

# APPROACHES TO ENGLISH

## BOOK - 1

(Prose, Grammar & Usage and Writing)

*Approved by*

The Council of Higher Secondary Education, Odisha, Bhubaneswar  
for +2 Examination 2015 and onwards

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## FOREWORD

The syllabus in +2 Alternative English for Arts, Science and Commerce streams has been thoroughly revised in line with the syllabus for Compulsory English. Accordingly, new textbooks have been prepared by experts selected by the Council of Higher Secondary Education, Orissa. It is hoped that these books will be immensely useful to the advance-level students of English who offer English as an alternative to a Modern Indian language.

I take this opportunity to thank the Council of Higher Secondary Education for cooperation in the preparation and production of these books. I extend my gratefulness to the authors and publishers whose textual materials are used in these books. My thanks are due to the members of the Board of Editors for their invaluable help to the Bureau. Lastly, I extend my thanks to the officers and staff of the Bureau for their whole-hearted effort in bringing out these books.

Comments and suggestions for further improvement of these books are welcome.

**Sri Gundicha**  
01.07.2003

Director

ODISHA STATE BUREAU OF TEXTBOOK  
PREPARATION AND PRODUCTION

# PREFACE

This is a course-book in intensive reading prescribed for the Alternative English course at the Higher Secondary level in Orissa. The aim of this book is to provide an interesting new approach to reading more effectively and thus to build on the skills being developed in the learners in their General English course and to develop certain advanced skills of reading not included in the Higher Secondary General English course.

There are eight units in this book. The first four units meant for use by First Year students present four reading passages each, and the last four units meant for use in the second year have three reading passages each. The reading passages in each unit are related by a common topic, as can be seen in the 'Contents' page. The passages are examples of contemporary English taken from a variety of sources, such as books, newspapers, magazines and advertising materials. Each unit is divided into 3 or 4 sections, each of which presents a reading passage and a set of Activities which are designed to present or develop one or more of the following sub-skills of reading:

1. Extracting main ideas

The Activities in the category encourage the learner to read for the general sense rather than for details and help him or her to distinguish between important and unimportant information.

2. Reading for specific information

If you are looking for information which is needed to serve a specific purpose, it may not be necessary to read the whole passage. You have only to locate the places in the text which contain the required information. Some of the Activities in this Reader are meant to give the learners practice in reading for specific information.

3. Dealing with unfamiliar words

If the learner doesn't know the meaning of a word or expression he can often guess its general sense by looking for clues in the context. Some of the Activities in this course-book are designed to improve the learner's skill in making reasoned guesses about the meaning of new vocabulary.

4. Predicting

Before reading a passage, we can ask ourselves what we know about the subject of the passage and guess from its title what the writer may have said about the topic in general. And as we complete reading a paragraph, we can guess what would come next. This ensures that the learner's curiosity is stimulated and as (s)he reads, (s)he is not overloaded with too much information. There are some Activities designed to develop the predictive skills of the learners both before and while reading.

5. Inferring

Some facts in a reading passage are suggested indirectly rather than stated directly. It is for the reader to infer this information. A few of the Activities aim at giving practice in the inferring skill.

6. Evaluating the text

An effective reading of a text includes an understanding of the writer's purpose and attitude and of the distinction between a statement of fact and



an expression of the writer's opinion. Evaluation of a text is the focus of some of the Activities in this course-book.

7. Understanding text-organization

Proficiency in reading at an advanced level implies the ability to see how a passage is organized. Certain Activities give practice in understanding how sentences are related in a paragraph and how paragraphs are related in a text in respect of the ideas presented, so that they instantiate a cause-and-effect relationship, a descriptive or narrative sequence, or an argumentative structure.

8. Understanding the function of cohesive devices

Various cohesive devices such as Pronoun Reference and link-words are used to tie sentences together to create a cohesive text. The learner's understanding of a text remains incomplete without a grasp of the function of different cohesive devices in the text. A few Activities have therefore been included in this course-book to give the learners practice in appreciating the function of cohesive devices in the accompanying texts.

9. Reacting to the text

The Activities requiring the learner to react to the text are aimed at developing the learner's thinking and imagination in relation to a text, which leads up to 'parallel writing'.

10. Writing summaries, brochures, pamphlets and dialogues

Some of the Activities incorporated in this course-book give practice in what is strictly speaking a productive skill. Writing Activities include making summaries of paragraphs in a text, designing brochures and writing pamphlets and dialogues, which form a part of the writing component of the Higher Secondary Alternative English Course.

Although the units are designed to provide self-learning material in general, the English teacher's role is perceived as crucial to the translating of the aims of this Reading Course into the actual acquisition of skills by the students of Alternative English. It is the English teacher who would play a catalyst's role to motivate the learners to go to the texts and do the Activities as a matter of pleasure. It is (s)he who must stand aside without interfering as the learners engage themselves with texts and Activities, but who must stand ready all this while to come to their help and guide them whenever they need his/her help and guidance. Moreover, the organization of group discussion, group work, pair work and role-play in the classroom is the sole responsibility of the teacher. It may be a little disorienting in the beginning to take a counsellor's role instead of a 'lecturer's role'. But that is the way the skills can be imparted; lecturing and explaining of the text to the learners trying to acquire the reading skills simply defeat the purpose.

We hope, the students and the teachers of the Higher Secondary classes in Orissa find this modest attempt of ours useful, and come forward to offer their suggestions for improvement of this course- book.

*Reviewer :*

**Prof. Prafulla Chandra Mohanty**

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**Dr. Bijoy Kumar Bal**

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# ACKNOWLEDGEMENT

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- xv. Helps, A. for *On the Education of A man of Business*;
- xvi. Exxon Corporation (1981) for *The year 2050 - Reflections of a Futurist*.
- xvii. To filer, Alvin and I Icidi (1991) for *Power shift*;
- xviii. Orient Longman and Amalcndu Bandyopadhyay for *The Mushroom of Death*.

# CONTENTS

## PREFACE

UNIT TOPIC	Page No.
<b>I THE ADVENTURE OF LEARNING</b>	<b>,1</b>
TEXT A: Memories of Crossgates School (George Orwell)	
TEXT B : Make me a child again, Just for tonight. (Milton R.Stern)	
TEXT C : Confessions of a Misspent Youth (Mara Wolynski)	
TEXT D : A Time to Think (Edward de Bono)	
<b>II MEN AND WOMEN</b>	<b>21</b>
TEXT A: Portrait of a Teacher (Edmondo d'Amicis)	
TEXT B : My Mother [Excerpts] (Nirad C.Chaudhuri)	
TEXT C : Lucy Rowan's Mother (Linda Blandford)	
TEXT D : The Jam Sahib of Newanagar (A.G.Gardiner)	
<b>III MODERN LIVING</b>	<b>40</b>
TEXT A: The Telephone (John Brooks)	
TEXT B : Saturday Morning Violence (Norman Provizor)	
TEXT C: New Superstitions for Old (Margaret Mead)	
TEXT D : Burnout (anonymous Newspaper Article)	
<b>IV FOOD FOR THOUGHT</b>	<b>58</b>
TEXT A: That Lean, Hungry Look (Suzanne Britt)	
TEXTB: What is Art ? (Leo Tolstoy)	
TEXT C : Psychobabble (John Collee)	
TEXT D: The Case against Man (Isaac Asimov)	

UNIT	TOPIC	Page No.
V	THE WONDER WORLD OF SCIENCE	77
	TEXT A: 'Cures' for the Common Cold (Harold S.Diehl)	
	TEXT B : Typing your own Blood (Scott Blackman)	
	TEXT C : Some Differences (An extract from an anonymous newspaper article)	
VI	OUR ENVIRONMENT	86
	TEXT A: Our Environment (W.P.Cunningham and B.W.Saigo)	
	TEXT B : Impact of Global Warming (Arvind Gupta)	
	TEXT C : Human Environment (Indira Gandhi)	
VII	THE WORLD OF BUSINESS	102
	TEXT A: How to Write a Winning 'Resume' (Dick Irish)	
	TEXT B : Some Samples of Advertisement	
	TEXT C : On the Education of a Man of Business (Sir Arthur Helps)	-1
VIII	THE CHANGING WORLD	115
	TEXT A: The Year 2050-Reflections of a Futurist (Theodore J.Gordon)	
	TEXT B : Powershift [Excerpts] (Alvin Toffler)	
	TEXT C : The Mushroom of Death [Amalendu Bandopadhyay]	
<p><b>APPENDIX</b> The syllabus for the Alternative English Course for Higher Secondary Examination, 2005 and onwards.</p>		





# UNIT I

## THE ADVENTURE OF LEARNING

### What does this unit contain ?

This unit , like the next three, has four sections. These four sections (sections A-D) present four reading passages on the common topic of education as follows .

Text A: *Memories of Crossgates School* (George Orwell)

Text B: "*Make Me a Child Again, Just for Tonight*" (Milton R.Stem)

Text C: *Confessions of a Misspent Youth* (Mara Wolynski)

Text D: *A Time to Think* (Edward de Bono)

It is expected that working through the activities on the reading texts of this unit will enable you (apart from other things)

- (i) to identify the central idea as well as the main points of text ;
- (ii) to understand relations between the parts of a reading text ;
- (iii) to deduce the meaning of unfamiliar lexical items in a given context ;
- (iv) to scan the text for specific information ;and
- (v) to make predictions about a prose text before reading it.

A glossary of a few crucial words follows the reading text, where deemed necessary, for facilitating comprehension without looking up a dictionary. The glossed words are italicised in the reading text. It will be your pleasure, we hope, to work through the subskills mentioned above . Some of these activities will deal with points for classroom discussion leading to short compositions. Apart from the activities for developing and reinforcing certain subskills of reading and practice in composition in each section, there will be some activities for practice in English Grammar and /or Usage based on the reading text. The Activities have been numbered serially in a unit across the sections. Remember, in a reading text the numbers in the left margin are paragraph numbers, and those in the right margin are line numbers.

### SECTION A

Pre reading Activity : Before reading the following passage which presents George Orwell's recollection of his school days, write three main things which you remember about your school days .

- (1)
- (2)
- (3)

Now read Text A below quickly to see what Orwell remembers about his school days .

## TEXT A

## MEMORIES OF CROSSGATES SCHOOL

I have good memories of Crossgates, among a horde of bad ones. Sometimes on summer afternoons there were wonderful expeditions across the Downs, or to Beachy Head, where one bathed dangerously among the chalk boulders and came home covered with cuts. And there were still more wonderful midsummer evenings when, as a special treat, we were not driven off to bed as usual but allowed to wander about the grounds in the long twilight, ending up with a plunge into the swimming bath at about nine o'clock. There was the joy of waking early on summer mornings and getting in an hour's undisturbed reading (Ian Hay, Thackeray, Kipling and H.G Wells were the favourite authors of my boyhood) in the sunlit, sleeping dormitory. There was also cricket, which I was no good at but with which I conducted a sort of hopeless love affair up to the age of about eighteen. And there was the pleasure of keeping caterpillars — the silky green and purple puss-moth, the ghostly green poplar-hawk, the privet hawk, large as one's third finger, specimens of which could be illicitly purchased for sixpence at a shop in the town — and, when one could escape long enough from the master who was "taking the walk" there was the excitement of dredging the dew-ponds on the Downs for enormous newts with orange — coloured bellies. This business of being out for a walk, coming across something of fascinating interest and then being dragged away from it by a yell from the master, like a dog jerked onwards by the leash, is an important feature of school life, and helps to build up the conviction, so strong in many children, that the things you most want to do are always unattainable.

George Orwell

## Glossary

[The numbers indicate the line in which the words/expressions occur.]

- 2 *the Downs* - a stretch of grass land  
 15 *dredging* - dragging a bag-net along the bottom to collect biological specimens  
 15 *dew-ponds* - small natural ponds  
 16 *newt* - a small animal with a moist skin, short legs, and a long tail

## Activity 1

(Comprehension)

Look at the passage again and put a tick mark (☐) against the correct alternative :

- (a) The writer describes the pleasure of school life enjoyed during  
 (i) winter (ii) summer (lii) summer and winter.
- (b) The phrase 'taking the walk' in line 15 is given within quotation marks to indicate  
 (i) that the writer does not approve of the master's taking a walk.  
 (ii) that the master was actually keeping watch over the boys on the pretext of taking the walk .  
 (iii) that the master had gone on a visit to the town on the pretext of taking a walk

**Activity 2**

(Comprehension)

Answer the following questions as briefly as you can.

- (a) At what time of the day did the writer bathe in the sea ?
- (b) Did he enjoy swimming among the chalk boulders or have a sense of suffering for it ?  
Which words in the text tell you the answer ?
- (c) What was the boy's 'special treat' in midsummer evenings ?
- (d) Who were Orwell's favourite authors in his boyhood ?
- (e) What are the different kinds of caterpillars that Orwell mentions in the passage ?
- (f) What does Orwell say about his 'hopeless love affair' ?
- (g) What does Orwell learn from his experiences at Crossgates school ?

**Activity 3**

(Writing)

Write, in points, the six pleasures of school life that the writer mentions in the passage .

1.

2.

3.

4.

5.

6.

Now write in your notebook a paragraph on 'Your School Days' keeping Orwell's 'Memories' in mind.

**Activity 4**

(Grammar)

*Subject- Verb Agreement in 'There'-constructions*

Will you please give Text A another look to find out how many 'there sentences' are by the author ? Notice that sentence 2 in the text — *Sometimes on summer afternoons there were wonderful Expeditions across the Downs ...* is a 'there sentence'.

Write the sentence number as well as the 'there ...' sentences you find in the text.

Sentence number

Sentence

..... 1

#### 4

You can very well notice that the verb in the above 'there' - sentences is either *was* or *were*. As you know, the verb in an English sentence agrees with the subject in number and person.

*Examples :*

- (1) He *was* tall. (3) I *am* a student of the Higher Secondary class.  
(2) They *were* tall. (4) She *is doing* well on the course .

The subject 'he' in (1) is singular in number and therefore, a singular verb '*was*' has been used. The sentence would be wrong if a 'plural' verb, such as *were*, was used. Also notice that verb *were* in (2) agrees with the subject 'they' in respect of plurality.

The verbs in (3) and (4) do not differ in number (both have singular subjects), but they do differ in person. / is a first person pronoun, while *she* is a third person pronoun. Hence the difference in the verbs that go with them.

In sentences 1 - 4 the subject comes before the verb. In *there* - sentences, however, 'there' comes in the subject position, while the real subject (which is also known as the postponed subject) occurs after the verb. You can now look back at your list of *there* -sentences above and notice that the verb after 'there' is *was* or *were* according to whether the postponed subject is singular or plural. Thus, in sentence (2) of the text - *Sometimes on summer afternoons there were wonderful expeditions ...* - the verb *were* is plural because the postponed subject - *wonderful expeditions* - is plural. In sentence (4) of the text - *There was the joy of walking early* - the singular verb - *was* - agrees with the singular postponed subject *the joy of walking early*.

Now fill in each blank in the following letter with an appropriate verb from the following list:

is required      is      take  
do not object      are      attract      is wanted

Dated the 11th of June, 2001

To

The Chairperson  
Bhimpur Municipality,  
Bhimpur.

Madam,

I would like to express my concern at the growing number of so-called lottery centres in our town.

There ----- several reasons why I object to these places. Firstly, the operators, under the false promise of an easy fortune,-----quite substantial amounts of money away from the poor people who are least able to afford it. Secondly, while I-----to gambling in principle, I feel that this particular kind, where no skill----- on the part of the betting person, is especially offensive and deadening to the intellect. Thirdly, these establishments often undesirable individuals into the neighbourhood. Lastly, the physical appearance of these places is most unattractive, and there----- almost always a lot of noise around.

I hope that the Municipal Council will consider very carefully whether this mindless kind of gambling is whatin this traditionally peaceful town.

Yours faithfully,  
Smita Samantaray



## SECTION B

## Pre - reading Activity

The text you are going to read in this section has the title “Make Me a Child Again. Just for Tonight”. Almost every one of us has fond memories of childhood , and therefore wants to become a child again . Can you write below three possible reasons why people want to become children again ?

- (1)
- (2)
- (3)

## Pre - reading Tips

In this section, you will read a passage on Learning . Your primary aim here is to grasp the central meaning of the passage . To do this rapidly and accurately , you have to adopt aggressive reading . In other words , you must get into the habit of speeding through words and you must try to focus on the broad structure of the passage while reading .

Try to recognize the author’s pattern of thinking and to realize how the details serve to highlight the main ideas , but don’t let those details slow you down . Skim or skip whenever you feel you can safely do so , that is , when you are reasonably sure that you know what the next sentence or paragraph will contain.

In order to detect the author’s pattern of thinking and to grasp what , in essence , the author is trying to say, you don’t have to read every single word or every single sentence. By thinking alongwith the author’s pattern of thinking, you can predict what is likely to come next , and whether it is important, less important, or completely unimportant to the central meaning of the text .

Now cruise through Text B with conscious pressure on your speed, with an awareness that you must go fast. An average learner on the Alternative English course needs 4 to 6 minutes to complete a quick reading of the passage with the aim of grasping the central idea of the piece.

**TEXT B**

Record the TIME now :

**MAKE ME A CHILD AGAIN JLS I FOR TONIGHT**

*by Milton R. Stern*

*“Backward turn backward ,*

*O Time , in your flight*

*Make me a child again just for*

*tonight*

- (1) The lines above are from a poem called “Kock Me To sleep, Mother,” by Elizabeth Akers Allen, who was bom in 1832 and died in 1911. By modern standards this quotation is inexcusably sentimental and inaccurate . We modems know bettor than to think of childhood as happy and carefree . We have gone to another, perhaps over-solemn extreme. We hold that childhood is such a difficult time of life that we have child guidance associations and child study clinics and child psychologists and “child - centered” homes and a host of similar institutions in order to make childhood endurable for the infants who have to live through it.

- (2) But every age has its own kind of sentimentality, and we who have created the soap opera can scarcely afford to throw stones at the late Victorians.
- (3) Sentimental as it may be, the quotation from Miss Alien's poem is worth a moment of study by people in evening classes for what it suggests about the learning process - in children and in grown-ups. If we mature adults who are studying in evening classes could be children again - just for that time we spend in class — we might be considerably surprised at how much faster and more easily we would learn.
- (4) And if we cannot actually be children again, perhaps we can pick up a few helpful hints by turning backward ourselves, "just for tonight", and noticing some of the differences between the way children learn and the way grown-ups learn.
- (5) Whatever the subject matter - whether it is the date of English kings or how to pick pockets, like *Oliver Twist* - when it comes to learning something new, children usually learn faster than adults. A child in an unhappy situation may quickly acquire the habit of lying as a defense mechanism. But his luckier contemporaries thirstily drink in useful information of all kinds. First - and second - graders delight in the discovery of new words, new ideas, or new places on the map, African animals or the Museum of Natural History. They keep their teachers wedded to the profession by their enthusiastic curiosity, and they give their parents enormous pleasure by their sudden, unexpected grasp of things.
- (6) Adults on the other hand, are by and large cautious learners. They are more timid than youngsters about asking questions. Adults have scar tissue - they are often afraid to ask questions for fear of seeming ridiculous. There are other ways in which grown-ups are handicapped as learners. They have many more demands on their time than children. They have more responsibilities - and these responsibilities cannot usually be lightly shrugged off.
- (7) Furthermore, adults have often gotten more or less unconsciously into bad habits. Some adults have almost a compulsion to be "experts" on practically every subject that comes up, and others have drifted unaware into the habit of accepting whatever the "experts" say. Adults also are handicapped as students by the fact that they have largely got out of the habit of *listening*. And where first-graders are wholehearted scholars, warmly embracing the teacher as a learner, too, but equipped with more answers, the grown-ups have largely forgotten how to use their teachers, even as the bounce board of skeptical questioning.
- (8) Evening college administrators say that adult experience is a priceless commodity in the class room - for both teacher and students. And so it is. But experience is not enough. Attitude is equally important, and mature men and women need something of the enthusiasm and unself-consciousness of the child if they are to capitalize fully in the classroom on their life experience. But can grown people reacquire these qualities? Make-mc-a-child-again-just-for tonight is all very well, but is it really possible for the mature student to recapture some of the spontaneity of the six-or-seven-year-old?



- (9) I think it is.
- (10) Perhaps a key idea to keep in mind is that of *purpose-what* educators (and the Navy) call motivation in learning. With children, motivation is easy to understand. Children literally thirst after knowledge, because they must. They have a long way to grow, and a major part of growth is the development of that subtle instrument, the mind. Actually, children have a natural or built-in motivation. They want to communicate and to be communicated with. They want to be in touch. They want mastery and power. They want to understand and to be understood.
- (11) And children have sanction and approval for this almost instinctual drive. The whole society is organized to further it. Not only does the truant officer come after them if they stay away from school, but it is a rare parent who does not praise and take pride in the child's expanding knowledge.
- (12) But with the adult student in evening classes, purpose does not operate in such an automatic and instinctive fashion. Nor does the adult student always come in for such complete approval and sanction in his efforts. Children, in their world, cannot afford not to know. It makes them too helpless and powerless. But adults, in their world, too often persuade themselves they can afford to be ignorant. How easy it is to find a rationalization to avoid trying to understand anything difficult. We all know how little time there is, how difficult it is to win mastery over any subject, and the omnipresent "experts" are all too eager to give us escape through the cliché of "A little knowledge is a dangerous thing" or "You can't teach an old dog new tricks." There is, too, the reality of an anti-intellectual climate of opinion. Indeed, it seems sometimes that if an adult knows enough to come in out of the rain, he may run into a certain amount of silent or open mockery when he aspires to anything further
- (13) Only when the purpose of evening study is very, very obvious can the adult student feel sure of social approval. If he does not speak English well and goes to an evening college to overcome this handicap or if he needs more education to get into a better paying job, then he may feel fairly sure that nobody will try to dissuade him from studying in the afterschool years of life. But if his goal is not going to pay off immediately in some highly visible way, like more money or higher social prestige, then he not only has to go to school, he has to defend himself for going. Let him ! He can do so boldly.
- (14) "Does he propose to understand literature, music, art ?"
- (15) "Yes. Is there a better use of a man's time ?"
- (16) "Does he aspire to be an 'egghead', then ?"
- (17) Let him answer, "Yes, enthusiastically. " There are thousands of us."
- (18) But whatever we study, and whether we seek to overcome an obvious handicap of communication or information or technical skill, or whether we are sparked by curiosity about physiology or chemistry, we will find such study most enjoyable and fruitful if it

is approached in the way first-and second-graders approach the birth of rabbits or the circumstances that r-o-u-g-h is not pronounced the same as b-o-u-g-h

- (19) Make me a child again just for tonight? Each of us in the classroom or out, quizzing a teacher or reading a book, can be as active a learner as we were when we were six years old. We can take conscious account of our adult purpose and make them give us pleasure in learning in the same way as did our early, less conscious drives. There is the child in each of us. We have but to be aware of the fact and have the sense and courage to acknowledge it.

Record the time now :-----

Time spent for the first reading-----

## GLOSSARY

(The numbers in brackets indicate the paragraph numbers )

- soap opera* (2) : a television drama serial about the happenings in the lives of a group of people
- late Victorians* (2) : English people living towards the end of Queen Victoria's reign (that is, in the last quarter of the 19th. century who had strict moral attitudes as well as sentimentality.
- Oliver Twist* (5) : the main character (an orphan boy) in Charles Dickens's novel by the same name
- unself-consciousness* (8) : not worried about what other people think of oneself,
- cliche* (12) : an expression used too often
- egghead* (16) : a person who is very intelligent and is interested only in theories and books.

### Activity 5

(Getting the Main Idea)

Complete the following sentence in your own words to state the central idea of the above selection :

Adults would learn-----

-----

if they-----

-----

and if they-----

-----



## Activity 6

(Understanding the title)

Go back to the text and answer the following questions.

(a) Why does the author want to become a child again ?

Answer :

.....

.....

.....

.....

(b) And why 'just for tonight' ?

Answer :

.....

.....

.....

.....

(c) What, according to Stem, are the points of contrast between the learning of children and that of adults ?

Children	Adults
1.	1.
2.	2.
3.	3.

## Activity 7

(Usage)

(a) Study how the following expressions have been used in Text B and guess their meanings. The number of the paragraph in which each of these expressions occurs is given against each within square brackets.

- (i) afford to [2]  
 (ii) be wedded to [5]  
 (iii) on the other hand [6]  
 (iv) by and large [6]  
 (v) be equipped with [7]  
 (vi) take pride in [11]  
 (vii) not only ... but... [11]

(b) In the conversation between Meera and Sonali below, fill in the blanks with appropriate forms of the suitable expressions from the above list :

Meera: Hi, Sonali, how are you ?

Sonali: Hi, I am fine, how are you ?

Meera: Fine, Sonali. Are you coming to the Bollywood Concert tonight?

Sonali: I am sorry, I cannot buy a ticket for the concert. I haven't got money enough to pay my mess bills for this month.

## 10

- Meera: Would you mind sharing my complimentary pass ? It will admit me you too.
- Sonali: Thank you very much for this friendly gesture. Do you know who will conduct the orchestra ?
- Meera: Oh, yes. Haven't you heard of Pandit Ravi Shankar ? The whole country this great Indian musician's accomplishments.
- Sonali: Oh, it would be wonderful then. Will it be a botheration for you to pick me up on your way to the concert ?
- Meera: Not at all it'll be a pleasure. See you then.
- Sonali: Good bye, Meera.

### Discussion of Text B

Read Text B once again this time slowly, and notice the pattern Mr Stem has followed in presenting his central idea which may be stated as follows :

“Adults would learn faster and more easily if they reacted the way children do, and if they had the same purpose and drive that motivated their own learning when they were children.”

You can use the glossary following Activity 6 while reading the text slowly to understand how its parts are related. Before proceeding further, you must go through Text B.

If you have finished your second reading of Text B, you can read the following discussion of its structure.

#### An Over-view of the Structure of Text B

*Paragraphs 1 and 2* : Two lines from a poem lead to a discussion of childhood and function as a springboard to the central idea.

*Paragraph 3* : One part of the central idea is explicitly stated - “adults in evening classes would learn faster and more easily if they reacted the way children do.”

*Paragraph 4* : A transition has been effected through an invitation to the reader to notice the differences between the way children learn and the way adults learn.

*Paragraph 5-8* : First part of the elaboration of the central theme - contrast between children and adults in respect of attitudes and habits.

*Paragraph 9* : The last sentence of paragraph 8, in the form of a question, and the answer to that question in paragraph 9 serve as transition to paragraph 10.

*Paragraph 10-17* : Second part of the elaboration of the central idea - “adults, if they wish to learn as effectively as the children do, should have the same purposiveness and drive that motivated their learning in childhood.”

*Paragraph 18 and 19* : The central idea is restated in terms of the two parts of its development, namely (1) attitudes, and (2) purposes and drives.

We can thus read a text to pick out its central idea and then to notice the pattern the author is using in presenting his or her thinking. Learning to grasp the structure of a text as you read it is not easy. But with every text you practise on, you will become a little surer, a little better. You can test your ability to grasp the central idea of a text and to understand the relationship between its parts when you come to Text C in the next section.

### SECTION C

#### Pre-reading Activity

Text C, which follows, is by Mara Wolynski, a free-lance writer who attended a small private school in New York city. In ‘Confessions of a Misspent. Youth’, an article published in *Newsweek* magazine in 1976, she contrasts her progressive education with the basic education of traditional schools.

Let us now read Text C to see which of these two kinds of education she favours in her article.

## Text C

**CONFESSIONS OF A MISSPENT YOUTH***Mara Wolynski*

- (1) The idea of permissive education appealed to my mother in 1956 when she was a Bohemian and I was four. In Greenwich village, she found a small private school whose beliefs were hers and happily enrolled me. I know it was an act of motherly love but it might have been the worst thing she ever did to me. This school — I will call it Sand and Sea - attracted other such parents, upper-middle-class professionals who were determined not to have their children pressured the way they had been. Sand and Sea was the school without pain. And it was the kind of school that the back-to-basics people rightly fear most. At Sand and Sea, I soon became an exemplar of educational freedom- the freedom not to learn.
- (2) Sand and Sea was run by fifteen women and one man who taught “science.” They were decent people, some old, some young, and all devoted to cultivating the innate creativity they were convinced we had. There was a tremendous emphasis on the arts. We weren’t taught techniques, however, because any kind of organization stunted creativity.

**HAPPINESS AND HIEROGLYPHICS**

- (3) We had certain hours allotted to various subjects but we were free to dismiss anything that bored us. In fact, it was school policy that we were forbidden to be bored or miserable or made to compete with one another. There were no tests and no hard times. When I was bored with math, I was excused and allowed to write short stories in the library. The way we learned history was by trying to re-create its least important elements. One year, we pounded corn, made tepees, ate buffalo meat and learned two Indian words. That was early American history. Another year we made elaborate costumes, clay pots, and papier-mache gods. That was Greek culture. Another year we were all maidens and knights in armour because it was time to learn about the Middle Ages. We drank our orange juice from tin-foil goblets but never found out what the Middle Ages were. They were just “The Middle Ages.”
- (4) I knew that the Huns pegged their horses and drank a quart of blood before going to war but no one ever told us who the Huns were or why we should know who they were. And one year, the year of ancient Egypt, when we were building our pyramids, I did a thirty-foot-long mural for which I laboriously copied hieroglyphics on to the sheet of brown paper. But no one ever told me what they stood for. They were just there and beautiful.

**IGNORANCE IS NOT BLISS**

- (5) We spent great amount of time being creative because we had been told by our incurably optimistic mentors that the way to be happy in life was to create. Thus,



we didn't learn to read until we were in the third grade because early reading was thought to discourage creative spontaneity. The one thing they taught us very well was to hate intellectuality and anything connected with it. Accordingly, we were forced to be creative for nine years. And yet Sand and Sea has failed to turn out a good artist. What we did do was to continually form and reform interpersonal relationships and that's what we thought learning was all about and we were happy. At ten, for example, most of us were functionally illiterate but we could tell that Raymond was "acting out" when, in the middle of what passed for English, he did the twist on top of his desk. Or that Nina was "introverted" because she always cowered in the corner.

- (6) When we finally were graduated from Canaan, however, all the happy little children fell down the hill. We felt a profound sense of abandonment. So did our parents. After all that tuition money, let alone the loving freedom, their children faced high school with all the glorious prospects of the poorest slum-school kids. And so it came to be. No matter what school we went to, *we were* the underachievers and the culturally disadvantaged.
- (7) For some of us, real life was too much — one of my oldest friends from Sand and Sea killed himself two years ago after flunking out of the worst high school in New York at twenty. Various others have put in time in mental institutions where they were free, once again, to create during occupational therapy.
- (8) During my own high-school years, the school psychologist was baffled by my lack of substantive knowledge. He suggested to my mother that I be given a battery of psychological tests to find out why I was blocking out information. The thing was, I wasn't blocking because I had no information to block. Most of my Sand and Sea classmates were also enduring the same kinds of hardships that accompany severe handicaps. My own reading comprehension was in the lowest eighth percentile, not surprisingly. I was often asked by teachers how I had gotten into high school. However, I did manage to stumble *nor only* through high school but also through college (first junior college - rejected by all four-year colleges - and then New York University), hating it all the way as I had been taught to. I am still amazed that I have a B. A.

## THE LURE OF LEARNING

- (9) The parents of my former classmates can't figure out what went wrong. They had sent in bright curious children and gotten back, nine years later, helpless adolescents. Some might say that those of us who freaked out would have freaked out anywhere, but when you see the same bizarre behaviour pattern in succeeding graduating classes, you can draw certain terrifying conclusions.
- (10) Now I see my twelve-year-old brother (who is in a traditional school) doing



college-level math and\*I know that he knows more about many other things besides math than I do. And I also see traditional education working in the case of my fifteen-year-old brother (who was summarily yanked from Sand and Sea, by my reformed mother, when he was eight so that he wouldn't become like me.) Now, after seven years of real education, he is making impressive film documentaries for a project on the Bicentennial. A better learning experience than playing Pilgrim for four and a half months, and Indian for four and a half months, which is how I imagine they spent this year at Sand and Sea.

- (11) And now I have come to see that the real job of a school is to entice the student into the web of knowledge and then, if he is not enticed, to drag him in. I wish I had been.

### Glossary

(The number in brackets to the left of the lexical item indicates the number of the paragraph in which it occurs.)

- (3) *tepees* - round tents used by Red Indians in America
- (4) *the Huns* - medieval invaders from Central Asia
- (4) *hieroglyphics* - system of writing that uses pictures to represent words
- (6) *sense of abandonment* - a feeling of being left completely alone
- (7) *occupational therapy* - treatment for helping people to get back their health by giving them special work
- (9) *freaked out* - became upset or frightened
- (10) *Yanked* (American) - taken away suddenly
- (11) *Bicentennial* - celebration of completion of 200 years after the American declaration of independence

### Activity 8

u

State the central idea of the text.

.....

.....

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### Activity 9

(Understanding the sequence of Presentation)

Rearrange the following sentences so that they reflect the sequence in which Wolynski presents her ideas. You can begin with sentence (d) which is the first sentence in this sequence.

- (a) The students were free not to learn anything that bored them, and there were no tests.
- (b) One of the students of Sand and Sea committed suicide out of frustration although the writer was fortunate to continue her education and pass her B.A.
- (c) Their reading lessons were postponed till the third grade as early reading was considered harmful to creative spontaneity.

