

মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

— রবীন্দ্রনাথ ঠাকুর

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অস্বকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিসাৎ করতে পারি।

— সুভাষচন্দ্র বসু

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

— Subhas Chandra Bose

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NETAJI SUBHAS OPEN UNIVERSITY
Choice Based Credit System
(CBCS)

CBCS • UG • AECC - English • AE-EG-12

SELF LEARNING MATERIAL

**Ability Enhancement
Compulsory Course**

AE-EG-12
English

Under Graduate Degree Programme

PREFACE

In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. *core, generic elective, discipline Specific, ability and skill enhancement* for graduate students of all programmes at Honours level. This brings in the semester pattern, which finds efficacy in sync with credit system, credit transfer, comprehensive continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the university has been recently accredited by National Assessment and accredited by NAAC with grade “A”.

UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme.

Self Learning Materials (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English/Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs.

I wish the venture a grand success.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor

Netaji Subhas Open University
Under Graduate Degree Programme
Choice Based Credit System (CBCS)
Course : Ability Enhancement Compulsory Course - English
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MODULES 1 & 2

ACKNOWLEDGEMENT

This SLM has been developed from the hitherto existent 'Foundation Course in English' (FEG 1-4) of Netaji Subhas Open University, that was followed by learners prior to the introduction of the Choice Based Credit Systems (CBCS).

We heartily acknowledge the individual contribution of each author, editor and planner of the original text.

Formatting and extensive revision of the present edition has been done by Dr Srideep Mukherjee.

Kishore Sengupta
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**Netaji Subhas
Open University**

**UG : AECC
(English)**

**Course Title : Ability Enhancement Compulsory Course - English
Course Code : AE-EG-12
MODULES 1 & 2**

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Module 1 : Prose Selections–I

Unit 1 : Subhas Chandra Bose : An Indian Pilgrim

Structure

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1.0 Objective

After completing the unit you should be able to

- * read simple narrative passage 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 Introduction

In this unit, our aim is to give you practice in reading comprehension by (i) setting a

passage from Subhas Chandra Bose for you to read, and (ii) giving a glossary of difficult words, and questions on comprehension. 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.

1.2 Reading comprehension

1.2.1 Study Guide

The aim of this section is to help you to read with understanding and to expand your vocabulary.

There is a reading passage, followed by a glossary. 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 also consult the glossary for the meanings of unfamiliar words, besides trying to guess the meanings of words and phrases from the contexts in which they occur.

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.

1.2.2 Passage for Reading

From *An Indian Pilgrim*

By Subhas Chandra Bose

1. One evening, when my father was in Calcutta, he suddenly sent for me. I found him closeted with my second brother, Sarat. He asked me if I would like to go to England to study for the Indian Civil Service. If I agreed I should start as soon as possible. I was given twenty-four hours to make up my mind.
2. It was an utter surprise to me. I took counsel with myself and, within a few hours, made up my mind to go. All my plans about researches in psychology were put aside. How often, I wondered, were my carefully laid plans going to be shattered by the superior force of circumstances. I was not so sorry to part company with psychology, but what about joining the Indian Civil Service and accepting a job under the British Government? I had not thought of that even in my dreams. I persuaded myself, however, that I could never pass the I.C.S. examination at such short notice, for by the time I reached England and settled down to study, barely eight months would be left and I had but one chance, in

view of my age. If, however, I managed to get through, there would be plenty of time to consider what I should do.

3. I had to leave at a week's notice. A berth was somehow secured in a boat going all the way by sea. But the difficulty was about my passport. There one was left to the tender mercies of the C.I.D., especially in a province like Bengal. And from the police point of view, my antecedents were certainly not irreproachable. Through the good offices of a high police official who was a distant relative of mine, I was introduced to police headquarters and within six days my passport was forthcoming. A marvel indeed :
4. Once again I had done things off my own bat. When I consulted the group regarding my proposed journey to England, they threw cold water on the project. One of the most promising members who had been to England had married and settled down there and did not think of returning. It was dangerous to try another experiment. But I was adamant. What did it matter if one member had gone astray? It did not follow that others would do the same, so I argued. My relations with the group had been growing increasingly lukewarm for some time past, and I had joined the University infantry without consulting them. But this was the limit. Though we did not say so, we felt that we had come to the parting of the ways, since I was determined to strike out a line for myself.
5. Then I visited the Provincial Adviser for studies in England, himself a product of Cambridge and a Professor of the Presidency College. He knew me by sight and naturally did not have a high opinion of an expelled student. As soon as he heard that I intended to sit for the I.C.S. examination the next year, he summoned up all his powers of dissuasion. I had no chance whatsoever against the 'tip-toppers' from Oxford and Cambridge : why was I going to throw away ten thousand rupees ? That was the burden of this homily. Realising the force of his argument and unable to find an answer to his question, I simply said, "My father wants me to throw away the ten thousand rupees". Then seeing that he would do nothing to help me secure admission to Cambridge, I left him.
6. Relying entirely on my own resources and determined to try my luck in England, I set sail on the 15th September, 1919.

1.2.3 Note on the Author

Subhas Chandra Bose (b. 1897), popularly known as *Netaji* ('the leader'), was one of the most prominent freedom fighters of our country. He headed the Indian National Congress for a time and, during the second world war, organised and commanded the Indian National Army. His writings have been published in several volumes. *An Indian pilgrim* is his autobiography. An autobiography is a literary work on the author's own life.

1.2.4 Glossary

(The numbers refer to the paragraphs in the reading passage)

1. **closeted** : having a private meeting
make up my mind : decide
counsel : advice
researches : special studies
psychology : study of the mind
put aside : dismissed
wondered : asked myself
shattered : destroyed
circumstances : conditions
company : being together
barely : only just
get through : pass
3. **berth** : a place to sleep
secure : reserve
all the way : the whole distance
passport : an official document authorising foreign travel
tender mercies : unsympathetic treatment
C.I.D. : the criminal investigation department of the police
antecedents : records
irreproachable : above criticism
good offices : kind help
forthcoming : ready
marvel : surprise
4. **consulted** : asked for an opinion
cold water : discouragement
project : plan
promising : likely to be successful
settle down : lived permanently
experiment : scientific test
adamant : firm
astray : off the mark
lukewarm : not eager
infantry : foot soldiers
product : one who has studied at (some institution)
by sight : when seen
expelled : thrown out

- summoned up** : collected
- dissuasion** : convincing someone not to do something
- tip-toppers** : top-ranking
- burden** : tone
- homily** : preaching
- realising** : understanding
- secure** : get

- 6. **resources** : abilities
- determined** : having made a firm decision

1.2.5 Comprehension Questions

Exercise 1

Answer the following questions on the passage you have read (section 1.1.2). 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. What was the author asked to decide in twenty-four hours?

2. a) How many times could the author appear at the ICS examination ?

 b) Why couldn't he get more chances ?

3. Was the author ready to accept a job under the British Government ?

4. Receiving a passport within six days was
 a) normal

 b) surprising

 c) impossible in Bengal (choose one)

5. a) Why did 'the group' discourage the author's going to England ?

- b) The author's relations with the group were
- i) always friendly
 - ii) previously friendly but recently not
 - iii) neither friendly nor unfriendly
 - iv) gradually cooling off

(There can be more than one choice. Give a reason for your choice.)

.....

6. a) Did the author go to England by air or by sea ?

.....

- b) How do we know ?

.....

7. Sarat was closeted with his father not earlier than September 1919. How do we know this ?

.....

1.3 Vocabulary

Exercise 2

Pick out the odd words 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

1. start, startle, begin commence
2. shattered, destroyed, broken, torn
3. certainly, surely, completely, definitely
4. dangerous, miserable, risky, hazardous
5. intended, wanted, pretended, planned

Exercise 3

Use the most appropriate word from each of the sets of words given above to complete these sentences :

1. You must for Delhi today.
2. The house was by fire.
3. Slowly but her condition improved.
4. Usha is feeling as she has no money to buy food for her children.
5. I went to the shop because I a box of biscuits.

1.4 Grammar and Usage

1.4.1 Concord of Number and Person

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

- i) *be* and its various forms
am, is, are, was, were
- ii) *do, does*
- iii) *have, has*

Let’s see how these verbs are used.

1.4.2 *be*

Look at the following sentences, many of which are taken from the reading passage in Section 1.1.2

1. I am afraid I shall not be able to help you.
2. It is about this that I wish to speak.
3. What is the nature of this life of ours ?
4. Man *is* the only creature that consumes without producing.
5. Our lives *are* miserable.
6. We *are* born, we are given just so much food.
7. My father *was* in Calcutta.
8. I *was* adamant.
9. My antecedents *were* certainly not irreproachable.

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 and Plural	Singular	Plural	Singular	Plural	Singular and 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)

Example :

I am an Indian, 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)

Example :

i) K.R. Narayanan is the President of India.

ii) My friend Ramesh is working hard these days.

iii) It is very cold today.

iv) English is spoken in a large number of countries.

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

Example : He's, she's, it's)

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

Example :

i) You are very good at Mathematics.

ii) My friends are at the Zoo today. We are also going there.

iii) 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 :

i) I was in Delhi yesterday.

ii) Einstein was a famous scientist.

iii) Mohan was writing a letter when I went to see him.

iv) The hall was decorated for yesterday's meeting.

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

Examples :

- i) We were expecting you yesterday.
 - ii) You were not at home when I rang you up.
 - iii) A lot of people were present at the meeting.
 - iv) 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 subject following the verb.

Examples :

- i) There is a girl in that room.
- ii) There is a man hiding behind the bushes.
- iii) There are fifty students in this class.
- iv) There was an interesting programme on television yesterday evening.
- v) There were hundreds of people at the meeting this morning.

Exercise 4

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. There.....many people in India even now who cannot read and write.
5. I.....surprised to meet Raj yesterday evening.
6. I think this.....the most interesting of Hardy's novels.

1.4.3 do

The present tense forms are *do* and *does*.

Of these, *do* is used with plurals and I and you; *does* is used with the third person singular.

Examples :

- i) I do not smoke cigarettes.
- ii) Do you play tennis ?
- iii) We do not wish to hurt you in any way.
- iv) Shyam does not speak Bengali.
- v) Does your father know that you are here ?

Exercise 5

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

1.you know how to make a cup of tea?
2. I.....not think I can come with you.
3.your father work at the bank?
4.he come to office by bus?
5. How.....we get there?

1.4.4 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 :

- i) My friend, Sunil has dark hair.
- ii) I have a bad cold.
- iii) Have you read Animal Farm ?
- iv) I have not seen many English films.
- v) We have not been able to help him in any way.

Exercise 6

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

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

Exercise 7

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, 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, Anut,” 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)

1.5 Writing

In this section we shall give you practice in composition and the correct use of language. Here is an exercise for you.

Exercise 8

You have read the passage from *An Indian Pilgrim* in Section 1.2.2.

Now write a letter in about 200 words. Imagine you are Subhas Chandra Bose. Now address your father and tell him why you don’t want to go to England.

You may like to mention some of the following :

- i) the British rulers are the enemy of Indians ;
- ii) no patriotic Indian can serve under them ;
- iii) any way, the police report will be against Subhas ;
- iv) instead, he wants to join social work.

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1.6 Let us Sum up

In this unit we have given you practice in

- i) understanding a narrative passage from Subhas Chandra Bose's autobiography, *An Indian Pilgrim*,
 - ii) distinguishing between words having related meanings and using them in appropriate contexts,
 - iii) Subject-verb concord with the verbs *be*, *do* and *have*, and
 - iv) writing a short letter presenting a view different from the one given in the passage read.
-

1.7 Key Words

comprehension : the power of understanding

concord (in grammar) : agreement between words in number, etc.; e.g., between a verb and its subject

glossary : list and explanation of selected words from a text

grammar : study of rules for the forms of words and the combination of words into sentences

narrative (as an adjective) : in the form of a story

number (in grammar) : variations in the forms of nouns, verbs, etc., according to whether only one or more than one is to be indicated : e.g., man/men, does/do, I/we.

objective : purpose

person (in grammar) : a class of personal pronouns—the first person : I, we; the second person : you; the third person : he, she, it, they

subject (in grammar) : words in a sentence about which something is said

tense (in grammar) : verb form that shows time : e.g., the present tense, the past tense

usage : conventions governing the use of a language

verb : a word or phrase indicating what somebody or something does, what state somebody or something is in, what is becoming of something or somebody

vocabulary : words which make up a language

1.8 Suggested Reading

1. Subhas Chandra Bose : *An Indian Pilgrim*
2. Charles Dickens : *David Copperfield*

1.9 Answers to Exercises

(You should look at these answers after you have done the exercises yourself)

Exercise 1

1. The author was asked to decide if he wanted to go to England to study for the Indian Civil Service.
2. (a) He could appear only once.
(b) He couldn't get more chances because he would be above the required age.
3. He had not thought about that.
4. Surprising
5. (a) The group discouraged the author because one of its members had gone to England and was living there permanently.
(b) The author's relations with the group were gradually cooling off.
6. (a) The author travelled by sea.
(b) We know this because he mentions a boat going all the way by sea.
7. The author left on 15th September, 1919. He had to leave at a week's notice. Therefore, the conversation between his father and his brother took place about a week before the 15th, and surely not earlier than September, 1919.

