

VOCABULARY

LESSON - 1

UNIT – II

HARVEST FROM THE SEA

VOCABULARY

1. A Harvest from the Sea

Of all the sea's possibilities for man's future, the greatest may be its promise of an important increase in the world's food supply. Square mile for square mile, the sea is *estimated* to be more productive than the land. Yet at present the oceans supply only one or two per cent of man's food. Despite all he is learning about the sea, man's relationship to it is still *primitive*; he is a hunter rather than a harvester. Along some coasts *oyster* growers set out beds of oysters and fence out the oyster's enemies to increase the yield. In the Philippines, Indonesia, Japan and China, people already grow fish and *prawns* in fresh-water *ponds*. But this is just a beginning. In the future, to meet the great needs of a rapidly *expanding* world population, man will have to *farm* the sea as he has for so long farmed the land.

There are many things that scientists can do increase the sea's yield of food. One was experimented with over half a century ago by the British *biologist* Walter Garstang, who *transplanted flounders* from their crowded home near the Dutch coast to a similar area in the middle of the North Sea. He did this several times and found the *method* successful. The transplanted flounders grew to three times the size of their brothers in the crowded Dutch waters. Striped *bass*, *shad* and soft-shelled *clams* have been successfully transplanted from the east to the west coast of North America, and the North American Chinook *salmon* now lives and breeds around New Zealand.

In the sea farming of the future it should not be necessary to spread fertilizer in the seas as farmers do on land. But it may be useful to *stimulate* the flow of nutrients to those areas most conveniently *accessible* for sea farming. Columbus O' Donnell Iselin, an American *oceanographer*, suggests that we can stimulate *up-wellings* of mineral-rich

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In the sea farming of the future it should not be necessary to spread fertilizer in the seas as farmers do on land. But it may be useful to *stimulate* the flow of nutrients to those areas most conveniently *accessible* for sea farming. Columbus O' Donnell Iselin, an American *oceanographer*, suggests that we can stimulate *up-wellings* of mineral-rich cold water along our coast by using jet engines placed on shore or on big *byous* to pump *compressed* air through long tubes to the deep sea *layers*. The rising *bubbles* of air would carry nutrients up with them. Another Iselin idea is to cause an up-welling in the Gulf

Stream by *anchoring* a quantity of *submerged* byous with very large boards attached to them deep in the water near the Florida *strait* each of these boards would be fixed at an angle so that they could *deflect* the cold sea-bed waters upwards. By this means, the writer *predicts*, we could probably fetch enough mineral nutrients up to the surface to turn the Gulf Stream off the South-eastern United States into an area rich in *plankton*. This would inevitably result in an improvement in the fishing industry of the South Atlantic States.

Glossary

- (a) *Estimated*: calculated.
- (b) *Primitive*: at an early stage of development.
- (c) *Oyster*: a kind of shell-fish.

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- (b) *Primitive*: at an early stage of development.
- (c) *Oyster*: a kind of shell-fish.
- (d) *Prawns*: a kind of shell-fish.
- (e) *Ponds*: small area of still water.
- (f) *Expanding*: increasing.
- (g) *Farm*: used (the sea, land, etc.) for growing food (crops) and marine animals (fish).
- (h) *Biologist*: one who studies the science of life, of animals and plants.
- (i) *Transplanted*: take up (plants, etc., with their roots) and plant in another place (here, taking fish out of one sea and putting them in another).

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(fish).

(h) *Biologist*: one who studies the science of life, of animals and plants.

(i) *Transplanted*: take up (plants, etc., with their roots) and plant in another place (here, taking fish out of one sea and putting them in another).

(j) *Flounders*: a small flat-fish.

(k) *Method*: special way of doing something.

(l) *Bass, shad, clams, salmon*: different types of fish.

(m) *Stimulate*: excite to action.

(n) *Accessible*: easy to reach.

(o) *Oceanographer*: one who studies and records what happens in the oceans.

(p) *Up-wellings*: springing up from below.

(q) *Buoys*: float with anchor (anchor: iron hook lowered to the sea bottom to keep a ship, afloat, etc., at rest).

