

Puspa Shrestha

Best Quality Resource Site for Class 11 And 12 Students
(Based on Updated Curriculum 2077)

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“One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man.” –*Elbert Hubbard*

Reading

Taking my Son to College, Where Technology has Replaced Serendipity

Before you read

Discuss the following questions with your partner.

- What modern gadgets do you have?
- Do they make your school life easier and better? How?
- In what ways does the use of technology affect our education system?
- Look at these two pictures. Is there anything interesting? Discuss.



Now read the following essay about Kline’s reflection of her college experience, in comparison to her son’s college experience.

My son Hayden started college last week. Like many parents of freshmen, my husband and I drove him to school together, the back of the car filled with essentials like extra-long twin sheets, a clip-on light for his bunk bed and a random mix of extension cords.

The milk crates, shower caddy and three-ring binders we helped him carry up the stairs flashed me back to my own first days of college - but they weren’t the only reason this experience felt so familiar.

Three decades ago, I was a freshman at the same university. Unlike Hayden, who grew up outside of New York and attended a competitive suburban high school, I was the

only student from my small town in Maine to go to Yale, one of the few to even venture out of state. And I had no idea what I was getting into.

I was lucky, in a way, to be so naive; I didn't know what I didn't know. I floated through my first year obliviously unaware of the social currencies being exchanged around me, only dimly perceiving markers of wealth and status.

When a fellow student bragged about his Alfa Romeo, I thought he meant a Camaro, the fanciest car I'd ever seen. When a classmate casually mentioned that she was meeting her parents in Gstaad for the long weekend, I assumed it was a town in Connecticut. Imagine my surprise when I realized that actual Vanderbilts lived in Vanderbilt Hall.

But it wasn't just my relative lack of sophistication that made my experience so vastly different from my son's. Typewriters and carbon paper, telephones with curly cords, TVs with a few channels and no remotes, cassette tapes; compared with the tools Hayden has at his disposal, I went to college in the Stone Age.

Without even thinking about it, my son uses technology in almost everything he does, large and small. He installed Yale-specific apps on his phone that provide information about when the washers and dryers in the basement of his dorm are available, the daily menus of each dining hall, ratings of local restaurants, student contact information, the entire list of classes, and an interactive campus map that shows you where you are and where you're going.

Within minutes of learning his three suitemates' names this summer, he knew an incredible amount about them: They friended and followed each other on Facebook and Twitter and Instagram and immediately had access to each other's prom pictures, family vacation shots, performance videos, philosophical musings. They established an ongoing group text, exchanging information such as who was bringing an Xbox and who had a coffeemaker. Soon after arriving on campus, Hayden made a spreadsheet of potential classes, vetting them in advance by using teacher rating sites and watching videos of potential professors on YouTube.

There's no question that my son is better prepared for college than I was. He manages his time better, is more efficient and more directed, and spends less time in lines and more time doing exactly what he sets out to do.

But I wonder what may be lost. I suspect it's unlikely that he will ever, as I did, trek all the way across campus on a snowy day to a friend's dorm room, only to find that person gone but another roommate available, and making a new friend in the process.

He won't have to type and retype his papers — using Write-Out, no less! — to make revisions, finding in that process new insights into what he's written. I doubt that he'll make his way to a common room at 9 p.m. every Sunday to watch a specific TV show (*L.A. Law*, I'm thinking of you), bonding with a hearty group of loyalists.



Technological tree

I think fondly of the rabbit holes I disappeared down when I researched papers for history and English because I couldn't find quite what I was looking for, or because I had to go through so much material to find examples for my thesis. When you can type a few words into a search engine and land on your topic — or when you can scan a Shakespeare play for specific words or symbols — what opportunities might you miss to expand your thinking in unexpected ways?

I worry that students today are more connected and more fragmented, learning more about one another from afar but watching programmes on their iPads in their rooms. The knowledge they have at their fingertips may make them more productive, but it may also blunt the thrill of unanticipated discovery.

