
Q. 2. Write a précis of the following and suggest a suitable title:

(20)

Nizar Hassan was born in 1960 and raised in the village of Mashhad, near Nazareth, where he has lived with his family. He studied anthropology at Haifa University and after graduating worked in TV. Starting in 1990, he turned to cinema. In 1994, he produced *Independence*, in which he pokes his Palestinian interlocutors about what they think of the bizarre Israeli notion of their “independence”. They have stolen another people’s homeland and call the act “independence”! Hassan dwells on that absurdity.

As the world’s attention was captured by the news of Israel planning to “annex” yet a bit more of Palestine and add it to what they have already stolen, I received an email from Nizar Hassan, the pre-eminent Palestinian documentary filmmaker. He wrote to me about his latest film, *My Grandfather’s Path*, and included a link to the director’s cut. It was a blessing. They say choose your enemies carefully for you would end up like them. The same goes for those opposing Zionist settler colonialists. If you are too incensed and angered by their daily dose of claptrap, the vulgarity of their armed robbery of Palestine, you would soon become like them and forget yourself and what beautiful ideas, ideals, and aspirations once animated your highest dreams. Never fall into that trap. For decades, aspects of Palestinian and world cinema, art, poetry, fiction, and drama have done for me precisely that: saved me from that trap. They have constantly reminded me what all our politics are about – a moment of poetic salvation from it all.

Nizar Hassan’s new documentary is one such work – in a moment of dejection over Israel’s encroachment on Palestinian rights and the world’s complicity, it has put Palestine in perspective. The film is mercifully long, beautifully paced and patient, a masterfully crafted work of art – a Palestinian’s epic ode to his homeland. A shorter version of *My Grandfather’s Path* has been broadcast on Al Jazeera Arabic in three parts, but it must be seen in its entirety, in one go. It is a pilgrimage that must not be interrupted.

Nizar's Stance on Palestine

Nizar Hassan, a Palestinian filmmaker, was born and lived in Mashad with his family. After graduating, he produced his first film "Independence", mocking Israeli's ^{peculiar} concept of independence. He highlighted ~~the~~ Israel's stupidity of claiming Palestine ~~to~~ their own homeland. When Israel was planning another annexation of Palestine, the writer received an email from Nizar. He told him about his new film "My Grandfather's Path" in which he warned Palestinians about choosing their enemies consciously. He urged them ~~to~~ not ~~to~~ forgo their great objectives, by getting stuck in enemies' trap of armed-based subjugation. The writer regarded the Palestinian productions as a recall for him to remember the true purpose of Palestine-state. In difficult time of Palestine, his new film advocated Palestine's ~~perspective~~ against Israel's oppression and violence. The writer admired this film by calling it a Palestinian 'epic-ode' and also recommended the release ~~the~~ full movie after the broadcast of its short version.

Word Count = 140 words

main idea is picked and discussed

over all content is fine remove the cut parts as they are unnecessary in rest fine

be careful about basic grammar and sentence structure

write total words too

need improvement 8/20

Précis 4: CSS 2019

Q.2: Write a précis of the following passage and suggest a suitable title:

(20)
I think modern educational theorists are inclined to attach too much importance to the negative virtue of not interfering with children, and too little to the positive merit of enjoying their company. If you have the sort of liking for children that many people have for horses or dogs, they will be apt to respond to your suggestions, and to accept prohibitions, perhaps with some good-humoured grumbling, but without resentment. It is no use to have the sort of liking that consists in regarding them as a field for valuable social endeavour, or what amounts to the same thing as an outlet for power-impulses. No child will be grateful for an interest in him that springs from the thought that he will have a vote to be secured for your party or a body to be sacrificed to king and country. The desirable sort of interest is that which consists in spontaneous pleasure in the presence of children, without any ulterior purpose. Teachers who have this quality will seldom need to interfere with children's freedom, but will be able to do so, when necessary, without causing psychological damage.)

50 Unfortunately, it is utterly impossible for over-worked teachers to preserve an instinctive liking for children; they are bound to come to feel towards them as the proverbial confectioner's apprentice does towards macaroons. I do not think that education ought to be anyone's whole profession: it should be undertaken for at most two hours a day by people whose remaining hours are spent away from children. The society of the young is fatiguing, especially when strict discipline is avoided. Fatigue, in the end, produces irritation, which is likely to express itself somehow, whatever theories the harassed teacher may have taught himself or herself to believe. The necessary friendliness cannot be preserved by self-control alone. But where it exists, it should be unnecessary to have rules in advance as to how "naughty" children are to be treated, since impulse is likely to lead to the right decision, and almost any decision will be right if the child feels that you like him. No rules, however wise, are a substitute for affection and tact.

Dealing with Children Effectively

The author argued that modern educationalists wrongly emphasise the non-engagement with children rather than engaging positively. If they hold genuine interest for them, they will behave positively. But the conditional interest of elders either to implant social sense or to want their submission, is useless. The children will never cooperate positively if they sensed their insincerity. Therefore, the interest should be unconditional, and any teacher who has the tendency to deal with children in pleasant way, will benefit more without causing psychological harm. However, it is impossible for an over-burdened teacher to sustain impulsive liking for children. Because their company is frustrating and may lead one to lose one's self-control. Therefore, the interaction between them should not exceed two hours. Despite this, the inclusive and free environment is crucial for positive engagement as true love is irreplaceable.

Word Count = 137

Original Word = _____?

much better than previous one
keep it up 9/20