


# Puspa Shrestha

Best Quality Resource Site for Class 11 And 12 Students  
(Based on Updated Curriculum 2077)

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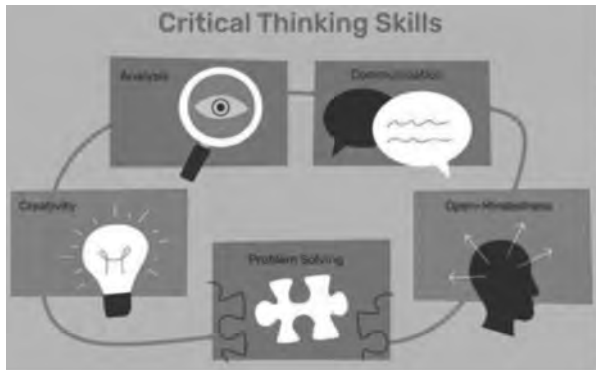
Puspa Shrestha

## Reading

## Know Thyself

**Before you read**

- What are critical thinking skills?
- How do critical thinkers solve the problems? Guess the steps they follow while tackling a problem.

**Read the following text and do the given tasks.**

There was a lot of shuffling around when the bell rang and everybody got up to leave. I checked my schedule and it said my next class was English, room 321. I didn't stop to see if anyone else from my homeroom was going my way: I just zoomed out of the class and down the hall and sat down as far from the front as possible. The teacher, a really tall man with a yellow beard, was writing on the chalkboard.

Kids came in laughing and talking in little groups but I didn't look up. Basically, the same thing that happened in homeroom happened again: no one sat next to me except for Jack, who was joking around with some kids who weren't in our homeroom. I could tell Jack was the kind of kid other kids like. He had a lot of friends. He made people laugh.

When the second bell rang, everyone got quiet and the teacher turned around and faced us. He said his name was Mr. Browne, and then he started talking about what we would be doing this semester. At a certain point, somewhere between *A Wrinkle in Time* and *Shen of the Sea*, he noticed me but kept right on talking.

I was mostly doodling in my notebook while he talked, but every once in a while I would sneak a look at the other students. Charlotte was in this class. So were Julian and Henry. Miles wasn't.

Mr. Browne had written on the chalkboard in big block letters:

## **P-R-E-C-E-P-T!**

“Okay, everybody write this down at the very top of the very first page in your English notebook.”

As we did what he told us to do, he said: “Okay, so who can tell me what a precept is? Does anyone know?”

No one raised their hands.

Mr. Browne smiled, nodded, and turned around to write on the chalkboard again:



### **PRECEPTS = RULES ABOUT REALLY IMPORTANT THINGS!**

“Like a motto?” someone called out.

“Like a motto!” said Mr. Browne, nodding as he continued writing on the board. “Like a famous quote. Like a line from a fortune cookie. Any saying or ground rule that can motivate you. Basically, a precept is anything that helps guide us when making decisions about really important things.”

He wrote all that on the chalkboard and then turned around and faced us. “So, what are some *really important* things?” he asked us.

A few kids raised their hands, and as he pointed at them, they gave their answers, which he wrote on the chalkboard in really, really sloppy handwriting:

### **RULES. SCHOOLWORK. HOMEWORK.**

“What else?” he said as he wrote, not even turning around. “Just call things out!” He wrote everything everyone called out.

### **FAMILY. PARENTS. PETS.**

One girl called out: “The environment!”

### **THE ENVIRONMENT.**

He wrote on the chalkboard, and added:

### **OUR WORLD!**

“Sharks, because they eat dead things in the ocean!” said one of the boys, a kid named Reid, and Mr. Browne wrote down

### **SHARKS.**

“Bees!” “Seatbelts!” “Recycling!” “Friends!”

“Okay,” said Mr. Browne, writing all those things down. He turned around when he finished writing to face us again. “But no one’s named the most important thing of all.”

We all looked at him, out of ideas.

“God?” said one kid, and I could tell that even though Mr. Browne wrote “God” down, that wasn’t the answer he was looking for. Without saying anything else, he wrote down:

### **WHO WE ARE!**

“Who we are,” he said, underlining each word as he said it. “Who we are! Us! Right? What kind of people are we? What kind of person are you? Isn’t that the most important thing of all? Isn’t that the kind of question we should be asking ourselves all the time? “What kind of person am I?

“Did anyone happen to notice the plaque next to the door of this school? Anyone read what it says? Anyone?”

He looked around but no one knew the answer.

“It says: ‘Know Thyself,’ ” he said, smiling and nodding. “And learning who you are is what you’re here to do.”

“I thought we were here to learn English,” Jack cracked, which made everyone laugh.

“Oh yeah, and that, too!” Mr. Browne answered, which I thought was very cool of him. He turned around and wrote in big huge block letters that spread all the way across the chalkboard:

### **MR. BROWNE’S SEPTEMBER PRECEPT: WHEN GIVEN THE CHOICE BETWEEN BEING RIGHT OR BEING KIND, CHOOSE KIND.**

“Okay, so, everybody,” he said, facing us again, “I want you to start a brand-new section in your notebooks and call it Mr. Browne’s Precepts.”

He kept talking as we did what he was telling us to do.

“Put today’s date at the top of the first page. And from now on, at the beginning of every month, I’m going to write a new Mr. Browne precept on the chalkboard and you’re going to write it down in your notebook. Then we’re going to discuss that precept and what it means. And at the end of the month, you’re going to write an essay about it, about what it means to you. So by the end of the year, you’ll all have your own list of precepts to take away with you.

“Over the summer, I ask all my students to come up with their very own personal precept, write it on a postcard, and mail it to me from wherever you go on your summer vacation.”

