

---

## UNIT 10

---

### Structure

- 10.0 Objectives
- 10.1 Reading Comprehension
  - 10.1.1 Introduction
  - 10.1.2 Passage for Reading  
“The Five Kinds of Workers”
  - 10.1.3 Glossary
  - 10.1.4 Exercises in Comprehension
- 10.2 Vocabulary
- 10.3 Grammar and Usage
  - 10.3.1 Types of Sentence
  - 10.3.2 The Definite Article
- 10.4 Writing
- 10.5 Let Us Sum Up
- 10.6 Key Words
- 10.7 Suggested Reading
- 10.8 Answers to Exercises

---

## 10.0 OBJECTIVES

---

In this unit we shall give you practice in reading comprehension by giving you a passage on “The Five Kinds of Workers”, and setting exercises in comprehension.

We shall also set exercises on the use of the suffixes -er, -or, -ary, -eer and -ier to form words referring to different kinds of workers.

In the section on grammar and usage we shall discuss the different types of sentences —statements, questions, commands and requests.

We shall also ask you to write a short essay using the information given in the form of a tree diagram.

After completing the unit you should be able to

- Read a sample passage giving information in a classified form,

- Use the suffixes -er, -or, -ary, -eer and -ier to form words referring to different kinds of workers,
- Recognize the structure of different types of sentences, and
- Present the information given in a diagram in the form of an essay.

---

## 10.1 READING COMPREHENSION

---

### 10.1.1 Introduction

Have you noticed that the world is full of people who work? Why do people work? Does everyone do the same kind of work? Are some kinds of work more important than some others, or are they merely different? Think about these questions when you read this passage.

### 10.1.2 Passage for Reading

The Five Kinds of Workers

By Earnest F. Row and P. C. Wren

- 1 Work is the one thing that is necessary to keep the world going, and without it we should all very quickly die.
- 2 Let us think for a moment about all the different kinds of work there are, and what they are for.
- 3 To begin with, many men work on the land. They are cultivators or gardeners or shepherds. They plough or dig and sow seeds, or else they look after cows and buffaloes, goats and sheep. They are all busy growing things, and without them there would be no wheat to make into flour; no hay to feed the horses on; no rice and dal; bajri or jawari; no vegetable; no tea to drink; no milk and ghee; and no cotton for our clothes.
- 4 I have just said they all grow things. It is true that we do not generally speak of farmers 'growing' animals though we do speak of them growing wool. But the animals grow just as plants do, and they need the ground to live on; so we can say that all people who work on the land are growing things if we remember that they grow animals as well as vegetables.
- 5 Next there are many thousands of men who are also busy with the ground; only they spend their time not in growing things on it, but in digging things out of it. They are the miners, who dig out the coal and iron, and precious stones, gold, silver, tin, copper, lead, mica and other minerals; and the quarrymen, who dig out stone for buildings and roads,

- and for laying a bed for railway lines. Others dig up clay to make into bricks, and another sort of clay to make into earthenware and china.
- 6 Most of the coal and iron mines are in Bihar. Bengal, the Central Provinces, Hyderabad and Mysore....Both coal and iron are needed for hundreds of different purposes, and we could not get on at all without them. Most things are made by machinery nowadays, and machinery is chiefly made of iron and steel. And the coal is needed not only to make the iron into machines, but very often to drive them when they are made.
- 7 This brings us to the third kind of workers—those who make things. I have put them third because, if you come to think of it, you will see that they cannot do their work till the other two sets of workers have done theirs. Things must either be grown or dug up before anything can be made out of them. You cannot make anything out of nothing, and everything that is made must be made, either of things that have been grown, such as wood and cotton and linen, or of things that have been dug up, such as iron and copper and tin. They may also be made from leather and wool, which come from animals. So workers of this third kind, those who make things, need the first two kinds to provide them with material before they can begin to work.
- 8 Now we come to yet a fourth kind of workers, who are just as useful and necessary as the other three. The things you want to eat or to wear or to use will not come to you by themselves and it would be very awkward if you had to fetch them all....Things have to be brought from the place where they are made or grown or dug up, to the place where they are wanted. So, a great many men are occupied in moving things: sailors and railway men and cart drivers and motor-drivers, and so on.
- 9 That gives us, then, four very important kinds of workers. We can call them, for short, the growers, the diggers, the makers, and the movers.
- 10 There is still one more set of workers to talk about. Try and think of people you know who do not grow or dig or make or move things, and who are workers all the same. What about your teacher, and the doctor and the dentist, and policemen and soldiers, lawyers and priests ? What is their work ?
- 11 These people—and no doubt there are many others you can think of—do not exactly make things for you, and yet you could not very well get on without them, because they do things for you that you could not do for yourself. Your teacher teaches you, the doctor cures you, the dentist looks after your teeth, the soldiers fight for you. They all do something for you that you want done and that you cannot do for yourself.

