

Block

1

THE ENVIRONMENT

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COURSE INTRODUCTION

The course **Individual and Society** is assigned six credits and contains four blocks. Each block has four units. The focus of this course is the individual in her/his diverse aspects and how s/he impacts and learns from the environment, culture and topography that s/he is part of from time to time.

Its objective is to improve the learner's proficiency in English by developing the skills in reading, writing, listening and speaking.

The course is divided into four blocks of 4 Units each. The Block titles are as follows:

Block 1 – The Environment

Block 2 – Travel and Tourism

Block 3 – Culture and Entertainment

Block 4 – Health and Fitness

The Units within each block deal with Reading Comprehension, Vocabulary, Grammar and Usage, Writing, Speaking and Listening.

Each Unit is divided into sections and sub-sections. We begin each Unit with statement of objectives to indicate what we expect you to achieve through the Unit. There are several activities in each section of the Unit which you must attempt. You should then check your answers with those given by us at the end of the Unit.

The Sections on listening and speaking have audio recordings to accompany them. You must listen to them and practice with the teacher.

There will be one assignment based on this course. After you have completed the assignment you must send it to the Coordinator of the Study Centre allotted to you. The assignment is evaluated and returned to you with comments which will help you to improve your proficiency in English.

We hope you enjoy the Course. Please attempt all the activities and exercises given in the Units. If you do that, we assure you that you will improve your English.

ACKNOWLEDGEMENT

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BLOCK 1 INTRODUCTION

The 20th and 21st Century has shown us the adverse impact our environment has on us if we do not treat it with sensitivity and concern. We must remember that we are not the owners of the planet but merely share it with the beautiful flora and fauna around us.

Block 1 ‘The Environment’ has four Units. Under this theme we have covered the following topics:

Unit 1 – Animal Rights

Unit 2 – Human Environment - A Speech

Unit 3 – From a Cocoon with Hope

Unit 4 – Saving the Environment

These themes are dealt with through the skills of reading, writing, listening, speaking and grammar. The structure of each Unit includes these skills along with warm up and vocabulary activities. The Warm Up section is designed to help you think about the topic of the particular Unit.

We suggest you do all the activities in the Units, even those which you find relatively easy. This will reinforce your earlier learning.

We hope you enjoy the units. If you have any problems or queries please contact us:

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- 1 The Estate of the Late Sonia Brownell Orwell, and Secker and Warburg Ltd., for the passage from George Orwell: *Animal Farm*.
- 2 Publications Division, Government of India, for the passage from Indira Gandhi’s address at the U. N. Conference on Human Environment, Stockholm, June 1972, taken from *The Years of Endeavour: Selected Speeches of Indira Gandhi* (August 1969-August 1972)
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UNIT 1 ANIMAL RIGHTS

Structure

- 1.0 Objectives
- 1.1 Reading Comprehension: An Extract from Animal Farm
- 1.2 Vocabulary: Picking Odd Words
- 1.3 Grammar and Usage: Concord of Number and Person-I
- 1.4 Writing: A Speech
- 1.5 Listening: A Poem
- 1.6 Let Us Sum Up
- 1.7 Suggested Readings
- 1.8 Answers

1.0 OBJECTIVES

In this unit, our aim is to give you practice in reading comprehension by setting (i) a passage from George Orwell for you to read, and (ii) comprehension questions on the reading passage. We have also set exercises on selected items of vocabulary. The section on grammar and usage introduces you to the feature of subject-verb concord and gives examples of the concord of number and person with the verbs *be*, *do* and *have*. For practice in writing, you will write a short speech of the kind you will read in the passage set for reading.

After completing the unit you should be able to

- read simple narrative passages with understanding;
- distinguish between words having related meanings;
- observe the rules of concord with the verbs *be*, *do* and *have*; and
- write a short composition presenting your views, and supporting them with facts.

1.1 READING COMPREHENSION: AN EXTRACT FROM ANIMAL FARM

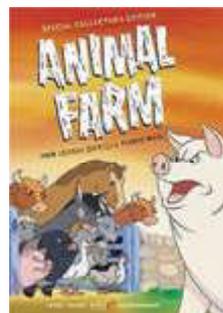
Study Guide

The aim of this section is to help you to read with understanding and to expand your vocabulary. You should first read the whole passage silently and rapidly to get the main points. Then you should read it again, carefully and at a slower pace, to get all the details. You should try to guess the meaning of difficult and unfamiliar words from the context. If for some reason you still cannot understand the meaning, then you may consult a dictionary.

After you have read and understood the passage, you must answer all the comprehension questions. Your answers should then be checked with the answers given by us at the end of the unit.

1.1.1 Passage for Reading from George Orwell: Animal Farm

1. Mr. Jones, of the Manor Farm, had locked the hen-house for the night, but was too drunk to remember to shut the pop-holes. With the ring of the light from his lantern dancing from side to side, he lurched across the yard, and made his way up to bed, where Mrs. Jones was already snoring.



2. As soon as the light in the bedroom went out, there was a stirring and a fluttering all through the farm buildings. Word had gone round during the day that old Major, the prize Middle White boar, had had a strange dream on the previous night and wished to communicate it to the other animals. It had been agreed that they should all meet in the big barn as soon as Mr. Jones was safely out of the way. Old Major was so highly regarded on the farm that everyone was quite ready to lose an hour's sleep in order to hear what he had to say.
3. All the animals were now present except Moses, the tame raven, who slept on a perch behind the back door. When Major saw that they had all made themselves comfortable and were waiting attentively, he cleared his throat and began:

‘Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. I do not think, comrades, that I shall be with you for many months longer, and before I die, I feel it my duty to pass on to you such wisdom as I have acquired. I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you.’
4. ‘Now, comrades, what is the nature of this life of ours? Let us face it; our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty.’
5. ‘But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep – and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labors is stolen from us by human beings. There comrades, is the answer to all our problems. It is summed up in a single word – Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever.’
6. ‘Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our labour tills the soil, our dung fertilizes it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousand of gallons of milk have you given during this last year? And what has happened to that milk which should have been breeding your sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs have you laid this last year, and how many of those eggs ever hatched into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old – you will never see one of them again. In return for your four confinements and all your labour in the field, what have you ever had except your bare rations and a stall?’

7. 'Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you comrades: Rebellion! I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives. And above all, pass on this message of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious.
8. 'And remember, comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest, that the prosperity of the one is the prosperity of the other. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades.'

1.1.2 Note on the Author

George Orwell was the pen name of Eric Arthur Blair (1903-50), English novelist and essayist, who was born in India. He is known for his satirical novels, of which *Animal Farm* (1945) is one. It is an allegory on the Russian Revolution.

A satire is a literary work—a novel, play, etc., which tries to show the foolishness or evil of some establishment or practice in an amusing way.

An allegory is a story in which the characters and actions have a deeper moral meaning and represent good and bad qualities.

1.1.3 Comprehension Questions

Check Your Progress 1

Answer the following questions on the passage you have read. You may refer to the passage again to find the answers. After you have written the answers, you should check them with the answers given by us at the end of the unit.

1. Why was the ring of light from Mr. Jones's lantern dancing from side to side?
.....
2. Where had the animals agreed to meet?
.....
3. Why had they assembled there?
.....
4. What does old Major want to share with the animals?
.....
5. Pick out the three words Major uses to describe the lives of the animals. Why does he use these words?
.....

- 6. How is Man different from the animals?
.....
.....
- 7. Does Major depict Man as:
 - i) selfish?
 - ii) greedy?
 - iii) a weakling?
 - iv) mean?
 - v) the lord of all the animals? or
 - vi) cruel?(There can be more than one choice. Give a reason for your choice).
.....
.....
- 8. How, according to Major, could animals be rich and free?
.....
.....
- 9. When will this rebellion take place? Does this show that Major is:
 - i) a realist?
 - ii) an idealist? or
 - iii) A dreamer?.....
.....
- 10. How does Major describe all men?
.....
- 11. How does he describe all animals?
.....
- 12. Why do you think Major call the animals 'Comrades'?
.....
.....
.....

