

COMMUNICATIVE ENGLISH

HIGHER SECONDARY - FIRST YEAR

Untouchability is a sin
Untouchability is a crime
Untouchability is inhuman

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THE NATIONAL ANTHEM

FULL VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi -taranga
Tava Subha name jage,
Tava Subha asisa mage,
Gahe tavajaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
J aya jaya, jaya, jaya he.

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea,
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.

THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means”

INVOCATION TO GODDESS TAMIL

Bharat is like the face beautiful of Earth clad, in wavy seas;

Deccan is her brow crescent-like on which the fragrant ‘Tilak’
i s
the blessed Dravidian land.

Like the fragrance of that ‘Tilak’ plunging the world in joy supreme
reigns Goddess Tamil with renown spread far and wide.

Praise unto ‘You, Goddess Tamil, whose majestic youthfulness,
inspires awe and ecstasy.

PREFACE

English language has functioned in India for two hundred years. In spite of it, language teaching and learning have made a poor show. There has been an appreciable fall in the standard of English. A student passes out of the school with nine years and in some cases twelve years of English in his kit, stutters and stumbles when it comes to effective communication (spoken and written) using English. *Those* who think they are better off cannot even indicate the functional difference between such ordinary forms as *it's* and *its*, or *conscience* and *conscious*. In most cases either they don't communicate or when they speak they talk like old books. Writing is still worse. Their writing is full of infelicities and illogicalities like 'I am in very good health and hope you are also in the same boat'. Such ignorant usages as "he denies me to get' and I'll tell you cut and right' are universal and flourishingly enough to be worth mentioning as we could see the marked deterioration in the use of this language.

There is neither facility nor accuracy in both forms of the language ' (spoken and written). Their grammar is shaky, pronunciation is sloppy and they feel challenged and threatened because they think, which is true, that their personal vocabulary, which includes phrases and idioms is inadequate for interacting with people belonging to different fields and to convey their requirements *and* needs through writing.

The students are not to blame, nor the teachers, faulted. The system and perhaps the syllabus and the source books have failed them. Good communication is more than a matter of grammar, structure and combination of words. The skills have not been adequately provisioned. They are given hypothetical, abstract sentences far removed from their real life and language world. We have given our children everything in language except the one thing they need most - Communicative Ability. It is high time we set the record right.

In this highly competitive and complex world, the difference between success and failure is often their ability to communicate clearly and effectively. If you have no communicative ability I don't think whatever else you do will matter much.

The specific fields may read a little technical. That should not deter the teachers and students from concentrating on these units.

For certain words (passive vocabulary) the meanings have been given. The students should infer the meaning from the context in which they have been used

This book has been made in consultation with cross sections of teachers and students and after assessing their linguistic requirement in specific fields.

In this book the children are given enough input in language skills so as to help them deal effectively in society in all possible situations and with all professionals. A special feature of this book is that it deals elaborately with the 'registers' belonging to different fields. Hope this book will provide the children with the necessary motivation to improve, refine and consolidate and build on whatever language they already have with them. Both the teachers and the students are in for an exciting but exacting linguistic journey through the book.

Note : Teachers are requested to refer to the Appendix for the listening tasks given under English for specific fields and purposes.

- *Overall Reviewer*

CONTENTS

MAIN MODULES	Page
1. ENGLISH FOR SOCIAL PURPOSES	
• Functions in English	1
• English for all purposes and seasons (Glossary and Pronunciation)	27 66
• English for Specific purposes and Fields (Pronunciation)	74 194
2. ENGLISH FOR ACADEMIC PURPOSES	
• Within the Classroom	199
• Communicative Grammar	217
3. ENGLISH FOR OCCUPATIONAL PURPOSES	247
4. ENGLISH FOR CREATIVE PURPOSES	273
SUPPLEMENTARY MODULES	292
1. Letters	293
2. Usage	308
3. Phrasal Verbs	330
4. Phonetic Symbols	341
APPENDIX	343

MAIN MODULES

ENGLISH FOR SOCIAL PURPOSES - FUNCTIONS IN ENGLISH

Communicative English:

The phrase 'Communicative English' refers to that English which helps us to communicate effectively with people using language functions.

What are Language Functions?

Language functions are the purposes for which we use specific expressions /utterances / phrases when we speak or write. Some examples of language functions are: Asking someone for his/her likes and dislikes, expressing our thanks to one who has helped us, etc. **For** making a request, we may use one of the following expressions:

Could you tell me where the post office is?

or

Tell me where the post office is.

Both these sentences convey the message. The first one carries something of the speaker's cultured behaviour, that is, being polite. Thus, the expressions we *use* speak about the culture of the speaker.

There *are* a number of expressions for a particular function. For inviting someone to a party, we can use one of the following expressions:

1. I'd like you to attend my birthday party this evening.
2. Why don't you attend my birthday party this evening?
3. I should be delighted if you could attend my birthday party this evening.

Of the three expressions, the first one can be used to a person just known to you, a sort of neutral situation: the second your intimate

friend, an informal situation and the third to your employer or someone highly respectable, a formal situation.

Along with these three kinds of situations we need to consider the following four main factors before using an expression:

The setting: Where you are and when you speak

The topic: What you are talking about

Your social relationship: Who you are talking to

Your social relationship: Who you are talking to

Your attitude: What you feel about the topic or the other person

All the four factors combine to influence the way we speak. The table below shows how these four factors match with the three situations:

	INFORMAL	NEUTRAL	FORMAL
Setting	restaurant; reception	bus-stop; shop	principal's room/ ceremonial occasion
Topic	cricket match; a TV comedy	weather; travel	important official matter
Social Relationship	friend/child/close colleague	stranger/co- passenger/taxi driver	senior colleague/ department head
Attitude	relaxed/light- hearted	no strong feeling either way	very serious
Language	Thanks	Thank you, Thanks a lot	It's very kind of you, Sir. I'm immensely grateful to you, Ma'm.

FUNCTIONS DEALT WITH IN THIS MODULE

- Greeting
- Introducing oneself
- Introducing others and responding to introduction
- Taking leave of others
- Wishing others on various occasions
- Congratulating
- Thanking and responding to thanks
- Regretting and responding to regret
- Offering and accepting
- Expressing likes and dislikes

UNIT-I

1. WARM UP

- What is the first step to promote fraternal feelings among people?
- Shall we introduce one another?

II. LET'S ROLE PLAY

Listen to Nagesh introducing his cousin Suresh to Benjamin:

Nagesh : Hello Suresh, how are you? (*greeting*)

Suresh : Fine, Thank you. How are you?

Nagesh : I am fine too. (*responding to greeting*)

Benjamin, meet

Mr.Suresh, my cousin. Suresh, meet my friend,
Benjamin.

Suresh : How do you do? (*responding to first introduction*)

Benjamin : How do you do?

Nagesh : Benjamin, yesterday I saw your brother going to
St.Martha's hospital. What's the matter?

Benjamin : My father has been admitted there. He had a mild
heart attack.

Nagesh : How sad! It's very unfortunate. (*expressing
sympathy*)

Suresh : Oh! How is he now?

Benjamin : He's still in the ICU. But the doctor says that there is
nothing to worry.

Suresh : Thank God! (*expressing relief*)

Nagesh : I wish him a speedy recovery. Hope he'll get well
soon.

Benjamin: I hope so too. See you later.

Suresh : See you. Bye!

Nagesh : See you again. Bye! (*taking leave*)

III. FOCUS ON COMMUNICATION

The following two expressions do not mean the same

1. 'How are you?' and 2. 'How do you do?'

1. While speaking to a familiar person, we ask, 'How are you?' and the response will be 'I am fine'.
 2. When a person is introduced to a stranger he/she will say 'How do you do?' The response is also 'How do you do?' Other ways of strangers greeting each other is to say 'glad' / 'pleased' / 'nice to meet you'.
- When someone is in distress, we say, '*How sad!*'
When someone is sick, we say, 'Wish you/him speedy recovery'.
 - Between friends, saying 'How are you?' itself becomes a form of greeting.

IV. ORAL PRACTICE

- Amit : Ramesh, have you met Mr. Praveen?
Praveen, this is Ramesh, *my* classmate.
- Praveen : Pleased to meet you, Ramesh.
- Ramesh : Nice to meet you, Praveen.
- Shruthi : I'd like you to meet Miss Sarala. She's a teacher at Vidya Nikethan.
- Vimala : Pleased to meet you. My name is Vimala.
- Sarala : It's nice to meet you.
- Akhil : Let me introduce my friend Kumar to you
Kumar, meet Mr. Sekar, my business partner.
- Kumar : How do you do?
- Sekar : How do you do?
- Rajni : Have you met Balu before?
- Mohamed : I don't think I have met him.

Rajni : Balu, this is Mohammed, my colleague.

Balu : Pleased to meet you.

Mohammed : Pleased to meet you.

TASK 1: *You and your brother meet Mr. Shankar, your father's colleague, and his wife while shopping. You introduce Mr. Shankar to your brother and, he introduces his wife to you. Write a conversation for this situation and practise it.*

TASK 2: *With the help of your teacher identify the functions dealt with in this unit and write dialogues for each function. Classify them as formal, informal and neutral.*

UNIT - II

I. WARM UP

Discuss the answers for the following questions:

- How will you request your teacher to explain a point again?
- You are visiting Delhi for the first time. How will you ask a policeman where the Parliament House is.
- How will you ask your friend for the date of reopening of his/ her school?

II. LET'S ROLE PLAY

Listen to the conversation:

At the Library

Praveen : Good afternoon, Madam, (*greeting*)

Librarian : Good afternoon, Praveen. What can I do for you?
(*offering to help*)

Praveen : I need to get some information on animal cells.

Librarian : What is it for, Praveen?

Praveen : I have to make a presentation of animal cells in the seminar next week.

Librarian : That's fine. (*appreciating a proposal*)

Praveen : Could you tell me where I can get it, Madam?
(*making a polite request*)

Librarian : Look at that last cupboard. It's marked REFERENCE.

Praveen : Do you mean the one next to the LITERATURE cupboard?