- (r) *Compressed*: pressed together (to get something into a smaller space).
- (s) *Layers*: thicknesses or coatings of materials lying on or spread over a surface.
- (t) *Bubbles*: a hollow globe of liquid blown up with air.
- (u) *Anchoring*: keeping (floats) at rest by lowering iron hooks from them to the sea bottom.
- (v) *Submerged*: put under water.
- (w) *Strait*: narrow channel of water connecting two larger areas.
- (x) *Deflect*: turn the direction of moving object.
- (y) *Predicts*: tells beforehand, makes a statement about future events.
- (z) *Plankton*: minute, living, organized bodies of vegetable or animal floating in the ocean.

EXERCISES:

I. Substitute the following with one word:

1. A small area of still water.
2. One who studies the science of life of animals and plants.
3. A hollow globe of liquid blown up with air.
4. A narrow channel of water connecting two larger areas.
5. Minute, living, organized bodies of vegetable or animal floating in the ocean.

II. Write the meanings of the following words:

1. Primitive
2. Flounders
3. Oceanographers

2. One who studies the science of life of animals and plants.
3. A hollow globe of liquid blown up with air.
4. A narrow channel of water connecting two larger areas.
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II. Write the meanings of the following words:

1. Primitive
2. Flounders
3. Oceanographers
4. Submerge
5. Predict

III. Make use of the following words in your sentences:

1. Expand
2. Farm
3. Stimulate
4. Layers
5. Deflect

IV. Match the following

- | | | |
|---------------------|---|-------------------------------------|
| 1. Oyster | - | a) Estimated |
| 2. Accessible | - | b) A Special way of doing something |
| 3. Pressed together | - | c) Easy to reach |
| 4. Calculated | - | d) A kind of shell fish |

5. Deflect

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| 4. Calculated | - | d) A kind of shell fish |
| 5. Method | - | e) Compressed |

The Great Wall of China

Unit – II – Lesson 2

Vocabulary

2. THE GREAT WALL OF CHINA

The Great Wall of China is said to be the one *structure* built by man on earth which would be visible to observers on the moon. It covers a distance of 1,500 miles as the crow flies. From the Liaotung *Peninsula* westward to the last *fortress* in Central Asia, it crosses the northern *provinces* of China. But its actual course, twisting and turning, sweeping across deep valleys, covers over 2,000 miles.

In the eastern *section* its height varies from 15 to 30 feet, and its width from about 25 feet at the bottom to 15 feet at the top, where there is a pathway wide enough for six horse-men to ride side by side protected by *parapets*. When the wall was first built it had about 25,000 towers, each 40 feet square and 40 feet high *projecting* from it every few

hundred yards, with holes from which the defenders could shoot at attackers. Thousands of these towers are still standing. There are also many watch-towers on the enemy side, outside the wall on hilltops or passes. These and the towers of the wall were used for signalling with smoke or flags by day and with fire by night. The *approach of invaders* could be reported at once, and *reinforcements* sent to any part of the *frontier*.

The great *Emperor* Shih Huang Ti joined three earlier frontier walls to form a Great Wall which was to act as a boundary between China and the north, and keep out the feared *nomads* of the Mangolian *steppes*. The wall designed to strengthen the nation's defences; it was not then, as it later became in Ming times, a *substitute* for a strong army and state.

Construction was started in about 221 B.C. and the structure was practically complete when Shih Huang Ti died in 210 B.C. the man who died most in carrying out