Unit 2 : Ruskin Bond : All You Need is Paper

Structure

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- 2.2 Reading Comprehension
 - 2.2.1 Study Guide
 - 2.2.2 Passage for Reading
 - From Ruskin Bond's "All you Need is Paper"
 - 2.2.3 Glossary
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- 2.3 Vocabulary
- 2.4 Grammar and Usage
- 2.5 Writing
- 2.6 Let us Sum up
- 2.7 Key Words
- 2.8 Answers to Exercises

2.0 Objective

After completing this unit you should be able to

- read and appreciate simple autobiographical passages
- use the article correctly
- write a short essay involving arguments for and against a proposition.

2.1 Introduction

In this unit, we shall give you further practice in reading comprehension by

- i) giving you an autobiographical passage to read 'All you Need is Paper' by Ruskin Bond, and
- ii) giving a glossary of difficult words and questions on comprehension. We have also set exercises on the use of selected items of vocabulary. In the section on grammar

and usage we shall discuss the use of articles.

We shall also ask you to write an essay using arguments for and against a proposition.

2.2 Reading Comprehension

2.2.1 Study Guide

The aim of this section is to help you to read with understanding and to expand your vocabulary.

There is a reading passage, followed by a glossary. 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 also consult the glossary for the meanings of unfamiliar words, besides trying to guess the meanings of words and phrases from the contexts in which they occur.

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.

2.2.2 Passage for Reading

From Ruskin Boud's 'All You Need is Paper'

[The Statesman, 23 January, 1998]

- 1 As I write, a bright yellow butterfly flits in through the open window and settles on my writing pad. It takes me back to the little flat in Dehra Dun, where the adventure of being a writer really got under way.
- 2 I had grown used to living on my own in small rooms furnished with other people's spare beds, and chairs. I had grown used to the print of Constable's Blue Boy on the wall, even though I had never cared for the look of that boy. But those London bed-sitters had been different. Whether in Hampstead, Belsize Park, Swiss Cottage or Tooting, they had been uniformly lonely.
- 3 One seldom encountered any other lodgers, except when they came to complain that my radio was too loud; and the landlady was seen only when the rent fell due. If you wanted company, you went out into the night. If you wanted a meal, you walked down the street to the nearest restaurant or snack bar. If you wanted to kill time, you sat in cinema. If you wanted a bath, you went round to the nearest public bathing rooms where, for 2 shillings and 6 pence, you were given a small cake of soap, a clean towel and tub of piping hot water. The tub took me back to my childhood days in Jamnagar where I would be soaped and

scrubbed by a fond ayah; but there was no fond ayah in London. And rooms with attached baths were rare—and expensive.

- 4 In contrast, my room over the Rajpur Road was the very opposite of lonely. There was the front balcony, from which I could watch the activity along the main road and the shops immediately below me. I could also look into the heart of a large peepal tree, which provided shelter to various birds, squirrels and other small creatures. There were flats no either side of mine, served by a common stairway—and blocked, at night, by a sleeping cow, over whom one had to climb. It would move for no one. And there were quarters at the back, occupied by servants' families or low-income tenants.

Where should I begin ?

- 5 I suppose my most colourful neighbour was Mrs. Singh, an attractive woman in her 30s, who smoked a hookah. She came from a village near Mainpuri. Her husband was a sub-inspector in the police. They had one son, Anil, a lollipop-sucking brat without any charm. But Singh often regaled me with tales of the supernatural from her village, and I did not hesitate to work some of them into my own stories.
- 6 At twilight, sitting on her string cot and puffing at the hookah, she would launch into an account of the various types of ghosts that one might encounter; churels, the ghosts of immoral women, who appeared naked with their feet facing backwards; ghosts with long front teeth who sucked human blood; and ghosts who took the form of snakes and animals. I was keen to meet a churel, as I thought she would be rather attractive; but all the girls in Dehra had their feet facing forward.
- 7 One species that I found particularly interesting was the Munjia (supposedly the disembodied spirit of a Brahmin youth who had died before his marriage) who takes up his abode in the branches of a lonely peepal tree.
- 8 When the Munjia is annoyed, he rushes out of the tree and upsets tongas, bullockcarts and cycles. Mrs. Singh said she'd even been in a bus that had been overturned by a Munjia. She warned me that anyone passing beneath a peepal tree at night must be careful not to yawn without covering his mouth or snapping his fingers in front of it. If he forgets to take this precaution, the Munjia dashes down his throat and presumably ruins his digestion.
- 9 Summer nights I slept on the balcony, in full view of our own peepal tree; but apparently it was not lonely enough for a Munjia, and I suffered from no ill effects, Anil, who would sometimes insist on sleeping beside me, slept with his mouth open and frequently swallowed moths, termites and other winged creatures, and as his digestion was immune to this fare, it must also have been immune to the

attentions of a Munjia.

10 Mrs. Singh once told me of the night she had seen the ghost of her husband's first wife. the ghost had lifted Anil, then a few months old out of his cradle, rocked the baby in her arms for a little while, and announced that she was glad the child was a boy—a sentiment not shared by those who knew the 11-year-old.

11 Mrs. Singh taught me the following *mantra*, which I was to recite whenever I felt threatened by ghosts or malignant spirits :

Bhut, pret, pisach, dana,
Choo mantar, sab nikal jana,
Mano, mano, Shiv ka kehna

which, roughly translated, goes :

“Ghosts and spirits assembled here,
Great Shiv is coming—flee in fear!”

If I was working at my desk, and saw Anil approaching I would recite it under my breath. It may have worked on bhuts and pret, but it had no effect on Anil.

12 Where, then, were the noble young friends I had written about in my first semi-autobiographical novel? Well, Somi's family had moved to Calcutta, and Kishen's to Bombay, Dehra, then, was not a place for young men in search of a career. As soon as they finished school or college, they usually took wing. The town was a sleepy hollow, a great place to be educated, but a poor place in which to earn a living.

13 There were others to take their place—teenagers struggling to do their matric or intermediate, or young men at college, aspiring for their Art or Science degrees. College was a bit of a dead end. But those who had their schooling in Dehra, and then moved on, usually did well for themselves.

14 Take just two from the Dilaram Bazaar. Gurbachan was an average student, but after doing his Intermediate he went to stay with an uncle in Hong Kong. Ten years later, he was a Superintendent in the Income-Tax Department. And then there was Narinder. Always having to take tuitions to scrape through his exams. But he spoke English quite well and he had a flair for business. Today, he owns the largest wholesale wine business in the UK. And As he doesn't drink himself. it's profit all the way.

15 These boys, and other like them, came from middle-class families. It was impossible then to foresee what life held in store for them. And it wasn't always happy endings. Sudheer, a charming young scamp, went on to become the assistant manager of a tea estate in Jalpaiguri and was killed by the tea garden labourers. Kishen, as a boy, was not the stuff that heroes are made of; but at forty, he died while trying to save a child from drowning.

- 16 My own future was a little easier to predict. In a sense, I had already arrived. At 20 I was a published author, although not many people had heard of me ! And although I wasn't making much money then, and probably never would, it was the general consensus among my friends that I was an impractical sort of fellow and that I would be wise to stick to the only thing that could do fairly well—putting pen to paper.
- 17 I couldn't drive a car. I fell off bicycles. I couldn't repair an electrical fault. My efforts to buy vegetables in the mandi were the cause of great merriment. And my attempts at making a curry sent everyone into paroxysms of laughter. It's true that I added a tablespoon of sugar to the aloo gobi that I attempted to cook, I thought it improved the flavour. Gujaratis would have approved. But it had no takers in Dehra apart from myself.
- 18 On the pulis side, I could type, draft job applications for all and sundry, help lovesick students write passionate letters to girls, make my own bed (something I'd learnt at boarding school) walk great distances and pay for the chaat and tikkias was consumed near the clock tower.
- 19 I held the tikkia-eating record, having on one occasion put away no less than thirty of these delicious potato patties. Naturally, acute indigestion followed, and it was months before I could face another tikkia.

2.2.3 Glossary

2. Spare : extra to what is needed or used.
 Constable's Blue Boy : A famous painting by English Artist, J. Constable, of a boy in blue dress.
 bed-sitter : room used for both living and sleeping in Hampstead, Belsize Park, Swiss Cottage, Tooling : different London localities.
3. encounter : meet
 lodger : a person who pays to live in somebody's house
 Kill time : spend the time pleasantly but not in a useful way, especially when waiting for something
 shillings, pence : English coins before decimal system was introduced—4 pennies (pence) made 1 shilling, 16 shillings made 1 pound.
 piping hot : very hot
 scrub : rub strongly
5. 'brat : (contemptuous) child
 regale : entertain with stories etc.
6. puff : an amount of smoke, steam etc. that is blown out
 hookah : a pipe used especially in Arab Countries for smoking tobacco. Its long flexible tube passes through a container of water which cools the smoke as it is drawn through it.

7. disembodied : separated from the body
abode : a house; a home : one's place of abode (ie where one lives)
8. rush : to go or come with great speed; a sudden rapid movement forward
yawn : to take a deep breath with the mouth wide open usually when one is tired or bored.
presumable : it may be supposed
9. apparently : according to what one has read or heard ; as it seems.
swallow : to cause or allow especially food or drink to go down the throat
terminate : to come to or bring to an end
immune : that cannot be harmed by a disease or an illness, either because of protective treatment or through the body's natural resistance.
10. cradle : a baby's small bed which can be pushed from side to side.
tock : to move gently backwards and forwards or from side to side.
11. malignant : showing a strong desire to harm people
12. semi-autobiographical : partly the story of a person's life written by that person
took wing : to fly up or away
11. Dilaram Bazaar : a locality in Dehra
scrape through : to get bare pass marks in examination
flair : a natural ability to do well
15. scamp : a child who enjoys playing tricks and causing trouble
16. consensus : a general agreement about a matter of opinion
17. mandi : Hindi word for market
Paroxysms : a sudden attack or violent expression of laughter, anger etc.
flavour : taste and smell, especially of food
18. draft : a rough preliminary written version
all and Sundry: each and all; every one; all types of people
19. Put away : eat or drink
Patties : an item of food made of little pie or pasty : oyster patties

2.2.4 Exercises in Comprehension

In this section, we shall concentrate on two important aspects of intensive reading : factual or literal comprehension and inferential or interpretative comprehension. Factual comprehension, as you may know, involves the ability to extract largely factual information from a reading passage, information which is quite explicitly stated. Inferential comprehension involves the ability to read between the lines, that is, the skill of understanding information that is not explicitly given in the passage.

Exercise 1

Answer the following questions by choosing the best alternative under each :

- 1 Why did the author find his London bed-sitter different from his Dehradun flat ?
 - a) The London room was more comfortable.
 - b) It was lonely.
 - c) He felt homesick in the room.
- 2 What could he see from the front balcony of the Dehradun ?
 - a) The hills of Dehradun
 - b) The houses across the street
 - c) A large peepal tree
- 3 Who was the most interesting person among his neighbours ?
 - a) A young friend whose uncle lived in Hongkong.
 - b) A very naughty boy called Anil.
 - c) A lady who told him ghost stories.
- 4 What kind of a spirit is the Munjia ?
 - a) It is the spirit of a young unmarried girl.
 - b) It is a ghost who throws things at people.
 - c) It is the spirit of a young Brahmin bachelor.
- 5 What kind of a first novel did the author write ?
 - a) It was a romantic story.
 - b) It used facts of his own life.
 - c) It was a supernatural story.
- 6 What kind of a town was Dehradun ?
 - a) It was a busy, prosperous town.
 - b) It provided good schools for education.
 - c) It was a health resort for seasonal tourists.
7. What was the only one thing the author could do well ?
 - a) He could make friends very easily.
 - b) He could write well.
 - c) He was good at his studies.
8. Why did his friends laugh at him ?
 - a) Because he fell off bicycles
 - b) Because he was afraid of ghosts
 - c) Because he could not cook
9. Why was he popular among friends ?
 - a) He could tell good stories.
 - b) He was a neat, disciplined person.
 - c) He paid for the snacks his friends ate.
10. The author and friends had a tikkia eating competition. What happened as a result?
 - a) The author won a big bet.

