

Unit 4

READING

Chindu Yellama

Chindu Yellamma (1914–2005) hailed from a disadvantaged community in the town of Basara, near Nizamabad, in Telangana. She was given the name ‘Saraswati’ at birth and belonged to a family and community which travelled from village to village, performing *Chindu Bhagavatam*, a folk theatre art form. Her father suffered from near blindness, and Saraswati believed that if she dedicated her life in service to the goddess Yellamma, then perhaps her faith would be repaid and her father’s sight would be restored. Indeed, over time her father did re-acquire his sight. As a sign of respect and devotion, Saraswati changed her name to ‘Chindu Yellamma’.

She was married off at the age of fourteen, but she found that marital duties prevented her from dedicating herself completely to her art. Arrangements were made so that her husband could marry her sister, while she could live a childless life—one in which she was intent on furthering *Chindu Bhagavatam* as an art form.

Bhagavatam, considered to be the essence of all Vedas, exists in various versions including *Chindu Bhagavatam*, characteristic of a nomadic community from Telangana. The name is derived from the manner of the community’s presentation of the art form. *Chindu*, in Telugu, means ‘jump’, and as their troupe’s presentation involves the use of leaps and jumps, it became a title that they embraced. In the Telangana region, there are 800 *Chindu Bhagavatam* troupes. Each troupe is made up of fifteen skilled performers, typically all male. These performers are called *Chindulollu*, and are trained in various arts including singing, makeup, and playing musical instruments such as the harmonium, cymbals, and *dholak* (a type of drum).

Chindu was one such exceptional artiste who, despite leading the difficult life of a nomad, always performed with a sense of dignity and reverence towards her profession. It was her hope to make *Chindu Bhagavatam* popular among the masses so that it would bring recognition and respectability to her community, while drawing attention to their plight as a group of people struggling to survive violent caste politics.

During pre-independence times, the *Doras* (an upper-caste community) had people from lower castes tend to their property. The *Doras* frequently organised *Chindu Bhagavatam* performances in their villages as they believed doing so would ensure divine blessings and prosperity. Chindu used these events as opportunities to combine her performance with moral anecdotes and advice for the *Doras* in the hope that they would treat the poor with compassion.

Nataraja Ramakrishna, the chairman of the Sangeet Natak Akademi, was the first to introduce Chindu Yellamma to broader, urban audiences. As a result of this, she earned immense respect and recognition, and the story of her life remains a shining example of one dedicated to the arts.

GLOSSARY

<i>disadvantaged</i>	without advantages (usually of wealth or position)
<i>essence</i>	the most essential part; the central meaning
<i>nomadic</i>	leading a wandering life, usually without having a concrete home
<i>troupe</i>	a group of performers who travel to different venues with their shows
<i>exceptional</i>	unusually good; outstanding
<i>artiste</i>	a public performer (such as a dancer or singer)
<i>reverence</i>	attitude of prayer and awe
<i>plight</i>	a difficult situation
<i>tend</i>	to take care of
<i>anecdotes</i>	small stories that usually illustrate a point
<i>urban</i>	belonging to the city

COMPREHENSION**A. Choose the right answer from the following options.**

1. What was Chindu Yellama's birth name?
 - a. Saraswati
 - b. Gauri
 - c. Bhagwati
2. Where was she born?
 - a. Nizamabad
 - b. Vizag
 - c. Basara
3. What art form did she specialise in?
 - a. Harikatha
 - b. Chindu Bhagavatam
 - c. Carnatic classical music
4. Who introduced her to more urban audiences?
 - a. the chairman of the Sangeeta Kalanidhi
 - b. the director of Kalakshetra
 - c. the chairman of the Sangeet Natak Akademi

B. Mark the following statements as true or false.

1. Yellamma changed her name after her father's eyesight returned. ()
2. She had ten children. ()

3. She was world famous before performing at the Sangeet Natak Akademi. ()
4. She belonged to the upper caste *Dora* community. ()

C. Answer the following questions in 50–100 words.

1. Why did she decide to dissolve her marriage?
2. Whom did she try and convince to be more compassionate through her performance and why?
3. What does the term 'Chindu Bhagavatam' mean?
4. Why is this art form considered important?

D. Answer the following questions in 200–300 words.

1. What do you understand of Yellamma's character from the text? What kind of person do you think she is, and why do you think she should be written about?
2. Identify two instances in which Yellamma breaks gender and caste barriers in her life. Why and how do you think she does this?
3. This piece talks about a woman whose dedication to art brings about significant changes in people's lives. Has any particular form of art or music made a difference to your life? Describe both the form, and how it changed your life.
4. Briefly explain the history of Chindu Bhagavatam from the information provided in the text.

GRAMMAR

Misplaced Modifiers

A modifier is a word, phrase or clause that modifies a noun or a noun clause. Look at the following sentences:

The leather sofa was torn.

The sofa made of leather was torn.

The sofa, which was made of leather, was torn.

In each case, the subject of the sentence is the noun 'sofa'. In each sentence, the noun 'sofa' is modified by either a word ('leather'), a phrase ('made of leather'), or a clause ('which was made of leather'). Modifiers add descriptive details to the noun they modify. They are usually positioned close to the noun that they modify.

The boy drank the coffee, which was *already cold*.

