

**Academic Year:**.....

# Infotech English

## I Semester

# Complete Vocabulary & Comprehension Based Short Essay Type Questions & Answers (Unit-I to Unit-V)



**---Swami Vivekananda**

### ---Lao Tzu



## 5. Stay Hungry, Stay Foolish.



I B.TECH I SEMESTER	L	T	P	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	CREDITS
	4	0	0	30	70	100	3
<b>TECHNICAL AND COMMUNICATIVE ENGLISH - I</b> <b>(Common to All Branches)</b>							

### Course Objectives:

- To enable the engineering students develop their basic communication skills in English for academic and social purposes.
- To equip the students with appropriate oral and written communication skills.
- To inculcate the skills of listening, reading and critical thinking.
- To integrate English Language learning with employability skills and training.
- To enhance the students' proficiency in reading skills enabling them meet the academic demands of their course.

### Course Outcomes:

Learners are able to

- Infer explicit and implicit meaning of a text, recognize key passages; raise questions and summarize it **(Apply-3)**.
- Compose paragraphs, essays, emails, letters, reports, resume and transfer information into tables, Pie and bar diagrams. **(Creating-5)**.
- Build grammatically correct sentences using a variety of sentence structures **(Apply3)**.
- Enhance word power and usage of lexicons **(Apply3)**.

### Teaching Methodology:

The methodology of teaching will be chalk and talk, PPT, audio-visual, flipped class and activity based teaching.

### UNIT-I

#### Hours of Instruction per unit: 8

#### 1. A Drawer full of Happiness

- Listening** : Dialogues, Task based listening activities.
- Speaking** : Asking and answering general questions.
- Reading** : Skimming, Scanning.
- Writing** : Punctuations, Paragraphs.
- Grammar & Vocabulary**: Nouns, Adjuncts,

GRE Vocabulary,

Technical Vocabulary.

## UNIT-II

**Hours of Instruction per unit: 8**

### **2. Nehru's Letter to daughter Indira on her Birthday**

- a. **Listening** : Individual and pair based listening to the audio track.
- b. **Speaking** : Discussion in pairs / small groups on specific topics.
- c. **Reading** : Identifying sequence of ideas; recognising verbal techniques.
- d. **Writing** : Summarising, Paraphrasing.
- e. **Grammar & Vocabulary**: Articles, Adjectives, Prepositions

Verbal Competence,

Synonyms & Antonyms,

Analogy,

GRE Vocabulary,

Technical Vocabulary.

## UNIT-III

**Hours of Instruction per unit: 8**

### **3. Stephen Hawking- Positivity 'Benchmark'**

- a. **Listening** : Listening for global comprehension and summarising.
- b. **Speaking** : Discussing specific topics in pairs (or) small groups and reporting the discussion, Complaining, Apologising.
- c. **Reading** : Reading between the lines, Critical reading for evaluation.
- d. **Writing** : Official Letter writing, E-Mail etiquette, General Netiquette, Covering Letter & Resume writing.
- e. **Grammar & Vocabulary**: Phrasal verbs, Verbs, Tenses (Present, Past & Future),

Concord: Subject-Verb Agreement,

Verbal reason,

Using equivalents,

Word associations,

GRE Vocabulary,

Technical Vocabulary.

#### UNIT-IV

**Hours of Instruction per unit: 8**

##### **4. Like a Tree, Unbowed: Wangari Maathai- Biography**

- a. **Listening** : Making predictions while listening to conversations (or) transactional dialogues.
- b. **Speaking** : Role plays for practice of conversational English in academic contexts (formal and informal) .
- c. **Reading** : Information transfer (Tables, Bar Diagrams, Line Graphs, Pie Diagrams)
- d. **Writing** : Interpreting visual information, Statement of Purpose (SOP)
- e. **Grammar & Vocabulary**: Gender inclusive language (Gendered Noun, Gender-neutral Noun), Quantifying expressions, Adjectives, Adverbs, Degrees of comparison,

GRE Vocabulary,

Technical Vocabulary.

#### UNIT-V

**Hours of Instruction per unit: 8**

##### **5. “Stay Hungry, Stay Foolish”- Rushmi Bansal**

- a. **Listening** : Identifying key terms, understanding concepts, interpreting the concepts.
- b. **Speaking** : Formal oral presentations on topics from academic contexts.
- c. **Reading** : Reading comprehension, The RAP strategy for in-depth reading, Intensive reading and extensive reading.
- d. **Writing** : Academic proposals, Poster presentation.
- e. **Grammar & Vocabulary**: Reported Speech, Reporting verbs for academic purposes,

Corrections of sentences,

GRE Vocabulary,

Technical Vocabulary.

**TEXTBOOKS:**

1. INFOTECH ENGLISH , Maruthi Publications, Guntur- 522001.

**REFERENCES:**

1. Raymond Murphy, *Murphy's English Grammar*, Cambridge University Press 2004
2. Meenakshi Raman, Sangeeta Sharma, *Technical Communication: English Skills for Engineers*, Oxford University Press, 2009
3. Michael Swan, *Practical English Usage*, Oxford University Press, 1996

**Online Sources:**

1. [www.enchantedlearning.com](http://www.enchantedlearning.com)
2. <https://www.englisch-hilfen.de/en/>
3. <https://www.bbc.co.uk/learningenglish/>
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11. [https://www.myenglishpages.com/site\\_php\\_files/reading.php](https://www.myenglishpages.com/site_php_files/reading.php)
12. <https://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/>



I B.TECH I SEMESTER	L	T	P	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	CREDITS
	-	-	3	20	30	50	1.5
<b>Code: 19BCC1LB01</b>	<b>SOFT SKILLS &amp; COMMUNICATION SKILLS LAB (Common to All Branches)</b>						

### **COURSE OBJECTIVES:**

- To build confidence in the students to communicate effectively in English.
- To strengthen the oral communication skills to enable them to interact with the people in various social situations.
- To enable the learners improve pronunciation with the knowledge of phonetics.
- To provide exposure to students to soft skills like Goal Setting, Time Management, Interpersonal Skills, and Intra Personal Skills.

### **COURSE OUTCOMES:**

After successful completion of this course, the students will be able to:

**CO1:** Communicate effectively with good pronunciation, overcoming mother tongue influence in academic and professional environment.

**CO 2:** Listen and comprehend several accents of English Language

**CO 3:** Take part in various conversations/discourses using formal and informal expressions.

**CO 4:** Adapt soft skills successfully in personal and professional life.

### **UNIT- I**

- Introduction to Phonetics.
- Listening - TEDx Talks ( [https://www.ted.com/talks/ashweetha\\_shetty\\_how-education-helped-me-rewrite-my-life?language-en#t-623369](https://www.ted.com/talks/ashweetha_shetty_how-education-helped-me-rewrite-my-life?language-en#t-623369))
- Self-Introduction

### **UNIT-II**

- Pronunciation Rules & Common Errors in Pronunciation.
- Listening -TEDx Talks([https://www.youtube.com/watch?v=Dk20-E0yx\\_s](https://www.youtube.com/watch?v=Dk20-E0yx_s))
- Role Play

### **UNIT-III**

- Situational Dialogues (Inviting, Accepting and Declining Invitations)
- Listening - TEDx Talks (<https://www.youtube.com/watch?v=IgAnj6r1048>)

- c. JAM

#### UNIT-IV

- a. Situational Dialogues (Commands, Instructions and Requests)
- b. Listening -TEDx Talks(<https://youtu.be/SKvMxZ284AA>)
- c. Telephonic Etiquette.

#### UNIT-V

- a. Time Management.
- b. Goal Setting.
- c. Interpersonal Skills & Intra personal skills.

#### TEXT BOOKS:

*"Strengthen Your Communication Skills", Maruthi Publications, 2013.*

#### REFERENCE BOOKS:

1. Meenakshi Raman, Sangeeta Sharma, *Technical Communication: Principles and Practice*, Oxford University Press, 2015
2. J.D.O Conner, *Better English Pronunciation*, Cambridge University Press 1980.
3. T.Balasubramanian, *"A Text Book of English Phonetics for Indian Students"*, Macmillan,1981
4. Penny ur *Grammar Practice Activities*, Cambridge University Press, 2010.
5. Mark Hancock, *Pronunciation in Use*, Oxford University Press 2007.
6. K. R Lakshmi Narayanan, T. Murugavan, *Managing Soft Skills*, Scitech Publications, 2010.
7. K V S G Murali Krishna, K V K K Prasad, *Placement and Personality Development*, Second Edition, Reem Publications Pvt. Limited, 2012
8. Shiv Khera, *You can Win*, Bloomsbury Publication, 2014
9. Stephen R. Covey, *The 7 Havits of Highly Effective People*, Free Press, 1989



## Unit-I

### A Drawer full of Happiness(Author: AanchalJagnani)



#### ❖ Vocabulary (Paragraph wise word meaning/synonym)

<p>1<sup>st</sup> Paragraph:</p> <p>Couple: Twosome/pair.</p> <p>Inane: Silly/foolish.</p> <p>Urge: Advise/ suggest/desire.</p> <p>Remained: Stay/wait.</p> <p>Enthusiasm: Interest/approval.</p> <p>Rubbed off: To subject to pressure in cleaning or polishing.</p> <p>Treasure: Wealth.</p> <p>Unfold: Open/ unfurl.</p> <p>Passage: Course/flow.</p>	<p>2nd Paragraph:</p> <p>Badgering: Annoying/ troubling.</p> <p>Unfasten: Open/undo.</p> <p>Hammer: Heavy metal tool/ bang/ beat.</p> <p>Exhibited: Showed.</p> <p>Bindi: Decorative mark.</p> <p>Kumkum: Red round mark on the forehead by the Hindu women.</p> <p>Array: Arrangement/ Assembling.</p> <p>Cosmetics: Face paint/ make-up.</p> <p>Blush: Become pink or pale red.</p> <p>Decade: The tenure of ten years.</p>	<p>3rd Paragraph:</p> <p>Marvelled:Wondered/ surprised.</p> <p>Uniqueness: Remarkable/ special/ unusual.</p> <p>Kit: Equipment/ tool/instrument.</p> <p>Packaged: Wrapped/ packed.</p> <p>Stroked: Touched/ massaged/ handled.</p> <p>Cake: Cube/ piece.</p> <p>Moistening: Wet/ damp.</p> <p>Bewildering: Confusing/ puzzling.</p> <p>Foundation:Base/ beginning.</p> <p>Consistency: Stability/regularity.</p> <p>Gorgeous: Attractive.</p> <p>Berry: Small roundish juicy fruit.</p> <p>Burgundy: A shade of red colour.</p> <p>Creaminess:Being soft like cream.</p>
<p>4<sup>th</sup> Paragraph:</p> <p>Marketing: The action of market research and creating demand.</p> <p>Amused:Delightful/entertaining/funny.</p> <p>Privilege: Benefit/advantage.</p> <p>Prototypes: Original/master /template.</p> <p>Flourish: Develop/grow/prosper.</p>	<p>5th Paragraph:</p> <p>Sneakily: Cunningly/ cleverly.</p> <p>Glamorous: Attractive.</p> <p>Deliberately: Intentionally/ purposely.</p> <p>Inaccessible: Isolated/ Unreachable.</p>	<p>6<sup>th</sup> Paragraph:</p> <p>Amidst: In the middle of/ among/ between.</p> <p>Rushing: hurrying/ sprinting.</p> <p>Rummaging: Exploring/ going through.</p> <p>Discovered: Find out existing</p>



