
UNIT 18

Structure

- 18.1 Objectives
- 18.2 Listening Comprehension
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 - Asking for Permission
- 18.4 Pronunciation
 - 18.4.1 Practice in Consonants
 - 18.4.2 Contracted Forms
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18.1 OBJECTIVES

In this unit we shall give you further practice in listening comprehension by presenting a recorded on 'Science and Politics', and setting questions on comprehension. We shall also ask you to study a conversation, in which a boy asks his parents for permission to go to the zoo with his friends.

In the section on pronunciation we shall give you practice in distinguishing certain consonant sounds and in the use of the contracted forms of certain common words.

After completing the unit you should be able to

- understand an expository talk on a subject of common interest,
- use the correct sentence patterns while asking for permission,
- pronounce some of the consonant sounds correctly, and
- use the contracted forms of some common words.

CASSETTE RECORDING

A cassette recording accompanies this unit and is available on payment.

18.2 LISTENING COMPREHENSION

A number of scientists and politicians have expressed their views on the usefulness of science and scientific discoveries on the one hand, and the destruction that science can cause if it is misused, on the other. Here are some views on 'Science and Politics'

expressed by a very widely travelled scientist Dr. Anthony R. Michaelis Listen carefully to the recorded talk on the cassette. While you are listening, you must make a note of

- a) the message conveyed by the author and the keywords used to convey the message,
- b) the reasons he gives for his opinion,
- c) how scientists and politicians can be useful to each other,
- d) examples of the evil consequences of politicians' ignorance of science, and
- e) the things that can be achieved by what Dr. Michaelis recommends.

Exercise 1

Now listen again to Dr. Michaelis's views on 'Science and Politics' and answer the questions given below. You can take the help of your notes to answer the questions.

- 1 What according to Dr. Michaelis is the world's greatest threat?
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- 2 What evidence have we of our failure to adapt to the powers that Science has given us?
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- 3 What can be done to obtain the benefits that Science can bring us?
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- 4 What instance does the author give to illustrate the consequences of a politician's ignorance of Science?
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- 5 What kind of cooperation between scientists and politicians does the author suggest as a solution of the problem the world faces today, i.e., the end of life on the earth?
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18.3 CONVERSATION

Asking for permission

Ashok has read about the new house in the zoo for nocturnal animals. He would like to see all the animals that have been housed in these specially made enclosures. He asks his parents for permission to go to the zoo with his friends.

Read the following conversation and then listen to it on the cassette.

- Ashok* : Father, can I go to the zoo on Saturday?
Mr. Khurana : No, you *can't*. You've been to the zoo several times before.
Ashok : Please, father. I do want to see the nocturnal animals that have just arrived.
Mr. Khurana : But *you've* seen owls and bats before.
Ashok : These have been housed in specially made enclosures. And there are other animals, besides *-there's the* civet cat, the porcupine, the slender loris—all of which I *haven't* seen before.
Mr. Khurana : *What's* so special about the enclosures?
Ashok : The authorities have decided to turn day into night in these enclosures by making them dark. So the animals think *it's* dark and become active, and visitors to the zoo get a chance to see them during the day.
Mr. Khurana : Oh, all right but
Mrs. Khurana : Ashok, you surely *can't* go to the zoo all by yourself.
Ashok : *I'll* go with my friends, if I may.
Mrs. Khurana : You may, if you promise to come home before dark.
Ashok : I promise I will, mother.

Ashok persuades his parents to permit him to go to the zoo with his friends. He asks for their permission in the following ways.

'Can I go to the zoo on Saturday?'

'I'll go with my friends, if I may.'

To ask one's parents or people who are senior for permission to do something, we generally use the words *can/may*.

Exercise 2

Write dialogues in which you ask

- a) somebody you do not know well for her pen;
- b) a close friend if you can borrow his/her pen;
- c) a co-traveller whether he can look after your luggage for about half an hour

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18.4 PRONUNCIATION

18.4.1 Practice in Consonants

Exercise 3

The consonants /s/ and /ʃ/ must be distinguished. Listen to the following pairs of words on the cassette and say them yourself, making a clear distinction between them.

| /s/ | /ʃ/ |
|------|--------|
| sign | shine |
| sun | shun |
| save | shave |
| see | she |
| sake | shake |
| rust | rushed |
| mess | mesh |
| ass | ash |

Exercise 4

The consonants /dz/, /z/, and /z/ must be distinguished. Here are some words for practice. Listen to them and then say them with the correct sounds.

| | | | |
|------|---------|-----------|------------|
| /dz/ | jam | sug'gest | 'message |
| | 'gentle | ad'just | 'orange |
| | judge | 'margin | ar'range |
| | join | 'tragedy | age |
| /z/ | zoo | housed | views |
| | 'zeal | de'sire | words |
| | zinc | 'business | use (verb) |
| | 'zero | 'visit | cause |
| /ʒ/ | - | 'leisure | 'barrage |
| | - | 'measure | 'garage |
| | - | di'vision | pre'stige |

18.4.2 Contracted Forms

Exercise 5

Some common grammatical words have contracted forms, which are shown in the spelling.