- (d) The writer was enrolled in a small private school in Greenwich village.
- (e) As a result, the students of Sand and Sea came to hate intellectuality.
- (f) They learned history by recreating its least important elements but without gaining any knowledge or insight.
- (g) In this school there was a tremendous emphasis on art and educational freedom.
- (h) The writer's mother came to realize her folly and sent her son to a traditional school.
- (i) They came to discover that their early education had gone waste only when they came to the high school.

#### Activity 10

##### (Comprehension)

Answer the following questions briefly.

- (a) What is Wolynski's major criticism of Sand and Sea's emphasis on creativity ?
- (b) Wolynski says that she was an example of educational freedom- freedom not to learn.' What does she mean ?
- (c) What is the basis of contrast between the two types of education ?
- (d) Does Wolynski explicitly state the points of contrast between the two types of education ? .

If your answer is *Yes*, indicate the paragraph (s) and quote the words which explicitly state these differences.

If your answer is *No*, say why the author does not explicitly state her points of contrast.

- (e) In paragraph 9 Wolynski admits that she could be accused of overstating her case. How effectively does she refute this charge ?
- (f) Briefly comment on the effectiveness of Wolynski's conclusion.

Does it accurately sum up her essay, or should she have written a different conclusion ?

#### Activity 11

##### (Understanding the Structure of the Text)

Now, keeping the above sequence in mind, notice the pattern the author has used in presenting her thoughts and give an account of the structure of the text on the model presented under *Discussion of Text B*.

Paragraph No (s)	Idea in points
1	
2	
3 and 4	
5 through 7	
8	
9 and 10	
11	

## Activity 12

(Grammar)

Go back to Text C and notice the following sentence in paragraph 1.

And it was the kind of school *that the back-to-basics people feared most.*

The italicized part is called a Relative Clause A clause, as you know, is a sentence within a sentence and a Relative clause modifies a noun phrase. Thus, in (1) the Relative Clause modifies the noun phrase, *the kind of school.* In (1) the relative clause begins with *that* which stands for the noun phrase, *the kind of school;* 'that' is called a relative pronoun. The relative pronouns that begin Relative Clauses are : *who, whom, which, that* and *whose.*

Examples:

- (i) The girl *who* loved dancing ...
- (ii) The clown *whom* everyone liked ...
- (iii) The jewels *which* belonged to the Queen ...
- (iv) The boy *whose* father is a teacher ...

Below you have a few phrases. Put them in their appropriate places in the paragraph after adding, *who/whom/which/that/whose* in front of the phrase. The first one has been done for you.

- was part of a long holiday
- was again very warm and sunny
- was both a bathroom and laundry
- was in the hills
- the children poured over themselves
- mothers were carrying large bundles of clothes
- they had brought with them

We decided to spend the weekend, *which was part of a long holiday,* in a small hotel where it would be cooler. We arrived late on Friday evening and went straight to bed. On the Saturday morning we went to a nearby pool. It was surrounded by rocks and seemed to be very private. Soon after we arrived, a lot of children came. They were followed by their mothers. The children quickly jumped into the pool. Then their mothers threw them some large bottles. The bottles contained some soapy water. Then the mothers undid the bundles of clothes and started to wash them and scrub them on the rocks nearby. From being a place for a quiet swim, the pool became a place. The children were very happy, and laughed and shouted as they washed each other. The mothers sang in chorus as they washed their clothes. We sat quietly at the edge of the pool. We didn't know what to do.

## Activity 13

(Writing)

- (a) Write a short essay of about 300 words, comparing your school education with that of Mara Wolynski's.
- (b) Write a comparison-and-contrast essay about your school life and your life in the college. Try to limit your essay to 300 words.



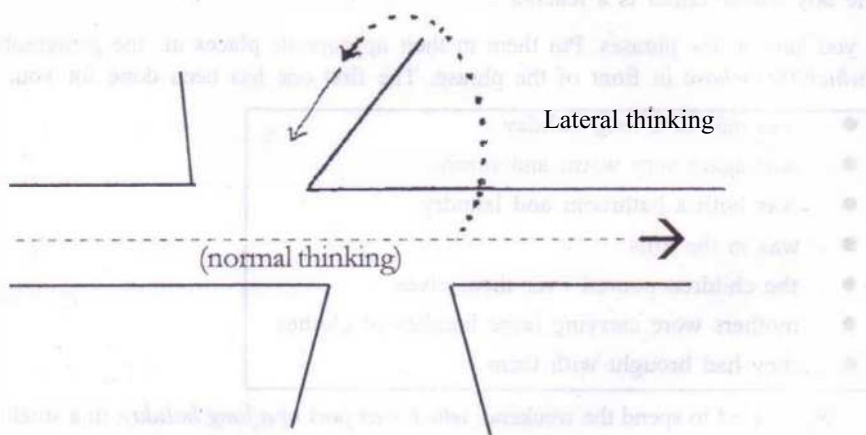
## SECTION D

## Pre-reading Tips

In this section you will have the chance to read an excerpt from *Letters to Thinkers*, a book written by Edward de Bono. Edward de Bono, who now owns and lives on a private island in Venice, is a leading authority in the field of creative thinking and is the originator of the term *lateral thinking*. He has written more than forty books in the field of creativity and thinking including the international bestsellers such as *Lateral Thinking*, *Six Thinking Hats* and *Serious Creativity*.

*Lateral thinking* is the core idea in all his writings. In de Bono's view, the sequence of experiences in our life sets up certain familiar patterns of perception, certain typical ways of looking at things. And it is very difficult, if not impossible, to get out of these familiar patterns of thinking and to think in new ways and be creative.

De Bono says that we can get out of our familiar thought patterns by moving sideways across the acquired patterns (hence *lateral thinking*) and by imposing a new pattern of perception on the relevant bits of information. *Lateral thinking* thus refers to moving sideways across the familiar patterns instead



of moving along them as in normal thinking, and thus facilitating generation of new patterns of perception and new thoughts. The diagram represents lateral thinking vis-a-vis normal thinking.

With this background information at our disposal, we can start reading de Bono's 'A Time to Think'. But let's quickly finish a small pre-reading Activity before going to the text.

## Pre-reading Activity

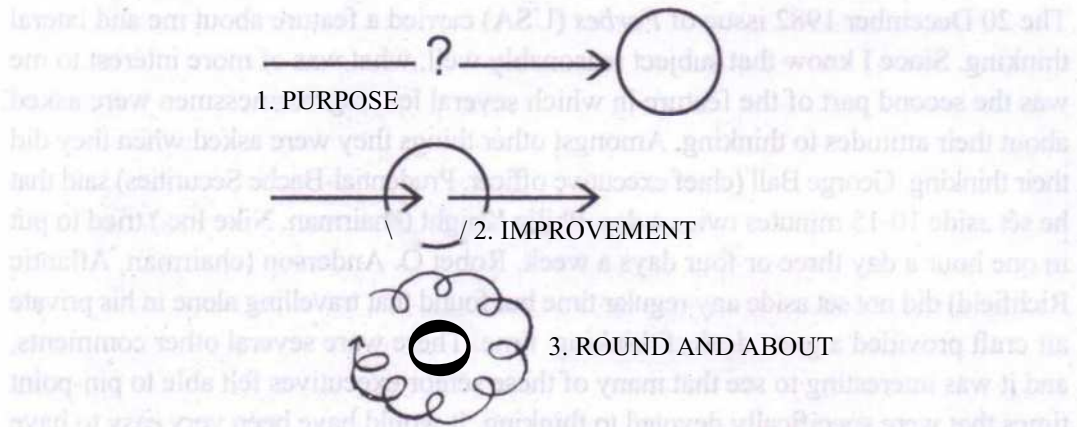
Match each word in column A with its meaning in column B. You can look up a dictionary, if you find the Activity difficult to complete.

A	B
1. agenda (para 8)	(i) a piece of writing in a newspaper or magazine
2. ambivalent (para 3)	(ii) not sure whether you want or like something
3. feature (para 1)	(iii) a plan to do something
4. prevarication (para 4)	(iv) an effort to hide the truth by not answering the questions directly



5. We could probably identify three sorts of thinking (in very general terms).

Figure



- i. **Thinking to achieve a purpose.** Classically this is problem solving, whether of the open or closed variety. There is an end point. The thinker is trying to reach some destination.
- ii. **Thinking for improvement.** A solution has already been reached. An answer is available. Things are going well. The thinker simply wants to do better.
- iii. **Thinking around and about.** This is musing, freewheeling, preparing the field, setting the context, exploring the situation. Just as an intending purchaser might prowl around a house he is to buy so the thinker prowls around the situation. There is no 'definite' point of focus.
6. It is not normal practice to go on thinking after an adequate solution has been found. There are many very practical reasons for this. The problem that has just been solved may be only of a whole string of problems. The thinker is anxious to move on to the next problem. If we do not accept the first solution as being adequate why should we accept the second? This could mean that we go on thinking with no point of satisfaction. Sir Robert Watson Watt of radar fame had a saying: 'You get one idea today, a better idea tomorrow and the best idea ... never.' Clearly there has to be a cut-off: there has to be a freezing of the design so that the action people (production, etc.) can get to work. If we suspect that there may be a better solution then how can we have full confidence in the one we have just found? If we do not have the full confidence how can we inspire such confidence in those people we are encouraging to carry out the solution? We also suspect that a great deal of thinking effort may produce another solution but one that is only slightly better than the first one. Finally, we may genuinely believe that there can be no better solution.

## TEXT D

## A TIME TO THINK

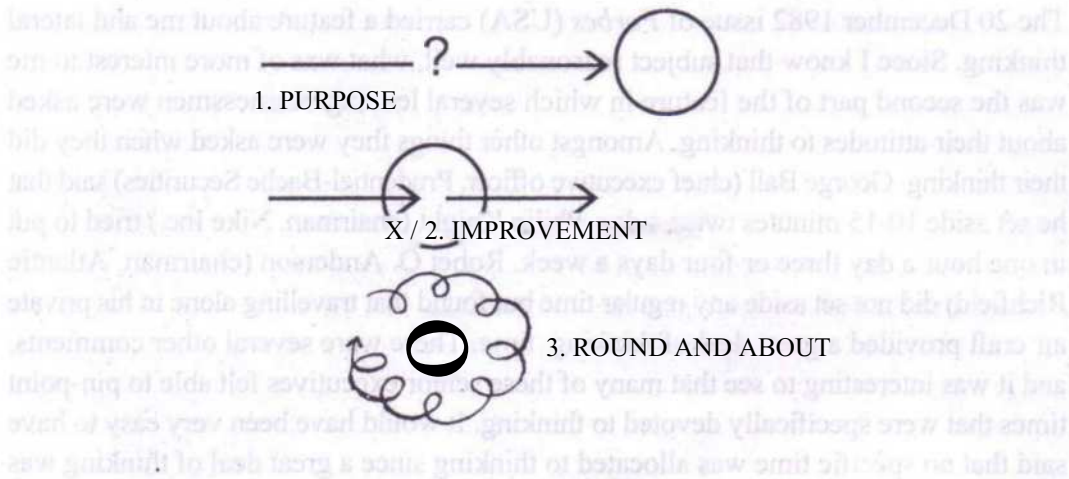
*Edward de Bono*

- 1 The 20 December 1982 issue of *Forbes* (USA) carried a feature about me and lateral thinking. Since I know that subject reasonably well, what was of more interest to me was the second part of the feature in which several leading businessmen were asked about their attitudes to thinking. Amongst other things they were asked when they did their thinking. George Ball (chief executive officer, Prudential-Bache Securities) said that he set aside 10-15 minutes twice a day. Philip Knight (chairman, Nike Inc.) tried to put in one hour a day three or four days a week. Robert O. Anderson (chairman, Atlantic Richfield) did not set aside any regular time but found that travelling alone in his private air craft provided a great deal of thinking time. There were several other comments, and it was interesting to see that many of these senior executives felt able to pin-point times that were specifically devoted to thinking. It would have been very easy to have said that no specific time was allocated to thinking since a great deal of thinking was taking place at every instant (while looking at a set of figures, whilst listening to someone, whilst communicating and so on).
- 2 It may be that interviewer had framed the question in such a way that those replying knew they were being asked about specific 'thinking only' time. Or, it may be that there was a natural distinction between the thinking that was called for by events and which occurred as a reaction to the surroundings, and that which required either a deliberate effort of will or the maintenance of a habit. Since all habits require an effort of will in the initial stages and further efforts of will along the way, the distinction may not be that important.
- 3 We have curiously ambivalent attitude towards thinking. Thinking is a good thing. To be able to think is a good thing. Yet the actual employment of thinking seems sometimes to be a sign of weakness. To have to think about something implies a lack of decisiveness. A teacher would rather a pupil came straight out with the answer instead of pausing to think about it. A politician who made an obvious pause to think about something would be accused of not knowing his own policy on the matter. *There are times when we have less regard for a man who thinks than for a man who appears to know all the answers.* After all, if he thinks he might get it wrong. There are other times when a man who does not think can (or should) terrify us.
4. The statement 'I need to think about that' is too often regarded as a sign of weakness or prevarication. Perhaps we should alter it to : I do not need to think about that - but I want to, and I am going to'. This leads on to the notion of thinking that is continued even after the 'solution' has been found.



5. We could probably identify three sorts of thinking (in very general terms).

Figure



- i. **Thinking to achieve a purpose.** Classically this is problem solving, whether of the open or closed variety. There is an end point. The thinker is trying to reach some destination.
  - ii. **Thinking for improvement.** A solution has already been reached. An answer is available. Things are going well. The thinker simply wants to do better.
  - iii. **Thinking around and about.** This is musing, freewheeling, preparing the field, setting the context, exploring the situation. Just as an intending purchaser might prowl around a house he is to buy so the thinker prowls around the situation. There is no 'definite' point of focus.
6. It is not normal practice to go on thinking after an adequate solution has been found. There are many very practical reasons for this, 'the problem that has just been solved may be only of a whole string of problems. The thinker is anxious to move on to the next problem. If we do not accept the first solution as being adequate why should we accept the second ? This could mean that we go on thinking with no point of satisfaction. Sir Robert Watson Watt of radar fame had a saying: 'You get one idea today, a better idea tomorrow and the best idea ... never.' Clearly there has to be a cut-off: there has to be a freezing of the design so that the action people (production, etc.) can get to work. If we suspect that there may be a better solution then how can we have full confidence in the one we have just found ? If we do not have the full confidence how can we inspire such confidence in those people we are encouraging to carry out the solution ? We also suspect that a great deal of thinking effort may produce another solution but one that is only slightly better than the first one. Finally, we may genuinely believe that there can be no better solution.

7. All these reasons for not thinking beyond the first solution are practical and realistic. Nevertheless, there is no reason whatsoever for supposing that the first solution we come to must be the best. Thinking to solve a problem (the first type mentioned earlier in this piece) does not require special effort of will since the problem is there as an ache, pain or need and we are naturally to do something about it.
8. Thinking beyond the first adequate solution does require an effort of will for it is no longer natural behaviour. The simplest way to make that effort of will is to have established a habit of some specific thinking time. Once such a thinking time has been established as a habit then the agenda for that thinking time follows. It is on this agenda that thinking beyond an apparently satisfactory solution can find its place. After all, the thinking time is there to be used.
9. The other major use of specified thinking time is the third type of thinking : thinking around and about a situation or subject. In fact, this is what most people would understand by 'thinking time' because problem solving of the ordinary type would be regarded as an on-going part of normal work. Time for musing is when the thinker stands back from what is taking place in order to view it from different angles or in a broader perspective. Time spent in this fashion is regarded as an investment. From this time there may arise an important new insight or a specific idea. Or, there may be no more than a general preparation of the background, which may not seem significant at the time but which will pay dividends later when more focused thinking is being applied to the matter. Even at the least productive level, the time is still an investment. Nothing useful at all may have happened on this occasion - except for the maintenance of the thinking habit. But the maintenance of that habit and the exercise of thinking may give a valuable yield on future occasions.
10. Do we really ever waste time in thinking ? We may pride ourselves on thinking quickly, and therefore slow thinking must seem to be a waste of time. But slow thinking is often much more valuable since it avoids the obvious cliches that can accompany fast thinking. What we really fear is not the waste of time but a number of other things : the unwillingness to make a decision that needs to be made; that thinking becomes an excuse for inaction; that further thinking may cloud the nice certainty of our first reactions. There is validity in all these fears, and to acknowledge this validity is largely to avoid these fears, and to acknowledge this validity is largely to avoid these dangers. I am not at all against our being harsh, demanding and intensely practical in what we require from our thinking. Thinking is a tool and we need two levels of skill : skill that resides in the tool itself (the actual processes and techniques of thinking) and skill that is concerned with how and where we use the tool. It is this last type of skill that I am writing about in this piece. To set aside a definite time for thinking is part of this skill.



## Activity 14

*(Comprehension)*

Decide whether the following statements are True(T), False (F), or whether you can't be sure from the above text (N):

- (a) One can think for improvement even after the solution to a problem at hand has been found.
- (b) Robert O Anderson (chairman of Atlantic Richfield) said that he set aside 10-15 minutes twice a day for thinking.
- (c) Slow thinking is always a waste of time.
- (d) 'You get one idea today, a better idea tomorrow, and the best idea ... never.' This was a favourite saying of Sir Robert Watson - Watt.
- (e) 'Thinking time' is helpful more for problem -solving than for improvement thinking or for thinking around and about a situation.

## Activity 15

*(Understanding Diagrams in a text)*

Look at the three diagrams given in para 5 representing three kinds of thinking, and briefly explain whether, and if so, how the different elements in each diagram clarify description of the corresponding type of thinking given below the diagram,

## Activity 16

*(Usage)*

Study the use of these expressions in the text and then use them in suitable form in appropriate blanks in the following passage :

- (i) to take place (para 1)
- (ii) to call for (para 2)
- (iii) to be regarded as (para 4)
- (iv) to be inclined to (para 6)
- (v) in fact (para 8)

The day the coronation the prince - the best sovereign to occupy the throne of Kapchi. During the first year of his reign, however, it became obvious that hesit over problems that immediate action,even before the first anniversary of his coronation the new king had proved that he was not equal to the task of governing his kingdom.

## Activity 17

*(Understanding text organisation)*

Extract the central idea of Text D. and write a brief essay of about 300 words on how the other ideas in the text are related to the central idea.



PORTRAIT OF A TEACHER

PART ONE

## UNIT II

# MEN AND WOMEN

What does this unit contain?

In Unit I you have practised, among other things, the skills of guessing the content of a text, and getting the main idea and the relations among the parts of a text. In this unit, you will get a good chance to practise the following subskills of Reading :

- (i) Predicting what comes next while reading a text; •
- (ii) identifying the structure of a text in respect of chronological sequence and understanding text organisation;
- (iii) comparing two texts on a similar theme; and
- (iv) distinguishing between facts and opinions in reading a text.

This unit, like /lie previous one, has four texts for reading practice.

Text A : *Portrait of a Teacher* (Edmondo d'Amicis)

Text B : *My Mother* [excerpts] ( Nirod C. Choudhuri)

Text C : *Lucy Rowan's Mother* (Linda Blandford)

Text D : *The Jam Sahih of Nawanagar* (A.G. Gardiner)

We hope, you will find these texts interesting and make use of the Activities on these texts to acquire the subskills of Reading mentioned above, to practise composition skills, and to revise some points of English grammar and usage.

### SECTION A

#### Pre- reading Activity

The following text has the title 'Portrait of a Teacher.'

- (a) Can you say what a portrait means ?

Answer :

If you have doubts about the meaning you have guessed, you may look up the word in a dictionary)

- (b) What qualities did you value in your favourite teacher at school ?
- .....
- .....

Now read the passage to form a general idea of the teacher described .

**PORTRAIT OF A TEACHER****PART ONE**

The night before last, just before dinner, while my father was looking through the evening paper, he suddenly let out a cry of surprise. Later he explained.

“I thought that he had died at least twenty years ago. But can you believe that my first teacher, Mr. Crossett, is still living ? He is eighty four years old and yesterday the government gave him a medal for having completed sixty years of teaching. Sixty years ! Can you imagine it ? He gave up teaching only two. years ago. He lives in Deleville, which is only about an hour’s ride from here. Tomorrow is Saturday. Let’s drive over there in the afternoon and say hello to him.”

During the evening my father spoke of little else. The very name of Mr. Crossett seemed to bring up a thousand memories of when he was a boy, of his friends, and of his mother, now dead.

“I can still see Crossett the first day I entered school. I had been sick for some time and had had lessons at home. Thus I began in the third grade, which was the grade he always taught. I had never been separated from my mother for a single day previously, and for both her and for me it was a new and dreadful experience. But Crossett seemed to understand the situation perfectly. He smiled at us and patted me on the head, and immediately all my fears disappeared. He must have been at least forty years old then. He was a man of broad shoulders and thick, wide hands. He had come from the country and had educated himself by hard work and study. I can still see him as he entered the classroom each day; he would put his cane in the corner and hang up his coat with exactly the same movements. Every day he also came with the same good humour, the same interest and enthusiasm as though it were his first day of teaching”.

Thus it happened that the next afternoon my father and I drove over to Deleville to see Mr. Crossett. Everyone in the town knew him, so we had no trouble in finding his house. When he came to the door, my father recognized him at once although, of course, he was now a very old man.

“Mr. Crossett,” said my father. “Will you permit an old pupil to shake hands with you ?” Mr. Crossett looked at us curiously.

“An old pupil? I’m sorry but .... your name ?”

My father told him his name, Albert Borden . He also told him the year in which he had studied and the name of the school.

The old man dropped his head and began to murmur to himself my father’s name. Suddenly he looked up.

“Albert Borden ? Your father was an engineer, and you lived very near the school.”



“Exactly right,” said my father, shaking the old man’s hand. I began to understand my father’s enthusiasm for his old teacher. Imagine ! This man had not seen my father for more than forty years, and yet he knew him after only a few moments of struggle with his fading memory. I hoped that I would have an equally good memory when I reached his age. I did not know this man, but I admired him already.

### Activity 1

(Global comprehension)

(1) What is the relationship between the narrator and Mr. Crossett ?

Answer:

(2) Have only good things or both good and bad things been written about the teacher so far ?

Answer:

### Activity 2

(Local comprehension)

Answer the following questions as briefly as you can.

£a) What is the significance of each of these lengths of time as mentioned in the text?

(i) twenty years ago (ii) eighty four years old (iii) sixty years (iv) two years ago (v) forty years old

(b) Did the narrator develop admiration for his father’s teacher ? If so why ?

### Activity 3

(Predicting)

Now read the last paragraph of ‘Portrait of a Teacher’ Part One, which ends with, ‘but I admired him already.’ Look at the following sentences, each of which begins a paragraph in ‘Portrait of a Teacher’ (Part Two). Then decide which of these sentences would begin the first paragraph of the text in Part Two.

- At this moment the bell rang announcing the end of the class.
- We all sat quietly for a few minutes after my father finished the story.
- Later my father and Mr. Crossett talked for a half-hour about persons and things they remembered of the school.
- Once again, my father referred to his first day in Mr. Crossett’s classroom.

Your answer : (a)/(b)/(c)/(d)

Discuss with your partner whether and why your answer is right.

It’s time now to go through ‘Portrait of a Teacher’ (Part Two) to check your answer in Activity 4 and to see what happens next.

**PORTRAIT OF A TEACHER****PART TWO**

Later my father and Mr. Crossett talked for a half-hour about persons and things they remembered of the school. The old man's hands shook constantly, and he explained to my father how this shaking had begun two years ago and how, only on account of this, he had been forced to give up his teaching. Otherwise he would still be working because his heart and soul were still in the school room with his various students.

Once again, my father referred to his first day in Mr. Crossett's classroom. He told of an incident that he had never forgotten. All were sitting quietly waiting for a class to begin.

Gap-1

Later the class began, and, in the course of the lesson, he noticed that one of the students looked sick and feverish. He walked to the student's desk and put his hand on the child's head.

Gap-2

Mr. Crossett turned rapidly and glared at the student.

Gap-3

After a while he put down his book, looked at us in silence for several minutes, then said, "My friends, we have to spend this year together, and we must try to spend it together happily. Please study and try to be good students. I have no family; you are my family. Last year I had my mother; but she has died, and I am alone. You are the only thing I have in this world, and you occupy all my thoughts, and you have all my affection. I consider you as my children. I hope that I will, therefore, not have to punish you, but you must prove to me that you appreciate my interest and my attention. I do not want you simply to promise me with words that you will be good, but I want you to show me with your hearts that here we are all part of one big family. I want to be proud of you."

At this moment the bell rang announcing the end of class.

Gap-4

Mr. Crossett patted him affectionately on the head and said, "Do not think any more about it, my son. Here we are all good friends."

We all sat quietly for a few moments after my father finished the story. Then Mr. Crossett rose and did something which left me entirely speechless. He went to a kind of closet and after a moment brought out a package, properly marked and catalogued by name and date.

Gap-5.

My father read the exercise, and tears came to his eyes because on the paper was also the handwriting of his mother, exactly in the manner in which she used to help him at first with his exercises.

## Activity 4

*(Understanding the structure of the text)*

There are five gaps in the above text, as you must have already noticed. The missing parts are given below, but not in the right sequence. Decide which part (A,B,C,D or E) will fill which gap in the passage.

- A. One by one we got up from our seats and left the room quietly. The boy who had gotten up on his seat and made faces, however, went up to Mr. Crossetts' desk and with his voice trembling said, "I'm sorry, sir."
- B. While his back was turned, another student in the class got up, stood upon his desk and began to make faces just in order to make the other students laugh.
- C. Out of the package he drew a paper and gave it to my father. It was marked with my father's name and with the month and the year, and it was one of my father's own copybook exercise. Mr. Crossett thus kept a record of all his old students.
- D. Occasionally one of the students of the previous year would put his head in the door to say hello to Mr. Crossett. They all spoke to him in such a manner as to suggest that they were very fond of him. Others came in and shook his hand. He remained very serious.
- E. "Don't do that again," he said at last, quietly but firmly. Then he went back to his desk and went on with the lesson.

Now discuss with your group-mates what prompted you to match the parts with the gaps the way you have done it, and find out whether your matchings are correct.

## Activity 5

*(Understanding the chronological sequence)*

Rearrange the following sentences so that they describe the events in the chronological sequence (= sequence in time) in which they happen in the true story presented in 'Portrait of a Teacher' (Parts One and Two).

- (a) Mr. Crossett did not recognize his old student, although the narrator's father recognized him instantly.
- (b) The whole evening he went on talking about his old teacher and having fond remembrances of him.
- (c) The narrator was full of admiration for this eighty-four-year old teacher of his father.
- (d) He decided to visit Mr. Crossett, who was living in Delville, only an hour's ride from his place.
- (e) Mr. Crossett then rose and brought out a package.
- (f) One evening the narrator's father while looking through the newspaper gave a cry of surprise.
- (g) When the narrator's father told him his name Albert Borden, Mr. Crossett thought for a while and remembered all about him.
- (h) The next afternoon the narrator and his father drove to Delville and knocked on Mr. Crossett's door.
- (i) He had read a news item about Mr. Crossett who was his first teacher in the elementary school.
- (j) Mr. Crossett and his old student then shared many memories of school.
- (k) Out of the package he drew a paper and gave it to Mr. Borden.



- (l) Mr Borden remembered an incident, which showed how loving and paternal his old teacher had been at school.
- (m) He was deeply moved and tears came to his eyes.
- (n) It was one of his homeworks which also bore the handwriting of his mother.

#### Activity 6

(For Group work & Writing practice)

- (a) Do you remember your first day at school ? What incidents of that day do you remember ?
- (b) Which teacher made the strongest impression on you at school ? And why ?

#### Activity 7

(Usage)

In Text A you have the following expressions. Insert them in appropriate places in the following paragraph :

(as though, in the course of, make faces, on account of, left them speechless, glared at)

There was nothing special about this class. The boys were naughty as expected, and they loved to at each other whenever the teacher was not therethair routine exercise, the older boys the newly admitted ones. All this while the new teacher behaved he was a stranger and had come to the school some business with the principal. Then suddenly he turned around and asked them to be quiet which

### SECTION B

#### Pre - reading Activity

Mother is the fondest image impressed on our minds. In the following passage, Xirad C. Choudhuri, who is regarded as a great Indian writer in English and who lived most of his life in England, gives an account of his mother.

If you arc asked to write about your mother, which important aspects of her personality would you write about ? : 12.....

3 ..... 4 .....

#### Text B.

Now read Text B to find out which traits of a mother's personality arc described.

#### MY MOTHER

*Nirad C. Chaudhuri*

My lather and mother were bound to each other by certain common principles and standards of conduct, but otherwise, in appearance, temperament, and outlook, they were the reverse or, if one chooses to say the same thing in a different way, the complement of each other. My mother was as slight and fragile as my father was robust, while her face was as responsive as my father's was impassive. It rippled to emotions as waters to the <wind. It was quite out of the question for her to try io hide any feeling. We always saw'

al a glance whether she was angry or pleased and regulated our movements accordingly. Altogether, she was always vivid and highstrung, if not hectic and electrical. Even when she was young there were two deep vertical wrinkles between her eyebrows, which in normal cases would have signified a bent for thought. But my mother was not intellectual, although when she chose to be argumentative she could be devastatingly logical. Her natural propensity was intuitive and those wrinkles were produced by the frequent fits of introspective brooding into which she fell.

She was not handsome, but no more was she plain. Her forehead was very well-shaped without being high, and the oval of her face was broad in its upper half but very quickly receding and tapering in the lower.

1.

Taken in their entirety, her features gave an impression of unsleeping alertness and inexhaustible animation. By nobody would that face have been called a face of simple and honest goodness alone, The openness, goodness and generosity which were so obvious in that countenance were of an extremely restless, positive, and winged type.

But here again the appearances were deceptive, for her face did not show, hardly indicated even, the immense strength of her moral convictions. No one could have inferred from her face that she was capable of such fanaticism as she showed over questions of right and wrong. Even more than my father was she intolerant of demonstrativeness and the wearing of one's heart on one's sleeve.

2.

Being a highstrung woman she was capable on occasions of turning panicky on some mishap happening to any of her children, but she restrained herself soon, and even in her worst panic she never went anywhere near the normal behaviour of Indian mothers on seeing accidents befalling their children, for example, if a one-year-old baby fell down from a height of, say, two feet, the first thing its mother would do would be to give out a hideous scream and begin to knock her head on the floor by way of mourning, on the assumption that the child was already dead and it was no use going to its help. My mother never gave such exhibition. On the other hand, if we frightened her by giving a scream disproportionate to our injury the chances were that we should be getting some additional suffering to redress the disproportion. No one who has not observed the behaviour of little children in India can have an adequate idea of the range of expansion of their mouths in self-pity and hope of external pity. The luxury of self-pity as well as of sympathy was severally rationed in our case. Yet no mother was capable of more businesslike attendance on her children in sickness.

The faults of character she disliked most were falsehood, dishonesty, moral cowardice, and meanness. A liar, a cheat, a coward, and a person 'with the tiny heart of minnow', as she put it, were the most contemptuous epithets we heard from her mouth. Not only did she condemn vice, she almost equally despised the tacit acceptance of an advantage. I shall give one or two instances.

3

Yet we could not always chasten ourselves to take the most patently small piece. So we thought we ran a better, or at all events an even, chance of getting what we wanted if we did not help ourselves.

Again, when in my school and college days I was staying in hostels and boarding houses, I found that there always was a crush at the first service of the dinner, because the dining-hall was nowhere large enough to accommodate all the inmates at the same time. In this situation many persons discreetly took care to be not very far from the dining room door without outwardly seeming to care about the dinner. I am putting the position at its most decorous, for I once stayed at a hostel in which the boarders who lived on the second floor came down the stairs in stealthy silence, carrying their shoes in hand for fear of warning the first-floor boarders of their descent towards the dining room. Not to speak of the second type of management, my mother would have despised us if we had resorted even to the first. Her teaching saved me not only from manipulating my turn at dinners but also from pressing my claims in other walks. I have always assumed that it is not for me to lay down my tum; if I wait for it there will certainly be the innate justice of society to offer me mine.

### Activity 8

*(Understanding the structure of the text)*

Scan the gapped text (Text B) and decide which of the following parts would fit into which numbered gaps in the text. There is one extra part which does not belong in any of the gaps.