- 12 So that is a fifth kind of workers to add to the other four. It is not easy to choose a simple name to give them, but perhaps we might call them the helpers. You see that they are different from the rest because they do not provide you with things that you need; and they give you the help that you need. Some people say that what they give you is their services, which is much the same thing as help.
- 13 You will find that every worker goes into one or other of those five sets, though it is not always easy to see just where to place him. What about shopkeepers, for instance? Which set shall we put them in ?
- 14 Well, I think the best place to put them is among the movers. It is true that they do not move the things they sell very far. They hand them to you over the counter, though the things are brought to their shops by ships or trains or carts. But they are more like the movers than any of the others, because they finish off the long journey that many of the things have made, by actually putting them into your hands.
- 15 Look round the room you are in and think of all the different kinds of workers that have been needed to make it what it is. First there are the walls. If they are made of brick, a digger had to dig up the clay; then a maker made they clay into bricks and another one built them up into a wall; and a mover had to move the bricks from the place where they were made to the place where the builder wanted them.
- 16 Think of all the other makers who made the furniture and the windows, pictures, and different utensils-carpenters and artist and iron-founders-and of all the engine-drivers and carriers and perhaps sailors too who helped to bring these things to your house. Then you will see how many different kinds of workers there are, all busy in helping to provided the things that people want.
- 17 Do not forget that last point, 'things that people want.' It is not good making things unless they are wanted. We say that 'the labourer is worthy of his hire<sup>l</sup>, which means that work deserves to be paid for. But it will only be paid for if it is work that is wanted by someone. It is no use for people to work hard at something that nobody wants and then complain that they get no money for it. A great deal of work is done, however, by people just for the love of it. But they do not get paid for their work unless it is something that other people want.
- 18 Now why are there so many different kinds of workers ? Why does not every man make the things he wants for himself as a very great number of primitive people do in some countries ? Surely it would be much simpler and save a great deal of trouble.

- 19 Many hundreds of years ago that is just what everybody did. Each man built his own house and made what furniture he needed (which was very little in those far-off days), and grew all his own food, and his wife made all the clothes for the family (and they did not wear many clothes either).
- 20 But men very soon found that it was much better to divide the work among them, so that one built houses and another made chairs and tables, and another grew corn, and so on. You can easily see that this was a better plan, because by always doing the same kind of work you can do it far more quickly and easily. Practice makes a man perfect. So nowadays all work is divided up as much as possible. Not so very long ago, before machinery was invented, even such a tiny things as a pin was not made by one man, but by a dozen or more, each doing his particular bit of the work. One straightened out the wire, another cut it into lengths, another sharpened the point, another put the head on, and so forth.
- 21 This plan is called the division of labour.

### 10.1.3 Glossary

- 3 <sup>1</sup>cultivator : one who grows plants, and raises crops  
<sup>1</sup>shephered : one who takes care of sheep in the field
- 5 <sup>1</sup>quarrymen : men who dig out stone, sand, etc.
- 6 Bengal : now called West Bengal in India  
<sup>1</sup>Central <sup>1</sup>Provinces : now called Madhya Pradesh  
<sup>1</sup>Hyderabad : most of the old State of Hyderabad is now in Andhra Pradesh  
My<sup>1</sup>sore : now called Karnataka
- 7 <sup>1</sup>linen : a type of cloth made from the plant flax
- 11 <sup>1</sup>founders : those who melt metal and pour it into a hollow mould

### 10.1.4 Exercises in Comprehension

In this section, we will do three kinds of activity :

- i) Exercise 1 will help you get more practice in understanding significant details in the passage.
- ii) Diagrams can provide a helpful way of understanding how a text is organized.

