

Unseen Passage: Useful Hints

- 1. You should read the given passage carefully.**
(आपको दिया गया अवतरण सावधानीपूर्वक पढ़ना चाहिए।)
- 2. At first you should try to understand the general meaning of the passage.**
(सर्वप्रथम आपको अवतरण का सामान्य अर्थ समझने का प्रयास करना चाहिए।)
- 3. You should read the passage at least three times.**
(आपको अवतरण कम से कम तीन बार पढ़ना चाहिए।)
- 4. There may be some difficult words in the passage but don't get upset.**
(अवतरण में कुछ कठिन शब्द हो सकते हैं। इनसे घबराएं नहीं।)
- 5. You should try to understand the meaning of these difficult words by using your reasoning power.**
(आपको अपनी तर्कशक्ति के उपयोग द्वारा इन कठिन शब्दों को समझने का प्रयास करना चाहिए।)
- 6. You should read the given questions now carefully.**
(अब आपको दिये गये प्रश्नों को सावधानीपूर्वक पढ़ना चाहिए।)
- 7. The answers are present there in the given passage.**
(उत्तर दिये गये अवतरण में ही निहित होते हैं।)
- 8. Your answers must be correct and to the point.**
(आपके उत्तर सही एवं सटीक होने चाहिए।)
- 9. Your answers must be grammatically correct.**
(आपके उत्तर व्याकरण की दृष्टि से सही होने चाहिए।)
- 10. You should try to use your own language to give the answers as much as it is possible.**
(उत्तर देने के लिए आपको यथासम्भव अपनी भाषा का प्रयोग करने की कोशिश करनी चाहिए।)

An Easy Example

Happiness is a state of mind. One cannot be really happy, unless one is morally and spiritually uplifted.

In the times of our ancestors, science could not make such a progress as of now. They were devoid of the amenities produced by science. But the nature was undisturbed. They had the blessings of nature. Ecology was balanced. People lived a life of contentment and joy. They were satisfied with what they had. They had no lust for greed or power. Their life and living were simple. They believed in 'high thinking and simple living'. Their needs were few and those needs could be satisfied with a little effort. They were free from the modern maladies of cut throat competitions and corruptions. Hence they were happier than us.

Now we are living in the age of science. Science has done wonders in every walk of our life. We have quick means of travel. We have a number of devices for entertainment and amusement. We can talk to the people who are thousands miles away on telephone, fax etc. Wonderful inventions of medical science have rendered our life healthy and comfortable.

We are certainly more advanced than our ancestors in the field of science and technology. But we are not happier than our ancestors.

General Meaning of the Passage in Hindi

इस अवतरण में वास्तविक प्रसन्नता की बात की गई है। कहा गया है कि नैतिक और आध्यात्मिक उन्नति के बिना वास्तविक प्रसन्नता प्राप्त नहीं की जा सकती। हमारे पूर्वज हमसे अधिक प्रसन्न एवं सन्तुष्ट थे क्योंकि वे प्रकृति के सीधे सम्पर्क में रहते थे। उनका जीवन साधारण था। वे 'सादा जीवन उच्च विचार' के सिद्धान्त का अनुपालन करते थे। आज की तरह की गलाकाट प्रतियोगिता से वे बहुत दूर थे। हम विज्ञान के युग में जी रहे हैं। हम विज्ञान और तकनीक के क्षेत्र में अपने पूर्वजों से कहीं आगे हैं परन्तु अपने पूर्वजों के सापेक्ष वास्तविक प्रसन्नता से हम काफी दूर हैं।

Q. 1. What is happiness? What is essential to be really happy?

Ans. Happiness is nothing but only a state of mind. For real happiness moral and spiritual development is very essential.

Q. 2. What information do you get about your ancestors in the given passage?

Ans. Our ancestors were not so advanced in the field of science. They were far away from the facilities of this scientific era. But they could enjoy the blessings of nature.