The modifier 'already cold' describes the coffee that the boy was drinking.

Sometimes a modifier is separated from the noun they describe and is positioned elsewhere in the sentence. These modifiers cause confusion because they seem to describe some other noun in the sentence instead of the noun they intend to modify.

Already cold, the boy drank the coffee.

In the above sentence, the modifier 'already cold' (intended to describe the coffee) is positioned in such a manner that it seems to be describing the boy. Such incorrectly positioned modifiers are called 'misplaced modifiers'.

Misplaced modifiers change the meaning of the sentence. Look at the following examples:

- I *only* arrived today.

Here, the word 'only' modifies the word 'arrived'. This sentence means that all I did today was to arrive. I didn't eat, I didn't sleep—I did nothing but arrive.

- I arrived *only* today.

Here, the word 'only' modifies the word 'today'. This sentence means that I arrived today, not yesterday or the day before.

- Sonia ate the breakfast her mother prepared *quickly*.

This sentence implies that Sonia's mother prepared the breakfast quickly.

- Sonia *quickly* ate the breakfast her mother prepared.

This sentence means that Sonia ate her meal quickly.

In order to correct a misplaced modifier ...

1. understand what the sentence actually wishes to communicate,

2. identify the subject of the sentence, and

3. move the modifier to a position closer to the subject.

- * Shoaib saw many rabbits walking down the hill.

(The writer intended to say that Shoaib was walking down the hill. However, the above sentence implies that rabbits were walking down the hill.)

- ✓ Walking down the hill, Shoaib saw many rabbits.

- * Full of stains, Shoaib wore the only jacket he had.

(This sentence suggests that Shoaib is full of stains. Revise the sentence so that the stains apply to the jacket.)

- ✓ Shoaib wore the only jacket he had, which was full of stains.

- * When not working, Shoaib's hobbies include chess and fixing computers.

(Here the modifier 'when not working' has been misapplied to the noun phrase 'Shoaib's hobbies'.)

- ✓ When Shoaib isn't working, his hobbies include chess and fixing computers.

- ✗ Shoaib brushed his teeth after eating with Dento toothpaste.
- ✓ After eating, Shoaib brushed his teeth with Dento toothpaste.

When correcting misplaced modifiers, be sure to remove any possible source of ambiguity.

- ✗ Shoaib said on Wednesday he completed his work.

This could be re-written in two ways, depending on the intended meaning:

- ✓ On Wednesday, Shoaib said he completed his work.
(i.e., Shoaib said that on Wednesday)
- ✓ Shoaib said he completed his work on Wednesday.
(i.e., the work was completed by Shoaib on Wednesday)

EXERCISE

Rewrite each sentence, moving the misplaced modifier to its correct position.

1. The train was nearly late by five hours.

.....

2. Sindhu bought a pen from a shop that didn't cost much.

.....

3. I only need to do this once.

.....

4. The piece was missing from the puzzle that we needed to complete the set.

.....

5. We listened to the speech by the Prime Minister huddled around the radio.

.....

6. The wrestler was a large man with a flowing beard weighing 130kgs.

.....

7. She gave the beggar her food who was sitting on the road.

.....

8. The book was only published in Telugu.
-
9. Mani presented a paper at a seminar titled 'Management Challenges in a Digital Age'.
-
-
10. We saw lots of miniature paintings on a school trip to an art gallery.
-

VOCABULARY

Synonyms

Synonyms are words that have the same or nearly the same meaning. For example, 'finish' and 'complete' are synonyms of each other. Similarly, 'calm', 'tranquil' and 'peaceful' are synonyms of each other, and are often used in place of one another. It is useful to know the synonyms of a word because you can use them to bring variety to your speech and writing.

Words often have more than one meaning, and when we talk of synonyms, note that we only mean that two or more words match in *one* of their senses. Thus, the word 'fair' is a synonym for the word 'just' in one of its meanings, but not in its other senses.

The umpire's decision was **fair / just**. ('Fair', in the sense of 'morally right' or 'free from favouritism' is a synonym for 'just'.)

but

Jose is the short, **fair** boy in a brown shirt. ('Fair', in the sense of 'light-coloured skin', is not a synonym for 'just'.)

Synonyms allow us to refer to objects, actions and feelings in more than one way, which makes what we say or write more interesting to others. For example, note how synonyms are used below to avoid repetition.

I am **afraid** of the new boss. Are you **frightened** of him?

The boss is strict, but understanding; you needn't be **scared** to talk to him.

Look at the sentences below. They will give you synonyms that can, most of the time, be freely used in place of one another.

We got printed **cloth / fabric / material** for the curtains.

Mr Sonalkar is an **able / capable / competent** manager.

The sky was full of sparkling / shining / glittering stars.

Nina's boss knows that she is an industrious / hard-working / diligent worker.

The bridge connects / joins / links the old and new parts of the city.

We have a huge mango tree at the back / rear of the house.

However, most often, a number of words that you find on a list of synonyms do not actually have identical meanings and cannot be used interchangeably.