1.2 VOCABULARY: PICKING ODD WORDS

Check Your Progress 2

- 1. Pick out the odd word in each of the following sets, that is, the word that does not belong to the set:
Example: murder, slaughter, kill, pass away Answer: pass away
 - i) lock, knock, shut, bolt
 - ii) stirring, shouting, fluttering, moving
 - iii) round, stout, fat, obese
 - iv) employees, comrades, associates, fellow workers
 - v) miserable, funny, wretched, unhappy
- 2. Use the most appropriate word from each of the sets of words given above to complete these sentences:

- i) Every night you shouldthe door of your house to prevent thieves from getting in.
- ii) The hens start.....their wings at daybreak.
- iii) A wrestler has to be strong and He cannot be thin.
- iv) All the of that factory are on strike as they have not been given their wages.
- v) Usha is feeling as she has no money to buy food for her children.

1.3 GRAMMAR AND USAGE: CONCORD OF NUMBER AND PERSON-I

This section will give you practice in what is called ‘concord’, that is, **agreement** in grammar, and the use of the verbs.

- a) *be* and its various forms: *am, is, are, was, were*
- b) *do, does*
- c) *have, has.*

Let’s see how these verbs are used.

1.3.1 Be

Look at the following sentences, most of which are taken from the reading passage.

- a) I *am* afraid I shall not be able to help you.
- b) It *is* about this that I wish to speak.
- c) What *is* the nature of this life of ours?
- d) *Is* this simply part of the order of nature?
- e) Man *is* the only creature that consumes without producing.
- f) Our lives *are* miserable.
- g) We *are* born, we *are* given just so much food....
- h) Mr. Jones *was* too drunk to remember to shut the pop-holes.
- i) Mrs. Jones *was* already snoring.
- j) All the animals *were* now present.

Notice that the verb *be* has the forms, *am, is, are, was, were*, depending on the tense (present or past), the person (first, second, or third), and the number (singular or plural) of the subject.

Be

Present Tense						Past Tense					
First Person		Second Person		Third Person		First Person		Second Person		Third Person	
Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural
am	are	are		is	are	was	were	were		was	were

Here are some more examples.

1. *am* (used with *I* in the present tense)

Examples:

- a) I am an Indian.
- b) I am writing a book on India.

(*I am* is written as *I’m* in an informal style).

2. *is* (used with *he, she, it* and singular nouns, in the present tense)

Examples:

- a) He is the new chairman.
- b) My Friend Ramesh is working hard these days.
- c) It is very cold today.
- d) English is spoken in a large number of countries.

(*is* is often combined with the subject and written as *'s* in an informal style.

Examples: *He's, she's, it's*)

3. *are* [used with plurals and with *you* (2nd person singular) in the present tense]

Examples:

- a) You are very good at Mathematics.
- b) My friends are at the Craft Bazar today. We are also going there.
- c) Children below five are allowed to travel free on Indian Railways.

(*are* is often combined with the subject and written as *'re* in an informal style. Examples: *You're, we're, they're*)

4. *was* [used with *I, he, she, it* and with singular nouns, in the past tense]

Examples:

- a) I was in Delhi yesterday.
- b) Einstein was a famous scientist.
- c) Mohan was writing a letter when I went to see him
- d) The hall was decorated for yesterday's meeting.

5. *were* [used with plurals, and with *you* (2nd person singular), in the past tense]

Examples:

- a) We were expecting you yesterday.
- b) You were not at home when I rang you up.
- c) A lot of people were present at the meeting.
- d) Ten people were killed in a bus accident yesterday.

6. When the grammatical subject is *there*, we use *is* or *are*, *was* or *were*, depending on the number of the true subject following the verb.

Examples:

- a) There is a girl in that room.
- b) There is a man hiding behind the bushes.
- c) There are fifty students in this class.
- d) There was an interesting programme on television yesterday evening.
- e) There were hundreds of people at the meeting this morning.

Check Your Progress 3

Fill in the blanks with the correct forms of the verb be (*am, is, are, was* or *were*).

- 1) A dozen people injured in yesterday's accident.
- 2) you busy now?
- 3) I going to the cinema to-night.
- 4) Theremany people in India even now who cannot read and write.
- 5) I surprised to meet Raj yesterday evening.
- 6) I think thisthe most interesting of Chetan Bhagat's novels.

1.3.2 Do

The present tense forms are *do* and *does*. Of these, *do* is used with plurals and with *I* and *you*; *does* is used with the third person singular.

Examples:

- a) I do not smoke cigarettes.
- b) Do you play tennis?
- c) We do not wish to hurt you in any way.
- d) Shyam does not speak Bengali.
- e) Does your father know that you are here?

Check Your Progress 4

Fill in the blank with *do* or *does*.

- 1) you know how to make a pasta in white sauce?
- 2) I not think I can come with you.
- 3) your father work at the bank?
- 4) he come to office by the metro train?
- 5) How we get there?

1.3.3 Have

The present tense forms are *have* and *has*. Of these, *have* is used with plurals and with *I* and *you*; *has* is used with the third person singular.

Examples:

- a) My friend Sunil has dark hair.
- b) I have a bad cold.
- c) Have you read *Animal Farm*?
- d) I have not seen many English films.
- e) We have not been able to help him in any way.

Check Your Progress 5

Fill in the blanks with *have* or *has*.

- 1)they got a school in their village?
- 2) Now youlearnt the secret of happiness.
- 3) he arrived already?
- 4) I sometimes..... my breakfast at a restaurant.
- 5) The teacher advised me to improve my English spelling.

Check Your Progress 6

Use the correct form of the verb out of those given in brackets.

1. "I (have/has) no money. I (am/is/are) hungry, thirsty and tired," murmured David to himself.
2. He made an effort and went to a small shop in Dover. A young girl (was/were) coming out of the shop with a basket of rice on her arm. "What (do/does) you want? I (have/has) no money." she said.

3. “I (do/does) not want any money. Please tell me the address of Miss Betsey Trotwood.”
4. “I (am/is/are) her domestic help. Come along with me,’ she said. David followed her. He looked at himself. His shoes (was/were) torn, his hat (was/were) crushed, and from head to toes he (was/were) powdered with chalk and dust.
5. Soon they came to the house of Miss Trotwood. She (was/were) there in the garden.
6. “Who (are/is/am) you?” she cried, “I (do/does) not like boys. Go away.”
7. “I (am/is/are) your nephew, Aunt,” David said. “I (am/is/are) David Copperfield.”
8. She sat down with a thump on the grass, looked at David up and down and said, “So you (are/is/am) my brother’s son.
9. David (was/were) so miserable that he started crying. She caught him by the collar of his torn shirt and took him inside.
10. Mr. Dick (was/were) inside. She told him. “This boy (is/am/are) my brother’s son. You (are/is/am) a man of the world. Tell me what I should do with him.”
11. Mr. Dick looked at David, smiled and said, “Give him a bath.”
12. The bath (was/were) a great comfort. After the bath David (was/were) wrapped up in shawls and (was/were) taken to bed.

(Adapted from Charles Dickens: David Copperfield)

1.4 WRITING: A SPEECH

In this section we shall give you practice in writing a speech. In order to write a speech you need to keep the following points in mind:

- First, determine who your audience is and write accordingly
- Be clear about the purpose of your talk
- Say something interesting at the beginning which will grab the attention of the audience
- In your introduction let the audience know what to expect
- Stick firmly to the topics that you have introduced.
- Take care to draw an apt and memorable conclusion
- Once you have written your speech, practice it several times, till you are comfortable with it.