“People really do that?” said one girl whose name I didn’t know.

“Oh yeah!” he answered, “people really do that. I’ve had students send me new precepts years after they’ve graduated from this school, actually. It’s pretty amazing.”

He paused and stroked his beard.

“But, anyway, next summer seems like a long way off, I know,” he joked, which made us laugh. “So, everybody relax a bit while I take attendance, and then when we’re

finished with that, I'll start telling you about all the fun stuff we're going to be doing this year—in *English*.” He pointed to Jack when he said this, which was also funny, so we all laughed at that.

As I wrote down Mr. Browne's September precept, I suddenly realized that I was going to like school. No matter what.

- R.J. Palacio (*excerpt from Wonder*)

### **Working with words**

**A. Find the words from the text that match with the following meanings.**

- a. .... walking by dragging one's feet along or without lifting them fully from the ground
- b. .... drawing pictures or patterns while thinking about something else
- c. .... a piece of flat metal with writing on it
- d. .... a general rule intended to regulate behaviour or thought
- e. .... move or go in a furtive or stealthy way

**B. Consult your teacher and define the following thinking skills.**

- a. convergent thinking
- b. divergent thinking
- c. critical thinking
- d. creative thinking

### **Comprehension**

**Answer the following questions.**

- a. Who was Jack? How did he make children laugh?
- b. Why are “Sharks” important to Reid?
- c. What does Mr. Browne think about the most important thing?
- d. What is that has not been noticed by the student?
- e. How did Jack make fun of the English class?
- f. What were the students going to do at the end of the month?
- g. What particular act of students surprised a girl student?

### **Critical thinking**

- a. Have you made your own precept after you read this lesson? What is it? Share it with your friends.
- b. According to Josh Lanyon, “If there was one life skill everyone on the planet needed, it was the ability to think with critical objectivity.” Justify this statement with your logic.

## Writing

Write an email to your friend explaining an interesting class you had.

## Grammar

### Question tag

#### A. Study the following examples.

- a. You are tired, aren't you?
- b. He left Kathmandu, didn't he?
- c. Your father never touched alcoholic drinks, did he?

#### B. Rewrite the following sentences adding appropriate question tag.

- a. Gill does not know Ann,.....?
- b. I'm very patient,.....?
- c. They'd never met me before,.....?
- d. Listen carefully,.....?
- e. Let's have a break,.....?
- f. Let us invite them,.....?
- g. Hari used to live in France as a boy, .....?
- h. You'd better not take a hard drink,.....?
- i. Sheep eat grass,....?
- j. Mr. Pande can speak nine languages, .....?
- k. She's finished her classes, .....?
- l. She barely managed to reach the goal,.....?
- m. Don't let him swim in that pond, .....?
- n. There are lots of people here,.....?

#### C. Read the following situations. What do you say in these situations? Use question tags.

- a. The sky is full of cloud. You can see lightning and hear thunder.  
It's going to rain soon, .....,.....?
- b. You want to pay the taxi fare but you are short by 100 rupees.  
Shyam, you .....,.....?
- c. You have met a stranger at a party and you want to have a chat with him/  
her. ....,.....?
- d. You came out of the film hall with your friend. You enjoyed the film.  
The film .....,.....?

- e. You and your friend listened to a comedian on the stage and felt spellbound by his/her performance.  
He gave an excellent ....., ..?
- f. You think your friend's father has arrived from the US but you are not sure.  
Your father.....,.....?
- g. You think Susan will join the new job tomorrow but you are not sure  
Susan....., ..?
- h. Your friend's hair looks too short.  
You have got ....., ..?
- i. You want to go for a picnic with your friends in class.  
Let's ....., ..?
- j. You want permission from your father to go for a walk.  
Let....., ..?

## Listening

### A. Look at the pictures and answer these questions.

- a. Do you know these personalities? Who are they?
- b. What are they famous for?



### B. Listen to the audio and fill in the blanks with the appropriate words/phrases.

- a. Young people are the ..... for all the worries.
- b. According to the speaker, nothing is easy and .....
- c. The speaker spent ..... in the plane last year.
- d. Jack loves a unique idea, not a .....
- e. Jack suggests the young people accepting every ..... situation as training for success.
- f. The ..... exam starts after college life.

### C. Do you agree with the advice of the speaker? Why? Give your reasons.

## Speaking

### *Expressing disappointment*

**A. Act out the following dialogue.**

A: I'm not happy.

B: What's wrong?

A: Oh, I didn't get that job.

B: What a bummer!

A: Yeah, I wish I had prepared better for the interview.

B: Maybe you were just nervous.

A: If I had only thought about how my experience applied to the position.

B: Well, I'm sure you'll do better next time.

A: I hope so. I'm sick of this job.

B: Every job has its ups and downs.

A: Let's have a coffee.

B: That's something that never disappoints me.

**B. Underline the expressions in the above dialogue that express disappointment. Can you add some more expressions?**

**C. How would you express disappointment in the following situations?**

- a. You missed the birthday party of your close friend because you were unwell.
- b. You had to go to school on time, but as it happened, you found the tyre of your bicycle flat.
- c. You have arranged to go for a picnic with your friends. But it is pouring with rain.
- d. You went to the cinema with your friend to watch a newly-released film, but as it happened, there was 'Houseful' sign outside.
- e. You could not secure A grade in class 11 in English.

## Project work

Invite some students of Grade XI and ask them these three questions. Write a paragraph based on their answers and share it with your friends.

- a. What are you **CURIOUS** about?
- b. What are you **CONCERNED** about?
- c. What do you want to **CREATE** in the world?