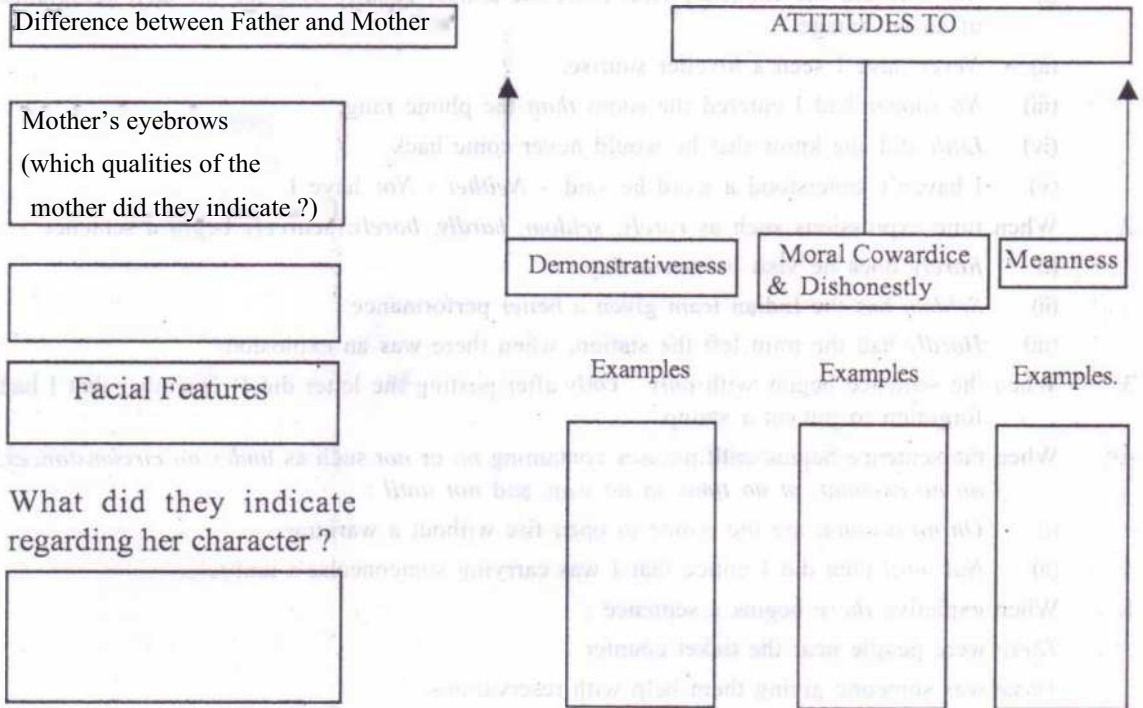
- A. If she asked us to take a portion after dividing a sweet or some other dish, we always said, "Give us a piece yourself, mother," for we knew, if by any chance one of us took what appeared to be the biggest piece, she would look at him with a meaning smile or at times even angry contempt.
- B. She came back after nearly six months, and the day after she arrived she again ordered my mother out. My mother, who had slept in the room for the whole period of absence of her mother-in-law, went out smiling under her veil.
- C. If we groaned too much in times of illness or expected to be made much of, we were quietly and firmly told to try to go to sleep instead of making things worse by complaining.
- D. Her eyes were large and liquid, her nose very regular and prominent, her lips well - cut tending towards fullness in the lower one. The real weakness of the face was the chin, which though neatly shaped was not weighty enough for the upper part.



Activity 9

(Understanding the relation of the parts in a text)

Now read the complete text (that is, with the gaps filled) and complete the diagram below so that the completed diagram represents the (descriptive) *sequence* in which the writer describes his mother. The completed diagram will give you an overall idea of the text organisation.



Activity 10

(Parallel Writing)

Decide which aspects of your mother's/father's personality you would like to write about in an article and then write your article, keeping in view the example of Nirad C. Chaudhuri's ' My Mother\*.

Activity 11

(Grammar)

STUDENT TIPS

Look at the first sentence in paragraph 2 of Text B

*She was not handsome, but no more was she plain.*

You can easily see that in the first clause of the sentence, the verb 'was' comes after the subject 'she' which is usual word order in English. But in the second clause there is an *inversion* (change of position) 'was' comes before the subject 'she.'

Notice again this sentence in paragraph 5:

Not only *did she* condemn vice, (but) she almost equally despised the tacit acceptance of an advantage. Here again in the italicised part the auxiliary verb *did* comes before the subject *she*, and there is an inversion.

Apart from its use in interrogative sentences (e.g. what *do you* want ?), inversion occurs

1. When a negative adverbial such as *not only never, no sooner, little, neither* or *nor* begins a clause :
  - (i) *Not only* did she condemn vice, (*but*) she almost equally despised the tacit acceptance of an advantage.
  - (ii) *Never* have I seen a lovelier sunrise.
  - (iii) *No sooner* had I entered the room *than* the phone rang.
  - (iv) *Little* did she know that he would never come back.
  - (v) I haven't understood a word he said. - *Neither / Nor* have I.
2. When time expressions such as *rarely, seldom, hardly, barely, scarcely* begin a sentence :
  - (i) *Rarely* does he visit us now-a-days.
  - (ii) *Seldom* has the Indian team given a better performance.
  - (iii) *Hardly* had the train left the station, when there was an explosion.
3. When the sentence begins with *only* : *Only* after posting the letter I remember that I had forgotten to put on a stamp.
4. When the sentence begins with phrases containing *no* or *not* such as *under no circumstances, on no account, at no time, in no way, and not until* :
  - (i) *On no account* are the police to open fire without a warning.
  - (ii) *Not until* then did I notice that I was carrying someone else's umbrella.
5. When expletive *there* begins a sentence :
 

*There* were people near the ticket counter.

*There* was someone giving them help with reservations.
6. When *so* comes at the beginning of a clause in a construction like the following :
 

I had a good time, and so did Mona.

With this grammatical information, you can do the following Activities :

  - (a) I !;- • sentences are from a holiday postcard from Smita to her brother Sunil. Complete the ;,; by putting the words in the right order. Remember, you can use inversion only in sentences (ii) and (iii)
    - (i) We are having  
(time - a • really - here - at the moment - great)
    - (ii) The weather has been brilliant, though  
(some clouds - there - in the sky - were - in the morning)
    - (iii) The hotel is not too bad. but  
(there are ■ tourists ■ too many • and - fed up - are getting - the staff)
    - (iv) The food, however  
(is - good - exceptionally)
    - (v) Tomorrow we hope to go  
(and - on a trip - organized - the local sights • see - by the hotel - of - see)

b. Rewrite the following as indicated, making necessary changes :

- (i) There is nowhere a monument that surpasses the Taj Mahal.  
Nowhere
- (ii) We had no sooner arrived than the storm broke.  
No sooner
- (iii) Tulu arrived late and started complaining.  
Not only  
but
- (iv) I'll never invite him again.  
Never
- (v) It started raining soon after the guests left.  
Hardly had
- (vi) The athletes were so exhausted that none of them finished the race.  
So exhausted
- (vii) I realized that I had left my keys in the office only after reaching the station.  
Only.....

## SECTION C

### Pre - reading Activity

After reading an excerpt from Nirad C. Chaudhuri's 'My Mother' where the writer presents a picture of an *Indian Mother*, you are invited to read the passage 'Lucy Rowan's Mother' in this section. 'My Mother' is an autobiographical piece. Do you think 'Lucy Rowan's Mother' is also an autobiographical piece? Discuss, in pairs, whether your answer is right, and if so, why.

## TEXT C

### LUCY ROWAN'S MOTHER

This passage is by Linda Blandford, a British journalist living in New York.

1. Lucy Rowan's mother lives alone in Brooklyn. She lives in a one-roomed flat (rent : \$125 a month) and her only income is her social security cheque for \$196. Lucy's mother is 86, she has cataracts and arthritis. Until a few weeks ago she could still get about, she shopped, visited, went for walks. Her arthritis is so bad she can't move. Lucy would take her to live with her family but daughter Lisa would have to sleep on the sofa. Is that a fair long-term solution? Sister Bernice talked briefly of moving her into a nursing home. The fact that only 3 percent of the city's elderly live in institutions tells all about its nursing homes.
2. So that was the situation last month. One day, on the way home Lucy noticed a dramatic poster in the bus. It showed a mail box stuffed with letters. 'The elderly lady in 313 is dying,' ran the headline, 'only her mailbox can save her.' There was a telephone number for something called Early Alert run by city's Department for the Ageing.



3. Not expecting too much (making contact with officialdom often seems as easy as making contact with outer space) Lucy telephoned the number. Early Alert is a project specializing in stuffed mail boxes. However, a patient and understanding official gave Lucy a whole string of phone numbers to try and much encouraging information.
4. Lucy's mother, it seems, has not been getting all the benefits she is entitled to. Ninety-one per cent of New York's elderly base their income, as she does, on social security. Getting even that isn't easy.
5. Anyone retiring now who has worked consistently for the last forty quarters and has paid exactly the right contributions is entitled to a minimum of \$ 07.90 a month. Since that's patently not enough to live on, there's Supplementary Security Income. Combining the two : a single person receives \$ 248.65 a month unless he or she isn't entitled to social security, in which case, and for no discernible reason, the SSI income is only \$228.65. The official poverty level in New York is \$250 a month.
6. Of course there's Medicaid providing all manner of home help and paying medical bills. And food stamps and even welfare from the city, if there still isn't enough. Being entitled to all this is not the same as finding out how to get it. As the official put it: 'The trouble is that no one knows how the whole thing works.' Still Lucy felt encouraged that she could work her way through the red tape.
7. She rang the Brooklyn office of the Department for the Ageing. Indeed her mother should be getting more money, visitors to help her with 'household chores, money management, personal care, laundry, meal-planning, nutrition, shopping, seeing a doctor.'
8. Unfortunately she would have to be seen by a welfare worker to make an inventory of her health and worldly goods. Someone should be able to come and see her in a few weeks. But what about now ? This was an emergency, Lucy explained. The official offered the telephone number of a private employment agency : household helps, \$7 an hour, six hours daily minimum.
9. Lucy moved her mother into her apartment the next morning: daughter Lisa took to the sofa.
10. Despite cut-backs, the city does everything it can think of to help the old. It sets up centres and projects. Most of them disappear before people can find them. Others complain they can't find the shut in, isolated old to help. But every time bureaucracy comes up with another way to tackle one problem, it runs into yet another problem.
11. Early Alert is the perfect example. It's available to anyone over 65. Ibis is the theory nearly all the city's mail is delivered to boxes clustered together on the ground floor of each building (except for those that don't have boxes). Through

a tie in with post offices, Early Alert arranges for the postman to put a red dot inside the relevant box to remind himself it belongs to an old person. If he notices a bulging wad of letters, the postman remembers and works out that something might be amiss.

12. Not surprisingly, only 11,000 people have registered so far with Early Alert. Most old people are afraid to. Breaking open mail boxes is so common that people don't want to alert criminals to their vulnerability. Besides not many old people get letters.
13. Undaunted, the Department for the Ageing came up with a brand new scheme. They opened a pilot Senior Citizens' Crime Prevention and Assistance Centre. Bearing in mind that 40 per cent of the inner city's elderly poor have been the victims of crime, the centre wanted to teach the other 60 per cent to protect themselves. It offered booklets with such tips as 'If awakened at night by an intruder, lie still.'
14. It would also help people after they have been mugged. Social workers will offer counselling to help post-mugging trauma and, on a more practical level, make the necessary telephone calls to get stolen ID cards replaced and to find emergency financial and housing help if necessary.
15. The problem ? The office is on the sixth floor of an unguarded, almost deserted building in a rough street off Broadway. There is no elevator attendant. The Crime Prevention Centre always advises the elderly not to get into empty elevators.
16. Lucy Rowan discovered that to get help for her mother, she had to contact seven different agencies. Her mother has since died.

*(Linda Blandford . America on Five Valium a Day.)*

### Activity 12

*(Understanding the text - type)*

Look quickly through the passage and decide what type of text it is. Choose from the following :

- (a) a guide to how old people can receive help from the government
- (b) a report on the helplessness of old people in the United States
- (c) a report on government apathy towards old people in the United States
- (d) a description of the goodness of Lucy's mother

### Activity 13

*(Inferring)*

In many texts, a certain amount of information is implied rather than directly stated. In such cases, you will have to infer and thus collect more information from the text than what is explicitly stated. You will have some practice in the inferring skill if you look at the following sentences and answer the questions.

- (a) 'The fact that only 3 percent of the city's elderly live in institutions tells all about its nursing homes.' (paragraph 1) What does this fact suggest ?
- (b) 'The lady in 3B is dying.' (paragraph 2) What do you think 313 refers to ?
- (c) 'Sister Bernice talked briefly of moving her into a nursing home.' (paragraph 1) Who do you think Sister Bernice is ?
- (d) 'Breaking open mail boxes is so common that people don't want to alert criminals to their vulnerability.' (paragraph 12) Why would this alert criminals to their vulnerability ?
- (c) 'The Crime Prevention Centre always advises the elderly not to get into empty elevators.(paragraph15) Why do they advise thus ?

#### Activity 14

*(Understanding chronological sequence)*

Write down the sequence of events described in the passage, from the moment Lucy Rowan's mother needed help to when the old lady died.

#### Activity 15

*(Comparing and Contrasting two texts)*

Notice that Nirad C. Chaudhuri's 'My Mother' and Linda Blandford's "Lucy Rowan's Mother' share a common topic: each of them talks about a Mother. Can you complete the table below, which on completion will show us the contrast between the two texts dealing with a common topic ?

Aspects of contrasts	'My Mother'	'Lucy Rowan's Mother'.
1. Writer's relation with the person described		
2. Writer's Purpose		
3. Writer's attitude to the person described.		
4. Main features of the mother		
5. Images used and their effect (s)		
6. Descriptive sequence (flow are the pans of the text related ?)		
7. Any other aspect (s) in which you can contrast the two texts.		



## SECTION I)

## Pre - reading Activity

In this unit, we have so far read three texts\* Text A on a lovable man who was a teacher of the writer's father at the elementary school; Text B on the writer's mother; and Text C on Lucy's mother who suffered in her old age because of governmental apathy. This section (Section D) presents a portrait of a great cricketer, an Indian prince who in England won the hearts of the Englishmen of his lime with his superb batting.

You must have heard about Sunil Gavaskar as a master batsman, and you must have watched Sachin Tendulkar batting. Can you name some other batsman whom you admire, and say what's special about their batting ?

Have you ever heard about a cricketer named the Jamsahib ?

Now read the following text to know about this great cricketer of the past.

**Text I)****THE JAM SAHIB OF XAWANAGAR**

*A. G. Gardiner*

1. The last ball has been bowled, the bats have been oiled and put away, and around Lord's the grandstands are empty and sad-looking. We have said goodbye to cricket, we have said goodbye too to cricket's king. The game will come again with the spring and the new grass and the blossoming trees. But the king will come no more. For the Jam Sahib is folly, and alas, the Jam Sahib is fat. And the temple bells are calling him back to his princely duties amid the sunshine, and the palm trees, and the spicy garlic smells of Nawanager. No more shall we see him running lightly down the pavilion steps, his face wreathed in chubby smiles, no more shall we sit in the jolly sunshine throughout the day and watch his incomparable art till the evening shadows fall across the grass and send us home content. The actor with the many graces leaves the stage and becomes only a memory in a world of happy memories. And so 'hats oil' to the Jam Sahib - the prince of a little state, but the king of a great game
2. I think it is undeniable that as a batsman the Indian will live as the supreme master of the Englishman's game. The claim does not rest simply on his achievements, although, judged by them, the claim could be sustained. His season's average of 87 with a total of over 3,000 runs, is easily the highest point ever reached in English cricket. Three times he has totalled over 3,000 runs, and no one else has equalled that record. And is not his the astonishing achievement of scoring two double centuries in a single match on a single day—not against a feeble attack, but against Yorkshire, always the most determined and resourceful of bowling teams ?

3. But we do not judge a cricketer so much by the runs he gets as by the way he gets them. 'In literature as in finance,' says Washington Irving, 'much paper and much poverty may exist side by side.' And in cricket, too, many runs and much dullness may be associated. If cricket is menaced with creeping paralysis, it is because it is losing the spirit of joyful adventure and becoming a mere instrument for building up tables of averages. There are dull, mechanic fellows who turn out runs with as little emotion as

a machine turns out pins ..... There is no colour, no enthusiasm, no character in their play. Cricket is not an adventure to them: it is a business. It was so with Shrewsbury. His technical perfection was astonishing; but the soul of the game was wanting in him. There was no sunshine in his play, no swift surprise or splendid unselfishness. And without these things, without gaiety, daring and the spirit of sacrifice, cricket is a dead thing. Now the Jam Sahib has the root of the matter in him. His play is as sunny as his face. He is not a miser storing up runs, but a millionaire spending them, with a splendid yet wise generosity. It is as though his pockets are bursting with runs that he wants to shower with his blessings upon the waiting crowds. It is not difficult to believe that in his little kingdom of Nawanagar, where he has the power of life and death in his hands, he is extremely popular, for it is obvious that his pleasure is in giving pleasure.

4. In the quality of his play he is unlike anything that has been seen on the cricket field, certainly in our time. There is extraordinarily little display in his methods. He combines an Eastern calm with an Eastern swiftness - the stillness of the panther with the suddenness of its spring. He has none of the fine flourishes of our own stylists, but quite a startling economy of action. The normal batsman, obeying a natural impulse, gets into motion as the bowler starts his run. He seems to try to move at the same speed as his enemy, and his movements gradually get faster and faster until they reach a crisis. At the end of the stroke the bat has moved in a circle, the feet are out of place, the original attitude has been lost in a whirl of motion. The style of the Jam Sahib is entirely different. He stands motionless as the bowler approaches the wicket. He remains motionless as the ball is delivered. It seems to be on him before he takes action. Then, without any flourish as a preparation for the stroke, the bat flashes to the ball, and the stroke is over. The body seems never to have changed its position, the feet apparently unmoved, the bat is as before. Nothing has happened except that one sudden flash - swift, perfectly timed, indisputable.

'Like the lightning, which doth cease to be Ere one can say it lightens.'

5. If the supreme art is to achieve the maximum result with the minimum effort, the Jam Sahib, as a batsman, is in a class by himself. We have no one to challenge with our coarser

methods that curious delicacy and purity of style, which seems to have reduced action to its simplest form. The typical batsman performs a series of complicated movements in playing the ball; the Jam Sahib makes a slight movement of his wrist and the ball races to the ropes. It is not a trick, nor magic; it is simply the perfect economy of means to an end. His batting may be compared with the public speaking of Mr Asquith, who is as economical in the use of words as the Jam Sahib in the use of action, and achieves the same completeness of effect. The Jam Sahib never uses an action too much; Mr Asquith never uses a word too many. Each is a model in the fine art of omission of unessentials, that concentration on the one thing that needs to be said or done....

7. Probably no cricketer has even won so special a place in the affections of the people. It is the Jam Sahib's supreme service that through his genius for the English game, he has made the English people familiar with the idea of the Indian as a man of the same affections with ourselves, and with capacities beyond ours in directions supposed to be particularly our own. In a word, he is the first Indian who has touched the imagination of our people.
8. And if India has sought to make herself heard and understood by the people who control her from a long distance away she could not have found a more triumphant missionary than the Jam Sahib, with his smile and his bat. Great Indians come to us frequently, men of high scholarship; rare powers of speech, noble character - the Gokhales, the Banerjees, the Tagores. They come and they go, unseen and unheard by the mass of the people. The Jam Sahib has brought the East into the heart of our happy holiday crowds, and has taught them to think of it as something human and kind-hearted, and keenly responsive to the joys that appeal to us.
9. He goes back to his own people - to the little State that he recovered so romantically, and governs as a good Liberal should govern - and the holiday crowds will see him no more. But his name will live in the hearts of hundreds of thousands of British people, to whom he has given happy days and happy memories.

#### GLOSSARY/Notes

- |                             |   |   |
|-----------------------------|---|---|
| 1. <i>Lord's</i>            | : | the most famous cricket ground in England                               |
| <i>Grandstands</i>          | : | places where spectators sit to watch a game                             |
| <i>The Jam Sahib</i>        | : | Ranjitsinghji, prince and ruler of the former Indian State of Xawanagar |
| <i>Chubby smiles</i>        | : | smiles of a person who has a round face                                 |
| 3. <i>Washington Irving</i> | : | American essayist, story-writer and historian (1783-1859)               |
| <i>Shrewsbury</i>           | : | a famous English cricketer of the time                                  |



- 4 *stylists* : people who play cricket very gracefully  
*flourish* : graceful but useless movement  
 5 *lightens* : flashes (referring to lightning)  
 8 *Mr Asquith* : British statesman (1852 - 1928)

### Activity 16

(Understanding the writer's purpose)

Which of the following does the text aim to do ?

- instruct people on how they can become great batsmen
- warn good batsmen of the danger of playing in a foreign land
- present a factual account of the Jam Sahib's game
- express the writer's great admiration for the Jamsahib as a batsman

### Activity 17

(Understanding the structure of the text)

Look quickly through the text and decide which paragraphs are about each of the following points.

Points in the Text	Paragraph Number (s)
i. Special place in the affections of the English people .	
ii. The Jam Sahib's technical perfectiug iq comparison with that of Shrewsbury	..
iii. Maximum result with minimum effort	
iv. But the king will come no more.	
v. Success in bringing the East into the heart of happy holiday crowds	
vi. Stillness of the panther before its sudden spring.	

### Activity 18

< *Comprehension* )

Decide which of the following statements the writer would agree with.

- The lam Sahib of Xawanagar is the first Indian who has touched the imagination of the 1 : 'h people.
- Mr Asquith scored many more runs than Shrewsbury.
- India could not have found a better ambassador than the Jam Sahib with his smile and bat.
- Mr. Asquith cannot s(and comparison with the Jam Sahib in his mastery of the fine art of omission of unesscniials.
- The Jam Sahib used to remain motionless as the ball was delivered.

## Activity 19

*(Writing)*

Write a Idler io ■ friend. expressing your views on Gardiner's appreciation of the Jam Sahib's batting while comparing the Jam Sahib with your favourite batsman in international cricket.

## Activity 20

*(Brochure writing)*

A brochure refers to a booklet or even a page with pictures that gives you information about .. ; ;oduct or service.

Read the following writing about a city in England, and then write an interesting piece about your place.

The famous Roman city of St Albans is 30 miles north of London and can easily be reached by train or bus. The town, although small, is well worth a visit, and the following places are of particular



interest to the tourist. First there are the Roman remains of Verulamium and the Roman theatre, both situated in beautiful natural surroundings near a lake. Second, and close by, is the impressive, largely Norman cathedral, the second longest in Britain, and housing i.. • remains of the first Christian •• :: iyr. St Alban. You can then stroll along old winding streets, like Fishpool and George Street, both lined with fine examples of Tudor and Georgian houses, and not far away is the clock tower, built in 1645. Last, but not least, no visitor should leave the city without dropping in to one of the numerous picturesque old pubs. So

when your feet are tired, have a rest and a drink in The White Horse, or The Fighting Cock or The Boot, all delightful reminders of an earlier, more leisurely age. ( Adapted from Writing Skills by Norman Coe, Robin Rycroft and Pauline Ernest, CL'P).



## TEXT A

## THE TELEPHONE

*John lirooks*

1. What has the telephone done to us , or for us , in the hundred years of its existence? A few effects suggest themselves at once. It has saved lives by getting rapid word of illness, injury, or famine from remote places. By joining with the elevator to make possible the multistorey residence or office building, it has made possible - for better or worse - the modern city. By bringing about a quantum leap in the speed and ease with which information moves from place to place, it has greatly accelerated the rate of scientific and technological change and growth in industry. Beyond doubt it has crippled if not killed the ancient art of letter writing. It has made living alone possible for persons with normal social impulses ; by so doing, it has played a role in one of the greatest social changes of this century, the breakup of the multigenerational household. It has made the waging of war chillingly more efficient than formerly. Perhaps (though not provably) it has prevented wars that might have arisen out of international misunderstanding caused by written communication

Certainly it has extended the scope of human conflicts, since it impartially disseminates the useful knowledge of scientists and the babble of bores, the affection of the affectionate and the malice of the malicious.

2. But the question remains unanswered. The obvious effects just cited seem inadequate, mechanistic; they only scratch the surface. Perhaps the crucial effects are evanescent and unmeasurable. Use of the telephone involves personal risk because it involves exposure; for some, to be "hung upon" is among the worst of fears; others dream of a ringing telephone and wake up with a pounding heart.....

..... The telephone is our nerve-end to society.

3. In some ways it is in itself a thing of paradox. In one sense a metaphor for the times it helped create, in another sense the telephone is their polar opposite

It is basically simple in times of complexity. It is so nearly human, recreating voices so faithfully that friends or lovers need not identify themselves by name even when talking across oceans, that to ask its effects on human life may seem hardly more fruitful than to ask the effect of the hand or the foot. The Canadian philosopher Marshall McLuhan - one of the few who have addressed themselves to these questions - was perhaps not far from the mark when he spoke of the telephone as creating "a kind of extra-sensory perception. "



Give the text a second reading and complete Activity 1. You can look up the glossary below while reading if you fail to guess the meanings of these words in the text (Activity 1 follows the Glossary.)

GLOSSARY

- 1. elevator - a lift in a building
- quantum leap - a very large improvement
- crippled - damaged seriously
- 2. evanescent - soon disappearing from sight or memory
- nerve - end - connecting link
- 3. Paradox - two apparently contradictory elements make a paradox if they can be reconciled to give a truth.

Activity 1

(Text Organization)

The following sentences have all been removed from the passage . Decide which paragraph each of them will fit in

- (a) The telephone's actual ring - more, perhaps, than any other sound in our daily lives, evokes hope, relief, fear, anxiety, joy, according to our expectations.
- (b) Or perhaps - again not provably - by magnifying and extending irrational personal conflicts based on voice contact, it has caused wars.
- (c) It is small and gentle - relying on low voltages and miniature parts - in times of hugeness and violence.

Activity 2

(Understanding the relation between the parts of the text)

Complete the sentences below to show your understanding of how the paragraphs in Text A are related :

- (a) The passage as a whole deals with-----  
-----  
-----
- (b) The first paragraph describes  
-----  
-----  
-----
- (c) In the second paragraph the writer tells us about -----  
-----  
-----  
-----
- (d) And the concluding paragraph-----  
-----  
-----

## Activity 3

*(Comprehension)*

Answer the following questions as briefly as you can .

- (a) Brooks mentions both positive and negative effects of the telephone on our lives. Enumerate the positive effects and the negative effects separately.
- (b) How does using the telephone involve “personal risk”?
- (c) A paradox is a seeming contradiction that is somehow true. In what sense is the telephone “a thing of paradox”?

## Activity 4

*(Understanding the language functions)*

This Activity is meant to develop your awareness of the finer points of Text A. Go back to the text after reading each question in the Activity and write your answers.

- (i) Brooks uses the first-person plural *us* in this excerpt instead of speaking either just about himself or about the people in general. Why do you think he does this ?
- (ii) The essay begins with a question. Would a direct statement be more effective as an introduction? Write a brief justification of your answer to this question.
- (iii) How does the first sentence in paragraph 2 serve as a transition between paragraphs 1 and 2 ?
- (iv) Identify the phrases in the passage that explicitly point to the cause-and-effect connections.
- (v) Brooks ends this brief introduction to the effects of the telephone with a quotation. Do you think this is an effective conclusion ? Explain.

## Activity 5

*(Understanding the writers attitude and purpose)*

(a) Which of the following phrases best expresses the writer’s purpose ?

- (i) to present objective information
- (ii) to describe a situation and present others’ comments on it
- (iii) to persuade the reader that the use of the telephone is an unmixed blessing
- (iv) to convince the reader of the importance of the telephone
- (v) to present his personal views on the effects of the telephone.

(b) How would you describe the writer’s attitude towards the telephone ? Choose from the following list.

*Critical*                      *indifferent*                      *admiring*  
*approving*                      *disapproving*                      *condemning*                      *prejudiced*

## Activity 6

*(Indicators in Discourse : Reference)*

What do the words in italics refer to in the passage ?

- (a) ‘... *it* has made possible - for better or worse ...’ ( line 4)
- (b) ‘... by *so* doing, it has played a role ...’ (line 9)
- (c) ‘... because *it* involves exposure ...’ ( line 2.3 )
- (d) ‘... in another sense the telephone is *their* polar opposite’ (line 3.2)

## NOTE

Sentences in a text do not stand in isolation but operate together with what has gone before and what comes after. One of the important ways in which a writer joins all the sentences together to make one coherent text is *reference*. Reference means the use of common words like 'he', 'she', 'it', 'this', 'that', 'so', etc. to refer to people, things or items of information already mentioned in the text. It is neither necessary nor desirable to repeat information needlessly: the writer will not repeat a name where 'he' or 'she' will do.

Obviously, then, to find the meaning of a reference - word (such as 'he' or 'she'), it is necessary to look outside the sentence or the part of the sentence, in which it occurs. We have here introduced *reference* as one of the important ways which help tie the text together. Later we will look at another important device of text cohesion, namely, use of discourse-markers.

## Activity 7

*(Writing a Pamphlet)*

Write a pamphlet, making an appeal to the people to avoid misusing the telephone. You can use the following outline:

- how some people go on gossiping over the telephone and keep the lines busy
- the effects of such irresponsible use of the telephone
- your suggestions regarding how the misuse of the telephone can be avoided
- benefits of economical use of the telephone to oneself and the others.

## SECTION B

## Pre - reading Activity

In this section you will read an essay written by an American college student named Norman Provisor. The essay has the title *Saturday Morning Violence*. Do you think that too much violence is shown on TV? If so, what do you think, should be done to check it?

Ans :

Now read Provisor's essay and find answers to the following questions:

- (a) What does the essay deal with?
- (b) Is the writer's attitude *approving* or *disapproving*, or *condemning* or *prejudiced*?

## TEXT B

## SATURDAY MORNING VIOLENCE

1. For the past five years, television networks have come under increasing attack for the violent programmes that fill their schedules. Psychologists and communications experts have formulated scales to measure the carnage that comes into American homes daily. Sociologists have discussed the possible effects of this situation on the viewing public. One



area that is currently receiving attention is children's television. As even a cursory glance at Saturday morning cartoon shows reveals, children are being exposed to a steady diet of violence that rivals that of the prime-time shows their parents so eagerly watch.

2. Children's cartoons have traditionally contained much violence, and this situation is something we have learned to accept as normal. Consider how much a part of our landscape the following situations are. The coyote chases the roadrunner and finds himself standing in midair over a deep chasm. For a fraction of a second he looks pathetically at the audience; then he plunges to the ground. Elmer Fudd puts Iris shotgun into a tree where Bugs Bunny is hiding. Bugs bends the barrel so that when Elmer pulls the trigger, the gun discharges into his face. A dog chases Woody Woodpecker into a sawmill and, unable to stop, slides into the whirling blade of a circular saw. As the scene ends, the two halves of the dog fall to the ground with a clatter.
3. Where these so called traditional cartoons depict violence as an isolated occurrence, newer cartoons portray it as a normal condition of life.
4. The "Godzilla Super - Ninety Show" is a good example of this. Every Saturday morning, Godzilla, a prehistoric dinosaur who appears when called by his human companions, battles monsters that seem to appear everywhere. Every week the plot stays the same; only the monsters change. And every week the message to the young viewers is the same: "Only by violent action can the problems of the world be solved." For it is only when Godzilla bums, tears, crushes, drowns, or stamps his adversaries to death that the status quo can be reestablished. There is never an attempt by the human characters to help themselves or to find a rational explanation for what is happening to them.
5. Even more shocking is the violence depicted in "Challenge of the Superfriends," a ninety-minute cartoon extravaganza that is, as its title suggests, a weekly battle between the Superfriends (the forces of good) and the Hall of Doom (the forces of evil). In this series, violence and evil are ever present, threatening to overwhelm goodness and mercy. Each week the Hall of Doom destroys cities, blows up planets, or somehow alters the conditions of our world. In one episode Lex Luthor, Superman's arch enemy, designs a ray that can bore to the centre of the earth and release its molten iron core. As the ray penetrates the earth's crust, New York crumbles, London shakes, and a tidal wave rushes towards Japan.
6. Of course, the superheroes manage to set everything right, but the precocious child viewers of the show must know, even though it isn't shown, that many people are killed when the buildings fall and the tidal wave hits.
7. Violence on Saturday morning children's television is the rule rather than the exception. There are few shows (other than those on public television) that attempt to go beyond the simplistic formulas that cartoons follow. As a result, our children are being shown that violence is superior to reason and that conflict and threats of

violent death are acceptable conditions for existence. Perhaps the recently convened government commission to study violence will put an end to this situation, but until it does we parents will have to shudder every time our children sit down in front of the television for a Saturday morning of fun.

## GLOSSARY

The numbers in brackets indicate paragraph numbers in which the words occur

- (1) *carnage* : the killing and wounding of lots of people
- (2) *coyote* : a small wild dog of North West America
- (2) *roadrunner* : a small bird that runs very fast
- (2) *chasm* : a very deep space between two high areas of rock
- (2) *clatter* : a loud, unpleasant noise
- (5) *extravaganza* : a very large and expensive entertainment
- (6) *precocious* : those who say or do things that seem far advance for their age
- (7) *simplistic* : unnecessarily treating difficult things as if they were very simple
- (7) *shudder* : tremble with fear or disgust

## Activity 8

(Text organization)

Answer the following questions briefly.

- (a) The writer, after establishing the context, states his thesis (=main point) in the introduction.  
What is his thesis ?
- (b) In the body of his essay, Provizor presents the examples that support his thesis. In what respect do the examples in the third paragraph differ from the examples presented in the second paragraph ?  
And what different points are made by the writer in these two paragraphs ?
- (c) What is the purpose of exemplification in the fourth paragraph ?
- (d) What does the writer do in the concluding paragraph ? Does he sum up the points he has already made in the body of the essay (paragraphs 2, 3 and 4), or does he develop a new aspect of violence on TV ?

## Activity 9

(Understanding Patterns of Exemplification)

Exemplification is a writer's device which is used to support his or her general assertions with specific examples. Examples serve to explain and clarify general statements, to add interest, and to convince the reader that what the writer is saying is reasonable or valid.

Now study Text B to find answers to the following questions, all of them related to the use of examples.

- (a) How many examples does Provizor offer ? What are they ?
- (b) Why does he use several examples, not a single example ?
- (c) Do the examples illustrate the full range of his subject ? If so, how ?
- (d) "While developing the examples, Provizor never loses sight of his main idea." Can you explain how this has been done in Text B ?

### Activity 10

(Cohesive Devices : Reference)

In Activity 6 (on Text A) in this unit, you looked at some reference words such as *it*, *so* and *their*, and found out what each of them refers to in the text. Here again, you are invited to look at the italicized words below and to say what they refer to in Text B.