Librarian : Exactly! There are a number of encyclopaedias in that cupboard. You will find there 'Children's Science Encyclopaedia'. That's the right book for your reference.

Praveen : Oh, I see. May I borrow it for a day or two?
(*asking for permission*)

Librarian : Sorry, the reference books are not for lending.

Praveen : There is no place around. May I sit here and take notes?

Librarian : Yes, you may. (*granting permission*)

Praveen : Thank you, Madam. (*thanking*)

Librarian : Welcome. (*responding to thanks*)

III. FOCUS ON COMMUNICATION

● Other functions

In this unit the primary focus is on '**Making a polite request**'. The other functions involved are also given in brackets after the relevant expressions. Here, we incidentally learn one way of greeting and thanking.

1. Good afternoon, Madam. (Greeting)
2. What can I do for you? (Offering to help)
3. May I borrow it? (Asking for permission)
4. Could I borrow the book? (Making a polite request)
5. Thank you. (Thanking)

• Phonology

We need to say words in English with stress that is, giving a little extra breath force to a particular syllable in a word. We often don't stress the correct syllable *or* we stress the wrong syllable. The words used in the conversation have to be said with stress on the right syllable as marked below.

morning	/mɔ:nɪŋ/	reference	/'refərəns/
information	/ɪnfə'meɪʃn/	animal	/æɪmə/
cupboard	/kʌbəd/	seminar	/semɪnɑ:/
presentation	/prezən'teɪʃn/	exactly	/ɪg'zæktli/
encyclopaedia	/ensarklə'pi:djə/		

IV. ORAL PRACTICE

1. A stranger meets a gentleman in front of a restaurant.

- Stranger : I wondered if you could tell me where the post office is.
- Gentleman : That's not too far from here;
- Stranger : Which way should I go. Sir?
- Gentleman : Take the road right in front of you.
(*giving directions*)
Walk for about half a kilometre.
- Stranger : Yes, Sir.
- Gentleman : You'll see on your left, the restaurant Anand Vihar.
- Stranger : Oh, I see, Anand Vihar.
- Gentleman : The very next building is the post office.
- Stranger : OK, thank you Sir.
- Gentleman : Welcome.

2. At the stationery shop: A student wants to buy sketch pens.

- Student : Have you got sketch pens? (*asking for information*)
- Shopkeeper: Yes I do.
- Student : How many colours are there in a set?

Shopkeeper : Eight.
 Student : How much does it cost?
 Shopkeeper : Twenty rupees.
 Student : Give me one.
 Shopkeeper : One moment.....here you are.
 Student : Here's your money, thanks.
 Shopkeeper : welcome.

TASK 1: *The principal of a school is speaking over phone to a tourist agent about going on a picnic. Rewrite the jumbled turns of the tourist agent in column B so that her responses form answers to the questions asked by the principal in column A.*

A	B
Hello, Good afternoon. Is it 244575?	How about Mudhumalai Sanctuary?
I am the Principal of G.K. School. We have planned to take our students out for a picnic. Could you suggest some place?	It's Rs.2500/-only.
How do you reach there? We are a group of 45 students and two teachers.	Welcome, Bye.
Will your bus accommodate fifty people?	You can book one of our tourist buses.
How much do you charge for a day?	Yes, please,Good afternoon. Can I help you, Sir?
That sounds nice: I'll send my clerk to your office with a token advance of Rs. 1000/-. Is that OK?	Of course ours is a 50- seater bus.
Thank you.	Perfectly alright.

TASK 2: *You go to a supermarket to buy some fruit. Write a dialogue between you and the sales person. Each may have a minimum of 5 turns.*

TASK 3: *Roleplay the above two dialogues.*

TASK 4: *With the help of your teacher identify the functions dealt with in this unit and write dialogues for each function. Classify them as formal, informal and neutral.*

UNIT - III

I. WARM UP

Thy need is greater than mine

1. Did you ever offer to help any of your friends?
2. What was the situation?
3. What kind of help did you render? Discuss.

II. LET'S ROLE PLAY

Listen to the conversation:

1. A telephone talk

- A : Hello, is it 2445978?
- B : Yes. Can I help you, Sir? (*offering help*)
- A : Could I speak to Mr. Sampath?
- B : *I am* sorry; he isn't here at the moment. Could you leave a message for him, sir? (*offering help*)
- A : I am Dr. Ravi speaking. Please tell Mr. Sampath that tonight I am leaving for a conference at Madurai. I'll be back on Sunday.
- B : OK, I'll tell him Sir.
- A : Thank you, bye.
- B : Bye.

2. A Friend in need

A : You look tense. What's the matter?

B : You see, I have a test in Maths tomorrow. I have a lot to read and my mom wants me to go to market.

A : Well, if you like it, I could go and get the things mom want.
(*offering help*)

B : Thanks a lot. (*responding to offer*)

III. FOCUS ON COMMUNICATION

■ Expression for offering help:

Format:

Would you like me to do it for you?

Shall I do it for you?

Informal:

Can I do it for you?

How about my doing it for you?

I'll do it for you.

■ Responding to offer of help:

Positive responses:

That's very kind of you.

Thanks a lot.

Negative responses:

No, don't bother.

No, thanks. I can manage.

■ Fillers:

Words and phrases like 'OK', 'You see', 'Well' are used as fillers to help the speaker think before answering. These fillers add to the communicative strategy in conversations.

■ Phonology

■ Sentence stress

I have a test in Maths tomorrow.

In the above sentence, the words *have, test, Maths* and *tomorrow* are stressed because they carry the important meaning of the sentence. These are called **content words**. But, the words *I, a,* and *in* are not stressed because they are not important for conveying the core meaning of the sentence. These are **structure words**.

In a sentence **content words** are **stressed** and **structure words** are **unstressed**.

e.g. If you like, I could go and get the things mom wants.

IV. ORAL PRACTICE

A : I think this bag is too heavy for you to carry. May I carry it for you?

B : Oh, would you? Thanks.

A : Oh, I forgot to bring my pen.

B : Could I help you with one? Here it is.

A : Thank you.

A : Shall I help you to find a mechanic?

B : no, thanks. I can manage.

TASK 1: *Write a dialogue for the following situation and roleplay it. Your uncle is leaving for bangalore. You offer to book his train ticket.*

TASK 2: *With the help of your teacher identify the functions dealt with in this unit and write dialogues for each function. Classify them as formal, informal and neutral.*

UNIT - IV

I. WARK UP

Form pairs and discuss your likes and dislikes.

II. LET'S ROLE PLAY

Listen to the conversation:

Meeting a foreigner in Chennai

- Rahul : May I introduce myself?
My name is Rahul. (*introducing oneself*)
- John : I am John.
- Rahul : How do you do? (*responding to introduction*)
- John : How do you do?
- Rahul : Where arr you from, Mr.John? (*asking for information*)
- John : I'm from the US. How about you?
- Rahul : I belong here. How long have you been here?
- John : I've been here for two weeks.
- Rahul : Are you going to stay for long?
- John : No, I'm just on a short holiday.
- Rahul : Do you like Chennai? (*asking for likes/dislikes*)
- John : Yes, I am enjoying it here. (*expressing likes/dislikes*)
- Rahul : Is it too hot for you?
- John : No, not too hot.
- Rahul : And how do you like the food here? (*asking for likes/dislikes*)
- John : It's delicious and tasty, but a little hot and spicy. (*expressing likes/dislikes*)
- Rahul : Do you like our *idlis*?
- John : I love the soft *idlis*, particularly with *sambar*.
Fantastic combination.

Rahul : How about *parathas*?
 John : *Parathas*? I can't stand that. (*expressing likes/ dislikes*)
 It is tough and leathery unlike your fluffy *idlis*.

III. FOCUS ON COMMUNICATION

● The expressions

Asking for likes/dislikes:

How do you like?
 Do you like?
 Are you fond of.....?
 Would you like?

Responding positively to these questions:

I like it very much.
 I love it.
 I enjoy
 I would love to

Expressing dislikes:

I don't like it.
 I hate / detest / loathe(strong dislike)
 I can't stand (“)
 I can't bear (“)

Phonology:

Sentence stress and prominence:

My 'name is Rahul.
 I've been 'here for 'two 'weeks.
 Are you 'going to 'stay for 'long?
 I'm en 'joying it 'here.

In these sentences only certain words are stress-marked with a vertical bar in front of the syllable to be stressed. In a sentence the stressed syllables are said with an extra breath force. Then the pattern of speech will be as illustrated below:

IV. ORAL PRACTICE

Fill in the blanks choosing the appropriate word front the ones given in brackets and practise the conversations:

1. A : Do you.....(enjoy/want) reading English novels?
B : Yes, I.....(like/want) to read English novels. But I prefer Tamil fiction.
A : Who do you.....(love/like) talking to?
B : I like talking to children.
2. A : Do you ever bake?
B : Yes, my mother taught to bake.
A :(Can/Would) you bake us a cake sometime?
B : I would (want/love) to.
3. A : Have you been to England?
B : Yes, I went there last year
A : How did you like it?
B : I had a.....(great/best) time there.

TASK 1: *Now listen to the conversation in II above, with specific attention to prominence and role play.*

TASK 2: *Mark prominence by underlining the appropriate syllables in the pieces of dialogue given above (IV). Now role play them incorporating the stress and prominence.*

TASK 3: *Form pairs. One will ask the other about the following:*

- trekking
- bharathanatyam
- eating out in a restaurant
- visiting temples

TASK 4: *With the help of your teacher identify the functions dealt with in this unit and write dialogues for each function. Classify them as formal, informal and neutral.*

UNIT - V

I. WARM UP

‘ Thank you ’ is probably the most beautiful phrase in English. By saying it, you make so many *faces* smile.

II. LET'S ROLE PLAY

Let's listen to the conversation:

Srinath : Good morning, Sir. (*greeting-formal*)

Headmaster : Good morning Mr. Srinath.

Prabhu : Hello, Srinath. (*greeting-informal*)

Srinath : Hello Prabhu. how are you?

Prabhu : I'm fine. How are you?

Headmaster : I am glad you both have come on time.
(*expressing happiness*)

Srinath : Sir, it is very kind of you to have invited us.
(*thanking-formal*)

Headmaster : It's a pleasure! (*responding to thanks*) My wife suggested that we ask you both over to tea.