Check Your Progress 7

You have read the passage from *Animal Farm*. Now write a speech of your own in about 200 words. Address the animals and tell them that Human race has now become the friend of all the animals.

Here is a possible beginning:

‘Dear Friends, have you realized that the Human race in the twentyfirst century has become your friend and protector

You may like to mention some of the following:

- i) establishment of wild-life sanctuaries and national parks to help create a natural environment for animals and birds to preserve endangered species;
- ii) strict anti-poaching laws;
- iii) ban on the export of certain varieties of animal hide;

- iv) exposure by the press of crimes against animals, even for medical purposes;
- v) special hospitals for animals and birds.

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1.5 LISTENING: A POEM

Listen to the poem and fill in the blanks as it is read out to you.

Dolphin’s Sad Smile

Have you seen the dolphin at the marine park
 Have you seen her, seen how she’s smart
 Have you watched her do her wonderful
 But have you stopped to think how she ended bricks

A sad story lies behind that smile
 A story of a cruel capture from the
 Taken from her, now she is confined
 In that sterile pool her freedom is

The sea is to dolphins as the is to birds
 But in her pool her nature is reversed
 Where in the wild she swims for of miles
 In that prison pool she swims in till she dies

(http://www.rabbitadvocacy.com/animal_rights_poems.htm)

1.6 LET US SUM UP

In this unit we have given you practice in

- understanding a narrative passage from George Orwell’s novel *AnimalFarm*.
- distinguishing between words having related meanings and using them in appropriate contexts,
- subject-verb concord with the verbs *be*, *do* and *have*, and
- writing a short speech presenting a view different from the one given in the passage read.

1.7 SUGGESTED READINGS

1. George Orwell: *Animal Farm*
2. Charles Dickens: *David Copperfield*

1.8 ANSWERS

(You should look at these answers only after you have done the activities yourself.)

Check Your Progress 1

- 1) Because he was drunk and his movement was not steady.
- 2) In the big barn.
- 3) To hear what Major had to say.
- 4) His understanding of the nature of life.
- 5) Miserable, laborious, short. To tell the animals how bad their condition is.
- 6) The animals produce all the wealth and Man takes it away from them. He does not produce anything himself.
- 7) Major depicted Man as selfish and cruel because he makes the animals work and gives them just enough to keep them alive.
- 8) By getting rid of Man, so that they could keep all the things they produced.
- 9) Major does not know. He is a dreamer.
- 10) They are enemies.
- 11) They are comrades.
- 12) To remind them that they are all united against Man.

Check Your Progress 2

1. i- knock, ii- shouting, iii- round, iv- employees, v- funny
2. i- lock, ii- fluttering, iii- stout, iv- employees, v- miserable

Check Your Progress 3

1-were, 2- Are, 3- am, 4- are, 5- was, 6- is

Check Your Progress 4

1- Do, 2-do, 3- Does, 4- Does, 5- do

Check Your Progress 5

1- Have, 2- have, 3- Has, 4- have, 5- has

Check Your Progress 6

1- have, am, 2- was, do, have, 3- do, 4- am, were, was, was, 5- was, 6- are, do, 7- am, am, 8- are, 9- was, 10- was, is, are, 12- was, was, was

Check Your Progress 7

Do it yourself.

Listening A Poem: Dolphin's Sad Smile

Have you seen the dolphin at the marine park
 Have you seen her smile, seen how she's smart
 Have you watched her do her wonderful tricks
 But have you stopped to think how she ended behind bricks

A sad story lies behind that misleading smile
 A story of a cruel capture from the wild

Taken from her family, now she is confined
 In that sterile pool her freedom is denied

The sea is to dolphins as the air is to birds
 But in her prison pool her nature is reversed
 Where in the wild she swims for hundreds of miles
 In that prison pool she swims in circles till she dies

UNIT 2 HUMAN ENVIRONMENT - A SPEECH

Structure

- 2.0 Objectives
- 2.1 Reading Comprehension: 'Human Environment' - a Speech by Indira Gandhi
- 2.2 Vocabulary: Similar Words used in Different Contexts
- 2.3 Grammar and Usage: Concord of Number and Person-II
- 2.4 Listening: Conversation between Friends
- 2.5 Writing: An Essay
- 2.6 Let Us Sum Up
- 2.7 Answers

2.0 OBJECTIVES

After completing this unit you should be able to:

- read speeches on matters of current interest with understanding;
- distinguish between pairs of words with related meanings;
- use concord of number and person correctly;
- write paragraphs forming part of a short essay with the help of a given outline;
- listen to a conversation and answer questions on it.

2.1 READING COMPREHENSION: 'HUMAN ENVIRONMENT' - A SPEECH BY INDIRA GANDHI

Study Guide

Think critically, think deep, think hard. No matter what you are studying, the habit of thinking things through is vital. Force yourself to ask questions before you begin, while you are studying and when you have finished. The main questions are: WHAT, WHY, WHEN, WHERE, HOW and WHO.

Read the passage and answer all the comprehension questions that follow it. You should then check your answers with those given by us at the end of the unit.

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. 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."

Along with the rest of mankind, we in India in spite of Ashoka have been guilty of wanton disregard for the sources of our sustenance. We share your

concern at the rapid deterioration of flora and fauna. Some of our own wild life has been wiped out, miles of forests with beautiful old trees, mute witnesses of history, have been destroyed. Even though our industrial development is in its infancy, and at its most difficult stage, we are taking various steps to deal with incipient environmental imbalances; the more so because of our concern for the human being—a species which is also imperiled. In poverty he is threatened by malnutrition and disease, in weakness by war, in richness by the pollution brought about by his own prosperity.

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 or slums about keeping the oceans, the rivers and 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.

Must there be conflict between technology and a truly better world or between enlightenment of the spirit and a higher standard of living? Foreigners sometimes ask what to us seems a very strange question, whether progress in India would not mean a diminishing of her spirituality or her values. Is spiritual quality so superficial as to be dependent upon the lack of material comfort? As a country we are not more or less spiritual than any other but traditionally our people have respected the spirit of detachment and renunciation.

The Government of India is one of the few which has an officially sponsored programme of family planning and this is making some progress. We believe that planned families will make for a healthier and more conscious population but we know also that no programme of population control can be effective without education and without a visible rise in the standard of living. Our own programmes have succeeded in the urban or semi-urban areas. To the very poor, every child is an earner and a helper. We are experimenting with new approaches and the family planning programme is being combined with those of maternity and child welfare, nutrition and development in general.

It is an over-simplification to blame all the world's problems on increasing population. Countries with about 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.

[From Indira Gandhi's address at the United Nations Conference in 1972]

Comprehension Questions

Check Your Progress 1

1. What is the main idea of the speech? Circle some of the points that were raised in the speech from the list given below.

King Ashoka, poverty, preservation of environment, population, Latin America, edicts, problems, Indian world view, Western world view, solutions

2. How does Indira Gandhi establish India's long history of peaceful co-existence?

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

3. The environment around us has been destroyed. What are the three examples given?

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

4. It is not only the environment but human beings also who are in danger.

i) What dangers face them when they are poor?

.....

ii) What dangers face them when they are politically weak?

.....

iii) What dangers face them when they are rich?

.....

5. Mention the ways in which the poor are compelled to spoil the environment.

.....
.....

6. How can poverty be removed?

.....
.....

7. What have Indians down the ages respected?

.....
.....

8. When can a programme of population control be successful?

.....

9. Why do some poor people want large families?

.....

10. Natural resources are being depleted.

i) How are the developed countries responsible for this?

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

ii) How are the developing countries responsible for this?