- b) He grew sick.
- c) His friends spent all the money he had.

Exercise 2

Complete the following sentences by choosing the best alternative under each. Think carefully before you make your choice.

1. In the little Dehradun flat, the author
 - a) lived alone for the first time
 - b) was busy finishing his studies
 - c) could observe his neighbours closely
 - d) began his career and a writer with all his energy.
2. In London, if he wanted a meal
 - a) he cooked in a small kitchen
 - b) he went to a neighbour's flat
 - c) he asked his landlady
 - d) he walked to a restaurant.
3. In Dehradun, the stairway of his apartment house was blocked at night
 - a) by a watchman
 - b) by wooden barriers
 - c) by a sleeping cow
 - d) by dogs
4. The author wanted to meet the kind of ghost which
 - a) sucked human blood
 - b) dashed down people's throat
 - c) turned carriages upside down
 - d) were young women with feet backward.
5. Boys who did their schooling in Dehradun
 - a) also wanted to do B.A. from its colleges
 - b) found jobs there
 - c) found it difficult to earn their living
 - d) went to the big cities and did well.
6. One of the author's friends who was a poor student.
 - a) migrated to Hongkong
 - b) found a very good job
 - c) did very well in his university examination
 - d) became owner of a prosperous business abroad.
7. The author's young friends in Dehradun belonged to
 - a) rich families in cities like Bombay or Calcutta
 - b) the farmer families in the villages around Dehradun
 - c) the business community in Dehradun
 - d) middle class families in the town
8. At twenty, the author was
 - a) well known as a writer
 - b) well off from the sale of his books
 - c) a published author
 - d) uncertain about his choice of a writing career
9. He was not a sportsman because
 - a) his health was bad
 - b) he was afraid of cars or cycles
 - c) he was too lazy to try
 - d) he was impractical

10. He had learnt at his boarding school how to
- type
 - write job applications
 - make his own bed
 - repair electrical faults.

Exercise 3

There are twenty statements below. Only ten of them are correct, according to the passage. Read the statements carefully and pick out the ten correct ones.

- The author moved to London after staying in Dehradun for sometime.
- It was in Dehradun that the author began to devote all his energy to his career as a writer.
- The Dehradun flat was quiet, secluded, and he could view nature alone and undisturbed.
- He was very fond of his neighbour's little boy and fed him lollipops.
- He found Mrs. Singh's ghost stories interesting because he could use some details in his own stories.
- He learnt that ghosts of immoral women were churels and they lived in peepal trees.
- Ghosts living in peepal trees could overturn cycles and other carriages.
- He wrote about his Dehradun friends in his first novel.
- It was not easy to find jobs in Dehradun.
- His friend Kishen's family had moved to Bombay to provide him with good schooling.
- The schools in Dehradun were better than the colleges.
- One of his friends went to work for his uncle's prosperous wine business abroad.
- All his friends lived happily afterwards.
- One of his friends did a brave deed in later life.
- The Writer's Career showed signs of success when he was twenty.
- The Writer's first novel was very popular.
- His friends thought he was right in choosing writing as a career.
- His friends appreciated his cooking.
- He was generous with his friends.
- He could never resist eating tikkias in his life.

2.3 Vocabulary

In this exercise you will practice some useful words that appeared in the passage, by using them in a piece of connected writing.

Exercise 4

Fill in the blanks with words taken from the list given here :

colourful	bed-sitter	impractical
disembodied	apparently	regaled
malignant	wholesale	autobiographical
flair	scamp	consensus

The author preferred his little flat in Dehradun to his London.....In Dehra, he had some.....neighbours. He could also watch the busy street and shops. His neighbour Mrs. Singh.....him with ghost stories from her native village. She told him that the Munjia was the.....spirit of a Brahmin and lived in peepal trees. The author slept close to a peepal tree but.....the Munjia did not bother with him. Mrs. Singh also taught him a mantra to save him from.....spirits. In Dehradun he had many young friends about whom he wrote in his.....novel. One of them who had a.....for business later built a profitablebusiness in the U.K. Another, who later became a tea estate assistant manager had been a charming young.....The generalabout the another was that he was too.....and could only write well.

2.4 Grammar and Usage**Articles**

In this section you will learn the use of articles.

a and an are called indefinite articles, and the is called the definite article.

Look at the following sentences :

1. Yesterday I met an old man in Delhi.

An old man here does not refer to any particular person, it is preceded by the indefinite article an (an is used before a vowel sound and a before a consonant sound).

2. The man standing there is a friend of mine.

Here I am referring to a particular man, one who is standing there. So I use the definite article the. As I have a number of friends and this man is one of them, I have used the indefinite article a before friend.

Exercise 5

Fill in the blanks with a, an and the

1. butterfly reminded the author of his Dehradun flat.
2. Anil swallowed moths because he slept with his mouth open.
3. The author wanted to be writer from his young days.

4. ayah used to soap and wash him when he was a little boy.
5. cow slept on the stairs at night.
6. Mrs. Singh was attractive women.
7. In London he bathed in public baths.
8. From his balcony, he could see large peepal tree.
9. Mrs. Singh had once seen ghost lift up her child.
10. schools in Dehradun provided good education.
11. Gurbachan Singh was average student.
12. He became superintendent in Income Tax Department.
13. His friend Sudhir became manager of a tea estate.
14. Kishen was not heroic as boy.
15. He added little sugar to his curry.

2.5 Writing

In this section, you will learn to write an essay using arguments for and against a proposition. In an argumentative essay you have to use facts much more than imagination. The aim is to try persuade or convince your reader to agree with your point of view.

The essential part of your preparation for this type of essay is the selection and organization of facts as also their presentation. For your presentation to be effective and convincing, it is important (a) to be fair to the other point of view, and (b) to depend on known or accepted facts alone. It is not wise to invent a fact to prove your point.

Exercise 6

Capital Punishment means punishment by death according to law. Whether it should continue is a matter hotly debated in India and other countries. Let us suppose that you have been asked to write a 500-word essay on 'should Death Penalty be abolished'? for your local English newspaper. Here are some ideas for and against the proposition to help you write the essay.

For/Yes

1. Death penalty is based on the savage principle of vengeance and retaliation.
2. In countries where capital punishment has been abolished or suspended, capital crime has not increased.
3. Therefore the 'deterrent' argument is not sound : the death penalty has never protected anyone.

4. Overcrowding, slums, poverty, broken homes : these are the factors that lead to crime.
5. Crime can therefore be reduced only by the elimination of social injustices.

Against/No

1. Criminals are a threat to society. This must be done away with.
2. 'Life' sentence does not mean what it says. After ten years or so of good conduct, the criminal can return to society and has the freedom to live on the proceeds of his crime.
3. So, those who escape capital punishment are not necessarily reformed after a spell in prison. They often return to a life of crime.
4. People hold liberal views at the expense of others. Were the victims consulted before the suspension or abolition of the death penalty in some countries ? No, they were dead.

2.6 Let us Sum up

In this unit we have given you practice in

- Reading and understanding an autobiographical passage by Ruskin Bond
- Using some of the words occurring in the passage
- Using the articles correctly
- Writing a short essay using arguments for and against a proposition.

2.7 Key Words

¹argument : reasoned discussion

¹aspect : a particular part

¹autobiography : story of a person's life written by himself/herself

¹capital punishment : punishment by death

¹definite article : The

¹essay : a piece of writing, usually short, on any subject

ex¹PLICIT : clearly and fully expressed

in¹definite article : a, an

¹inference : conclusion based on facts or reasoning

in¹terpretative : making the meaning clear

¹passage : a short extract from a speech or a piece of writing.

2.8 Answers to Exercises

Exercise 1

1. b) 6. b)
2. c) 7. b)
3. c) 8. c)
4. c) 9. c)
5. b) 10. b)

Exercise 2

1. d) 6. d)
2. d) 7. d)
3. c) 8. c)
4. d) 9. d)
5. d) 10. c)

Exercise 3

2, 5, 7, 8, 9, 11, 14, 15, 17, 19

Exercise 4

bed-sitter, colourful, regaled, disembodies, apparently, malignant, autobiographical, flair, wholesale, scamp, consensus, impractical

Exercise 5

1. A 9. a
2. the 10. The
3. a 11. an
4. An 12. The
5. A 13. The
6. an 14. a
7. The 15. a
8. a

Unit 3 : Ved Mehta : A World of Four Senses

Structure

- 3.0 Objective
- 3.1 Introduction
- 3.2 Reading Comprehension
 - 3.2.1 Passage for Reading
'A World of Four Senses' by Ved Mehta.
 - 3.2.2 Glossary
 - 3.2.3 Comprehension Questions
- 3.3 Vocabulary
- 3.4 Grammar and Usage
 - 3.4.1 Prepositional Phrases
 - 3.4.2 Participial Phrases
 - 3.4.3 Phrasal Verbs
 - 3.4.4 Relative Clauses
- 3.5 Writing
- 3.6 Let us Sum up
- 3.7 Key Words
- 3.8 Suggested Reading
- 3.9 Answers to Exercises

3.0 Objective

After completing the unit you should be able to

- read and appreciate a biographical passage;
- recognize prepositional phrases and participial phrases;
- use some of the phrasal verbs correctly;
- use the relative clauses correctly; and
- write a short composition based on your reaction to the passage read.

3.1 Introduction

In this unit our aim is to give you practice in reading comprehension by

- i) giving you a passage from Ved Mehta's autobiography, *Face to Face*, and

ii) giving a glossary of difficult words, and questions on comprehension.

We have also set exercises on selected items of vocabulary.

In the section on grammar and usage, we have discussed

i) Prepositional phrases and participial phrases, ii) phrasal verbs, and

iii) relative clauses : defining and non-defining.

We have also asked you to write a short composition based on the passage you have read and your reactions to it.

3.2 Reading Comprehension

Here is an extract from Ved Mehta's autobiography, *Face to Face*.

3.2.1 Passage for Reading

A World of Four Senses,

by Ved Mehta

- 1 In India as elsewhere every girl or boy has fond and warm memories of his childhood, from the day he begins to talk to his mother and father in broken syllables. Invariably a child learns and recognizes the faces of his mother and father, of sisters and brothers who play with him constantly or the servants who prepare his meals or watch him play in the nursery. He must also remember the rich colours of the butterflies and birds which children everywhere always love to watch with open eyes. I say must, because when I was three and a half, all these memories were expunged, and with the prolonged sickness I started living in a world of four senses—that is, a world in which colours and faces and light and darkness are unknown.
- 2 If my age and the length of the sickness deprived me of the treasured memories of sight, they also reduced things which are valued so much in the sighted world to nothing more than mere words, empty of meaning. I started living in a universe where it was not the flood of sunshine streaming through the nursery window or the colours of the rainbow, a sunset or a full moon that mattered, but the feel of the sun against the skin, the slow drizzling sound of rain, the feel of the air just before the coming of the quiet night, the smell of the grass on a warm morning. It was a universe where at first—but only at first—I made my way fumbling and faltering.
- 3 It was good that I lost my sight when I did, because having no memories of seeing, there was nothing to look back to, nothing to miss. I went blind in November 1937. At that time we were living in Gujarat, in the province of

Punjab in nothern India. After my sickness we moved to Lahore, a few miles away, but the procession of relatives who come to sympathize made my father ask for another transfer, this time to Karmal, where we had neither friends nor relatives. There we got a cottage on the canal bank, built in very peaceful and quiet surroundings.