- Firstly, two words may share one of their meanings but each of them may have other meanings, because of which they cannot always be used in place of each other (e.g., *dull* and *boring* can be used interchangeably in 'a dull / boring book'; but 'a dull day', is not the same as 'a boring day').
- Secondly, many such words may indicate slightly different shades or degrees of meaning (e.g., *grief* and *sadness*); be suitable for different situations, such as formal or informal (e.g., *seldom* and *rarely*); may be commonly used by a particular group of speakers, such as adults and children (e.g., *stomach* and *tummy*); or may indicate emotions, such as approval or disapproval (e.g., *curious* and *inquisitive*). For examples, look at the sets of sentences below. Though the highlighted words have almost the same meaning, note that they cannot always be used as alternatives.

How **big** / large is your office?

The girl had **big** / large brown eyes.

We dug a **big** / large pit in the field.

but

Don't cry! You're a **big** boy, aren't you? (*not* 'a large boy')

Maria and her brother had a **big** fight about the bicycle. (*not* 'a large fight')

She's a **clever** / a **bright** / an intelligent child.

but

What a **clever** / **bright** idea! (*not* 'an intelligent idea')

You must, therefore, be careful with synonyms when preparing for a talk, or when drafting a letter or report. Reading will help you learn to use words that are almost the same in meaning. You can also look up a dictionary or a thesaurus, which gives lists of similar or related words to see if it is appropriate to use one word in place of another.

EXERCISES

Match each word in the box with its synonym on the next page.

abate

wreck

yearly

meticulous

appear

broad

futile

lucid

elementary

mandatory

wide	<i>abate</i>	useless	<i>Futile</i>
clear	<i>lucid</i>	compulsory	<i>mandatory</i>
destroy	<i>wreck</i>	lessen	<i>abate</i>
seem	<i>appear</i>	annually	<i>Yearly</i>
basic	<i>clementary</i>	careful	<i>meticulous</i>

Complete the sentences using words that mean the same as those in brackets.

1. She ... *in Facivity* (rarely) plays the violin now.
2. It was a *dangeroes* (hazardous) journey, and we were lucky to have escaped unharmed.
3. I had to be away from office because of ... *Urgent* (pressing) personal work.
4. The bus slowed down at the ... *Centoe* (junction).
5. We ... *Seeking/want* (craved) for a cold drink after the long walk in the heat.
6. What a (pitiless) man you are!

Antonyms

An antonym is a word that means the opposite of another word. Learning antonyms is an important part of building your vocabulary because it will help you avoid using long phrases to express the opposite meaning. For example, compare the two alternative ways in which you can convey the opposite of the word 'purposefully' in the sentence 'Rita walked purposefully down the road'.

Rita walked *without a clear purpose* down the road.

Rita walked *purposelessly* down the road.

The antonym of a word ...

- may bear no resemblance to it (e.g., 'cold' and 'hot')
- may be formed by replacing the first word in a compound with another word (e.g., 'part-time' and 'full-time')
- may be formed by adding a prefix in front of it (e.g., 'important' and 'unimportant')
- may be formed by replacing a suffix at its end (e.g., 'useful' and 'useless')

You will find all these kinds of antonyms in the list on the next page. Practise using them when you speak and write.

acquit	convict	inactive, passive
barren	fertile	straighten
clockwise	anticlockwise	undo
eager	reluctant	include
expensive	cheap, inexpensive	lead
honest	dishonest	illegal
lend	borrow	minor
possible	impossible	powerless
reveal	conceal, hide	lenient
success	failure	untimely
undersized	oversized	rural
vacant	occupied	ill-mannered

Note that you cannot always form antonyms by adding letters at the front and the end of words. Some of these beginnings and endings do not always mark opposite meanings—they could sometimes be part of an entirely unrelated word. For example:

- anti-perspirant:* a substance that prevents you from sweating (the word ‘perspirant’ is not used in English)
- disillusion:* to make someone see that something they thought was good or true is not actually good or true (‘illusion’ is not used as a verb, so you can ‘disillusion’ someone but not ‘illusion’ them)
- disown:* to say that you no longer want to be connected with someone or something, especially a member of your family (not the opposite of ‘own’, which means ‘possess’)
- dislocate:* to move a bone out of its normal position in a joint, usually because of an accident (unrelated to ‘locate’, meaning ‘to find the exact position of something’ or ‘to be situated in a particular place’)
- unearth:* to find something that has been buried in the ground or lost for a long time after a search (‘earth’ is not used as a verb, so you can ‘unearth’ treasure, but not ‘earth’ it)
- unfailing:* always there, even in times of difficulty or trouble, as in ‘I am grateful for your unfailing help’ (not the opposite of ‘failing’, which means a fault or weakness)
- undoubted:* definitely true (the synonym of ‘doubtless’, as in ‘undoubted talent’)

Antonyms, therefore, have to be learnt and used carefully. Reading (and this is true of vocabulary development in general) is the best way to add to the antonyms you know. As this happens only over a period of time, you can use a dictionary when you want to find an antonym for a word or need to be sure you are using the right one.

EXERCISE

In each set, underline the word that is the closest antonym of the italicised word on the left.
Use a dictionary to look up the meanings of words that you are not familiar with.