Sometime in my first week on that long-ago campus, I found myself hopelessly lost, scrutinizing an indecipherable map, when a freshman boy came up to me. “Can I help you with that?” He asked, and though he didn't know his way around any better than I did, we figured it out together. Twenty-three years of marriage later, we're still figuring it out.

As Hayden navigates his own journey, I wish for him the satisfaction of productivity and the joy of tapping his potential. But I also hope for him at least some of the wide-eyed wonder I felt as a freshman, the delight of discovering a world that was as remote and unknown to me as a foreign country.

And I hope he'll experience the unexpected pleasures of getting lost, of chance encounters, and the incalculable benefits of time wasted for no good reason at all.

Christina Baker Kline

Ways with words

A. Match the words with their correct definitions.

- | | |
|-----------------|---|
| a. freshman | i. say something in a boastful manner |
| b. naive | ii. action of throwing away something |
| c. obliviously | iii. not able to be calculated or estimated |
| d. brag | iv. a first-year student at a university, college, or high school |
| e. disposal | v. having a lack of experience or knowledge |
| f. dorm | vi. someone who shares your bathroom/living room/kitchen in college |
| g. suitemate | vii. dormitory, student residence hall or building |
| h. incalculable | viii. without conscious awareness |

B. Replace the bold words in (a–h) selecting synonyms from the box.

delight	incredible	potential	unanticipated	fragmented	scrutinizing
navigate	indecipherable				

- Her story is **unbelievable** in the literal sense of the word.
- We often read the novels of the **reputed** writers in the world.
- The Facebook users are **scattered** but connected to each other through the Internet.
- Sometimes **unexpected** events happen in our life.
- He paused, **examining** the faces of Anjana and Manju with his glittering eyes.
- I am sorry to say your handwriting is **unreadable**.
- He is matured. He can **direct** his own journey to make his career better.
- Gita's heart swelled with **pleasure**, translating her confidence into power.

C. Complete the sentences by choosing the correct word given in brackets.

- Does television children? (*affect/effect*)
- Does television have an on children? (*affect/effect*)
- Could you me your book, please? (*borrow/lend*)
- Can I your pen? (*borrow/lend*)
- Prices seem to every year. (*raise/rise*)
- You can your hand if you want to ask a question. (*raise/rise*)
- What did he to you? (*say/tell*)

- h. I can't Hindi. (*speak/talk*)
- i. I will to you on the phone. (*speak/talk*)
- j. I think that's a very idea. (*sensible/sensitive*)
- k. My teeth are very to cold. (*sensible/sensitive*)
- l. Our is a popular person. (*principal/principle*)
- m. I couldn't understand the of gravity. (*principal/principle*)
- n. All friends, Nabina, came to the party. (*accept/except*)
- o. Will you my request? (*accept/except*)
- p. They were making too much (*noise/sound*)
- q. All she could hear was the of the waves. (*noise/sound*)
- r. Did you give him any..... for his career? (*advice/advise*)
- s. My parents me to be a teacher. (*advice/advise*)

Comprehension

Answer these questions.