<p>Stupefaction: Confusion/ unconsciousness.</p>	<p>Opposed: Against/ contrasting.</p> <p>Smeared: Dirty/stain.</p> <p>Kohl: Black powder used as eye make-up.</p>	<p>thing.</p> <p>Befitting: Appropriate/ In keeping with.</p> <p>Unintentionally: Not on purpose.</p> <p>Nostalgia: Recollection/ remembrance.</p> <p>Unbridled: Uncontrolled/ unrestricted.</p> <p>Akin: similar/near.</p> <p>Knee-jerk: Sudden strain upon knee.</p> <p>Reaction: Follow through/ feedback.</p> <p>Perennially: Yearly basis.</p> <p>Spotlight: Fame/ centre of attraction.</p> <p>Tandem: In partnership.</p> <p>Potential: Prospect/promise.</p> <p>Elevated: Raised/uplifted.</p> <p>Demographic: A particular sector of population.</p> <p>Dividend: Distribution of profit.</p> <p>Sizable: considerable/ significant.</p> <p>Population: Citizens/ inhabitants.</p> <p>Tucked Away: Well hidden in a quiet place.</p> <p>Charming: Pleasing/ delightful.</p> <p>Hence: Accordingly/ therefore/ in consequence.</p>
<p>7th Paragraph:</p> <p>Realisation: Awareness/ understanding.</p> <p>Measure: Estimate/ calculate.</p> <p>Enchanting: Charming/ appealing.</p>	<p>8th Paragraph:</p> <p>Witnessed: Saw/observed.</p> <p>Existence: Alive/actuality.</p> <p>Hobby:</p> <p>Recreation/relaxation/ free</p>	<p>9<sup>th</sup> Paragraph:</p> <p>Typical:</p> <p>Representative/model.</p> <p>Metal Stamps: Converting flat metal sheets into specific</p>

<p>Assumed: Guessed/ supposed/ presumed.</p> <p>Exalted: Superior/high/noble.</p> <p>Status: Situation/ strata.</p> <p>Possessed: Own/have.</p> <p>Revelled: Disclosed/ Displayed.</p> <p>Champak: Asian evergreen tree, sacred to Hindus and Buddhists.</p> <p>Tinkle: Ring/ Jingle.</p> <p>School Chale Hum: We are going to school.</p> <p>Meticulously: Thoroughly.</p> <p>Rationed: Controlled/ conserved.</p> <p>Mommies: Mothers.</p> <p>Genres: Category/class/group.</p> <p>Lapping: Overtaking/ leaving behind.</p>	<p>time or leisure time activity.</p> <p>Philately: The collection and study of postage stamp.</p> <p>Focal Point: The point at which all radiation coming from a single direction.</p> <p>Urban: Town/city.</p> <p>Eclairs: A type of creamy chocolate.</p> <p>Toffee: A kind of hard chocolate or sweet which softens when sucked or chewed.</p> <p>Perspective: Outlook/ point of view.</p> <p>Lauded: Highly praised/admired.</p> <p>Cherry-picked: Choose and take/ opportunity.</p> <p>Millennials: The particular generation of people who were born between 1980s to 1990s.</p>	<p>shapes.</p> <p>Intricate:</p> <p>Complex/complicated.</p> <p>Dipped in: To push something deeper into liquid.</p> <p>Emboss: Carve/mould.</p> <p>Eyebrows: The areas with short hairs above our eyes.</p> <p>Revelation: Disclosure/ utterance.</p>
<p>10th Paragraph:</p> <p>Custom-made: Made/done for a particular customer.</p> <p>Unfolded: Opened/ Disclosed.</p> <p>Compartments: Section/part/ partition.</p> <p>Pace: Step/ walk/ rhythm.</p> <p>Pedestal: Idealize/ respect/ admire.</p> <p>Myriad: Multitude/ quantities.</p> <p>Progressing: Advancing/ Up-grading.</p> <p>Anchored: Fixed/ attached/ fasten.</p> <p>Might: Power/ Strength.</p>	<p>11<sup>th</sup> Paragraph:</p> <p>Stood: V3 form (past participle) of stand.</p> <p>Intact: Unbroken/ undamaged.</p> <p>Curiosity: Interest/ strangeness.</p> <p>Lying around: To be lying in a disordered way.</p> <p>Avail: Assist/ benefit/profit.</p>	<p>12<sup>th</sup>/ Last Paragraph:</p> <p>Stash: Store/load.</p> <p>Brought: V3 form (past participle) of bring.</p> <p>Belonging: Property/ affiliation/ acceptance.</p> <p>Collectibles: Items valued and sought by the collectors.</p> <p>Souvenirs: Memento/ reminder.</p> <p>Devoid: Lacking/ wanting.</p> <p>Run-of-the-mill: Ordinary/ average.</p> <p>Jolted back: To move</p>

		suddenly and violently. Hugs: To keep close alongside. Encounter: Meet/ experience. Mere: Basic/ bare. Semblance: Approximation/ show. Invariably: Always/ regularly/ habitually. Ensue: Result/follow/arise.
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### ❖ Questions & Answers (All in one place)

Q. 1) What could be the reason for the drawer remaining locked for close to 25 years?

Answer: The custom-made dressing table was brought to the author's childhood home in Delhi in 1989 and it was shifted from one city to another, unless they were settled in Ahmedabad. It is quite possible that during this phase of 'survival for existence', they did not give much importance to a mere locked drawer. But the author tried several times to unlock the drawer with keys, available at her home but she remained unsuccessful. Even from the author's verse, the lack of desperation to open the locked drawer is quite evident. Somewhere the negligible existence of a drawer with its silence presence refers to its utmost dependence on its human masters. But time and tide wait for none. As per the pace of time, the enthusiasm of our author's sister along with the curiosity of the author influenced them to hammer the drawer-cum-chest that held within itself for a 'long passage of time'. Therefore the lack of enthusiasm, negligence, ignorance towards millennials, author's survival for existence, unavailability of proper keys and the ordinary or average non-human presence of the said compartment of the age-old dressing table are the synthesized reasons for the drawer to remain locked for close to twenty five years. Metaphorically, the locked drawer signifies ancestors' genres and the term 'ignorance' depicts the typical mentality of their successors who remain insensible to their heritage and as a prominent representative of the forgotten heritage, the dressing table compartment remains closed for such a long passage of time with all its association, love and proof of the last decades of the twentieth century.

**(Words: 262)**

Q. 2) How does the writer support her statement that the 1990s had a 'fine balancing act'?

Answer: According to the author, things happened in a balanced way during 1990s. The perennial presence of the memories, its related nostalgia, unbridled (unrestricted) love and the possibility of profit distribution among common people makes a big deal about the last decade of twentieth century. The realization of equality enchanted in the author's mind with the typical millennial attitude towards computer, cars and mobile phones as the symbols of exalted (superior) status. The simplicity of reading '*Champak*' or listening to '*Tinkle*', jingles like '*School Chale Hum*' etc. arouse the sense of

equality beyond caste, creed, religion and financial status. Mother's control in outdoor play-time, their affections in helping children to complete home task etc. are far more humanistic approach than the mechanised methods of twenty-first century. Millennial icons like RamanandSagar's "*Ramayana*", television shows like "*Small Wonder*" were not only the sources of entertainment but also the medium of developing the sense of togetherness within family. Those epic based serials are also helpful to understand the concept of our Motherland, India which is actually overlooked the post millennial generations. The then hobbies like philately or learnt the idea of cinema halls were not only mere urban amusement but effective in the advancement of knowledge also. Accepting Eclairs as the toffee of highest order or women in a typical Indian household with metal stamps of intricate design are the emblems of controlled materialistic expectations which will make the person curious within the threshold of satisfaction and happiness. Thus the 1990s should be lauded aside from being loved, for its fine balancing act.

**(Words: 260)**

Q. 3) What could be the justification for the contrasting behaviours of mothers from different generations towards their young? Which generation mothers would you prefer?

Answer: The meaning and significance of the word "mother" is virtually endless for her children. A mother is a protector, disciplinarian and friend. A mother is a selfless, loving human who sacrifices many of her expectations and needs for the wants and requirements of their children. A mother works hard to make sure their child is well equipped with knowledge, skills and abilities to become a competent human being. From this particular affection and expectation, mothers' roles and behaviours used to be changed from one generation to another as the required life skills, aptitudes and expertise for attaining aim are always different from one genre to another. The socio-cultural, political and most importantly the financial stability of a particular decade denotes the demand of the society and being the responsible members of that society, mothers adopt the necessary strategies and plan of action to guide her children to the right path of success.

The idea of comparing the mothers of one generation to another is completely absurd and unscientific as the role, significance, importance, independence of taking decisions, authority, and social respect etc. used to vary from one period to another. Personal and professional perspectives are not same always. But the goal of a mother remains same as she wholeheartedly wants to facilitate her children with all her abilities to become successful. Therefore in terms of preference, I would like to prefer the mothers of our generation as they are more equipped with the contemporary strategies than their precursors in guiding our generation to the zenith of success.

**(Words: 257)**

Q. 4) What does the author suggest by saying the current decade has 'an excess of manythings'? Is the tone appreciative or derogatory?

Answer: The article “*A Drawer full of Happiness*” was published on 25<sup>th</sup> March, 2018. So here ‘the current decade’ refers to the post 2010 era. The term ‘excess’ means surplus. Due to the advancement of science and technology, common citizens have excess access to computers, cars, mobile phone and many other gadgets. Technology is within the reach of an ordinary person also. The world of entertainment has extended so much that cable TV, cellular TV etc. lost their craze within a few years. Iconic TV shows are even unknown to our contemporary generation who are more attracted by mobile games, ipod and ipad. An excess of cosmetics evolve the make-up products from household metal stamps, bindi, mascara, burgundy lipsticks to their contemporary branded prototypes. These materialistic effects of surplus products exist in a long range, from mere private kits to professional attires. The millennial concept of ‘cherry-picked’ finest is completely absent in the second decade of twenty-first century. Above all the plethora of wealth increases the differences among different segments of the society in a huge way.

The tone is appreciative and derogatory at the same time. The excess of resources are possible due to the continuous effort of modern science and technology. From that point of view, ‘an access of many things’ is appreciable. But the other side of the coin is completely derogatory as the never-ending greed of this materialistic society already surpasses our heritage, sense of morality and the respect for the ancestors. The unstoppable desire for more and more wealth creation ends the sense of happiness through the ‘fine balancing act’.

**(Words: 264)**

Q. 5) In the pre-reading activity, you made some guesses based on your observation of the title and the picture. How far are you correct?