- 4 As might be expected, in the beginning it was thogh for all of us—for my mother and my father, for my three sisters and my brother, and for me, too. The illness had left me weak. The servants shirked me as though I were an evil eye personified. My sister treated me with care, as though I were a fragile doll, and my mother wept. My father, who was a doctor in the public health service, was grateful that my spine had been tapped in time, for a delay in the lumbar puncture would have affected my mind or endangered my life. But he, like the rest despaired.
- 5 As state of complete inaction therefore followed my blindness. In part this was due to the immediate shock of the illness, but more important still, the impasse was caused by ignorance of the potentialities of a blind child, since the only blind persons my parents saw were beggars.
- 6 My father's wide medical experience had prepared him for an acceptance of this tragedy, and he understood that any course of action must being with the realization that I would be blind for the rest of my life. My mother, on the other hand, neither would nor could convince herself that my sight world would never return; she did not have the medical experience of my father, and she blamed something in her past for the tragedy.
- 7 The family *pandit*, upon whose advice mother had relied almost from her childhood, was called in and consulted. 'He knows more about religion and science,' Mother said with pride, 'than any other *pandit* in our province.' I was taken before him, and for a long time I sat in my mother's lap while he was lost in reflection. After a while, he took my hand and thoroughly examined the lines. Then he looked at Mother's and he studied her forehead, mumbling steadily. He said he found himself inadequate, and more *pandits* would have to be consulted. At his request, they were called and questioned exhaustively as to what atonement could be made. Although their analyses and remedies differed considerably, they all agreed that by doing penance for her sins, my mother could improve my chance of regaining sight.
- 8 Along with this religious counsel was coupled a series of visits to *hakims* (physicians who followed the Greek or Unani system of medicine). These quacks prescribed all types of drops to put in my eyes. The *surmas*, which were administered at all hours of the day and night, burned and stung my eyes; and the only soothing part of the otherwise miserable treatment was the loving caress of Mother afterwards.

- 9 One night when my mother was administering these eye drops, and I was protesting with loud cries, my father unexpectedly returned. He asked and I told him why I was crying. He was outraged.
- 10 He questioned Mother as to how long this had been going on, but she would not answer him. She was prepared to bear any outburst silently and the longer she stayed silent, the more irritated my father grew. He said harshly that her superstitious far surpassed those of any village woman he had ever known. He went on to say that any person with the slightest consideration for her husband would have readjusted her ways in ten years of marriage. All his efforts to break her from her deplorable past had been in vain. He did not want his children brought up in such a tradition.
- 11 Even then she did not defend herself. Just as my mother had silently suffered the verdict of my blindness, the self-abasement imposed by the *pandit*, and the pleading which preceded the administration of my eye drops, so now she suffered my father's anger quietly. He forbade her to make any more visits to the *hakims*, and strictly prohibited the purchase of any more *surmas*. Then he gently lifted me from her arms, and took me away. With steady hands, he bathed my stinging eyes. After this incident, even though we stopped going to *hakims*, now and then applications of *surmas* continued until I was eleven. But they were very mild, and my mother always obtained my consent in advance.
- 12 I remember other little tests my mother put me through. One day she perceived that just before I arrived at a closed door I would stop and reach for the handle to open it. She began letting me go about the house by myself and she discovered that I seldom ran into things. She credited the *kakim* and the stinging drops, but every evening she would hold her hand up before my face and ask me to tell her where it was. She used to shake her hand before me so that myriads of pores next to, below and above my ears could feel her hand even when it was a foot away. The air currents helped me to spot it. But she wasn't satisfied with this. She wanted me to tell her whether the light was on or off. When I failed this test she was unhappy again, but I soon caught on and would listen for the click of the switch and then tell her. Sometimes she would flip the switch very rapidly time and again, and I would always count the clicks and give her the right answer.
- 13 The reason for the conflicting approaches of Mother and Father towards my blindness lay in each of their backgrounds. My mother had come from a large middle-class family, and had three sisters and three brothers. She was the eldest of the sisters and at the time when she came to attend school it was still customary for even the best-educated women to go only as far as the eighth grade. Thus her education had ceased with simple arithmetic and Hindi grammar. From that time

until her marriage five years later she had devoted herself to cooking, sewing, and caring for her younger brothers and sisters. While these skills trained her to be an excellent mother, they did not prepare her to cope rationally with an unfamiliar tragedy such as blindness. She found the weapons of love and affection useless. If she pampered me as her maternal instinct dictated, my father would scold her; and if she tried to use the medical cures which had been practised and handed down mother to daughter for generations, my father would forbid their use.

- 14 Although in my case there was an obstacle which seemed insurmountable, my father was determined to leave no avenue unexplored. He read all available literature on blindness. He learned that almost all India's blind people had turned to begging for their livelihood, or had become owners of *pan* and *biri* shops. He was determined that this was not going to be the fate of his second one, and he started corresponding with many of the prominent educational authorities, asking their advice. The replies were not optimistic. For the blind, educational facilities and personnel were limited, and often the school became semi-asylums with all ages grouped together in classes without any gradation system.
- 15 My father still persisted, for he knew that my staying at home would result in overindulgence. He realized, as well, that I would have difficulty playing with normal children, and that my mother would always be afraid to let me leave the immediate premises.
- 16 At last he heard of Dr. R. M. Halder, Principal of Dadar School for the Blind in Bombay. My father wrote to him asking advice. Dr. Halder showed unusual interest in my case, and promised to take special care and personal responsibility for me if I were sent to his school.
- 17 When my mother learned of my father's decision to send me to the Dadar School, she was appalled. She had never been to Bombay, and to her it might have been a foreign country. She could not understand the reason for sending me nine hundred miles away from home to attend school with orphans and children of the poorest classes. After all, another year at home could not but help my development. Yet she placed her faith in my father's superior judgement, and in her quiet way she agreed.

3.2.2 Glossary

- 1 **'syllable** : a word or part of a word containing a vowel sound
ex'punged : rubbed out, removed
- 2 **'universe** : all space and the matter which exists in it
'fumbling : handling things without skill; moving the hands awkwardly in search of something
- 3 **'faltering** : walking or moving unsteadily
- 4 **'fragile** : easily broken or damaged

- Spine** : the row of bones in the centre of the back that supports the body
'lumber : of the lower part of the back
de'spaired : lost all hope
- 5 **im'passe/æn'pa:s/** : a point where further movement is blocked
 7 **'mumbling** : speaking unclearly
ex'haustively : thoroughly
a'tonement : making repayment for some crime
'penance : self-punishment suffered willingly to show that one is sorry for having done wrong
- 8 **'counsel** : advice
quack : a person dishonestly claiming to have medical knowledge
- 9 **'outraged** : offended greatly
 10 **super'stitious** : beliefs which are not based on reason or facts
 12 **'myriads** : a great number
 13 **'rationally** : according to reason
'pampered : treated too kindly
'instinct : natural feeling
scold : speak in an angry and complaining way to someone
- 14 **'obstacle** : something which stands in the way
insur'mountable : too difficult to be dealt with
'semi- : partly
a'sylum : a mental hospital
- 15 **'over-** : too much
in'dulgence : yielding to someone's desires
'premises : a house or other building with any surrounding land
- 17 **ap'palled** : shocked deeply
'orphan : a person lacking one or both parents

3.2.3 Comprehension questions

Exercise 1

Answer the following questions :

- 1 a) What are some of the things children everywhere learn and recognize?

- b) The author's childhood was different from that of other children. Why?

-
-
- 2 The author’s perception of the world was confined only to four senses. Pick out phrases which highlight the use of the senses of
- i) hearing
 - ii) touch,
 -
 - iii) smell
- 3 Why does he say ‘It was good that I lost my sight when I did’?
-
-
-
- 4 From Lahore the family moved to Karnal, where they had neither friends nor relatives. But they were happy. Why?
-
-
-
- 5 ‘The servants shirked me as though I were an evil personified.’ This means that the servants thought I was
- i) blind.
 - ii) a curse on the family.
 - iii) a spoilt child.
- Select the correct alternative.
-
- 6 What were the two reasons for ‘a state of complete inaction’ after the author’s blindness?
-
- 7 Why did the author’s father object to the treatment prescribed by *hakims* and the family *pandit*?
-
-
-
- 8 How did the author manage to tell his mother whether the light was on or off?
-
-

- 9 What was the main difference between the attitudes of the author's mother and his father towards his blindness?

- 10 a) The author's father decided to send him nine hundred miles away from home to school. Was it the right thing to do? If so, why?

- b) What was his mother's reaction to it?

3.3 Vocabulary

Exercise 2

Words under **A** mean the opposite of those under **B**. Match them.

Example : empty—full

- | A | B |
|---------------|------------------|
| a) empty | i) sighted |
| b) optimistic | ii) drop |
| c) blind | iii) full |
| d) quiet | iv) knowledge |
| e) lift | v) stinging |
| f) ignorance | vi) loud |
| g) soothing | vii) pessimistic |

Exercise 3

Choose the correct meaning of each of the following words :

- a) shirk
i) accuse
ii) avoid
iii) annoy
.....
- b) fragile
i) which works smoothly
ii) which functions independently
iii) which breaks easily
.....
- c) surpassed
i) exceeded
ii) embarrassed
iii) established
.....
- d) atonement
i) an action for wrong-doing
ii) an action for pleasure
iii) an action for fame
.....
- e) insurmountable
i) which cannot be made possible
ii) which cannot be avoided
iii) which cannot be overcome
.....
- f) indulgence
i) patronizing
ii) pampering
iii) pestering

Exercise 4

Each of the following words can be used both as a noun and a verb. Fill in the blanks using the given words in their appropriate forms :

despair, spot, hand, report, remedy

- 1 Surajkund is a popular picnic in Haryana.
- 2 A bird in is worth two in the bush.
- 3 The refugee's of ever-seeing his family again filled us with pity.

- 4 The discovery of a new planet has been in today's papers.
- 5 The seems more painful than the disease.
- 6 We cannot always observe the traditions down to us from the past.
- 7 You can a friend even in a crowd.
- 8 Why he of success in his new profession was because he was lazy.
- 9 The committee has been asked to hand in its in four months.
- 10 Don't be unhappy; your faults of pronunciation can be easily

3.4 Grammar and Usage

3.4.1 Prepositional Phrases

A prepositional phrase is a phrase consisting of a preposition and the noun following it.

Examples :

in bed

on top

Prepositional phrases can be adjectival or adverbial.

Examples :

- 1 The springs *under the cushion* are broken (adjectival phrase)
- 2 he listened to the speech *with great attention*. (adverbial phrase, indicating manner)
- 3 I reached the station *at 10 o'clock*. (adverbial phrase, indicating time)
- 4 The books were *under the cushion*. (adverbial phrase, indicating place.)

Exercise 5

Pick ten prepositional phrases from the first paragraph of the passage you have read in Section 14.1.1 and indicate whether they are adjectival or adverbial.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3.4.2 Participial Phrases

A participial phrase begins with a participle, that is, either the present participle (the **-ing** form of the verb) or the past participle—the third (**-ed, -en**) form of the verb used as an adjective.

Here are some examples from the reading passage of participles used as adjectives :

- i) the *prolonged* sickness (past participle)
- ii) *treasured* memories (past participle)
- iii) the slow *drizzling* sound of rain (present participle)

Examples of participial phrases :

- i) The floor of sunshine *streaming through the window*
- ii) we got a cottage, *built in very peaceful and quiet surroundings.*

3.4.3 Phrasal Verbs

A Phrasal verb is a group of words that acts like a verb and consists usually of a verb with and adverb and / or a preposition.

Examples : get by (= continue one's way of life)

use up (= finish completely)

Some examples taken from the reading passage in Section 14.1.1 are :

Paragraph 3 : There was nothing to *look back to*. (remember)

Paragraph 10 : how long this had been *going on*. (taking place, continuing)

He did not want his children *brought up* in such a tradition. (educated and cared for until they grew up)

Paragraph 12 : my mother *put me thought* other little tests. (made me experience) I soon *caught on*. (understood).

Exercise 6

Some verb + particle (adverb or preposition) combinations are used in sentences under

A. Words and phrases of similar meanings are given under B. Match the two lists.

- | A | B |
|--|-------------------------------|
| i) He takes after his father more than his mother. | a. wear |
| ii) he gave up the project for lack of funds. | b. adopt as a hobby |
| iii) Put on a clean shirt ; you're going to a party. | c. resembles |
| iv) I need to look into the case thoroughly. | d. investigate, study |
| v) Most people take a gardening on retirement. | e. abandoned,
discontinued |

Exercise 7

Supply the appropriate particles from those given below ;
up, out, after, to down.