Exercise 2 is meant to help you understand how visual displays or diagrams can often be used to classify information.

- iii) Exercise 3 gives you further practice in understanding the organization of the passage. The exercise is based on the principle that tracing the structure of a passage usually results in a clearer understanding of its overall meaning.

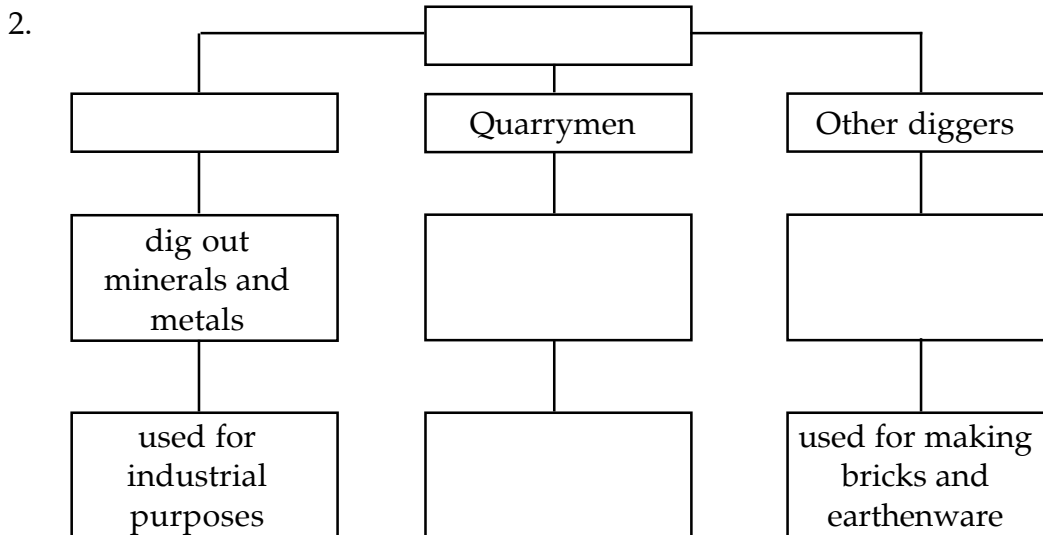
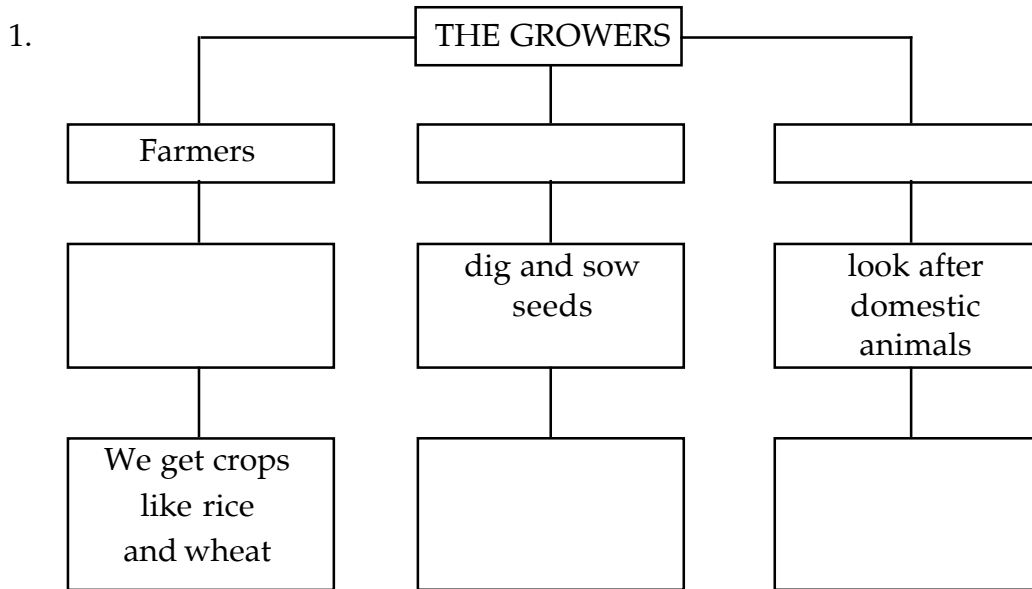
### Exercise 1