Answer: The title, “*A Drawer full of Happiness*” and the picture, both are inevitable learning-teaching materials to go through the pre-reading activities. The word ‘Drawer’ signifies “*a box-shaped storage compartment without a lid, made to slide horizontally in and out of a desk, chest, or other piece of furniture.*” This term is related with the sense of privacy, security and curiosity as the inner chest is neither accessible nor visible to an unauthorized person. Another word ‘Happiness’ refers to the expected state of being happy which may come along with satisfaction, pleasure and merriment. So just after having a glimpse of the title, we become curious to know the source of happiness here. From the related picture, it is evident that the drawer belongs to a dressing table and from that particular compartment, different cosmetics products are coming out. From the ecstasy of the girl, it is also understandable that the cosmetics, kept in the drawer are the source of happiness here.

But after reading the text completely, it seems that something is there beyond those cosmetics and the compartment of the dressing table. The representations of two different genres, their contradictions, comparisons, simplicity and balanced life style of the millennials are the actual source of happiness in this narrative discourse. The loving memory of the author’s childhood days, enchanted ‘equal measure’, unintentional balanced way life during 1990s fabricated enormous cheerfulness for the author,

AanchalJagnani. She even feels privileged to become an witness of the millennial prototypes which hold 'such a long passage of time'.

**(Words: 255)**

Q. 6) Value comes from.....beholder/riches/associations/distance/usefulness/memories.....which of these are true in this article?

Answer: 'Value' means importance but in the text, "*A Drawer full of Happiness*", this term denotes the principles or standards of behaviour. According to the author AanchalJagnani, true value comes from memories as they are directly related to the heritage, lessons from the ancestors and experiences through different social, cultural and other peripheral activities. The knowledge of a text book is always limited as the reality is more vivid and versatile in nature. Memory recollects previous practices, wisdom and knowledgewhich is the foundation of our basic behaviours. At the same time memory reminds us of moral ideas, senses and practices in our personal, academic and professional life. In the literary discourses of "*A Drawer full of Happiness*" also, the author's nostalgia for the 1990s decade, the hidden long passage of time in the locked drawer, the fine balancing act of the last decade of the twentieth century, unbridled love for childhood days, demographic dividend from the economic structure incorporate the moral principles and standard behaviours in her pleasant personality. Here '*Champak*' is the source of simple delight. Watching '*Ramayana*' and '*Small Wonder*' with family members strengthens family values and its love, respect and affection for each other. Existence of philately, cinema halls in urban life and the monitoring of the out-door play time by the mothers to help their children to complete home task on time are the distinguished phenomena of the millennials. Their value systems, morality, character are developed on the foundation of those memories only. Therefore opening a drawer symbolizes the revelation of a long passage of time which is the precursor of our contemporary period and also the architect of the present values.

**(Words: 272)**



## Unit-II

### Nehru's letter to daughter Indira on her Birthday



#### ❖ Vocabulary (Paragraph wise word meaning/synonym)

1 <sup>st</sup> Paragraph: Wish: Desire. Measure: Estimate/calculate. Prison: Jail. Material: Things/items. Solid: Hard. Spirit: Soul/life force.	2nd Paragraph: Sweetheart: Lover/beloved. Sermonizing: Composing or delivering lecture on religious/moral subjects. Sermon: A talk on religious/moral subjects.	3rd Paragraph: Affair: Event/incident/ happening.
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	Wide: Broad. Mysterious: Strange/curious. Bored: Feeling impatient. Wise: Knowledgeable.	
4 <sup>th</sup> Paragraph: Fascinated: Strongly attracted. Ambition: Goal/aim. Bread & Butter: One's basic needs. Worries: Anxious. Inspires: Motivates. Deeds: Act/ action. Suffer: Hurt/ache. Noble: Aristocratic. Sacrifice:Offering/gift. Starving: Fasting/ unfed. Oppressed:Abused/ill-treated.	5 <sup>th</sup> Paragraph: Stolen: V3 form of steal. Shells: Armour/outside coating.	6 <sup>th</sup> Paragraph: Sacred: Holy/pious/divine. Trust: Belief. Hide: Cover up/secret. Afraid: Scared/fearful. Unworthy:Undeserving/unsuitable. Rest: Remaining.
7 <sup>th</sup> Paragraph: Secrecy: Confidentiality. Unafraid: Fearless/brave. Serene: Calm/cool. Unruffled: Motionless/ Tranquil.	8 <sup>th</sup> Paragraph: Contain: Carry/hold.	

### ❖ Questions & Answers (All in one place)

Q. 1) What suggestions did Nehru give to Indira in his letter?

Answer:It was the summer of 1928, when Jawaharlal Nehru began writing letters to his young daughter, Indira, who was in Mussoorie at that time. In the first letter, 'Book of Nature', he talks about how life began in the universe. In the following letters, he speaks to his daughter on a wide range of topics, including languages, trade, history, geography, science, epics and evolution. This birthday letter is written by Pandit Jawaharlal Nehru from Naini Prison to his daughter, Indira on her 13th birthday.

Nehru advises his daughter to be open in all matters of freedom movement and never to do anything secretly.He asks his daughter to work in the sun and in the light. Because things that are done in the dark, that is in secret will cause fear and destroy the braveness.Thus he advises his daughter, Indira to work in light, bold and undaunted.He talks about great leaders who inspires people and makes them do great deeds.In India, a leader is full of affection towards suffering and keen to make a noble sacrifice for people and the nation.He suggests Indira not to do anything in secret or anything that would require to hide.In Nehru's words, "Never do anything in secret or anything that you would wish to

hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all the rest follows." At last, he asks her to be brave as Indian soldier who respect and honour the country.

**(Words: 261)**

Q. 2) What does the phrase 'great drama' refer to?

Answer: 'Drama' is basically a composition in prose or verse presenting in dialogue and a story involving conflict or contrast of character, especially one intended to be acted on the stage; a play. The branch of literature having such compositions as its subject is popularly known as dramatic art or representation. But in the text, "*Nehru's letter to daughter Indira on her Birthday*", Pandit Nehru refers to the reality of Indian freedom movement to set free from the bondage of British rule over India. Here no scripted performances are going on. Whatever sacrifices made by the brave Indians are utmost real and the undivided India is the stage where 'the magic' of 'Bapuji', Mahatma Gandhi's message inspire men, women and even children of all the social spheres to come out of their little shells and become India's soldiers of freedom. According to Nehru, Indians are making history with their valour, honesty and love for the Motherland. He treats himself fortunate enough as all this movements are taking place in his contemporary period and he also has a modest involvement in this holy activity. Even he asks, "*What part shall we play in it?*" Simultaneously he clarifies his choice as the soldier of Indian freedom movement. Even the responsibilities of a common Indian to show respect to India's honour, sacred trust, the sense of right and wrong etc. are pretty clear and understandable in his narration. At last he expects utmost transparency from her daughter, Indira with his strong words, "*Be brave, and all the rest follows....*" on the stage of this great drama.

**(Words: 262)**

Q. 3) Who inspires you the most in your life? What are the qualities that he/she has that you admire the most? Why do you admire this person?

Answer:.....

[illegible]



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

**(Words: .....)**

Q. 4) During the freedom movement, what did Gandhiji focus on? Answer with reference to the text.

Answer: "*We work in the sun and in the light*", this explanation of Pandit Jawaharlal Nehru is the actual reflection of Mahatma Gandhi's focus during Indian freedom movement. The text, "Nehru's letter to daughter Indira on her Birthday" is a letter written by Pandit Jawaharlal Nehru from Naini Prison to his daughter, Indira on her 13th birthday. In this precious letter, Nehru tells that Bapuji is in prison but his heartfelt message stimulates men, women and children from each nook and corner of India to come out of their shells and become "*India's soldiers of freedom*". Due to the pin pointed focus, mission and vision of Bapuji this unity becomes possible among the large diversity of India. The advice Nehru gives to his daughter, Indira is actually the motto and principle of Mahatma Gandhi. Gandhi believes in utmost transparency in all the phases and activities of a human being. He does not believe in doing anything in secret or anything that one would wish to hide. There should be no room for secrecy or hiding. As the part of this broad society, Indian freedom fighters should not have anything to hide from his/her fellow citizen. Bapuji focuses to retain every movement in clear daylight, so that even the cynic cannot find any loophole in it. Moreover in their private lives, the lion-hearted Indian soldiers should make friends "*with the sun and work in the light and do nothing secretly....*". Lastly, Pandit Nehru explains the positive side of focusing on transparency by saying, "*if you do so, my dear you will grow up a child of light, unafraid and serene and unruffled*".

**(Words: 270)**

Q. 5) According to Pt. Nehru, how does a great leader help?

Answer: The term, "*Leader*" refers to a person who can lead or command a group, organization, or country. In his letter to her daughter, Pandit Nehru offers his heartfelt respect and gratitude to the leadership skills of "*The father of the Nation*", Mahatma Gandhi. Whatever sacrifices made by the brave Indians are utmost real and the undivided India is the stage where 'the magic' of 'Bapuji', Mahatma Gandhi's message inspire men, women and even children of all the social spheres to come out of their little shells and become India's soldiers of freedom. According to Nehru, Indians are making history with their valour, honesty and love for the Motherland. Nehru tells that Bapuji is in prison but his heartfelt message stimulates men, women and children from each nook and corner of India to come out of their shells and become "*India's soldiers of freedom*". Nehru believed in an able leadership. According to him a great leader was one who could help lead the nation impartially. A great leader should not be biased. He should not suffer from racial or religious discrimination. He had to be bold and courageous. He should be a good learner and should adapt to changes. He should keep

himself updated with the scientific and technological inventions that would help uplift the condition of people. A good leader had to be liberal and he should be a good listener. Then only he could lead the nation like Mahatma Gandhi. Lastly the great leader should have transparency like Bapuji as this quality will inspire his/her followers to become honest, dedicated and noble.

**(Words: 263)**

Q. 6) What does Pt. Nehru mean by 'make friends with the sun and work in the light'?

Answer: In the text "Nehru's letter to daughter Indira on her Birthday", Nehru made use words like "make friends with the sun and work in the light". All of these words symbolized various meanings. They were connotations. It means to make friends with people who are hardworking and do things not in secrecy and not hidden. For instance, he used words like, "In the letters he wrote that 'he and Indira' were not afraid of saying what they perceived was right. And that people who open up are those who have worked under the scorching sun and know what they are saying. And that he and Indira did nothing in secrecy. He advised her not to do anything in secrecy either. Nehru refers to Gandhi who believes in utmost transparency in all the phases and activities of a human being. He does not believe in doing anything in secret or anything that one would wish to hide. There should be no room for secrecy or hiding. As the part of this broad society, Indian freedom fighters should not have anything to hide from his/her fellow citizen. Bapuji focuses to retain every movement in clear daylight, so that even the cynic cannot find any loophole in it. According to Nehru this method may help a person to take the right decision, whenever a person is in doubt. Even he clearly advises his daughter Indira, *"Never do anything in secret or anything that you would wish to hide"*. Nehru strongly believes in brevity and transparency as the proof of honesty, clarity and understandability of the common people.