- i) I can't start the car ; the battery has run _____
- ii) Look _____ the baby while I am away.
- iii) The price of fruit usually goes _____ in summer in Delhi; even melons cost of lot.
- iv) I am looking forward _____ meeting my cousin next week.
- v) Long side-burns went _____ years ago.

3.4.4 Relative Clauses

Look at this sentence :

The boy who is standing there is my nephew.

Here the main sentence is

The boy is my nephew.

But I want to tell you which boy I am talking about. So I add the clauses *who is standing there* to define the noun *boy*. Such a clause is called **defining relative clause**.

Here are some more examples :

- i) This is the house *that Jack built*.
- ii) Please return the books *which I lent you yesterday*.

Note that defining relative clauses generally begin with *who*, *which* or *that*.

Exercise 8

Fill in the blanks using *who*, *which* or *that* :

- i) The man _____ is standing at door is an actor.
- ii) The policy _____ the government is following these days is praiseworthy.
- iii) Teachers generally like students _____ are punctual and hardworking.
- iv) The play _____ we saw last night was hilarious.
- v) You are telling a story _____ is unbelievable.

Exercise 9

Join each pair into a single sentence using *who*, *which* or *that* in place of the word in italics :

- i) The woman is my father's sister.
She came to see me last week.

.....

 ii) The shop didn't have the book.

I wanted *it*.

iii) How can I forget a friend ?

He was so good to me.

iv) Write a story.

It would interest everyone.

v) The car will fetch a high price.

It was driven by the world champion.

Exercise 10

Complete the following sentences by adding suitable relative clauses :

i) Do you remember the name of the person

ii) What is it

iii) Give me a present

iv) Did you collect the parcel

v) I am yet to meet someone

Now look at this sentence :

My wife, who lives in Bombay, is arriving here next week. Here the relative clause *who lives in Bombay* does not define the noun *wife*, because I have only one wife. It only gives additional information about her. Such a clause is called a **non-defining relative clause**. It is necessary to put a comma before and after such a clause.

Exercise 11

Join each pair into a single sentence using *who* or *which* in place of the word in italics. Don't forget to put a comma before *who* or *which*, and also at the end of the clause if it comes in the middle of the sentence.

- i) The country now has 300 TV relay stations.

They are part of the national network.

.....

- ii) His latest book has become a great success.

it was well reviewed by critics.

.....

- iii) Tourists are fascinated by our folk dances.

They are interested in cultural programmes.

.....

- iv) This year's harvest has been rather poor.

It looked like a good one for some time.

.....

.....

- v) Some Indian scientists live in America.

They are very well known for their knowledge and skill.

.....

.....

Exercise 12

Rewrite the following sentences by adding clause relating to the words in italics. Use *who* or *which* at the beginning of the clause and don't forget the commas. The words in brackets against each sentence will give you the clues.

Example :

My grandfather was once a keen sportsman. (age 75)

My grandfather, who is now 75, was once a keen sportsman.

- i) My health doesn't allow me to take part in strenuous games. (Poor health)

.....

.....

- ii) Last year's *floods* damaged a lot of property. (too sudden)

.....

.....
 iii) *P.T. Usha* is one of the best Indian athletes. (her appearance on TV last month)

.....

 iv) Last night's *meeting* broke up in disorder. (two rival groups attended)

.....

 v) *Trams* are still used in Calcutta. (no more in Delhi)

3.5 Writing

Exercise 13

Write two or three paragraphs (a total of about 200 words) on any one of the following. Wherever possible and necessary, base your composition on the ideas contained in the passage you have read, and your reactions to them. Educated parents can bring up their children much better than uneducated parents.

OR

Given proper training and education, a blind person can be a useful member of society. Tell the story of a blind person you know, or have heard about, who is living a normal life. Mention her/his work and day-to-day life.

OR

Based on your own experience, discuss whether children enjoy 'a sheltered life' more than 'an independent life.' In which particular areas should a child of eight or ten be given complete freedom of action and thought ?

.....

Ved Metha : *Face to Face*, Oxford University Press, Delhi.

3.9 Answers to Exercises

Exercise 1

- 1 a) Faces of members of the family, and colours of butterflies and birds.
b) He was blind. He lost his sight at the age of three and a half.
- 2 i) The sound of rain.
ii) The feel of the sun against the skin;
the feel of the air before the coming of night.
iii) The smell of grass.
- 3 He lost his eyesight at a very tender age. He almost began life as a blind child, and his mind had stored nothing much which he could have missed later.
- 4 The new surroundings were quiet and peaceful, and no relatives or friends came to offer sympathies, which used to be embarrassing.
- 5 ii)
- 6 (a) The shock of the illness;
(b) the ignorance of the potentialities of a blind child.
- 7 Being a qualified doctor, he knew that the quacks and the priests would further harm the child than cure his blindness. He was also raising his voice against his wife's superstitious handling of a hopeless situation.
- 8 By counting all the clicks of the switch. It the first click meant the light was on, the second would mean it was off, and so on.
- 9 The main difference was that the father was rational and practical, whereas the mother was superstitious.
- 10 a) Yes, because (i) the child would never get educated if he stayed at home, and (ii) the Bombay school was the best available, and the Principal showed a lot of interest in the case.
b) She was deeply shocked, but accepted her husband's decision.

Exercise 2

- | | |
|----------|---------|
| a) (iii) | e) (ii) |
| b) (vii) | f) (iv) |
| c) (i) | g) (v) |
| d) (vi) | |

Exercise 3

- a) (ii)
- b) (iii)
- c) (i)
- d) (iii)
- f) (ii)

Exercise 4

- | | | | | | | | | | |
|---|--------|---|------|---|-----------|---|----------|----|-----------|
| 1 | spot | 2 | hand | 3 | despair | 4 | reported | 5 | remedy |
| 6 | handed | 7 | spot | 8 | despaired | 9 | report | 10 | remedied. |

Exercise 5

- 1 *In India* : adverbial
- 2 *of his childhood* : adjectival
- 3 *from the day he begins to talk to his mother in broken syllables* : adverbial
- 4 *to his mother and father* : adverbial
- 5 *in broken syllables* : adverbial
- 6 *of his mother and father* : adjectival
- 7 *of sisters and brothers* : adjectival
- 8 *with him* : adverbial
- 9 *in the nursery* : adverbial
- 10 *of the butterflies and birds* : adjectival

Exercise 6

- (i) c (ii) e (iii) a (iv) d (v) b

Exercise 7

- (i) down (ii) after (iii) up (iv) to (v) out

Exercise 8

- (i) who (ii) which/that (iii) who (iv) that (v) that

Exercise 9

- (i) The woman who came to see last week is my father's sister.
- (ii) The shop didn't have the look that I wanted.
- (iii) How can I forget a friend who was so good to me?
- (iv) Write a story that would interest everyone.
- (v) The car that was driven by the world champion will fetch a high price.

Exercise 10

- (i) who came to see us this morning
- (ii) that you wish to talk about
- (iii) that is not too expensive
- (iv) that arrived at the post office yesterday
- (v) who can speak English like a native

Exercise 11

- (i) stations, which are part
- (ii) book, which was well reviewed by critics,
- (iii) Tourists, who are interested in cultural programmes, are fascinated by our folk dance.
- (iv) harvest, which looked time, has been rather poor.
- (v) scientists, who are very well skill, live in America.

Exercise 12

- (i) My health, which has been rather poor, doesn't allow
- (ii) floods, which came too suddenly, damaged
- (iii) P.T. Usha, who appeared on T.V. last month, is one of
- (iv) Last night's meeting, which was attended by the two rival groups, broke up in disorder.
- (v) Trams, which do not run in Delhi now, are still used in Calcutta.

NOTE

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Module 2 : Prose Selections–II

Unit 4 : Indira Gandhi : Human Environment

Structure

- 4.0 Objective
- 4.1 Introduction
- 4.2 Reading Comprehension
 - 4.2.1 Study Guide
 - 4.2.2 Passage for Reading
‘Human Environment’, by Indira Gandhi
 - 4.2.3 Note on the Author
 - 4.2.4 Glossary
 - 4.2.5 Comprehension Questions
- 4.3 Vocabulary
- 4.4 Grammar and Usage : Concord of Number and Person
- 4.5 Writing
- 4.6 Let Us Sum Up
- 4.7 Key Words
- 4.8 Suggested Reading
- 4.9 Answers to Exercises

4.0 Objective

After completing the unit you should be able to

- * read speeches on matters of current interest with understanding :
- * distinguish between pairs of words with related meanings :
- * observe the subject-verb concord with all verbs ; and
- * write paragraphs forming part of a short essay with the help of a given outline.

4.1 Introduction

In this unit our aim is to give you practice in reading comprehension by (i) setting an extract from a speech by Indira Gandhi for you to read, and (ii) giving a glossary of difficult words, and questions on comprehension. We have also set exercises on selected items of vocabulary. The section on grammar and usage deals with the concord of number and person with the verbs other than *be*, *do* and *have*, which we discussed in

Unit 1. For practice in writing, you will complete a short essay on the subject of the passage read by you, with the help of a outline given by us.

4.2 Reading Comprehension

4.2.1 Study Guide

Read the passage given below and try to understand it. It has extracts from a speech made by Indira Gandhi in 1972 at the United Nations Conference on ‘Human Environment’.

Some of the words are explained for you in the glossary given at the end of the passage. After you have read and understood the passage, you must answer all the comprehension questions. You should then check your answers with those given by us at the end of the unit.

4.2.2 Passage for Reading

Human Environment

By Indira Gandhi

1. 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 wrongdoers 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.”
2. 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 imperilled. In poverty he is threatened by malnutrition and disease, in weakness by war, in richness by the pollution brought about by his own prosperity.
3. 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.

4. 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 questions, 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.
5. The Government of India is one of the few which have 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-unban 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.
6. 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.
(from Indira Gandhi's speech at the UN Conference on 'Human Environment', 1972)

4.2.3 Note on the Author

Indira Gandhi (1917-1984) was Prime Minister of India from 1966 to 1977 and 1980 to 1984.

4.2.4 Glossary

(The number refer to the paragraphs in the reading passage)

1. **civilized** : at a highly developed stage of social organization
creation : the whole universe ; the world and all the things in it
edicts : orders issued by a king or state
carved : cut
preserve : protect
monarch : a king who rules a state and has supreme power
species : a group of related animals or plants
regret : feel sorry about
carnage : large-scale killing of human beings
enjoining : require a person to do something
righteousness : moral goodness
2. **wanton** : without justification
sustenance : means of sustaining life
concern : anxiety
deterioration : becoming lower in quality ; wearing away
flora : plants
fauna : animals
wiped out : destroyed completely
mute : silent
witness : one who has seen some event
infancy : childhood
incipient : just starting
environmental : relation to the surroundings in which people live
imperilled : placed in danger
malnutrition : lack of adequate nutrition
pollution : making unclean or impure
3. **askance** : without liking
impoverish : make poor
grim : severe, cruel
combing : searching
poaching : catching or killing animals and birds illegally
despoiling : robbing

- urge** : insist on
slums : dirty and poor section of a city
contaminated : made impure
eradicated : uprooted; removed completely
technology : the use of science in industry
4. **conflict** : opposition
enlightenment : giving the light of understanding
spirit : the principle of life
diminishing : making less
spirituality : caring for spiritual things or value
values : moral principles or beliefs
superficial : being on the surface only
lack : shortage or absence
material : related to physical well-being
traditionally : as a tradition (thoughts and practices continued over a long period)
detachment : freedom from self-interest
renunciation : giving up one's claims or rights
5. **sponsored** : promoted
conscious : aware
effective : producing a result
urban : of cities and towns
maternity : motherhood
nutrition : provision of food necessary for healthy growth
6. **fossil** : a remnant of a plant or animal of a past age
depletion : using up ; exhausting
affluent : rich
equivalent : equal in significance
Latin Americans : people in those areas of America where the official languages are Spanish and Portuguese derived from Latin ; people in South America.

4.2.5 Comprehension Questions

Now try to answer the following questions. You may check your answers with those given by us at the end of the unit.