1. <i>diffident</i>	<u>confident</u>	difficult	tolerant
2. <i>extempore</i>	careful	extraordinary	<u>well-prepared</u>
3. <i>consent</i>	<u>forbid</u>	resent	permit
4. <i>amicable</i>	negative	surprising	<u>unfriendly</u>
5. <i>ambiguity</i>	<u>clarity</u>	guilt	liveliness
6. <i>subside</i>	initiate	ignore	<u>increase</u>
7. <i>transient</i>	<u>permanent</u>	illogical	deep
8. <i>refute</i>	praise	negate	<u>accept</u>
9. <i>paucity</i>	<u>wealth</u>	abundance	distance
10. <i>dormant</i>	forgotten	latent	active

WRITING**Essay Writing**

The essay is a long piece of composition on a theme or subject. The word 'essay' literally means an 'attempt' on a given topic. It is self-contained, that is, it has a beginning, a middle and an end.

KINDS OF ESSAYS

There are several kinds of essays. But most of them would fall into one of four types: descriptive, narrative, expository and discursive.

Descriptive essays

These are essays that describe some object or place or person. Here the opening paragraph is written to introduce the general, identifying features of the subject that is being described. The paragraphs that follow it focus on the more specific aspects, and lead to the concluding paragraph that would sum up or comment in a general way on the subject. An example would be an essay on your college campus or on a place that you have visited.

Narrative essays

As the name itself suggests, the aim of the narrative essay is to narrate or report an event. The arrangement is by the order in which the events occurred. The narration must be carried to a natural conclusion which satisfies the reader's curiosity. The essay may narrate episodes from history, legend, or someone's biography; an event such as an election or a basketball match; or an incident such as a miraculous escape or a train accident.

Expository essays

The purpose of an expository essay is to explain a subject or to define or interpret a term or concept. Its aim is to inform the reader. Expository essays can be written on a wide variety of subjects, e.g., 'healthy eating', 'quantum computing', or 'the UN and its activities'.

Argumentative (or discursive) essays

The aim of an argumentative essay is to convince your reader that the position you have taken on a subject is right. When writing an essay of this kind, you must state your position in clear terms, bring in evidence to support your stance, and present your arguments in a logical manner. For example, the topic for a discursive essay could be 'The mother tongue as the medium of teaching at the college level'. These essays are also known as reflective essays.

In order to understand the difference between these types of essays, think about how a single topic—say, earthquakes—could be treated in a variety of ways. An expository essay would talk about what earthquakes are, why they occur, how they are studied, and give examples of recorded earthquakes. A narrative essay, on the other hand, would relate the incidents that took place during a particular earthquake. A descriptive essay might describe the scenes that presented themselves to the eye in the aftermath of a major earthquake. An argumentative essay might discuss your personal opinion on the best ways to minimise the impact of earthquakes.

~~WRITING AN ESSAY~~

Beginning a long piece of composition can sometimes seem a daunting task. Here are a few useful points to remember when writing any extended written composition.

- An essay must have unity of theme, which means that you should have your aim clearly down before you start writing.
- The beginning introduces the subject of the essay. The middle of the essay develops the theme and presents the writer's thoughts on it. Finally, the essay is brought to a close in suitable concluding passage.
- You can give emphasis to the main idea in the essay by placing it in a prominent position (for example, the beginning or end), by giving more space to it, or by directly stating it.
- To ensure that your essay is balanced, the points that are included in it must be given the treatment they deserve according to their importance. For example, avoid making your introduction so long that there is a delay in your getting to the main point.
- For an essay to be coherent, arrange the ideas it contains in a definite order and also make clear the link between any two adjacently placed points.
- An essay should not be loosely structured or rambling, and every part should contribute to its total meaning.
- Most essays are written in a formal style. Thus, complete sentences are used and colloquial expressions and slang are avoided.

Follow the steps given below to help you write a well-developed essay.

Step 1: Specify the topic.

Step 2: Jot down relevant points.

Step 3: Order the main points as headings.

Step 4: Arrange the remaining points under the main headings to get an outline.

Step 5: Develop the outline into a complete essay.

After writing an essay, always read through your draft and revise it, paying attention to clarity and grammatical accuracy. In addition to the above-mentioned general guidelines, here are some suggestions for specific types of essays.

Writing a descriptive essay

- Think about or observe the subject of the description. Write down words that describe what it looks like, its parts and features, and how it works (or, say, how a change takes place through a series of stages).
- Introduce the general, identifying features of the subject in the opening paragraph.
- Focus on the specific details in the following paragraphs that form the body of the essay.
- Choose clear, precise words that convey the exact meaning intended, not a general sense. For example, to describe a tidal wave, the word 'gigantic' would be a better choice than merely 'big'.
- Appeal to the senses of the reader. Describe how something smells, feels, sounds, tastes or looks.
- For mechanisms and processes, remember to use the passive voice (for example, 'The machine is connected to...' or 'Next, the gas is passed into a chamber...') and sequence markers (such as 'firstly', 'secondly' and 'lastly').
- Sum up or comment in a general way on the subject in the concluding paragraph of the essay.

Say, for example, you were to write a descriptive composition on a house. Here is how you might go about it.

Paragraph 1: general introduction—size, location, etc.

Paragraph 2: rooms and their location and purpose

Paragraph 3: details of the rooms

Paragraph 4: open spaces, for example verandas and gardens

Paragraph 5: concluding remarks

Writing a narrative essay

- Narrative writing may relate a real life situation or an imagined one.
- This type of writing mostly uses the past tense (but sometimes also the present tense).