Q. 3. What are the modern maladies?

Ans. Cut throat competition and corruption of modern time are the modern maladies.

Q. 4. What do you know about the age of science?

Ans. The age of science has changed each and every field of life. It has given us good transportation, wonderful means of entertainment, advanced medical facilities etc.

Q. 5. Why are we different from our ancestors?

Ans. We are different from our ancestors because of various reasons. We are certainly more advanced than our ancestors in the field of science and technology. But on the other hand we are not happier than our ancestors.

Q. 6. Find words from the above passage which mean the same as:

(i) Satisfaction

(ii) Forefather

Ans. (i) Satisfaction – contentment

(ii) Forefather – ancestor

Unseen Passage (One More Example)

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Read the passage given below and the questions that follow:

(A) Teaching, more even than most other professions, has been transformed during the last hundred years from a small, highly skilled profession concerned with a minority of population, to a large and important branch of the public service. The profession has a great and honourable tradition, extending from the dawn of history, until recent times, but any teacher in the modern world who allows himself to be inspired by the ideals of his predecessors is likely to be made sharply aware that it is not his function to teach what he thinks, but to instil such beliefs and prejudices as are thought useful by his employers.

(B) In former days a teacher was expected to be a man of exceptional knowledge or wisdom, to whose words man would do well to attend. In antiquity, teachers were not an organised profession, and no control was exercised over what they taught. It is true that they were often punished afterwards for their subversive doctrines. Socrates was put to death and Plato is said to have been thrown into prison, but such incidents did not interfere with the spread of their doctrines.

(C) Any man who has the genuine impulse of the teacher will be more anxious to survive in his books rather than in the flesh. A feeling of intellectual independence is essential to the proper fulfilment of the teacher's functions, since it is his business to instil what he can of knowledge and reasonableness into the process of forming public opinion. In antiquity he performed this function unhampered except by occasional spasmodic and ineffective interventions of tyrants or mobs. In the Middle Ages teaching became the exclusive prerogative of the Church, with the result that there was little progress either intellectual or social. With the Renaissance, the general respect for learning brought back a very considerable measure for freedom to the teacher.

(D) It is true that the Inquisition compelled Galileo to recant and burned Giordano Bruno at the stake, but each of these men had done his work before being punished. Institutions such as universities largely remained in the grip of the dogmatists, with the result that most of the best intellectual work was done by independent men of learning. In England, especially, until near the end of the nineteenth century, hardly any men of first-rate eminence except Newton were connected with universities. But the social system was such that this interfered little with their activities or their usefulness.

(E) In our more highly organized world we face a new problem. Something called education is given to everybody usually by the State, but sometimes by the Churches. The teacher has thus become, in the vast majority of cases, a civil servant obliged to carry out the behest of men who have not his learning, who have no experience of dealing with the young, and whose only attitude towards education is that of propagandist. It is not very easy to see how, in these circumstances, teachers can perform the functions for which they are specially fitted.

(a) Does a teacher teach according to the ideals of his predecessors?

Ans- A teacher does not teach according to the ideals of his predecessors. He is not free to teach what he thinks right. It is not his function. He has to instil such beliefs and prejudices as are thought useful by his employers.

(b) What kind of profession was teaching in antiquity?

Ans- In antiquity teaching was not an organized profession. Teachers were free to teach according to their own ideals. No control was exercised over what they used to teach.

(c) Why teaching profession did not progress in the middle ages?

Ans- Teaching profession did not progress in the middle ages because it had become the exclusive prerogative of the church. The result was negative. There was no intellectual or social progress in the field of education.

(d) Who were the persons punished by the Inquisition?

Ans- Galileo and Giordano Bruno were the persons punished by the Inquisition.

(e) What are the problems that do not allow the teacher to perform his functions independently?

Ans- The problems that do not allow the teacher to perform his functions independently are-

1. The teacher has become a civil servant.
2. The teacher is not free to teach according to his ideals.

(f) Pick out one word from the paragraph that means the same as

(i) An occupation requiring special training

(ii) Set of beliefs

(iii) The organization set up by the Roman Catholic Church to punish people.