Prabhu : We too have been wanting to visit you.

Headmaster : Thanking you. (*neutral*)
Shall we start with the slices of cake?
(*suggesting*) Would you like these plum cakes?

Srinath : I would love to. (*expressing liking*)

Headmaster : Help yourselves with these sandwiches.
(*offering*)

Prabhu : They are really delicious!

Headmaster : Mr. Sri, how do you like your tea? Strong
(*asking for liking*)

Srinath : Not very strong Sir. Thank you. (*thanking-neutral*)

Headmaster : Welcome! (*responding to thanking you Mr. Prabhu?*)

Prabhu : A little strong, (*stating slight preference*)

Headmaster : I think you take more sugar.

Prabhu : Yes Sir, two spoonfuls.

Headmaster : Here you are. By the way, how's our students' performance?

Srinath : We can expect better result this year.

Headmaster : That's fine.

Prabhu : I can assure you a minimum *often* centums in Mathematics.

Headmaster : Oh, really. That's great! (*expressing satisfaction*)
How about another cup of tea? (*suggesting-informal*)

Prabhu : That's very kind of you. Sir (*thanking- formal*)
But I am afraid I am full. (*refusing politely*)

III. FOCUS ON COMMUNICATION

Note here the two ways of thanking:

Mr. Srinath, an assistant teacher expresses thanks in a formal for having been invited over to tea.

'It's very kind of you to invite us.'

The Headmaster expresses thanks in an informal way.

Certain expressions for thanking:

Formal:

It's very kind / nice of you.

I am really very grateful / obliged to you.

Neutral:

Thank you, thank you very much.

Thanks, a lot.

Informal:

Thanks, thanks a lot.

Phonology

Intonation:

The following sentences are usually said with the falling tune which is marked with a downward arrow.

I am glad you have come on time (*statement*)
When did you arrive? (*wh-question*)

These sentences are said with the rising tune which is marked with an upward arrow.

Shall we start with these cakes?
Would you like these plum cakes?
(*Yes-no questions*)

These rules are not rigid.

When a sentence is said with a falling tune, there isn't much of emotional expression.

But when the same is said with a rising tune it indicates the concern the speaker has for the other.

So, the question '*How do you like your tea?*' can be said with a rising tune.

IV. ORAL PRACTICE

Fill in the blanks in the following dialogues and then role play. Use the appropriate intonation.

I. At the railway booking counter:

A : Could you lend me your pen for a minute?

B : Oh, sure.

A :(*thanking while returning the pen*)

B :(*responding to thanks*)

2. On the road:

Arun is waiting for the bus. His neighbour, an elderly gentleman stops his car.

Gentleman : Arun. I am going to Shastri Bhavan. Do you have to come that way?

Arun : Yes uncle, I have to be at the Text book

Gentleman : Get in! I'll drop you there.

(while getting down)

Arun : Uncle,.....I've saved time.

Gentleman :

3. Role play the following piece of dialogue, try the wh-questions first with the falling tune and then with the rising tune. You will feel the difference.

Father : Where are you going now?

Son : To the library, Dad.

Father : When will you be back?

Son : I hope before it gets dark.

TASK 1: Write a dialogue using the following situation.

You are ill on your way home from school. Your friend takes you on his two-wheeler to a doctor on the way and drops you at home. Thank him appropriately.

TASK 2: With the help of your teacher identify the functions dealt with in this unit and write dialogues for each function. Classify them as formal, informal and neutral.

UNIT-VI

I. WARM UP

Sports news on TV

After a gap of 12 years, India won an ODI victory over Australia in the tri-series in their own backyard, *i.e.* Brisbane.

Students in the hostel shout, “Congrats, Indian team”.

II. LET’S ROLE PLAY

Let us listen to the conversation:

(The Headmaster compliments the head-boy.)

Sundar : May I come in, Sir? *(asking for permission)*

Headmaster : Yes, please come in.

Sundar : Did you call me, Sir?

Headmaster : Yes Sundar, congratulations! *(congratulating)* I called you to compliment you on your wonderful performance on the Annual Day.

Sundar : Pardon me, Sir, I don’t get you, *(request for repeating)*

Headmaster : I’m talking about the speech that you delivered on the Annual Day.

Sundar : Thank you, Sir. After all I owe it to the school.

Headmaster : The Chiefguest was immensely pleased with you and he expressed it to me.

Sundar : I’m pleased to hear that, Sir.

Headmaster : Very well done and keep it up, my boy.

Sundar : Thank you very much, Sir.

III. FOCUS ON COMMUNICATION

- When you don’t hear or understand what the other person says to you, you may tell him ‘I can’t hear you’. This sounds rude. So it is better to say ‘Pardon me’/ ‘I beg your pardon’.

- Expressions used for complimenting:
 Congrats! (short form of congratulations) Well done! Kudos!
 I'm pleased with you!
 We are happy with you!

Phonology

A long sentence like the one below cannot be said in one breath without pausing in the middle. So let us split a long sentence into smaller chunks called 'sense groups' each of which can be easily said in one breath and each chunk will have a unit of meaning.

I'm talking about your wonderful speech / on the Annual day.//

The TV news in 'Section I' has been split with slashes into sense groups for you. Read it aloud with necessary pauses.

Sports news on TV:

After a gap of 12 years/India won an ODI victory over Australia /in the tri-series/in their own backyard that is, Brisbane.//

IV. ORAL PRACTICE

Professor : I heard you topped the class in the exams.

Student : Yes Sir.

Professor : Great! Congratulations!

••••

Hockey Captain : Sir, we have won the football match at the zonal meet.

Physical Director : Well done! Kudos to the team members.

A : I have got the first prize in the dance competition.

B : Fantastic! I knew you would.

••••

Prabhu : I wonder if you are free this evening.

Rahim : I think I am. Why?

Prabhu : How about joining us for dinner at home?

Rahim : Why not? What's the occasion?

Prabhu : Don't you remember it's my birthday today?

Rahim : Yes! Now I remember. Many happy returns of the day.

Task 1: *The dialogue between Raghav and Shyam is given below. The turns of Raghav are in order, but those of Shyam are scrambled. Write them in the proper order. Finally rote play the dialogue.*

Raghav	Shyam
1. Hello, Ramesh! You seem to be in high spirits. What's the matter?	- Maths, Social Studies and Science.
2. I think, I can. Is it anything to do with the board exam results.	- Hi, Ragav. I feel I'm on top of the world. Can you guess <i>why</i> ?
3. That's great! Which papers?	- Thank you Raghav.
4. Wonderful Shyam! Hearty congrats! I am very proud of you and happy about you.	- All the best. I'm in a hurry to meet the Principal.
5. By the way, do you know I'm representing our state in Tennis?	- Bye.
6. It's in Dehra Dun this time; I'll be <i>there</i> next Monday.	- Oh really? Excellent. Where and when are you going?
7. OK. Bye.	- Exactly! I've got centum in three papers.

TASK 2: *With the help of your teacher identify the functions dealt with in this unit and write dialogues for each function. Classify them as formal, informal and neutral.*

UNIT - VII

I. WARM UP

Admit your mistakes frankly and apologise profusely.

II. LET'S ROLE PLAY

Listen to the conversation:

- Teacher : Rohit, you didn't show me your home work.
Rohit : I am sorry, Sir. I haven't done it (*apologising*)
Teacher : Oh, why?
Rohit : I wasn't well yesterday.
Teacher : What was wrong with you?
Rohit : I had a headache.
Teacher : But you know, I saw you playing cricket yesterday evening. Aren't you telling a lie?
Rohit : Extremely sorry, Sir. (*apologising*)
Teacher : You are the head boy. Shouldn't you set an example to others? (*advising*)
Rohit : Please excuse me, Sir.
I now regret having told a lie. (*regretting*)
I assure you, Sir. Hereafter, I will never tell a lie in my life.
Teacher : Good that you have realised. (*comforting*)

III. FOCUS ON COMMUNICATION AND PHONOLOGY

A dialogue is given below with various markings and what each marking represents:

/ - pause

// -end of a sentence

I am an engi'neer [']

Can you 'bake a 'cake [_]

↗ - rising tune
↘ - falling tune

- stress

- prominence

Teacher : 'Rohit/.you'didn't 'show me your 'home work. //

Rohit : I am 'sorry Sir// I 'haven't done it. //

Teacher : Oh, 'why? //

Rohit : I wasn't we;; 'yesterday //

Teacher : What was 'wrong with you ? //

Rohit : I had a 'headache. //

Teacher : But you knows / I 'saw you 'playing 'cricket //
yesterday 'evening.// Aren't you 'telling a 'lie? //

Rohit : Ex'tremely 'sorry, Sir. //

Teacher : You are the 'head boy of the 'class; / Shouldn't
you 'set an e'xample to 'others //

Rohit : 'Please ex'cuse me, Sir. //

I 'now reg'ret having 'told a 'lie. //

I as'sure you, Sir, /I will 'never 'tell a 'lie in my 'life. //

Teacher : Good that you have 'realised. //

TASK 1: *Now role play the dialogue integrating all these phonological aspects.*

TASK 2: *Role play the following dialogue also in incorporating all the phonological aspects.*

Manager : Pranesh, why are you late?

Pranesh : I missed the usual bus, Sir.

Manager : This is not the first time!

Pranesh : I understand. I should be punctual. I regret being late, Sir.

Manager : That's all right.

TASK 3: *Imagine you are a police inspector on duty at a traffic signal. A motorcyclist has jumped the signal and later expresses his regret to you.*

TASK 4: *With the help of your teacher identify the functions dealt with in this unit and write dialogues for each function. Classify them as formal, informal and neutral.*

ENGLISH FOR SOCIAL PURPOSES - COMMUNICATION FOR ALL PURPOSES AND SEASONS

Ever since man started living in groups, he has felt the need to communicate.

Communication might have begun with gestures. It might have found expression when gestures expanded into pictorial depiction on rocks and in caves. It might have become more meaningful when man transformed his gestures and pictures into sounds. But without doubt, communication transcended itself into a vital force of compulsive necessity when man began to create, capture and harness a rich vocabulary seasoned with modulations of voice and tone.