**(Words: 261)**

Q. 7) Imagine that you had a discussion with your parents about your career plans. Write what was discussed, what advice your parents gave you and how you felt.

Answer: During my discussion with my parents, I convince them that I am passionate enough to pursue a career in the field of software engineering. I wanted to choose B.Tech course in the relevant field of studies to become an expert in the field of software engineering. I try my level best to demonstrate the advantageous and future prospects of software engineering to my parents. They told that I have got good marks to pursue any course as per my choice and also assure me regarding their moral, financial and academic support to me.

I told them that there are many engineering branches available in the premier colleges of our country. The single branch that will dominate over others in near future is software engineering. Even during lockdown, a software engineer is in demand now and always will be. The software engineers are not only involved in their core industries but continuously they are working for the development of user friendly software along with artificial intelligence applicable in all the related engineering branches and areas.

In the future, the number of traditional engineers would be drastically reduced and software controlled machines will take their place. In this scenario, an engineer without proper knowledge in software and contemporary software-oriented languages may lose his/her job. I would like to own my own software company and do develop internationally acclaimed software with my passionate team members. I would also like to enhance my skills through my studies and I would like to do internship with the reputed corporate houses to gain practical exposure before starting my own house. I convinced them by saying that you would be proud of your son/daughter one day.

(Words: 278)

### Unit-III

#### Stephen Hawking-Positivity 'Benchmark'



#### ❖ Vocabulary (Paragraph wise word meaning/synonym)

<p>1<sup>st</sup> Paragraph:</p> <p>Tropical</p> <p>Medicine: Interdisciplinary branch of <b>medicine</b> that deals with health issues that occur uniquely.</p> <p>Urged: Wished/ prompted.</p> <p>Seek: Look for.</p> <p>Exact: Correct/ As per expectation.</p> <p>Turned to: Move to.</p>	<p>2nd Paragraph:</p> <p>Outstanding: Excellent/ Unique.</p> <p>Grasp: Understand/grip/hold</p> <p>Essentials: Necessities.</p> <p>Apart: Separately.</p> <p>Peers: Equal/co-worker.</p> <p>Increasingly: Progressively/ more and more.</p> <p>Graduating: Qualifying/ pass.</p>	<p>3rd Paragraph:</p> <p>Onset: Start/beginning.</p> <p>Turning point: Point of significant changes.</p> <p>Embarked upon: To begin a journey.</p> <p>Cosmology: A branch of astronomy concerned with the studies of the origin and evolution of the universe, from the Big Bang to today and on into the future.</p> <p>Stricken with: To trouble someone/something suddenly.</p> <p>Confinement: Imprisonment/ arrest/custody.</p> <p>Determination: Courage/ will power.</p> <p>Association: Alliance/union.</p>
<p>4<sup>th</sup> Paragraph:</p> <p>Discovery: Find out the existing thing.</p> <p>Outlined: Defined/ sketched.</p> <p>Concerned: Worried/</p>	<p>5th Paragraph:</p> <p>Unified: Merged/united.</p> <p>Interactions: Relation/ reaction.</p>	<p>6<sup>th</sup> Paragraph:</p> <p>Worse: Comparative form of the word 'bad'.</p> <p>Nonfiction: Factual.</p> <p>Accessible: Reachable/</p>

anxious.		attainable. Featuring: Presenting/ promoting. Sequels: Follow-up/ consequences.
7th Paragraph: Decreasing: Reducing/ becoming smaller. Disabilities: Disorder.	8th Paragraph: Astronomy: The branch of science which deals with celestial objects, space, and the physical universe as a whole. Widely: Largely/extensively. Recognized: Identified. Fellow: Companion/comrade /friend. Host: Anchor/presenter.	9th Paragraph: Endorsing: Supporting. Gained: Achieved.
10th Paragraph: Objectives: Aim/purpose. Exists: Lives/occurs.	11th Paragraph: Diagnosed: Identified/ recognized. Motor neurone disease: Motor neurone disease (MND) is the name for a group of diseases that affects particular nerves known as motor nerves, or motor neurons. In MND, those neurons generate and die and slowly the muscles become weaker. This eventually leads to paralysis. Defying: Ignoring/ going against. Predictions: Assumptions/ suppositions.	12th Paragraph: Tributes: Praise/salute/ homage. Poured in: Drive in/ to arrive in a great number.
13th Paragraph: Amazing: Surprising/ stunning. Willpower: It is the ability to resist short-term temptations in order to meet long-term goals. Determination: Courage/ will power.	14th Paragraph: Brilliant: Bright/ gifted/talented. Extraordinary: Remarkable/ exceptional/amazing.	15th Paragraph: React: Respond/ behave. Revolutionized: Transformed / reformed. Transformed: Reshaped/ reformed. Succeeded: Achieved/ followed. Witnessed: Observed. Brief: Short.

		Understatement: Minimization.
16 <sup>th</sup> Paragraph: Intelligence: Reasoning/ perception. Adapt: Modify/adjust. Astounding: Amazing/ shocking. Synthesiser: Electronic musical instrument. Extensive: Large/ample.	17 <sup>th</sup> Paragraph: Halt: Stop. Regret: Lament/ mourn/ feel sad. Interferes: Intervene/ nosy. Disabled: Damaged/weaken. Flung: Throw. Obstacle: Barrier/hurdle. Handicap: Obstacle/barrier/difficulty.	18 <sup>th</sup> Paragraph: Curious: Interested/ searching/ inquiring. Space: The universe/ the galaxy.
19 <sup>th</sup> Paragraph: Survival: Live/exist. Humour: Comedy/absurdity. Joked: Fooled around/ teased. Zany: Odd/ peculiar. Appearance: Outlook/ image.	20 <sup>th</sup> Paragraph: Undertakes: Tackles/ accepts. Intention: Aim/purpose. Mismanagement: Managing something badly or wrongly. Turned down: To refuse to accept. Principle: Essence/idea/ assumption.	21 <sup>st</sup> Paragraph: Gave up: Surrender. Furious: Angry. Stuck: Push/dig/force. Released: Free/liberate. Puzzled: Confused/ bewildered. Criticism: Assessment/ evaluation/ disapproval. Controversy: Argument/ disputation. Striving: Try/attempt.
22 <sup>nd</sup> Paragraph: Valued: Gave importance/ estimated. Precious: Valuable/expensive /costly. Resource: Asset/wealth/ capital. Wisely: Intelligently.	23 <sup>rd</sup> Paragraph: Raise: Uplift/build. Profile: Outline/shape/ silhouette. Mystery: Puzzle/secret. Firmly: Definitely/ without doubt. Ambition: Goal. Widely: Largely. Witnessed: Observed. Enormous: Huge. Accessible: Reachable/ available. Warned: Notified/informed. Equations: Sum/calculation. Formulae: Procedures/ rules. Reduced: Decreased. Effectively: Successfully/	

### ❖ Questions & Answers (All in one place)

Q. 1) What is a turning point? How does it affect one's life? Discuss it with reference to Prof. Stephen Hawking's life.

Answer: The term "*Turning point*" can be defined as "*a time at which a decisive change in a situation occurs, especially one with beneficial results*". Turning point is also the land marks of a person's life.

Basically the existence of a common person is like "*an ant in an ant heap*" without any speciality or noticeable significance. But if the person gets motivation from any incident/accident/occurrence/person, that same common, insignificant person can do something unique, memorable invention or discovery or development, for which our society will remember him/her forever. That's why turning point is the commencement of a blessed journey towards success.

The onset of Hawking's graduate education at Cambridge is marked as a turning point of his research life. It is the particular time that he embarks upon the formal study of cosmology that focused his intellectual energies in a way that they had never been previously. And it was then that he was first stricken with amyotrophic lateral sclerosis (Lou Gehrig's disease), a debilitating neuromotor disease that eventually led to his total confinement to a wheelchair and to a virtual loss of his speech functions. At Cambridge his talents were recognized by his major professor, the cosmologist Dennis W. Sciama, and he was encouraged to carry on his studies despite his growing physical disabilities. His marriage in 1965 to Jane Wilde was an important step in his emotional life. Marriage gave him, he recalled, the determination to live and make professional progress in the world of science. Hawking received his doctorate degree in 1966 and began his life-long research and teaching association with Cambridge University.

**(Words: 266)**

Q. 2) What are Prof. Hawking's greatest contributions to the field of science?

Answer: Hawking's arguably greatest contribution was the discovery of the Hawking Radiation, which is one of the biggest breakthroughs in the 20th century. It detailed an unprecedented understanding of black holes, as well as, the interplay between quantum effects and general relativity. The concept of the Hawking's discovery is ingenious in that it is simple yet profoundly creative. Hawking discovered that a black hole is like a vitamin tablet that fizzles out in water -- it can dissipate in time. This turned the scientific community on its head because the common description of classical physics states that black holes are super densely packed objects of matter and that nothing can inscape from them. A black hole is defined as a densely packed region of space; one can imagine it like a stress ball made up of matter, where the gravitational pull is so strong that nothing can escape out of it. Around the stress ball, there is a circular region of space which encapsulates it, and the perimeter of this circle is known as the event horizon -which is can be thought of as a wall that separates what the reality we can

perceive from that which inside the black hole. We cannot see anything beyond this point. What Stephen Hawking suggested was that if the particles are created very close to the event horizon, then they do not need to be annihilated together because one of the particles can be sucked into the black hole. And, in order for the laws of conservation of energy to hold, the particle that goes back into the black hole needs to have negative energy.

**(Words: 271)**

Q. 3) What is the meaning of the statement, '.....people will know the mind of God'?

Answer: "When humans develop the unified field theory, Said Hawking, they will '*know the mind of God*'. This statement means that eventually everything that we do and do not achieve falls into its place and this is how we understand what was the intention of God. Then we can realise what is good and what is bad for us regardless of the situation. With the rapid progress of science Man has scaled the peaks of success. According to Hawking, scientists are trying their level best to discover the major secrets of the Earth. Astronauts are trying to explore the space. Scientists can even create life through the means of 'cloning'. An almost dead person can be brought to life through organ transplant. The only thing scientists still doesn't know is the secret of life and death. When and why God creates life and how does the God take it away is still a mystery. But Man challenges he will soon find it out. In the 1980s Hawking answers one of Einstein's unanswered theories, the famous unified field theory which includes four main interactions known to modern physics. The unified theory explains the conditions that are present at the beginning of the universe as well as the features of the physical laws of nature. According to Stephen Hawking, when human develop the unified field theory, they will be able to read the mind of God and with the actual intention of the Almighty. In 1995 Prof. Hawking tells to Zygon, "*My goal is a complete understanding of the universe, why it is as it is and why it exists at all*". This craving for complete understanding is the actual significance of his previous statement.