Exercise 1

1. a) How does Mrs. Gandhi describe a person who looks upon his fellow-men and the world with friendly eyes ?

.....

- b) Were Indians aware of this even in ancient times ? Give an example to prove this.

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

2. a) The environment around us has been destroyed. What are the three examples given ?

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

- b) It is not only the environment but man also who is in danger.

- i) What dangers face him when he is poor ?

.....

- ii) What dangers face him when he is politically weak ?

.....

- iii) What dangers face him when he is rich ?

.....

3. a) Mention the ways in which the poor are compelled to spoil the environment.

.....

- b) How can poverty be removed ?

.....

4. What have Indians down the ages respected ?

.....

5. a) When can a programme of population control be successful ?

.....
.....

- b) Why do some poor people want big families ?

.....

6. Natural resources are being depleted.

- a) How are the developed countries responsible for this ?

.....
.....

b) How are the developing countries responsible for this ?

.....
.....

4.3 Vocabulary

Exercise 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) Smooking in cinema halls is.....
- b) We are.....to speak loudly in the library.
 (prohibited, forbidden)
- iii) a) Many trees in the forests have been.....
- b) Standards of morality have.....
 (destoryed, deteriorated)
- iv) a) We.....reading 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
 quit.....
 (impooverished, depleted)

Exercise 3

Use the following words in sentences. Use the dictionary, if necessary. (A good one is *Longman Dictionary of Contemporary English*.)

empty, vacant

.....
.....

environment, neighbourhood

.....
.....

employment, job

.....

.....

clean, pure

.....

.....

4.4 Grammar and Usage : Concord of Number and Person

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 2.1.2.

	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.

Example

Almost every full moon night, the officials in Andaman and Nicobar Islands **take** part in a cautious 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** up enough courage to swim upto 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*. 17th November, 1986)

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.

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

Exercise 4

Fill in the blanks with the correct present tense forms of the verbs given below :

- Animal lovers.....to find a shelter for injured animals.
- There.....a number of good schools in this city.
- What are.....is a sound philosophy of education.
- You.....advised not to be too generous with your sentiments.
- He.....on English.
- He.....more time in India than anywhere else in the world.
- Faith, they....., can move mountains.
- They.....here to satisfy their curiosity.

4.6 Let us Sum up

In this unit we have given you practice in

- i) understanding an extract from India Gandhi's speech on '*Human Environment*',
- ii) distinguishing between pairs of words that have related meanings and using them in appropriate contexts,
- iii) subject-verb concord, and
- iv) writing paragraphs of an essay with the help of a given outline.

4.7 Key Words

audio : related to hearing

cassette : a container for magnetic tape

composition : the act of putting together words, ideas, etc. in a literary form

contemporary : of the present time

context : what comes before and after a word, phrase, statement, etc., helping to fix the meaning

dictionary : a book listing and explaining the words of a language

environment : surroundings

human : of man

outline : a statement of the chief facts, points, etc.

4.8 Reading

1. *The Years of Endeavour : Selected Speeches of India Gandhi (1969-1972)*. Publications Division, Government of India.
2. *Langman Dictionary of Contemporary English*, Indian edition.
3. A. S. Hornby : *Oxford Advanced Learner's Dictionary of Current English*, 3rd edition (Revised).

4.9 Answers to Exercises

Exercise 1

1. a) She describes him as truly human and civilized.
b) Yes. More than two thousand years ago Emperor Ashoks laid down that a king

must protect animal life and forest trees, and he was very sorry about the large-scale killing of human beings during his conquests.

2. a) 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.
b) i) He faces the danger of poor nutrition and disease.
ii) He faces the danger of war.
iii) He faces the danger of an impure environment.
3. a) When the poor people living around the jungles cannot get employment and cannot buy the things they need every day, they have to search for food in the forests, kill animals there, and cut down trees and plants.
b) By the use of science and technology.
4. Detachment and renunciation.
5. a) When we spread education and raise the standard of living of the people.
b) They think every child is an earner and a helper.
6. a) The developed countries consume most of the world's production of minerals and fossil fuels.
b) 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.

Exercise 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 | |

Exercise 3 : Specimen Answers

This ink bottle is **empty**. I must buy another one.

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 the **trucks**, buses, cars, and scooters give out a lot of smoke.

Exercise 4

1 try	2 are	3 need	4 are	5 speaks
6 spends	7 say	8 are/come	9 wants	10 shows, changes

Unit 5 : Bertrand Russell : Science and Human Life

Structure

- 5.0 Objective
- 5.1 Introduction
- 5.2 Reading Comprehension
 - 5.2.1 Passage for Reading
'Science and Human Life' by Bertrand Russell
 - 5.2.2 Note on the Author
 - 5.2.3 Glossary
 - 5.2.4 Comprehension Questions
- 5.3 Vocabulary
- 5.4 Grammar and Usage
 - The Passive Voice
- 5.5 Writing
- 5.6 Let Us Sum Up
- 5.7 Key Words
- 5.8 Suggested Reading
- 5.9 Answers to Exercises

5.0 Objective

After completing the unit you should be able to

- read and understand expository passages,
- use the passive constructions correctly, and
- write short expository compositions.

5.1 Introduction

In this unit we shall give you further practice in reading comprehension by

- (i) giving you an expository passage : 'Science and Human Life' by Bertrand Russell, and
- (ii) giving a glossary of difficult words and questions on comprehension.

We shall also set an exercise on selected items of vocabulary.

In the section on grammar and usage we shall discuss the passive constructions. We shall also ask you to write short compositions based on the passage read by you.

5.2 Reading Comprehension

5.2.1 Passage for Reading

‘Science and Human Life’

by Bertrand Russell

1. Science and the techniques to which it has given rise have changed human life during the last hundred and fifty years more than it had been changed since men took to agriculture, and the changes that are being wrought by science continue at an increasing speed. There is no sign of any new stability to be attained on some scientific plateau. On the contrary, there is every reason to think that the revolutionary possibilities of science extend immeasurably beyond what has so far been realised. Can the human race adjust itself quickly enough to these vertiginous transformations, or will it, as innumerable former species have done, perish from lack of adaptability? The dinosaurs were, in their day, the lords of creation, and if there had been philosophers among them, not one would have foreseen that the whole race might perish. But they became extinct because they could not adapt themselves to a world without swamps. In the case of man and science there is a wholly new factor, namely that man himself is creating the changes of environment to which he will have to adjust himself with unprecedented rapidity. But, although man through his scientific skill is the cause of the changes of environment, most of these changes are not willed by human beings. Although they come about through human agencies, they have, or at any rate have had so far, something of the inexorable inevitability of natural forces. Whether Nature dried up the swamps or man deliberately drained them, makes little difference as regards the ultimate result. Whether men will be able to survive the changes of environment that their own skill has brought about is an open question. If the answer is in the affirmative, it will be known some day; if not, not. If the answer is to be in the affirmative, men will have to apply scientific ways of thinking to themselves and their institutions.
2. One of the most obvious, problems raised by a scientific technique is that of the exhaustion of the soil and of raw materials. This subject has been much discussed and some governments have actually taken some steps to prevent the denudation of the soil. But I doubt whether, as yet, the good done by these measures is outweighing the harm done in less careful regions. Food, however, is such an obvious necessity that the problem is bound to receive increasing attention as population pressure makes it more urgent. Whether this increased attention will do good or harm in the long run is, I fear, questionable. By a spendthrift use of fertilisers, food production in the present can be increased at the cost of food production in the future.

3. The question of raw materials is more difficult and complex than the question of food. The raw materials required at one stage of technique are different from those required at another. It may be that by the time the world's supply of oil is exhausted, atomic power will have taken its place. But to this sort of process there is a limit, though not an easily assignable one. At present there is a race for uranium, and it would seem likely that before very long there will be no easily accessible source of uranium. If, when that happens, the world has come to depend upon nuclear energy as its main source of power, the result may be devastating. All such speculations are of course very questionable, since new techniques may always make it possible to dispense with formerly necessary raw materials. But we cannot get away from the broad fact that we are living upon the world's capital of stored energy and are transforming the energy at a continually increasing rate into forms in which it cannot be utilised. Such a manner of life can hardly be stable, but must sooner or later bring the penalty that lies in wait for those who live on capital.
4. In primitive times, when the human population of the globe was small, such problems did not arise. Agriculture, it is true, was practised in ways that exhausted the soil for a time, but there were usually new vacant lands available; and if there were not, the corpses of enemies sufficed as fertilisers. The system was 'conservative' in the physicists' sense. That is to say, energy on the whole accumulated as fast as it was used. Now, this is not the case ; and, so far as one can see, it will never be the case while scientific technique continues.
5. The problem which most preoccupies the public mind at the present moment is that of scientific warfare. It has become evident that, if scientific skill is allowed free scope, the human race will be exterminated, if not in the next war, then in the next but one or the next but two—at any rate at no very distant date. To this problem there are two possible reactions : there are those who say, 'Let us create social institutions which will make large-scale war impossible' : there are others who say, 'Let us not allow war to become too scientific. We cannot perhaps go back to bows and arrows, but let us at any rate agree with our enemies that, if we fight them, both sides will fight inefficiently.' For my part, I favour the former answer, since I cannot see that either side could be expected to observe an agreement not to use modern weapons if once war had broken out. It is on this ground that I do not think that there will long continue to be human beings unless methods are found of permanently preventing large-scale wars. I shall return to it presently.
6. The new dangers resulting from our more organic society call for certain changes in the kind of character that is admired. The bold buccaneer, or the great conqueror such as Alexander or Napoleon, has been admired and is still admired although the world can no longer afford this type of character. We come here upon a difficulty. It is a good thing that people should be adventurous and that there should be scope for individual enterprise ; but the adventure and enterprise, if they are not to bring total

disaster, must streer clear of certain fields in which they were formerly possible. You may still, without harm to your fellow men, wish to be the first man to reach the moon. You may wish to be a great poet or a great composer or a man who advances the boundaries of scientific knowledge. Such adventure injures no one. But if Napoleon is your ideal, you must be restrained. Certain kinds of anarchic self-assertion, which are splendid in the literature of tragedy, have come to involve too much risk. A motorist alone on an empty road may drive as he pleases, but in crowded traffic he must obey the rules. More and more the lives of individuals come to resemble the motorist in traffic rather than the lonely driver in an empty desert.

7. I come at last to a question which is causing considerable concern and perplexity to many men of science, namely : which is their social duty towards this new world that they have been creating? I do not think this question is easy or simple. The pure man of science, as such is concerned with the advancement of knowledge, and in his professional moments he takes it for granted that the advancement of knowledge is desirable. But inevitably he finds himself casting his pearls before swine. Men who do not understand his scientific work can utilise the knowledge that he provides. The new techniques to which it gives rise often have totally unexpected effects. The men who decide what use shall be made of the new techniques are not necessarily possessed of any exceptional degree of wisdom. They are mainly politicians whose professional skill consists in knowing how to play upon the emotions of masses of men. The emotions which easily sway masses are very seldom the best of which the undividuals composing the masses are capable. And so the scientist finds that he has inintentionally placed new powers in the hands of reckless men. He may easily come to doubt, in moments of depression or overwork, whether the world would not be a happier place if science did not exist. He knows that science given power and that the power which it gives could be used to increase human welfare; but he knows also that very often it is used, not so, but in the very opposite direction.
8. We must retain the belief that scientific knowledge is one of the glories of man. I will not maintain that knowledge can never do harm. I think such general propositions can almost always be refuted by well-chosen examples. What I will maintain—and maintain vigorously—is that knowledge is very much more often useful than harmful and that fear of knowledge is very much more often harmful than useful. Suppose you are a scientific pioneer and you make some discovery of great scientific importance, and suppose you say to yourself, ‘I am afraid that discovery will do harm’ : you know that other people are likely to make the same discovery if they are allowed suitable opportunities for research; you must therefore, if you do not wish the discovery to become public, either discourage your sort of research or control publication by a board of censors. Nine times out of ten, the board of censors will object to knowledge that is in fact useful—e.g. knowledge concerning birth control—rather than to

knowledge that would in fact be harmful. It is very difficult to foresee the social effects of new knowledge, and it is very easy from the sheer force of habit to shrink from new knowledge such as might promote new kinds of behaviour.