- (a) 'of violence that rivals *that* of the prime-time shows...' (Paragraph - 1)
- (b) 'For a fraction of a second *he* looks pathetically' (Para - 2)
- (c) '..... newer cartoons portray *it* as a normal condition of life.' (Para - 3)
- (d) 'or to find a rational explanation for what is happening to *them*.' (Para - 4)
- (e) <sup>4</sup> a ray that can bore to the centre of the earth and release *its* molten iron core.'  
(Para - 5)
- (f) ' but the precocious child viewers of the show must know, even though *it* isn't shown...' (Para - 6)
- (g) 'but until *it* does we parents will have to shudder every time...' (Para - 7)

### Activity 11

(Grammar)

Notice this sentence beginning at paragraph 4 in Text B.

(For) *it* is only when Godzilla bums, tears, crushes, drowns, or stamps his adversaries to death *that* the status quo can be reestablished.

You can easily see that in this sentence *it* does not carry its usual pronoun meaning (that is, it is an example of expletive /7 which carries no lexical meaning) and that the purpose of this 'it ... that...' construction is to emphasize the part that comes between *it* and *that*. Such constructions are known as *pseudo-cleft* constructions.

Now rewrite the following sentences as indicated.

- (i) I like to see only this kind of art movies.

It is that.....:

- (ii) The visitor wanted to listen to Indian classical music.

It was.....



that

(iii) They will come on to the stage only when their names are announced.

It is..... that

(iv) The mountaineers reached the peak after crossing many hurdles.

It was that

(v) She doesn't mind being generous with other people's money.

It is that.....

SECTION C

Pre-reading Activity

In this section you will read an article by Margaret Mead, perhaps the best-known American social scientist of the mid -20th. century, who wrote on social and ethical issues. This article bears the title 'New Superstitions for Old.'

(i) Can you predict from the above title what the main point of the article could be ?

Answer:.....

(ii) What is your definition of 'superstition'?

Answer:

Now read Text C (Part One) quickly to check if your guesses are close to what Mead says.

TEXT C (Part One)

NEW SUPERSTITIONS FOR OLD

Margaret Mead

1. Once in a while there is a day when everything seems to run smoothly and even the riskiest venture comes out exactly right. You exclaim. "This is my lucky day !" 'Tien as an afterthought you say, "Knock on wood !" Of course, you do not really believe that knocking on wood will ward of!danger. Still, boasting about your own good luck gives you a slightly uneasy feeling - and you carry out the little protective ritual. If someone challenged you at that moment, you would probably say. "Oh, that's nothing. Just an old superstition."
2. But when you come to think about it. what is superstition ?

3. In the contemporary world most people treat old folk beliefs as superstitions - the belief, for instance, that there are lucky and unlucky days or numbers, that future events can be read from omens, that there are protective charms or that what happens can be influenced by casting spells. We have excluded magic from our current world view, for we know that natural events have natural causes.
4. In a religious context, where truths cannot be demonstrated, we accept them as a matter of faith. Superstitions, however, belong to the category of beliefs, practices and ways of thinking that have been discarded because they are inconsistent with scientific knowledge. It is easy to say that other people are superstitious because they believe what we regard to be untrue. "Superstition" used in that sense is a derogatory term for the beliefs of other people that we do not share. But there is more to it than that. For superstitions lead a kind of half life in a twilight world where, sometimes, we partly suspend our disbelief and act as if magic worked.
5. Actually, almost every day, even in the most sophisticated home, something is likely to happen that evokes the memory of some old folk belief. The salt spills. A knife falls to the floor. Your nose tickles. Then perhaps, with a slightly embarrassed smile, the person who spilled the salt tosses a pinch over his left shoulder. Or someone recites the old rhyme, "Knife falls, gentleman calls." Or as you rub your nose you think. That means a letter. I wonder who's writing ? No one takes these small responses very seriously or gives them more than a passing thought. Sometimes people will preface one of these ritual acts- walking around instead of under a ladder or hastily closing an umbrella that has been opened inside a house - with such remarks as "I remember my great-aunt used to ..." or "Germans used to say you ought not..." And then, having placed the belief at some distance away in time or space, they carry out the ritual.
6. Everyone also remembers a few of the observances of childhood-wishing on the first star; looking at the new moon over the right shoulder; avoiding the cracks in the sidewalk on the way to school while chanting, "Step on a crack, break your mother's back;" wishing on white horses, on loads of hay, on covered bridges, on red cars; saying quickly, "Bread-and-butter" when a post or a tree separated you from the friend you were walking with. The adult may not actually recite the formula "Star light, star bright..." and may not quite turn to look at the new moon, but his mood is tempered by a little of the old thrill that came when the observance was still freighted with magic.
7. Superstition can also be used with another meaning. When I discuss the religious beliefs of other peoples, especially primitive peoples, I am often asked, "Do they really have a religion, or is it all just superstition ?" The point of contrast here is not between a scientific and a magical view of the world but between the clear, theologically defensible religious beliefs of members of civilized societies and what we regard as the false and childish views of the heathen who "bow down to wood and stone." Within the civilized religions, however, where membership includes believers who are educated and urbane and others who are ignorant and simple, one always finds traditions and practices that

the more sophisticated will dismiss offhand as “Just superstition” but that guides the steps of those who live by older ways. Mostly these are very ancient beliefs, some handed on from one religion to another and carried from country to country around the world.

### Activity 12

#### (Comprehension)

Read Text C (Part One) once again after getting the meanings (i) *omen* (paragraph 3), (ii) *freighted-* (paragraph 6), and (iii) *heathen* (paragraph 7) from a dictionary, if you don't know their meanings. And then answer the following questions as briefly as you can.

- (a) In which paragraph does Mead say that some long-standing rituals are nothing but superstitions? List five long-standing rituals which the writer mentions.
- (b) In what way are religion and superstition similar? And how are they different?

#### Pre-reading Activity for Text C (Part Two)

You will presently proceed to read the second part of Text C. But before going to the second part, can you predict which of the following sentences would begin the first paragraph of this part of Text C? (Read the last sentence of Text C (Part one), and decide.)

- (a) Over time, more and more of life has become subject to the controls of knowledge.
- (b) Superstitions have some of the qualities of these transitional objects.
- (c) These old half-beliefs and new half-beliefs reflect the keenness of our wish to have something come true or prevent something bad from happening.
- (d) Very commonly, people associate superstition with the past, with very old ways of thinking that have been supplanted by modern knowledge.
- (e) Child psychologists recognize the value of the toy a child holds in his hand at bed time.

Your answer : a/b/c/d/e

Discuss with a friend of yours what made you think that your choice among these five sentences would be right.

Now read Part Two of the text to check if your prediction regarding the first sentence of Part Two was right and to answer the following two focusing questions.

- (a) What are ‘transitional’ objects? How does Mead relate them to superstitions?
- (b) Why have many superstitions disappeared?



**TEXT C (Part Two)**

8. Very commonly, people associate superstition with the past, with very old ways of thinking that have been supplanted by modern knowledge. But new superstitions are continually coming into being and flourishing in our society. Listening to mothers in the park in the 1930's, one heard them say, "Now, don't you run out into the sun, or Polio will get you." In the 1940's elderly people explained to one another in tones of resignation, "It was the Virus that got him down." And every year the cosmetics industry offers us new magic-cures for baldness, lotions that will give every woman radiant skin, hair colouring that will restore to the middle aged the charm and romance of youth—results that are promised if we will just follow the simple directions. Families and individuals also have their cherished, private superstitions. You must leave by the back door when you are going on a journey, or you must wear a green dress when you are taking an examination. It is a kind of joke, of course, but it makes you feel safe.
9. These old half-beliefs and new half-beliefs reflect the keenness of our wish to have something come true or to prevent something bad from happening. We do not always recognize new superstitions for what they are, and we still follow the old ones because someone's faith long ago matches our contemporary hopes and fears. In the past people "knew" that a black cat crossing one's path was a bad omen, and they turned back home. Today we are fearful of taking a journey and would give anything to turn back—and then we notice a black cat running across the road in front of us.
10. Child psychologists recognize the value of the toy a child holds in his hand at bedtime. It is different from his thumb, with which he can close himself in from the rest of the world, and it is different from the real world, to which he is learning to relate himself. Psychologists call these toys—these furry animals and old, cozy baby blankets—"transitional objects;" that is, objects that help the child move back and forth between the exactions of everyday life and the world of wish and dream.
11. Superstitions have some of the qualities of these transitional objects. They help people pass between the areas of life where what happens has to be accepted without proof and the areas where sequences of events are explicable in terms of cause and effect, based on knowledge. Bacteria and viruses that cause sickness have been identified; the cause of symptoms can be diagnosed and a rational course of treatment prescribed. Magical charms no longer are needed to treat the sick; modern medicine has brought the whole sequence of events into the secular world. But people often act as if this change had not taken place. Laymen still treat germs as if they were invisible, malign spirits, and physicians sometimes prescribe antibiotics as if they were magic substances.
12. Over time, more and more of life has become subject to the controls of knowledge. However, this is never a one-way process. Scientific investigation is continually increasing our knowledge.

But if we are to make good use of this knowledge, we must not only rid our minds of old, superseded beliefs and fragments of magical practice, but also recognize new superstitions for what they are. Both are generated by our wishes, our fears and our feeling of helplessness in difficult situations.

13. Civilized people are not alone in having grasped the idea of superstitions—beliefs and practices that are superseded but that still may evoke the different worlds in which we live—the sacred, the secular and the scientific. They allow us to keep a private world also, where, smiling a little, we can banish danger with a gesture and summon luck with a rhyme, make the sun shine in spite of storm clouds, force the stranger to do our bidding, keep an enemy at bay and straighten the paths of those we love.

### Activity 13

(Comprehension)

Answer the following questions.

- What is the thesis of Mead's article? In which paragraph does it appear?
- What is Mead's *attitude* towards her subject? Does she feel that superstitions are silly or useful? Explain.
- This article was originally published in 1966 in a magazine aimed at young mothers. In what way does Mead tailor her subject to fit her readers? How could she have increased the relevance of the article for this *audience*?
- Mead begins her article by directly addressing her readers and their superstitions; she uses this device later in the article, too. What is the effect of this technique?
- By what methods of development does Mead expand her definition of superstition? What other methods might she have used?

### Activity 14

(Discourse markers : Link words)

Fill in the blanks with appropriate expressions from the list

(for instance, however, usually, hut, fortunately, but, because, if, but then)

When young, we're naturally creative—we let our minds run free as we're taught to follow the rules our thinking narrows. For much of life this can be a blessing: it wouldn't do to create a new way home from work if it meant driving down the wrong side of the road.

In many areas of our lives creativity can be a matter of survival. Things are changing too fast to get along simply with old ideas. Half of what any technical engineer had learnt ten years ago became obsolete in only three years. And what about our home lives? With more and more women opting for careers and independence, couples have to be more creative about their relationships to avoid conflicts.

Creativity isn't all that mysterious. An important creative trait was well-defined by a Nobel prize-winning physician he said, "Discovery consists of seeing what everybody has seen and thinking what nobody has thought."

How do we start "thinking what nobody has thought?" It takes a whack on the head, like Sir Isaac Newton supposedly had when an apple striking his skull awakened him to the laws of gravity—we're more likely to respond creatively which is to say, think of a new idea we have already been chipping away at the 'mental blocks' that close our minds.

**Activity 15***(Dialogue Writing)*

While writing a dialogue you may keep in mind the following suggestions:

- (i) The primary focus of a dialogue should be on :
  - (a) giving information, and (b) moving the conversation forward.
- (ii) Avoid stilted (= stiff and unrealistic) dialogue so that it doesn't sound pedantic, long-winded or too formal.  
(Use short words and contracted forms such as *n't*, *'m*, *'ll* and *'<*, as far as practicable.)
- (iii) Avoid repeating information and using the listener's name in every line of the dialogue.
- (iv) Each of the characters in the dialogue should take turns and equally participate in the conversation.
- (v) There are three main parts of a dialogue :
  - (a) greetings; (b) purposive conversation; and (c) leave-taking.
- (vi) Some of the commonly used greetings are :

FormalInformal

(A) X : How do you do ?

(A) X : How are you (today) ?

Y : How do you do ?

Y : Fine, thank you/Very well, thank you

(B) Good morning/  
good afternoon/  
good evening/  
good day.(B) X : Hello, Ramesh.  
(also spelled Hullo or Hallo)

Y : Hello, Sultand.

(C) X : Hi !

Y : Hi!

- (viii) Some of the common expressions used while taking leave are :

Good-bye: Bye; Bye-Bye; Good night; See you; So long.

Here is a dialogue for you to complete.

Sunita wishes to do a part-time computer course. She is making enquiries at a private computer Institute. The replies she gets are given. You have to guess her questions from the clues given against each blank space.

(Remember, she is making requests for information; so she must use polite forms such as :May I? Can you please ... ? Could you ... ? Would you mind ... ?)

Sunita : Good evening, Madam.

I am Sunital

(may, what courses)

Receptionist : Good evening, dear.

We offer Windows. Pascal,

C—, Java, Oracle and a few other advanced courses as well.

Sunita :

(which, should)

Receptionist : You can start with Windows and then move on to others

Sunita : .....

(can, part-time)

Receptionist : Yes, you certainly can.

Sunita : .....

(join, morning sessions)

Receptionist : We have both morning and evening sessions. You can join either of them.



- Sunita : .....  
(what, duration)
- Receptionist : It depends. Windows is a three-month course. The advanced courses are a few months longer.
- Sunita : .....  
(Will, I)
- Receptionist : Certainly, you will not only be allowed, you will be asked to handle computers from the second week onwards.
- Sunita : .....  
(what fees, charge)
- Receptionist : Two thousand rupees for Windows. For the other courses, it will be slightly higher.
- Sunita : .....  
(can, instalments)
- Receptionist : You can pay it in monthly instalments.
- Sunita : .....  
(when, start)
- Receptionist : Next week, You can join right away.
- Sunita : .....  
(leave-taking)

### Activity 16

#### *(Dialogue Writing)*

Write a dialogue on 'Superstitions' between two friends, one of them very progressive and scientific in outlook and the other very conservative.

You may find the expressions useful while writing the dialogue :

- |                             |                                  |
|-----------------------------|----------------------------------|
| I think that ...            | I 'm not sure that ...           |
| In my opinion ...           | May be ...                       |
| I would say that ...        | Some people would say that ..... |
| As far as I'm concerned ... | Perhaps it's a question of...    |

### SECTION D

Here is a short article about a common psychological problem caused by life in the modern world. Read it carefully, stopping to think

- (i) what 'burnout' really means;
- (ii) what its three stages are; and
- (iii) if you have seen any example (s) of 'burnout'.

(Note : The paragraph numbers are on the left.)

### TEXT D

#### BURNOUT

1. School teachers and full-time house wives with children at home are among the highest-risk groups likely to suffer from burnout, says Michael Lauderdale, director of the University of Texas' School of Social Work's research center, who began studying

bumout 10 years ago. He first noticed symptoms of the condition among human sendee agency workers, but says the condition affects everyone to a degree. Burnout, he believes, comes when “we have expectations of our jobs, careers, marriages, or lives, and the reality we are experiencing is less than our expectations.”

2. “We’re in a time of high ambiguity about what life means in terms of social roles and in terms of what we’re to do with our lives. I don’t think that people have greater expectations now than in the past - I think it’s just harder to keep your experiences in place because the times keep changing on you. An example of the rapidly changing times would be a young college student who is advised to get a degree in business. “If you’re a sophomore now, by the time you get the degree, people with business degrees could be a glut on the market. The idea that the private sector could solve most of the world’s problems could vanish by then.”
3. Lauderdale divides the symptoms of bumout into three stages. First is confusion. The worker may voice general complaints, such as “I don’t feel very good” or “I just don’t have any pep.” Sometimes, chronic backaches, headaches, or colds appear. A worker may seem to lose his sense of humour. He may seem inattentive in a discussion because of the list of tilings to do running through his mind.
4. Moderate bumout is characterized by more illness and absenteeism, and a “cocoon phenomenon” begins. In that state, workers “seem to have gray faces at 3 p.m. in the office, but after five, it’s like a butterfly coming out of a cocoon. Their voices lilt and they are spontaneous when they walk out of the office.” The “cocoon phenomenon” is a result of people compartmentalizing their lives, Lauderdale feels. Accompanying that is “lots of clock-watching and counting the days until Friday.”
5. In the third stage of bumout, which he terms despair, “the person pulls into a shell and minimizes work and social contacts as much as possible. There is depression and crying, an increase in drinking, risk-taking and drugs. I related a lot of my work with abusing parents as being the third stage of bumout. They are highly burned out as parents.”
6. Although the bulk of literature about bumout is work-related, the syndrome can occur in any of the multiple roles most people perform - spouse, friend, parent, employee, supervisor. Also, bumout in a job may not begin at work, but may be a spillover from the worker’s dissatisfaction with other roles, such as being the parent of a teenager.
7. People can learn to improve their skills at recognizing bumout and at doing something about it, Lauderdale suggests. A frequently used low-risk strategy is one he calls “the quick break.” Examples include rearranging the furniture, getting a new haircut or new clothes, taking a vacation, or going to a concert or football game. Other major change

responses include compromising and trying to accept the current level of success or income, moving to a new environment or situation, or changing oneself by lowering expectations of work or redefining its meaning.

2. Labelling the syndrome with the buzzword “burnout” tends to trivialize the problem and make it lose its meaning, he cautions. “I would emphasize that burnout isn’t a passing tad, and it goes way beyond the work world. I don’t think men suffer more than women, but I think men may have more burnout on the job, while women get burned out on family life. Work is still a place of wonder and promise for many women new to it”

### Activity 17

(Understanding text organisation)

In column A the eight paragraphs of the article are numbered serially. In column B there is a list of titles for the paragraphs. Choose the best title for each paragraph from the list, and write the title letter next to the paragraph number. Notice that there are eleven titles in column B, but you will need only eight.

A	B
Paragraph 1	(a) College students
2	(b) The quick break
3	(c) Despair
4	(d) Physical illness
5	(e) Not only at work
6	(f) Stage 2
7	(g) Dealing with burnout
8	(h) Lasting and universal
	(i) Stage 1
	(j) Why does burnout happen ?
	(k) Who suffers from burnout ?

### Activity 18

(Vocabulary)

Find words or phrases in the text that correspond to the meanings given below.

- (a) In paragraph 2
- (i) a second -year student
  - (ii) business that is not government-run
- (b) In paragraph 3
- (i) evidence of a disease
  - (ii) energy
- (c) In paragraphs 5 & 6
- (i) child-beating
  - (ii) many



- (d) In the last paragraph
- (i) make the problem seem unimportant
  - (ii) things that will soon disappear

### Activity 19

(*Inferring*)

This Activity asks you to use your knowledge of the world to infer about the facts in the text and answer the following questions.

- (a) What expectations do you think human service agency workers have trouble with? (Paragraph-1)
- (b) What is special about five? (paragraph 4)
- (c) Why can being the parent of a teenager lead to burnout? (paragraph 6)
- (d) Why is 'the quick break' called a *low-risk* strategy? (paragraph 7)

### Activity 20

(*Cohesive Devices : Reference*)

In Activity 6 and 10 of this unit, you have practised relating reference words to their referents. Here is another Activity on making connections which you can practise by giving the meaning of each italicized word or phrase in the text.

- (a) Accompanying *that* is "lots of clock-watching. ..." (paragraph 4)
- (b) *They* are highly burned out as parents, (paragraph 5)
- (c) ... *the syndrome* can occur in any of the multiple roles ... (paragraph 6)
- (d) ... make *it* lose its meaning ... (paragraph 8)
- (e) " ... many women new to *it*." (paragraph 8)

### Activity 21

(*Parallel Writing*)

Think of another social or psychological problem caused by living in today's world and write a short article on it including the following points.

(What it means - its symptoms - how it began its present effects - suggestions for remediation)



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## UNIT IV

# FOOD FOR THOUGHT

### What does this unit contain ?

This unit focuses on practice in the following subskills of reading (apart from practice in dialogue-writing and some remedial grammar.)

- (a) Understanding the writer's purpose and attitude;
- (b) Recognizing indicators in discourse;
- (c) Understanding the comparison-and-contrast patterns; and
- (d) Understanding the development of an argument.

These subskills of reading are meant to be practised with the help of the following four texts:

Text A : *That lean, Hungry Look* (Suzanne Britt)

Text B : *FFtar is Art ?* (Leo Tolstoy)

Text C : *Psychobabble* (John Collee)

Text D : *The Case against Man* (Isaac Asimov)

### SECTION A

The paragraph below is the beginning paragraph of Text A. Read it quickly and try to guess what Text A is about.

Caesar was right. Thin people need watching. I have been watching them for most of my adult life, and I do not like what I see. When these narrow fellows spring at me, I quiver to my toes. Thin people come in all personalities, most of them menacing. You h've got your "together" thin person, your mechanical thin person, your condescending thin person, your efficiency-ex pert thin person. All of them are dangerous.

Now read Text A, which is adopted from an article published in *Newsweek* in the year 1978. in order to check whether your prediction made above is right.

### THAT LEAN, HUNGRY LOOK

1. Caesar was right. Thin people need watching. I have been watching them for most of my adult life, and I don't like what I see. When these narrow fellows spring at me, I quiver to my toes. Thin people come in all personalities, most of them menacing. You've got your "together" thin person, your mechanical thin person, your condescending thin person, your efficiency-expert thin person. All of them are dangerous.
2. In the first place, thin people aren't fun. They don't know how to goof off, at least in the best, fat sense of the word. They've always got to be doing something. Give them a coffee break, and they'll jog around the block. Supply them with a quiet evening at home, and they'll fix the screen door. They say things like "there aren't enough hours in the day." Fat people never say that. Fat people think the day is too damn long already.
3. Thin people make me tired. They've got speedy little metabolisms that cause them to bustle briskly. They're forever rubbing their bony hands together and eyeing new problems to "tackle." I like to surround myself with sluggish, inert, easygoing fat people, the kind who believe that if you clean it up today, it'll just get dirty again tomorrow.
4. Some people say the business about the jolly fat person is a myth, that all of us chubbies are neurotic, sick sad people. I disagree. Fat people may not be chortling all day long, but they're a hell of a lot *nicer* than the wizened and shriveled. Thin people turn surly, mean and hard at a young age because they never learn the value of a hotfudge sundae for easing tension. Thin people don't like gooey soft things because they themselves are neither gooey nor soft. They are crunchy and dull, like carrots. They go straight to the heart of the matter while fat people let things stay all blurry and hazy and vague, the way things actually are. Thin people want to face the truth. Fat people know there is no truth. One of my thin friends is always staring at complex, unsolvable problems and saying, "The key thing is ..." Fat people never say that. They know there isn't any such thing as the key thing about anything.
5. Thin people believe in logic. Fat people see all sides. The sides fat people see are rounded blobs, usually gray, always nebulous and truly not worth worrying about. But the thin person persists. "If you consume more calories than you burn," says one of my thin friends, "you will gain weight. It's that simple." Fat people always grin when they hear statements like that. They know better.
6. Fat people realize that life is illogical and unfair. They know very well that God is not in his heaven and all is not right with the world. If God was up there, fat people could have two doughnuts and a big orange drink anytime they wanted it.
7. Thin people have a long list of logical things they are always spouting off to me. They hold up one finger at a time as they reel off these things. So I won't lose track. They speak slowly as if to a young child. The list is long and full of holes. It contains tidbits



like “get a grip on yourself/” “cigarettes kill,” “cholesterol clogs,” “fit as a fiddle,” “ducks in a row,” “organize” and “sound fiscal management.” Phrases like that.

8. They think these 2,000 point plans lead to happiness. Fat people know happiness is elusive at best and even if they could get the kind thin people talk about, they wouldn't want it. Wisely, fat people see that such programmes are too dull, too hard, too off the mark. They are never better than a whole cheesecake.
9. Fat people know all about the mystery of life. They are the ones acquainted with the night, with luck, with fate, with playing it by ear. One thin person I know once suggested that we arranged all the parts of a jigsaw puzzle into groups according to size, shape and color. He figured this would cut the time needed to complete the puzzle by at least 50 percent. I said I wouldn't do it. One, I like to muddle through. Two, what good would it do to finish early ? Three, the jigsaw puzzle isn't the important thing. The important tiling is the fun of four people (one thin person included) sitting around a card table, working a jigsaw puzzle. My thin friend had no use for my list. Instead of joining us, he went outside and mulched the boxwoods. The three remaining fat people finished the puzzle and made chocolate, double-fudged brownies to celebrate.
10. The main problem with thin people is they oppress. Their good intentions, bony torsos, tight ships, neat comers, cerebral machinations and pat solutions loom like dark clouds over the loose, comfortable, spread-out, soft world of the fat. Long after fat people have removed their coats and shoes and put their feet up on the coffee table, thin people are still sitting on the edge of the sofa, looking neat as a pin, discussing rutabagas. Fat people are heavily into fits of laughter, slapping their thighs and whooping it up, while thin people are still politely waiting for the punch line.
11. Thin people are downers. They like math and morality and reasoned evaluation of the limitations of human beings. They have their skinny little acts together. They expound, prognose, probe and prick.
12. Fat people are convivial. They will like you even if you are irregular and have acne. They will come up with a good reason why you never wrote the great American novel. Fat people will gab, giggle, guffaw, gyrate and gossip. They are generous, giving and gallant. They are gluttonous and goodly and great. What you want when you are down is soft and jiggly, not muscled and stable. Fat people know this. Fat people have plenty of room. Fat people will take you in.

*Suzanne Britt*

## GLOSSARY

(The numbers refer to the paragraphs in which the words occur.)

3	<i>to goof off</i>	:	to make a silly mistake
	<i>to hustle</i>	:	to move around quickly

	<i>sluggish</i>	:	moving or reacting more slowly than normal
■	<i>chortling</i>	:	laughing out of amusement.
	<i>wizened</i>	:	small and thin and wrinkled
	<i>shrivelled</i>	:	dried up and small
	<i>gooey</i>	:	sticky, soft and sweet
	<i>hot-fudge sundae</i>	:	a hot and soft creamy light brown sweet dish made from the ice cream, fruits and nuts.
	<i>crunchy</i>	:	firm and fresh
	<i>nebulous</i>	:	not clear or exact
6	<i>doughnuts</i>	:	small round cakes
U	<i>elusive</i>	:	difficult to a achieve
o	<i>mulched</i>	:	covered the ground with decaying leaves to improve its quality.
	<i>double-fudged</i>	:	with two layers of chocolate or cream dressing,
10	<i>cerebral machination</i>	:	secret and clever plans made by the brain
	<i>rutabagas</i>	:	a kind of roots
	<i>punch line</i>	:	the last few words of a joke or story
11	<i>downers</i>	:	a person who stops your feeling cheerful or happy
12	<i>convivial</i>	:	friendly and cheerful
	<i>gab</i>	:	talk continuously
	<i>guffaw</i>	:	laugh loudly
	<i>gyrate</i>	:	turn around fast in circles
	<i>Jiggly</i>	:	moving from side to side with quick short movements

**Activity 1**

*(Understanding the writer's purpose and attitude, and the text - type)*

- (a) Which of the following describes the writer's attitude to thin people ?
  - i. impressed                      ii. complimentary
  - iii. disapproving                iv. condemning
  - v. approving                        vi. non-committal
- (b) Which of the following phrases best expresses the writer's purpose ?
  - i. to present objective information
  - ii. to present both sides of a controversial issue
  - iii. to shock the reader with an unconventional point of view
  - iv. to persuade the reader that fat people are better than thin people
  - v. to express his dislike of thin people
- (c) Which of the following categories of text-type would you say the article belongs to ?
  - i. informative                      ii. imaginative
  - iii. expressing opinion            iv. descriptive
  - v. narrative
- (d) What is the general tone of the article ?
  - i. ironic                                ii. humorous
  - iii. matter of fact                  iv. passionate
  - v. serious                              vi. light - hearted

Discuss your answers to (a) - (d) as part of groupwork in the class, analysing the reasons for your choices.

**Activity 2**

*(Understanding the pattern of comparison and contrast in the text)*

Text A can be classified as a comparison- and-contrast - type of article. *Comparison* means showing how things are alike, and *contrast* means showing how things are different.

Study Text A to find out whether there is any comparison between thin people and fat people or only contrasts have been shown.

**Activity 3**

*(Getting the main ideas of paragraphs)*

Match the paragraphs in column A with the titles in column B, and then say whether a title refers to thin people or fat people.

<b>A</b>	<b>B</b>
1.	(i) long list of logical things
2.	(ii) loving and accepting .
3.	(iii) love of math and morality
4.	(iv) muddling the through rather than saving time
5.	(v) no absolute truth
6.	(vi) dangerous people
7.	(vii) relaxed and fun-loving
8.	(viii) happiness is elusive
9.	(ix) speedy metabolism
10.	(x) not enough time for work
11.	(xi) seeing all sides
12.	(xii) life is illogical and unfair

**Activity 4**

*(Understanding patterns of comparison and contrast)*

There are two important ways of developing a comparison- and contrast text, namely (i) the Block method and the Point-by- Point method. In the Block method, you single out one basic way in which the two objects are alike or different. For example, if you are comparing two people at work, the introductory paragraph would tell the reader what your article would be about. The first body paragraphs of the article would show something about one person's approach to work, the following body paragraphs would focus on the other person's approach. And in the concluding paragraph, you would briefly summarize the topic and give a dominant impression about the similarities and/or differences in the two workers' approaches to their job.

However, instead of deciding to compare and contrast the two objects one after another, you may decide not to separate the two objects you are discussing. You may then adopt the point - by - point method and treat both objects together as you present each point of comparison or contrast.

You may have discovered that both of these methods have been employed in Text A.

Answer the following questions regarding the patterns of contrast in Text A.

- (a) Which patterns of comparison and contrast does the writer use in paragraphs 2 - 5 and paragraphs 8-10?
- (b) Which pattern does she use in paragraphs 6,7,11 and 12 ?



- (c) Which of these two patterns do you find more effective ? And why ?
- (d) Does the writer state the thesis explicitly ? If so, where does she state it ?
- (e) How does the conclusion support the thesis ? Write a few words on the appropriateness or otherwise of the conclusion.

## SECTION B

Read below the first paragraph of Leo Tolstoy's 'What is Art ?' and try to guess the writer's purpose.

In order to define art correctly it is necessary first of all to cease to consider it as a means to pleasure, and to consider it as one of the conditions of human life. Viewing it in this way we cannot fail to observe that art is one of the means of intercourse between man and man.

Writer's purpose : To.....

Now read Part One of the Text B and note how Tolstoy develops his idea of art across the paragraphs.

### TEXT B (Part One)

#### WHAT IS ART ?

*Leo Tolstoy*

1. In order to define art correctly it is necessary first of all to cease to consider it as a means to pleasure, and to consider it as one of the conditions of human life. Viewing it in this way we cannot fail to observe that art is one of the means of intercourse between man and man.
2. Every work of art causes the receiver to enter into a certain kind of relationship both with him who produced or is producing the art, and with all those who , simultaneously, previously, or subsequently, receive the same artistic impression.
3. Speech transmitting the thoughts and experiences of men serves as a means of union among them, and art serves a similar purpose. The peculiarity of this latter means of intercourse, distinguishing it from intercourse by means of words, consists in this, that whereas by words a man transmits his thoughts to another, by art he transmits his feelings.
4. The activity is art of based on the fact that a man receiving through his sense of hearing or sight another man's expression of feeling, is capable of experiencing the emotion which moved the man who expressed it. To take the simplest example: one man laughs, and another who hears becomes merry, or a man weeps, and another who hears feels sorrow. A man is excited or irritated, and another man seeing him is brought to a similar state of mind. By his movements or by the sounds of his voice a man expresses courage and determination or sadness and calmness, and this state of mind passes on to others. A man suffers, manifesting his sufferings by groans and spasms, and this suffering transmits itself to other people; a man expresses his feelings of admiration, devotion, fear, respect, or love, to certain objects, persons, or phenomena, and others are infected by the same feelings of admiration, devotion, fear, respect, or love, to the same objects, persons, or phenomena.

And it is on this capacity of man to receive another man's expression of feeling and to experience the feelings himself, that the activity of art is based.

If a man infects another or others directly, immediately, by his appearance or by the sounds he gives vent to at the very time he experiences the feeling; if he causes another man to yawn when he himself cannot help yawning, or to laugh or cry when he himself is obliged to laugh or cry, or to suffer when he himself is suffering - that does not amount to art.

7. Art begins when one person with the object of joining another or others to himself in one and the same feeling, expresses that feeling by certain external indications. To take the simplest example: a boy having experienced, let us say, fear on encountering a wolf, relates the encounter, and in order to evoke in others the feeling he has experienced, describes himself, his condition before the encounter, the surroundings, the wood, his own lightheartedness, and then, the wolf's appearance, its movements, the distance between himself and the wolf, and so forth. All this, if only the boy when telling the story again experiences the feelings he has lived through, and infects the hearers and compels them to feel what he had experienced - is art. Even if the boy had not seen a wolf but had frequently been afraid of one, and if wishing to evoke in others the fear he had felt, he invented an encounter with a wolf and recounted it so as to make his hearers share the feelings he experienced when he feared the wolf, that also would be art. And just in the same way it is art if a man, having experienced either the fear of suffering or the attraction of enjoyment (whether in reality or in imagination), expresses these feelings on canvas or in marble so that others are infected by them. And it is also art if a man feels, or imagines to himself, feelings of delight, gladness, sorrow, despair, courage, or despondency, and the transition from one to another of these feelings, and expresses them by sounds so that the hearers are infected by them and experience them as they were experienced by the composer.

**Activity 5**

*(Getting the main idea of the paragraph)*

Find out a suitable title for each of the paragraphs in Text B (Part One). The title needs to express the essential idea of the paragraph.