**(Words: 282)**

Q. 4) How does Hawking change the perceptions of people with disabilities?

Answer: In 1963, Hawking was diagnosed with an early-onset slow-progressing form of motor neurone disease (MND; also known as amyotrophic lateral sclerosis "ALS" or Lou Gehrig's disease) that gradually paralysed him over the decades. Hawking's progressive and positive attitude toward disability here exemplifies everything Easterseals works toward every day: A world in which people with disabilities can achieve their goals without barriers; the notion that disability isn't something to fear or regret, rather it's a natural part of life. Hawking believes that certain things may be harder to accomplish with a disability, but that doesn't mean that everything will be. Everyone is uniquely capable of contributing talent, perspective, and skill to make an impact. With this strong belief, Hawking eventually let go of regret and focused on what he was good at and what he was put on this earth to do. He embraced assistive technology to continue his ground-breaking work, and had a hand in developing and advancing the programs he used. Later he became a vocal disability advocate, taking part in the "Charter for the Third Millennium on Disability", which stated: "In the 21st century, we must insist on the same human and civil rights for people with disabilities as for everyone else." Hawking calls all to not be a barrier to themselves while navigating difficulties in life. For Hawking, the limits of what was possible were vast. He made all the disable people of our society consider not just

the wonder of the stars, but the wonder of their existence. People will remember him as one of the great minds of modern scientific research, but he will also be remembered as an important motivational figure in the timeline of disability history.

**(Words: 283)**

Q. 5) How could Prof. Hawking live for more than half a century with a deadly disease?

Answer: Professor Hawking had just turned 21 when he was diagnosed with a very rare slow-progressing form of ALS, a form of motor neurone disease (MND). Professor Hawking said he believed the disease had many different causes and that his may have been due to the poor absorption of vitamins. The average life expectancy of someone with MND is between two and three years, most people die within five. Professor Hawking lived for more than five decades after he was diagnosed. But his health was affected significantly within a few years of his diagnosis. By the late 1960s, he was using a wheelchair to move around and was having trouble writing. In an article, Professor Nigel Leigh of King's College, London, said he was "*not aware of who has survived with MND as long. What is unusual is not only the length of time, but that the disease seems to have almost burnt out*". Professor Leigh suggested those who develop the condition when they were younger tended to survive longer, sometimes for as long as 10 years. In 2012, when Professor Hawking reached 70, Scientific American interviewed Associate Professor Leo McCluskey from the ALS Centre at the University of Pennsylvania. He also made the point that the early onset of Professor Hawking's disease was likely part of the reason why it had progressed so slowly. But he also suggested that Professor Hawking's survival was likely due to a combination of the care he received and the biology of his illness. Along with the above reasons, the strong will power of Prof. Hawking to live, to research and above all to bring the unattended completeness for science make this genius alive for a long passage of time.

**(Words: 286)**

Q. 6) Why are Prof. Hawking's books popular, though they are non-fiction?

Answer: Prof. Hawking is popular for his science-oriented non-fiction books (Examples, "*A Brief History Of Time*", "*The Garden Design*" etc.). The non-fiction books might best be described as pop science. His books explain the history of the universe, how it works, and what it's in such a simple way that even a layman can understand the most difficult and complex theories of physics. Hawking firmly believes in knowledge sharing. His ambition is that his books will be widely read and that they will be available at airport book stalls. This wish comes true in reality as he makes astrophysics and artificial intelligence accessible to everyone, not just for intellectuals and scientists. Once he tells that his publisher warns him not to include equations and formulae as common people will not understand anything of those complexities. That is why there is only one,  $E=mc^2$ , in "*A Brief History of Time*". But one equation did not stop ten million people from buying it. Thus the message is pretty clear that effective and understandable sharing of knowledge is expected by the readers from an author. Not surprisingly, he returns to both themes and many more in what his publishers call his final thoughts. "*Brief Answers*" is one of his last projects, completed for him after he died. It draws on half a million or so words stored over the decades in the form of essays, lectures, keynote speeches and – since "*A Brief History of Time*" made him a celebrity and his long struggle against illness made him an icon – it addresses some



of the questions that, over the decades, so many people had often asked him. Thus the message is pretty clear that effective and understandable sharing of knowledge is expected by the readers from an author.

**(Words: 294)**

Q. 7) What have you admired most about Prof. Hawking?

Answer: Without question, Stephen Hawking, the legendary theoretical physicist who died March 14, 2018, at 76, was not only the world's best-known scientist but also one of the greatest scientific figures of all time. Indeed, since 1979, he held the same professorial chair at Cambridge University once graced by Sir Isaac Newton — who, unlike his successor, never wrote a blockbuster international bestseller (1988's *"A Brief History of Time"*) or appeared on *"The Simpsons."* Before Hawking became a pop-culture icon, he had done groundbreaking work on Big Bang theory. He rocked the world of astrophysics in 1974 by discovering that black holes give off radiation — something no one believed at the time. Two of the landmark scientific discoveries of the last century were general relativity and quantum mechanics; in his time, Hawking made tremendous strides toward unifying the two fields, bringing physics tantalizingly close to achieving its Holy Grail. These accomplishments alone would have earned Hawking a prominent and permanent place in the scientific pantheon. But the truly staggering thing about what Hawking accomplished is that he did it all while suffering from severe disability. His extensive use of technology to overcome disability, never-ending curiosity, sense of humour, principles, time management, and unbreakable will power depicts him as the most admired scientist of his contemporary genre. In an interview to *"The New York Times"*, Prof. Hawkins says, *"My expectations were reduced to zero when I was 21. Everything since then has been a bonus"*. Thus no admiration is enough to actually recognize the long wave length of his positivity.

**(Words: 258)**

Q. 8) "Prof. Hawking's works are larger than his life." Comment briefly.

Answer: Professor Hawking had just turned 21 when he was diagnosed with a very rare slow-progressing form of ALS, a form of motor neurone disease (MND). Hawking's arguably greatest contribution was the discovery of the *"Hawking Radiation"*, which is one of the biggest breakthroughs in the 20th century. It detailed an unprecedented understanding of black holes, as well as, the interplay between quantum effects and general relativity. The concept of the Hawking's discovery is ingenious in that it is simple yet profoundly creative. Hawking discovered that a black hole is like a vitamin tablet that fizzles out in water -- it can dissipate in time. This turned the scientific community on its head because the common description of classical physics states that black holes are super densely packed objects of matter and that nothing can inscape from them. Prof Hawking certainly raised awareness of motor neurone diseases. One of his major contributions to disability in general was simply being visible - often at a time when disabled voices were missing from popular culture. He made small-screen appearances on *The Simpsons*, *Star Trek* and *The Big Bang Theory*. His life was dramatized by the BBC and in the film *The Theory of Everything*. Steve Bell, from the MND association, said: "He was probably the most famous person with a physical disability and it almost normalises it to see his absolute genius. He was a theoretical physicist. His laboratory was in the mind, his scientific

equipment was mathematics. Prof. Hawking was able to continue to pursue his career in a way that would have been much harder in other scientific disciplines and impossible in many other professions. Thus Prof. Hawking is a larger than life character for this contribution to science, technology and humanity.

**(Words: 291)**

Q. 9) What are the EIGHT lessons that one can learn from Prof. Hawking's life?

Answer: The lessons we can learn from Professor Hawking's life are:

- We must always stay curious to learn about new things.
- We must be courageous like him.
- We have to embrace uncertainty.
- We must keep in mind that communication is a powerful tool.
- Laughter is the best medicine.
- We should not live our lives like a prisoner, conferring to someone else's morals.
- Never let the others get us down.
- We should keep in mind that it is equally important to listen to other people and their ideas.

Professor Hawking never stopped looking for problems to solve. No matter how much was going on in his life, and he overcame tremendous health challenges, he never ever quit being curious. In spite of his severe illness, Prof. Hawking is the textbook example for students (in the classroom and life!) in never giving up. He also famously said "*intelligence is the ability to adapt to change.*" Communication skills are an enabler of bringing ideas to life. But Hawking reminds us that as much as it is important to talk, it is equally important to listen to other people and their ideas. Hawking reminds us to never take ourselves too seriously and that we shouldn't lose our sense of humour while pursuing success. Professor Hawking was diagnosed with motor neurone disease at the age of 21. Doctors told him he had about two years to live. He could have given up on his dreams right then. But he didn't accept that. Professor Hawking accepted his fate but never ever let it get him down, and neither should we.

**(Words: 263)**



## Unit-IV

### Like a Tree, Unbowed: Wangari Maathai- Biography



❖ Vocabulary (Paragraph wise word meaning/synonym)

<p>1<sup>st</sup> Paragraph:</p> <p>Embraced:Hug/hold/ welcome.</p> <p>Sacrificed: Surrender/resign/ forfeit.</p> <p>KhejriTree:Prosopis Cineraria (JammiChettu in Telugu).</p> <p>Rallying: Raising/ mobilising.</p> <p>Precedent: Model/standard.</p> <p>Ecology: The branch of biology that deals with the relations of organisms to one another and to their physical surroundings.</p> <p>Rapid: Quick.</p> <p>Deforestation:The action of clearing a wide area of trees.</p> <p>Expose: Reveal/uncover.</p> <p>Vested: Powered/ authorized /come into the possession of.</p> <p>Demonstrate: Elaborate/ reveal/indicate.</p> <p>Vitality: Liveliness/ energy/ spirit.</p> <p>Stirred up:To cause to feel strong emotion and desire.</p> <p>Tribal: Characteristics of a tribe (i.e. ethnic group/ race /dynasty).</p> <p>Marginalized: Treated as insignificant/ unimportant.</p> <p>Vital: Important.</p>	<p>2nd Paragraph:</p> <p>Beyond:Behind/past/over.</p> <p>Eco-socialism:Eco-socialism is a vision of a transformed society in harmony with nature, and the development of practices that can attain it.Hue: Colour/shade.</p> <p>Increasingly: Progressively.</p> <p>Ecofeminism:Ecofeminism is a movement that sees a connection between the exploitation and degradation of the natural world and the subordination and oppression of women. It emerged in the mid-1970s alongside second- wave feminism and the green movement.</p> <p>Mainstay:Pillar/base/ foundation.</p> <p>Rampant: Uncontrolled.</p> <p>Firewood: Wood that is burnt as fuel.</p> <p>Fodder:Food, especially dried hay or straw, for cattle and other livestock.</p> <p>Irrigation:The supply of water to land and crops.</p> <p>Stakeholder: A person with an interest in something.</p> <p>Afforestation:Afforestation is the process of introducing trees and tree seedlings to an area that has previously not been forested.</p> <p>Livelihood: Income.</p>	<p>3rd Paragraph:</p> <p>Activist:</p> <p>Reformer/promoter/fighter.</p> <p>Holistic: Comprehensive/ integrated/total.</p> <p>Approach: Address/greet.</p> <p>Sustainable:Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs. / causing little or no damage to the environment and therefore able to continue for a long time:</p> <p>Development:Growth.</p> <p>Embraces: Hug/hold/cuddle.</p> <p>Democracy: A governing system for the people, by the people, of the people.</p> <p>Incredible: Wonderful/ unbelievable.</p> <p>Obstacles: Barrier/ hurdle.</p> <p>Devote: Commit/allot/ assign.</p> <p>Constituents: Voter/elector.</p> <p>Potent: Powerful/ mighty.</p>
<p>4<sup>th</sup> Paragraph:</p> <p>Tenant: Occupant/ resident/</p>	<p>5th Paragraph:</p> <p>Traditional:Conventional/</p>	<p>6<sup>th</sup> Paragraph:</p> <p>Veterinary:Related to the</p>