- Mention the setting or background (time and place). This is usually provided at the beginning of the narration; for example, 'On a blistering summer afternoon in a tiny village near Visakhapatnam ...'
- The action or events of the narrative should ideally have a beginning, a middle, and a clear ending. This is particularly preferable when you are just beginning to write such essays.
- Decide on and stick to a single point of view.
- The sequencing of events is usually done in the order of their occurrence in time. However, you could sometimes begin at the ending or in the middle of a narrative for dramatic effect.
- Spoken communication may be presented within your essay in either direct or indirect speech, or in a mixture of both. If the narrative includes dialogues, the words spoken by each person, enclosed in quotation marks, is treated as a separate paragraph.
- Do not forget to use a variety of sentence types and vocabulary to avoid monotony.

Writing an expository essay

- Research the chosen topic before you begin writing your essay. Visit a library or use the internet for discovering information and points of view on the subject.
- Plan your essay. What is the purpose of the essay? What do you intend to include and what will you leave out? How comprehensive will your treatment of the topic be?
- Think about your audience. Who is the intended reader? How much would she/he already know about the topic? Will she/he understand what you are saying if you use jargon or technical terminology? Remember to write in such a way as to match the knowledge and language level of the intended reader.
- Follow the broad steps mentioned earlier: note down relevant points; organise the points into an outline; and develop the outline into an essay by expanding the points.
- Remember to maintain the qualities of unity, balance and coherence (already discussed earlier), and do not deviate from the theme of the essay.
- Make sure that the reader understands the context in which the essay is written. Provide any necessary background information that may be required.
- An expository essay could include citations of sources that you have referred to when researching your essay. It is a good idea to make a note of the details of the sources of the information you use in your essay. You could provide these to your reader (e.g., as footnotes or endnotes), so that she/he can independently evaluate the merit of the information in your essay (as well as read further on the topic).
- A good way to end an expository essay is by restating or rephrasing the theme (or thesis) of your essay. You could also quickly review and sum up the main points, and mention your final thoughts on the matter.

Writing an argumentative or discursive essay

- Clearly state the issue in the introductory paragraph.
- Next, state the main thesis, which is your opinion or stand on the issue.

- List at least two or three arguments in favour of your thesis.
- Think about why people might have a different opinion or an opposing point of view, and include arguments that will show why they are not right.
- Make sure that the arguments are in a logical sequence.
- Write a short paragraph on each of your arguments, supporting them with reasons, examples, details, facts and statistical data.
- Use connecting words (such as 'secondly', 'furthermore', 'to conclude', etc.) to link paragraphs with supporting arguments, to connect a general statement with an example or a fact, or to indicate to the reader that you are concluding your article/essay.
- Use the active voice as much as possible to state your supporting arguments as this will add strength to your writing. For example, write 'Many people believe that capital punishment is cruel and inhumane' instead of 'It is believed by many people that capital punishment is cruel and inhumane'.
- Stay focused on the position you take all through the essay, and avoid the temptation to discuss related issues.
- Sum up your main thesis on the concerned topic clearly and briefly and end with a concluding statement that matches the opinion you expressed in the final paragraph.

You could use the following outline to write an argumentative article/essay:

- Paragraph 1: introduction, position taken in the essay, opposite views
 Paragraph 2: argument 1, with supporting examples/evidence
 Paragraph 3: argument 2, with supporting examples/evidence
 Paragraph 4: argument 3, with supporting examples/evidence
 Paragraph 5: conclusion, summing up, reinforcement of position taken in paragraph 1

MODEL ESSAY

Here is an illustration of the steps you can take in writing an essay. The topic is 'Machine civilisation'.

First prepare an outline of the main points and ideas. Using this outline, you can write the essay in full. (From the outline below, can you tell if this is a descriptive, narrative, expository or argumentative essay?)

Machine civilisation

- A. *Short historical note*
 1. Industrial Revolution to early 19th century
 2. late 19th century and 20th century
- B. *Features of machine civilisation*
 1. machines and modern industry
 2. machines in daily life

3. machines have made the world smaller
4. faster travel
5. faster communication

C. Advantages of machine civilisation

1. higher standard of living
 - i. luxuries and comforts
 - ii. abundance
2. faster travel: by land, air or sea
3. leisure and entertainment
 - i. radio, cinema, television
 - ii. books and magazines

D. Disadvantages of machine civilisation

1. quality of life has fallen: life has become mechanical
2. pollution
3. noise
4. craze for speed
5. dependence on machines

Now develop the above outline into an essay.

Machine civilisation

The modern age is the age of machines. From the time the Industrial Revolution began in Europe, man's life has been changing in many ways. At first the change was slow. But in the second half of the nineteenth century, there was an increase in the rate of mechanisation, and as a result, life began to change more quickly. During the last fifty years, machines of all kinds have become part of our daily lives and have transformed them in the most incredible manner.

Machines have turned human society from an agrarian into an industrial one. Today in countries like the USA, the UK and Japan, only a small section of the population is engaged in agriculture. Industry forms the basis of the life and progress of these nations.

Machines have changed the life of the individual too in many ways. Life at home has been made more comfortable, and the drudgery of household work has been removed. People travel to schools and offices in buses or trains, and spend their evenings in amusements made possible by machine civilisation.