<u>Paragraph</u>	<u>Title</u>
1	:
2	:
3	:
4	:
5	:
6	:
7	:



Now read Part Two of Text B to see how it links up with Part One of the text.

### TEXT B (Part two)

The feelings with which the artist infects others may be most various - very strong or very weak, very important or very insignificant, very bad or very good : feelings of love of one's country, self-devotion and submission to fate or to God expressed in a drama, raptures of lovers described in a novel, feelings of voluptuousness expressed in a picture, courage expressed in a triumphal march, merriment evoked by a dance, humour evoked by a funny story, the feeling of quietness transmitted by an evening landscape or by a lullaby, or the feeling of admiration evoked by a beautiful arabesque- it is all art.

If only the spectators or auditors are infected by the feelings which the author has felt, it is art.

*To evoke in oneself a feeling one has once experienced and having evoked it in oneself then by means of movements, lines, colours, sounds, or forms expressed in words, so to transmit that feeling that others experience the same feeling—this is the activity of art.*

*Art is a human activity consisting in this, that one man consciously by means of certain external signs, hands on to others feelings he had lived through and that others are infected by these feelings and also experience them.*

Art is not, as the metaphysicians say, the manifestation of some mysterious Idea of beauty or God; it is not, as the esthetic physiologists say, a game in which man lets off his excess of stored-up energy; it is not the expression of man's emotion by external signs ; it is not production of pleasing objects; and, above all, it is not pleasure; but it is a means of union among men joining them together in the same feelings, and indispensable for the life and progress towards well-being of individuals and of humanity.

#### Activity 6

*(Understanding the Descriptive Sequence)*

After going through Part Two Text B, read the whole of Text B (that is , both the parts) and arrange the following items in the sequence in which they are presented in the text.

- (a) Discussing what art is not
- (b) Talking about defining art
- (c) Speaking of the characteristics of art
- (d) Citing examples of what does not amount to art
- (e) Comparing art with speech
- (f) Arriving at a definition of art
- (g) Speaking of the variety of feeling on which art is based

#### Activity 7

*( Reacting to the ideas in the text)*

Say whether you agree or disagree with the following statements, and then say why you agree or disagree.

- (a) Art is superior to speech because it transmits feelings as well as thoughts.
- (b) Tolstoy speaks of the essential elements of art in paragraph 5, but seems to contradict himself in the next paragraph. The views presented in these two paragraphs can, however, be reconciled.



**SECTION C:**

In this section you'll have the pleasure of reading an interesting article with the title, *Psychobabble*. For the present, however, read only its opening paragraph and guess what the article is about.

**TEXT C****PSYCHOBABBLE**

*John Collee*

OK, you're feeling unhappy. I'll tell you what: come round to my place and lie on the sofa. I'll sit on this arm chair here while you say whatever comes into your head. You can ramble on for an hour, then I'll tell you time's up and charge you fr 35. We'll do this three times a week for four or five years, after which time you'll be no less confused than you were when you started, but I'll be fr 30,000 richer. How does that sound ?

Now look quickly through Text C below and see if your guess is right.

1. OK, you're feeling unhappy. I'll tell you what: come round to my place and lie on the sofa. I'll sit on this arm chair here while you say whatever comes into your head. You can ramble on for an hour, then I'll tell you time's up and charge you fr 35. We'll do this three times a week for four or five years, after which time you'll be no less confused than you were when you started, but I'll be fr 30,000 richer. How does that sound ?
2. It sounds to me like a con trick, but people have been falling for it for almost a century. Freud effectively invented psychoanalysis in 1895, and it goes without saying that his research contributed enormously to our understanding of the subconscious. But whether analysis has any place in modern medical treatment is open to doubt. "The talking cure" which Freud and his co-worker Joseph Breuer developed in Vienna was designed specifically to uncover the cause of hysterical symptoms, in which narrow field they had a few successes. But analysis was then adopted for all sorts of psychological problems to which it was entirely unsuited. I'm told George Gershwin was psychoanalysed in the thirties by doctors hoping to find a cure for the neurological symptoms that troubled him. He died of a brain tumour at the age of 39.
3. Psychoanalysis was also tried as a cure for schizophrenia and mental deficiency on which it has no effect at all. It was used until very recently a treatment for depression, which it can actually make worse - if your problem is morbid introspection then the worst thing you can do is spend hours talking about yourself.
4. Having failed to improve any of these conditions the analysts redirected their energies towards treating people who weren't ill at all, and here they struck gold. Such is the appeal of lying down and talking about yourself that the treatment become phenomenally popular. Woody Allen is the latest in a long line of western intellectuals

whose reserves of money and self-doubt made them ideal candidates, although Woody himself is living proof that you can be analysed until you're semi comatose and still end up with your personal life in a mess.

5. In their own defence, analysts will tell you now that curing you is not the purpose of the exercise. The point is simply to help people to understand themselves. But the assumption here is surely that understanding will produce change, which is highly doubtful. Any drunk driver who gets pulled over may well understand that he has behaved irresponsibly. But this understanding does not diminish the pleasure of drinking three gins and driving through town at 40 miles an hour. So what has this self knowledge achieved ?
6. In some psychoanalytical circles it's actually considered bad form to talk about what you'll achieve. The point is just to journey hopefully in the belief that what you discover along the way will more than compensate for the time and money spent. This was the kind of promise made in the old days by people selling Encyclopaedia Britannica. And it tends to be self fulfilling because once you've bought the first few volumes or attended the first few dozen sessions you've invested for too much to admit it's a total waste of money. Getting to the end wherever that is, becomes the only way of justifying all the effort you've put in. You must have seen the video game advertisement which goes, "Nintendo will you ever reach the end,?". And the frightening answer of "No, you idiot, of course you won't. The game, like psychoanalysis, is potentially limitless. You create new problems for yourself as fast as you solve them, and the phoney sense of progress is one of the things that makes it so addictive.
7. The other thing that hooks people on analysis is the phenomenon of transference. It's common for patients in analysis to attach the powerful feelings they have for some important person in their lives to the analyst. Psychoanalysts, who expect and even encourage this, will tell you it's how the patient ultimately gets rid of those feelings, although it strikes me that the feelings are merely rehearsed in another context and all you get rid of is the fee for another two year's treatment.
8. In America it was finally the health insurance companies who called a halt to all this madness. Unable to keep up with the amounts being charged by psychoanalysts they finally insisted that therapists specify the length of treatment for different diagnoses. The analysts were forced to admit that treatment was open ended and the benefits uncertain. As a result, people who want change, rather than just a long lie down, are being directed away from analysts and towards what's called "brief counselling". Like psychoanalysis this is a "talking cure", but it involves a maximum of 25 sessions and sometimes just one. The dominant psychological problems are identified right from the start and a time limit is set on sorting these out. So, rather than sitting quietly and letting the skeins of personal history tie you both in knots, the therapist intervenes to impose some kind of order on the patient's thinking. Teaming from your experiences

is encouraged and strategies are worked out that will stop you from repeating self destructive behaviour.

9. This pragmatic approach may seem superficial to a psychoanalyst, but the fact is that however profound and mystical the workings of the mind, most of our problems arise from making the same stupid mistake over and over again. If you're going to break this cycle you need to do something. Brief counselling helps you actively re-engage with life. By contrast, spending five years on an analyst's couch seems like an elaborate tactic for avoiding it.

*John Collee.*

### Activity 10

*(Local comprehension)*

Read the text again, this time slowly, and tick the statements the writer would agree with:

- (a) Psychoanalysis is no longer used for curing mental diseases.
- (b) There is no end to an analysis.
- (c) Change in behaviour is only produced by self-knowledge.
- (d) Psychoanalysis is a waste of money.
- (e) Brief counselling is an honest form of 'talking cure'.
- (f) Only doctors can become analysts.
- (g) Psychoanalysis is a rich person's self-indulgence.
- (h) Freud used psychoanalysis to cure a wide variety of psychological problems.

Discuss your answers with your partner in pair - work, and find out how far they are correct.

### Activity 11

*(Understanding the writer's attitude)*

Which of the following statements express approval and which express disapproval ?

- (a) " it goes without saying that his research contributed enormously to our understanding of the subconscious." (Paragraph 2)
- (b) "But analysis was then adopted for all sorts of psychological problems to which it was entirely unsuited." (paragraph 2)
- (c) " if your problem is morbid introspection then the worst thing you can do is spend hours talking about yourself." (paragraph 3)
- (d) "You create new problems for yourself as fast as you solve them, and the phoney sense of progress is one of the things that makes it so addictive." (paragraph 6)
- (e) "and all you get rid of is the fee for another two year's treatment."  
(paragraph 7)
- (f) "In America it was finally the health insurance companies who called a halt to this madness",  
(paragraph 8)
- (g) " it involves a maximum of 25 sessions and sometimes just one."  
(paragraph 8)



**Activity 12***(Understanding the writer's purpose and attitude)*

(a) Which of the following, in your opinion, is the main purpose of the article ?

- i. to describe a typical analysis session
- ii. to amuse the reader
- iii. to shock the reader
- iv. to criticise psychoanalysis
- v. to convince the reader that psychoanalysis is a waste of money

(b) How would you describe the writer's attitude towards

- i. Psychoanalysis
- ii. Brief counselling ?

Choose from the list below.

Admiring Approving                      Disapproving                      Condemning                      Critical  
 Indifferent. Contemtuos                      Prejudiced                      Uncomprom ising.

**Activity 13***(Cohesive Devices : Link words)*

In Unit III you have looked at *reference* as a device which binds the sentences of a text together. There we hinted at use of discourse markers as another important device of text cohesion. Discourse markers (also called indicators in discourse) are easily recognized 'Signposts' which indicate how the writer has organized his text and what (s) he intends to say. They include link words such as *Howeve/; although, furthermore but, namely*. They also include expressions such as "the second fact is that", which shows that the writer is introducing a second point in his discourse.

In the following text, some link words are missing. Put in the link words from the list given in their right places.

Instead                      When                      Rut                      Then  
 Yet                      However                      That's how .

Television was invented by John Logie Baird. When he was young he built an aeroplane. He tried to fly in it. But it crashed down below. Baird was fortunate not to be killedhe was older he became a businessmanhis business failed he thought of working at television. His family advised' him not to He ,did not listen to them. he rented an attic and bought the apparatus he needed. He started working. One day he saw a picture on his screen. He rushed out to get someone he could 'televise' He found an office boy and took him back to the atticno image of the boy appeared on his screen. The boy, terrified, had put his head down. He put it up again. His picture appeared on the screen television had been invented.

**SECTION D**

This section presents excerpts from Isaac Asimov's essay 'The Case against Man.' Read the first part of this essay by one of the best 'popular science' writers of our time and say if the writer presents a case against man in this part, and if so. whet the case against man is.

**TEXT D :****THE CASE AGAINST MAN***Isaac Asimov*

1. 'The first mistake is to think of mankind as a thing in itself. It isn't. It is part of an intricate web of life. And we can't think even of life as a thing in itself. It isn't. It is part of the intricate structure of a planet bathed by energy from the Sun.
2. The Earth, in the nearly 5 billion years since it assumed approximately its present form, has undergone a vast evolution. When it first came into being, it very likely lacked what we would today call an ocean and an atmosphere. These were formed by the gradual outward movement of material as the solid interior settled together.
3. Nor were ocean, atmosphere, and solid crust independent of each other after formation. There is interaction always : evaporation, condensation, solution, weathering. Far within the solid crust there are slow, continuing changes, too, of which hot springs, volcanoes, and earthquakes are the more noticeable manifestations here on the surface.
4. Between 2 billion and 3 billion years ago, portions of the surface water, bathed by the energetic radiation from the Sun, developed complicated compounds in organization sufficiently versatile to qualify as what we call, "life". Life forms have become more complex and more various ever since.
5. But the life forms are as much part of the structure of the Earth as any inanimate portion is. It is all an inseparable part of a whole. If any animal is isolated totally from other forms of life, then death by starvation will surely follow. If isolated from water, death by dehydration will follow even faster. If isolated from air, whether free or dissolved in water, death by asphyxiation will follow still faster. If isolated from the Sun, animals will survive for a time, but plants would die, and if all plants died, all animals would starve.
6. It works in reverse, too, for the inanimate portion of Earth is shaped and moulded by life. The nature of the atmosphere has been changed by plant activity (which adds to the air the free oxygen it could not otherwise retain). The soil is turned by earthworms, while enormous ocean reefs are formed by coral.
7. The entire planet, plus solar energy, is one enormous intricately interrelated system. The entire planet is a life form made up of nonliving portions and a large variety of living portions (as our own body is made up of nonliving crystals in bones and nonliving water in blood, as well as of a large variety of living portions).
8. In fact, we can pursue the analogy. A man is composed of 50 trillion cells of a variety of types, all interrelated and interdependent. Loss of some of those cells, such as those making up an entire leg, will seriously handicap all the rest of the organism : serious damage to a relatively few cells in an organ, such as the heart or kidneys ,may end by killing all 50 trillion.
9. In the same way, on a planetary scale, the chopping down of an entire forest may not threaten Earth's life in general, but it will produce serious changes in the life forms of



the region and even in the nature of the water runoff and, therefore, in the details of geological structure. A serious decline in the bee population will affect the numbers of those plants that depend on bees for fertilization, then the numbers of those animals that depend on those particular bee-fertilized plants, and so on.

10. Or consider cell growth. Cells in those organs that suffer constant wear and tear - as in the skin or in the intestinal lining - grow and multiply all life long. Other cells, not so exposed, as in nerve and muscle, do not multiply at all in the adult, under any circumstances. Still other organs, ordinarily quiescent, as liver and bone, stand ready to grow if that is necessary to replace damage. When the proper repairs are made, growth stops.
11. In a much looser and more flexible way, the same is true of the "planet organism" (which we study in the science called ecology). If cougars grow too numerous, the deer they live on are decimated, and some of the cougars die of starvation, so that their "proper number" is restored. If too many cougars die, then the deer multiply with particular rapidity, and cougars multiply quickly in turn, till the additional predators bring down the number of deer again. Barring interference from outside, the eaters and the eaten retain their proper numbers, and both are the better for it. (If the cougars are all killed off, deer would multiply to the point where they destroy the plants they live off, and more would then die of starvation than would have died of cougars.)

*Now read the second part which is short, and say what the case against man is.*

#### **TEXT D (Part Two)**

12. The neat economy of growth within an organism such as a human being is sometimes - for what reason, we know not - disrupted, and a group of cells begins growing without limit. This is the dread disease of cancer, and unless that growing group of cells is somehow stopped, the wild growth will throw all the body structure out of order and end by killing the organism itself.
13. In ecology, the same would happen if, for some reason, one particular type of organism began to multiply without limit, killing its competitors and increasing its own food supply at the expense of that of others. That, too, could end only in the destruction of the larger system - most or all of life and even of certain aspects of the inanimate environment.
14. And this is exactly what is happening at this moment. For thousands of years, the single species *Homo sapiens*, to which you and I have the dubious honour of belonging, has been increasing in numbers. In the past couple of centuries, the rate of increase has itself increased explosively.
15. At the time of Julius Caesar, when Earth's human population is estimated to have been 150 million, that population was increasing at a rate such that it would double in 1,000 years if that rate remained steady. Today, with Earth's population estimated at about 4,000 million (26 times what it was in Caesar's time), it is increasing at a rate which, if steady, will cause it to double in 35 years.



16. The present rate of increase of Earth's swarming human population qualifies *Homo sapiens* as an ecological cancer, which will destroy the ecology just as surely as any ordinary cancer would destroy an organism.
17. 'The cure? Just what it is for any cancer. The cancerous growth must somehow be stopped.
18. Of course, it will be. If we do nothing at all, the growth will stop, as a cancerous growth in a man will stop if nothing is done. The man dies and the cancer dies with him. And, analogously, the ecology will die and man will die with it.
19. How can the human population explosion be stopped? By raising the deathrate, or by lowering the birthrate. There are no other alternative. The deathrate will rise spontaneously and finally catastrophically, if we do nothing — and that within a few decades. To make the birthrate fall, somehow (almost *any* how, in fact), is surely preferable, and that is therefore the first order of mankind's business today.
20. Failing this, mankind would stand at the bar of abstract justice (for there may be no posterity to judge) as the mass murderer of life generally, his own included, and mass disrupter of the intricate planetary development that made life in its present glory possible in the first place.
- 21 At the rate we are going, without birth control, then even if science serves us in an absolutely ideal way, we will reach the planetary high-rise with no animals but man, with no plants but algae, with no room for even one more person by A.D. 2430.
22. And if science serves us in less than an ideal way (as it certainly will), the end will come sooner, much sooner, and mankind will start fading long, long before he is forced to construct that building that will cover all the Earth's surface.
23. So if birth control must come by A.D. 2430 at the very latest, even in an ideal world of advancing science, let it come *now*, in heaven's name, while there are still oak trees in the world and daisies and tigers and butterflies, and while there is still open land and space, and before the cancer called man proves fatal to life and the planet.

## GLOSSARY

(The numbers in brackets are paragraph numbers.)

- |      |                         |   |  |
|------|-------------------------|---|--|
| (3)  | <i>crust</i>            | : | the thin hard layer on the surface   |
| (4)  | <i>versatile</i>        | : | good at doing a lot of different things  |
| (5)  | <i>asphyxiation</i>     | : | death by choking of breath   |
| (6)  | <i>reefs</i>            | : | a line of sharp rocks, often made of coral   |
| (10) | <i>quiescent</i>        | : | not developing or doing anything   |
| (11) | <i>cougars</i>          | : | large, brown wild cats of North West America   |
|      | <i>decimated</i>        | : | destroyed a large part of something  |
|      | <i>predators</i>        | : | animals that kill and eat other animals  |
| (13) | <i>ecology</i>          | : | the way in which plants, animals and people are related to each other and to their environment |
| (16) | <i>homo sapiens</i>     | : | the type of human beings that inhabit the earth now  |
| (19) | <i>catastrophically</i> | : | in a terribly destructive manner   |

**Activity 14**

*(Local Comprehension)*

Look at both the parts of Text D again and answer these questions as briefly as you can.

- (a) What does Asimov mean when he says : “The first mistake is to think of mankind as a thing in itself?
- (b) To what disease does Asimov compare unrestrained population growth ? Do you think this is a good comparison ? Why or why not ?
- (c) What will happen if the present rate of population growth continues ?
- (d) Where does Asimov state the thesis of his essay ? Why does he wait so long to do so ?
- (e) A major, part of this essay is devoted to proving to the audience that a problem actually exists. Do you think this is necessary ? Could Asimov have made his point in some other way ? If so, how ?
- (f) Much of the force of this essay comes from the comparisons that Asimov uses to make his points clear to his readers. After listing die different comparisons Asimov makes, find out what they have in common.
- (g) The conclusion of this essay is expressed in a single sentence. Say which one.
- (h) How do the introduction and the conclusion tie the essay together ?

**Activity 15**

*(Understanding the structure of the text)*

Work with a partner and match the elements of an argumentative text given as *headings* with the paragraphs in Text D. Then fill in the details under each heading in points only.

*Headings*

*Paragraph Numbers*

- (a) The Thesis or Problem :  
.....  
.....
- (b) Reasons/Causes :  
.....  
.....
- (c) Examples :  
.....  
.....
- (d) Suggested Solution :  
.....  
.....
- (e) Special Features of the Development of the Argument (if any)
- (f) Conclusion :  
.....  
.....

**Activity 16***(Cohesive Devices : Link words)*

Complete the following text with the help of the words and expressions from the list. Remember that some of the words and expressions may not fit any gap.

*(After, what, if, because, hut, since, after all, by, yet, that, consequently, actually)*

Rather than exploiting the environment, shouldn't we be in partnership ?we continue to waste the earth's resources as if there were no tomorrow, there could well be no tomorrow. die year 2010, one third of the world's cropland will have turned to dust. One million species will have become extinct and hundreds of millions of people will face starvation. All this is happening our civilization has kept on expanding, on the assumption that the world's resources are limitless merely .stopping growth is not the answer.we need is development that works in partnership with the environment, that uses the earth's resources more productively and is sustainable at the same time. This is the reason for which our organization, *Earthlife* exists.

**Activity 17***(Remedial Grammar)*

Rewrite the following paragraph (which .is a piece of student writing) after making necessary corrections.

My great-grandpa name was William Henry Langdon. Much people called him "Will", but I call him "Pappy". When he was in his twenties, he had a curly brown hair, but by the age of 35 he had bald hair. He was handsome and warm blue eyes, his weight 200 pounds and tall 5 feet 9 inches. He was stocky and very strong, because worked hard on his farm every day. pappy was practical man. He never bought nothing that he does not need, also generous man. He always give money and food to poor people. Unfortunately he also got angry easy. Pappy liked hunt. Because it is fun and it is practical.

*(Adopted from Ingram, B.& C. King: From Writing to Composing (CUP), Page 98)*

**Activity 18***(Writing an Argumentative Essay)*

Write an argumentative essay in which your thesis would be that although the population explosion is a cause for concern, it is not as serious as Asimov suggests. Refute specific points in his essay wherever possible

**Activity 19***(Dialogue Writing)*

Study the following telephone conversation between Sanat and Vineet on a rainy morning

- Sanat : Hello. This is 610689.
- Vineet : Can I speak to Sanat. please ?
- Sanat : Speaking.
- Vineet : Hi Sanat. it's Vineet here.
- Sanat : Listen Vinu, you're going to college today, aren't you ?
- Vinect : I'm not at all! sure. There's knee-deep water all around my house, says town buses won't ply today, even on the main roads.
- Sanai : And here I will have to swim to the bus stop, if at all buses ply today.
- Vinect : Let's decide not to go to college today, Okay ?
- Sanat : Nice proposal. See you tomorrow then - if the rain stops.
- Vineet : Bye ! Hav e a nice day at home.



Now study the following situation. You and your friend have decided to see a film which is being released today. You have asked your friend to get a ticket for you. But your friend has failed to get the tickets because of the big rush and the unruly behaviour of the people at the booking counter. Your friend feels that because of the population explosion there are too many people everywhere now, and that life will become enormously difficult for everyone everywhere very soon. On the other hand, you feel that people's lack of civic sense and the mismanagement at the cinema hall, more than the population explosion, have given your friend the frustrating experience.

Write a telephone conversation between you and your friend which starts when (s) he informs you over phone that (s) he has failed to get the tickets.

### Activity 20

(Brochure - writing)

The following sentences go together to form the text of a travel brochure, but they are in the wrong order. Working in groups of two or three, put them in the right order, and decide how the words and phrases in bold type help to link the text together. Then compare your answer with those of other groups.

- (a) For **these lucky ones** it's the beginning of an <sup>1</sup> unforgettable air - sea holiday with the world's leading cruiser company: the Royal Seafaring Line.
- (b) **What's more**, our chefs will prepare food for you that is as varied as it is delicious; you will find it difficult to choose from the range of Caribbean and international specialities.
- (c) **So don't delay** - see your travel agent today !
- (d) Whether you choose the relaxation on board or the stimulation on land, you will have the holiday of a lifetime.
- (e) **So** you can relax on the vast sundeck, bide your time with a cocktail, or dance till d<sup>^</sup>wn in the nightclub or in the discotheque.
- (f) For many of **the passengers it's** just a normal scheduled flight, but for some it's the start of something very special.
- (g) In Kingston, Jamaica's capital. RSL's own cruiser is waiting to introduce them to the unique world of the Caribbean.
- (h) While you can **thus** spend a perfect holiday without leaving the ship, there is **also the added attraction** of fascinating shore visits at each of our ports of call.
- (i) And it's all included in the price - just 1.995 for 21 days
- (j) Every Tuesday a British Airways flight leaves Heathrow for Jamaica.
- (k) Like all our ships, this cruiser has been specially designed to give you maximum comfort, luxury and enjoyment.

(Adapted from **Writing Skills** by Norman Coe. Robin Rycroft and Pauline Ernest. CUP)



## UNIT V

# THE WONDER WORLD OF SCIENCE

### What does this unit contain ?

This unit aims at developing your skills at identifying the text structure, particularly process sequence and classification. You will also have further practice in scanning for information.

This unit includes three texts :

- A. *Cures for the Common Cold* (Harold S. Diehl)
- B. *Typing Your Own Blood* - (Scott Blackman)
- C. *Men and Women : Some difference* - (A newspaper article)

### SECTION A

Now look at the title of the first passage : 'Cures for the Common Cold'. What possible cures can you think of ? Do you know that science has not yet brought us a cure for this disease ? However, the quest continues to find a possible remedy; can you guess any home remedy that may cure common cold ?

Now go through the text quickly and see if your guess is right. You have only two minutes to do so.

Read the text again and identify the cures that have been short-listed.

### TEXT A

#### "CURES" FOR THE COMMON COLD

*By Harold S. Diehl,*

1. Despite general skepticism about cures for the common cold, millions of dollars' worth of commercial remedies are still sold in this country every year. Old-fashioned cures like asafetida and camphor are no longer in vogue, but in their place has come a whole new arsenal of popular remedies - vitamins, vaccines, nasal medications and other drugs. Yet careful investigation shows that many of the most widely advertised remedies now on the market are utterly worthless. Some of them, in fact, may be definitely harmful.
2. Is there any remedy, then, of value in the treatment of colds ?
3. There is no measure that is uniformly effective for the prevention of the common cold. Our studies, however, did reveal one group of medications which seemed to have distinct benefit. Morphine, which is a derivative of opium, showed excellent results but was discarded because of its danger. But several other derivatives of opium,



which are less toxic and carry no practical danger of habituation, proved to be definitely valuable. In our first studies, codeine and papaverine both gave evidence of value in the treatment of acute colds. Neither was so effective as morphine, however, and since both are quite different chemically it was decided to try them in combination.

4. The codeine - papaverine mixture proved to be, after morphine, the most valuable of all cold medications. A preparation consisting of one quarter grain of codeine and one-quarter grain of papaverine was finally selected as the most effective dosage. Of 1,500 students who were given this preparation for the treatment of acute head colds, 72 percent reported definite improvement or complete relief within twenty four to fortyeight hours. The chief beneficial effect was a marked decrease or complete disappearance of nasal congestion and discharge. With the relief of these symptoms, in many cases, the progress of the cold seemed to be arrested and the secondary stage of protracted nasal discharge avoided.
5. While taking this medication, most of the students were up and about, attending classes. Had they remained in bed while using it, it is probable that even better results might have been obtained. The earlier in the course of the cold that this preparation is used, the larger the proportion of good results. This preparation, commonly called copavin, is not advertised to the public. But it is available through physicians, who should decide when and in what dosage it should be used.
6. Since these studies were made, confirmatory reports have been published by several other investigators. Dr. Russell Cecil of New York, and Dr. Fritz Hutter of Vienna, both found that the codeine-papaverine mixture was particularly beneficial if used by their patients at the very beginning of the infection. In this connection, too, it is of interest to recall the statement that opium users rarely have colds. De Quincey, in his *Confessions*, wrote that during the years in which he had taken opium he 'never once caught cold, as the phrase is nor even the slightest cough. But after discontinuing the use of opium, a violent cold attacked me, and a cough soon after.' In a similar vein writes Cocteau, in his *Diary of an Addict*. "Opium," he says, "is a season. The smoker no longer suffers from changes in the weather. He never catches cold."
7. Less effective, but still of moderate value, were several other opium derivatives. In addition to codeine alone and papaverine alone, it was found that powdered opium and the old fashioned Dover's powder (a combination of powdered opium and powdered ipecac) were beneficial. Quinine also came to be included in this group of moderately valuable medications. The proportion of individuals who reported "complete relief" or definite "improvement" after the use of these preparations ranged from 57 percent for powdered opium down to 50 percent for quinine.
8. Finally, certain general hygienic measures are helpful in the treatment of colds. Going to bed and remaining there until recovery is good advice. The value of bed rest lies in protecting others from exposure, in increasing general resistance and in keeping the body warm. Bed rest during the acute stages of colds, supplemented by such



other treatment as is indicated, would diminish their severity, limit their spread, and reduce the frequency of complications.

9. Hot baths for the treatment of colds may consist of hot water, hot air or steam. The effect of these baths is to dilate the blood vessels of the skin and to increase blood flow through them. As a result nasal congestion and stuffiness are reduced. Similar effects may be obtained with massage or other forms of physiotherapy, with hot or cold compresses, mustard plasters and certain medicated ointments. If such treatments are followed by rest in bed with sufficient covers to prevent cooling, the effect is prolonged and the possibility of their being of more than temporary benefit is increased. Exercise, frequently utilized by athletes to "sweat out" a cold has a similar effect. But usually the symptoms return when the body gets chilled, and then the cold may become even more severe than before.

### Glossary

(The paragraph numbers are to the left of the word )

- (3) *morphine* : a powerful drug used for stopping pain
- (4) *De Quincey* : Thomas De Quincey (1785 - 1859), English essayist and critic famous for 'Confessions of an English opium-eater,' fascinating memoir distinguished by great imaginative power and splendid prose
- (5) *Cocteau* : Jean Cocteau (1889 -1963), French poet, novelist, dramatist, film - writer and director who was in the vanguard of almost every experimental artistic movement of the 20th century.

### Activity 1

*(Relation between parts of a text)*

If you are asked to divide the lesson into 5 sections in order to make notes, where possibly could you draw the lines separating the sections ?

Write the paragraph number and the last word of the paragraph after which you will start a new section.

Now suggest a title for each section.

### Activity 2

*(Summary skill)*

Of the following 6 statements only three are main points of the passage. Identify them.

- (i) Many widely advertised cures and home remedies for cold are worthless or harmful.
- (ii) Students treated with sugar tablets showed little improvement.
- (iii) Neither vaccines, nor vitamins and other dietary measures prevent cold.
- (iv) Nasal drops and sprays were found to be dangerous.
- (v) Only a Codcine-papaverinc mixture, quinine, or certain hygienic measures were found to provide some relief from cold.
- (vi) Staying in bed for the duration of the cold was the only remedy that showed any results.

**Activity 3***(Comprehension)*

The second paragraph poses a question. What is it ?

What answer does the writer suggest ?

How does the writer establish his answer ?

How does he confirm his suggestion ?

What further recommendations does the writer make ?,

**Activity 4***(Sequence in an experiment)*

What are the steps of the experiment mentioned in paragraphs 4 and 5 ? Rearrange the steps given below in the proper order.

L Record the health conditions of the patients at regular intervals.

i. Record initial health conditions of all the patients.

ii. Compare health conditions of the experimental group with that of the control group.

iii. Prepare dummy mixture.

iv. Draw inference after an analysis of findings.

v. Divide the patients into experimental and control groups.

vi. Select sample patients.

vii. Prepare Codeine - papaverine mixture.

viii. Administer medicine to the experimental group and dummy mixture to the control group.

**Activity 5***(Composition)*

In this part of the country *Tulsi* leaves with honey are considered remedies for common cold. If you have to conduct an investigation to ascertain the truth of this belief, how will you organise the experiment ? You can take clues from the reading passage and write down the steps of your proposed experiment.

**Activity 6***(Remedial Grammar)*

Morphine, (which is) a derivative of opium, showed excellent results, (paragraph 3)

This preparation, (which is) commonly called *copavin*, is not advertised to the public.

(Paragraph 5)

In these sentences you have seen examples of *non-defining relative clauses*. Such clauses are separated from the main clauses with the help of commas. Secondly, the relative pronoun (like 'which') and the 'be' verb can be omitted. The relative clauses without the relative pronoun and the 'be' verb are called reduced relative clauses. Similar reduction is possible in *defining relative clauses* also.

Now reduce the relative clauses in the following sentences :

- They stood on the bridge which connected Cuttack with Jagatpur.
- The girl who is standing at the bus-stop over there is my sister.
- The weap<sup>^</sup>\* that was used in the murder has been found.
- The boys who are being chosen for the college team are all under 18.
- The wooden beams which were holding up the roof have been damaged.

**Activity 7***(Remedial Grammar)*

1. Nasal congestion and stuffiness *are reduced*.
2. It *was found* that powdered opium and Dover's powder were beneficial.
3. The progress of the cold seemed to *be arrested*.
4. Commercial remedies *are still sold*.

In scientific texts we often see examples of passive structures. Whatever reduced nasal congestion, whoever found it out are unimportant in the first two sentences above. Similarly, we get examples of *get* - passive and *have* - passive in scientific texts, e.g.

When the body *gets chilled*

I *had* my eyes *tested*.

Now rewrite the following sentences using passive structures like *have/get* ~ V + past participle. The first one has been done for you.

1. Our house looked ugly. Its paint was peeling off. So we *got/had it painted*.
2. Raman's watch broke. He could not afford to buy a new one. So
3. Lili spilt coffee on her favourite dress. She could not wash it by hand. So
4. In the super-cyclone the roof was blown off our shed and a wall fell down. So
5. Shahrukh's car was not starting well and seemed to be using too much petrol. But he did not want to sell his lucky car. So

**SECTION B**

In section A we read about a sequence of experiments to find a cure for the common cold. In Section B we shall read about a different kind of experiment whose purpose is to find out the types of human blood. What's more interesting, you can learn how to determine your blood type as well as that of others.

**Text B****TYPING YOUR OWN BLOOD**

*Scott Blackman*

1. Typing your own blood is often used as in introductory laboratory exercise. Even if you do not wish to learn your blood type, the exercise is useful because it familiarizes you with some simple laboratory techniques, illustrates the use of basic equipment and prepares you to follow the stages of an orderly scientific procedure.
2. In order to type your own blood, you need the following equipment: alcohol-soaked cotton balls; a sterile lancet; a small test tube containing 1 ml of saline solution; anti-A, anti-B, and anti-Rh serums with individual eye droppers; two microscope slides; a grease pencil ; a Pasteur pipette, three applicator sticks; and a warm fluorescent light or other low-heat source.
3. With the grease pencil, label one slide Rh, and place this slide under the low-heat source. Divide your cool slide into two equal portions, labelling one side A and the other B. Apply one drop of anti - A serum to slide A, one drop of anti - B to slide B, and one drop of anti - Rh to the warm Rh slide.