boarder. Bounty:Reward/prize/ award.	accepted. Fetching: Attractive/ appealing. Valued: Gave importance/ estimated/ appraised. Persuaded: Caused/moved/ inclined. Boarding:Lodging/ accommodating.	diseases, injuries, and treatment of farm and domestic animals. Anatomy:Anatomy is the science that studies the structure of the body.
7th Paragraph: Fledgling:Beginning/ arising. Divorced: Separation/ break-up.	8th Paragraph: Threatened:Frightened/ terrorized. Trial: Hearing/ inquiry. Stubborn: Difficult/ awkward. Hard: Solid/ inflexible. Criticism: Assessment/ evaluation. Denounced: Attack/reject/ condemn. Violator:a person who breaks rule. Refusing: Rejecting. Submissive: Timid/mild/ passive.	9 <sup>th</sup> Paragraph: Outspokenness:Frankness/ communicativeness. Uprightness: Honesty/ principle. Advocating: Supporting. Engagement: Arrangement/ appointment. Variety: Variation/ diversity. Progressive: Growing/ developing. Brutal: Cruel/ barbaric. Regime: Rule/ authorities. Arrested: Detained/ seized. Imprisoned: Jailed/ confined/ detained. Intimidated: Frightened/ terrified. Undaunted: Unafraid/ fearless.
10th Paragraph: Devastation: Destruction/ ruin. Remedy: Solution/ cure. Launched: Started/ inaugurated. Reforest: Replant with tress. Depleted: Spent/ empty.	11 <sup>th</sup> Paragraph: Stripped: Removed. Continent: Geographical unity of several countries/ mainland. Bare: Naked/ undressed. Nurtured: Raised/ nourished. Acacias: Mimosa tree. Cedars: Tall evergreen tree from pine family.	12 <sup>th</sup> Paragraph: Handful: Some/ several/ fills the hands. Seedlings: Young plant. Backyard: A back garden. Nurseries:A place where young plants and trees are grown for sale or for planting elsewhere. Doled out:Spread out/ scattered. Sum: The aggregate of two or more numbers. Deed: Act/ action/ activity. Ends meet: To earn and spend

		equal amount.
<p>13<sup>th</sup> Paragraph:</p> <p>Wondered: Surprized.</p> <p>Devoted: Loyal/ faithful.</p> <p>Trek: A slow and difficult journey.</p> <p>Axes: A tool used for chopping woods.</p> <p>Neglected: Overlooked/ omitted/ forgotten.</p>	<p>14<sup>th</sup> Paragraph:</p> <p>Worthwhile: Beneficial/ useful.</p> <p>Empower: Authorize/ permit.</p>	<p>15<sup>th</sup> Paragraph:</p> <p>Proving: Demonstrate/ show/ manifest.</p> <p>Skills: Abilities.</p> <p>Opportunities: Chances.</p> <p>Pan African: Related to all people of African birth or descent.</p> <p>Embrace: Hug/ hold/ cuddle.</p> <p>Green Belt Method: The Green Belt Method (GBM) is an indigenous, grassroots, non-governmental organization based in Nairobi, Kenya that takes a holistic approach to a development by focusing on environmental conservation, community development and capacity building.</p> <p>Professor Wangari Maathai established the organization in 1977, under the auspices of the National Council of Women of Kenya.</p>
<p>16<sup>th</sup> Paragraph:</p> <p>Realisation: Understanding/ awareness.</p> <p>Activism: The policy or action of using vigorous campaigning to bring about political or social change.</p> <p>Grounded: Established/ settled.</p> <p>Community: Group/ section.</p>	<p>17<sup>th</sup> Paragraph:</p> <p>Handling: Administering/ directing.</p> <p>Beaten: Abused/ assaulted.</p> <p>Numerous: Several/ many.</p> <p>Staged: Organized/ co-ordinated.</p> <p>Protest: Objection/ complaint /disapproval</p> <p>Prevent: Stop/ block.</p> <p>Skyscraper: A skyscraper is a large continuously habitable building having multiple floors.</p> <p>Campaign: Effort/ movement.</p>	<p>18<sup>th</sup> Paragraph:</p> <p>Dedication: Commitment/ enthusiasm.</p> <p>Environmentalism: Concern about and action aimed at protecting the environment.</p> <p>Prestigious: Esteemed/ respected/ distinguished.</p> <p>Promote: Encourage/ assist.</p> <p>Resolve: Settle/ fix/ sort out.</p> <p>Conflict: Contrast.</p> <p>Uphold: Confirm/ verify.</p> <p>Human rights: Human rights are rights inherent to all human</p>

	<p>Drew: V2 form of draw (i.e. outline/ portray)</p> <p>Eventually: Finally/ at last.</p> <p>Dropped: Released/ left.</p> <p>Demonstrated: Revealed/ showed.</p>	<p>beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.</p>
<p>19th Paragraph:</p> <p>Tended: Moved/ swung.</p> <p>GBM= Green Belt Movement.</p> <p>Reaped: Harvested/ obtained /received.</p> <p>Step back: Withdraw.</p> <p>Expanded: Enlarged/ stretched.</p>	<p>20th Paragraph:</p> <p>Broaden: Enlarge/ extend.</p> <p>Equitable: Fair/ unbiased/ impartial.</p>	<p>21<sup>st</sup> Paragraph:</p> <p>Hug: Embrace/ cuddle.</p> <p>Energy: Strength/power.</p> <p>Lie: False/ fabricated.</p>
<p>22nd Paragraph:</p> <p>Beyond: Past/ after.</p> <p>Debts: Dues/ charges.</p> <p>Grabbing: Snatching/ holding.</p> <p>Elite: Best/ aristocracy.</p> <p>Corruption: Dishonesty/ fraud.</p>	<p>23rd Paragraph:</p> <p>Risked: Endangered/ hazard.</p> <p>Unconscious: Senseless.</p> <p>Hunger strike: A hunger strike is a method of non-violent resistance or pressure in which participants fast as an act of political protest, or to provoke the feelings of guilt in others, usually with the objective to achieve a specific goal, such as a policy change.</p> <p>Assaulted: Hit/ beaten.</p> <p>Gashed: Wounded/ damaged.</p> <p>Enforcement: Administration / Implementation.</p> <p>Freed: Released/ discharged.</p> <p>Constant: Continuous.</p> <p>Expands: Enlarged/ stretched.</p> <p>Instead of: In the place of.</p> <p>Intimidating: Frightening/ Terrifying.</p> <p>Glimpse: Glance/ peep/ partial view.</p>	<p>24th Paragraph:</p> <p>Philosophy: The study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline / A theory or attitude that acts as a guiding principle for behaviour.</p> <p>Values: Importances.</p> <p>Dire: Terrible/ horrible.</p> <p>Escalating: Grow/ develop.</p> <p>Sustain: Support/assist/ comfort.</p> <p>Dirt: Dust/ waste.</p> <p>Empowered: Authorized.</p> <p>Impart: Communicate/ transmit.</p> <p>Spiritual: Metaphysical/ non-material.</p> <p>Gratitude: Appreciation/ recognition.</p> <p>Commitment: Dedication/ loyalty.</p> <p>Jewish: Jews people are originated as an ethnic and religious group in the Middle</p>

		<p>East during the second millennium BCE, in the part of the Land of Israel.</p> <p>Mandate: Instruction/ direction.</p> <p>Rededication: A new dedication.</p> <p>Healing: Relieving/ softening.</p> <p>Replenishing: Refill/ reload/ recharge.</p>
<p>25th Paragraph:</p> <p>Reiterates: Repeats.</p> <p>Instil: Inculcate (i.e. to teach and impress by frequent repetitions)</p> <p>Concerns: Involve/ interest.</p>	<p>26th Paragraph:</p> <p>Afraid: Fearful/ frightened.</p> <p>Attain: Achieve/ accomplish.</p> <p>Dare: Challenged/ provoked.</p> <p>Consequences: Results/ outcomes.</p> <p>Projecting: Showing.</p> <p>Embrace: Hug/ hold/ cuddle.</p> <p>Pursuing: Running after/ following.</p> <p>Goals: Aims/ targets.</p>	<p>27th Paragraph:</p> <p>Later: Former/ earlier.</p> <p>Unbowed: Not submitted/ determined/ unbreakable.</p> <p>Amazing: Surprising/ stunning.</p> <p>Memoir: History/ record/ chronicle.</p> <p>Gripping: Holding.</p> <p>Trials: Inquiry/ hearing.</p> <p>Triumphs: Victory/ Delightful.</p> <p>Persistence: Dedication/ patience.</p> <p>Ovarian: The ovaries are two female reproductive glands that produce ova, or eggs. They also produce the female hormones estrogen and progesterone.</p>
<p>28th Paragraph:</p> <p>Strategize: Course of action/ to devise a strategy.</p>	<p>29th Paragraph:</p> <p>Joy-filled: Delightful/ jubilation/ triumph.</p> <p>Manner: Way/ style.</p> <p>Acquire: Get/ obtain/ receive.</p> <p>Captivating: Charming/ fascinating.</p> <p>Awesome: Amazing/ astounding.</p> <p>Dilemma: Confusion/ difficulty/ conundrum.</p> <p>Akin to: Similar/ related.</p> <p>Bit: Piece/ section/ moment.</p> <p>Impatient: Irritated/ annoyed.</p>	<p>30<sup>th</sup>/last Paragraph:</p> <p>Shame: Regret/ self-hate/ dishonour.</p> <p>Individual: Single/ separate.</p> <p>Collective: Combined/ united.</p> <p>Spreading: Developing/ advancing.</p> <p>Nurtured: Raised/ cultivated.</p> <p>Thirst: Hunger/ lust.</p> <p>Justice: Impartiality/ neutrality.</p> <p>Mourning: Grief/ lamentation.</p>

## ❖ Questions & Answers (All in one place)

Q. 1) Mention any three qualities in Wangari Maathai that impressed you.

Answer: Wangari Maathai was an environmental activist. She helped to bring back the environment of Kenya which is destroyed by the British government during their colonial tenure in the African continent. She took illiterate women and started to grow a forest. Modern society has witnessed the struggles and passing of the great Kenyan eco-activist, Wangari Maathai. She confronted backward Kenyan politics to give her fellow Kenyans a vision of prosperity and peace with nature. She was a hero in the most classic sense of the definition, demonstrating "courage, outstanding achievements, or noble qualities" (Oxford Living Dictionary). Maathai was repeatedly threatened with brutal beatings and was hospitalized in 1999 with a head injury she received after defying orders to cease tree planting. Maathai continued to plant trees and spread the word that all Kenyans could and would redeem their native environment. By always being ready to put herself at risk in order to help others, Maathai demonstrated the characteristics of bravery. Maathai was a woman of determination, therefore she was a hero. Being a child from Kenya, Maathai was familiar with watching other women defer to men. Despite this, Maathai disregarded what others did. For one, she completed her education, which traditionally was only for men. Once Maathai decided she would get her education, she never shied away. Her PhD was awarded and she assumed the chair of the Department of Veterinary Anatomy at the University of Nairobi. Therefore Wangari Maathai will be remembered for his unforgettable contribution to educate African women and fight for their rights as a member of National Council of women in Kenya. 1977, she launched the Green Belt movement to reforest Kenya. In 2004 Maathai was honoured with Nobel peace prize as a symbol for recognition for her life long struggle to save nature, women, society and African eco-diversity.