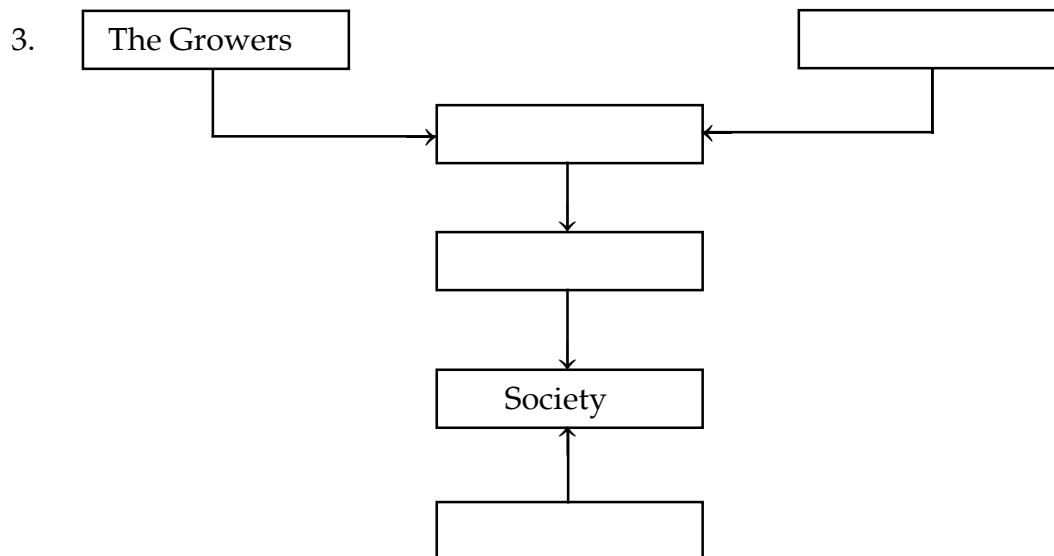
Say whether the following statements based on the passage are True or False.

- 1 If we stop working, the world will stop functioning too. (Paragraph 1)  
\_\_\_\_\_
- 2 The growers grow vegetables but not animals. (Paragraph 4) \_\_\_\_\_
- 3 Coal is required only for making iron into machines but not to operate them when they are made. (Paragraph 6) \_\_\_\_\_
- 4 The makers can do their work only after the growers and the diggers have done their work. (Paragraph 7) \_\_\_\_\_
- 5 If we did not have any movers, it would not be possible for us to obtain the things that are made, grown or dug up. (Paragraph 8) \_\_\_\_\_
- 6 The world can keep going without the helpers. (Paragraph 11 and 12)  
\_\_\_\_\_
- 7 Shopkeepers are like the movers because they themselves fetch everything that they later sell us. (Paragraph 13 and 14) \_\_\_\_\_
- 8 People get paid for their work only if it is something that other people want. (Paragraph 17) \_\_\_\_\_
- 9 People who lived in the distant past divided up work among the five kinds of workers. (Paragraphs 18 and 19) \_\_\_\_\_
- 10 The division of labour makes life much simpler and more efficient. (Paragraph 18 and 21) \_\_\_\_\_

**Exercise 2**

Complete each of the following diagrams using the correct information from the passage.





### Exercise 3

The passage can be divided broadly into several sections. Complete the following statements using the first two statements as models.

- 1 Paragraph 1 provides the context and Paragraph 2 states the topic to be discussed in the passage \_\_\_\_\_
- 2 Paragraph 3 and 4 talk about the growers \_\_\_\_\_
- 3 Paragraph 5 and 6 \_\_\_\_\_
- 4 Paragraph 7 \_\_\_\_\_
- 5 \_\_\_\_\_ talks about the movers.
- 6 Paragraph 9 gives the names of \_\_\_\_\_ discussed so far.
- 7 \_\_\_\_\_ talk about the helpers.
- 8 Using shopkeepers as an example \_\_\_\_\_ talk about the occasional difficulty in deciding where a worker belongs.
- 9 Paragraph 15 and 16 give an example of how \_\_\_\_\_
- 10 \_\_\_\_\_ talks about work and pay.
- 11 \_\_\_\_\_ belong together because they talk about the need for distribution of work in society.