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

2.2 VOCABULARY: SIMILAR WORDS USED IN DIFFERENT CONTEXTS

Check Your Progress 2

Fill in the blanks with suitable words out of those given in brackets.

- i. a) Children in this orphanage are happy because they are well
- b) Many trees in the jungles are now by the Forest Department. (preserved, looked after)
- ii. a) We areto speak loudly in the library.
- b) Smoking in cinema halls is (prohibited, forbidden)
- iii. a) Many trees in the forests have been
- b) Standards of morality have been..... (destroyed, deteriorated)
- iv. a) Wereading stories.
- b) It is a walking in the hills. (pleasure, enjoy)
- v. a) They spent a lot of money on their daughter’s wedding, so their bank balance has now been
- b) Mr. Lal has been unemployed for four years now. He and his family are quite (impoverished, depleted)

Check Your Progress 3

Use the following words in sentences. Use a dictionary, if necessary.

- empty, vacant
.....
.....
- environment, neighbourhood
.....
.....
- employment, job
.....
.....
- clean, pure
.....
.....

2.3 GRAMMAR AND USAGE: CONCORD OF NUMBER AND PERSON-II

In this section you will learn how verbs in the present tense agree with their subjects in number and person.

Look at these examples from the reading passage in Section 2.1.

	Subject	Verb
Paragraph 1	one	looks
Paragraph 2	we	share
Paragraph 3	they	warn
	they	feel
Paragraph 4	foreigners	ask
Paragraph 5	we	believe
	we	know
Paragraph 6	countries	consume
	we	see
	it	comes

You will find more examples in the following extract from a newspaper. The verbs are printed in bold type. Notice how they agree with their subjects in number.

Almost every full moon night, the officials in Andaman and Nicobar Islands **take** part in a curious ritual. The tribesmen **watch** from a safe distance as the officials **approach** the island in a boat carrying gifts for them. The islanders **come** forward hesitantly only after the officials **have** dumped the coconuts brought for them onto the beach and **begin** sailing away from their small island. On some nights the tribals even **muster** enough courage to swim up to a few feet away from the boat.

The Lieutenant Governor **maintains** that they **do** not want to interfere with the way of life of the tribals. The islands **rely** heavily on the mainland for most goods. (from *The Times of India*)

In verbs that have regular forms the third person singular of the present simple tense is formed by the addition of *-s* or *-es* (for example *looks, comes, maintains, relies, passes, mixes, reaches, pushes*). The simple form is used in all other cases.

Examples:

- Government officials *give* the islanders coconuts as gifts. The Lieutenant governor *gives* the islanders food and medicines.

I We You All of us Most children	like reading stories.
2. 3 rd person singular subject	verb with-s
My Friend Suresh The doctor He She No one One of my friends	likes reading poems.

Check Your Progress 4

- Fill in the blanks with the correct present tense forms of the verbs given below:
(say, show, come, be, change, need, try, want, spend, speak)
 - Animal lovers to find a shelter for injured animals.
 - Therea number of good schools in this city.
 - What we.....is a sound philosophy of education.
 - Youadvised not to be too generous with your time.
 - Heno English.
 - He.....more time in India than anywhere else in the world.
 - Faith, they....., can move mountains.
 - They.....here to satisfy their curiosity.
 - He.....to come here as a guest.
 - My watchthe date as well as the time. The dateautomatically at midnight.

2. Fill in the blanks with appropriate words in the present tense.

Our countryrich in indigenous plants, trees and wildlife, called flora and fauna. We many natural resources. However, we in danger of losing these resources if wenot look after them properly. Everyoneto be involved in finding ways to protect and manage India’s natural resources. Think about a list of small things you can do to protect your environment. Think of ways in which technology, for example help to protect our environment.

2.4 LISTENING: CONVERSATION BETWEEN FRIENDS

Listen to this discussion between two friends. Listen to it again to answer the following questions. It will help to read the questions before you listen to the discussion.

- Anil: Hi Susan! Long time, no see. Where have you been? Didn’t see you in class yesterday.
- Susan: Yes, just got back this morning. Had taken a group of school kids to a village near Saharanpur.
- Anil: You! To a village near Saharanpur? With kids? Can’t believe it! You’ve changed so much! Why to a village? What’s there in a village to see?
- Susan: When will you grow up, Anil? You talk like a child; you aren’t aware of the great things happening in the development sector.
- Anil: You mean NGOs and things like that?
- Susan: Yes, I took a school trip to DISHA. It’s an NGO working in Saharanpur for over two decades. I went as a facilitator to make the exposure to rural life a good experience for the urban children.
- Anil: Did the children like it? No ACs, no toilets!
- Susan: You haven’t a clue how the rural scene is changing! Technology and education has had a positive impact. Farmers there are also into organic farming. Harmful pesticides and chemical fertilizers are not used. And the educated village youth are involved in all these projects.
- Anil: I think technology, social commitment and good planning is reducing the rural and urban divide. Good show! How did you get involved in all this?
- Susan: That’s a long story. I once went for a talk on

Check Your Progress 5

1. Say whether the following statements are True (T) or False (F) or Not Given (NG):-
- i) Susan has been coming to college regularly.
 - ii) Anil went to Saharanpur.
 - iii) Susan loves children.
 - iv) Susan is a part-time teacher at a school.
 - v) All the school children loved the trip.
 - vi) Educated village youth work in cities.
 - vii) Technology and education have had a positive impact on village life.

2.6 LET US SUM UP

In this unit we have given you practice in

- understanding an extract from Indira Gandhi’s speech on ‘Human Environment’,
- distinguishing between pairs of words that have related meanings and using them in appropriate contexts,
- concord of number and person,
- writing paragraphs of an essay with the help of a given outline, and
- listening to a conversation.

2.7 ANSWERS

Check Your Progress 1

1. Preservation of environment — problems and solutions.
2. Refers to King Ashoka and his edicts. Kings duty to protect all creation.
3. i) Some of the wild animals have been destroyed completely,
ii) Some of the forests have also been destroyed, and
iii) Industrial development has upset the balance in our environment.
4. i) They face the danger of poor nutrition and disease.
ii) They face the danger of war.
iii) They face the danger of an impure environment.
5. When the poor people living around the jungles cannot get employment and cannot afford their basic necessities, they have to search for food in the forests, kill animals there, and cut down trees and plants.
6. By the use of science and technology.
7. Detachment and renunciation.
8. When we spread education and raise the standard of living of the people.
9. They think every child is an earner and a helper.
10. i) The developed countries consume most of the world’s production of minerals and fossil fuels.
ii) In developing countries people are so poor and their lives are so contaminated that they cannot think of keeping the air, the rivers, and the oceans clean.

Check Your Progress 2

- | | |
|--------------------|-----------------|
| i. a) looked after | iv. a) enjoy |
| b) preserved | b) pleasure |
| ii. a) prohibited | v. a) depleted |
| b) forbidden | b) impoverished |
| iii. a) destroyed | |
| b) deteriorated | |

Check Your Progress 3

Sample answer

This water bottle is **empty**. I must fill it again.

The post of Principal at this college has been **vacant** for some time.

A man's character is influenced by his **environment**.

There are some very friendly people in our **neighbourhood**.

A large number of educated people in India cannot get suitable **employment**.

If you do not like your present **job**, try to find another one.

To avoid disease, we should keep our environment **clean**.

The air in our cities is not **pure** because of the number of vehicles plying.

Check Your Progress 4

1. i- try, ii- are, iii- need, iv- are, v- speaks, vi- spends, vii- say,
viii- are/come, ix- wants, x- shows, changes
2. Our country **is** rich in indigenous plants, trees and wildlife, called flora and fauna. We **have** many natural resources. However, we **are** in danger of losing these resources if we **do** not look after them properly. Everyone **needs** to be involved in finding ways to protect and manage India's natural resources. Think about a list of small things you can do to protect your environment. Think of ways in which technology, for example, **can** help to protect our environment.