Ans- (i) Profession

(ii) Doctrine

(iii) Inquisition

Deep Water

William Douglas

SUMMARY IN HINDI

‘Deep Water’ नामक पाठ के लेखक का नाम ‘William Douglas’ है। जब लेखक ने तैरना सीखना तय किया, वह 10 या 11 वर्ष का था। Y.M.C.A. Pool (तालाब) में तैरना सीखना बिल्कुल सुरक्षित था। कम पानी वाले भाग में इसकी गहराई 2 से 3 फुट तथा अधिक पानी वाले भाग में इसकी गहराई 9 फुट थी।

लेखक पानी में जाना पसन्द नहीं करता था क्योंकि उसके मन में पानी के प्रति डर पैदा हो गया था। यह तब हुआ जब वह 3 या 4 वर्ष का था। वह अपने पिता के साथ समुद्र तट पर खड़ा था। अचानक लहरें उसके ऊपर से गुजरीं। वह पानी की चपेट में आ गया। इसी दिन से उसके मन में विशालकाय लहरों एवं पानी के निकट जाने के प्रति भय उत्पन्न हो गया।

वह तैरना सीखने के लिये Y.M.C.A. Pool (तालाब) में गया लेकिन तालाब में तैरने के लिये अकेले प्रवेश करना उसके लिये सम्भव नहीं था। इसी समय उसकी मनःस्थिति को समझ गये एक उद्दण्ड लड़के ने उसे तालाब के अधिक पानी वाले भाग में उछाल कर फेंक दिया। लेखक ने अपने आप को तालाब में डूबा हुआ पाया। वह घबरा गया। उसका दम घुटने लगा। उसने चीखने की कोशिश की परन्तु चीख न सका। उसकी सांस टूटने लगी थी और वह पानी में डूबता चला गया। पानी के भीतर वह सुन्न पड़ गया। सिर्फ उसकी सांस चल रही थी। वह पानी निगलने लगा और उसका दम घुटने लगा। उसे नींद सी आने लगी। वह सब कुछ भूलने लगा।

जब लेखक को होश आया, उसने स्वयं को तालाब के बाहर उल्टियां करते हुए पाया। उद्दण्ड लड़के के मजाक ने उसे पुनः पानी से भयभीत होने के लिए मजबूर कर दिया और पानी के प्रति डर का भाव लेखक के भीतर पुनः प्रबल हो गया। कुछ वर्षों के उपरान्त लेखक ने तैरना सीखने के लिए पुनः संघर्ष प्रारम्भ किया। इस बार एक प्रशिक्षक के माध्यम से एक लम्बे अन्तराल तक अभ्यास के फलस्वरूप वह अपने लक्ष्य को प्राप्त करने में सफल रहा।

लेखक द्वारा तैरना सीखने के लिए बार-बार संघर्ष करना हमें यह सन्देश प्रदान करता है कि कोशिश करने वालों की हार नहीं होती।

Deep Water

William Douglas

The writer was ten or eleven years old. He decided to learn to swim. There was a pool at the Y.M.C.A. in Yakima. The Y.M.C.A. pool was safe and it offered a good opportunity to the writer. It was only two or three feet deep at the shallow end. It was nine feet at the deep end. The writer got a pair of water wings and went to the pool.

The writer did not like to go near the water. He had a sort of fear near the water. When he was three or four years old his father took him to the beach in California. They stood together in the surf. All of a sudden waves came and knocked him down. He was buried in water. He lost his breath. He was frightened. His father laughed, but this event developed a sort of terror in his heart. For this very reason he was afraid of water.

Near the Y.M.C.A swimming pool, the writer was unable to feel comfortable. Those unpleasant memories of his childhood disturbed him. But he tried to manage and gathered confidence. He made his best efforts to learn how to swim. But a misadventure took place.