---

## 10.2 VOCABULARY

---

Since the passage you have read is about the concept of work, you will do two exercises which will help you learn many words related to workers.

### Exercise 4

Read the following passage and note the words in bold letters :

David Livingstone worked as a **labourer** in a cotton mill when he was only ten years old. he did not receive any formal education and was his own **teacher**. Later, he became a doctor and went to Africa as a medical **missionary**. He became famous as the greatest **explorer** of Central Africa.

In the above paragraph, the words in bold letters refer to persons who are all 'doers' or 'workers'. These words are formed by the addition of the suffixes -er and -ary. Certain other 'doers' are formed by adding suffixes like -or (e.g., collector), -eer (e.g., mountain-eer) and -ier (e.g., cashier).

Now from words referring to 'doers'/' workers' from the following words by adding the appropriate suffixes. Make changes in the spelling where necessary.

Report	collect	finance
Auction	revolution	supervise
Bank	translate	Invent
Teach	advise	engine

### Exercise 5

Can you sort out these people into two equal lists of 'speakers' and 'writers' ?

Dramatist	Novelist	orator	poet
Preacher	lecturer	biographer	newsreader
Essayist	actor		

Speakers

Writers

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 5. \_\_\_\_\_

---

## 10.3 GRAMMAR AND USAGE

---

### 10.3.1 Types of sentences

Sentences in English belong to three main types according to grammatical structure:

**a. Statements (assertive sentences)**

*Examples*

1. Work is necessary to keep the world going. (affirmative)
2. We do not generally speak of farmers 'growing' animals. (negative)

**b. Questions (interrogative sentences)**

*Examples*

1. Think about these questions.
2. Look round the room you are in.

**Exercise 6**

To which of the three grammatical types do the following sentences belong?

1. They are all busy growing things \_\_\_\_\_
2. Which set shall we put them in ? \_\_\_\_\_
3. Think of all the different kinds of workers \_\_\_\_\_
4. Do not forget the last point \_\_\_\_\_
5. Why are there so many different kinds of workers ? \_\_\_\_\_
6. Each man built his own house and made what furniture he needed \_\_\_\_
7. Are some kinds of work more important than some others ? \_\_\_\_\_

### 10.3.2 The Definite Article

**Exercise 7**

Insert the definite article the, where necessary \_\_\_\_\_

1. They need ground to live on \_\_\_\_\_
2. Most of coal and iron mines are in Bihar \_\_\_\_\_

3. This brings us to third kind of workers \_\_\_\_\_
4. Things you want to eat will not come to you by themselves \_\_\_\_\_
5. They are different from rest \_\_\_\_\_
6. It was much better to divide work among them \_\_\_\_\_
7. Work is one thing that is necessary to keep world going \_\_\_\_\_
8. A contest in presidential election appears inevitable \_\_\_\_\_

---

## 10.4 WRITING

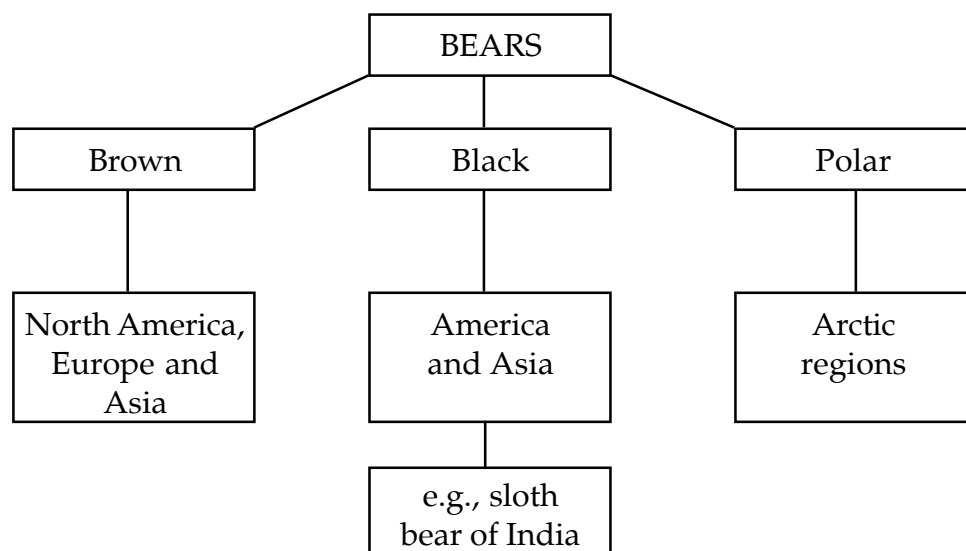
---

When we divide something into groups, categories, etc., we are classifying those items. The classification is often represented by diagrams (as you saw in Exercise 2).