Here are some examples, which have been italicized in the conversation given in Section 18.2.

| | | | |
|----------------|------------|-----|--------------------------|
| <i>can't</i> | /kɑ : nt / | for | <i>cannot</i> |
| <i>there's</i> | /ðeəz/ | for | <i>there is</i> |
| <i>haven't</i> | /'hævənt | for | <i>have not</i> |
| <i>what's</i> | /wɒts/ | for | <i>what is</i> |
| <i>it's</i> | /ɪts/ | for | <i>it is</i> |
| <i>I'll</i> | /aɪl/ | for | <i>I shall or I will</i> |

Read the conversation aloud, saying the contracted forms correctly.

Exercise 6

Say the following words correctly as shown. You can also listen to them on the cassette.

| | |
|--------------------|---------------|
| <i>Scientists</i> | /'saɪəntɪsts/ |
| <i>politicians</i> | /pəlɪ'tɪʃənz/ |
| <i>expressed</i> | /ɪk'sprest/ |
| <i>views</i> | /vju:z/ |
| <i>usefulness</i> | /'ju:sfʌlnɪs/ |
| <i>discoveries</i> | /dɪ'skʌvərɪz/ |

| | |
|--------------------|---------------|
| <i>destruction</i> | /dɪ'strʌkʃən/ |
| <i>misused</i> | /ˈmɪs'ju:zd/ |
| <i>message</i> | /ˈmesɪdʒ/ |
| <i>conveyed</i> | /kən'veɪd/ |

18.5 LET US SUM UP

In this unit we have given you

- further practice in listening comprehension by presenting a recorded talk on 'Science and Politics',
- a specimen conversation in which a boy asks his parents for permission to go to the zoo with his friends, and
- practice in distinguishing consonant sounds and the use of the contracted forms of certain common words.

18.6 KEY WORDS

con'tracted : made smaller in size.

e.g., *is not is* contracted to *isn't* in conversational English.

ex'pository : which explains something and makes it clear

18.7 ANSWERS TO EXERCISE 1

- 1 Nuclear warfare
- 2
 - i) the greedy misuse of our limited resources,
 - ii) the pollution of our cities,
 - iii) the deforestation of our mountains,
 - iv) the growth of new diseases like AIDS,
 - v) the nuclear accident at Chernobyl, and
 - vi) the large amount of money wasted on armaments.
- 3 the cooperation between scientists and politicians can lead to wisdom, the moderation of greed, and a successful adaptation to the existing environment.
- 4 Hitler did not understand physics and did not realize the importance to the first German experiments to split the uranium atom in 1938. In the end he lost the war.
- 5 Dr. Michaelis recommends moral values as the basis of the cooperation between scientists and politicians; otherwise we get nuclear missiles which threaten the end of life on the earth.

INTRODUCTION TO BLOCK 4

Block 4 has six units.

Units 19-22 deal with

1. Reading comprehension
2. Vocabulary, grammar and usage
3. Writing

Units 23-24 deal with

1. Listening comprehension
2. Conversation
3. Pronunciation

For practice in reading comprehension we have set expository and narrative passages from modern writers. There are also exercises on vocabulary based on the passages read.

The grammatical items presented in this block are :

1. The passive voice
 - (a) *be* + Verb
 - (b) *have been* + Verb
 - (c) *will be* + Verb
2. Non-finite verbals
to + infinitive :
gerunds; participles
3. Modal auxiliaries
can, may;
must, ought to, should, would

We have also asked you to write short compositions based on the passages read.

For practice in listening comprehension we shall present recordings of a speech and some dialogues, which will also serve as models for your own dialogues.

To help you acquire correct pronunciation we shall give you practice in some of the consonants, and also in patterns of stress, rhythm, and intonation.

For permission to reproduce copyright materials included in Block 4 we are grateful to the following :

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