He went to the pool. It was quite peace all around. The water was still. He was not willing to go alone to swim. He sat on the side of the pool to wait for others. All of a sudden there came a strong looking boy, probably eighteen years old. He was a healthy boy but a mischievous fellow. He picked him up and tossed him into the deep end. He went at once to the bottom. He was frightened but not out of his wits. He decided to make a big jump from the bottom. He thought that he would try to come to the surface. In this way he would be able to make himself safe.

The writer felt that it was not easy to come out from there. Those nine feet were more like ninety to him. His lungs were about to burst. He gathered all of his strength and tried to make a great spring upwards. He opened his eyes but saw nothing. He grew panicky. He was suffocating. He tried to cry but no sound came out. He swallowed water. He was unable to move his legs. A great force pulled him again under water. He was getting dizzy. He went down endlessly. He tried to call for help. He sucked for air but got only water then all of his efforts were of no use. He felt like sleeping. He forgot everything. When he woke up, he found himself lying on his stomach beside the pool. He was vomiting. The boy who threw him in the pool said that he was 'only fooling'. But the writer had nearly died.

For days the writer could not forget this event. He was constantly haunted by the fear. He never went back to the pool. He feared water and avoided it. Whenever he went near water, the terror would seize him. His legs got paralysed. The fear stayed with him for a long time.

After a gap of some years the writer once again tried to learn swimming. He got an instructor. He went to a pool. He practised five days a week. The instructor put a belt around him. A rope was attached to the belt. The rope attached to the belt went through a

pulley. It helped him a lot to learn swimming. After a practice of three months the writer was able to make his fear of water disappear. The instructor started to tell the narrator how to put his face under water and exhale after that. He also learnt how to raise his nose and inhale. He repeated these exercises time and again. At last the instructor made him a real swimmer. But he still feared to be alone in the pool. He wanted to keep himself away from any sort of fear. So he went to Lake Wentworth and dived off a dock at Triggs Island. He swam two miles across the lake to Stamp Act Island. The fear fled and he swam on. Finally, he had conquered his fear of water.

Deep Water: Main Points

1. The name of the writer of the lesson 'Deepwater' is 'William Douglas'.
2. William Douglas was ten or eleven years old, when he decided to learn swimming.
3. It was quite safe to learn swimming at Y.M.C.A. pool. The pool was only 2 to 3 feet deep at the shallow end and 9 feet at the deep end.
4. The narrator did not like to go in water because he had developed a sort of disliking for it. It started when he was 3 or 4 years old.
5. He was standing with his father in the surf. All of a sudden the waves swept over him. He was buried in water.
6. Since this very day he developed a fear for the huge waves.
7. He went to the Y.M.C.A. pool to learn swimming but it was not possible for him to enter the pool alone.
8. A big bully of boy tossed him into the deep end of the swimming pool. He was frightened and found himself at the bottom. He grew panicky. He was suffocating. He tried to cry but no sound came out.
9. He had lost his breath and went down endlessly. He was paralyzed under water. Only his heart was pounding. He swallowed water and choked. He felt like sleeping. He crossed to oblivion.
10. When he woke up, he found himself lying on his stomach beside the pool. He was vomiting.
11. For days he was constantly haunted by the fear of this event. He never went back to the pool. He feared water and avoided it. A sort of terror would seize him near water.
12. Once again the narrator decided to make an effort to learn swimming. He got an instructor. He went to a pool. He practised 5 days a week. The instructor put a belt round him. The instructor made each and every attempt to make him learn swimming. He taught the narrator how to put his face under water and exhale. He repeated the exercise hundreds of times.

13. Next the instructor taught him how to kick with his legs. For weeks he did just that. At last the narrator was able to become a real swimmer. The contribution of the instructor made him able to learn how to swim.
14. But he still feared when he was alone in the pool. He was yet not satisfied.
15. Once he dived off a dock at Triggs Island and swam two miles across the lake. Finally he was able to conquer his fear of water.