The use of machines has made the world a small place. Distance has been conquered by modern means of transport. We can travel over the oceans of the world in a few hours. One

of the most remarkable features of modern civilisation is the use of the electronic media of communication. The world has been rightly called an 'electronic village'.

When we think of these features of modern civilisation, we are tempted to ask ourselves whether they have made our lives better in quality. What benefits has machine civilisation bestowed on us?

One of the important benefits of machine civilisation is that our standard of living has improved. There is much more variety to be found in all spheres of human interest.

We have a wide choice of everything from wrist watches to ice creams, from fountain pens to flashlights. Food from any part of the world can be obtained in any season of the year. On our table we can have fruit from the Mediterranean, wine from France and cheese from Australia.

Mass production of goods leads to abundance everywhere. Articles can be produced in hundreds or thousands in modern automated factories. Scooters, television sets, air coolers and other articles that add to comfort and variety are available to anyone who wants them. Mass production helps to keep their prices within the reach of the common person.

A hundred and fifty years ago, people who wanted to travel had to depend on animals like horses and camels. Today we can choose our mode of travel. If we are very busy, we can travel by air. Or we can take a bus or a train, and enjoy a longer and more leisurely journey.

Machines save time, and therefore people have plenty of leisure today. Workers who stand for hours near a lathe or some other machine must surely have some means of relaxation at the end of the day. Machine civilisation has provided various forms of entertainment for these hours of leisure. There is the radio, which helps people to listen to programmes of music, sports commentaries or talks. The cinema is another popular form of entertainment. Television combines the features of the radio and the cinema and brings live pictures from far-off corners of the world (why, even from outer space) into our drawing rooms. Another way of spending leisure is to read books and magazines. Today books and magazines to suit all tastes are available in every important language of the world.

These are some of the ways in which machine civilisation has improved our lives. But there is the other side of the picture too to be considered. People have had to pay a price for these benefits. Let us look at some of the objections to machine civilisation.

The chief criticism against machine civilisation is that while it has provided variety and abundance in our daily lives, the quality of life has deteriorated. Life has become artificial, and people themselves function like machines, repeating the same actions day after day. A worker operates a machine and produces 1,000 metal bolts every day; another worker attaches handles to the doors of 300 cars during a day's work. If we have got rid of the old drudgery of slow and difficult labour, we have now in its place the new drudgery of repetitive labour.

Another serious danger posed by the new civilisation is the harm done to the environment by the new way of life. The problem of pollution is causing alarm to ecologists and conservationists, people who want to preserve the balance and the beauty of the environment in which we live. The exhaust fumes from motor cars and factory chimneys fill the atmosphere with deadly gases. The waste products of industry pollute our rivers and even our oceans. Agricultural chemicals, like pesticides and weed-killers, get into our food and bodies. If this continues unchecked, there will be danger to all forms of life on earth.

A different kind of menace comes from noise. We are assailed by noise from all sides: from machines, from cars, from aeroplanes. Physicists have found that the level of this noise is so high that our ears cannot tolerate it. 'Noise pollution' of this kind can lead to deafness, and can cause nervous diseases in people who are exposed to it.

Another factor of machine civilisation that affects our lives is speed. Today there is a craze for speed, a craze to do things faster, to reach places faster. Speed itself has no virtue. The pace at which people, especially of advanced countries, live is sure to affect their mental and physical health.

The paradox today is that people have plenty of leisure, but they have not learnt to make use of it properly. People never relax in the real sense. It is also paradoxical that though we built machines to serve us, we have allowed them to dictate our lives. We are dependent on machines and have lost our individuality. Like the scientist Frankenstein in Mary Shelley's novel, we may find the machine that we have created turning against us. This is a warning that must be borne in mind to balance the impressive list of benefits that humankind has received from machine civilisation.

Note how this essay develops the outline prepared earlier:

- The first two parts of the outline are developed in the four opening paragraphs.
- The fifth paragraph is a transition paragraph: it connects the introductory section of the essay to the next part of the essay.
- The second part is then developed in the next five paragraphs.
- The eleventh paragraph is again a transition paragraph.
- The third part is developed in the last five paragraphs.

Note also that even at this stage, a point or two may be added or omitted. The general outline however, is not changed.

EXERCISES

On the next page is the outline of an expository essay on 'Body image and the media'. Use the points to expand the outline into a complete essay of about 500–750 words. Feel free to add new points to the essay or to modify the given outline.

Essay plan: *Body image and the media*

Introduction: What is body image? How do you define it?

1. Ways in which body image is created by media

- i. Ads
- ii. Films
- iii. Books
- iv. Music videos
- v. Reality shows
- vi. Facebook and other social media platforms

2. Standards of beauty/ugliness

- i. How are they defined?
- ii. Who defines them?
- iii. What are they based on?

3. Positive effects of media portrayal of body image

- i. Leads to healthier lifestyles
- ii. More consciousness about food habits
- iii. Environmental awareness and connectedness increase

4. Negative effects

- i. Lifestyle diseases
- ii. Mental health problems: depression, anxiety, etc.
- iii. Development of low self-esteem leading to conditions such as bulimia and anorexia
- iv. Promotes unhealthy lifestyles and unreal expectations

Now try your hand at writing an expository/analytical essay of about 500–750 words on the following topics. You can refer to books, magazines or newspapers. If you have access to the internet, you can look for information there as well.