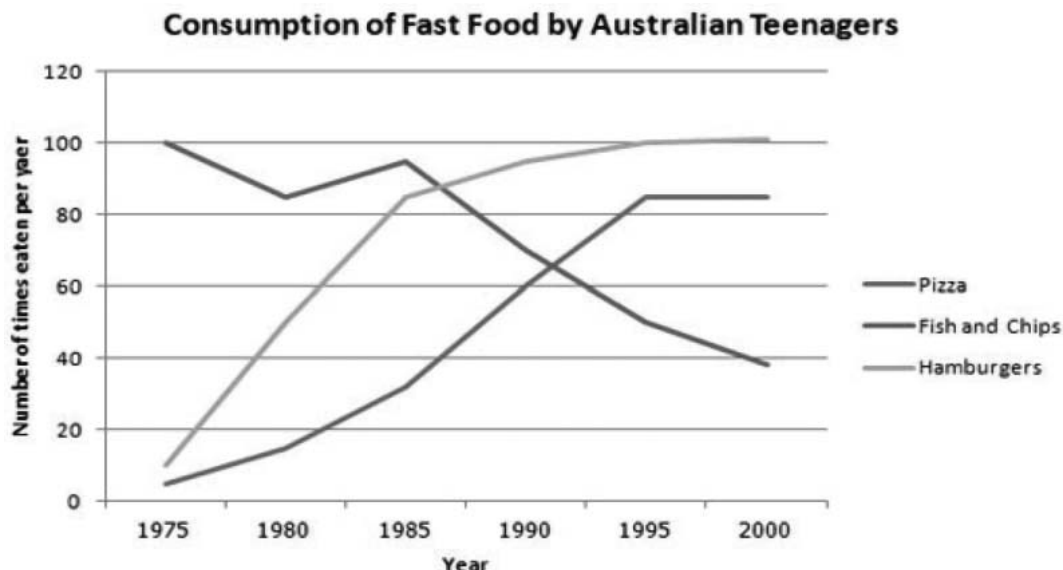
- a. Why did the author feel that she was lucky to be so naïve of her freshman year at college?
- b. Why did she say that she went to college in the Stone Age?
- c. What kinds of technological tools can Hayden use at his college life unlike at his mother's time?
- d. How has the internet and social sites affected the lifestyle of the youths?
- e. What things about college life will Hayden really miss unlike his mother?
- f. The writer says, "I worry that students today are more connected and more fragmented". Isn't this paradoxical? How?

Critical thinking

- a. Do you think that advancements of technology can hinder the exposure students receive in school, and block them from gaining some of life's most memorable moments? Give reasons in support of your answer.
- b. Kline's essay focuses on the contrast between her son's freshman college experience and her own, but she also establishes what they have in common. Explain.
- c. Has internet aided to broadening or narrowing the critical thinking capacity of youths or readers? How?

Interpreting graphs and charts.

- A. Read the model interpretation of a line graph. Focus your attention on **bolded words**.



The line graph compares the fast food consumption of teenagers in Australia between 1975 and 2000, a period of 25 years. **Overall**, the consumption of fish and chips declined over the period, **whereas** the amount of pizza and hamburgers that were eaten increased.

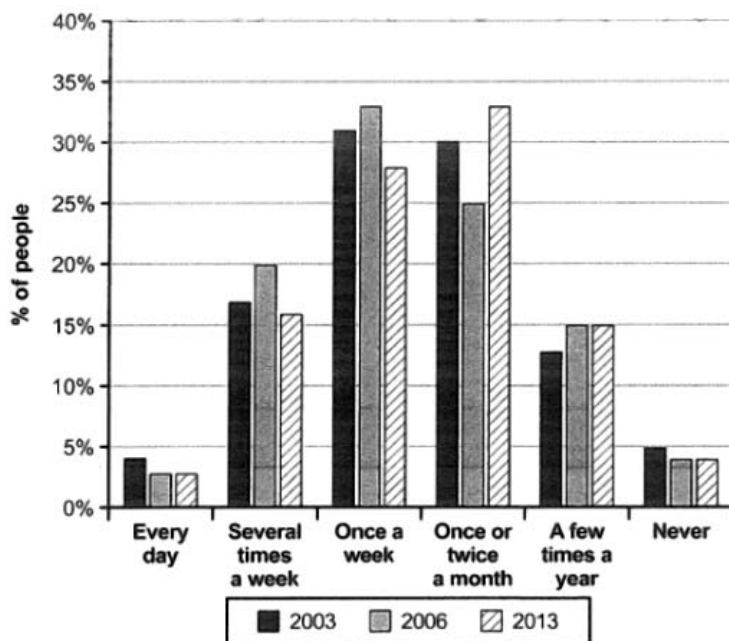
In 1975, the most popular fast food with Australian teenagers was fish and chips, being eaten 100 times a year. This was **far higher than** Pizza and hamburgers, which were consumed approximately 5 times a year. However, apart from a brief rise again from 1980 to 1985, the consumption of fish and chips **gradually declined** over the 25-year timescale to finish at just under 40.