**(Words: 302)**

Q. 2) What are two similarities and two differences between the GBM and India's Chipko movement?

Answer: The Green Belt Movement (GBM) is an indigenous, grassroots, non-governmental organization based in Nairobi, Kenya that takes a holistic approach to a development by focusing on environmental conservation, community development and capacity building. Professor Wangari Maathai established the organization in 1977, under the auspices of the National Council of Women of Kenya. Since Wangari Maathai started the movement in 1977, over 51 million trees have been planted, and over 30,000 women have been trained in forestry, food processing, bee-keeping, and other trades that help them earn income while preserving their lands and resources. Communities in Kenya (both men and women) have been motivated and organized to both prevent further environmental destruction and restore that which has been damaged.

The Chipko movement was a non-violent agitation in 1973 that was aimed at protection and conservation of trees, but, perhaps, it is best remembered for the collective mobilisation of women for the cause of preserving forests, which also brought about a change in attitude regarding their own status in society. The uprising against the felling of trees and maintaining the ecological balance



originated in Uttar Pradesh's Chamoli district (now Uttarakhand) in 1973 and in no time spilled onto other states in north India. The name of the movement 'chipko' comes from the word 'embrace', as the villagers hugged the trees and encircled them to prevent being hacked.

The differences between these two movements are,

- 1) Green Belt Movement is a social movement in Kenya whereas Chipko is a social movement in India.
- 2) Chipko Movement makes use of methods of "*Satyagraha*" and non-violent resistance, via act of hugging trees, so that they are protected from being cut down. On the otherhand, Green Belt Movement takes a look at the environmental conservation techniques, community development and capacity building.
- 3) Chipko movement was started by people, pressure groups, Green Belt Movement is an NGO.

**(Words: 311)**

Q. 3) Do you think that the Green Belt Movement can be encouraged in India? Justify your answer.

Answer: Creating green belt movement is indispensability in the contemporary polluted environment, especially in the cities. Green spaces in the cities are as important as lungs are for breathing for purification of the environment of the area. Everyone knows how highly polluted the cities these days are! Most of the pollution comes from industry, and vehicles. Industry produces air pollution in the form of untreated smoke that has many hazardous gases in it; the industry also discharges thousands of liters of toxic untreated effluents into the river and its tributary. The air and the water of the city have become highly toxic, leading to many health complications. The ever increasing urbanization due to increasing population cannot be stopped. The best option is construction of smart cities that are well planned and are installed with pollution treatment plants and are based on sustainable development principles must be the law. No unplanned human settlements should be allowed. Since the land is the limited factor in the entire world, and the mankind has already denuded billions of hectares of forests, apartment buildings should be constructed. The Government must act strictly. There should be promotion to the use of green and clean fuels. The government must create forest belt near every city or town. Toxic emissions of industries must be strictly regularized. Installation of toxic smoke and effluents treatment plants must be mandatory at every industrial unit. With these measures strictly and immediately implemented the environmental health will improve considerably. Unless the people come forward, this mission cannot be accomplished. They must minimize their carbon footprint. They must adopt eco-friendly ways of life. Government alone cannot do anything. People will have to act proactively.

**(Words: 279)**

Q. 4) Maathai tells her fellow African women that the solutions to their problems lie within themselves. How far is it true for India and her problems? Justify.

Answer: Wangari Maathai is an environmental activist. She helped to bring back the environment which is destroyed by the British colonisers. She thought illiterate women and helped to bring back the environment. Green belt Movement of 1977 and Chipko Movement of 1973, both are concerned to the environment. Women participated in both movements. . The air and the water of the city have

become highly toxic, leading to many health complications. The ever increasing urbanization due to increasing population cannot be stopped. The best option is construction of smart cities that are well planned and are installed with pollution treatment plants and are based on sustainable development principles must be the law. No unplanned human settlements should be allowed. Since the land is the limited factor in the entire world, and the mankind has already denuded billions of hectares of forests, apartment buildings should be constructed. The Government must act strictly. There should be promotion to the use of green and clean fuels. The government must create forest belt near every city or town. Toxic emissions of industries must be strictly regularized. Installation of toxic smoke and effluents treatment plants must be mandatory at every industrial unit. With these measures strictly and immediately implemented the environmental health will improve considerably. Unless the people come forward, this mission cannot be accomplished. Thus Maathai's narration on the "*problems lie within themselves*" is applicable towards Indian society also as it is also not concerned to the environment and continuously running after materialistic development against sustainable development as a whole.

**(Words: 255)**

Q. 5) What philosophy does Maathai propagate? Is it typically Kenyan? Why or why not?

Answer: The philosophy by Wangari Maathai is explained in the blog of Kendi Borona. She said "*A deep environmental consciousness that is grounded in indigenous knowledge systems*". In 1977, Maathai spoke to the National Council of Women of Kenya (NCWK) concerning her attendance at Habitat I. She proposed further tree planting, which the council supported. On 5 June 1977, marking World Environment Day, the NCWK marched in a procession from Kenyatta International Conference Centre in downtown Nairobi to Kamukunji Park on the outskirts of the city, where they planted seven trees in honour of historical community leaders. In her 2010 book, "*Replenishing the Earth: Spiritual Values for Healing Ourselves and the World*", she discussed the impact of the Green Belt Movement, explaining that the group's civic and environmental seminars stressed "*the importance of communities taking responsibility for their actions and mobilizing to address their local needs,*" and adding, "*We all need to work hard to make a difference in our neighbourhoods, regions, and countries, and in the world as a whole. That means making sure we work hard, collaborate with each other, and make ourselves better agents to change.*"

Her philosophy is typically Kenyan as the philosopher was born in Kirinyaga which later was renamed as Mt. Kenya and she adapted these thoughts from her ground root only. In compare to that the necessities and situations of Indian societies are not same always. But the basic necessity to save Mother Nature from the hands of the oppressor is exactly same and the subaltern existence of womanhood also draws the attention of the feminists. Therefore here also people must adopt eco-friendly ways of life. Government alone cannot do anything. People will have to act proactively.

**(Words: 283)**

Q. 6) There are many uncommon turns in Wangari Mathaai's life. Point them and mark the most influential ones in the order of priority.

Answer: Shortly after beginning this work, Professor Maathai saw that behind the everyday hardships of the poor—environmental degradation, deforestation, and food insecurity—were deeper issues of disempowerment, disenfranchisement, and a loss of the traditional values that had previously enabled communities to protect their environment, work together for mutual benefit, and to do both selflessly and honestly. In 1970s she married Mwangi Maathai, a politician but got divorced in 1980s as she clarifies, *“It was an unspoken problem that I and not my husband had a Ph.D. and taught in the university”*. The inferiority complex of her husband provokes him to describe Maathai as *“too educated, too strong, too successful, too stubborn, and too hard to control”*. Throughout 1990s Maathai was arrested, imprisoned, and intimidated time and again for speaking out against the administration. In 1977 Maathai launched *“Green Belt Movement”* and planted more than 30 million trees in Kenya. In 1992, Maathai was hospitalized after she was beaten unconscious by police during a hunger strike. Seven years later, when the movement attempted to replace trees cut by the real estate developers, Maathai and her group were attacked severely, leaving her head gashed and many of her supporters injured. In the first free democratic election of Kenya she won a seat in the National Assembly and was appointed as the Deputy Minister of the environment, Natural Resources and Wildlife.

The most influential moment comes in her life in 2004 when she was honoured with the prestigious Nobel Prize to promote peace. For the first time this award was given as the recognition of her movement as an environmentalist. Maathai commented specifically, *“We need to step back and look at a more expanded concept of peace and security”*.

**(Words: 286)**

## Unit-V

### Stay Hungry, Stay Foolish

#### ❖ Vocabulary (Paragraph wise word meaning/synonym)

1 <sup>st</sup> Paragraph: Charismatic: Charming/ fascinating. Entrepreneur: Businessman with a unique concept/idea. Pioneer: Trailblazer/ explorer/ developer. Revolution: Rotation/ rebellion/ drastic change. Commencement: Starting/ beginning.	2nd Paragraph: Rhetorical: Stylistic. Devices: Tools/ gadgets/ appliances.	3rd Paragraph: Honoured: Praised/ acclaimed. Closet: Secret/ cabinet.
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Insight: Awareness/ understanding.		
<p>4<sup>th</sup> Paragraph:</p> <p>Dropped out: To withdraw from participation.</p> <p>Drop-in: To pay an unexpected visit.</p> <p>Quit: Leave/ vacate.</p>	<p>5<sup>th</sup> Paragraph:</p> <p>Unwed: Not married.</p> <p>Adoption: Assumption/ acquiring.</p> <p>Popped out: To jump out of something.</p> <p>Relented: Abandoned/ left.</p>	<p>6<sup>th</sup> Paragraph:</p> <p>Naively: In a way that shows a lack of experience, wisdom, or judgement.</p> <p>Expensive: Costly/precious.</p> <p>Work out: Calculate/ determine/compute</p> <p>Pretty: Attractive/ lovely.</p> <p>Scary: Frightening/ terrifying.</p>
<p>7<sup>th</sup> Paragraph:</p> <p>Romantic: Loving/passionate /intimate.</p> <p>Dorm room: Dormitory / A building primarily providing sleeping and residential quarters for large numbers of people such as boarding school, high school, college or university students.</p> <p>Stumbled into: To collide (conflict) with someone/ something.</p> <p>Curiosity: Interest/ peculiarity.</p> <p>Intuition: Instinct/ feeling/ impression.</p> <p>Turned out: To happen in a particular way / to have a particular result, especially an unexpected one.</p> <p>Priceless: Precious/ amusing.</p>	<p>8<sup>th</sup> Paragraph:</p> <p>Calligraphy: Decorative handwriting.</p> <p>Typefaces: A set of characters in the same design.</p> <p>Varying: Differing.</p> <p>Typography: Art of arranging letters and text in an appealing way.</p> <p>Subtle: Fine/nice.</p> <p>Fascinating: Attractive/ delightful.</p>	<p>9<sup>th</sup> Paragraph:</p> <p>Proportionally: In a way that keeps the same relationship between numbers or amounts.</p> <p>Spaced: Separate/position/arrange.</p> <p>Fonts: A set of letters/ numbers/ characters of one particular face and size.</p>
<p>10<sup>th</sup> Paragraph:</p> <p>Trust: Belief.</p> <p>Gut: Courage/bravery/valour.</p> <p>Destiny: Future/Fate/Fortune.</p> <p>Karma: The sum of a person's actions in this and previous states of existence, viewed as</p>	<p>11<sup>th</sup> Paragraph:</p> <p>Garage: Base/terminal.</p> <p>Finest: Excellent/ exceptional.</p> <p>Creation: Design/formation.</p> <p>Fired: Discharged/ ejected.</p> <p>Diverge: Separate/ divide.</p>	<p>12<sup>th</sup> Paragraph:</p> <p>Baton: stick/rod/staff.</p> <p>Apologize: Regret/ sorry.</p> <p>Screwing up: Destroy/ ruin/ wreck.</p> <p>Bit: A small piece/part/ quantity of something.</p>