Check Your Progress 5

1. i) F, ii) F, iii) F, iv) F, v) NG, vi) F, vii) T
2. i) Educated village youth work in all development projects.
ii) Farmers have turned to organic farming.

Check Your Progress 6

Do it yourself.

UNIT 3 FROM A COCOON WITH HOPE

Structure

- 3.0 Objectives
- 3.1 Reading comprehension: From a Cocoon with Hope
- 3.2 Grammar: Simple Past Tense
- 3.3 Writing: Writing a Report
- 3.4 Listening and Speaking
- 3.5 Speaking
- 3.6 Suggested Readings
- 3.7 Let Us Sum Up
- 3.8 Answers

3.0 OBJECTIVES

This Unit will enable you to:

- read a report and understand its main points;
- comprehend new lexical items using cues from within the text;
- make inferences from the text;
- evaluate a situation and provide personal opinion;
- look for patterns and generalize;
- use the simple past tense to report events of the past; and
- report the development of a new technique/method or way of thinking in a cohesive manner.

3.1 READING COMPREHENSION: FROM A COCOON WITH HOPE

Activity 1

1. Name a few projects undertaken by the government to protect the flora and fauna of India.
.....
.....
.....
.....
2. Give reasons why wildlife like tiger, the hornbill, the rhinoceros etc. are becoming less. Pick the reasons from those given:
 - i) Cutting down of forestland
 - ii) People's greed for parts of the body of animals which fetch a high price
 - iii) People's desire to use a part of the animal's body for self decoration or for rituals
 - iv) Disease and lack of food
 - v) Poaching for food or for trophies

Discuss them with your study partner.

Now read this passage and answer the questions given after it.

The frail man who won India her freedom preached non-violence. To Gandhiji though, non-violence, or ahimsa, was a way of life. He wore 'ahimsa' leather

sandals and promoted 'ahimsa' silk; the former made from the hide of cows that had died a natural death. He also hoped that the Indian silk industry would use only those cocoons whose worms had already matured into moths and flown out into the world, not boiled to death for the sake of the rich yarn known all over the world as a symbol of India.

Some years ago, APCO (Andhra Pradesh Handloom Weavers' Cooperative Society) in Hyderabad first realized the value of ahimsa silk when its best silk had to be rushed to a high profile visitor. Mrs. Janaki Venkatraman, wife of the then President of India, Mr. R. Venkatraman, who wanted to buy beautiful silk but would do so only on one condition—the silk should have been woven without killing the silkworm before it turned into a moth.

Stumped by the request, the then APCO manager, a non-technical person, rushed to his technical assistant, Mr. Kusuma Rajaiah, who confirmed that the process of procuring silk is a violent one. In fact, one silk saree can mean up to 50,000 silkworms. The irony is that the very cocoon, created by nature to safeguard the growing insect, is made up of the fine silk thread that can be spun into lustrous silk yarn. Just seven days before maturity, the cocoons are collected, put into heat chambers, and treated at 70°C – 90°C for three to four hours, thus killing the insect and making the cocoon pliable for spinning.

Over the decades, since Gandhiji first promulgated the idea, there have been movements within the Khadi cottage industry and institutions such as Kalashetra in Tamil Nadu to actually popularize this form of silk, where only those cocoons are used that have been discarded by the resident silkworm. At Kalashetra, the traditional art and craft institution begun by the famous danseuse and activist Mrs. Rukmini Devi Arundale, there is a half-a-century old weaving centre, which produces traditional Kalashetra sarees in cotton and ahimsa silk.

As often seen with alternative methods that are eco-friendly and which require new technology or way of thinking, the costs are high. It is easy to produce a single saree but mass production requires bulk procurement of the special cocoons. The process was exhausting and it was only in January 2001 that Mr. Rajaiah managed to purchase 105 kg cocoons from the Sericulture Federation in Hyderabad. Funds were also a problem. So Mr. Rajaiah mobilized the funds from his Provident fund and personal savings. After much persuasion, the Indorama mills at Raipur, Chattisgarh agreed to spin this silk. Finally, in Nalgonda district, Andhra Pradesh, 30 samples of ahimsa silk sarees were ready for market trial.

Many experts from the textile industry supported the concept. Mr. N V R Nathan, Director, NIFT (National Institute of Fashion Technology), Hyderabad is one amongst them. He feels that “forbearance, compassion, a vegetarian diet, avoiding injury, and avoiding killing are the five concepts of ahimsa, or non-violence, and ahimsa silk sarees fall under these principles.” Also, ahimsa silk is as good as any other silk in quality.

Of course ahimsa silk is costlier than ordinary silk, simply because when the moth leaves home it punctures the cocoon and this breaks the silk thread. During the spinning process, cocoons without the moth lead to a lot of wastage. From an ordinary cocoon, 80% of the thread can be procured as yarn, but from an empty one, this goes down to an abysmal 16%. The finished saree reflects this cost and is one - and - half times costlier than a regular silk saree. “Too little a price to pay, as compared to what it saves,” says Mrs. Menaka Gandhi, a well-known animal rights activist and a minister in the present government. However, to make it accessible to the ordinary customer on the street, there is a need to work on not just bringing the cost down, but also on spreading awareness about the good deeds s/he does by buying such a saree.

*(A Long Report in the Journal of TerraGreen, by Suvira Srivasta
TerraGreen, Internet)*

2. Mention two places where *ahimsa* silk is being made.

.....

3. What is the irony in the life of a silk worm?

.....

Vocabulary

Check Your Progress 3

Find words from the passage which mean the same as the following:

1. Someone who is not very strong
2. The skin of an animal which can be used for making leather
3. Thread for making cloth or knitting
4. Stumped
5. Announced something publicly and make it widely known
6. A large mass of something
7. Self control, kindness and forgiveness which is shown to someone who has done something wrong
8. Easily available

3.2 GRAMMAR: SIMPLE PAST TENSE

Look at the following sentences from the passage:

1. The frail man who *won* India her freedom **preached** non-violence.
2. He *wore* ‘ahimsa’ leather sandals and **promoted** ‘ahimsa’ silk.

The simple past tense is used to express an action which took place in the past and is completed by the time of speaking.

You can change regular verbs into the past tense by adding –ed to the base form. For example, **preached, promoted.**

But there are many verbs which do not follow this pattern. You cannot add –ed to their base form. They are called irregular verbs, e.g. *won, wore.*

Check Your Progress 4

1. Pick out ten more irregular verbs from the reading passage.

.....

2. Fill in the blanks with appropriate verbs given in the brackets:

That night our mother(go) to the shop and(not) come back. What(happen)? I don’t know.

When the sun(be) going down our grandparents(come).

Someone from the village had told them that we children(be) alone, our mother had not come back. They(take) us back to their house. We(stay) a long time in our grandparent’s place. Our mother never(return).

3.3 WRITING: WRITING A REPORT

Check Your Progress 5

1. Read the points given in the box and write a report on how the residents of a colony got together and made their colony beautiful. Write the report in the past tense. You may use non-finites like ‘overflowing bins’, ‘foraging stray animals’ or ‘stinking environment’ etc.

2. The Prime Minister of India, Shri Narendra Modi has launched the Swachha Bharat Abhiyan. What have you done in your locality to implement this campaign? Write a report describing your efforts with regard to this campaign.

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

3.4 LISTENING AND SPEAKING

Listen to a speech delivered by a 12 year old girl Severn Suzuki at the UN Earth Summit in 1992. Now look at the questions given below. Listen to the speech again and answer the questions. Keep going back to the speech till you answer all the questions.