9. Apart from the more general duties of scientists towards society, they have a quite special and exceptional duty in the present critical condition of the world. All men of science who have studied thermonuclear warfare are aware of two superlatively important facts : first, that whatever agreements may have been reached to the contrary, thermonuclear weapons will certainly be employed by both sides in a world war; second, that if such weapons are employed there can be no hope of victory for either side, but only of universal destruction involving, quite possibly, the end of all human and animal life and almost certainly, failing that, a complete reversion to barbarism.

5.2..2 Note on the Author

Bertrand (Arthur William) Russell (1872-1970) was an English philosopher and mathematician. He was awarded the Nobel Prize for Literature in 1950.

5.2..3 Glossary

1. **tech'niques** : methods
wrought : made
sta'bility : the state of being steady
'plateau : a period of time during which the active development of something is not continued
Ver'tiginous : causing a feeling of great unsteadiness
transfor'mation : complete change
'species : a group of plants or animals that are of the same kind, which are alike in all important ways.
adapta'bility : ability to change so as to be suitable for different conditions
'dinosaurs : types of very large long-tailed creatures that lived in very ancient times
cre'ation : the universe, the world, and all living things
ex'tinct : no longer existing
swamp/swamp/ : soft, wet land
en'vironment : the surrounding conditions
un'precedented : which has never happened before
willed : made by power of the mind
'agency : the power which causes a result
in'exorable : whose actions or effects cannot be prevented
i,nevita'bility : something that cannot be prevented from happening

- 'natural** : what happens ordinarily in the world, not caused by people
de'liberately : intentionally
'ultimate : happening in the end
af'firmative : declaring 'yes'
insti'tutions : habits and customs which have been in existence for a long time; organisations
2. **ex'haustion**/ɪgʒ : stɒ n/ : the state of being used up completely
raw : in the natural state, not yet treated for use
'denu'dation : removal of the covering
out'weighing : being more important than
'obvious : easy to understand; clear
bound : certain
'urgent : very important; which must be dealt with quickly
'questionable : not certain
'spend,thrift : spending wastefully
'fertilisers : chemical or natural substances that are put on the land to make crops grow better
3. **'complex** : difficult to understand
ex'hausted : used up completely
'process : a continued set of actions to reach some result
as'signable : which can be fixed
u'ranium : a heavy white metal this is an element (= a simple substance), is radioactive, and is used in the production of atomic power
ac'cessible : easy to get at
'devastating : completely destructive
'specu'lation : reasoning without all the facts
'questionable : about which doubts may be raised
di'spense with : do without
4. **'primitive** : of the earliest stage of the development of man
globe : an object in the shape of a round ball : the earth
'corpses : dead bodies
con'servative : preserving : using carefully
'physicist : a person who makes a special study of physics, the science concerned with matter and natural forces.
ac'cumulated : collected
5. **pre'occupies** : fills the thoughts of
'evident : plain; clear
ex'terminated : killed
re'action : action in reply

6. **or'ganic** : made of parts with specialized purposes
bucca'neer /,bL k 'ne/ : sea-robber
ad'venturous : eager for exciting and dangerous experience; ready to take risks
'enterprise : the way of arranging and carrying on business
di'saster : sudden great misfortune
'steer'clear of : keep away from
re'strained : controlled
a'narchic /æ'nd : kɪk/ : without control
7. **'casting 'pearls before 'swine** : offering something valuable to someone who cannot understand how valuable it is
sway : influence
'reckless : too hasty; not caring about danger
8. **'propo'sition** : an unproved statement in which an opinion is expressed
re'futed : proved to be untrue
'vigorously : forcefully
'pio'neer : a person who does something first and so prepares the way for others
'censor : an official who examines printed matter, etc. with the power to remove anything offensive
9. **'thermo 'nuclear** : using the very high temperatures that result from atomic fusion as in a hydrogen bomb
re'version (n) : return to a former condition
'barbarism : the state of being uncivilized

5.2.4 Comprehension Questions

Exercise 1

(Find the answers to these questions in the sections marked with the corresponding numbers.)

1. Science has brought a rapid change in human life. What questions does it give rise to?

2. (a) The author refers to one of the problems raised by scientific techniques? What is it?

- (b) How can food production be increased? What effect will it have in the future? Why do you think so?

3. (a) What will be a possible substitute if the world's supply of oil is exhausted?

- (b) Man will be punished for living on 'capital'. What capital is the author

talking about?
.....

4. In olden days the problem relating to the exhaustion of the sources of energy did not arise. Why?
.....
.....

5. Man dreads the next war. What are the two possible reactions to this? Why is the second alternative not a practical one?
.....
.....
.....

6. (a) Name two people who are greatly admired. Why is it dangerous to admire them?
.....
.....

(b) What type of aspiration injures no one?
.....
.....

7. (a) What is the ambition of a pure man of science?
.....
.....

(b) What do the non-scientists who utilize new scientific knowledge lack?
.....
.....

(c) What does science give?
.....

How do the scientists want it to be used?
.....

Is it always used in that way?
.....

8. Why is a scientist sometimes afraid of making a great scientific discovery?
.....

9. What is the greatest danger of thermonuclear warfare?
.....
.....

5.3 Vocabulary

Exercise 2

(a) Match words of List A with words of similar meaning given in List B.

A	B
perish	surroundings
environment	apparent
obvious	use
spendthrift	extravagant
utilize	store
accumulate	die

.....

.....

.....

.....

.....

(b) Now use suitable words from List A in the blanks below :

- It is so hot that the green vegetables in the shop will _____ by evening.
- The patient is looking active. It is _____ he has got rid of his stomach infection.
- The young boy spent money recklessly, so his father reprimanded him on his being a _____ .
- To overcome drought conditions, Government will _____ all water resources.
- Even if you _____ a lot of money, it is not necessary that will be happy.
- Pollution of the _____ is hazardous for health.

5.4 Grammar and Usage

The Passive Voice

Look at the following examples of the 'passive voice' taken from the reading passage (Section 19.1.1).

- with the simple present and the simple past tenses
(*am/is/are/was/were* + past participle)
Energy accumulated as fast as it *was used*.
If scientific skill is *allowed* free scope,
- with the present continuous tense
(*is/are* + *being* + past participle)

- change that *are being wrought*
3. with the present perfect tense
(*has + been + past participle*)
..... beyond what *has so far been realised*.
This subject *has been* much *discussed*.
The great conqueror *has been admired*.
 4. with the future
(*will + be + past participle*)
The answer *will be known* some day.
The human race *will be exterminated*.
 5. with modal verbs
(*can/must + be + past participle*)
Food production *can be increased*.
You *must be restrained*.

Notice that in all passive constructions we have the past participle form of the main verb preceded by the appropriate tense form of the verb *be*.

The passive voice is used when we are more interested in the action than in the 'doer' of the action.

Example :

He *was killed* in a fight.

(We have not said who killed him.)

When the 'doer' is to be mentioned, we use a phrase beginning with *by*.

Example :

The meeting *was addressed* by the Prime Minister.

The passive voice is used very often to describe scientific experiments, because there the doer is not important. Similarly, we use the passive in the description of processes, and the narration of historical events.

Examples :

Glass *is made* from sand, which *is melted* under great heat.

The First Battle of Panipat *was fought* in 1526.

Exercise 3

Fill in the blank with passive forms of the verbs given in brackets :

- (a) Great quantities of animal oil come from whales. To protect the whale from the cold of the Arctic seas, nature has provided it with a thick covering of fat called blubber. When the whale _____ (kill), the blubber _____ (strip) off and boiled down. It produces a great quantity of oil which _____ (can make) into food. Vegetable oil _____ (know) from very old times. No household can get on without it, for it ___ (use) in cooking. Perfumes _____ (may make) from the oils of

certain flowers. Soaps _____ (make) from vegetable and animal oil. Scientists think that the oil under the surface of the earth originated from living things in the seas. For these creatures to become oil, it was necessary that they _____ (should imprison) between layers of rock for an enormous length of time. The statement that oil originated in the sea _____ (confirm) by a glance at the map showing the chief oil fields of the world; very few of them are far distant from the oceans of today. The rocks in which oil _____ (find) are of sea origin too. Almost always the remains of shells and other proofs of sea life _____ (find) close to the oil.

[from G. C. Thornley : *Easier Scientific English Practice*, Longman]

- (b) The sense of doom in use today is not a fear of science; it is a fear of war. And the causes of war _____ not _____ (create) by science. Science has obviously multiplied the power of the warmakers. The weapons of today can kill more people more secretly and more unpleasantly than those of the past and for some time it _____ (say) of each new weapon that it is so destructive that it will force nations to give up war for lack of cannot fodder. This hope _____ never _____ (fulfil). The acts of men and women _____ not _____ (dictate) by such simple compulsions.

Exercise 4

Select suitable verbs from those given below and use their 'passive' forms in the following advertisement.

quote, print, invite, open, complete

Tender Notice

Printing of Annual Report

Sealed tenders _____ from reputed printing houses for the printing of the Annual Report of the Corporation.

The Annual Report _____ to be _____ in about 100 pages. The rates of printing should _____ .

The tender papers _____ by a committee in the presence of the tenderers on 16.5.87.

The printing work _____ to be _____ within 15 days of our handing over the materials.

Managing Director

5.5 Writing

Exercise 5

1. Make a list of the things that you wear, that you eat, and that are around you which have been affected to some extent by scientific technique.

5.7 Key Words

Nobel Prize : any of several prizes given in Sweden each year for important work in science and literature and work towards world peace.

'passive voice' : expressing an action which is done to the subject of the sentence. e.g., the verb phrase 'was admitted' in the sentence.

He was admitted to the course is in the passive voice.

5.8 Suggested Reading

1. *What is Science ?* Victor Gollancz.
2. G. C. Thornley : *Easier Scientific English Practice*, Longman.

5.9 Answers to Exercises

Exercise 1

1. The question is whether human beings will be able to adjust themselves to these rapid changes.
2. (a) the exhaustion of the soil and of raw materials.
(b) by the use of fertilizers. There will be less food production in the future. The fertility of the soil will be reduced.
3. (a) Atomic power
(b) stored energy in the form of raw materials
4. (a) The population was small, so there were very few farmers.
(b) There was plenty of land.
(c) The soil did not get exhausted because the dead bodies of enemies served as fertilizers.
5. One is that social institutions should be created which will make large-scale war impossible, and the other, that war should not be allowed to become too scientific. The second alternative is not practical because, if there is a war, each side will try to win by using deadly weapons.
6. (a) Alexander and Napoleon. It is dangerous to admire them because such people can bring about a disaster in the modern world.
(b) The aspiration to be a great poet or a great composer or a great scientist.
7. (a) the advancement of knowledge
(b) wisdom
(c) power ; to increase human welfare
No.
8. It might harm the human race.

9. that it will destroy all human and animal life, or at least bring about a complete reversion to barbarism.

Exercise 2

- (a) perish : die
environment : surroundings
obvious : apparent
spendthrift : extravagant
utilize : use
accumulate : store
- (b) 1. perish
2. obvious
3. spendthrift
4. utilize
5. accumulate
6. environment

Exercise 3

1. (a) is killed, is stripped off, can be made, has been known, is used, may be made, are made, should be imprisoned, is confirmed, is found, are found.
(b) are (not) created, has been said, has (never) been fulfilled, are (not) dictated.

Exercise 4

are invited, in (to be) printed, (should) be quoted, will be opened, is (to be) completed.

Unit 6 : Jawaharlal Nehru : The Voice of India

Structure

- 6.0 Objective
- 6.1 Introduction
- 6.2 Reading Comprehension
 - 6.2.1 Passage for Reading
‘The Voice of India’ by Jawaharlal Nehru
 - 6.2.2 Note on the Author
 - 6.2.3 Glossary
 - 6.2.4 Comprehension Questions
- 6.3 Vocabulary
- 6.4 Grammar and Usage
- 6.5 Writing
- 6.6 Let us Sum up
- 6.7 Key Words
- 6.8 Suggested Reading
- 6.9 Answers to Exercises

6.0 Objective

After going through this unit, you will have an idea of :

- The vision of India that drove the nationalist movement.
- The image of the nation that was envisaged at a global level.
- What has traditionally constituted our national goals and interest.
- The primary objectives of India’s foreign policy.

6.1 Introduction

In this unit our aim is to give you an extract from a speech by Jawaharlal Nehru to enable you to check whether you can now understand such passages with the help of a glossary and a comprehension questions. There are also exercises asking you to use some of the words and phrases in sentences of your own.