Today communication is not just, "saying the right things to the right people at the right time at the right place in the right manner", but also saying it well enough so as to create the right response.

Communication depends on two factors for effective response. One is the art of narration, while the other is the art of description - narration is in itself a description of sequential events.

Description enhances the clarity of expression and keeps the listener / reader moving with the speaker / writer in thoughts and feelings. For example, when you say, "This is a bag," you convey only an outline of an object with no clarity in the image and no motivation for response. But when you say: "This is a large red cloth bag with white polka dotted print", you have, through the description of the object, made the image bright and distinctively clear and kindled a comprehensible emotional or reasoning response.

Here are a few more examples of the power of description:

e.g. 1: "This is a man."

"This is a tall, well-built, fair-complexioned man with straight dark hair, bushy eyebrows, handle bar moustache and a clean - shaven chin. (description of an appearance)

e.g. 2: "Mother Teresa was a nun".

Mother Teresa, a nun from the order of 'The Sisters of Charity', was kind and caring of the sick and dying, generous and loving to all and with a heart of gold for the poor and needy. (description of human feelings)

e.g. 3: "Gopal is unwell".

Gopal has high fever with severe cold, cough and head-ache which shows all symptoms of an attack of 'flu' - (description of illness)

e.g. 4: "Meera was dressed up for a wedding".

Meera was dressed in a rich brown silk brocade saree with a broad *zari* border and a heavy *zari* embroidered *pallu* of dancing peacocks and drooping flowers, She wore a matching blouse and a pair of *zari* lined sandals. (description of clothes)

The above sentences are examples the appropriate use of vocabulary for description in effective communication.

Now look at the following sentences:

"Bharat is usually happy, full of high spirits and loves to be with people".

This sentence can be expressed briefly but effectively with a single but appropriate vocabulary of description.

"Bharat is a gregarious boy". (description of attitude)

Here are a few more examples:

e.g 1: The policeman has a thick mousatache which covers and droops along his upper lip, but curves up ward on either side of his mouth.

“The policeman sports a handle-bar moustache.” (description of appearance)

e.g. 2: The jockey wears pants which are broad and cut full at the thighs and light from the knee to the ankle with a strap around the foot.

“The jockey wears riding breeches /jodhpurs”. (description of clothes)

e.g. 3 : As it was raining very heavily there was a lot of water flowing along all the streets in the city.

“Due to torrential rains the city streets were flooded”.
(description of weather conditions)

e.g. 4: Jessie wore a long white dress and had a veil on her head on her wedding day.

“Jessie wore the customary bridal attire on her wedding day”
(description of clothes)

You would have by now understood that it is not the number of words but their accuracy and appropriacy that makes effective communication.

COMPETENCIES:

SPEAKING/VOCABULARY:

- Unit I - Describing people and clothes
- Unit II - Describing objects and talking about routine
- Unit III - Discussing natural disaster, weather and hobbies
- Unit IV - Describing parts of the body, injuries and illnesses
- Unit V - Describing human feelings and people’s character

UNIT I

DESCRIBING PEOPLE AND CLOTHES

Warm up:

Discuss and respond:

1. Have you seen your face in the mirror?
2. Which feature of your image do you think is the best on you your skin, hair, eyes, nose, mouth, complexion or shape of face?
3. Why do you think it is the best?
4. What colour, would you say, suits you best? Why?

The following is a telephonic conversation between two friends Anitha and Geetha. Read on!

Anitha : Hello ! Geetha?

Geetha : Hi Anitha ! You had spoken to me only a little while ago. Now you're back on the line. What's up?

Anitha : I need your help Geetha. I just received a call from Mumbai. My cousins from the U.S are arriving at Chennai by the 11.30 a.m. Air India flight. That's less than an hour from now.

Geetha : So how do i fit into this information?

Anitha : I need you to receive them at the airport and drop them at my flat, Geetha. I have an important Board Meeting in half an hour and I can't get away from it. You'll do me this favour, won't you?

- Geetha : Hey! How can I receive them when I don't even know what they look like? Don't tell me you expect me to stand there with a placard like a tourist guide!
- Anitha : Not a bad idea! But jokes apart, let me describe them to you so that you'd be able to recognise them by the description.
- Geetha : OK! Shoot! I am all ears!
- Anitha : There are four of them - two men and two women. Kannan is the tallest. He is a thirty-year old six footer with broad shoulders and a ruddy complexion. He sports a heavy moustache and a thick but well trimmed beard, both these being in sharp contrast to his bald pate. He's got a round face with a short nose and small close-set eyes. He prefers formal wear so, if it is not a suit and tie, he would surely be in a full—sleeved, checked shirt with matching tie, and in leather shoes which match his trousers.
- Geetha : OK-How about the rest?
- Anitha : Varun is easy to identify in any crowd. He, too, is around thirty years old but he is short, stocky and swarthy. He is clean—shaven but his head is crowned with a thick mop of black hair which is often untidy and unkempt. He is always in polo necked T shirts and shorts when he is in India and sandals are a compulsory accessory to his dress code! He is a cheerful guy and when he grins, the sparkle of his white teeth competes with the twinkle in his eyes.

Geetha : Are the women too so distinct in their appearance?

Anitha : Divya is Kannan's sister and she is tall like him. But that 's as far as the similarity goes. She is fair- smooth-skinned, slim with long brown shoulder-length hair. Unlike her brother, she is aquiline-nosed and doe-eyed but like him she prefers formal wear whether it is western or ethnic. So she *is* bound to be in a narrow-bordered Kancheepuram Silk Saree or an elegant flannel skirt with a high collared cuff-sleeved satin blouse. Kannan, Varun and Divya are my paternal cousins but Preethi, the last on the list, is a maternal one. She is my mother's sister's daughter. She resembles me in many ways. We be in tight jeans, baggy shirt and high-heeled shoes! are of the same age, both of us are of jockey height, we are thin, wiry-haired, wheat—complexioned, freckled, spectacled, with beady eyes and a snub-nose. Without doubt, she will : be in tight jeans, baggy shirt and high - heeled shoes!

Geetha : Phew! That's quite a lot to remember! Perhaps I'll first look for Preethi, your look-alike, and the real would then easy. OK Anitha. Go ahead with your meeting. I'll set out for the airport now. I'll call you up or 'SMS' you when we get to the flat. Bye.

Anitha : Thanks a lot Geetha. Bye!

Task 1: *Geetha has tabulated the descriptions given to her but has omitted some vital ones. Complete the columns given below:*

	Hair	Face	Height	Complexion	Build	Clothes
Kannan	.....	heavy moustache, thick well-trimmed beard	six-	.....	broad	.....
Varun	black, untidy and	clean-shaven	.....	swarthy	.....	polo-necked T-shirt and
Divya	brown, shoulder-length	.....	tall	fair	slim	.....
Preethi	wiry	freckle	.....	.....	thin	.....

Task 2: *The descriptive words given below are the opposites of the underlined words in the following sentences. Fill in the blank in each sentence with an appropriate opposite.*

- My dad claims that he was thin in his youth and that it is only now that he has become
- He is really good-looking but when he is argy he is rather.....
- The twins are not look-alikes. White one is a dark-skinned brunette, the other is a
- The ill-clad old beggar sits at the gate raising his bowl to all the passers-by.
- David was a puny boy but he fought against the Goliath.

well-dressed, unattractive, blonde, hefty, stout, fair-skinned
--

Task 3: *The following is information about missing/wanted persons. Their description is given below. Complete the gaps accordingly. Clue words have been provided. Draw pictures for each description:*

Escaped Convict
Auto Muthu
Height 5 ft. 8 inches
..... (face)
..... (skin)
..... (build)
..... (hair)

Wanted for Kidnapping
Ramu alias Babu
Height 6 ft.
..... (face)
..... (skin)
..... (build)
..... (hair)

Missing
Saravanan
Age 73 Mentally ill
Height 5 ft. 9 inches
..... (face)
..... (skin)
..... (build)
..... (hair)

Missing
Padma
Age 35 Mentally ill
Height 5 ft. 3 inches
..... (face)
..... (skin)
..... (build)
..... (hair)

Clue Words:

curly hair	smooth skin	hefty	wiry hair
dark skin	stout	straight hair	fair skin
lean	grey hair	long faced	stocky
wrinkled	round faced	obese	angular faced
pock faced	<i>fat</i>	thin	

Task 4: *Write a sentence to describe each of the following persons. Give information about their hair and face, their height, build and general appearance:*

1. Your classmate sitting beside you.
2. Your best friend.
3. Your hero in sports.

4. A close relative.
5. You yourself.

Task 5: *The following persons were/are well-known personalities not only for their achievements but also for their distinctive appearance and clothing. Describe each in about a paragraph based on your observations:*

- | | |
|------------------------|--------------------|
| 1. Mahatma Gandhi | 6. A.R. Rahman |
| 2. Dr. Radha krishnan | 7. Andre Agassi |
| 3. Mother Theresa | 8. Abraham Lincoln |
| 4. Mrs. Indira Gandhi | 9. Aishwarya Rai |
| 5. Dr. APJ Abdul Kalam | 10. E.V.R. Periyar |

Task 7: *Given below is a jumbled list of clothing material or fabric and a list of clothes for which they are generally used. Match the material with the clothes:*

- | | |
|---------------|--------------------|
| 1. brocade | a. jeans |
| 2. nylon | b. gowns |
| 3. chiffon | c. raincoats |
| 4. serge | d. sweaters |
| 5. linen | e. ceremonial wear |
| 6. khaki | f. veils |
| 7. alpaca | g. undergarments |
| 8. denim | h. suits |
| 9. mackintosh | i. uniforms |
| 10. gossamer | j. stockings |

Task 8: *This is a page taken from a Fashion Designer's notes, prepared for one of the comperes of the evening's Expo - C21st Fashion show. The notes contain the names of the models and the clothes which he/she would display. Imagine that you are the compere and present each model to the audience by expanding*

details from the notes. Add colour where necessary. Make your presentation interesting by using descriptive adjectives like 'elegant', 'smart', 'chic', 'trendy,' 'etc:

Theme: Clothes for all occasions and seasons

- Ayesha : Batik Aloha shirts, damask midi skirt, kid leather gloves, Roman Sandals, sun-hat (summer wear)
- Rahul : Cotton jersey; matching chinos, sneakers, Havelock cap (casual wear)
- Smitha : Brocade evening gown, satin long gloves, gossamer veil, Babouche slippers (bridal wear)
- Deepak : Polo Shirt, Corduroy breeches, gauntlets, Balmorals, jockey cap (Sports wear)
- Reena : Cashmere pullover, pleated flannel skirt, high-button buck-skin shoes, beret (winter wear)
- Girish : Tuxedo, bow-tie, dress shoes (semi-formal evening wear)
- Kumar : Embroidered Sherwani, Kashmirian Cap, Zari-embroidered Sandals (ethnic formal evening wear)
- Sarala : Lucknow Chikan Voile Salwar, matching churidhar, georgette dupatta, flat sandals (ethnic casual wear)

Task 9: *Discuss in groups the latest trends in Fashions and Textiles. Your key points for discussion should be:*

1. What are the various trends in fashions and textiles common among your age group ?
2. Why is there a preference for them?
3. What are their pros and cons?
4. How can these trends be improved or changed?