In this section, we shall give you an example of how to write a description using a diagrammatic classification. We shall then give you an assignment in which you will use a visual display of information to write a description.

*Example*

- a) Study this tree diagram showing the classification of bears.



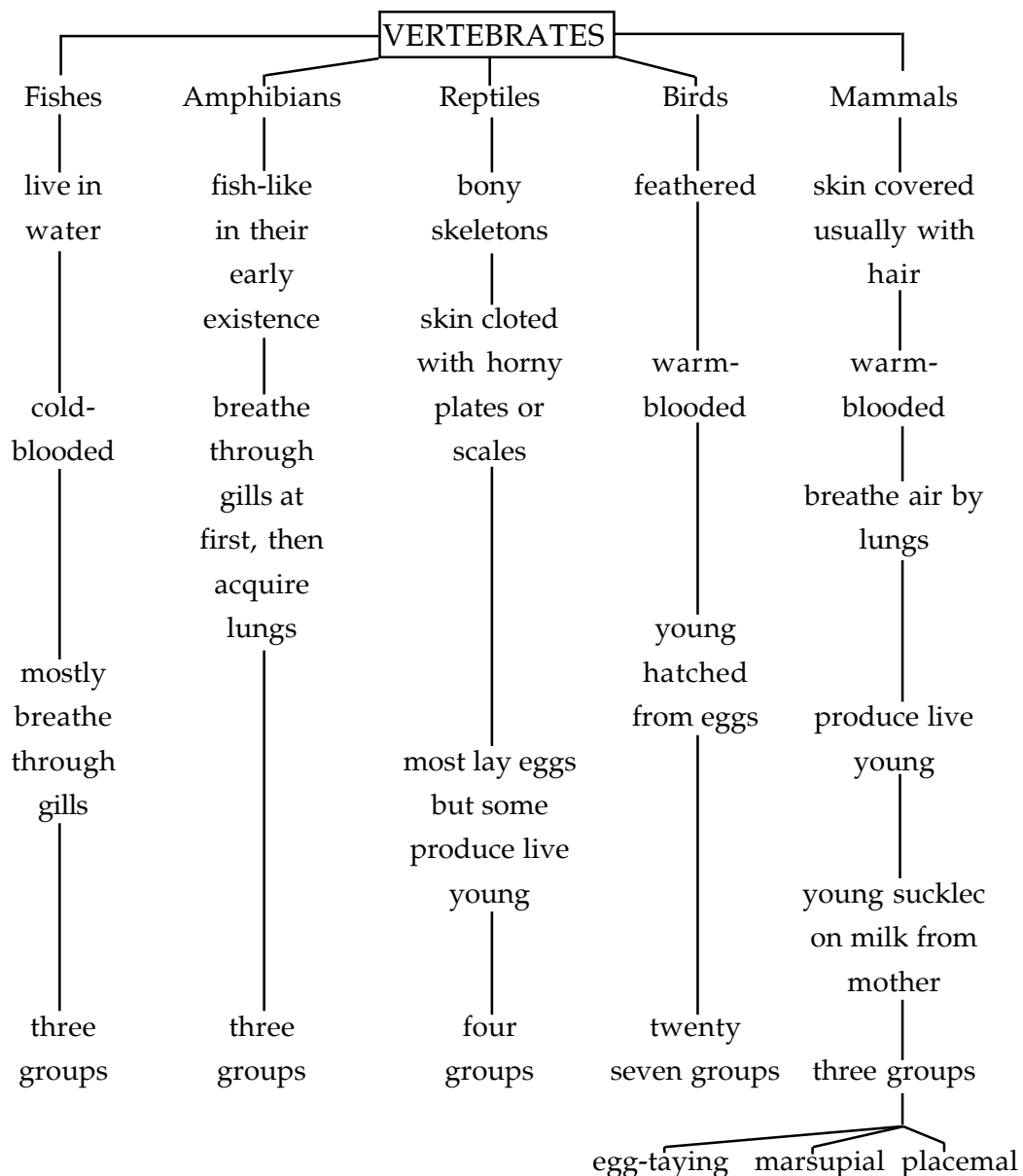
- b) Now read this description based on the diagram :