1. Climate change and its impact
2. Social media: a curse or boon?
3. The benefits of diversity in society
4. The role of women in the armed forces
5. Science and religion can never agree
6. Fast food and lifestyle diseases
7. Freedom and censorship

8. Women's empowerment
9. Books and the digital age
10. Advertisements and their effects on the society
11. The benefits of meditation
12. The role of the youth in nation building
13. Intolerance in Indian society
14. The dangers of environmental pollution
15. Genetically modified food
16. Overdependence on technology
17. The benefits of self-employment
18. The need for water conservation and rainwater harvesting
19. The uses and abuses of mobile phone technology
20. India suffers from Brain Drain

Given below is the outline of a narrative essay on 'A visit to a museum'. Use the points to expand the outline into a complete essay of about 500–750 words. Feel free to add new points to the essay or to modify the given outline.

Essay plan: A visit to a museum

- A. Which museum you decided to visit and why
 1. Location
 2. What is special about it
 3. How you got there
- B. Your experience there
 1. Art works you saw
 - i. Renaissance paintings
 - ii. Modernist paintings
 - iii. Indian modern paintings
 - iv. Miniature paintings
 2. Sculptures
 - i. Classical
 - ii. Ancient Indian
 - iii. Modernist
 - iv. Modern Indian

3. Rare books and manuscripts
i. Pali ii. Sanskrit iii. Telugu
- C. Which part you liked best and why
- D. Your thoughts on the way back

Follow the instructions given below to write narrative essays.

1. Here is the last paragraph of an essay. Supply the preceding paragraphs.

'At the end of the day everyone was tired. But the day had been full of excitement. At one time, we had given up all hope of getting back home. And now, here we were, safe in our homes, warm and comfortable in our beds. Was it true or was it a dream?'

2. Write an essay describing an eventful cricket/football/hockey/basketball match. An exciting finish, a high score of runs/goals/points, a hat-trick, the behaviour of spectators—all these can make a match interesting. Use these ideas in your essay.
3. On returning home after a weekend picnic, you find that there has been a burglary in your house. Write an essay to describe the event.
4. Imagine that an alien from Mars has arrived in a big city. It observes life there and believes that the cars and motorbikes on its roads are living creatures. Write a description of the city streets as seen by the Martian.

Now try your hand at writing a narrative or a descriptive essay of about 500–750 words on the following topics.

1. Trekking in the mountains
2. The proudest moment of your life
3. An embarrassing experience
4. What super power would you choose to have, and why?
5. How you would spend a million rupees?
6. If you could change one thing about yourself, what would it be?
7. An accident/a robbery that you have witnessed
8. An unexpected holiday
9. One thing you would change about the world
10. A difficult choice you have made

Write two short essays—one for and one against—on each of the following topics.

1. Zoos should be banned.
2. Should journalists be allowed to write about the private life of celebrities?
3. Is there a necessity for a dress code in college?

Write a discursive essay of about 500–750 words on the following topics. You may choose to write either for OR against the given topic. Remember to do some research before you begin!

1. One should not criticise one's country
2. Cricket in India today is more about spectacle than sport
3. India should reduce its defence budget and spend more on education
4. Television journalism today is little more than entertainment
5. The exorbitant amount spent by the Indian government in space exploration is a waste of taxpayers' money
6. Greed is good
7. Marriages arranged by family elders last longer
8. Technology is ruining our ability to communicate
9. Money spent by the government on the arts is better spent elsewhere
10. Nursing homes can provide better care for the elderly than their families
11. People living in the public eye have little right to privacy
12. The death penalty is the only deterrent for serious crimes
13. Tourism should be banned in certain areas to protect local culture
14. Violence in cinema promotes violence in society
15. Students should be allowed to carry phones in schools

LIFE SKILLS

Innovation

There are many times when you would have found yourself in situations where there doesn't seem to be an immediate solution to a problem. This is when you have to innovate, be creative and find a solution that is not obvious. Being innovative is the ability to generate new ideas, forms, methods, interpretations, etc., out of common or already available materials. It is the ability to perceive the world in new ways, display curiosity about many things and ask several questions about everything.

Innovative people find solutions to several unsolved problems in a different way. They are versatile, adaptable and divergent thinkers. Everyone has to be innovative to become successful in the different fields of life. You will find that most successful people are successful because they are also innovative and creative people in their own fields. Being innovative and creative is one of the most essential skills every employer expects from his employees.

The following extract is taken from a biography of Muhammad Yunus, who won the Nobel Peace Prize for his innovative approach to traditional finance which helped many people (especially women) who were drowning in poverty.

Muhammad Yunus

Muhammad Yunus (born 1940) is a Bangladeshi banker, author and economist, whose focus on microcredit and microfinance concepts led to him being awarded the Nobel Prize in 2006 for 'efforts to create economic and social development from below'. *Time* magazine has listed Yunus as one of the top twelve business leaders in their segment on 'sixty years of Asian heroes'. The Wharton School of Business chose Yunus as one of the twenty-five most influential business persons of the past twenty-five years. He is also the founder of Grameen Bank, a Nobel Prize winning organisation.