Present your report through a seminar at the end of the discussion.

Task 10: *Topics for Debates in the class:*

1. Clothes make the man.
2. Fashion or utility / convenience?

UNIT -II

DESCRIBING OBJECTS AND ROUTINES

Warm up

Answer the following questions in a word:

1. What is the colour/shape of your school bag?
2. What material is your school bag made of?
3. Does your school bag have a strap *or* a handle?
4. Does your school bag have a flap-cover or a zip?
5. Is your empty school bag light or heavy?

AT THE POLICE STATION

Mrs. Gayathri : Good morning Inspector! I'd like to report a missing handbag.

Inspector : Good morning madam. Sit down and give me the details as to where you lost the handbag, when you came to know it was lost and how it can be identified.

Mrs. Gayathri : Sir, I was in the 'Route 23A' bus this morning. As it was the peak hour, the bus was packed. When the bus reached my stop at Egmore I had to get down jostling through the standees with the handbag on my shoulder and a few files in my arms. I was pushed along till I reached the footboard and managed to get down just as the driver drove off. It was only then I realised that my handbag was missing.

Inspector : Please describe your handbag, ma'am?

Mrs. Gayathri : It is a black rectangular leather bag with a long tabular strap of the same material. It is of patent leather with a glossy finish. The bag is about 18" x 12" in size with three compartments. The centre compartment

has a zip while each of the outer ones is closed with flaps and brass clasps. In the centre of the clasps are five red stones in a ring. In the right hand corner of one side is stuck a tiny cluster of yellow plastic flowers with green velvety felt leaves. The compartment on this side contains my phone-book, diary, several old bills and receipts. The compartment on the other side contains a Revlon Burgundy red lipstick, a beige face compact, a small square pocket mirror, a packet of Premier paper handkerchiefs and a pair of round sunglasses in its case. In the centre compartment are my HSBC credit *card*, ICICI ATM Card and an SBI Debit-cum-ATM Card. My office ID card and a copy of my salary slip are in a zipped pouch along with Rs. 1500/- in cash of hundred rupees denomination. There may be other items like a Cello gripper blue ball-point pen, some hairclips, toothpicks - I'm not too sure!

Inspector : OK Ma'am. You have given us a fairly good description. We'll do our best to help you. Just hand in a formal complaint to the constable who is seated in the next room and get a copy of the First Information Report.

Mrs. Gayathri : Thank you. Sir!

Inspector : And don't forget to leave your phone number and address for contact.

Mrs. Gayathri : Of course! I shan't forget! Thank you once again.

Task 1: *Listed below are some of the parts and items of Mrs. Gayathri's handbag without her specifications. Fill in the specification and write "not known" where informative is not provided:*

	Part/Item	Colour	Shape	Size/Number	Texture	Material
<i>e.g.</i>	Strap	Black	Tubular	Long	Glossy	Leather
1.	Clasps					
2.	Flowers					
3.	Leaves					
4.	Sunglasses					
5.	Mirror					

Here are a few common objects with a single line definition.

Note the order of the adjectives:

- table : A large or small, smooth, flat surface supported usually by four legs.
- shelf : A thin, long strip of material often made of wood, fastened horizontally on a wall or frame to support objects.
- pan : A broad, shallow, open, metal cooking container with a handle.

Objects are generally described in the order of size, shape, design, colour, texture and material. All other features are added there-after.

e.g. a) The children are playing with a big round red rubber ball with a logo printed on it.

b) I need a large rectangular black chart paper with a bright border to prepare my project display.

c) My friend gave me a tiny triangular gold locket with an enamelled flower embossed on it.

Task 2: *Attempt a brief description of the following items in Mrs. Gayathri's handbag.*

1. A handkerchief

2. A credit card
3. A hundred rupee note
4. A ball point pen
5. A hairclip

Task 3: *In the following sentences some words have been omitted. Fill in the blanks with the appropriate words from the list provided:*

John's Room

John has rented a room near his college. The room is on the floor of the house. It is a small room facing south. It has a bay-window on the south side and an shuttered-window on the eastside. Along the other walls are two doors, the one on the west side opening onto a balcony with a two high girl fixed along its edge. The other door opens out into a passage. On one end of it is a stairway leading down to the dining hall on the first floor. On the other end is a staircase which takes you up to the terrace.

elongated	two	foot	first	narrow	spiral
winding	square	circular	large	curved	

Kamlesh and his daily routine

John Diwakar *sat* at the table with his classmates of yesteryears. They were therefore for an Alumni Re-union. It shocked him to see their haggard faces with receding hairlines greying at the temples. It was difficult to associate those aged looks with the young exuberant faces from his past.

“What have you done to yourselves!

You look older than your thirty-five years! exclaimed John.

“Life is hectic, John! We’ve been working very hard at our jobs, so hard! that we only occasionally find time to eat or sleep,” said Prem.

“Life is hectic no doubt, but each day is not so. It is monotonous and dull – we do the same things day in and day out. The same old routine!” This was from Kamlesh, the most energetic in their team during their school days. Kamlesh could never conform to a work schedule. To him variety was the spice of life. He would jokingly raise his coffee cup in the canteen and say, “Let’s eat, drink and be merry for tomorrow we die”. John turned to him and exclaimed, “How can life be a routine for you Kamlesh, when you a doting wife, two lovely children and a host of friends?”

“You’ll be surprised if I tell you how!” said Kamlesh and began on his long description of a routine day in his life.

“I got up at 4.30 a.m. and start my day with buckets, at the queue near the water-tanker. After half-an-hour of pushing and pulling and calling each other names, I manage to carry back six buckets of water. By then I am soaked to the skin, partly by sweat and partly from the spray I am showered with everytime there is a squabble over the water tube. By 6 a.m. I have completed my morning preparations and have shaved, bathed and dressed for work. From 6 a.m. to 7 a.m. it is “sharing responsibilities” time! I take charge of some of my wife’s household chores like ironing my son’s uniforms, filling his water bottle, checking his schools bag, polishing his shoes. At 7.15 a.m. we sit together at the table for breakfast. At 7.45 I leave home for work while my son sets out for school. I drop him at school on two-wheeler and reach office at 8.30 a.m.

From 8.30 a.m. I sit at a desk with the in-tray heaped with files and the out-tray empty. It is a non-stop movement of hands, files and trays till 6 p.m.! Finally at 6 p.m. I clear my desk, lock my shelves and return home, picking up my son from the coaching center on the way.

I am back home by 7 p.m. Till dinner at 8.30 p.m. I spend time, catching up on the news by reading the newspaper or watching T.V. In between I help my son with his studies, make courtesy phone calls to relatives, submissively listen to my wife’s tirades or catch a wink or two on the sofa.

After dinner at 8.30 p.m., I take a solitary walk down our lane and occasionally bump into a neighbour who stops awhile for an aimless chat.

At 9.30 p.m. I am in bed ready to slip into an undisturbed sleep till 4.30 a.m. in the morning when the water lorry will screech to a halt and the driver will blare his horn persistently with all the vigour of a farmer's rooster in the countryside.

John had listened very attentively. He now nodded his head sideways and said, "I still don't understand why you should look so old!"

Task 1: *Kamlesh carries out a series of activities from 4.30 a.m. to 9.30 p. m. List his activities by completing the task given below:*

Time	Activity done
4.30 a.m.	Wakes up
5.00 a.m.	Stores water
6.00 a.m.	Completes morning preparations
7.00 a.m.	Shares wife's responsibilities

Task 2: *Fill in the blanks with the appropriate words chosen from the list given below:*

1. John's friends are *so* busy that they find no time to eat so they most of the time.
2. Kamlesh is so busy in the morning that he has no time to read the paper so he the news after 7 p.m.
3. Kamlesh's son has to attend coaching classes and complete homework, so Kamlesh 's family do not drive out or often.

4. According to Kamlesh's schedule all his duties are within a with specific work at specific times.
5. Compared to the morning's Kamlesh's evenings are pretty relaxed.

socialise, bustle, skip meals, time - frame, catches up on.

Task 3: *Given below is a day's schedule in your class time-table in which certain changes have been made. The old (A) and new (B) time-tables are provided. Address the class and inform your classmates of the new time-table along the changes. Use the following guidelines for your talk:*

1. Start with informing your listeners that there is a change.
2. Draw attention to the earlier time-table.
3. Specify the change in time, subject and teacher-in-charge. (add information if necessary)
4. Use words like - earlier - now, instead of, included - excluded, in the place of, followed by, etc.

Your opening statement has been provided:

Day/Period	1	2	3	4	5	6	7	8
Tues (A)	Physics	Maths	Comm. English	Lang- uage	Chem- istry	Part II English	Physics Practical	
Tues (B)	Maths	Lang- English	Comm. uage	Chem- istry	Games	Part II English	Physics Practical	

Friends, I am to inform you that there is a change in Tuesdays' Time-table with effect from this week. Instead of Physics in the first period, we will henceforth have Maths, and where we had Maths earlier we will now have

.....