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Construction was started in about 221 B.C. and the structure was practically complete when Shih Huang Ti died in 210 B.C. the man who died most in carrying out the Emperor's plans was general Meng Tien, who in 221 B.C. led an expedition against the Tartars with an army of 300,000 drove them back from the Yellow River into the steppes, and set his men to work on building the wall. They were later joined by thousands of *convicts*. Year in year out, in icy winds and snowstorms in winter, and in

dust storms in summer, the work went on, and so many men died that the Wall was sometimes called the longest *cemetery* in the world. The *core* of the Wall is earth and stone, faced with brick, and set in a stone *foundation*. In hilly places the design was *altered*: two parallel ditches were dug out of the rock, 25 feet apart and great blocks of stone were laid in the trenches to a height of several feet. Along each side of these stones, baked bricks about two feet long were laid *at right angles* to the face of the wall, joined together with a white *mortar* so hard that no nail could be driven into it. The space between the two brick walls was filled with earth, which was beaten down hard. North of Peking the Wall follows mountain summits of such an altitude and steepness that even goats can hardly climb them. Further west, the Wall often follows the easiest *route*, and here again its design changes and it is built of yellow earth faced with a thin layer of brick or stone.

brick or stone.

Emperor Wu Ti (140-86 B.C.) *resumed* work on the Wall and *extended* it to its greatest length and built fortresses in Central Asia itself. The Emperors of the Ming Dynasty (A.D. 1386-1644) carried out more work on the Wall repairing its whole length and establishing new walls west of the Yellow River. The Wall which now exists nearly all dates from the Ming Dynasty, but many of its foundations are nearly 2,000 years old; the long line of grey bricks goes back into China's past, dividing two ways of life, separating the nomad from the peaceful farmer.

GLOSSARY:

- (a) *Structure*: construction (something which has been built).
- (b) *Peninsula*: part of a larger land-mass and connected with it but surrounded by water on three sides.
- (c) *Fortress*: a town or a building with walls, guns, etc., strongly protected against

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- (a) *Structure*: construction (something which has been built).
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- (c) *Fortress*: a town or a building with walls, guns, etc., strongly protected against enemy attack.
- (d) *Provinces*: large divisions of a country (the division into provinces was made with the idea that the government could manage to look after the country better this way).

- (e) *Section*: division, part cut off from the rest of something.
- (f) *Parapets*: wall to protect people from falling off at the edge of a flat roof (here, flat top of the wall).
- (g) *Projecting*: standing out beyond the surface.
- (h) *Approach*: coming nearer.
- (i) *Invaders*: those who enter a country or try to enter a country with armed forces to attack and conquer.
- (j) *Reinforcements*: additional armed forces (soldiers, guns, etc.).
- (k) *Frontier*: boundary.
- (l) *Emperor*: ruler of a group of countries.
- (m) *Nomads*: tribes that wander with no fixed home.
- (n) *Steppes*: level treeless plains.

- (n) *Steppes*: level treeless plains.
- (o) *Substitute*: person or thing taking the place of or acting for another.
- (p) *Construction*: building.
- (q) *Convicts*: people found guilty of crime and punished by law.
- (r) *Cemetery*: area of ground for burying the dead.
- (s) *Core*: hard, middle part.
- (t) *Foundation*: base of a structure (here, wall) below ground level.
- (u) *Altered*: changed.
- (v) *At right angles*: forming an angle of 90 degree.
- (w) *Mortar*: mixture of lime, sand and water used in building.
- (x) *Route*: way taken from one place to another.
- (y) *Resumed*: started again.
- (z) *Extended*: made longer\

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(z) *Extended*: made longer\

EXERCISES:

I. Substitute the following with in word:

1. A town or a building with walls, guns, etc., strongly protected against enemy attack.

2. Wall to protect people from falling off at the edge of a flat roof.
3. Area of ground for burying the dead.
4. Tribes that wander with no fixed home.
5. Mixture of lime, sand and water used in building.

II. Write the meanings of the following words:

1. Peninsula
2. Invaders
3. Frontier
4. Convicts
5. Route

II. Write the meanings of the following words:

1. Peninsula
2. Invaders
3. Frontier
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III. Make use of the following words in your sentences:

1. Provinces
2. Approach
3. Steppes
4. Core
5. Resume

IV. Match the following:

- | | | |
|------------------------|---|---------------------------------|
| 1. Extend | - | a) Change |
| 2. Alter | - | b) foundation |
| 3. Coming nearer | - | c) make longer |
| 4. Base of a structure | - | d) stand out beyond the surface |
| 5. Project | - | e) approach |