


# Puspa Shrestha

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

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## Reading

## Land of Plenty

***Before you read***

- What kinds of things do you throw away from your home as trash?
- Do people pick up goods from the pile of trash for their personal use in Nepal? If yes, what do they usually pick up?
- Is it good to use such goods thrown by others? Why?



**Read the following text about the waste management system in Japan and do the given tasks.**

On *sodaigomi* nights in Japan, we learn what kind of people we are. *Sodaigomi*, which rhymes with "oh my homey," means "bulky garbage." It's sometimes used colloquially to describe husbands who have retired from the salaryman life and now spend their time around the house. That *sodaigomi* problem may be a strain on Japanese families, but *sodaigomi* in its literal sense is a more serious trial for my family.

Three nights a week, the residents of our neighborhood in Yokohama deposit their household trash at specified areas on the street corners. It's wrapped in neat bundles, it looks like gifts, and it disappears at dawn. For two or three nights near the end of each month, they bring out the *sodaigomi*. These are articles no longer wanted around the house and too big for normal trash collection. Big garbage can really be big: I've seen sofas, refrigerators, bookcases, chairs, bed frames, vacuum cleaners, and an acetylene welding tank, a motorcycle, and numerous television sets.

*Sodaigomi* exists for two reasons. One is the small size of the typical Japanese house, with its lack of attic, cellar, garage, or spare room. When a new TV comes in, the old one must go out. (This also applies to cars. To buy a new one, you have to prove to the government that you have a place to park it, which for most people means getting rid

of the old car. I can't figure out what happens to the old cars: they're certainly not on the roads, and so far I haven't seen one in a *sodaigomi* pile.)

The other reason is the Japanese desire for freshness and purity. No one here really enjoys using something that has passed through on other people's hands. My Japanese friends seem to feel about buying a second hand radio, lamp, or table the way I'd feel about buying someone else's socks. There is a "recycle shop" in our neighborhood that sells used clothes and toys at cut rates. Presumably someone must buy there, since in business, but usually shoppers seem to scoot by in embarrassment, as if it were a Frederick's of Hollywood shop. Whenever I'm listening to the Far East Network, the U.S. military's radio station, and hear at a garage sale, I realize that the American soldiers are unusual not just because they have garages but also because they can sell their old possession rather than throw them out.

Our first *sodaigomi* night came shortly after we moved into our current house. It cut into our hearts in a way none of our neighbors could own. For one thing, we had no furniture, silverware, or other whole belongings, because everything except the clothes in our suite was making a five-week sea journey up from our last house, in Malaysia. We had also just come from a culture with a wholly different approach to used goods. Malaysia is a land of tropical abundance, but no one throws anything away. Just before leaving we had auctioned off every spare item in the house, from frying pans and mosquito nets to half-used rolls of Scotch tape. Several customers were enthusiastically bidding for the shirts my sons had on. It was painful to go from that world to one in which we didn't have any household goods, couldn't bring ourselves to buy the overpriced new ones in the store - and then saw heaps of clean, new-looking merchandise just sitting on the street.

You can see where I am leading. It was not in us to resist. We had quickly tired of eating, sitting, relaxing, studying, and performing all other indoor activities on the floor, without tables or chairs, while waiting for our ship to come in. "Set the floor, please, boys," my wife would call at dinner time. I lay sprawled on my stomach in front of my computer keyboard, attempting to type while resting my weight on my elbows, trying to cheer myself with mental images of Abe Lincoln sprawled before the fire as a boy. Then one evening, as we trudged home at twilight from the train station, we saw two replenished-looking *sodaigomi* piles. In one, was a perfectly nice plastic lawn chair and in the other, an ordinary low Japanese tea table. You couldn't use both of these at the same time - if you sat in the lawn chair, you'd be too high to reach down to the table comfortably. But if we had the table, we could at least eat without bending over to reach plates, of food on the floor, which made me feel like a husky eating its chow.

We were in a crowd, of course, when we first saw the *sodaigomi*. We were too confused and timid to grab anything from the pile just then. But that night I sat in our kitchen, peering through our window toward the *sodaigomi* at the end of the street. The door

to *ajuku*, or cram school, was near the piles. The last group of teenage students left there around eleven. After midnight the trains from Tokyo become much less frequent: I could depend on intervals of fifteen or twenty minutes between clumps of salarymen teetering drunkenly from the station toward home. The street looked bare at 12:30, so I made my move. The next morning we placed our breakfast dishes on our table, and I read the morning paper while luxuriating in my full-length lawn chair.