Yunus was born in the village of Bathua in East Bengal during the British Raj. It was a turbulent time, especially after his mother was afflicted with a psychological illness. His mother was his role model; a woman who helped anyone that knocked on their door. He performed well in school, securing the sixteenth position among thirty-nine-thousand students in Pakistan.

In 1971, India and Pakistan were engaged in the Bangladesh Liberation War. It was a nine-month war that saw the secession of East Pakistan, which would become Bangladesh. Yunus was in the US when the war took place, and set up the Bangladesh Information Center with other Bangladeshis in the US. The idea behind the centre was to raise support for liberation. Following the war, Yunus returned to Bangladesh and joined Chittagong University's Economics department. It was during his time as acting head of the Economics department that Yunus would stumble across an idea that would lead to him helping millions of poverty-stricken people, and being awarded the Nobel Prize.

In 1974, Bangladesh suffered from a famine. The famine was accompanied by massive flooding that resulted in a dip in Bangladesh's population. The people of Bangladesh received no relief and no aid from other countries. Most people in rural areas suffered from starvation, and the floods and the rains that caused the floods had devastated crops. The US did not commit to food aid at the time because of Bangladesh's policy of exporting jute to Cuba, a country the US was politically in a stalemate with.

Yunus was profoundly affected by the famine. He remembered his mother's actions—opening the door to help anyone who came knocking—and he began to be actively involved in poverty reduction. He established a rural economic program as a research project, so that he could get a feel for the scope of damage caused by the famine. He began putting forward several proposals to help the rural areas of Bangladesh.

In 1976, as part of his research, Yunus visited the poorest households in a village near Chittagong. He interviewed a woman who was making bamboo stools and learnt that she was being charged exorbitant rates for her loans, and thus was barely making a profit. He realised the potential for recovery then and there and, in an exhibition of practical economics, loaned

the equivalent of twenty-seven US dollars to forty-two women in the village. It was his first loan. With more advantageous rates, these women were able to raise their profits and manage better than before. Without these new rates, the women would likely have been stuck in a rut for the rest of their lives. Yunus did the math and realised that on a smaller scale, microfinance and microcredit could really help Bangladesh's struggle with poverty.

Yunus knew that the first problem he faced with this solution was that traditional banks would not be interested in loans of small value at reasonable interest rates, especially to the poor where the risk of missing repayment would be high. Yunus believed that given the chance, microcredit could be a viable business model. He believed that what was needed for that change was an institution to lend to those who had nothing, and so applied for a loan from the government Janata Bank so that he could set up this institution. By the end of 1976 he received the loan and set to work.

The institution put into effect the microcredit model that Yunus had proposed and began taking loans from other banks to continue operating. It succeeded. By 1982 the institution had expanded to twenty-eight thousand members, and in 1983 confirmed its status as a fully-fledged bank and was renamed Grameen Bank (the name means 'village' bank).

Grameen Bank initially faced many difficulties: radical leftists threatened Yunus and his colleagues; conservative clergy cautioning women from borrowing money from the bank. Despite these setbacks, the company continued to grow, and by the 1990s the bank had started diversifying, focusing on irrigation schemes and equity projects and even telecommunication. Grameenphone became the biggest private sector phone company in Bangladesh, supplying over a quarter-of-a-million phones to the poor across fifty thousand villages. By 2007, Grameen Bank had issued over six billion dollars to more than seven million borrowers. Repayment of loans was ensured through 'solidarity groups' where a small group would apply together for the loan and the members within the groups would support one another to ensure repayment of the loan and ensure economic self-advancement.

Such a system helped major portions of Bangladesh pull themselves out from under the heavy weight of poverty. It is interesting to note that nearly ninety-five per cent of Grameen loans were to women. The reason behind this was that Bangladeshi women were more likely to suffer from poverty than men, and, the women were more likely to devote their earnings to the family, unlike the men. Grameen was employing a model that they hoped would do two things: alleviate poverty, and empower women.

GLOSSARY

<i>microcredit</i>	the lending of small amounts of money at low interest to new businesses in disadvantaged parts of the world
<i>microfinance</i>	another term for microcredit
<i>turbulent</i>	unstable; not calm
<i>secession</i>	the action of withdrawing formally from membership of a federation or body, especially a political state

<i>stalemate</i>	a situation in which further action or progress by opposing parties seems impossible
<i>exorbitant</i>	a price or amount that is unreasonably high
<i>advantageous</i>	to someone's advantage
<i>stuck in a rut</i>	unable to get out of a certain situation or way of life
<i>viable</i>	capable of surviving; possible
<i>clergy</i>	priests or religious officers of a certain faith
<i>diversify</i>	to spread out a business over many fronts
<i>equity</i>	stocks and shares
<i>alleviate</i>	to make less severe

ACTIVITIES

Individual activity

Your mother has a number of chores to do every day.

- What are the things that take up most of her time?
- Can you think of four innovative ways in which you can help her save time doing those chores? (Hint: do-it-yourself appliances, mechanical or financial aid, etc.)

Group activity

Form groups of five. You will be given newspaper, adhesive tape, scissors and thread.

Try and create at least three objects out of these materials and present them as a group to the class.

WRITING ACTIVITY