.....

- Task 4:** 1. Describe a routine day of your life.
2. Prepare a study schedule for your revisions on a day to-day basis starting & fortnight before the exam and discuss how it could be applied effectively.

Task 5: Conduct a debate in your class on:
“Routine activities and excitement do not go hand-in-hand.”

UNIT III

Discussing Natural Disaster / Weather

Warm up:

I hear thnuder! I hear thunder!
Hark! Don't you? Hark! Don't you!
Pitter - patter raindrops ? Pitter- patter raindrops!
I'm we! though! I'm wet through!

Rain, Rain! Go away!
Come again another day,
For tittle Tommy wants to play,

Read and discuss the questions:

1. Which comes first thunder, lightning or ruin?
2. How would you, as a layman, predict rain within a couple of hours?
3. What is the difference between climate and weather?

Given below is a weather report of the India Meteorological Department:

ALL INDIA WEEKLY WEATHER REPORT

WEATHER DURING THE WEEK ENDING JANUARY 21, 2004 MAIN SYNOPTIC FEATURES

During the week two western disturbances affected the Western Himalayan Region. The first western distrubances as an upper air system

lay over North Pakistan and neighbourhood on 15th. It moved over to Jammu and Kashmir and neighbourhood on 16th and persisted over the same area upto 19th. It moved away eastwards on 20th. Under its influence an upper air cyclonic circulation developed at 0.9 km above sea level over central Pakistan and adjoining Rajasthan on 16th. It persisted over the same area on 17th, moved over to Haryana and neighbourhood on 18th and became less marked on 19th. The second western disturbance as an upper air system lay over North Pakistan and neighbourhood on 20th. It moved over to Jammu and Kashmir and neighbourhood on 21st. Under its influence an upper air cyclonic circulation at 0.9 km above sea level formed over South Rajasthan and neighbourhood *on* 20th. It persisted over the area on 21st.

An upper air cyclonic circulation at 0.9 km above sea level was seen over North Madhya Maharashtra and neighbourhood on 19th. It became less marked on 20th.

Another upper air cyclonic circulation at 0.9 km above sea level was also seen over West Madhya Pradesh and neighbourhood on 21st.

Under the influence of these systems, light to moderate rain/snow occurred at many places over Jammu and Kashmir and Himachal Pradesh and isolated rain occurred in Uttaranchal. Light to moderate rain/thundershowers also occurred at many places over Punjab and Haryana including Delhi and at a few places over Rajasthan and East Uttar Pradesh during the week. Isolated light rain also occurred in Saurashtra and Kutch, West Madhya Pradesh. Bihar, Sub-Himalayan West Bengal and Sikkim and the North Eastern States.

Widespread fog occurred over parts of Uttar Pradesh and Bihar on 15th & 16th, parts of Uttar Pradesh and Rajasthan on 17th. Punjab, Haryana, North Rajasthan and part of West Uttar Pradesh and North Madhya Pradesh on 18th, parts of Uttar Pradesh on 19th, Uttar Pradesh and Bihar on 20th and over Bihar on 21st.

During the second half of the week, cold day conditions prevailed over parts of Punjab, Haryana and Uttar Pradesh, where day temperatures were below 16°C.

Maximum Temperature:

On 15th, maximum temperatures were above normal by 3-6°C in most parts of the country, However. East Uttar Pradesh, Bihar, Sub-Himalayan West Bengal and North Eastern States recorded 3-6°C below normal temperatures. Thereafter, day temperatures fell over North and North west India and they were below normal over whole of North, Northwest and Western India by 21st. Temperatures were 6-8°C below normal over North and Northwest India on 21st.

Minimum temperature:

The minimum temperatures were above normal over North and Northwest India during the week. They were above normal by 4-6°C over Rajasthan and parts of West Madhya Pradesh on a few days.

The lowest minimum temperature in the plains of the country was 3.7°C recorded at Amritsar (Punjab) on 19th January.

RAINFALL DURING THE WEEK

Rainfall was excess/normal in 6, deficient/scanty in 12 meteorological sub-divisions. 18 meteorological sub-divisional received no rainfall out 36 meteorological sub-divisions.

**CUMULATIVE SEASONAL RAINFALL
(January 1 to January 21, 2004)**

Rainfall was excess/normal in 6, deficient/scanty in 24 meteorological sub-divisions. 6 meteorological subdivisions received no rainfall out of 36 meteorological sub-divisions.

**OUTLOOK FOR THE WEEK ENDING JANUARY 28,
2004**

Light to moderate rain/snow over Western Himalayan Region. Light to moderate rainfall over Gangetic Plains, West Benagal, Jharkhand, Orissa, North Eastern States, East Madhya Pradesh and Vidarbha. Mainly dry weather to prevail over rest of the country.

FORECAST FOR NEXT 24 HOURS

North : Rain/Snow at a few places in Jammu and Kashmir. Himachal Pradesh and Uttaranchal. Weather will be mainly dry in the rest of the region.

East : Isolated Rain/Thunder showers in Assam and Meghalaya and Arunachal Pradesh, Weather will be mainly dry in the rest of the region.

South : Isolated rain/thunder showers in Telengana, Tamilnadu, Kerala and Andaman and Nicobar Islands. Weather will be mainly dry in the rest of the region.

West : Weather will be mainly dry in the region.

Outlook : Fog/mist likely to continue over parts of Northern plains.

Warning : None

Note the following usages in Weather Reporting:

1. Disturbances affected.
2. Upper air system lay over / persisted over.
3. Upper air cyclonic circulation developed / formed / was seen over.
4. Fog/rain/snow/thunder showers occurred.
5. Cold day conditions prevailed over.
6. Rainfall is excess / normal / deficient / scanty.

The following passage is BBC's World Weather Report for the same period of the earlier report:

A very changeable month across all parts. Most areas, except for Northern Ireland, experienced above average rainfall. Mean

temperatures were slightly above average across the UK, with most eastern areas having above average sunshine.

Stateside Soaker

Issued on: SunJan25th2004

A winter depression has brought heavy rain and snow to part of the Southeastern USA. 61mm of rain has been recorded at Little Rock, Arkansas in the 18 hours ending 1200 GMT Sunday, that's around three quarters of the January average of 80mm.

Perishing in Prague

Issued on: Sun Jan 25th 2004

Saturday night was a very cold one in the Czech Republic with the temperature in the capital, Prague, falling to minus 19.1 Celsius, well below the normal night time low in January of minus 4 Celsius. It started snowing in the early hours of Sunday, with 7 cm of snow lying by 0600 GMT, and the snow continued throughout the day with the temperature staying well below freezing.

Mediterranean Misery

Issued on : Sun Jan 25th 2004

Following the dramatic winter storm that hit the eastern Mediterranean in Thursday, another depression struck the region on Saturday night and Sunday. In Cyprus, Akrotiri received another 38mm of rain in 18 hours, ending 1200 GMT Sunday, compared to the monthly average of 101 mm. This brings the total rainfall here in January to a massive 311mm.

The Frozen North

Issued on: Sun Jan 25th 2004

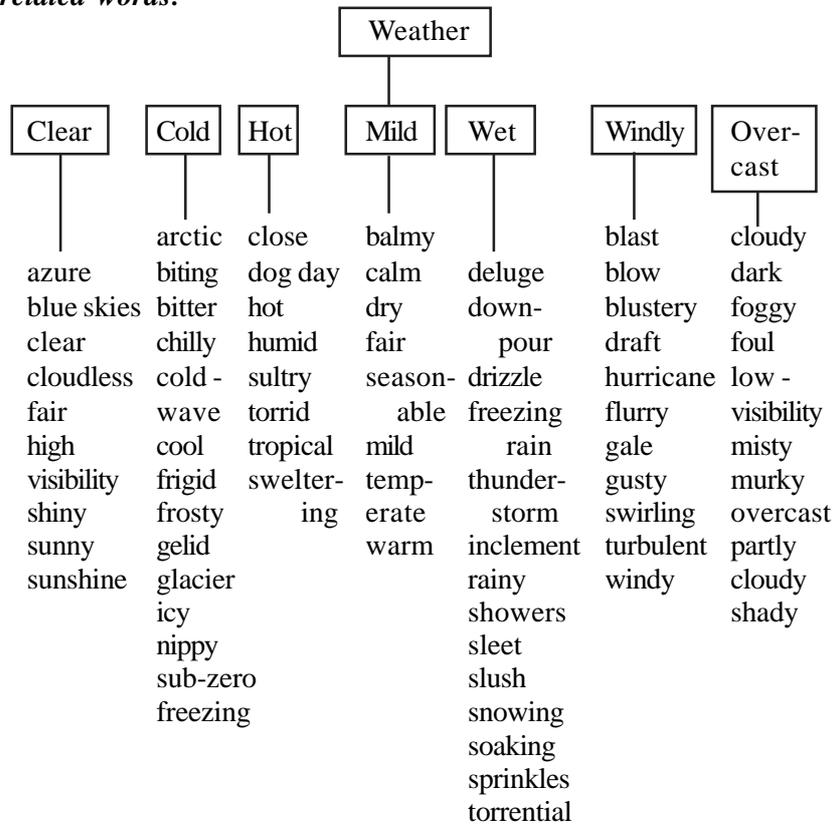
The bitterly cold weather continues to affect much of North America. The temperatures of Dawson, Yukon Territory Canada, fell to minus 45.8 Celsius on Saturday night, well below the normal low of minus 33.3 Celsius. Across the border in Cleveland, Ohio, the low was minus 21.7 Celsius, compared to an average of minus 5.6 Celsius.

African Rains

Issued on: Sun Jan 25th 2004

The Kenyan capital of Nairobi receives 40mm of rain on average in January, but in the 24 hours ending 0600 GMT Sunday 62 mm of rain was recorded in the city.