It was two more days before the *sodaigomi* collectors came. In those two nights, we laid in as many provisions as we decently could. A shiny new bell for one son's bicycle, a small but attractive wooden cupboard, a complete set of wrenches and screwdrivers in a metal toolbox, a Naugahyde-covered barstool, a lacquer serving tray. If I didn't already know English I would probably have taken the four large boxes containing dozen tape cassettes from the Advanced Conversational English series. My son walked in the door one day, said "Guess what?" and presented black-and-white TV. In self-defense, I should point out that everything except a few rusty wrenches looked perfectly clean, whole, and serviceable. In any other culture you'd never believe these things were being thrown out.

That was last summer; we've learned a lot since then. We realize that *sodaigomi* is part of a larger cycle, in which it's important to give as well as receive. So, when our household shipment arrived, we gave the lawn chair back to the pile- and later we bought a new color TV and gave back the black-and-white one. We've learned that we're not alone in our secret practice. Last month, I met an American writer who lives on the outskirts of Tokyo. I admired the leather notebook he was carrying and asked him where he got it. "You'll never believe this ...," he said. We've learned that some Japanese, too, overcome their squeamishness about secondhand material. When I'm up late at night, I sometimes catch a glimpse of the *sodaigomi* area - a more disinterested glimpse, now that our house is furnished - and see a van cruising back and forth, checking it out. In the morning, the choicest items are gone.

And I've learned where I'll draw the line. As the only foreigners in our neighborhood, we are laughably conspicuous. People must know that we're skimming the *sodaigomi*, but if we do our best to be discreet about it, operating in the dead of night, everyone can pretend not to notice and we bring no shame upon our kind. Late one night, on the way home from the train station, I saw two handsome wooden bookcases sitting by a lamppost. I thought of the books piled on our floor, I looked around me quickly, and I happily picked up one bookcase with both arms.

It was fifteen minutes before I could get back for the other - only to find that it wasn't there. Twenty yards down the street I saw a hunch shuffling figure. An old wino in a filthy overcoat, with a crippled left leg, was laboriously dragging the bookcase away toward his lair. Within seconds, I was heading home again, looking as if I'd never dreamt of wrest ... a bum for a bookcase. But, I know what first flashed through my mind when I saw my treasure disappear: "I can take this guy!"

- James Fallows

## Working with words

### A. Complete the given sentences with the suitable words from the box.

wrapped	embarrassment	abundance	ordinary
teetering	outskirts	dragging	

- The annual report has caused acute ..... to the government.
- Ellen has worn high-heels. She is .....
- Look! The poor horse is ..... a heavy load.
- As they approached the ..... of the city, Ella's mood visibly lightened.
- The parcel was ..... in plain brown paper. It still looks attractive.
- Fruits and vegetables grow in ..... in the Terai region.
- They can abstract precious medicines from ..... substances.

### B. Word formation is a process in which new words are formed from base or root words by adding prefixes or suffixes. A root word can be a verb, noun, adjective or an adverb. See the following examples.

Root word	Suffix	New word
govern (v.)	-ment	government (n.)
perfect (adj.)	-ion	perfection (n.)
service (v.)	-able	serviceable (adj.)
beauty (n.)	-full	beautiful (adj.)
warm (adj.)	-ly	warmly (adv.)

### C. Add suitable suffix to the root words given and write the parts of speech of each newly formed word.

Root word	Suffix	New word
neighbour, comfort, shop, husk, squeamish, change, shine, colloquial, collect, embarrass, persuade, type, differ, ship, tropic, drive, reside, brother, fresh	ment, ly, ion, hood, ness, er, ical, ic, able, y, ive	

### D. Look for the following words related to waste management in an English dictionary. Make sentences of your own using them.

sewage, sludge, organic waste, inorganic waste, methane, waste reduction, monofil, market waste, incineration, hazardous waste

## Comprehension

Answer the following questions.

- a. How does the author describe the Japanese waste management system?
- b. What are the two reasons behind the existence of *sodaigomi* in Japanese culture?
- c. What, according to the author, do the Japanese feel at the thought of buying second hand items?
- d. How is Malaysian culture different from Japanese culture concerning the used items?
- e. Why did the author feel awkward at the *sodaigomi* pile?
- f. How many articles did the author bring to his house one after another?
- g. Why do most people try to find things in trash pile ‘in the dead of the night’?
- h. How did the author’s family assimilate Japanese culture in using consumer goods?