deciding their fate in future existences.	Eventually: In the end/ in time/ in due course. Falling out: Disagreement/ quarrel. Adult: Fully grown person. Devastating: Destructive/ catastrophic.	
13th Paragraph: Heaviness: Having great weight. Lightness: Having little weight.	14th Paragraph: Amazing: Fantastic. Remarkable: Memorable. Renaissance: Revival/ renewal.	15 <sup>th</sup> Paragraph: Awful: Nasty/ terrible. Brick: Rectangular block/cube. Convinced: Assured/ satisfied.
16th Paragraph: Impression: Impact/ influence/ effect.	17th Paragraph: Tool: Instrument. Encountered: Face/ meet. Embarrassment: Uneasiness/ awkwardness. Trap: Trick/prison. Naked: Nude/undressed.	18 <sup>th</sup> Paragraph: Diagnosed: Identified/ distinguished. Tumour: Abnormal growth of tissue. Pancreas: A large gland behind the stomach which secretes digestive enzymes. Incurable: Fatal/ deadly. Affairs: Events/ happenings. Buttoned up: Having the button fastened.
19th Paragraph: Biopsy: An examination of tissue removed from a living body to discover the presence, cause, or extent of a disease. Stuck: Push/dig./force. Endoscope: An instrument which can be introduced into the body to give a view of its internal parts. Throat: The passage which leads from the back of the mouth of a person or animal. Intestines: Colon/ the lower part of human stomach.	20th Paragraph: Concept: Idea.	21st Paragraph: Distinction: Difference/ dissimilarity/ contrast. Dramatic: Exciting/ sensational/ reasonable.

Sedated: Calmed down with the help of drugs. Curable: Treatable/operable.		
22nd Paragraph: Trapped: Prisoned/ confined. Dogma: Teaching/ belief. Drown out: Forced to shut down. Courage: Determination. Intuition: Instinct/ feeling.	23rd Paragraph: Catalogue: Guide/prospectus. Scissors: Cutting tool/instrument. Polaroid camera: A particular prototype of camera. Idealistic: Visionary/ romantic/ dreamy. Tools: Instruments. Notions: Ideas/ believes.	24th Paragraph: Hitchhiking: Thumbing (Hitchhiking (also known as thumbing or hitching) is a means of transportation that is gained by asking individuals, usually strangers, for a ride in their car or other vehicle. The ride is usually, but not always, free.) Adventurous: Daring/ daredevil. Beneath: Below. Farewell: Good bye/ adieu. Signed off: To announce the end of something. Anew: Again/ afresh/ once more.

### ❖ Questions & Answers (All in one place)

Q. 1) Steve Jobs frequently uses the words ‘drop out’ and ‘drop in’ in his first story. How these words are closely related to his ‘connecting dots theory’?

Answer: Steve Jobs uses the words of drop out and drop in because his concept or theory of connecting the dots aims at looking at things backwards. For instance, he stated in his theory that a person must have faith or trust in the fact that one way or another dots in his/her life will be connected. That people must believe in good and bad karma. Thus as a signal, drop out will one way or another end up connecting to how one shall drop in, in life.

The more-common “connect the dots” is a puzzle where kids draw lines between dots, and “poof” a picture appears. “Connect the dots” in this case means “*find the pattern.*” If one is not sure what to do with his/her life, he/she should think of things he/she is good at, delighted to do, compensate for, etc. Then that person should try to find the pattern to these things (i.e. “Connect the dots”) and he/she may come up with a satisfactory idea. Alan Kay (a famous computer “visionary” that Jobs knew) has been quoted as saying “*The best way to predict the future is to invent it*”.

Again, one can’t connect the dots looking forward; one can only connect them looking backward. So a person has to trust that the dots will somehow connect in his/her future. He/she has to trust in something —gut, destiny, life, karma, whatever. This approach has never let him down, and it has made all the difference in the unique life of Steve Jobs.

**(Words: 255)**

Q. 2) Steve Jobs said, "You have to trust in something-your gut, destiny, life, karma, whatever." Can you explain a few instances where Steve Jobs followed his philosophy in his life?

Answer: Everyone knows that Steve Jobs was a superlative businessman who created fabulous products that substantially changed the world. But he was much more than that. He was a businessman-philosopher, and the philosophy he embraced was the fundamental cause of his remarkable productivity, success, and happiness. What was important to Jobs was not making money per se, but the process of creation. *"Being the richest man in the cemetery doesn't matter to me,"* he said. *"Going to bed at night saying we've done something wonderful . . . that's what matters to me."* Jobs eschewed what Ayn Rand called second-handedness: unthinking acceptance of the views of others. He embraced first-handedness or independent thinking: a primary orientation not toward others' opinions, but toward reality as you see it. *"Don't be trapped by dogma—which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice,"* he advised. Jobs' views were not arbitrary or floating; they were grounded in and arose from his recognition of the absolutism of reality, the preciousness of life, and the inevitability of death. As he explained: *"No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because death is very likely the single best invention of life. It is life's change agent."*

In sum, Jobs' philosophy holds that what matters most is figuring out what one loves to do, passionately pursuing a career in that area, committing himself/herself to thoroughly understand it, always go by his/her own judgment, and continually adjust activities in order to achieve the greatest happiness possible.

**(Words: 295)**

Q. 3) "The only way to do great work is to love what you do." Do you think that Steve Job's statement is worthy in everyone's life? Why?

Answer: Six months into his first year at Reed College, Jobs dropped out—a very big deal, since his biological mother had made college education a requirement of his adoption, and his adoptive parents had saved for years so he could go. He understands, *"I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out"*. He wasn't officially a student, but Jobs stuck around, dropping all his required courses and dropping in on the ones that interested him. One of those was a calligraphy course that explored different fonts, variable space between letters and so on. Jobs was drawn to this class so he took it, even though it was clearly useless for any future career he might pursue. *"Ten years later, when we were designing the first Macintosh computer, it all came back to me"*. One of the worst things to happen to Jobs was his very public dismissal from Apple, ten years after he co-founded the company. To add to the humiliation, the board fired him at the behest of Jon Sculley, an executive Jobs himself had recruited and hired. Over the next five years, he founded NeXT and Pixar, and met and fell in love with his wife—things that would never have happened if he hadn't been fired. And then Apple figured out it needed him after all, and brought him back by purchasing NeXT. *"I didn't see it then, but it turned out that getting fired from Apple was the best thing that could*

have ever happened to me," he said. So running after passion like a crazy horse is the secret of success, as Jobs believes.

**(Words: 284)**

Q. 4) Why do we want to 'stay hungry, stay foolish', when we can 'stay full, stay smart'?

Answer: "stay hungry" - This is a mindset imperative, not physical hunger. It suggests that one should never be exhausted. A person should always be seeking the next thing. One should never feel just satisfied with what he/she has, instead he/she should seek to continually get better. "stay foolish" - At first glance this seems like bad advice. Why would one want to stay foolish. But in the context of the previous statement there's room for more subtle interpretation: One should not get complacent in his/her knowledge. No need to assume that one knows everything. Rather it is better to keep oneself naive (rather than foolish) and open to new ways of interacting with the world.

"stay full" - If we maintain the context of the mindset imperative from the previous statement, we would interpret this as the opposite imperative. It suggests you should always be sated, and never have to look for what's next. In the same context, the term "stay smart" turns into advice that one assume to know everything. By "staying" smart one is closed to new information. A person is smart and there's nothing that can change it. So in short, why is it better to "stay hungry, stay foolish" rather than "stay full, stay smart"? Because it's unwise to assume that a common man has all the answers and he have no more room to grow.

The growth mindset of "stay hungry, stay foolish" means a person has more opportunities, and less problems adjusting to an ever-changing world. The stagnant mindset of "stay full, stay smart" means one has less options and he/she may face a tough time to adjust to the external changes.

**(Words: 278)**

Q. 5) What are some (at least four) don'ts Steve Jobs mentions for progress? Add two more from your knowledge.

Answer: Our time is limited on this earth, so we should not waste it living someone else's life. Steve Jobs advises, *"Don't be trapped by dogma – which is living with the results of other people's thinking. Don't let the noise of other's opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary."* In business field also selling only high quality products is important. Apple products have always been top quality and that's the reason why they are still at the top. They just provide quality products, and because of that they have loyal customers that are always willing to buy.

Steve Jobs suggests, *"Choose a job you love, and you will never have to work a day in your life."* Steve Jobs was worth 100 million dollars when he was 25 years old, but he didn't do it for the money. He did it because he wanted to change the world, he was an innovator. An innovator should never feel satisfied, and he/she needs to push continuously towards perfection. Jobs believed in the power of vision. He once asked then-Pepsi President, John Sculley, *"Do you want to spend your life selling sugar water or do you want to change the*



world?" The sight of the big vision should not be lost. Jobs was the world's greatest corporate storyteller. Instead of simply delivering a presentation like most people do, he informed, he educated, he inspired and he entertained, all in one presentation.

(Words: 263)

Q. 6) Do you agree that 'Death is very likely the single best invention of life'? Why? Think and note some cultures/ life styles/gadgets/beliefs which have died in the past decades/ century giving place to new approaches.

Answer: No one wants to die. Even people who want to go to heaven don't want to die to get there. Still death is the destination all the human beings used to share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is a person's creativity, but someday not too long from now, he/she will gradually become the old and be cleared away. It is dramatic, but it is quite true. Our time is limited, so we should not waste it living someone else's life. Jobs suggests, *"Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become."* Everything else is secondary. "stay full" - If we maintain the context of the mindset imperative from the previous statement, we would interpret this as the opposite imperative. It suggests you should always be sated, and never have to look for what's next. In the same context, the term "stay smart" turns into advice that one assumes to know everything. By "staying" smart one is closed to new information. A person is smart and there's nothing that can change it. So in short, why is it better to "stay hungry, stay foolish" rather than "stay full, stay smart"? Because it's unwise to assume that a common man has all the answers and he has no more room to grow. The growth mindset of "stay hungry, stay foolish" means a person has more opportunities, and less problems adjusting to an ever-changing world. The stagnant mindset of "stay full, stay smart" means one has less options and he/she may face a tough time to adjust to the external changes.

(Words: 338)



**The End**



***"You can't cross the sea merely by standing and staring at the water"***

**---Rabindranath Tagore**

***"Life is about making right things and going on....."***

**---R.K. Narayan**

**(Rasipuram Krishnaswami Iyer Narayanaswami)**