In the section on grammar and usage we have set exercises to revise the various items you have already practised on this course. These is also a composition exercise based on the passage read by you.

6.2 Reading Comprehension

Read the following passage from Jawaharlal Nehru's address at Columbia University in U.S.A.

6.2.1 Passage for Reading

'The Voice of India'

by Jawaharlal Nehru

1. In this world of incessant and feverish activity, men have little time to think, much less to consider ideals and objectives. Yet how are we to act, even in the present, unless we know which way we are going and what our objectives are? It is only in the peaceful atmosphere of a university that these basic problems can be adequately considered. It is only when the young men and women, who are in the university today and on whom the burden of life's problems will fall tomorrow, learn to have clear objectives and standards of values that there is hope for the next generation. The past generation produced some great men but as a generation it led the world repeatedly to disaster. Two world wars are the price that has been paid for the lack of wisdom on man's part in this generation. It is a terrible price and the tragedy of it is that, even after that price has been paid, we have not purchased real peace or a cessation of conflict and an even deeper tragedy is that mankind does not profit by its experience and continues to go the same way that led perviously to disaster.
2. I think that there is always a close and intimate relationship between the end we aim at and the means adopted to attain it. Even if the end is right but the means are wrong, it will vitiate the end or divert us in a wrong direction. Means and ends are thus intimately and inextricably connected and cannot be separated. That, indeed, has been the lesson of old taught us by many great men in the past, but unfortunately it is seldom remembered.
3. I am venturing to place some of these ideas before you; not because they are novel but because they have impressed themselves upon me in the course of my life which has been spent in alternating periods of incessant activity and conflict and enforced leisure.
4. The great leader of my country, Mahatma Gandhi, under whose inspiration and sheltering care I grew up, always laid stress on moral values and warned us never to subordinate means to ends. We are not worthy of him and yet, to the best of our ability, we try to follow his teaching. Even the limited extent to which we could follow his teaching yielded rich results. After a generation of intense struggle with a great and powerful nation, we achieved success, and perhaps the most significant part of that achievement for which credit is due to both parties, was the manner of it.

History hardly affords a parallel to this solution of such a conflict in a peaceful way, followed by friendly and co-operative relations. It is astonishing how rapidly bitterness and ill-will between the nations have faded away and given place to co-operation, and we in India have decided of our own free will to continue this co-operation as in independent nation.

5. I would not presume to offer advice to other and more experienced nations in any way, but may I suggest for your consideration that there is some lesson in India's peaceful evolution which might be applied to the larger problem before the world today?
6. That evolution demonstrates to us that physical force need not necessarily be the arbiter of man's destiny, and that the method of waging a struggle and the way of its termination are of paramount importance. Past history shows us the important part that physical force has played, but it also shows us that no such force can ultimately ignore the moral forces of the world, and if it attempts to do so, it does so at its peril. Today this problem faces us in all its intensity because the weapons that physical force has at its disposal are terrible to contemplate. Must the twentieth century differ from primitive barbarism only in the destructive efficacy of the weapons that man's ingenuity has invented for man's destruction?
7. I do believe, in accordance with my master's teaching, that there is another way to meet this situation that faces us.
8. I realise that a statesman or a man who has to deal with public affairs cannot ignore realities and cannot act in terms of abstract truth. His activity is always limited by the degree of receptivity of the truth by his fellowmen. Nevertheless, the basic truth remains and is always to be kept in view and, as far as possible, it should guide our actions. Otherwise, we get caught up in a vicious circle of evil when one evil action leads to another.
9. India is a very old country with a great past. But it is a new country also, with new urges and desires. Since August 1947, she has been in a position to pursue here own foreign policy. She was limited by the realities of the situation which she could not ignore or overcome. But even so, she could not forget the lesson of her great leader. She has tried to adapt, however imperfectly, theory to reality in so far as she could. In the family of nations she was a newcomer and could not influence them greatly to begin with. But she had a certain advantage. She had great potential resources which no doubt would increase her power and influence.
10. A greater advantage lay in the fact that she was not fettered by the past, by old enmities or old ties, by historic claims or traditional rivalries. Even against her former rulers there was no bitterness left. Thus, India come into the family of nations with no prejudices or enmities, ready to welcome and be welcomed.

Inevitably she had to consider her foreign policy in terms of enlightened self-interest, but at the same time she brought to it a touch of her idealism. Thus, she has tried to combine idealism with national interest.

11. The main objectives of that policy are : the pursuit of peace, not through alignment with any major Power or group of Powers, but through an independent approach to each controversial or disputed issue; the liberation of subject peoples; the maintenance of freedom, both national and individual; the elimination of racial discrimination; and the elimination of want, disease and ignorance, which afflict the greater part of the world's population.

(from *Jawaharlal Nehru's Speeches, 1949-1953*)

6.2.2 Note on the Author

Jawaharlal Nehru (1889-1964) was a great Indian statesman and nationalist leader. He spent several periods in prison for his nationalist activities and practised a policy of non-cooperation with Britain during World War II. He was the first prime minister of India (1947-64).

6.2.3 Glossary

1. **in'cessant** : never stopping
 - 'feverish** : restless
 - i'deals** : perfect standards
 - ob'jectives** : objects to be won
 - 'adequately** : to a sufficient degree
 - 'standards** : levels of quality considered proper
 - 'values** : ideals which most people have about the worth of good qualities.
 - gene'ration** : all people of about the same age ; a period of time in which a human being can grow up and have a family, perhaps 25 or 30 years
 - di'saster** : sudden great misfortune
 - 'Two 'world 'wars** : The first was fought from 1914 to 1918 and the second from 1939 to 1945
 - 'purchased** : gained
 - ces'sation** : a short pause
 - 'conflict** : quarrel
 - 'tragedy** : a terrible or unhappy event
2. **end** : an aim or purpose
 - 'vitiate/'viòiet/** : harm the quality of
 - di'vert** : cause to turn from one direction to another

- intimately** : closely
in'extricably : in such a way that they cannot be separated
'seldom : rarely
3. **'venturing** : being bold enough
'novel : new
im'pressed : made their importance clear
'alternating : following by turns
en'forced : made to happen by force
'leisure : free time
4. **inspi'ration** : encouragement ; giving unusual power to do good
'sheltering : protecting from harm
'moral : concerning character or behaviour as being good or evil
sub'ordinate : put in a position of less importance
sig'nificant : of noticeable importance
af'fords : gives
5. **pre'sume** : dare to do something which one has no right to do
evo'lution : gradual change and development
6. **'demonstrates** : shows clearly
'physical : of material things, of the body
'arbiter : what has complete control over actions or decisions
'destiny : fate
'waging : beginning and continuing
termi'nation : bringing to an end
'paramount : highest in importance
'ultimately : in the end
'peril : danger of being harmed
'contemplate : think deeply about
'primitive : of the earliest stage of development
'barbarism : the state of being uncivilized
'efficacy : the quality of being able to produce the desired affect
inge'nuity : skill and cleverness in making things
7. **'statesman** : a political or government leader who is wise and fair-minded
ig'nore : not to take notice of
'abstract : general as opposed to particular ; thought of as a quality rather than as an object or fact
,recep'tivity : willingness to receive new ideas
'vicious : dangerous
8. **'urges** : strong wishes

- a'dapt** : change so as to make suitable for new needs
'theory : the part of a science or art that deals with general principles as opposed to practice
po'tential : existing in possibility
9. **'fettered** : bound as if with chains
tra'ditional : passed down from the past to the present
'rivalry : competition
'bitterness : hate, anger, or other unpleasant feelings
'prejudices : unfair opinions not based on reason
in'evitably : because it could not be prevented
en'lightened : not keeping to false beliefs ; having true understanding
i'dealism : the system of living according to one's ideals
10. **ob'jectives** : things, aimed at
pur'suit : continued effort to gain something
a'lignment : the act of forming into groups
,contro'versial : likely to cause much argument or disagreement
e,limi'nation : removal
di,scrimi'nation : treating different people in different ways
af'flict : cause to suffer

6.2.4 Comprehension Questions

Paragraph 1

1. Where, according to Nehru, does the hope for the next generation lie ?

2. 'We have not purchased real peace'. Explain.

3. Mankind has not profited by its experience of world wars. What lesson has it not learnt ?

Paragraph 2

4. What is the relation between means and ends ? What happens when the means are

wrong ?

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Paragraph 3

5. What is Nehru referring to when he talks about ‘incessant activity and conflict’ and ‘enforced leisure’ ?

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Paragraph 4

6. What is unique about the attainment of independence by India ?

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Paragraph 6

7. What is the difference between our times and the primitive age ?

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Paragraph 7

8. Who does Nehru refer to as ‘my master’ ?

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Paragraph 8

9. What is the vicious circle referred to here ?

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.....

Paragraphs 9-11

10. What was the advantage India had even as a newcomer in the family of nations ?

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 7. efficacy (see paragraph 6)

8. keep in view (see paragraph 8)

9. afflict (see paragraph 11)

6.4 Grammar and Usage

Exercise 3

Complete the following sentences :

1. We cannot do anything unless
2. We do not know what
3. These problems can be only when
4. Young people, who, must have clear objectives before them.
5. This is the price we for our mistakes.
6. It is unfortunate that
7. Even if our intentions are good,
8. Means and ends cannot be
9. This is the lesson taught to us by
10. It is not often
 that

6.5 Writing

Exercise 4

Write short paragraphs of about 100 words each to answer the following questions :

1. What lesson does India's peaceful evolution have for other nations ?

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2. What are the main objectives of India's foreign policy as stated by Nehru ?

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6.6 Let us Sum up

In this unit we have given you revision exercises to enable you to practise and assess the skills you have acquired through this course—reading comprehension, use of vocabulary, use of grammatical patterns, and composition.

6.7 Key Words

ad'dress (noun) : a speech or talk

evo'lution : process of developing

'nationalist : devoted to one's nation

'statesman : a person taking an important part in the management of State affairs

uni'versity : an institution for the promotion and dissemination of advanced learning.

6.8 Suggested Reading

Jawaharlal Nehru's Speeches. 1949-1953, Publications Division, Government of India.

6.9 Answers to Exercises

Exercise 1

1. The hope lies in the young people learning to have clear objectives and standards

of values.

2. We have fought two world wars. Even after paying his price we have not gained real peace. Wars only create hatred, which leads to further conflicts.
3. Mankind has not learnt the lesson that wars do not bring peace.
4. There is a close relation between the end we aim at and the means adopted to attain it. If the means are wrong, the end also loses its good quality, and a wrong course of action is adopted.
5. The 'incessant activity and conflict' was the political struggle against British rule, and the 'enforced leisure' refers to several periods spent in prison during that struggle.
6. The unique thing was that the struggle was peaceful and after the attainment of independence by India her relations with Britain were friendly and cooperative.
7. One difference is that we have now more destructive weapons.
8. 'My Master' refers to Mahatma Gandhi.
9. It is a dangerous circle ; one evil action leads to another, and no problem gets solved.
10. The advantage was that India could develop its resources and become powerful. Also, she was not bound by old enmities, rivalries, or prejudices.
11. India's foreign policy was determined by a true understanding of her own interests and the ideals she wished to pursue. Its main objectives were : peace, non-alignment, independent approach to each issue, liberation of subject peoples, national and individual freedom, removal of racial discrimination and of poverty, disease, and ignorance.
12. The greater part of the world suffered from want, disease, and ignorance.

Exercise 2

Specimen Answers

1. We must learn to profit by our experiences.
2. All attempts to improve were vitiated by his lack of will power.
3. You have made a novel suggestion ; it is something we have not tried.
4. This school lays stress on physical exercises.
5. I will do this work to the best of my ability.
6. He presumed to tell his employer how the work ought to be done.
7. We have tested the efficacy of this medicine.

8. We should always keep our ideals in view.
9. We want to remove poverty, disease and ignorance, the three evils that afflict our people.

Exercise 3

1. unless we know the true facts.
2. what you are talking about.
3. can be solved only when we all work together.
4. who have to bear the burden of life's problems in the future, must....
5. we have to pay.....
6. that we did not succeed in our plans.
7. we must make sure that our means are also good.
8. cannot be separated.
9. by our great leaders.
10. not often remembered that we still have a large number of poor and illiterate people in our country.