Use ail alcohol-soakcd cotton ball to swab your middle or ring finger, and allow the excess alcohol to evaporate. After opening the sterile lancet, prick the sterile finger once, approximately one quarter inch beyond the end of the fingernail. Now, collect several drops of blood in the test tube containing the saline solution and mix the solution. In the meantime, hold another sterile cotton ball over the cut to allow the blood to clot.

5. Next, using the Pasteur pipette, transfer one drop of the saline solution containing the blood to each of the anti-A, anti-B and anti-Rh serums, using a separate applicator stick to mix each. After two or three minutes, clumping should have appeared in one or all of the areas. A clumping denotes A - type blood, B - clumping indicates B-type blood, A-and B - clumping signifies AB blood, and no clumping denotes O blood. Rh-clumping means that your blood is Rh- positive: the absence of Rh-clumping indicates that you have Rh negative blood.
6. By following the simple steps outlined above, you will learn much that will be of practical value in your future scientific explorations. As an added bonus, you will also learn your blood type.

**Activity 8**

(Comprehension)

1. What does typing someone's blood mean?
2. What materials are necessary to type one's blood? Which paragraphs tell you about those materials?
3. What are the three stages of experimental process described in this text? Name them.

**Activity 9**

(Remedial Grammar)

I like your Rh - slide experiment, you have only two tense forms of most of the English verbs, e.g. go and went. Gone is not a tense form. In association with other auxiliary verbs it gives a sense of completion of an activity (has gone) or a passive sense (is done). Hence like Rh - or Rh-, English verbs can be either in past tense or in non-past tense.

Similarly like your blood grouping : A, B, AB or O, we can have the aspects of perfect (have - V \* on), progressive (be \* V - ing), perfect progressive (both combined) or simple (neither perfect, nor progressive). These 4 aspects of either past or non - past verb give us the 8 types of verb groups. In addition to these two tenses and four aspects we can find do - operators or modal auxiliaries as elements of a verb group.

In the first sentence of the text, the verb is 'is ... used. You can see that it is he-V-en structure in simple non-past tense form. Hence, is a simple non-past passive structure. Similarly, find out the aspect, tense and voice of the following verb groups: -

illustrates  
has finished  
is doing  
had been completed  
was being conducted

Tense	Aspects	Voice
i. Past	a. Simple	i. Active
	b. Perfect	
ii. Non-past	c. Progressive	ii. Passive
	d. Perfect Progressive	

**Activity 10***(Composition)*

In the passage you have step-by-step instructions on how to test and categorise your blood. Write instructions to carry out one of the following tasks.

- a. Teaching your friend how to make tea / cake/ an omlette
- b. Instructing a new friend how to reach your home
- c. How to fix a new fuse wire on your main switch

**SECTION C**

Between men and women who are the stronger ? Who are more intelligent ? Who are biologically superior ? Why do you think so ?

Discuss these questions in small groups and write down your most important arguments. Now read the following article on the differences between men and women.

**Text C****MEN AND WOMEN : SOME DIFFERENCES**

Men cannot manufacture blood as efficiently as women can. This makes surgery riskier for men. Men also need more oxygen because they do not breathe as often as women. But men breathe more deeply and this exposes them to another risk. When the air is polluted, they draw more of it into their lungs.

A more recent - and chilling - finding is the effect of automobile and truck exhaust fumes on children's intelligence. These exhaust fumes are the greatest source of lead pollution in cities. Researchers have found that the children with the highest concentration of lead in their bodies have the lowest scores on intelligence tests and that boys score lower than girls. It is possible that these low scores are connected to the deeper breathing that is typical of the male.

Men's bones are larger than women's and they are arranged somewhat differently. The feminine walk that evokes so many whistles is a matter of bone structure. Men have broader shoulders and a narrower pelvis, which enables them to stride out with no waste motion. A woman's wider pelvis, designed for childbearing, forces her to put more movement into each step she takes with the result that she displays a bit of a jiggle and wobble as she walks.

If you think a man is brave because he climbs a ladder to clean out the roof gutters, don't forget that it is easier for him than for a woman. The angle at which a woman's thigh is joined to her knees makes climbing awkward for her, no matter whether it is a ladder or stairs or a mountain that she is tackling.

A man's skin is thicker than a woman's and not nearly as soft. The thickness prevents the sun's radiation from getting through, which is why men wrinkle less than women do.

Women have a thin layer of fat just under the skin and there is a plus to this greater fat

reserve. It acts as an invisible fur coat to keep a woman warmer in the winter.

Women also stay cooler in summer. The fat layer helps insulate them against heat.

Men's fat is distributed differently. And they do not have that layer of it underneath their skin. In fact, they have considerably less fat than women and more lean mass. Forty-one percent of a man's body is muscle compared to thirty-five percent for women, which means that men have more muscle power. When it comes to strength, almost 90 percent of a man's weight is strength compared to about 50 percent of a woman's weight.

The higher proportion of muscle to fat makes it easier for men to lose weight. Muscle burns up five more calories a pound than fat does just to maintain itself. So when a man goes on a diet, the pounds roll off much faster.

For all men's muscularity they do not have the energy reserves women do. They have more start-up energy, but the fat tucked away in women's nooks and crannies provides a rich energy reserve that men lack.

Cardiologists at the University of Alabama who tested healthy women on treadmills discovered that over the years the female capacity for exercise far exceeds the male capacity. A woman of sixty who is in good health can exercise up to 90 percent of what she could do when she was twenty - a man of sixty has only 60 percent left of his capacity as a twenty year old.

### Activity 11

(Scanning)

Which of the following aspects have not been discussed in the text? Put a cross mark (X) to the left of these aspects.

Blood type

Blood production

Shape of bones

Size of bones

Arrangement of bones

Thickness of skin

Hardness of skin

Fat layer under skin

Muscle - Fat ratio

Amount of muscles

Energy reserve capacity

Start-up energy capacity

Capacity for exercise

Need for oxygen

Rate of Breathing

Amount of oxygen - intake

Pigment in the skin

Ageing rate

### Activity 12

(Comprehension)

On the basis of your reading of the passage, mention whether the following statements are true or false. Put (T) for true and (F) for false at the end of each statement.

- i. Women produce blood more efficiently than men.
- ii. Men need more oxygen than women.



- iii. Men draw in more pollution during breathing.
- iv. Climbing stairs is easier for women.
- v. Women wrinkle faster than men.
- vi. Men are cooler in summer.
- vii. Men have more muscle than women.
- viii. It is easier for women to lose body weight.
- ix. Men can work for longer hours than women.
- x. Men grow weaker at a faster rate as they grow.

### Activity 13

(Vocabulary)

Match each word or expression in *italics* in column A with its meaning in column B.

- | A   | B   |
|---|---|
| 1. A more recent - and <i>chilling</i> finding...               | i. put a leg forward to walk.                           |
| 2. which enables them to <i>stride out</i> with no waste motion | ii. difficult   |
| 3. she displays <i>irritation</i>                               | iii. <i>triple</i> <i>triple</i> and sway as she walks. |
| 4. makes climbing <i>awkward</i> for her,                       | iv. protpet   |
| 5. The fat layer helps <i>insulate</i> them against heat        | v. movement from side to side                           |

### Activity 14

(Cause-and-Effect Sequence)

Men have longer bones, narrower pelvis and their bones are arranged differently. So the result is that they walk with a stride and climb stairs more quickly. Similarly, find out from the text the causes that result in the following effects :

- i. Men can lose weight more easily.
- ii. Men have greater strength.
- iii. Men are less intelligent.
- iv. Surgery is riskier for men.
- v. Men can do less exercise than women as they grow older.

### Activity 15

(Inferring)

You can infer information that is not stated clearly in a text by making a logical guess either from what is in the text, or what you know about the world, or both.

Try to infer the probable answers to the following questions.

- i. What happens during surgery that makes it riskier for men ?
- ii. Whose knees are more likely to be hurt by the same activities-men's or women's ?
- iii. Name one part of the body where lead goes when it's breathed in ?
- iv. Name one advantage a man would have and one advantage a woman would have in a hot, sunny country ?
- v. If a man and a woman weighed the same at age 20, who would be stronger at age 60 ?



## UNIT VI

# OUR ENVIRONMENT

### Aims of the Unit

This unit aims at developing your awareness of text organisation, text purpose and text types. It also develops your skill at comparing and contrasting texts on similar themes.

The titles of the texts will be announced later within the unit for an important learning purpose.

### SECTION A

Have a quick look at Text A given below. Quickly skim through the text and find out what it is about.

#### Text A

- As you probably already know, many environmental problems now face us. Before surveying them in the following section, we should pause for a moment to consider the extraordinary natural world that we inherited and that we hope to pass on to future generations in as good - perhaps even better - a condition than when we arrived.

#### A Marvellous Planet

- Imagine that you are an astronaut returning to Earth after a long trip to the moon or Mars. What a relief it would be to come back to this beautiful, bountiful planet after experiencing the hostile, desolate environment of outer space. Although there are dangers and difficulties here, we live in a remarkably prolific and hospitable world that is, as far as we know, unique in the universe. Compared to the conditions on other planets in our solar system, temperatures on the earth are mild and relatively constant. Plentiful supplies of clean air, fresh water, and fertile soil are regenerated endlessly and spontaneously by geological and biological cycles.
- Perhaps the most amazing feature of our planet is the rich diversity of life that exists here. Millions of beautiful and intriguing species populate the earth and help sustain a habitable environment. This vast multitude of life creates complex, interrelated communities where towering trees and huge animals live together with, and depend upon, tiny life-forms such as viruses, bacteria, and fungi. Together, all these organisms make up delightfully diverse, self-sustaining communities, including dense, moist forests, vast sunny savannas, and richly colourful coral reefs. From time to time, we should

pause to remember that, in spite of the challenges and complications of life on Earth, we are incredibly lucky to be here. We should ask ourselves: what is our proper place in nature? What *ought* we do and what *can* we do to protect the irreplaceable habitat that produced and supports us? These are some of the central questions of environmental science.

#### Environmental Dilemmas

4. While there are many things to appreciate and celebrate about the world in which we live, many pressing environmental problems cry out for our attention. Human populations have grown at alarming rates in this century. Nearly 6 billion people now occupy the earth and we are adding about 90 million more each year. In the next decade, our numbers will increase by nearly as many people as are now alive in India. Most of that growth will be in the poorer countries where resources and service is already strained by present populations.
5. Some demographers believe that this unprecedented growth rate will slow in the next century and that the population might eventually drop back below its present size. Others warn that the number of humans a century from now could be four or five times our present population if we don't act quickly to bring birthrates into balance with death rates. Whether there are sufficient resources to support 6 billion humans - let alone 25 billion - on a sustainable basis is one of the most important questions we face. How we might stabilize population and what level of resource consumption we and future generations can afford are equally difficult parts of this challenging equation.
6. Food shortages and famines already are too familiar in many places and may increase in frequency and severity if population growth, soil erosion, and nutrient depletion continue at the same rate in the future as they have in the past. We are coming to realize, however, that food security often has more to do with poverty, democracy, and equitable distribution than it does with the amount of food available. Water deficits and contamination of existing water supplies threaten to be critical environmental issues in the future for agricultural production as well as for domestic and industrial uses. Many countries already have serious water shortages and more than one billion people lack access to clean water or adequate sanitation. Violent conflicts over control of natural resources may flare up in many places if we don't learn to live within nature's budget.
7. How we obtain and use energy is likely to play a crucial role in our environmental future. Fossil fuels (oil, coal, and natural gas) presently supply about 80 percent of the energy used in industrialized countries. Supplies of these fuels are diminishing at an alarming rate and problems associated with their acquisition and use - air and water pollution, mining damage, shipping accidents, and political insecurity - may limit where and how we use remaining reserves. Cleaner renewable energy resources - solar power, wind, and biomass - together with conservation, may replace environmentally destructive energy sources if we invest in appropriate technology in the next few years.



As we burn fossil fuels, we release carbon dioxide and other heat-absorbing gases that cause global warming and may bring about sea-level rises and catastrophic climate changes. Acids formed in the air as a result of fossil fuel combustion already have caused extensive damage to building materials and sensitive ecosystems in many places. Continued fossil fuel use without pollution control measures could cause even more extensive damage. Chlorinated compounds such as the chlorofluorocarbons used in refrigeration and air conditioning, also contribute to global warming, as well as damaging the stratospheric ozone that protects us from cancer-causing ultra violet radiation in sunlight.

9. Destruction of tropical forests, coral reefs, wetlands, and other biologically rich landscapes is causing an alarming loss of species and a reduction of biological variety and abundance that could severely limit our future options. Many rare and endangered species are threatened directly or indirectly by human activities. In addition to practical values, aesthetic and ethical considerations suggest that we should protect these species and the habitat necessary for their survival.
10. Toxic air and water pollutants, along with mountains of solid and hazardous wastes, are becoming overwhelming problems in industrialized countries. We produce hundreds of millions of tons of these dangerous materials annually, and much of it is disposed of in dangerous and irresponsible ways. No one wants this noxious stuff dumped in their own backyard, but too often the solution is to export it to someone else's. We may come to a political impasse where our failure to decide where to put our wastes or how to dispose of them safely will close down industries and result in wastes being spread everywhere. The health effects of pollution, toxic wastes, stress, and the other environmental ills of modern society have become a greater threat than infectious diseases for many of us in industrialized countries.
11. These and other similarly serious problems illustrate the importance of environmental science and environmental education for everyone. What we are doing to our world, and what that may mean for our future and that of our children is of paramount concern as we enter the twenty-first century.

#### Signs of Hope

12. The dismal litany of problems we have just reviewed seems pretty overwhelming, doesn't it? But is there hope that we may find solutions to these problems? We think so. Progress has been made in many areas in controlling air and water pollution and reducing wasteful resource uses. Many cities in North America and Europe are cleaner and less polluted than they were a generation or so ago. Population has stabilized in most industrialized countries and even some very poor countries where social security and democracy have been established. Over the last twenty years, the average number of children born per woman worldwide has decreased from 6.1 to 3.4. This is still above the zero population growth rate of 2:1 children per couple, but it is an encouraging improvement. If this rate of progress continues in the next twenty years at it has in the past twenty, the world population could stabilize early in the twenty-first century.

13. The incidence of life-threatening infectious diseases has been reduced sharply in most countries during the past century, while the average life-expectancy has nearly doubled. Many new resources have been discovered and more efficient ways of using existing supplies have been invented that allow us to enjoy luxuries and conveniences that would have seemed miraculous only a few generations ago. Although modern life has many stresses and strains, few people would willingly return to conditions that existed 10,000, 1,000 or even 100 years ago. Would you ?
14. Still, we can do much more, both individually and collectively, to protect and restore our environment. Being aware of the problems we face is the first step toward finding their solutions. Increased media coverage has brought environmental issues to public attention. More than 80 percent of the Americans polled in public opinion surveys agree that "protecting the environment is so important that requirements and standards cannot be too high and continuing environmental improvements must be made regardless of cost." This growing understanding and concern are themselves hopeful signs. Young people today may be in a unique position to address these issues because, for the first time in history, we now have resources, motivation and knowledge to do something about our environmental problems. Unfortunately, if we don't act now, we may not have another chance to do so.

Glossary (The number on the left is the number of the paragraph in which the word occurs.)

3.	<i>Savannas</i>	:	flat grassy land in Africa
	<i>reefs</i>	:	lines of rocks, sand or corals just above or below the sea surface
5.	<i>demographer</i>	:	one who studies changes in population in an area over a period of time
10.	<i>noxious</i>	:	very harmful
	<i>impasse</i>	:	point at which further development is impossible
12.	<i>litany</i>	:	a long list of unpleasant things

### Activity 1

(Skimming)

Suggest a suitable title for the passage.

### Activity 2

(Vocabulary)

Find out from Text A words which more or less mean the following. Paragraph numbers have been given in brackets.

Of a large amount (2)

Producing a large number or amount of something (2)

A situation in which a difficult choice is to be made between two unpleasant options (2)

Mysteriously interesting (3)

To be rubbed and destroyed gradually (6)

Sudden and destructive (8)

Relationship between all plants, animals, weather conditions and geological features of an area (8)

Sad and without hope (12)



**Activity 3***(Comprehension)*

On the basis of your reading, say whether the following statements are true or false. Write (T) for true and (F) for false at the end of the statement.

- i. Different species of living beings make our planet habitable.
- ii. Poor countries have larger population growth.
- iii. Three quarters of the world's poorest nations are in Asia.
- iv. The world depends mostly on fossil fuels.
- v. Anybody would like to get back the world that existed a century ago.

**Activity 4***(Comprehension)*

Answer the following questions, each within a sentence or two, with reference to the passage.

- i. Why is the earth considered bountiful ?
- ii. Why is the effect of population growth harsher on developing countries ?
- iii. What is food security dependent on ?
- iv. Why are renewable energy resources called so ?
- v. How does Ozone layer help man ?

**Activity 5***(Text Organisation)*

Answer the following questions as briefly as you can.

- i. What does the writer want to convey in the first section of the text (i.e. A Marvellous planet) ?  
Does he appreciate the earth's environment? Which words tell you so ?
- ii. What does the writer want to convey in the second section (i.e. Environmental Dilemmas) ?  
What dilemma (s) does he present here ?
- iii. How is the tone of the third section different from that of the second ? What does the writer want to suggest here ?
- iv. What do you think is the writer's purpose in the essay ?
- v. What would have been the effect of the text if only the last two sections (i.e. Environmental Dilemmas and A Sign of Hope) had been present ?

**Activity 6***(Grammar)*

In Text A we have come across phrases like

Life - support system

Zero population growth

Fossil fuel consumption

pollution control measures, etc.,

in which the last noun of the phrase is modified by other nouns going before it.

They may be expanded into the 'system that supports life', 'the rate of growth of population is zero', etc.

Now expand the noun phrases *underlined* in the following sentences and rewrite the sentences.

I shall meet you at the car park.

The building materials industry is going through a recession.

You can find the knife in the kitchen cupboard.

He lived a hand-to-mouth existence

The publication department brooght out a pamphlet on Pathani Samant.



**Activity 7***(Grammar)*

Sometimes verb+ing words work as adjectives. *Earth - moving activities, towering trees, self-sustaining communities, pressing problems* are some such examples. Even past participle forms (-en) of verbs work as adjectives, such as *broken doll, the bored children*, etc.

Rewrite the following sentences using a participle (-ing or -en forms):

The town in which I grew up made steel.

(a steel - making town)

We hired builders based on Kolkata. (We hired .....)

The main road which was lined with trees looked majestic. (The main road.....)

His performance at the National games broke a number of records. (It was a ....)

The dispute had been going on for a long time. (It was a ....)

**SECTION B**

Do you think you felt warmer this summer than last year ? What are the possible causes of the progressive increase in temperature during the last few years. The three main causes:

.....  
 .....  
 .....

Now read the following passage and check whether it includes some of the causes you thought of.

Text B

1

1. A large number of scientists have come to the conclusion that global mean temperature of the planet is likely to rise in the range of 1.4 to 5.8°C by 2100 in relation to 1990. The scientific basis of this prediction is contained in the recent report of the Intergovernmental Panel on Climate Change (IPCC) Working Group -1. The question of impact of climate change on natural and human systems has been studied by the Working Group II of the IPCC. Its report, released in February 2001, assesses the sensitivity, adaptability and vulnerability of natural and human systems to the projected climate change scenarios. 'Flic report carries the authority of 183 "lead authors" and 243 "contributing authors". It represents the scientific consensus on this issue. 440 expert reviewers have reviewed the findings in the report which was approved by 100 IPCC members in a conference held in Geneva 13<sup>th</sup> - 16<sup>th</sup> January 2001. IPCC scientists predict bleak and grim future for the planet.
2. One disturbing finding of the report is that global warming is already upon us. Preliminary indications show that changes in regional climate and extreme weather have already affected many physical and biological systems. Increased frequency of floods and droughts in different parts of the world is also attributed to the increase in global mean temperature. Shrinkage of glaciers, melting of ice sheets, lengthening of growing seasons in mid to high latitudes, northward shift of plant and animal habitat boundaries, early flowering of trees, etc, are some examples of the effect of global warming.

3. Human survival is closely linked to the health of the environment. Agriculture, fisheries, human settlements are particularly sensitive to climate. Economic sectors like industry, insurance and financial sendees are also dependent upon environmental conditions. While rich and well - resourced communities may adapt to climate changes at some cost, the poor may not be able to do so. Adaptability in turn depends upon resources, technology, education, skill, infrastructure and management capabilities. The poorer nations are weak in most of these areas. Cost of adaption will increase as global warming takes hold. Global warming would produce net economic losses in many developing countries. The problem of coping with climate change is made worse by existing problems like population growth, etc.

#### Impact on natural and human system

- A wide range of impacts are predicted by scientists. These range from sea level rise to destruction of ecological systems. Every aspect of society will be affected.
- Global warming will bring about major changes in water distribution and have impact on water resources .The flow of water in streams located in high latitudes and south-east Asia will increase while it will decrease in Central Asia, Southern Africa, Australia and the Mediterranean. Most glaciers will shrink while smaller glaciers will disappear. Water stress in lower latitudes will increase. Higher evaporation due to higher temperatures will lead to greater demand for water for irrigation purposes. Water systems which are not managed or poorly managed will be degraded further.
6. Rainfall patterns will change considerably. Monsoons will possibly become more intense causing greater flooding. More rain will fall in shorter periods. This is already happening in southern African regions. The northern latitudes will also become wetter and humid. At the same time, dry and semi land regions will probably become even drier. The change in precipitation will have impact on local agriculture and vegetation.
7. The effect on crops will be varied depending upon many factors such as the type of plant, properties of soil, the interaction between CO<sub>2</sub> and agricultural growth processes. Although, the increased amount of CO<sub>2</sub> in the atmosphere is generally beneficial to vegetation growth, the growth depends on many other factors such as water availability, soil condition, etc. The IPCC projections show that overall food production will decrease particularly at the higher end of the predicted global warming range.
8. Terrestrial and fresh water ecosystems are at risk from climate change. Fresh water fish will migrate poleward. The habitat for cold and cool water fish will be destroyed. Many species of fish will be endangered or destroyed.
9. Climate change will have major influence on the oceans. Decrease in sea ice cover, changes in water salinity, alteration of ocean circulation currents can be expected. Due to the coupling between the oceans and atmosphere, changes in the oceans will in turn interfere with atmospheric circulation. Many marine ecosystems will be affected. In the coastal areas, flooding will increase and land erosion will accelerate. Wetlands mangroves will be degraded or destroyed. Seawater will contaminate fresh water sources. Severity of stonns will increase. Coral reefs, atolls and their biological systems



will be affected. Human health will be at risk. Many vector-borne, food -borne and water -borne infectious diseases will expand their range. The incidence of malaria and dengue, which currently affects 40-50% of the global population, will increase. Increased heat waves would lead to more heat related fatalities. Recurrent flooding will bring in its wake more diarrhoeal and respiratory diseases. Floods and storms will also reduce food production and increase food insecurity. Malnutrition will rise among poorer societies.

10. Socio-economic impacts of climate change will be severe. Many economic sectors, particularly physical infrastructure, will be affected by climate change. Flooding and landslide and sea level rise coupled with uneven rainfall and extreme weather could lead to human migration. This will aggravate living conditions in overcrowded human settlements. Industrial transportation and commercial infrastructure will be degraded by floods and other climate induced phenomena. More energy will be required for cooling purposes in the areas affected by higher temperature. The cost of extreme weather events, borne by insurance and financial services, will increase as global economic losses increase due to catastrophic events.

#### Regional impact

11. The impact of climate change will not be uniform across the regions. The capability to cope up with climate change is different in different areas. For instance, in Asia and Africa, the adaptive capacity of human populations is low due to a variety of factors. More floods, droughts, forest fires, tropical cyclones are predicted for tropical Asia. The region will also be affected by decreased agricultural productivity and sea level rise. However, in northern Asia, agriculture would expand. Infectious disease will rise in parts of Asia. Millions of people living in low -lying coastal areas will be forced to migrate. Bio-diversity will come under threat due to changes in land use pattern. The southern boundary of the permafrost zones of Asia would move northwards.
12. North America and Europe will be affected by climate change but the adaptive capacity is high in these regions. Southern Europe and the European Arctic regions are more vulnerable than other parts of Europe. Similarly, indigenous people and communities in North America will have difficulty in adapting to climate change. Some crops in north America and Canada will benefit from modest warming and increased CO<sub>2</sub>, but this benefit will decline with time as the temperature increases further. Northern regions in Europe and North America will experience early sprffig and increase water flow. Fall in the level of water in the Great Lakes can be expected.
13. Polar regions are highly vulnerable to climate change. Their ecosystems are fragile. Climate change will be the most rapid in these areas. Permafrost thawing, reduction of sea ice, coastal erosion, etc, are already occurring in these areas. Some polar ecosystems may be destroyed completely while some others may adapt. Some of them may be replaced by species migrating from warmer latitudes. The changes in the polar regions may further exaggerate climate change. The modifications in the global climate brought about by the changes in polar regions may last for centuries and could cause



irreversible impact on ice sheets, global ocean circulation and sea level rise.

14. Small island states are extremely concerned over the possibility of expected sea level rise due to melting of ice and the thermal expansion of water as a result of global warming. They will be exposed to enhanced coastal erosion, migration, and increased risk of storm surges. Some of the smaller islands may disappear completely in the next 100 years. Fishery and tourism, the mainstay of the economies of small island states and the livelihood of their populations, will be adversely affected. Agriculture, which supports the populations of these islands and provides them with earning from cash crop exports, is highly vulnerable to climate change.
15. The understanding of the physical, biological, social and economic impact of projected climate change is still incomplete. This has led some people to question the validity of IPCC projections and estimates. The fact, however, remains that numerous studies in different disciplines following varying methodologies all point in one direction - global warming is here and its overall impact will be negative. Socio-economic disruptions are bound to occur. The regional impact will be variable, so will be the capacity of different societies to adapt. Despite uncertainties and incomplete understanding of the global and regional processes that will be triggered by global warming, the time to act is now.
16. Global warming is not unusual in the history of the planet. The difference this time around is that it is occurring at a rapid pace. The impact of global warming will be visible over the time span of a single generation. There is urgent need to take effective action. The Kyoto Protocol of 1997 suggested certain limits on the emissions of CO<sub>2</sub> by major developed countries. These restrictions have still not been accepted. In the meanwhile, the planet continues to get warmer and warmer. The apocalyptic scenarios drawn by the IPCC WG II, which enjoy medium to high level probability of occurrence, may become a reality if steps are not taken immediately to reduce the emissions of the major greenhouse gases.

## GLOSSARY

- [2] Glacier : A slow moving large mass of ice
- [9] Atolls : Islands made of corals and shaped like rings with salt water lakes in the middle
- [13] Permafrost thawing : Melting of snow on a land which is permanently frozen.
- [16] Apocalyptic : A serious event that brings destruction and change.

## Activity 8

(Vocabulary)

Choose words from the passage that mean more or less the following :

(The numbers of the paragraphs in which the words occur are given in brackets.)

- i. The quality of being easily hurt (1)
- ii. A generally accepted opinion among a group of people (1)
- iii. Relating to the earth (8)
- iv. Happening again and again (10)
- v. The plants and animals naturally existing in a place (13)

**Activity 9***(Comprehension)*

On the basis of your reading of Text B mention whether the following statements are true or false. Write (T) for true and (F) for false.

- i. We have already experienced the beginning of global warming.
- ii. India has difficulty in coping with climate change.
- iii. The water level in the Mediterranean will rise due to global warming.
- iv. As a result of global warming India will have shorter rainy seasons.
- v. We had global warming some millions of years ago.
- vi. Polar ice caps will become shorter due to global warming.

**Activity 10***(Comprehension)*

Answer the following questions, each in a sentence or two :

- i. What effects of global warming do we experience now ?
- ii. Experts say that in the future the boundaries of plant and animal habitat will shift northwards. Why do they think so ?
- iii. Why do experts think that the poor will be more affected by global warming than the rich ?
- iv. How will global warming affect India's water resources ?
- v. What will be the effect of global warming in the polar regions ?

**Activity 11***(Note - making)*

While making notes from Text B a student missed some words as given below.

Fill in the blanks to complete the note.

1. (Title)
- A. Introduction (a) \_\_\_\_\_  
(b) IPCC  
(c) .....  
(d) apprehensions
- B. Impact on systems  
(a) Water (i) \_\_\_\_\_  
(ii) Rain fall  
(b) \_\_\_\_\_  
(c) Ecosystems  
(d) \_\_\_\_\_  
(e) Health Hazards
- (D)  
C. Regional: not uniform  
(a) and with low capacity  
(b) and with high \_\_\_\_\_  
(c) Southern..... and  
(d) regions  
(e) Islands
- D. Conclusion : (a) Validity-ed  
(b) pace of \_\_\_\_\_

**Activity 12***(Comparing two texts)*

Discuss answers to the following questions as group-work.

- i. How is text 1 similar to text 2 ?
- ii. How are they different from each other ?
- iii. Text 1 presents the environmental crisis in the second section. Where does text 2 present such crises ?
- iv. What are the authors' attitudes towards such crises ?
- v. Which author is more pessimistic ? Why do you think so ?

**SECTION C**

You have already read two texts on our Environment, both of them written from the scientists' viewpoint. In this section you are going to read excerpts from an address by a former Prime Minister of India, Mrs Indira Gandhi. Do you think, there is a difference in her approach to the environmental problems ?

Now read Text C quickly in order to check if your guess is right.

**TEXT C****HUMAN ENVIRONMENT****INDIRA GANDHI**

1. I had the good fortune of growing up with a sense of kinship with nature in all its manifestations. Birds, plants, stones were companions and, sleeping under the star-strewn sky, I became familiar with the names and movements of the constellations. But my deep interest in this our "only earth" was not for itself but as a fit home for man.
2. One cannot be truly human and civilized unless one looks upon not only all fellow-men but all creation with the eyes of a friend. Throughout India, edicts carved on rocks and iron pillars are reminders that 22 centuries ago emperor Ashoka defined a king's duty as not merely to protect citizens and punish wrong-doers but also to preserve animal life and forest trees. Ashoka was the first and perhaps the only monarch until very recently, to forbid the killing of a large number of species of animals for sport or food, foreshadowing some of the concerns of this Conference. He went further, regretting the carnage of his military conquests and enjoining upon his successors to find "their only pleasure in the peace that comes through righteousness".
3. It is said that in country after country, progress should become synonymous with an assault on nature. We, who are a part of nature and dependent on her for every need, speak constantly about "exploiting" nature. When the highest mountain in the world was claimed in 1953, Jawaharlal Nehru objected to the phrase "conquest of Everest" which he thought was arrogant. Is it surprising that this lack of consideration and the constant need to prove one's superiority should be projected on to our treatment of our fellow-men ? I remember Edward Thompson, a British writer and a good friend of India, once telling Mr. Gandhi that wild life was fast disappearing. Remarked the Mahatma - "It is decreasing in (the) jungles but it is increasing in the towns !"
4. On the one hand the rich look askance at our continuing poverty—on the other they warn us against their own methods. We do not wish to impoverish the environment any



further and yet we cannot for a moment forget the grim poverty of large numbers of people. Are not poverty and need the greatest polluters ? For instance, unless we are in a position to provide employment and purchasing power for the daily necessities of the tribal people and those who live in or around jungles, we cannot prevent them from combing the forest for food and livelihood, from poaching and from despoiling the vegetation. When they themselves feel deprived, how can we urge the preservation of animals ? How can we speak to those who live in villages and in slums about keeping the oceans, the rivers and the air clean when their own lives are contaminated at the source ? The environment cannot be improved in conditions of poverty. Nor can poverty be eradicated without the use of science and technology.