Bears can be considered as belonging to three main groups : the brown bears,

the black bears and the polar bears. The brown bears are to be found in North America, Europe and Asia. The black bears, like the Indian sloth bear, are found in America and Asia. The polar bear is to be found only in the Arctic regions.

**Exercise 8**

a) Study this tree diagram showing the classification of vertebrate animals.



***Glossary***

Vertebrate (adj.) : which has a backbone

(n.) : an animal which has a backbone

amphibian (n.) : an animal that is able to live both on land and in water

reptile (n.) : a type of creature, which is covered in rough skin and typically goes along on the ground or near it

mammal (n.) : an animal which is fed when young on milk from the mother’s body

skeleton : the framework of all the bones in the body

gills : the organs through which a fish breathes by taking in water to pass over them

scales : the small nearly flat stiff pieces forming the outer body covering of some animals

suckled : given milk from the mother’s breast

Marsupial : of the type of animal which born only partly developed and is carried until grown in a pocket of skin on the mother’s body

Placental : of the type of animal the female of which has a thick mass on the inside of its child-bearing organ which joins the unborn child to the mother

b) Now write a short essay on the classification of Vertebrates. Use only the information given in the tree diagram above.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## 10.5 LET US SUM UP

---

In this unit we have given you practice in

- reading and understanding a passage on “The Five Kinds of Workers”,
- using the suffixes -er, -or, -any, -eer and -ier to form words referring to different kinds of workers,
- recognizing the different types of sentences on the basis of grammatical structure, and
- using the classification given in the form of a diagram to write a connected passage.

---

## 10.6 KEY WORDS

---

<sup>l</sup>category : a division or class

<sup>l</sup>classify : arrange in classes or groups

<sup>l</sup>diagram : a drawing to explain something

Dis<sup>l</sup>play (n) : show

Im<sup>l</sup>perative (in grammar) : form of a sentence expressing a command

Inter<sup>l</sup>rogative : having the form of a question

<sup>l</sup>missionary : a person sent to preach his religion

<sup>l</sup>orator : a person who makes speeches

revo<sup>l</sup>ution : complete change

sig<sup>l</sup>nificant : important

<sup>l</sup>suffix : letters, sounds, or syllables added at the end of a word to make another word, e.g./,-er added to work to make worker, or as an inflexion, e.g., -s in workers.