Check Your Progress 6

1. List the four environmental problems Suzuki thinks adults need to pay attention to.
.....
.....
.....
.....
2. What does Suzuki think adults are incapable of doing?
.....
.....
.....
3. What is the difference between the privileged children and those that are underprivileged?
.....
.....
4. What is the one single goal Suzuki is referring to?
.....
.....
5. What does 'We' refer to?
.....
6. Would you classify the passage as a speech, essay, story or a play?
.....
7. Suggest a suitable title.
.....

3.5 SPEAKING

Sit in groups of four and discuss how we can help to prevent poaching in our already scarce forest area.

Remember to take turns while speaking and allowing others to respond to your suggestions/ opinion.

You could use expressions like the following to moot your point:

To begin with

In my opinion

In my view the government/we should

I think we should

I am sure you will all agree

I would suggest that we

For agreement you could use expressions like these:

I agree with

I am also in favour of

I endorse the idea mooted by

I am in total agreement to whatsaid. I too feel

For disagreement you could use expressions like:

Well, that's true but don't you think

I would like to differ at this point

I request you to look at the issue this way

On the contrary

I disagree to a certain extent

(Remember you must allow the other to have said some logical point and thus not disagree totally or violently)

When in disagreement you could ask the opinion of the others in the group and come to a consensus.

3.6 SUGGESTED READINGS

1. The Hungry Tide by Amithabh Ghosh
2. The books written by Gerald Durrell
3. Crow Chronicles by Ranjit Lal
4. National Geographic Magazines

3.7 LET US SUM UP

In this unit we have given you practice in

- reading and understanding a report on the development of the idea of non-violent methods of making silk
- understanding the words in the report by looking at the context
- using the past tense
- writing a simple report
- listening and comprehending a speech
- conducting and carrying on a discussion on an issue.

3.8 ANSWERS

Activity 1

1. Project Tiger, Greening Girnar, VanMahotsav
2. All the reasons are correct.

Check Your Progress 1

1. ii) it did not require the killing of cows.
2. iv) boiling the cocoons along with the worms a few days before they fly out.
3. i) Gandhiji
4. ii) its yarn is obtained.
5. iii) the yarn obtained from the punctured cocoon is very little.
6. (ii) it upholds the value of life.

Check Your Progress 2

1. Four reasons are:
 - i) the moth punctures the cocoon when it leaves it, thus leaving very little of thread for yarn.
 - ii) making the yarn is a tedious process
 - iii) during the making process there is a lot of wastage
 - iv) since the silk is produced with such difficulty the saree is expensive.
2. Kalashetra in Tamilnadu; Nalgonda District, Andhra Pradesh
3. The irony is that the very cocoon, created by nature to safeguard the growing insect, is made up of the fine silk thread that can be spun into lustrous silk yarn. Something that is used to protect the moth becomes the cause of its death.

Check Your Progress 3

1. Frail
2. Hide
3. Yarn
4. Astonished
5. Promulgate
6. Bulk
7. Forbearance
8. Accessible

Check Your Progress 4

1. Ten irregular verbs from the reading passage: make-made, spin-spun, begin-begun, are-were, was-were, fall-fell, put-put, leave-left, lead-lead, go-went
2. That night our mother **went** to the shop and **didn't** come back. What happened? I don't know.

When the sun **was** going down our grandparents **came**. Someone from the village had told them that we children **were** alone, our mother had not come back. They **took** us back to their house. We **stayed** a long time in our grandparent's place. Our mother never **returned**.

Check Your Progress 5

1. Title: (providing some information of what the report is about)

Name of the reporter:

I Introduction to the report:

- Defense Colony wore a dirty look with overflowing bins and foraging animals. Environment was stinking
- marriage parties arranged in the lawns and parks
- the area left unclean after the party making it heyday for crows and stray animals
- no place to sit or get fresh air

II The need for cleaning up and action:

- felt the need for greening neighbourhood
- Residents' Welfare Association held meetings
- asked for suggestions, volunteers
- took decision not to allow any marriage parties in parks
- decided to green the place rejuvenating the parks in the colony

III Action taken:

- with the help of the municipal authorities got a ban on marriage parties in the parks and lawns.
- developed lawns and flowerbeds
- invested in grass, manure, seeds and gardening equipment
- liaised with the municipal committee for water connection to park
- employed full time gardeners
- Residents had to contribute heavily as initial costs were rather high.

IV The stages the project went through:

- initially a luke warm response
- volunteers had to go from door to door, convincing people, requesting housewives and retired people to contribute and volunteer
- it slowly gained momentum, though it met with resistance initially from people who wanted to use the parks for social functions
- gradually things began to shape up.
- were able to achieve their plan and today are proud residents of colony with manicured parks and lawns.
- it is a pleasure to visit the colony.

2. Do it yourself.

Listening text: Speech of Severn Suzuki

“Hello, I am Severn Suzuki speaking for E.C.O – the Environmental Children’s Organization. We are a group of 12 and 13 year-olds trying to make a difference, Vanessa Suttie, Morgan Geisler, Michelle Quigg and me. We’ve raised all the money to come here ourselves, to come 5,000 miles to tell you adults you must

change your ways. Coming up here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election, or a few points on the stock market.”

“I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet, because they have nowhere left to go. I am afraid to go out in the sun now, because of the holes in our ozone. I am afraid to breathe the air, because I don’t know what chemicals are in it. I used to go fishing in Vancouver, my home, with my Dad until, just a few years ago, we found a fish full of cancers. And now we hear of animals and plants going extinct every day, vanishing forever. In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see.”

“Did you have to worry of these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I’m only a child and I don’t have all the solutions, but I want you to realize, neither do you. You don’t know how to fix the holes in our ozone layer. You don’t know how to bring the salmon back up a dead stream. You don’t know how to bring back an animal now extinct. And you can’t bring back the forest that once grew where there is now a desert. If you don’t know how to fix it, please stop breaking it.”

“Here you may be delegates of your governments, business people, organizers, reporters or politicians. But, really, you’re mothers and fathers, sisters and brothers, aunts and uncles and all of you are someone’s child. I’m only a child, yet I know we are all part of a family, 5 billion strong, in fact 30 million species strong. And borders and governments will never change that. I’m only a child, yet I know we are all in this together and should act as one single world towards one single goal.”

“In my anger, I am not blind and in my fear I am not afraid of telling the world how I feel. In my country we make so much waste, we buy and throw away, buy and throw away, buy and throw away and yet Northern countries will not share with the needy. Even when we have more than enough we are afraid to share, we are afraid to let go of some of our wealth. In Canada, we live the privileged life. We’ve plenty of food, water and shelter. We have watches, bicycles, computers and television sets. The list could go on for two days. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets. This is what one child told us, ‘I wish I was rich and if I were, I would give all the street children food, clothes, medicines, shelter and love and affection’. If a child on the street who has nothing is willing to share, why are we who have everything still so greedy? I can’t stop thinking that these are children my own age, that it makes a tremendous difference where you are born. And that I could be one of those children living in the Favelas of Rio. I could be a child starving in Somalia, or a victim of war in the Middle East or a beggar in India. I am only a child, yet I know if all the money spent on war was spent on finding environmental answers, ending poverty and in finding treaties, what a wonderful place this earth would be.”

“At school, even in kindergarten, you teach us how to behave in the world. You teach us to not to fight with others, to work things out, to respect others and to clean up our mess, not to hurt other creatures, to share, not be greedy. Then, why do you go out and do the things you tell us not to do? Do not forget why you are attending these conferences, who you are doing this for. We are your own children. You are deciding what kind of a world we are growing up in. Parents should be

able to comfort their children by saying ‘Everything is going to be all right, it’s not the end of the world, and we are doing the best we can’. But I don’t think you can say that to us anymore. Are we even on your list of priorities? My dad always says, ‘You are what you do, not what you say’. Well, what you do makes me cry at night. You grown-ups say you love us. But I challenge you, please, make your actions reflect your words. Thank you.”