In **sharp contrast** to this, teenagers ate the other two fast foods at much higher levels. Pizza consumption **increased gradually** until it overtook the consumption of fish and chips in 1990. It then levelled off from 1995 to 2000. The **biggest rise was** seen in hamburgers as the occasions they were eaten **increased sharply** throughout the 1970's and 1980's, exceeding that of fish and chips in 1985. It finished at the same level that fish and chips began, with consumption at 100 times a year.

(Source: <https://www.ieltsbuddy.com/ielts-academic-writing-task-1.html>)

B. Interpret the information given in the following chart.

Frequency of eating at fast food restaurants among people in the USA (2003–2013)



C. What gadgets do your friends in the class have? Ask them. Collect data and present it in the pie chart.

Grammar

A. Fill in the gaps with suitable *articles* where necessary.

- Is he working as university professor?
- My younger sister watches television a lot.
- A: What did you get for your birthday?
B: I got lot of good presents.
- I'm going to Dominican Republic for my winter vacation.
- I have to go to bank today to deposit some money.
- Durga was injured in the accident and was taken to nearest hospital.
- Every parent should visit school to meet the teachers.
- Who is woman in this photograph?
- There is piano in the corner of the room.
- A: Do you think he is lying?
B: No, he's the kind of guy that always tells the truth.

B. Put *alan* or *the* in the spaces.

BOB COLLINS: A PROFILE

Bob Collins has recently become minister in the new government, being appointed Minister for Industry. Mr. Collins has had a varied career. He was professional footballer in the 1960s, some people considering him to be most skillful player of his generation. After a serious injury, he became manager of oldest pub in Edinburgh. Five years later, he was offered the position of executive director of Arcon, one of biggest supermarket chains in the country. He became Member of Parliament in 1990.

Listening

A. Look at the picture and guess answers to these questions.

- a. Who are these people?
- b. Where are they?
- c. Have you ever been hospitalized? Why? Share your experiences with your friends.



B. Now, listen to the audio and tick (✓) the correct answer.

- a. The reconstructive surgery is used when
 - i. a child gets injured
 - ii. a man wants his nose changed
 - iii. a woman needs her stomach reshaped
- b. People with severe physical deformity may
 - i. lack educational opportunities
 - ii. lack job opportunities
 - iii. even lack self esteem
- c. Reconstructive surgeries have been widely done these days with the aid of
 - i. affluent people
 - ii. volunteer organizations
 - iii. INGOs

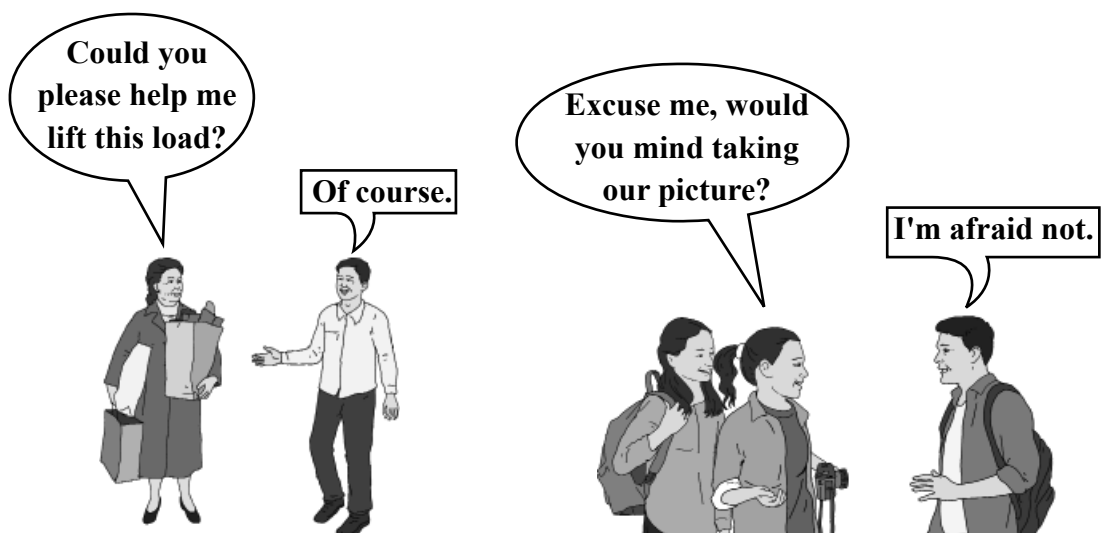
- d. In addition to providing services to the patients, the specialists also
 - i. give health workers valuable in-field training
 - ii. get impetus for future research
 - iii. develop deeper understanding of the patients
- e. After such activities, the patients
 - i. can live with full dignity
 - ii. can live with some normalcy
 - iii. still fear of being severely criticized
- f. The interested and benevolent people can help by
 - i. adopting unwanted/discarded children
 - ii. making financial contributions
 - iii. educating themselves