Text : a short passage for study

<sup>l</sup>visual : concerned with seeing

---

## 10.7 SUGGESTED READING

---

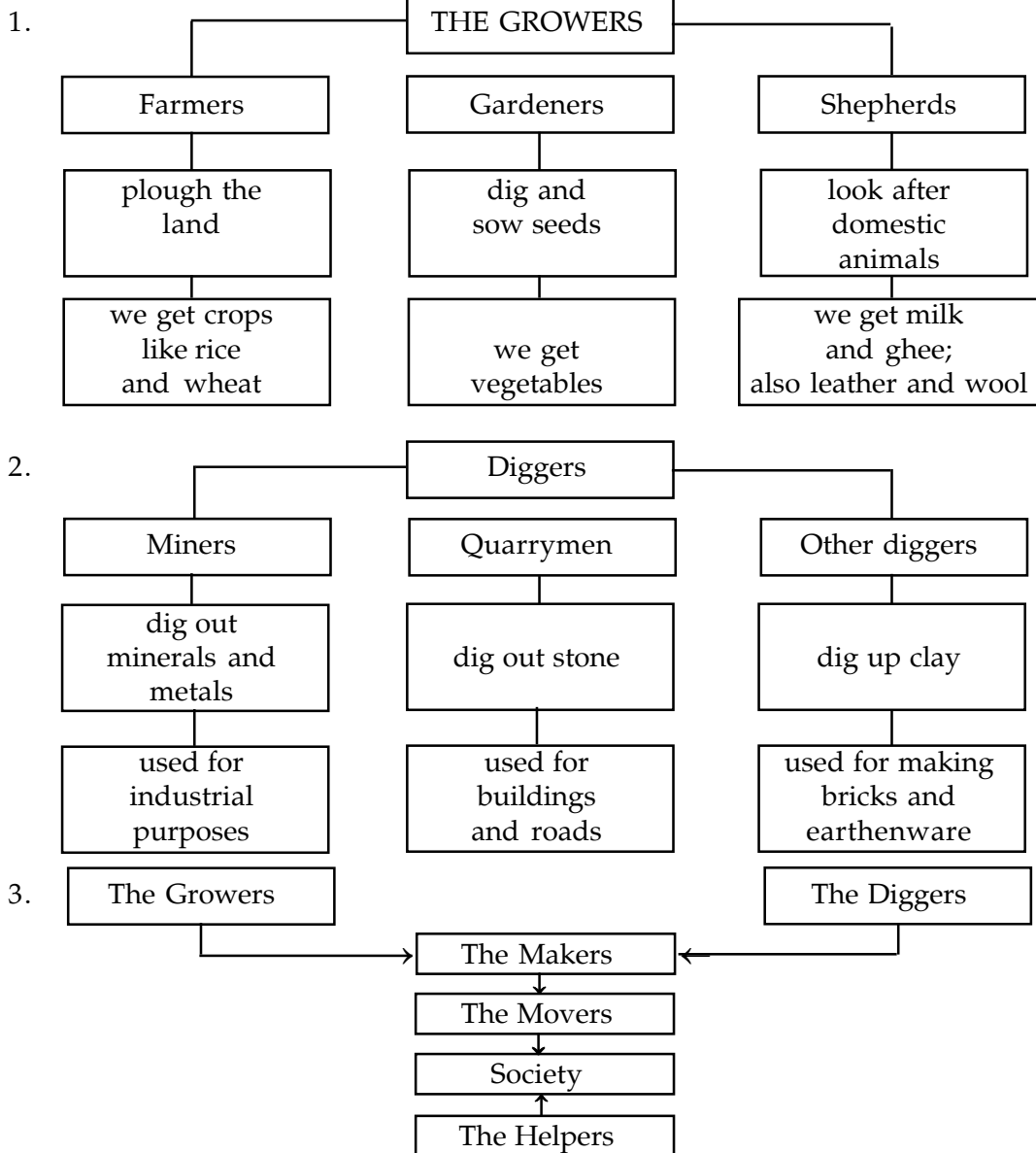
*Language through Literature*, CIEFL Hyderabad/Oxford University Press

## 10.8 ANSWERS TO EXERCISES

### Exercise 1

1. True      2. False      3. False      4. True  
 5. True      6. False      7. False      8. True  
 9. False      10. True

### Exercise 2



### Exercise 3

3. Paragraphs 5 and 6 talk about the diggers.
4. Paragraph 7 talks about the makers.
5. Paragraph 8 talks about the movers.
6. Paragraph 9 gives the names of the four kinds of workers discussed so far.
7. Paragraphs 10-12 talk about the helpers.
8. Using shopkeepers as an example, paragraphs 13-14 talk about the occasional difficulty in deciding where a worker belongs.
9. Paragraphs 15 and 16 give an example of how different kinds of workers are needed to provide the things that people want.
10. Paragraph 17 talks about work and pay.
11. Paragraphs 18-21 belong together because they talk about the need for distribution of work in society.

### Exercise 4

Reporter	collector	financier
Auctioneer	revolutionary	supervisor
Banker	translator	inventor
Teacher	adviser	engineer

### Exercise 5

#### Speakers

- 1 preacher
- 2 lecturer
- 3 actor
- 4 orator
- 5 newsreader

#### Writers

- 1 dramatist
- 2 essayist
- 3 novelist
- 4 biographer
- 5 poet

### Exercise 6

- 1 statement
- 2 question
- 3 command
- 4 command
- 5 question
- 6 statement
- 7 question

### Exercise 7

- 1 the ground
- 2 the coal and iron mines
- 3 the third kind
- 4 the things
- 5 the rest
- 6 the work
- 7 the one things, the world
- 8 the presidential election