Check Your Progress 6

1. Loss of ozone layer, polluted air and water bodies, loss of flora and fauna.
2. They tell kids to behave, not fight with others, respect others and not to hurt other creatures, to share, not be greedy while they themselves are incapable of doing it.
3. Privileged children have plenty of food, water, shelter as well as possessions such as bicycles, watches, computers, etc. These children are selfish of their possessions and often do not share. Street children, because they have seen so much suffering and hardship, are very willing to share.
4. Save the environment
5. All human beings
6. It’s a speech.
7. Save environment

UNIT 4 SAVING THE ENVIRONMENT

Structure

- 4.0 Objectives
- 4.1 Listening Comprehension: Understanding a Poem
- 4.2 Reading Comprehension: Some Environmental Concerns
- 4.3 Grammar: The Simple Past and the Present Perfect
- 4.4 Vocabulary: Suffixes- tion, -sion
- 4.5 Writing: Making a Poster
- 4.6 Let Us Sum Up
- 4.7 Answers

4.0 OBJECTIVES

This unit will help you to:

- understand the problems of environmental pollution and how to solve them;
- contrast the Present Perfect with the Simple Past and to use the two tenses correctly in different situations;
- use the suffixes -tion and -sion;
- discriminate between pairs of words which are often used incorrectly;
- interpret information given in tabular form and use it for writing paragraphs; and
- listen to a poem and talk about it.

4.1 LISTENING COMPREHENSION: UNDERSTANDING A POEM

Check Your Progress 1

Listen to the poem and answer the questions given below. You may listen to it more than once.

The Food You Eat

The greater part of all food you eat
Is chemically poisoned! This is so,
You sicken upon very doubtful meat;
Your beer is made; I am prepared to show,
Of SO₃ with too much H₂O
And that's the reason you have stomach cold.
But these are things that people do not know;
They do not know because they are not told.
So grin and bear it, Stupid, do not bleat;
You hungered after progress years ago;
You wanted science and you've got it—neat;

You certainly desired 'Hygiene' and lo!
 You have it now—and mutter in your woe
 Of bitter knowledge dearer bought than gold
 These are the things that people do not know.
 They do not know because they are not told.

(Hillaire Belloc)

1. Is the poet talking about
 - i) progress?
 - ii) food?
 - iii) poison?
2. Is the food that we eat
 - i) stale?
 - ii) hygienic?
 - iii) polluted?
3. Are people not aware that their food is polluted because
 - i) they do not want to know?
 - ii) it is tasty?
 - iii) they are not told?
4. Does the poet want to
 - i) shock us?
 - ii) make us laugh?
 - iii) make us contradict him?

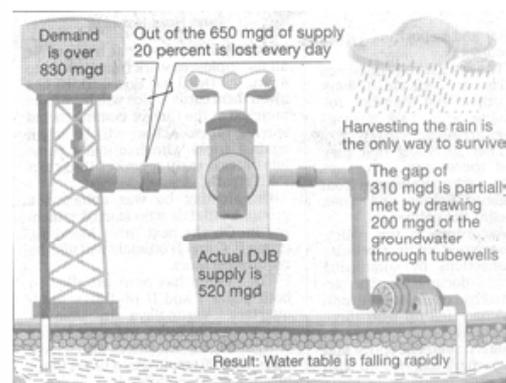
4.2 READING COMPREHENSION: SOME ENVIRONMENTAL CONCERNS

Groundwater drying up

New Delhi: Raising an alarm bell on the city's water situation, Delhi Jal Board (DJB) chief said that the gap between the demand and supply of water in the city was widening. As the gap is being met by drawing groundwater, the water table is falling at an alarming rate.

Instead of the earlier demand and supply figures of 800 million gallons a day (mgd) and 650 mgd, respectively, he said: "Those figures were based on the 2001 census figures. But as the population has increased in the last two years, the demand is now over 830 mgd. And due to the 20 per cent loss in our supply of 650 mgd, only about 520 mgd reaches people."

As a result, the difference of over 300 mgd is being partially met by drawing up to 200 mgd of the sub-soil aqua reserves. And as Delhi's dependence on groundwater grows, its over-exploitation has left the water table severely depleted.



Experts say that groundwater should be left alone as a contingency reserve and not a source of regular supply.

Central Ground Water Board (CGWB) state unit in-charge said: “There’s a very thin layer of sweet groundwater left in some parts of the city that will be over if the exploitation goes on at the current pace, without making any efforts to recharge it.”

(By Saurabh Sinha, Times News Network)

Check Your Progress 2

1. What is the demand for water in Delhi?
.....
2. What is the actual supply?
.....
3. Do you think twenty per cent of water is lost every day because of
 - a. stealing?
 - b. leaking taps?
 - c. clogging?
4. How is the gap between the demand and supply of water met?
.....
5. “The water table is falling at an alarming rate.” Why has the word “alarming” been used?
.....
.....
6. Why has the demand for water increased during the last two years?
.....
.....
7. What do you think is the only way to survive?
.....
.....

Rain harvesting enabled women in Rajasthan to become independent



Ever since the villagers got together and built a johad or check dam in Sawai Madhopur zila, two years ago, problems of women in that region have been halved, says Sugna (40) from Dangarwar village, Rajasthan.

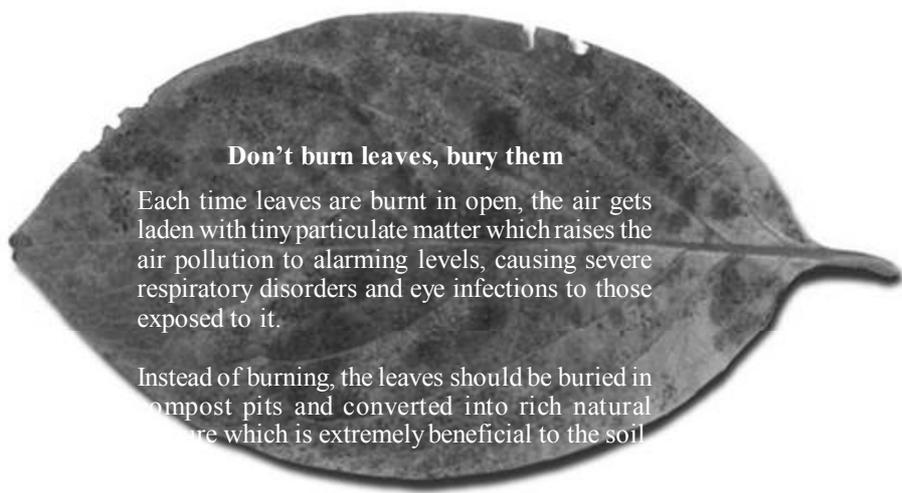
“Earlier, the water level in our wells was so low that our hands used to ache while drawing water. But since we have started harvesting rain water by building the small earthen dam in the vicinity, all it takes is a push of the village hand pump to draw water,” she says with relief.

Easy availability of water has helped them grow two cash crops a year. “We grow wheat, bajra, chana and even vegetables,” she says. This translated into greater savings and micro-credit banks with assistance from the National Bank for Agricultural and Rural Development. These banks help villagers through loans for “development and other constructive activities.”

Check Your Progress 3

1. What did the women build in Sawai Madhopur?
.....
2. Does it require a lot of stamina to draw water from this dam? Pick out words from the news report in support of your answer.
.....
3. Why can they now grow two cash crops in a year?
.....
4. Do the banks give loans to the villagers?
.....
5. How do the villagers use the loans?
.....
6. Has rain harvesting made villages
 - i) more modern?
 - ii) more advanced?
 - iii) more prosperous?

