age-related memory loss, but the details are not yet clear. Some studies suggest that repeated exposure to high nicotinic smoke related to the 'brain-wiring' is nothing but neuron-biochemistry that deals with complex interaction among genetic experience and bio-chemistry of brain-cells.

### Questions

- On the basis of your reading of the given passage make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary. Supply an appropriate title to it.
- Write a summary of the given passage.

## Passage 2

Here are some questions to ponder. Do you know why a certain film star received an arsenal of weapons from a gangster terrorist? Do you know why witnesses who turn hostile do not get prosecuted for either perjury or wasting police time, or both? Do you know why it takes a decade or longer to try a criminal case in India? Have you ever thought through any solutions to these problems? If you haven't, it might be because of the type of education you received!

Most of us reluctantly accept the way things are because we have been educated to be accepting. We are not educated to be openly critical. We are not educated to argue, protest or confront. The British made no bones about it: in their schools we were educated to accept given

values and ways of doing things. We were trained to be loyal servants to the status quo.

Most of us oldies were subjected to the traditional approach to learning that focused on mastery of content, with little emphasis on the development of analytical skills and the nurturing of inquiring attitudes. We were the receivers of information and the teacher was the dispenser. The passivity encouraged by teachers was typified by one of my principals who implored all the girls to be like 'limpid water in a crystal vase'.

These days I am kept very busy by schools that are running teacher-training courses to introduce the 'inquiry approach' to learning. Unlike traditional learning, this approach is

focused on using and learning content as a means to develop information-processing and problem-solving skills. This system is more student-centred, with the teacher as a facilitator of learning. There is more emphasis on 'how we come to know' and less on 'what we know'. Students are more involved in the construction of knowledge through active analysis and investigation. They are encouraged to ask questions, and give opinions and share what they know. They are encouraged to criticise and argue and confront conventional wisdom.

At the moment, this new approach is restricted to only a few schools. However, this year the ability to critically analyse has been introduced as part of the CBSE school syllabus. It is a small start, but it is a move towards introducing thinking skills into all of our schools. It is the start of a big change. Our government and bureaucracy are full of old, well-educated people of a traditionalist background, who also see, read and hear the news reports about hostile witnesses, gangsters and film stars and murders by politician's sons. Like us, they find them outrageous, but they don't know how to change things.

Critical analysis, change management and innovation were not part of their schooling, and in adult life they have not become freely critical, outspoken analysts capable of applying the fruits of their analysis to increasingly complex problems.

We often come across the shortcomings of our government, judiciary and media. With very little effort, these shortcomings will become a thing of the past. But they will be a long time coming. Not because our 'leaders' and societal managers are unfeeling, immoral, self-seekers; but because they were educated and excelled in consulting a textbook and regurgitating someone else's opinion and knowledge. As the newly educated might say, we can expect the same for a long time to come.

#### Questions

- On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary. Supply an appropriate title to it.
- Write a summary of the above passage.

### Passage 3

A republic is essentially a nation-state in which supreme political power vests in the people and in elected representatives given a mandate to govern by those people. Most importantly, this is the principal point of difference from a monarchy-republics have an elected or nominated head of state, usually a President, not a hereditary monarch. In effect, all sovereignty, power and authority in a republic are vested in the people.

The word 'republic' is derived from the Latin phrase 'res publica', meaning 'a public thing'. Ancient Romans used this to describe the wellspring of their governance system for their city-state by about 500 BC. Inspired by notions of Athenian democracy, Rome's republic was a noble experiment. The inscription 'SPQR', emblazoned on all Roman standards and public buildings, expanded to 'The Senate and People of Rome'. It touted to the world that Roman political power was vested in a great many, not concentrated in one ruler or family.

Rome's republican tryst, sustained by public elections and classical debate, lasted until Julius Caesar seized control in 44 BC. Being succeeded by his wily nephew, Augustus, who founded a famous empire that lasted a while longer, consigned the republican ideal to the dustbin of the world. Rome took much of its republican template from Greece. In particular, from Athens, most luminous of ancient Greece's many city-states. The notion of moving political power away from an individual to the masses sprang from the need to safeguard the new notion of personal and individual freedom. It meant citizens would willingly join any battle to safeguard this freedom from any aggressor. But it was a troubled ideal.

Athens ran on slave labour and democracy became limited to narrower sections as time went by. Tyranny and mob rule reared their ugly heads; Athenian imperialism overstretched the city-state so much so that even Plato and Aristotle, in effect, argued for enlightened oligarchies in their political philosophy.

Besides the many obvious fruits of the Renaissance and Reformation, Europe's two most epochal events in the second

millennium, the republican ideal owes much to Niccolo Machiavelli and John Locke. Machiavelli, a 15th century Italian statesman-writer, located sovereignty in a collective exercise of power.

The governed would guide actions of their ideal governor, he argued forcefully. Little wonder that Rousseau later referred to Machiavelli's 'The Prince' as a handbook for Republicans.

The rise of England's parliament soon after injected a strong republican element into its body politic. Modern liberalism, which sprang from Locke's work, did the same in most of the western world.

Two revolutions, one decade and two continents apart, brought forth two republican models the world still looks to: the American in 1776 and the French in 1789. The first saw England lose its earliest colony. Monarchy was sternly repudiated and the ideas behind the Declaration of Independence exploded onto the Western world as a serious alternative whose time had come.

The declaration laid the basis for much republican-democratic ideation. The US's new Constitution firmly located power with the people by stating that government derived their just powers from the consent of the governed.

The French Revolution brought French monarchy, and all its attendant power structures, to a violent end, sending shockwaves through European kingdoms. The new republic's bloody convulsions and military campaigns for liberty, equality, and national self-aggrandisement spread the spirit of revolution. Even under Napoleon Bonaparte, France would flirt with monarchy again but remained firmly democratic and republican in spirit ever after.

#### Questions

- On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognisable abbreviations wherever necessary. Supply an appropriate title to it.
- Write a summary of the above passage..