5. It is an over-simplification to blame all the world's problems on increasing population. Countries with but a small fraction of the world population consume the bulk of the world's production of minerals, fossil fuels and so on. Thus, we see that when it comes to the depletion of natural resources and environmental pollution the increase of one inhabitant in an affluent country, at his level of living is equivalent to an increase of many Asians, Africans or Latin Americans at their current material levels of living.
6. The inherent conflict is not between conservation and development but between environment and the reckless exploitation of man and earth in the name of efficiency. Historians tell us that the modern age began with the will to freedom of the individual. And the individual came to believe that he had rights with no corresponding obligations. The man who got ahead was the one who commanded admiration. No questions were asked as to the methods or the price which others had to pay. The industrial civilization has promoted the concept of the efficient man, he whose entire energies are concentrated on producing more in a given unit of time and from a given unit of manpower. Groups or individuals who are less competitive and, according to this test, less efficient are regarded as lesser breeds - for example the older civilizations, the black and brown peoples, women and certain professions. Obsolescence is built into production, and efficiency is based on the creation of goods which are not really needed and which cannot be disposed of, when discarded. What price such efficiency now, and is not reckless a more appropriate term for such behaviour ?
7. All the "isms" of the modern age - even those which in theory disown the private profit principle - assume that man's cardinal interest is acquisition. The profit motive, individual or collective, seems to overshadow all else. This over-riding concern with self today is the basic cause of the ecological crisis.
8. Pollution is not a technical problem. The fault lies not in science and technology as such but in the sense of values of the contemporary world which ignores the rights of others and is oblivious of the longer perspective.
9. There are grave misgivings that the discussion on ecology may be designed to distract attention from the problems of war and poverty. We have to prove to the disinherited majority of the world that ecology and conservation will not work against their interest but will bring an improvement in their lives. To withhold technology from them would

- deprive them of vast resources of energy and knowledge. This is no longer feasible nor will it be acceptable.
10. The environmental problems of developing countries are not the side effects of excessive industrialisation but reflect the inadequacy of development. The rich countries may look upon development as the cause of environmental destruction, but to us it is one of the primary means of improving the environment for living, or providing foods, water, sanitation and shelter, of making the deserts green and the mountains habitable. The research and perseverance of dedicated people have given us an insight which is likely to play an important part in the shaping of our future plans. We see that however much man hankers after material goods, they can never give him full satisfaction. Thus the higher standard of living must be achieved without alienating people from their heritage and without despoiling nature of its beauty, freshness and purity so essential to our lives.
  11. The most urgent and basic question is that of peace. Nothing is so pointless as modern warfare. Nothing destroys so instantly, so completely as the diabolic weapons which not only kill but maim and deform the living and the yet to be born; which poison the land, leaving long trails of ugliness, barrenness and hopeless desolation. What ecological project can survive a war?
  12. It is clear that the environmental crisis which is confronting the world, will profoundly alter the future destiny of our planet. No one among us, whatever our status, strength or circumstance, can remain unaffected. The process of change challenges present international policies. Will the growing awareness of "one earth" and "one environment" guide us to the concept of "one humanity"? Will there be more equitable sharing of environmental costs and greater international interest in the accelerated progress of the less developed world? Or will it remain confined to a narrow concern, based on exclusive self-sufficiency?
  13. The first essays in narrowing economic and technological disparities have not succeeded because the policies of aid were made to subserve the equations of power. We hope that the renewed emphasis on self-reliance, brought about by the change in the climate for aid, will also promote a search for new criteria of human satisfaction. In the meantime, the ecological crisis should not add to the burdens of the weaker nations by introducing new considerations in the political and trade policies of rich nations. It would be ironic if the fight against pollution were to be converted into another business, out of which a few companies, corporations, or nations would make profits at the cost of the many. Here is a branch of experimentation and discovery' in which scientists of all nations should take interest. They should ensure that their findings are available to all nations, unrestricted by patents.
  14. Life is one and the world is one, and all these questions are interlinked. The population explosion, poverty, ignorance and disease, the pollution of our surroundings, the stockpiling of nuclear weapons and biological and chemical agents of destruction are all parts of a vicious circle. Each is important and urgent but dealing with them one by one would be wasted effort.



15. It has been my experience that people who are at cross purposes with nature are cynical about mankind and ill at ease with themselves. Modern man must re-establish an unbroken link with nature and with life. He must again learn to involve the energy of growing things and to recognise, as did the ancients in India centuries ago, that one can take from the earth and the atmosphere only so much as one puts back into them. In their hymn to Earth, the sages of the Atharva Veda chanted : I quote “what of thee I dig out, let that quickly grow over, let me not hit thy vitals, or thy heart.” So can man himself be vital and of good heart and conscious of his responsibility.

### Activity 13

(Self - check)

In this unit you have gone through three texts. You were asked to name the first two texts. Check whether your titles were close to the original titles given below.

- A. “Our Environment” from the book *Environmental Science : Global concern* by W.P. Cunningham and B.W. Saigo (1999) PP - 8 - 11.
- B. “Impact of Global Warming” by Arvind Gupta in *Science Reporter*, April 2001, pp24-26.
- C. “Human Environment” by Indira Gandhi: An excerpt from a speech at UN conference at Stockholm on June 14, 1972.

### Activity 14

(Language Functions)

Unlike in Text A and Text B, in Text C you can find quite a few sentences with the first person subject, *I* or *we*. Why do you think there is such a difference ?

What are the clues in Text C which suggest that it is an excerpt from a formal speech ?

### Activity 15

(Comparison of texts)

- a. The title of Text A is *Our Environment*. The title of Text C is *Human Environment*. Do the titles reflect different points of view ? Explain.
- b. “The inherent conflict is not between conservation and development but between environment and the reckless exploitation of man and earth in the name of efficiency.” What message does the speaker convey through these words in text C ?
- c. “No ecological project can survive a war.” What does the speaker mean ?
- d. Read the last paragraphs of the three texts (A-C). Do you find any difference (s) among their conclusions ? Write a brief note on the difference (s).

### Activity 16

(Comparison of Texts)

Complete the following table contrasting Text C with Text A on the parameters suggested below.

Points of contrast	Text A	Text C
Writer's purpose		
Writer's point of view		
Views on population growth		
Views on ecology		



**Activity 17***(Cohesive Devices)*

What do the italicised words in the following sentences refer to in Text C ? The numbers in brackets are paragraph numbers :

- i. We, who are a part of nature and dependent on *her* for every need, speak ..... (3)
- ii. *It* is decreasing in jungles.....(3)
- iii. *Thus*, we see that when it comes to the depletion of natural resources..... (5)
- iv. *This* is no longer feasible, nor will it be acceptable (9)
- v. Will *it* remain confined to a narrow concern ..... ? (12)

**Activity 18***(Cohesive Devices)*

Choose the correct alternatives to complete the paragraph.

European navigators had also learned that there were other problems besides hunger and thirst. (The navigators/They/Everyone) noticed that ships crews often became very sick, (*as/even though/whereas*) they were eating and drinking regularly, (*although/as/but*) they did not understand why this happened. (*However/in fact/nevertheless*), the crews were suffering from a disease called scurvy, caused by a lack of vitamin C. (*At last / in the long run /although*) their gums became sore, their teeth fell out and many eventually died.

**Activity 19***(Text Organisation)*

Given below are eight paragraphs on an appeal from the World Wildlife Fund. The title of the passage is "Save the Jungle - Save the World". The appeal is given in eight sections, A to H. Arrange the sections in proper order to get the original passage:

- a What are the burning reasons that drive men to destroy our monumental inheritance? Man seldom does anything for entirely rational reasons : usually, the less rational his 'reasons' the more he defends them with short term economic arguments. That is one of the modern lessons in ecology,
- b We need the timber, we need the animals for food, pelts and of course for sport: continues the argument. Well, the forests have always been generous with their riches - so far as they are able. They are not limitless. They are being exhausted' at ever increasing speed, and the habitats of innumerable other species of both flora and fauna are destroyed as a side effect.
- c. Many of you will know - because you have already contributed to our efforts - that the World Wildlife Fund is currently supporting more than 30 important conservation projects in various rainforest areas alone. The funds, 'Save the Tiger' appeal for 400.000 raised to a magnificent 560.000 and governments responded not only by establishing reserves but also controlling the trade in skins.
- d. *We need the land for people* : runs the argument. Well, many people already inhabit the tropical forest belt. There, native tribes have their own low impact life style, hunting trapping, practising a little cultivation. Perhaps not idyllic, it is nevertheless a life style that does not endanger the forest ecosystem. We stress *a little* cultivation because paradoxically, the forest soil is often infertile, trees and green plants thrive on the compost of their fallen foliage, which is rapidly broken down and recycled as nutrients. So when the jungle is cleared to plant crops, there is no means of putting fertility back into the soil. Many governments spend much time resettling people in deforested area as part of so-called forward-looking development projects, but the crop yield is meagre, and brief: the soil soon makes its point. Erosion and flooding also tend to follow deforestation.
- e. The so-called jungle of popular imagination, the tropical rainforest belt stretching around our planet at the Equator, has taken some 60 million years to evolve to its present state. It is . quite simply, the most complex, most important ecosystem on earth.

f. Good husbandry - forest ecology, wisdom in planning less greed and stupidity - could keep Man and the delicate rain forest relationship in balance indefinitely. This is our last great store house... our last wonderland.

g. Homo Faber, 'Man Builder' has tragically always seen the jungle as something alien, and environment to be vanquished, replaced with his own constructions. In the past twenty years the rate of foliage has increased alarmingly and huge tracts of verdant, beautiful forest - an irreplaceable treasure house of living things - has given way often, to wasteland. The evidence is that Man will redouble his destructive efforts until the forest 'system' is smashed, and the jungle will function no more.

h. Now we ask you to help us fund our biggest ever international project : a two -year appeal to raise 1/2 million. The money will be used to sustain national parks and reserves within the tropical rainforest belt, in countries around the globe. Research, planning, manpower, equipment - all will be bought from the money you are able to give. If we cannot save the forests in their original state - and the axe, the bulldozer, and the greater and lesser bureaucrat with his deadly pen have already seen to that - we must save enough to preserve them as living burgeoning ecosystems - the most remarkable on earth.

Discuss, in pairs of groups, what made you arrange the texts in this order, and find out whether there are other ways of arranging them correctly.

#### Activity 20

(Brochure writing)

Read the following travel brochure on the Chilka Lake. Then select five places of tourist interest in Orissa and write a tourism brochure on them.

Columbus could not make it here. But the birds arrive in great numbers.

Year after year.

Millions of inter-continental migrant birds, who go by natural instinct, fly great distances from places as far off as Siberia, Mongolia and South - east Asia to their winter retreat in Chilka - the largest brackish water lake in Asia.

The placid blue lagoon, with a water-spread area of over one thousand square kilometres, is dotted with many picturesque islands and has the lofty mountains of the eastern ghats providing a scenic backdrop. This is the natural habitat of many species of flora and fauna including a number of rare and endangered species like the Barakudia limbless skink.

The many fishing villages and sailing boats add local colour and folk-lore lends a special flavour.

Dolphins provide the element of surprise

And romance is in the air.

Be there and experience the real thing.



## UNIT VII

# THE WORLD OF BUSINESS .

### What does this unit contain?

In this unit you will have further practice in skimming and scanning as reading subskills. You will also have practice in inferring and in assessing the communicative value of a text.

The unit comprises the following sections:-

- (A) *How to write a winning resume-* Dick Irish
- (B) *Advertisement Samples* (From Newspapers and Magazines)
- (C) *On the Education of a Man of Business-* Sir Arthur Helps.

### SECTION A

Imagine that you are the owner of a small factory producing garments. You have to select and engage five employees in your factory. What are the three most important qualities that you would like your employees to possess?

- (i)
- (ii)
- (hi)

Next, suppose you have received more than twenty applications in response to your advertisement for five jobs and you can interview only ten candidates, how are you going to shortlist the ten candidates on the basis of their job applications (also called resumes)? While reading Text A, your focus should be on getting tips on how to select these ten interview's.

### TEXT A

#### HOW TO WRITE A WINNING RESUME

[Read the passage and decide which *main headings* the examples below it refer to.]

The main purpose of a resume is to convince an employer to grant you an interview. There are two kinds. One is the familiar "tombstone" that lists where you went to school and where you've worked in chronological order. The other is what I call the "functional" resume- descriptive, fun to read, unique to you and much more likely to land you an interview.

It's handy to have a "Tombstone" for certain occasions. But prospective employers throw away most of those unrequested "tombstone" lists, preferring to interview the quick rather than the dead.



What follows are tips on writing a functional resume that will get read —a resume that makes you come alive and look interesting to employers.

**Put yourself first:** In order to write a resume others will read with enthusiasm, you have to feel important about yourself. **Sell what you can do, not who you are:** Practice translating your personality traits, character, accomplishments and achievements into skill areas. There are at least five thousand skill areas in the world of work.

**Toot your own horn!** Many people clutch when asked to think about their abilities. Some think they have none at all! But everyone does, and one of yours may just be the ticket an employer would be glad to punch - if only you show it.

**Be specific, be concrete, and be brief!**

**Turn bad news into good:** Everybody has had disappointments in work. If you have to mention yours, look for the positive side.

**Never apologize:** If you're returning to the work force after fifteen years as a parent, simply write a short paragraph (summary of background) in place of a chronology of experience. Don't apologize for working at being a mother; it's the hardest job of all. If you have no special training or higher education, just don't mention education.

**How to psych yourself up:** The secret is to think about the *se//before* you start writing about *yourself*. Take four or five hours off, not necessarily consecutive, and simply write down every accomplishment in your life, on or off the job, that made you feel effective. Don't worry at first about what it all means. Study the list and try to spot patterns. As you study your list, you will come closer to the meaning: identifying your marketable skills. Once you discover patterns, give names to your cluster of accomplishments (leadership skills, budget management skills, child development skills, etc.) Try to list at least three accomplishments under the same skills heading. Now start writing your resume *as if you mattered*. It may take four drafts or more, and several weeks, before you're ready to show it to a stranger (friends are usually too kind) for a reaction. When you're satisfied, send it to a printer; a printed resume is far superior to photocopies. It shows an employer that you regard job hunting as serious work, worth doing right. Isn't that the kind of person you'd want working for you?

### Activity 1

#### (C Comprehension)

Answer the following questions as briefly as you can: »

- The writer talks of two kinds of resume in the first paragraph. Which of them does he consider more useful, and why?
- Why does the writer advise the job-seekers never to be apologetic in a resume?
- Who are the intended audience for this article? How do you know this?
- What does the writer want to be done between the preparation of the first draft of the resume and its despatch to the prospective employer?

**Activity 2***(Guessing the meaning of words)*

Choose the best answer:

- (a) One type of resume is called a 'tombstone' (para 1) because
- it lists what you've done in the past rather than what you can do in future.
  - it lists your achievements in chronological order.
  - it leads you to failure in the job market.
- (b) 'Quick' in para 2 means:
- fast
  - efficient
  - alive
- (c) 'Toot your own horn!' (para 6) means:
- don't be modest.
  - boast about your achievements.
  - tell the employer what you have done in the past.
- (d) 'Many people clutch when asked to ....' ? (para 6) means:
- many people underestimate themselves.
  - many people panic.
  - many people hold on to their old jobs when asked to leave.
- (e) 'How to psych yourself up..' (para 9) means:
- how to make a list of your abilities before you write your resume.
  - how to write your resume most enthusiastically.
  - how to prepare yourself mentally before writing your resume.

**Activity 3***(Cohesive Devices)*

Say what the italicised words refer to in the passage.

- 'Everyone *does*..' (para 6)
- 'One *of yours*...' (para 6)
- 'about what *it* all means' (para 9)
- '*it* shows an employer....' (para 9)

**Activity 4***(Composition)*

Look at the following note, made by someone preparing a resume. Decide which points should be included in the final vision.

- A job as Manager (Research & Development)
- Joined M. A (Economics) in Delhi University.
- Left after the first year because of father's death.
- Studied Business Adm. at Indira Gandhi National Open University.
- Specialized in business application of computers.
- Not sure what I'd be good at doing!
- Have been without a job for three months.
- Can play violin.

- Chairperson of the Parents' Association of my son's school.
- Helped friends to learn computers.
- Worked for 3 years as a sales representative for a computer firm.
- Hated the hard ware selling job.
- Get bored quickly.
- Look after the local club's budget and save 20% of its yearly income.
- Like working in a team.
- Can inspire young people to complete a task
- Teach Economics to a group of 20 poor students of the local colleges without fees.
- 36 years old and only 5 years of salaried employment.

Now group the points you have chosen under the following headings :

- Vocational objectives
- Man management skills
- Competition and team skills
- Management skills
- Summary of background

Write the resume for this person by joining the notes together and adding any other points you consider necessary.

## SECTION B: SOME SAMPLES OF ADVERTISEMENT

Focusing question:-

Look at the advertisement opposite and decide what its main idea is. Choose from the list below.

- (a) Lila Hotels do their best to make their guests feel at home.
- (b) Lila Hotels mostly cater for businessmen/women.
- (c) The guests in Lila Hotels will find all the facilities they require in the building itself.
- (d) Lila Hotels take great care in looking after business women as well as businessmen.

### TEXT B (I)

What I'm really trying to say is that they treat me like a person.

- A rather over-used phrase, I agree, but other business- women will know what I mean.

If I'm in the restaurant, there's none of that over effusive welcome, followed by a table behind a pillar or near the kitchen door.

I don't have to take my briefcase into the bar either, to prove all I want is a drink.

When I go to my room, there are some little extra touches that make me feel especially welcome. It's not simply the softer decor. Lila

**“I've finally  
found a hotel  
that treats me  
like a man.”**



have thoughtfully provided a hairdryer and make up mirror, things I appreciate away from home.

And they can even come up with an iron or a pair of tights at a moment's notice.

So I always stay at Lila I hotel whenever I can. I like their friendly and businesslike attitude towards me.

And speaking as a woman, you can't say fairer than that.

### Lila Hotels International.

*(Nobody works harder to make your stay better)*

#### Activity 5

*(Comprehension)*

- What draws your attention to this advertisement at first sight ?
- Why has the writer inscribed a sentence in big bold letters ?
- What has the writer done to make the advertisement sound personal ?

#### Activity 6

*(Inferring)*

What evidence is there in the passage for the following statements?

- Businesswomen in hotel restaurants are usually seated at the worst tables'.
- Women in bars are usually regarded as being there to pick men up.
- Other hotels are decorated in brighter colours.
- Lila Hotels provide equipment which is usually too bulky to carry in your luggage.
- Lila Hotels are not patronising towards women guests.

Now read the following advertisement and decide what its main idea is.

### TEXT B (II)

Will Russian tanks roar across the plains of Germany?

Will crises erupt somewhere so remote we all have to scour maps to find out where it is?

Will one of our NATO allies call for moral support on its borders?

Will we be asked to join an international peace-keeping force to separate the sides in a civil war?

Frankly, your guess is as good as ours.

The world is so unstable it could go critical at any lime without so much as a warning light.

This is why we have made the Anny much more mobile.

And why we always try to recruit the type of young man who can add calmness and good humour to a tense situation.

Now we need another 900 young Officers whom these men will follow, if necessary, to the ends of the earth.

A job with no guarantee of success.

You may well argue that your joining the Army would not have saved one li fe in Afghanistan.

We would go further, it might not save anyone's life, including your own.

On the other hand, it might.

It might, if enough like-minded men join with you, help to prevent a nuclear war.

And it might, just might, hold the world together long enough for the powers of freedom and sweet reasonableness to prevail.

Some hopes?

Perhaps. But the alternative is no hope at all.

**Hoping for the best, preparing for the worst.**

Your part in this will be to prepare for a war everyone prays will never happen.

Depending on the job you choose, you will rehearse battle tactics in Germany.

Confront heat in Cyprus, Belize or Hong Kong.

And heat of a different sort in Northern Ireland.

You will practise, repair, train and try to forge links with your men that will withstand fire.

Occasionally, you may be asked to clamber into a VC 10 on the way to, well, somewhere like monitoring a cease-fire in Rhodesia.

But more often, the worst enemy your men will face will be boredom, when it will take all your skills as a teacher and manager to motivate them.

Then it will be difficult to remember that you are still protecting your country and all you love most.

**An easy question to dodge.**

The question is, are you prepared to take the job on for three years or longer?

No one will accuse you if you don't.

Women won't send you white feathers and children won't ask what you did in the war.

All we ask is that every young man at least takes the question seriously and answers it to the satisfaction of his own conscience.

This way we are bound to get our 900 new Officers.

If you are undecided but want to take the matter a stage further without committing yourself in any way, write to Major John Floyd, Army Officer Entry, Department A12, Lansdowne 1 House, Berkeley Square, London W1X 6AA.

Tell him your date of birth, your educational qualifications and why you want to join us.

He will send you booklets to give you a far larger picture of the life and, if you like, put you in touch with people who can tell you more about the career.

**Army Officer**

Now decide what the main idea is. Choose from the list below.

- a) It stresses the uncertainty and critical nature of the international situation in order to recruit officers into the army.
- b) It suggests that despite the mixture of boredom and danger, life as an officer is extremely enjoyable.
- c) It suggests that the Army will allow you to travel the world and meet people.
- d) It appeals to the patriotism of the reader to join the Army and defend his country and the free world.

**Activity 7**

(Understanding the writer's purpose)

Does the advertisement appear like an advertisement? If not, what does it look like? Why has the writer chosen such a style and format?

**Activity 8**

(Formulating positive views about oneself)

Imagine that you are an applicant for a suitable job. You have the following advantages (or disadvantages). How will you reply to the questions of your interviewer about these points so that (s)he takes a positive view about you?

- You come off a large family.
- Your major field of study is different from what is required on the job.
- You have changed too many jobs before applying for this one.
- You have chronic asthma.
- You don't know driving or even riding a bicycle.

**Activity 9:**

(Understanding the writer's purpose)

Now look at the advertisement given here. What is special about it? How are the pictures and handwritten words relevant to the writer's intentions?

**Activity 10:**

Now look at the reproduction of a typical ad page of a newspaper given on the opposite page. Find out the relevant advertisement(s) for the following situations.

- Your friend needs help from a beautician for the black marks on her face.
- Your friend wants to find out the details about a bearded man who has been constantly following her for the last two days.
- Your friend is interested in appearing in TV ads.
- Your friend, who is an industrialist, wants to register a trademark for his company.
- Your uncle is going to build a house. He wants to have a good design for his house based on Vastu Shastra.

**SECTION C**

Suppose you are going to take some major decisions in your life now. You have to choose a career and make preparation for your future life. What will be your three most important considerations while choosing a career?

List them below.

- \_\_\_\_\_
- \_\_\_\_\_ : \_\_\_\_\_
- \_\_\_\_\_ . \_\_\_\_\_

Whatever career you choose, the following essay, 'On the Education of a Man of Business' with its insightful observations can light up the path of your life.



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Now read the essay.

TEXT C:

## ON THE EDUCATION OF A MAN OF BUSINESS

*Sir Arthur Helps*

- 1 It would be difficult to lay down any course of study, not technical, that would be peculiarly fitted to form a man of business. He should be brought up in the habit of reasoning closely; and to ensure this, there is hardly anything better for him than the study of geometry.
- 2 In any course of study to be laid down for him, something like universality should be aimed at, which not only makes the mind agile, but gives variety of information. Such a system will make him acquainted with many modes of thought, with various classes of facts, and will enable him to understand men better.
- 3 There will be a time in his youth which may, perhaps, be well spent in those studies which are of a metaphysical nature. In the investigation of some of the great questions of philosophy a breadth and a tone may be given to a man's mode of thinking, which will afterwards be of signal use to him in the business of everyday life.
- 4 We cannot enter here into a description of the technical studies for a man of business; but I may point out that there are works which soften the transition from the schools to the world, and which are particularly needed in a system of education like our own, consisting of studies for the most part remote from real life. These works are such as tend to give the student that interest in the common things about him which he has scarcely ever been called upon to feel. They show how imagination and philosophy can be woven into practical wisdom. Such are the writings of Bacon. His lucid order, his grasp of the subject, the comprehensiveness of his views, his knowledge of mankind - the greatest perhaps that has ever been distinctly given out by any uninspired man - the practical nature of his purposes, and his respect for anything of human interest, render Bacon's works unrivalled in their fitness to form the best men for the conduct of the highest affairs.
- 5 It is not, however, so much the thing studied, as the manner of studying it. Our student is not intended to become a learned man, but a man of business; not a full man, 'but a ready man'.
- 6 He must be taught to arrange and express what he knows. For this purpose let him employ himself in making digests, arranging and classifying materials, writing narratives, and in deciding upon conflicting evidence. All these exercises require method. He must expect that his early attempt will be clumsy; he begins perhaps by dividing his subject in any way that occurs to him, with no other view than that of treating separate portions of it separately; he does not perceive, at first, what things are of one kind and what of another and what should be the logical order of their following. But from such rude beginnings,



method is developed; and there is hardly any degree of toil for which he would not be compensated by such a result. He will have sure reward in the clearness of his own views, and in the facility of explaining them to others. People bring their attention to tire man who gives them most profit for it; and his will be one who is a master of method.

7 Our student should begin soon to cultivate a fluency in writing. I do not mean a flow of words, but a habit of expressing his thoughts with accuracy, with brevity, and with readiness; which can only be acquired by practice early in life. You find persons who, from neglect in this part of their education, can express themselves briefly and accurately, but only after much care and labour. And again, you meet with others who cannot express themselves accurately, although they have method in their thoughts, and can write with readiness; but they have not been accustomed to look(-ing) at the precise meaning of words; and such people are apt to fall into the common error of indulging in a great many words, as if it were from a sort of hope that some of them might be to purpose.

8 In the style of a man of business nothing is to be aimed at but plainness and precision. For instance, a close repetition of the same word for the same thing need not be avoided. The aversion to such repetitions may be carried too far in all kinds of writing. In literature, however, you are seldom brought to account for misleading people; but in business you may soon be called upon to pay the penalty for having shunned the word which would exactly have expressed your meaning.

9 I cannot conclude this essay better than by endeavouring to describe what sort of person a consummate man of business should be.

10 He should be able to fix his attention on details and be ready to give every kind of argument a hearing. This will not encumber him, for he must have been practised beforehand in the exercise of his intellect, and be strong in principles. One man collects materials together, and there they remain, a shapeless heap; another, possessed of method, can arrange what he has collected: but such a man as I would describe, by the aid of principles, goes farther, and builds with his materials.

11 He should be courageous. The courage, however, required in civil affairs is that which belongs rather to the able commander than the mere soldier. But any kind of courage is serviceable.

12 Besides a stout heart, he should have patient temperament, and a vigorous but disciplined imagination and then he will plait boldly, and with large extent of view, execute calmly and not be stretching out his hand for tilings not yet within his grasp. He will let opportunities grow before his eyes, until they are ripe to be seized. He will think steadily over possible failure, in order to provide a remedy or a retreat. There will be the strength of repose about him.

13 He must have a deep sense of responsibility. He must believe in the power and vitality of truth, and in all he docs or says, should be anxious to express as much truth as possible.



- 14 His feeling of responsibility and love of truth will almost inevitably endow him with diligence, accuracy, and discreetness- those commonplace requisites for a good man of business, without which all the rest may never come to 'translated into action'.

### Glossary

- [3] metaphysical:- related to the philosophy dealing with the nature of existence of truth and knowledge.
- [4] *Bacon*: Sir Francis Bacon, 17th century thinker and essayist whose essays are classics and whose epigrams (^concise wise sayings) are signposts of wisdom.
- [8] *shunned*': avoided
- [9] *consummate*': complete and perfect in everyway.
- [10] *encumber*, to prevent someone from acting freely.

### Activity 10

(Comprehension)

Answer the following questions in a sentence or two:

- a) How is "universality" in a course of study helpful to a man of business ?
- b) What should a young person read during the transitional period from school to his entry into the affairs of the world?
- c) How is a 'ready man' different from a 'full man'?
- d) How can a youngman be trained to be methodical?
- e) Why should a man of business be allowed to repeat some apt expressions which learned man should avoid?
- f) How can the sense of responsibility help a man develop his personality?

### Activity 11

(Grammar Review)

We often use *should* or *ought to* interchangeably with little difference of meaning. But there are places where one is preferred to the other.

*Should* is preferred when an outside authority rather than the speaker himself recommends:

In case of power failure the computer *should be* switched off.

*Should* is also preferred when we give advice with 'I':

I *should* avoid his company, if I were you.

Now use *should* or *ought to* in the blank spaces. In some places you can use either of them. :

- (a) This bottlebe kept out of reach of children.
- (b) If I were feeling ill, Istay at home today.
- (c) I think youhave listened to him if I were you. It could have helped you.
- (d) According to the instruction printed on.the bottle, itbe refrigerated after opening.
- (e) The application you sendinclude the details of your past experience.

**Activity 12***(Grammar Review)*

Complete the sentences with *must* or *have/has to* :

- The patient ~~have~~ at least eight hours' sleep a night. He ~~has got~~ a lung problem and he give up smoking.
- That's really good news. I ~~phone~~ my friend, Kim.
- I always sleep through the alarm clock. My Dad ~~wake~~ me up every morning.
- "Can we meet tomorrow evening?" "Sorry, no. I ~~go~~ to the dentist at 7 o'clock."
- To get to Bangalore, I ~~borrow~~ money from my sister.

**Activity 13***(Brochure -writing)*

Write a brochure to advertise the KALINGA-brand portable water heater, battery-operated fan or sports bicycle. You are to mention the features of the products, their usefulness and inexpensiveness. Your purpose is to create in your customers a desire to buy the products.

Some of you may have to go in front of the class and advertise your goods.

**Activity 14***(Pamphlet Writing)*

Write a pamphlet on any one of the above products to be placed in the box containing that product. It should be informative and should also serve as an *instruction manual* for the customer.

**Activity 15***(Understanding the structure of the text)*

The following passage was originally in 6 paragraphs. But all of them have been combined into one. You are to find out the places where new paragraphs begin and mark them with (#).

**UNCONSCIOUSNESS**

Unconsciousness is a state where the person appears to be in deep sleep from which he/she cannot be awoken. The individual does not respond to any external stimuli, like sprinkling cold water on the face, and for that matter even painful ones like piercing with a pin, tingling a nerve, etc. This insensible state is brought about by some interference in the normal functioning of the brain and the nervous system. Unconsciousness when partial is called stupor and when complete is termed as coma. In cases of stupor, the individual can be roused with difficulty but the eyelids cannot be opened due to the resistance by the individual. In coma, however, although there is no response when an individual is being called, the lids can be opened without any resistance. The usual cases of unconsciousness include fainting, sun stroke, concussion, etc. Fainting is caused by the temporary reduction in the blood supply to the brain because of fright, unexpected good or bad news, etc. People held up in stuffy places like elevators often faint. A sudden fall in blood pressure can also cause fainting. The individual appears pale, becomes weak and slow; breathing becomes shallow and the skin turns cold and clammy. Excessive summer heat can make an individual faint. Prolonged exposure to sun may also cause sunstroke which starts with headache, vomiting, dizziness, cramps, or dryness of the

throat. Concussion commonly results in unconsciousness. Direct injury to the brain caused by either a blow on the head or a fall from a height, etc. may result in concussion and compression. The casualty may 'black out' for a short while in mild cases. Cocussion and compression result in stupor or coma in more serious cases. An individual could suddenly become unconscious due to a heart attack. The initial signs are vomiting, profuse sweating and pain in the left side of the chest.

### Activity 16

#### *(Cohesive Devices)*

Choose correct alternatives from the given choices to fill the blanks 1 - 5 in the following passage.

The problem of deep sea pollution can only be solved by international co-operation. (1) the problem of pollution and coastal degradation of our own shoreline is our special problem, which we must be conscious of and tackle by ourselves. Pollution only means dirt, (2) "matter in the wrong place". Getting late or becoming ignorant about it all can be disastrous.

There are types and degrees of pollution, but even a slight amount can affect natural and necessary functions and movements. We have seen that pollution near the coast and in estuaries and creeks affects the breeding of fish, thus reducing their numbers in the deep sea. But heavy pollution, (3) that of Mahim Creek in Mumbai, also kills the coastal vegetation like mangroves which is responsible for holding the sand and mud in place and consequently for the health of coastal areas. Coastal and estuarine lands are often extremely fertile; the nutrients washed down in rivers often "pile up" in (4) flat marshy areas, making the soil rich (5) the lagoons are the fish nurseries. Good vegetation cover is one way of dealing with polluted water in such areas, for the plants absorb much of the waste matter.

- (1) However/ though/ although/ but
- (2) On the other hand/ in other words/ whereas/ broadly speaking
- (3) Mainly/ similar to/ such as/ specially
- (4) These/ those/ this/ many
- (5) And/ when/ where/ while





## UNIT VIII

# THE CHANGING WORLD

### What does this unit contain ?

This unit aims at developing in you the skills of predicting and guessing. It will also help you discriminate between facts and opinions, and detect the writer's bias, if any. You will also have further practice in comparing and contrasting texts on a particular theme.

The unit includes the following texts :

- A) *The year 2050 -Reflections of a Futurist* - Theodore J Gordon  
B) *Power-Shift* - Alvin Toffler  
C) *The Mushroom of Death* - Amalendu Bandyopadhyay

### Section A

How will you look after 50 years ?

What will be the major changes in the world by that time ?

Think of the possible changes in the fields of agriculture , medicine and transport. List out three of the possible changes

- i)
- ii) \*
- iii)

Now read the following passage :

### TEXT A :

#### THE YEAR 2050 - REFLECTION OF A FUTURIST

*Theodore J. Gordon*

- 1 One of the most remarkable features of 2050 will be that most of the 1960 babies will still be alive.
2. Why do I think that more than 50 percent of the "boom babies" will survive to age 90 when today only 18 percent do ? Because of a biomedical revolution which is under way.
3. In the last 20 years spectacular and unexpected changes have been taking place. Deaths from major cardiovascular diseases have dropped 20 percent; hypertensive deaths by two-thirds; stroke deaths by 20 percent; and death due to rheumatic heart disease by 50 percent. Recent availability of drugs which offer control of hypertension explain part of the improvement, but not all. Whatever the reasons -

availability of antibiotics, better health care, attention to diet, jogging, exercise - the effects in the United States are clear-cut and lasting.