(Select the best alternative.)



Don't burn leaves, bury them

Each time leaves are burnt in open, the air gets laden with tiny particulate matter which raises the air pollution to alarming levels, causing severe respiratory disorders and eye infections to those exposed to it.

Instead of burning, the leaves should be buried in compost pits and converted into rich natural manure which is extremely beneficial to the soil.

Check Your Progress 4

1. What does the headline in the leaf tell us not to do?

.....

2. Complete this table:

	Cause	Result
1.	Burning of	Severe.....disorders.
2.	Air	Eye.....

3. What should we do with dry leaves?

.....

4. What happens to leaves in compost pits?

.....



Treat Your Household Waste in an Eco-friendly Manner

Can you guess? How long will it take for these things to biodegrade?

Things	Approximate time it takes to biodegrade
Banana Peel	3-4 weeks
Paper bag	30 days
Cotton rag	5 months
Wood	10-15 years
Aluminium cans	200-500 years
Glass bottle	unknown
Plastic bags	One million years?

(Issued in public interest by Department of Environment, Govt. of NCT of Delhi)

Check Your Progress 5

1. Which household waste takes the shortest time to biodegrade?

.....

2. Which waste takes a million years or more to biodegrade?

.....

3. What is usually stored in aluminum cans? Why is it not good to use these cans?

.....

.....

4. Why do you think “plastic bags” and “one million years” have been written in bold type?

.....

.....

5. Why has a flower been put at the top of this table?

.....

4.3 GRAMMAR: THE SIMPLE PAST AND THE PRESENT PERFECT

The Present Perfect

Let's study these two sentences:

1. Last year during the summer demand for water increased in Mussoorie. (Simple past)
2. The demand for water has increased in Delhi. (Present Perfect)

The first sentence describes what happened in the past (Last year during the summer months). The second sentence, however, describes the present result of a past event, i.e. the demand for water has increased now.

The simple past is used to talk about completed action in the past. We use the present perfect to talk about a present situation, which is the result of something that happened at an unspecified time in the past.

Check Your Progress 6

Use the verbs given in brackets in the Simple Past or the Present Perfect whichever is correct. After you have completed the activity, practice saying this dialogue with your friends. Listen to the model dialogue.

1. Dr. Singh : I(buy) a new car last month but I(not sell) my old car yet, so at the moment I have two cars.

2. Ravi : I (not know) you (know) the Chairman. How long you (know) him?
 You : I (know) him for five years.

3. Lata :you (see) today's paper?
 Eliza : No, anything interesting (happen)?
 Lata : Yes, two criminals (escape) from the jail.

4. Ali : you (see) any good films lately?
 Deepak : Yes, I (go) to the National Theatre last week and (see) a Japanese film.
 Ali :you (like) it?
 Deepak : Yes I (love) it, although I (not understand) a word.

5. Dr. Lal : Hello, Amit! I (not see) you for ages! Where you (be)?
 Amit : I (be) in Switzerland. I (mean) to send you pictures but I (not have) your email address with me.
 Dr. Lal : Never mind.you (have) a good time in Switzerland?
 Amit : Oh, yes. I thoroughly (enjoy) myself.

4.4 VOCABULARY: SUFFIXES-TION, -SION

We sometimes make new words by adding suffixes like -tion and -sion. Example:

Pollute - pollution

Submit - submission

Check Your Progress 7

1. Make new words by using -tion and -sion to the following words.
educate, conclude, produce, construct, permit
2. Use the appropriate new words in the blanks.
 - i) Every child has a right to _____.
 - ii) Children below ten won't be given _____ to do hand-gliding.
 - iii) We must increase the _____ of food grains.
 - iv) The new international airport is under _____.
 - v) The officer came to the _____ that he was the right person for the job.
3. Fill in the blanks with the correct words given in brackets.
 - i) You will (lose, loose) _____ your money if you carry it in your hand.
 - ii) He spent his (vocation, vacation) _____ rock climbing.
 - iii) No one will address the audience (accept, except) _____ the Chief Guest.
 - iv) This is the (centre, middle) _____ of the circle.
 - v) My father is very (peculiar, particular) _____ about going for his early morning walk.

4.5 WRITING: MAKING A POSTER

There are two kinds of posters:

- those that give information about an event, e.g. announcing a film festival, a play, etc.
- those that create awareness about a certain issue, e.g. banning plastic bags, saying 'no' to drugs or to tobacco and so on.

Some of the characteristics of posters are:

- posters generally have catchy and persuasive slogans supported by appropriate information and illustrations.
- the language of the poster should be crisp and clear.
- a poster must contain the name and address of the organization issuing the poster



The Environment Club
Indira Gandhi National Open University
New Delhi

Announces its annual
Environment Festival
On
4th May

Ecology Quiz
Talk by Sunita Menon

!!! Hurry !!!
Registration Open

Save Earth

Check Your Progress 7

Make two posters of your own

1. Announcing the celebration of Earth Day in your locality.
2. A poster for awareness on any one of the following topics
 - Swachha Bharat Abhiyan
 - Perils of Noise Pollution

4.6 LET US SUM UP

In this unit you have learnt how to transfer into verbal form the facts and figures given in tables and charts. You can now pinpoint the difference in meaning between the Present Perfect and the Simple Past. You can also understand the problems of environmental pollution and how to control it. This unit helps you to further develop the skills of reading, writing, listening and speaking.

4.7 ANSWERS

Check Your Progress 1

1. ii) 2. iii) 3. iii) 4. i)

Check Your Progress 2

1. Over 830 mgd
2. 520 mgd
3. leaking taps
4. By drawing up the sub-soil water.
5. Soon the sub-soil water will fall so low that even in an emergency, water cannot be drawn.
6. Because the population has increased.
7. Rain harvesting is the only way to survive.

Check Your Progress 3

- 1. a 'johad' or check dam.
- 2. No. "... all it takes is a push of the village hand pump to draw water."
- 3. Because water is easily available.
- 4. Yes.
- 5. For development and constructive activities.
- 6. iii more prosperous

Check Your Progress 4

- 1. Not to burn leaves.

2.

Cause	Result
Burning of leaves	Severe respiratory disorders
Air pollution	Eye infections

- 3. Bury them.
- 4. They are converted into rich manure.

Check Your Progress 5

- 1. Paper Bags and Banana Peels
- 2. Plastic Bags
- 3. Food stuff like oil, fruits. It takes 200 to 500 years for these cans to biodegrade.
- 4. To shock the reader and make him/her realize how harmful it is to use plastic bags.
- 5. Because a flower represents a clean environment. (A possible answer)

Check Your Progress 6 (Listening Text)

- 1. Dr. Singh : I bought a new car last month but I have not sold my old car yet, so at the moment I have two cars.
- 2. Ravi : I did not know you knew the Chairman. How long have you known him?
 You : I have known him for five years.
- 3. Lata : Have you seen today's paper?
 Eliza : No, has anything interesting happened?
 Lata : Yes, two criminals have escaped from the jail.
- 4. Ali : Have you seen any good films lately?
 Deepak : Yes, I went to the National Theatre last week and watched a Japanese film.
 Ali : Did you like it?
 Deepak : Yes I loved it, although I did not understand a word.

5. Dr. Lal : Hello, Amit! I have not seen you for ages! Where have you been?
- Amit : I was in Switzerland. I meant to send you pictures but I didn't have your email address with me.
- Dr. Lal : Never mind. Did you have a good time in Switzerland?
- Amit : Oh yes, I thoroughly enjoyed myself.

Check Your Progress 7

1. education, conclusion, production, construction, permission
2. i) education
ii) permission
iii) production
iv) construction
v) conclusion
3. i- lose, ii- vacation, iii - except, iv - centre, v - particular

