

Wasteland

By the end of the unit, the students will be able to:

- analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
- analyze paragraphs to identify sentences that support the main idea through
 - definition
 - example/ illustration
 - cause and effect
- apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
 - make simple inferences using context of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied .
 - deduce meaning of difficult words from context.
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate material read.
- recognize the author's purpose and point of view and their effects on the texts.
- develop focus for own writing by identifying audience and purpose.
- create and deliver group / class presentation on various themes, problems and issue.
 - present and explain one's point of view clearly.
 - illustrate use of regular and irregular verbs.

Wasteland

Cans, Carafe, Polybags. Glinting on the verges of a million miles of roadways, lying in scrub, grass, dirt, leaves, sand, mud, but never hidden; shining in the sun or picked by moon or the beams of headlights at night; washed by rain or flattened by wheels, but never dulled, never buried, never destroyed. Here is the mark of savages, the testament of wasters, the stain of prosperity.

Who are these men who defile the grassy borders of our roads and lanes, who pollute our ponds, who spoil the purity of our ocean beaches with the empty vessels of their thirst? Who are the men who make these vessels in millions and then say, "Drink — and discard"? What society is this that can afford to cast away a million tons of metal and to make of wild and fruitful land a garbage heap?

What manner of men and women need thirty feet of steel and two hundred horsepower to take them, singly to their small destinations? Who demand that what they eat is wrapped so that forests are cut down to make the paper that is thrown away, and what they smoke and chew is sealed so that the sealers can be tossed in gutters and caught in twigs and grass?

What kind of men can afford to make the streets of their towns and cities hideous with neon at night, and their roadways hideous with signs by day, wasting beauty; who leave the carcasses of cars to rot in heaps; who spill their trash into ravines and make smoking mountains of refuse for the town's rats? What manner



of men choke off the life in rivers, streams and lakes with the waste of their produce, making poison of water?

Who is as rich as that? Slowly the wasters and despoilers are impoverishing our land, our nature, and our beauty, so that there will not be one beach, one hill, one land, one meadow, one forest free from the debris of man and the stigma of his improvidence.

Who is so rich that he can squander improvidence, wealth of earth and water for the trivial needs of vanity or the compulsive demands of greed, or so prosperous in land that he can sacrifice nature for unnatural desires? The earth we abuse and the living things we kill will, in the end, take their revenge; for in exploiting their presence we are diminishing our future.

And what will we leave behind us when we are long dead? Temples? Amphora? Sunken treasure?

Or mountains of twisted, rusted steel, canyons of plastic containers, and a million miles of shores garlanded, not with the lovely wrack of the sea, but with the cans and bottles and light-bulbs and boxes of a people who conserved their convenience at the expense of their heritage, and whose ephemeral prosperity was built on waste.

About the author:

This short essay is by the late author Marya Mannes (1904-1990), published in her book *More in Anger* in 1958 in the United States. Though forgotten today, Mannes was one of the well-known writers, editors and social critics of her time, and her words often took clear aim at the hypocrisy of life in the USA and the so-called 'American Dream'.

Glossary

Word	Meaning
amphora	a tall ancient Greek or Roman jar or jug with two handles and a narrow neck.
canyon	a deep gorge, typically one with a river flowing through it, as found in North America.
carcasses (n)	the structural framework of a building, ship, or piece of furniture; the remains of something.
debris (n)	scattered pieces of rubbish or remains.
defile (v)	damage the purity or appearance of; mar or spoil.
despoiler	plunderer
ephemeral (adj)	lasting for a very short time.
glinting	give out or reflect small flashes of light.
hideous (adj)	extremely ugly.
impoverishing (v)	make (a person or area) poor.
improvidence (adj)	thoughtlessness
ravine(n)	a deep, narrow gorge with steep sides.
refuse (n)	matter thrown away or rejected as worthless; rubbish.
sealers (n)	a device or substance used to seal something.
squander (v)	waste (something, especially money or time) in a reckless and foolish manner.
stigma (n)	a mark of disgrace associated with a particular circumstance, quality, or person.
vanity(n)	excessive pride in or admiration of one's own appearance or achievements; the quality of being worthless or futile.
verges	an edge or border; a grass edging such as that by the side of a road or path.
wrack (n)	any of a number of coarse brown seaweeds which grow on the shoreline, frequently each kind forming a distinct band in relation to high- and low-water marks. many have air bladders for buoyancy.

Reading Comprehension

Answer the following questions.

1. What is the thesis statement of Mannes' essay 'Wasteland'?
2. How many examples of waste does Mannes cite? What do they have in common?
3. What purpose does Mannes want to achieve? Does it work?
4. In what way is Mannes' essay persuasive and how does it differ from a formal argument?
5. In paragraph number five, Mannes writes: "There will not be one beach, one hill, one lane, one meadow, one forest free from the debris of man and the stigma of his improvidence." Is it an accurate statement or exaggerated? Explain.
6. Who is Mannes's audience? What assumptions does she make of it?
7. Why does Mannes use such a short paragraph (paragraph No.7)? Why does she not merge it with the longer paragraph that follows?
8. Is Mannes argument based on emotion or factual evidence? Illustrate.

Writing suggestions

Select a place on campus or in town that shows the effect of what Mannes is saying. In a letter to editor, describe the place with the intention of persuading your readers to do something about pollution. But before you choose a subject, spend a day looking for examples of types of waste in your environment. As you walk around your campus or your neighbourhood, what do you see? Take notes.

Oral Communication

Do some research on recycling? What has the community in which you live, or your college, or the government done about recycling? Make specific, workable recommendation. Prepare a twenty minutes presentation on recycling and deliver it to class. Respond to the questions of your class fellows.

Vocabulary and Grammar

Vocabulary

Fill in the blanks with one of the following words.

after

immediately

afterwards

before

now

finally

until

as soon as

- _____ going to sleep, I like to read for half an hour.
- Call me _____ you get to the hotel, OK?
- First we went to offer prayers, _____ we went to have a dinner together.
- I didn't look at the answer _____ finishing the test. I didn't cheat!
- If you see this book on sale for less than ten dollars, buy it _____. It usually costs nearly twenty.
- _____ following Mrs. Ibrar for almost an hour, I saw her enter the restaurant.
- We looked in four stores _____ finding it in one very near our house!
- I don't want it in ten minutes. I need it _____

GRAMMAR

A. Find the regular verbs in each line, write them in the blanks and use them in sentences.

- read, feel, play, see
- listen, do, go, make
- know, help, say, think
- like, write, forget, eat
- take, bring, cut, clean
- watch, be, have, meet
- put, buy, cook, teach
- catch, find, answer, lose
- want, tell, win, sit
- sell, build, drink, open

B. Change the verb (in parenthesis) into the simple past.

1. I (hear) a new song on the radio.
2. I (read) three books last week.
3. They (speak) in Urdu to the waitress.
4. He (understand) during the class, but now he doesn't understand.
5. I (forget) to buy some milk.
6. She (have) a baby in June.
7. You (lose) your keys last week.
8. They (swim) 500m.
9. At the age of 23, she (become) a doctor.
10. I (know) the answer yesterday.

Activity:

Search for some irregular verbs in the text you have recently read and then use them in sentences.

Teacher's Model:

Explain and revise with students use of regular and irregular verbs.