4. It is also possible that by the middle of the 21st century some progress will have been made toward extending the human life span beyond 110 years.
  5. But increased longevity and improved health are likely to have several drawbacks :
    - World population will be larger than it might have been. The most optimistic forecasts of demographers would place world population in 2050 at about 10,000 million ( as compared to our current 4,200 million); with increased longevity, population is likely to be about 12,000-13,000 million.
    - Low birthrate and increased longevity combine to raise the average age of the population. In 1980 it was 30.1 years in the United States; by 2050 it will be almost 40.
    - There is likely to be a period of difficult social adjustment as longevity increases. For example, most pension funds and annuities in the United States have been computed on the basis of higher death rates than we will achieve. This means that the funds will be paying out longer than expected, and this extra burden, added to other problems of pension funds, will undoubtedly put additional strains on them early in the next century.
  6. With these 12,000 - 13,000 million people, the world of 2050 is apt to be much smaller than it is now: less space per person, more rapid spread of ideas through instantaneous, inundating media.
  7. On the "up" side are nascent technologies and infrastructural changes which improve distribution, reduce spoilage, bring new foods into wide use, improve productivity and increase the amount of arable acreage under cultivation. There is a really good chance that huge increases in food production can come from such developments as :
    - new plant varieties, obtained through genetic engineering, which are photosynthetically efficient, use less water and tend to be self-fertilizing;
    - improved uses of the ocean, including domestication of sea animals and aquaculture, and,
    - tropical agriculture, which will open to the world many billions of acres of land currently unusable. This requires development of fundamentally new farming techniques that utilize the patterns of heat and rain to advantage.
- By 2050 or so, our conventional petroleum reserves will have been substantially exhausted. The price of what remains will be so high that it will be impractical to burn it.
8. Before nondepletable alternatives are commercially developed, new synthetic fuel industries for the conversion of coal to gaseous and liquid fuels and the extraction of petroleum liquids from oil shale are likely to arise.
  9. No one is sure, of course, how the energy picture will ultimately evolve, but the probability is an electricity scenario. All of the advanced energy technologies that we

hear discussed today - solar, geothermal, wind power, fusion - arc electricity producing. Given a breakthrough or two, it seems to me that the time of the electric automobile is almost here.

10. Furthermore, by the year 2050 we should be well along towards utilizing two virtually inexhaustible energy resources: solar electric power and nuclear fusion. Today neither possibility is very far advanced - both are expensive compared with existing systems; both require a great deal of basic and applied scientific research development, large-scale engineering and capital. But given these systems, we will have supply, not only of electricity, but of transportation fuels as well, since their output is convertible to mobile energy sources via hydrogen or through the use of yet-to-come energy storage technologies. The promise of these systems lies in providing means for generating power using essentially unending energy sources. Thus, they promise abundance, if not low cost. Their cost, of course, depends on how the technologies evolve.
11. Technology seems to come in waves. In the field of energy we are witnessing the plateau of the fossil wave; solar and fusion are to follow. Between now and 2050 there are, it seems to me, three other technology waves which will blossom, plateau and, to a large extent, determine what life will be like for the boom babies and their progeny. These technologies are electronics, genetics and psychology.
12. Electronics is blossoming now and will plateau in the first or second decade of the next century. This means that essentially anything we can conceive of doing electronically can be done: go-anywhere telephones; fingertip information on nearly any topic; machines which speak and listen; three-dimensional life size television; complete automation of appliances.
13. Well before 2050 progress in artificial intelligence will certainly have caused us to re-examine what it means to be human. When machines which augmented human mechanical capability were first introduced at the onset of the industrial revolution, the Luddites, fearing the machine age, asked the question, "What's left for humans?"
14. The answer at that time was that the human role is intellectual. Now there is the real possibility that machines will be able to perform intellectual tasks as well. Take any measure of human intellectual performance - IQ, recall, attention span, creativity. By early in the next century machines will be available which perform better in these dimensions than human beings. The Luddites' question will be asked again.
15. Two possible answers occur to me. First, we might view the machine as a colleague, working with us to augment our own sensory and reasoning capacities. Second, we might view ourselves ultimately as the framers of appropriate questions, the organizers of automated intellectual capacity in the pursuit of human needs, institutions and pleasures.
16. Genetics is a science about to become a technology. Early in the next century when developments in electronics are slowing developments in genetics will be accelerating. This technology will lead to the ability to "design" plants and animals to perform human functions. In agriculture, scientists will be able to produce plants which have



improved photosynthetic efficiency, minimum water requirements, self-fertilizing characteristics and a desired spectrum of nutrient qualities. In mining, organisms will metabolize desired metals and thus concentrate them for later "harvesting." In the production of pharmaceuticals, micro organisms will be used as factory workers to produce chemicals normally found only in natural body and plant processes

17. Finally, in medicine, scientists will intervene in the process by which genetic diseases -such as sickle cell anaemia, Tay Sachs disease and mongolism - are passed from parents to progeny, to cure these diseases before conception. They will also address other diseases currently suspected of having a genetic origin, such as propensity to cancer or heart disease, and perhaps even the rate of ageing itself. Ultimately, perhaps before 2050, this science of genetics, which will prove so important, will give us the ability to design animals, including ourselves.
18. By 2050 the technology of psychology may be ready to take off. The "trigger" discovery will be understanding how memory is recorded and retrieved. Today there is no clear understanding about whether memory is chemical, electrical or physical. Knowing how memory is stored and retrieved will improve education, persuasion, rehabilitation, personality development, knowledge itself, and open the huge and exciting possibility of expanding mental capacity closer to the limits of human potential.
19. Finally, by 2050, space may again offer several frontiers: in orbit, on the moon and elsewhere beyond the earth. A small town may be in orbit to take advantage of the unique characteristics which the orbital environment offers. Perhaps by 2050, observers in the orbital city could follow world food supply and predict harvest size and crop disease. Fishery surveys could be conducted to determine the quantity and location of meat-fish herds. Plankton and other small organisms could be detected from orbit and hazard warnings issued to shipping and coastal cities. Weather observation and prediction may be a primary business in this orbital town: air pollution measurements and contamination warning systems can be operated from orbit.
20. By the next century it may be possible to accomplish careful and limited weather manipulation from orbit. For example, large-scale cloud seeding might utilize orbital bombing with silver iodide. An orbiting mirror might be used to heat certain portions of the atmosphere to deflect atmospheric currents and thus divert rain- laden clouds or storms. The mirror might also be used to illuminate portions of the earth to speed crop maturation, or perhaps to aid in night time rescue operations.
21. In the next century, space may provide an alternative to war. Space, after all, offers the potential for a nonwarlike political arena where political advantage may be obtained without killing. As it may permit nations to develop advanced technologies without building weapons, it could thus provide new chances for international co-operation.
22. Space discoveries will tend to place man in diminishing perspective with respect to the

cosmos which surrounds him. This realization - coming over decades - may help to illustrate the futility and purposelessness of conflict on earth. And as the earth becomes smaller as a result of its growing population, the limitless boundaries of space will begin to open to infuse in imaginations the spirit of exploration that otherwise would be denied to all of the generations that come after ours.

23. The boom babies will face significant challenges in the years ahead. From our present perspective, 50 years is a very distant time horizon, but from the perspective of history, it is a mere blink of an eye. And yet the challenges and opportunities for the generation we spawned are staggering in their potential.

**Glossary**

(The number within the brackets indicate the paragraph in which the word occurs)

- [7] *nascent* : just beginning and expected to become stronger and bigger
- [7] *arable* : land suitable for growing crops
- [13] *augment* : to increase the value or effectiveness of 'icthing
- [13] *luddites* : those who are strongly opposed to using modem machines and methods
- [23] *spawned* : laid eggs ( fish, frog, salmon, etc. )

**Activity 1**

*(Vocabulary)*

Choose the word from the passage, which more or less mean the following. The paragraph numbers have been given in brackets

- (i) one who studies changes in population in an area [5]
- (ii) long existence [5]
- (iii) to be flooded with something [6]
- (iv) the things that develop from a particular thing [9]
- (v) natural tendency to behave in a particular way [17]
- (vi) the act of controlling or influencing somebody or something by clever or unfair means [20]

**Activity 2**

*(Facts and opinions)*

Some facts as well as some opinions of the writer have been presented in the essay. Put the facts and the **opinions** in different columns below

<u>Facts</u>	<u>Opinions</u>
Now 18% Americans reach the age of 90	more than 50% people who were born in 1960 will be alive by 2050

**Activity 3**

*(Remedial Grammar)*

Fill in each blank with the appropriate verb phrase from the following list :

- must have left*      *might have been*      *wouldn't be*      *shouldn't have left*
- won't be*      *would happen*      *mustn't have rung*      *might have taken*      *will live*

(a) Sunita : Do you know a girl of Standard V was knocked down by a town bus in from of our school gate this afternoon?

Binita Oh no! I always said thissooner or later.



Sunita She is badly injured but she-----, they say. But she----- out of hospital for a few weeks.

(b) Gopi : There's a letter on the floor outside the door. The postman----- it.

Moti : Well, heit outside. Someone----- it. Why didn't he ring the bell ?

Gopi : He always rings the bell. You----- out when he came.

Moti I haven't been out. So he the bell

#### Activity 4

##### (Writing)

The writer of the passage has hypothesized about the development in Energy Resources, Genetics, Medicine, Electronics, Psychology, etc.

Before reading the text, you hypothesized about the future of transport. Write a paragraph on the transport in 2050 to be included in the passage. Suggest the place of the text where you would like to insert your paragraph.

#### SECTION B

There is a popular saying "Knowledge is Power." How can it be true ? Give examples to explain this equation :

Now read Alvin Toffler's *Power-Shift* . You may find some of your points mentioned. You must focus your attention on the way Toffler presents those points, while reading the text.

#### TEXT B:

### POWER - SHIFT

*Alvin Toffler*

1. A revolution is sweeping today's post-Bacon world. No genius in the past - not Sun-Tzu, not Machiavelli, not Bacon himself - could have imagined today's deepest power shift: the astounding degree to which today both force and wealth themselves have come to depend on knowledge.

2. Military might until not long ago was basically an extension of the mindless fist. Today it relies almost totally on "congealed mind" - knowledge embedded in weapons and surveillance technologies. From satellites to submarines, modern weapons are constructed of information - rich electronic components. Today's fighter plane is a flying computer. Even "dumb" weapons today are manufactured with the help of supersmart computers or electronic chips.

3. The military, to choose a single example, uses computerized knowledge - "expert systems" - in missile defense. Since subsonic missiles speed along at about 1,000 feet a second, effective defense systems need to react in, say, 10 milli seconds. But expert systems may embody as many as 10,000 to 100,000 rules elicited from human specialists. The computer must scan, weigh, and interrelate these rules before arriving at a decision as to how to respond to a threat. Thus the Pentagon's Defense Advanced Research Projects Agency (DARPA), according to *Defense Science* magazine, "has set as a long-range goal in the design of a system that can make "one million logical inferences per second." Logic, inference, epistemology - in short, brain work, human and machine - is today's precondition for military power.



4. Similarly, it has become a business cliché to say that wealth is increasingly dependent on brainpower. The advanced economy could not run for thirty seconds without computers, and the new complexities of production, the integration of many diverse (and constantly changing) technologies, the de-massification of markets, continue to increase, by vast leaps, the amount and quality of information needed to make the system produce wealth. Furthermore, we are barely at the beginning of this “informationalization” process. Our best computers and CAD - CAM systems are still stone-age primitive.
5. Knowledge itself, therefore, turns out to be not only the source of the highest-quality power, but also the most important ingredient of force and wealth. Put differently, knowledge has gone from being an adjunct of money power and muscle power, to being their very essence. It is, in fact, the ultimate amplifier. This is the key to the *powershift* that lies ahead, and it explains why the battle for control of knowledge and the means of communication is heating up all over the world.
6. Knowledge and communication systems are not antiseptic or power-neutral. Virtually every “fact” used in business, political life, and everyday human relations is derived from other “facts” or assumptions that have been shaped, deliberately or not, by the preexisting power structure. Every “fact” thus has a power-history and what might be called a power-future - an impact, large or small, on the future distribution of power.
7. Nonfacts and disputed facts are equally products of, and weapons in, power conflict in society. False facts and lies, as well as “true” facts, scientific “laws” and accepted religious “truth”, are all ammunition in ongoing power-play and are themselves a form of knowledge, as the term will be used here.
8. There are, of course, as many definitions of knowledge as there are people who regard themselves as knowledgeable. Matters grow worse when words like *signs*, *symbols*, and *imagery* are given highly technical meanings. And the confusion is heightened when we discover that the famous definition of *information* by Claude Shannon and Warren Weaver, who helped found information science, while useful for technological purposes, has no bearing on semantic meaning or the “content” of communication.
9. In general, in the pages ahead, *data* will mean more or less unconnected “facts” ; *information* will refer to data that have been fitted into categories and classification schemes or other patterns; and *knowledge* will mean information that has been further refined into more general statements. But to avoid tedious repetition, all three terms may sometimes be used interchangeably.
10. To make things simple and escape from these definitional quicksands, even at the expense of rigour, in the pages ahead the term *knowledge* will be given an expanded meaning. It will embrace or subsume information, data, images, and imagery, as well as attitudes, values, and other symbolic products of society, whether “true”, “approximate”, or even “false.”
11. All of these are used or manipulated by power-seekers, and always have been. So, too, are the media for conveying knowledge: the means of communication, which, in turn, shape the messages that flow through them. The term *knowledge*, therefore, will be used to encompass all of these.

- Besides its great flexibility, knowledge has other important characteristics that make it fundamentally different from lesser sources of power in tomorrow's world.
- Thus force, for all practical concerns, is finite. There is a limit to how much force can be employed before we destroy what we wish to capture or defend. The same is true for wealth. Money cannot buy everything, and at some point even the fattest wallet empties out. By contrast, knowledge does not. We can always generate more.
14. The Greek philosopher Zeno of Elea pointed out that if a traveller goes halfway to his destination each day, he can never reach his final destination, since there is always another half-way to go. In this same manner we may never reach ultimate knowledge about anything, but we *can* always take one step closer to a rounded understanding of any phenomenon. Knowledge, in principle at least, is infinitely expandable.
15. Knowledge is also inherently different from both muscle and money, because, as a rule, if I use a gun, you cannot simultaneously use the same gun. If you use a dollar, I can't use the same dollar at the same time.
16. By contrast, both of us can use the same knowledge either for or against each other- and in that very process we may even produce still more knowledge. Unlike bullets or budgets, knowledge itself doesn't get used up. This alone tells us that the rules of the knowledge-power game are sharply different from the precepts relied on by those who use force or money to accomplish their will.
17. But a last, even more crucial difference sets violence and wealth apart from knowledge as we race into what has been called an information age: By definition, both force and wealth are the property of the strong and the rich. It is the truly revolutionary characteristic of knowledge that it can be grasped by the weak and the poor as well. Knowledge is the most democratic source of power.
18. Which makes it a continuing threat to the powerful, even as they use it to enhance their own power. It also explains why every power-holder - from the patriarch of a family to the president of a company or the Prime Minister of a nation - wants to control the quantity, quality, and distribution of knowledge within his or her domain. The concept of the power triad leads to a remarkable irony.
19. For at least the past three hundred years, the most basic political struggle within all the industrialized nations has been over the distribution of wealth: Who gets what? Terms like *left* and *right*, or *capitalist* and *socialist*, have pivoted on this fundamental question.
20. Yet, despite the vast maldistribution of wealth in a world painfully divided between rich and poor, it turns out that, compared with the other two sources of worldly power, wealth has been, and is, the *least* maldistributed. Whatever gulf separates the rich from the poor, an even greater chasm separates the armed from the unarmed and the ignorant from the educated.
21. Today, in the fast-changing, affluent nations, despite all inequities of income and wealth, the coming struggle for power will increasingly turn into a struggle over the distribution of and access to knowledge.
22. This is why, unless we understand how and to whom knowledge flows, we can neither



protect ourselves against the abuse of power nor create the better, more democratic society that tomorrow's technologies promise.

The control of knowledge is the crux of tomorrow's world-wide struggle for power in every human institution.

## GLOSSARY

- [2] *congeal* : thickening of a liquid  
 [3] *Pentagon* : headquarters of US Department of Defence  
 [4] *cliche (s)* : a frequently used idea that has lost effectiveness  
 [20] *chasm* : a very deep crack ( in rock, earth, or ice)  
 [23] *crux* : most important part of a problem

## Activity 5

(Vocabulary)

Find the words from the passage, which more or less mean the following :

- (i) shocking or amazing [ 1 ]  
 (ii) careful watching of a suspect [2]  
 (iii) boring and uninteresting [9]  
 (iv) to include something within a larger group [10]  
 (v) a group of three similar things [18]

## Activity 6

(Writer's bias)

"Our best computers .... are still *stone-axe* primitive." The italicized metaphor emphasizes the obsolescence and inadequacy of our best computers. Can you find any other such expressions in the passage, which have a metaphorical meaning ? Do such expressions convey the writer's bias ?

Expressions	Meaning	Any bias of the writer?

## Activity 7

(Text structure)

In many old fashioned Grammar books you may find some objection to the use of one-line paragraphs. Are there any one-line paragraphs in this passage? Why does the writer use them? Is he justified in using such small paragraphs?

## Activity\* 8

(Note-making)

In the first section of the passage we came to know that

- (1) Force and wealth « knowledge  
 (2) Knowledge -> power  
 (3) Force and wealth e knowledge



That is to say, force and wealth depend on knowledge; knowledge is the source of highest-quality power; and knowledge is the most important ingredient of force and wealth.

Now, make point-notes on sections 2 and 3, using such symbols wherever possible.

### Activity 9

(Comprehension)

Answer these questions as briefly as you can.

- How does Toffler establish that knowledge is the most important ingredient of force and wealth?
- How does he distinguish among *data*, *information*, and *knowledge*!
- Why is the second section named *Facts, Lies, and Truth*!
- How is it that knowledge is the most democratic source of power?
- What does Toffler mean by the 'concept of the power-tria'? (paragraph -18)
- Look at the introduction and the conclusion, and say briefly how they relate to the body-paragraphs of the excerpt.

### Activity 10

(Writing)

If knowledge, as Toffler concludes, is going to be the crux of tomorrow's power-struggle, what would be the shape of tomorrow's education? Use your power of logical prediction, and write a short essay of 200 words on 'The Future of Education'.

### Section C

In Text A you were exposed to a futuristic view of the scientific and technological world that is likely to emerge by 2050. But will the world survive so long? If your answer is in the negative, what possible threats do you apprehend?

co \_\_\_\_\_ :

(ii)

(iii) \_\_\_\_\_

Discuss the possible threats with your friends and short-list the threats in order of their potential of danger.

Now read Amalendu Bandyopadhyay's "The Mushroom of Death" and find out what dangers, the writer thinks, lie ahead for humanity.

### TEXT C :

## THE MUSHROOM OF DEATH - THE WORLD AFTER A NUCLEAR WAR

*Amalendu Bandyopadhyay*

- The bombing of Hiroshima and Nagasaki provide our only direct experience of the consequences of nuclear explosions on cities. Those events have taught us a great deal about the potential physical and biological impact of a nuclear war. But it must be remembered that the cities of Hiroshima and Nagasaki experienced only a single explosion each of a weapon much smaller in yield than many of those stockpiled in world nuclear arsenals today. The bomb dropped on Hiroshima released energy equalling 20 kilo-tons
  - of chemical explosive.

- 2 It must be remembered that the environmental impact of the Hiroshima and Nagasaki bombs were geographically limited, and survivors were almost immediately able to obtain medical and other assistance from outside. Thus the impact of those bombs, though devastating for the people directly affected, was much more limited than might be expected in a full-scale war.
- 3 The deployment of increasing numbers of powerful weapons since Hiroshima and Nagasaki prompts the question: "What will happen if many modern nuclear weapons are exploded?" It is obvious that the consequences will be far more severe than in 1945. The most important fact is that the consequences can be of a kind that were not even contemplated until recently, i.e., the possibility that smoke from massive nuclear-ignited urban fires can cause a worldwide disruption in the planet's weather and climate.
- 4 What are the effects of an air burst of a nuclear weapon? Nearly all the energy of the explosion is added to the surrounding air in the form of an extremely strong shock wave which propagates outward, rendering the air luminous and creating a fireball in the immediate vicinity of the burst. If the explosion occurs close to the surface, there will be a shock wave coupled to the ground and a crater can be dug in the ground. The main material damage of a nuclear explosion is caused by the blast or shock wave. The light emitted from the fireball causes thermal effects that depend upon the amount of thermal energy incident on exposed material of skin of man. Also an air burst produces initial radiations of which the most harmful are the gamma rays and neutrons. Fallout nuclear radiation becomes increasingly important as the relative height of the explosion decreases. Lethal fallout from a large-yield surface burst surpasses the range of all other effects, especially in the downwind direction.
- 5 Although the actual inventories of nuclear weapons are secret, authoritative unclassified estimates of existing and projected weapons systems indicate that world arsenals contain about 50,000 weapons, with a combined explosive yield of nearly 12,000 megatons. Most of these weapons are almost evenly divided between the USA and Russia, with a smaller number in Britain, France and China. These estimates were made in 1984.
- 6 It may be better to consider the effects of a large scale exchange of weapons which is plausible in the context of the current stock-piles. Within a millionth of a second after a nuclear weapon is detonated, enough energy is released to heat the surrounding air to tens of millions of degrees Celsius, forming a hot, buoyant bubble of gases or a fireball. There is also a very intense thermal pulse which appears as a brilliant flash of light lasting for a few seconds. As the fireball rises, it spreads out to form the distinctive mushroom cloud and its ascent creates strong suction at the ground level. This updraft, containing dust, smoke and radioactivity created by the explosion, forms the stem of the mushroom cloud. The fireball cools as it rises and expands and in the case of explosions in the megaton range, the top of the mushroom cloud stabilizes within the stratosphere. It has been estimated that for weapons exploded between the surface and an altitude of 30 km, about one-third of the energy is released in the thermal pulse, half as a blast and the remainder as nuclear radiation.



- 7 The thermal pulse of a nuclear fireball can ignite fires over an area of covering 200 to 600 sq. km. Near the central point of the explosion, even buildings of heavy construction will collapse. Within this zone, the thermal radiation will be so intense that many materials may be simultaneously ignited in fires. The potential burn-out urban areas can be as extensive as 1,000 sq. km. for a one megaton explosion. The spilling of flammable liquids, fuels and petrochemicals will contribute greatly to the spread of the fire.
- 8 Scientists have suggested that the smoke produced by the burning of cities in the aftermath of a nuclear war may significantly affect the earth's climate for long periods of time. Lofted into the upper atmosphere, this black smoke can have a serious climatic effect by blocking the sun's light and causing a severe cooling of the earth's surface. The blacker the smoke, the higher its content of elemental carbon and the more strongly it absorbs solar energy. As a result, the amount of solar energy that reaches the earth's surface can be greatly reduced. The absorption of sunlight at high altitudes by soot particles also causes a reduction in the greenhouse effect at the earth's surface, causing ground temperatures to be much reduced.
- 9 The effect on the earth's land surfaces of a severely reduced incoming solar radiation is to alter drastically the normal heat balance of the atmosphere and continental surfaces. The oceans play an extremely important role in influencing the earth's climate. If ocean conditions are significantly altered, this can have a profound effect on the global post-war climate. It is known that monsoons are large-scale atmospheric circulation patterns driven by seasonal differences between land and sea surface temperatures. There is little doubt that in an atmosphere altered by a nuclear war in the northern summer, normal rainfall patterns over the monsoon regions of tropical Africa and southern Asia (which includes India) will be drastically affected.
- 10 Studies with models that generate their own precipitation indicate that there can be substantial reduction in precipitation over most of the world in a post-war environment. One model has predicted a 25 per cent drop over the oceans about three months after the smoke is injected into the atmosphere. A question remains to be answered: "Will the earth's climate be permanently changed by the after-effects of a large-scale nuclear war?" At the present state of scientific knowledge, it is considered probable that there will be serious global climatic and environmental disturbances for at least weeks and months and that the effects might linger for years.
- 11 A large-scale exchange of nuclear weapons will produce unprecedented amounts of radiation that can penetrate and damage biological tissue. The most intense radiation will be contained in the early or local fallout which can be deposited within the first 24 hours up to hundreds of kilometers downwind from the burst point of a surface or near-surface explosion. This radiation is sure to cause sickness and death in exposed humans and other organisms that may otherwise survive the blast and fire.
- 12 Global fallout will occur over longer periods and will be more widespread but less intense than a local fall-out. It will not cause serious immediate damage in living organisms, but



can result in a statistical increase in the incidence of cancer and genetic mutations over many years. Some of the radioactivity may remain airborne for years and since this radiation decays rapidly with time, the longer the radioactive particles remain airborne, the less damaging they will be to biological systems when they fall to the ground. Lethal dose levels can be produced by local fall-out over an area of 1,000 sq. km. around a one-megaton surface explosion.

- 13 In the aftermath of a nuclear war, air, water and food supplies will be heavily contaminated with radioactivity in the local fall-out areas. During the first few months, surface waters may be severely polluted. Lakes, reservoirs and rivers will gradually become less contaminated as water flows through the system. Ground water supplies may remain unpolluted for years, but can be contaminated in the years after the war and will not return to pre-war conditions for perhaps hundreds of years.
- 14 It is known that photosynthesis in green plants is the basis of the food chain in all natural and agricultural ecosystems, including those on which mankind depend. If light is to be reduced considerably after a nuclear war, plant photosynthesis will be reduced in the same proportion. This can have serious consequences for the entire food chain.
- 15 It has to be admitted that one of the major difficulties in studying the environmental and societal after-effects of a nuclear war is that there are no historical precedents. We have the evidence from the nuclear bombings of Hiroshima and Nagasaki, but multiple bursts over many cities, can produce qualitatively different effects, for which the 1945 bombing provides no precedent. Moreover, it has to be remembered that for Hiroshima and Nagasaki, there was an "outside" world capable of providing some assistance, but in a large-scale nuclear war, there will be no outside help, since there will be virtually no "outside".

### Glossary

(The numbers in brackets indicate the paragraphs in which the words occur)

[1] *arsenals* : stores of weapons

[3] *deployment* : organising troops and equipment for immediate action

[4] *incident on* : something that occurs in connection with something else

[4] *gamma rays* : a high frequency ray emitted from a radioactive atom

[6] *inventory* : a list of articles

[5] *unclassified* : no longer secret

[6] *megaton* : one million tons

[6] *buoyant* : capable of keeping an object afloat

[10] *precipitation* : condensation in the atmosphere as rain, snow, or hail

[13] *aftermath* : situation resulting from an important event

### Activity 11

(Vocabulary)

Find out words from the passage, which mean more or less the following.

(i) to think deeply for a long time (3)

(ii) to spread something so that it will influence a lot of people (4)

- (iii) a written list of all the objects in a particular place (5)
- (iv) seem to be true or valid (explanation, argument or statement) (6)
- (v) change in the genetic structure (12)
- (vi) a similar action or decision in the past (15)

### Activity 12

(Link words)

Choose the correct alternatives and rewrite the sentences after removing the brackets.

- a) I understand your point of view. (However/ Although), I don't agree to it.
- b) Ramesh had lived in this village for 20 years. (Even though/ Nevertheless) the villagers still considered him an outsider.
  - i) He has lived next door to us for years, (yet/ however) we hardly ever see him.
  - ) I walked up the stairs cautiously. (Even so/ Even though) I nearly slipped twice.
  - o He was refused entry to the US A. (Though/ Instead) he was forced to return to India.
  - o Some of his poems were published in newspapers and magazines. (So that/ consequently) he thought of himself as an established poet.

### Activity 13

(Arguments for and against)

In groups of 4 or 5 discuss whether India should make more nuclear bombs. Write down points in favour of the proposition. Then take a contradictory stand and refute the proposition. Write down the points again. Send two of your representatives to take part in whole-class presentation.

### Activity 14

(Comparison and Contrast)

List out the points of contrast between Text C and Text A. Given below are a few hints :

- (i) Compare the introductions and conclusions. How do they differ ? What do they imply ?
- (ii) Which of the passages is more pessimistic ?
- (iii) Which is based more on facts than on opinions ?

### Activity 15

(Cohesive Devices: Link words)

Predict whether the following words will present an addition, a result, or a contrast.

- a) Those events have taught us a great deal about the potential physical and biological impact of a nuclear war. *But*(1)
- b) The lightcauses thermal effects that depend upon the thermal energy incident on the skin of man. *Also* ..... (4)
- c) Authorised unclassified estimates indicate that world arsenals contain about 50,000 weapons, *although*(5)
- d) The impact of the Hiroshima bomb was geographically limited. *Thus*(2)
- e) The consequences can be of a kind that were not even contemplated till recently, *that is* (3)
- f) The fireball spreads out to form the distinctive mushroom cloud *and* (5)



# APPENDIX

## SYLLABUS FOR +2 SCIENCE/ARTS/COMMERCE ALTERNATIVE ENGLISH

1. Introduction : - The course is meant for the students
  - (a) who opt to study English in lieu of a Modern Indian Language and
  - (b) who seek to develop a high level of competence in English

It is assumed that tire students who offer to study this course have high motivation <yjd competence in English. Hence it aims at building up on their previous learning and their acquisition of skills in compulsory English course which runs simultaneously.

2. Objectives : By the end of the course of students should be able to :

- (a) transact real-life business'll! English
- (b) appreciate, evaluate and enjoy different types of writing in English

By the end of the Higher Secondary Course, learners w ill be expected to acquire the language skills specified below :

- 3.1. Reading (Non-fictional prose): The students will be able-

- (a) to make predictions and guesses while reading a prose text.
- (b) to understand relations between the parts of a reading text and recognize indicators in discourse.
- (c) to understand the writer's intention/attitude to discriminate between facts and opinions, to recognize the writer's bias, if any, and to assess the communicative value of a given text.
- (d) to identify the structure of a text, such as despriptive sequence, chronological sequence, cause - and - effect chain, argumentative and logical organization, etc.
- (e) to compare and contrast two texts on similar themes.
- (l) to use reference skills to select suitable texts for reading.
- (g) to use the title, blurb, contents and index of a book in order to form an overall idea of what the book is about and of whether it will be relevant reading with referenece to a particular topic.

- 3.2. Reading (Poetry): The students arc expected

- (a) to recognize the structure of a poem and to appreciate the themes and ideas presented therein.
- (b) to recognize, identify and interpret poetic structure in a given poem
- (c) to recognize and appreciate the effects of different poetic devices like simile/ metaphor/symbol/pcrsonification/irony/allitrcration/assonance, etc.

- 3.3. Reading (Short stories, one-act, ways) The students will develop in them the capacity

- (a) to comprehend the plot and characters of a given short story/play.
- (b) to interpret the themes and points of view contained in a given story/play.



4.1. Writing : - The students will be able

- (a) to formulate ideas for compositions, to brainstorm and organise ideas, to write and revise their writing on common themes/situations for a given purpose.
- (b) to identify grammatical errors and to rectify them in their own writing or in peer writing.
- (c) to design and write a brochure or pamphlet
- (d) to write the dialogues of a face-to-face/telephonic conversation
- (e) to understand the mode, tone and style of a piece of writing.

4.2 Creative Writing : The students will develop in them the ability

- (a) to produce a suitable beginning /ending/title to a given poem/story
- (b) to reconstruct a story from a given set of questions/fillers/outlines.
- (c) to rewrite a poem/short story as a different form of discourse, i.e. a page of a diary, a newspaper article or, a script for a play, etc.

Grammar and usage : Points relating to Grammar and usage will be mainly discourse based. These points will be discussed in the reader?

5. Format of the course : The course shall be taught for two years with contact hours of two periods a week, each of 45 minutes' duration. The allotment of classes for different areas will approximately be as given below :

	1 <sup>st</sup> year	2 <sup>nd</sup> year
(a) Non-fictional prose : 8 pieces	4	4 pieces
(b) Poetry : 10 pieces	5	5
(c) Short stories 6 pieces	3	3
(d) One act play 3 pieces	1	1

There shall be two books prescribed and texts shall be exploited through communicative activities.

6. Scheme of Evaluation:

The effectiveness of the course shall be assessed in a terminal test of one paper carrying 100 marks, administered in a three hour test. Area-wise split up of marks shall be.

Prose (reading skills to be tested)	20 marks
Cohesive Devices	5 marks
Poetry	10 marks
Stories and Plays	20 marks
Grammar & Usage	10 marks
Writing skills	35 marks.

7. Books prescribed :

- (a) Approaches to English, Book - I
- (b) Approaches to English, Book - II

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## FIRST YEAR

### A. APPROACHES TO ENGLISH, BOOK. -1

Units to be studied :

- I. The Adventure of Learning
- II. Men and Women
- III. Modern Living
- IV. Food for Thought

### B. APPROACHES TO ENGLISH, BOOK - II

*Poetry*

Units to be studied :=

- I. Ecology (A.K.Ramanujam)
- ii. Dog's Death (John Updike)
- III. The Fog (W.H.Davies)
- IV. Girl Lithe and Tawny (Pablo Neruda)
- V. Ballad of the Landlord (Langston Hughes)

*Short Stories*

Units to be studied :

- XL. The Rainbow-Bird (Vance Palmir)
- XU. The Eyes Have It (Ruskin Bond)
- Xm. The Little Wife (William March)

*One - Act Plays*

Units to be studied :

- XVII. Mother's Day (J.B.Priestley)
- XVIII. The Unexpected (Ella Adkins)

## SECOND YEAR

### (A) APPROACHES TO ENGLISH, BOOK -1

Units to be studied

- v. The Wonder World of Science
- VL. Our Environment
- VII. The World of Business
- VDL. The Changing World

### (B) APPROACHES TO ENGLISH, BOOK - II

*Poetry*

Units to be studied

- VI. Indian Children Speak (Juanita Bell)
- VII. The Goat Paths (James Staphen)
- VIII. Of a Questionable Conviction (Jayanta Mahapatra)
- IX. Mirror (Sylvia Plath)
- X. Toads (Philip Larkin)

*Short Stories*

Unit to be studied

- XIV. The Happy Man (W.S.Mangham)
- XV. The Tree (Manoj Das)
- XVI. The Watchman (R.K.Narayan)

*One -Act Plays*

Unit to be studied

- XIX. The Hour of Truth (Percival Wilde)