Given below is a chart of weather conditions and their related words:



Task 1: *With the help of the chart complete the given sentences:*

While it is clear weather in Jammu and Kashmir during May withskies and high, the weather in Tamilnadu is hot and.....sultry all day long. In Kerala it is a wet weather with continuousWhen it is not raining here it is

overcast and the atmosphere is with mist. Maharashtra and Gujarat have a windy weather at this time of the year with occasionally winds. Uttar Pradesh is the best state during this month. It has a mild weather with a climate, and winds. On the other hand Andhra Pradesh is the worst at this time of the year. The weather is very hot and the days are unbearable with heat.

Look at these sentences:

- | | | |
|--------------------|---|------------------------------|
| The sky is cloudy. | : | I think it will rain today. |
| | : | I hope it will rain today. |
| | : | I fear it will rain today. |
| | : | I'm sure it will rain today. |
| | : | It will rain today. |
| | : | It could rain today. |

The sentences convey:

1. A probable situation
2. A desirous situation
3. An undesirable situation
4. A definite situation
5. A resultant situation
6. A possible situation

Task 2: Complete the following statements and convey the appropriate reactions. The first sentence has been done for you.

1. It has rained for six days now.
I hope the city reservoirs are full.
2. The earthquake showed seven on the Richter Scale.
.....
3. The sea breeze has set in.....
4. It is a foggy morning.
5. There is a nip in the air and the weather is chill.
.....
6. I heard a sharp clap of thunder.....

Task 3: *What kind of weather do you think was the cause for the following situations? Write a sentence which could go before each of these situations:*

1. The top storey of the building came tumbling down.
2. The earth is dry and cracked and the field has not even a blade of grass.
3. Schools have closed and the family is staying indoors after storing drinking water, tinned food and candles.
4. Cars have their headlights on and I can't see my hand when held in front of my face.
5. It blew my cap clean off my head.
6. The roads are slippery and cars are skidding out of control.
7. All that was left of the tree was nothing but cinder.
8. We have to stay in the shade every afternoon.
9. Flights are cancelled and fishermen are not allowed to venture into the sea.
10. The camels and the nomads had to stop their journey and lie low.

Task 4: *Match each word in column A with a word in column B to form compound words:*

A	B
down, snow, heat, gale, hail, thunder, whirl, cloud, land, mud	wave, stones, storm, pour, warning, drift, burst, wind, flow, slide

Task 5: *Here are a few disasters and tragedies which take place all over the world. Match the type of disaster from column B to the disaster in column A:*

- | A | B |
|--------------------------|---|
| 1. Earthquakes | Lava flowing all over town |
| 2. Hurricanes | Millions are starving |
| 3. Volcanoes
of their | People are stranded on the upper floors
houses |

4. Accidents Earth is parched and dry
5. Floods Not sufficient doctors and nurses around
6. Famines Injured survivors had heard a screeching sound followed by a bang
7. Drought Trees are uprooted and roofs fly off
8. Epidemics They felt a tremor and ran out of their houses

Task 6: *Fill up the following blanks with the appropriate words from the list given below. These words refer to people involved in disasters.*

1. casualties (injured or dead)
2. victims (those who suffer the result of the disaster)
3. injured (wounded)
4. refugee (one who crosses over to another land for survival)
5. survivors (those who live through a disaster)

In the major fire that broke out in a Marriage Hall at Srirangam, there were many who were either injured or dead. There were many who were in hospital for almost a week. The Government and other organisations have come forward to assist the with monetary aid and medical care.

Task 7: *With the following information prepare a weather report giving details of increase / decrease in temperatures and rainfall for a T. V news report:*

30th Jan '04	Weather				31st Jan 04			
	Ma.	Mi.	R.	TR.	Ma.	Mi.	R.	TR.
Hyderabad	28	20	tr	25	27	19	4	25
Bangalore	28	18	0	4	30	20	0	4
Kochi	31	25	0	10	32	26	0	10
Chennai	30	23	0	51	31	23	0	51

The columns show maximum and minimum temperature in Celsius, rainfall during last 24 hours (tr-trace) and total rainfall in mm since January 1st 2004

Task 8: *Substitute the following words with as many words as you can, using a thesaurus:*

1. drought
2. flood
3. storm
4. rain
5. chill

Task 9: *The table below gives you the seasons, the weather conditions and climate relating to the season. Pick a season of your choice and if describe it:*

Season	Climate	Weather	Salient features
Spring	Cool, pleasant, sunshine	clear	Leaves sprout and trees turn green. Snow on the mountain melts.
Summer	Hot and humid, freak showers	Hot and sultry	Trees blossom, Young animals and birds are born. Drought, forest fires and flash floods occur.
Autumn (Fall)	Dry, warm	Windy and mild	Fruits ripen, trees shed leaves. Gales and cyclones occur.
Winter	Bitter cold	Cold and windy	Trees are bare. Blizzards occur.

DESCRIBING HOBBIES

Warm Up:

Task: *Read the following excerpt, discuss and respond to the questions below:*

“My own love for flying started early. At two, I tried my technique jumping off the kitchen sink. At five, I tried running off the two metre

high stone staircase of our house, forming my body as a delta wing in the hope of getting the right profile for flying. After these rather unsatisfactory beginnings, I had to wait until my early twenties to take flying lessons and begin parachuting.

After 20 years, 2500 free falls and 200 hours of acrobatic flying, I still feel the same thrill every time I get up in the air and I am still looking for new flying experiences.”

- Ullastina Östberg
(Courtesy: Reader's Digest)

1. What is Ullastina's hobby?
2. Which of the following words is nearest in definition to Ullastina's attitude towards her hobby? - interest, love, passion, relaxation
3. Is Ullastina's hobby a craft, a skill or a sport?

Overheard down the school corridor on the last day of the academic year

“... ..No, I'm not going anywhere for the hols. I'm eager to update my collection of music CDs so I'll be spending my time in the Music Shops.”

“..... I'll just laze around and while away my free time reading books. That's my favourite leisure time activity!”

“.....I'm looking forward to it. We are camping at Topslip and will be trekking in and around Annamalai Hills,”

“Of course! Honest! I do have my hobbies - philately and numismatics. I started on philately when my Dad used to send us letters with colourful stamps while he was working abroad. Grandpa initiated me into numismatics with the coins he brought back from his world tour.”

“..... Me? What else but cooking! I'm crazy about it! Cooking and eating!”

I enjoy.....

As students you have a routine on week-days. On week-ends you perhaps relax in a way most satisfying to you. During term-ends

you may extend your relaxation into activities which give you not only satisfaction but also pleasure happiness, thrill and excitement. Quite often these activities also remove the resulting exhaustion of a work just completed or provide an escape from tension or boredom.

A one-word definition of these activities is “Hobbies”. Hobbies are also practised as crafts and cover indoor and outdoor activities. Hobbies are closely related to positive feelings and are expressed through verbs and phrases like:

1. enjoy : I enjoy trekking
2. love : I love gardening
3. thrilled : I am thrilled about collecting sweet wrappers!
4. relax : I relax with a book whenever I find time.
5. interest : I am interested in clay-modelling.
6. pleasure : I derive pleasure in collecting antiques.
7. delight : I delight in surfing against the wind.
8. take a fancy to : My friend takes a fancy to collecting stamps.
9. set one’s heart upon : I’ve set my heart upon fabric painting.
10. pass one’s leisure time : I pass my leisure time with needlework or doll-making.

Task I: *Ramesh has made his acquaintance with the new students in his class and has learnt about their interests, pastimes and hobbies. He shares this information with Suresh, who is in another section, during the common language class. As he speaks in a low voice, some words are not audible. Fill up those words to make this passage meaningful. Clue words are provided at the end of the passage:*

There are five new students in my class and each one has a different interest.

Raman painting while Sudha is in sketching. Both of them depicting landscapes especially mountains. Pradeep on the other hand is far from art but is inclined towards mountains, He has to climbing hills and in bungee jumping. Anitha is a quite girl and she her tending the garden. Sometimes during her time she visits the nearby old folks' home and orphanage. Senthil finds in sculpturing. He has set his upon carving a huge Bharath Matha in the likeness of the Statue of Liberty. He is about it and so are we!
(loves, pleasure, spends, leisure time, enjoy, spare, delights, heart, interested, thrilled, taken a fancy)

Task 3: *Describe your hobby using the following guidelines:*

1. State what your hobby is and how long you have had it,
2. Define it in a few Words.
3. State what materials /objects you require for it.
4. Does your hobby involve indoor or outdoor activity?
5. State how often in a week *you* indulge in your hobby.
6. Express what you derive from it.

Task 4: *Interview your friends about their hobbies and present art oral report in the class. Construct your report on the pattern of Ramesh 's conversation with Suresh.*

Task 5: *Prepare a general speech on hobbies and their advantages.*

UNIT IV

DESCRIBING PARTS OF THE BODY, INJURIES AND ILLNESSES

Warm Up:

Read, discuss and answer the questions:

THYROID

I am that pinkish, butterfly shaped gland that straddles Joe's wind-pipe just below his Adam's apple. I tip the scales at about 20 grams. My daily hormone production is less than 1/2,800,000 grams. My modest size and productivity would suggest that I am not very important. Actually I am a power-house. I am Joe's thyroid.

Had my hormones been absent at the time of Joe's birth, he would have grown into a thick-lipped, flat-nosed dwarf, an imbecile or moron. My principal job for Joe today, however, is to determine the rate at which he lives - whether metabolically speaking, he creeps like a snail or races like a *hare*.