C. You can find many people with severe physical deformity because of illness or other reasons. How are your feelings towards them? How have they been treated? Discuss.

Speaking

Requesting

A. Study how people make requests.



B. Look at some of the ways of making requests and their responses.

Making request	Accepting	Denying
Can you open the door please?	Yes, sure.	Oh sorry, I can't.
Could you turn on the radio, please?	Sure.	I just can't,
Could you possibly hold my drink?	Yes, of course.	I am sorry.
Would you mind closing the door, please?	Certainly yes.	I am afraid, I can't.
I wonder if you could lend me Rs. 500.	With pleasure.	No, certainly not.
Would it be possible to lend me your bike?	Sure, don't worry.	
I wonder if you could help me?	Sure, no problem.	
You wouldn't take me to the airport, would you?		
I would be grateful if you could send me your price list.		

C. Work in pairs. Make requests and respond using the following prompts. Use different structures.

Example: Ritu: Would you mind opening the window, please?

Bina: Sure. That's no problem at all.

- | | |
|------------------------|----------------------|
| a. turn down the radio | b. do homework |
| c. stop smoking | d. pass the salt |
| e. help to cook food | f. do the washing up |
| g. switch the light on | |

Offering

A. Study how people make offers.



B. Look at the following table and see how requests are made and how they can be accepted or denied.

Offering	Accepting offers	Rejecting offers
Can I help you?	Yes, please. I'd like to.	No, thanks.
Shall I bring you a cake?	That would be very kind of you.	It's Ok. I can do it myself.
Would you like some coffee?	Yes please, that would be lovely.	Thank you for your kindness but I can do it myself.
I'll do the cleaning, if you like.	Yes please, I'd love to.	Don't worry. I can do it.
How about eating some pizza?	If you wouldn't mind.	I appreciate that but I can do it myself.
Do you want me to switch on the TV for you?	If you could.	
Let me help you.	Thank you, that would be great	
I'd be happy to take you to the airport.		

C. What would you say in each of the situations below?

- A tourist in your town looks lost. Offer to help her.
- You see an old lady trying to lift a heavy bag.
- Your teacher says that it's hot in the classroom. You are closer to the window.
- You are a guest at somebody's house. The phone is ringing, but your host is busy in the kitchen.
- Your friend is feeling bored.

D. Work in pairs. Make offers and accept or decline the offers, using the prompts below.

Example: A: Shall I carry some of your bags for you?

B: Thanks. That's very kind of you. /No thanks.

- | | |
|--------------------------------|---------------------------|
| a. turn on the TV | b. clean the room |
| c. polish the shoes | d. get something to drink |
| e. drop you at the bus station | f. get you some water |
| g. make tea | |

Project Work

In the presence of the English teacher, organize an oratory contest in the class on 'The impacts of science and technology on human life'.