## Critical thinking

- a. If you happen to be in Japan someday, will you collect articles from *sodaigomi*? Why or why not?
- b. There are some second hand shops in Nepal, too. But, people are not much interested in them. What practice would be suitable in managing second hand items in Nepal?

## Writing

- A. Write a paragraph elaborating the idea of 3Rs (reduce, reuse and recycle) in garbage management.
- B. Garbage management is a big problem in most of the cities in Nepal. Write a letter to the editor to be published in the daily newspaper suggesting the ways of ‘Solving Garbage Problems.’

## Grammar

*Adjectives and adverbs*

**A. Observe the following examples carefully.**

- a. The trash is wrapped in neat bundles.
- b. We realize that *sodaigomi* is a part of larger cycle.
- c. In the morning, the choicest items are gone.
- d. I looked around me quickly, and I happily picked up one bookcase with both arms.

**B. Use the words from the brackets to complete the sentences.**

- a. This house is very small. I want to buy a ..... one. (much / big)
- b. I liked the magic show. It was ..... than I'd expected. (far / exciting)
- c. It was very cold yesterday. It's ..... today. (a bit / warm)
- d. The warmer the weather the ..... I feel. (good)
- e. An average American earns ..... than an average Nepali. (considerably / high)
- f. Health care in Nepal is not as ..... as it is in the US. (expensive)
- g. I think the problem is ..... than it seems. (far / complicated)
- h. You are driving very fast. Would you please drive .....? (a bit/ slowly)
- i. Your handwriting is not legible. Can you write .....? (a bit/ neat)

**C. Rewrite the following sentences with the sentence beginnings given below.**

- a. Kabir is less intelligent than he pretends. He is not as .....
- b. I am busy today but I was busier yesterday. I'm not .....
- c. Hari has lived in Kathmandu for 10 years but Bikram for 20 years. Bikram has.....
- d. I used to study 12 hours a day but nowadays I study only 5 hours a day. I don't .....
- e. It's a very good room in our hotel. In fact, it's the .....
- f. He earns 30 thousand rupees a month but spends 40 thousand. He spends .....
- g. There is no other mountain higher than Mt. Everest in the world. Mt. Everest is the .....
- h. The place was nearer than I thought. It was not as .....
- i. Bharat can play better than Mohan. Mohan can't .....

**Listening**

**A. Look at the following pictures and answer the questions.**

- a. What are these people doing?
- b. How do you manage the trash in your community?



- B. Listen to the audio about waste management and write whether the statements are *True* or *False*.**
- Fifty-five percent of the trash can neither be recycled nor incinerated.
  - The trash tanks in Helsinki are special because they use sensors.
  - The people who produce more trash are put into jail.
  - The gasification process needs a lot of oxygen.
  - Synthetic gas can be converted into fuel.
  - There are islands of plastics floating on the water.
- C. What waste management techniques are mentioned there in the audio? Make a list and discuss which of them are new to you.**

## Speaking

### *Making comparison and contrast*

- A. Complete the second sentences in each pair orally so that it has the same meaning as the first sentence. Use the word given in the brackets.**
- Nitesh thought that the party would be more exciting than it turned out to be.  
The party ..... as Nitesh had thought it would be. (not)
  - Nimesh doesn't speak English nearly as well now as he used to.  
Nimesh used to ..... he does now. (much)
  - There is not much difference between your essay and mine.  
Your essay is ..... mine. (very)
  - We have similar opinions on global warming.  
Our opinions on climate change ..... common. (quite)
  - The journals' titles are absolutely identical.  
The journals ..... titles. (exactly)
  - Our ideas on how to change the school have absolutely nothing in common.  
We ..... on how to change the school. (different)
  - Compared to his holiday, mine was luxurious.  
My holiday ..... his was. (than)
- B. Ask your partner about the similarities and differences between things. You can use the given clues.**
- Is .... (exactly) the same as ....?/Are .... and ... (really) identical?
  - Is ..... similar to .... ?
  - What's the difference between .... and .... ?

- d. How similar are .... and ... ?
- e. How different are .... and .... ?

**C. Work in pairs. Take turns to compare and contrast two things in the following questions.**

- a. What are the differences between letters and emails?
- b. What are the differences between living in the city and in the countryside?
- c. How are the houses today different from the ones in the past?
- d. What changes have you seen in the past few years in your town/village?
- e. Do young and old people like listening to the same kind of radio programmes?

### **Project work**

Find someone, your relative, friend, or acquaintance who has been to a second-hand shop. Ask him/her about the experience of visiting the second-hand shop and prepare a report in about one hundred words.