You could, I suppose, compare me to a blacksmith's bellows. I fan the fires of life, governing the rate at which Joe's billions of cells burn food into energy, I can either bank the fires or fan them into raging flames. If I were to produce a microscopic pinch too little of my hormones. Joe would probably become puffy-faced, obese, sluggish, dull-witted and in an extreme case, even semi-vegetables. On the other hand, if I were over-productive he would develop a wolfish appetite but become rail thin as he burned up his Food at a rapid rate. His eyes would pop, may be so far that the lids would not close over them. He would feel jittery, nervous- perhaps a candidate for the psychiatric ward. His heart would race, possibly to a point of exhaustion and death

*Extract from "Know your Body"
Abridged Edition - The Reader's Digest*

Task 1: *Joe's thyroid gland is problematic when its production is in excess, insufficient or absent. Fill up the columns with the respective consequences:*

Absence of thyroid production causes	Shortage of Thyroid production results in	Excess of Thyroid production leads to
thick lips	puffy face .....	..... rail-thin
dwarfism becomes a or	sluggishness semi-vegetable	..... jittery

Task 2: *The following are words which are used to -denote injuries. Classify the words into groups responding to the specific area of the body - skin, bones, muscles, organs, limbs, etc. Some may include more than one area Specify:*

1. bruised	6. tore	11. burnt	13. maimed
2. fractured	7. broke	- first degree	14. cracked
3. sprained	8. gashed	- second degree	15. damaged
4. scraped	9. ruptured	- third degree	
5. slashed	10. dislocated	12. lacerated	

Task 3: *Role play: Divide yourselves into groups and act a briefskit titled "In The Doctor's Clinic". Choose a health problem and enact a dialogue between a doctor and his patient. The dialogue should contain the following steps:*

- a) Entry of patient with exchange of greetings
- b) What are the symptoms
- c) What does the doctor do (basic check -up like temperature, blood pressure, examining the tongue, checking the heart beat, etc.)
- d) What might the doctor ask
- e) What is the diagnosis
- f) What does the doctor prescribe

***Remember : This is a verbal communication activity.
Highlight the use of effective vocabulary and play down the actions.***

A sample skit is provided below:

Patient : Good morning, Doctor.

Doctor : Good morning, Mr. Govind, Sit down. You usually drop in after 7 p.m. You're rather early today!

Patient : Yes doctor. I couldn't bear the pain so I had to meet you immediately,

Doctor : Tell me how you feel. Where does it hurt?

Patient : Doctor, I have this terrible pain on my left side and my back. My mouth is dry and I feel nauseous, I throw up whatever I eat.

(Doctor takes the patient's temperature)

Doctor : Your temperature is normal. Have you been drinking?

(tests his heartbeat with the stethoscope)

Patient : Yes doctor. A little more than usual. You see these endless official sales dinners expect one to be sociable.

(Doctor makes the patient lie down and checks his stomach)

Doctor : Your liver is slightly enlarged. Let me see your eyes. Yes, your eyes too are discoloured -slightly yellow. You are heading for a liver-infected problem. It could be infectious hepatitis through a virus or a starting process of damage through excessive and destructive food habits. We'll go in for all the required tests and start treatment. But as for now, the nurse in the next room will give you an injection to reduce your pain and I'll prescribe some medicine for relief *(writes the prescription)*. Keep off spicy food and drinking for now. Avoid oil. You have to go slow on these if you need to be fit. Meet me again after two days. I advise full rest till then.

Patient : Thank you Doctor - thank you very much- (Exits)

Task 4: *Here are a few common diseases and infections you may have experienced or observed with their respective symptoms. Match the disease/ Infection with the symptoms:*

A	B
Pneumonia	One-sided headache, nausea, sensitive to sound and light
Chickenpox	High fever, nausea and rigors
Influenza(flu)	Itching and soreness in the eyes, eyes red and watery often with discharge of pus
Mumps	Burning pain in abdomen, pain or nausea after eating
Gastritis	Swollen painful joints, stiffness, restricted movement
Conjunctivitis	Swollen glands in front of ear, ear ache, pain on eating
Migraine	Rash starting on body, slightly raised temperature
Malaria	Dry cough, high fever, chest pain, rapid breathing
Rheumatism	Headache, aching muscles, fever, cough, sneezing

Task 5: *Discuss in group and identify which part of the body is involved in the following actions:*

1. yawn	2. snore	3. perspire	4. burp	5. sob
6. bite	7. shiver	8. hicough	9. sneeze	10. clench

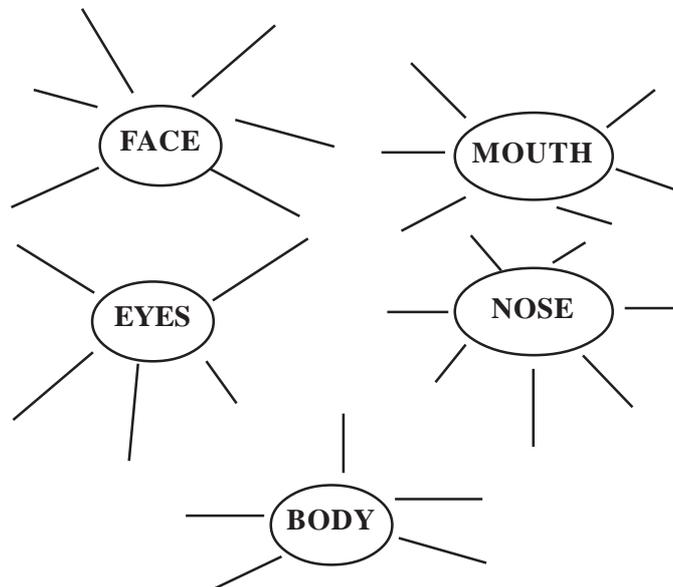
Task 6: *Identify a one word substitute for the following:*

- Bring the lower jaw up and grind it against the upper jaw to smash the food in the mouth
- Take the air in through the nostrils and let it out again

3. Let out the air slowly, involuntarily, when you are sad or relieved.....
4. Your body shakes continually and your knees keep knocking against each other when you are afraid.....
5. Your lunch comes out of your stomach through your mouth (sometimes through your nose!) when you see or smell something repulsive.....

Task 7 : *Here is a list of actions associated with parts of the body. Organise the words into the bubble network provided*

itch	breathe	flush	wink	tremble
yawn	munch	sneeze	smile	frown
blush	cough	shiver	nibble	flutter
blink	pale	sniff	blow	wince
snore	glance	squint	droop	scowl
gulp	cringe	shake	snuffle	snort



Task 8: *Say what must be happening in each of the situations below. Choose from the words given in the brackets:*

(pale, scowl, blush, yawn, sneeze)

1. The dust or the chill air must have upset you!
2. You shouldn't have gone out alone in the dark especially when you believe in ghosts!
3. Am I boring you?
4. I think that the receptionist is a short-tempered person. Look at her face!
5. Hey! I'm sorry I didn't mean to embarrass you!

Task 9: *Narrate an incident or an anecdote incorporating as many words from Task 7 as is appropriate.*

UNIT V

DESCRIBING HUMAN FEELINGS AND PEOPLE'S CHARACTER

Warm up:

Read this first verse of a lyric, discuss and respond to the questions below:

M is for the million things she gave me.
O is only that she's growing old.
T is for the tears she shed to save me.
H is for the heart of purest gold.
E is for the eyes with love-light shining.
R is for the right and light she'll always be.

Put them altogether they spell MOTHER
A word that means the WORLD to me.

1. *Pick out the qualities of the mother revealed in this poem.*
2. *What do you mean by 'A heart of purest gold'?*

A page from a school girl's diary

I am fed up with this state of continuous tension and uncertainty. Every time I work harder at my lessons, there is a tougher paper staring me in my face. I do feel challenged but I'm also apprehensive and when I come out of the hall I am nervous and worried as to whether I would still be the first in the class.

No dear diary, I'm not complaining or grumbling nor am I whining or whimpering, I'm just bemoaning my situation,

I know that I need to pull myself up from this frustration and be proud of myself. After all I am the best student in the class, ain't I! My teachers are delighted with my performance, though my classmates are jealous of me and do not miss a chance to jeer, mock and sneer at me on the playground, Some of them are so ill-mannered they hurl abuses at me even in class.

Thank God there are some nice girls in my class! Sunitha is so sweet. She is calm and relaxed at all times. She is not very smart - just an average student, but highly talented. Oh! She sings mellifluously and when she laughs, it sounds like tinkling bells! She is pretty innocent though not naive. I've heard her talk back to those bullies on a few occasions.

Prabha is a reliable friend though sometimes pig-headed in her opinions. She is quite shrewd and it would really need a very clever person to trick her! But she's frank and self-assured. She is always blunt in telling me to my face that I am wallowing in self-pity for no reason whatsoever. She thinks I am an introvert, perhaps I am, and it's high time! I changed.

If I am really as bright and intelligent as others think I am, then I should start looking at the brighter side of life. Yes! What I need is self-assurance, optimism and acceptance of myself and others around me! So no more mountains out of mole-hills!

Thank you diary. I knew I could rely on you. I have unleashed my feelings and in unburdening myself to you, I feel re-assured and cheerful now. That's what I like about you dear diary. You help me find solutions without imposing yourself on me.

I wish Mum and Dad could be like you!

Task 1: *In the above passage you find that the underlined words convey feelings, some of which are negative and some, positive. Group the words in two columns in their respective connotation.*

Task 2: *Match the words in Column A with their opposites in Column B:*

A	B
shrewd	tense
optimistic	reactive
relaxed	discourteous
polite	pessimistic
proactive	bemoan
rejoice	brave
diffident	half-witted
compassionate	callous

Task 3: *Identify the attitudes and ability expressed through the following lines. Match the words given below:*

1. Ram prefers to spend his Sundays at dinner parties either at home or at his friends' place.
2. Kumar has to always refute every statement I make.
3. I have not seen Roopa worried about anything.
4. He is very careful with his money and spends only on what is necessary.
5. My neighbour is sure to be near her window when I have visitors.
6. Excuse me, could you tell me where I could find the library?
.....Thank you!

7. Gopal is working out in the gym. He wants to win the championship, come what may!
8. Sine doesn't talk to me, not since I bought this car has she said even a "Hi". She turns away, whenever we cross each other, as if I've caught the plague!
9. I saw Sudha leading a blind old lady across the street.
10. Oh, gosh! It's that guy again, If he starts talking, he'll go on and on and on! You just can't shake him off!

Polite	pain-in-the neck	happy-go-lucky	sociable
jealous	kind-hearted	argumentative	thrifty
inquisitive	determined		

Task 4: *The following words have both positive and negative connotations though their meanings are the same. Read the words given below and write sentences to illustrate the meaning of each word:*

thrifty	- miserly; tight-fisted, stingy, mean
frank, direct, open	- blunt, abrupt, brusque, curt
innocent	- extravagant
assertive	- naïve
self-assured	- bossy, aggressive
determined	- obstinate, stubborn
proud, self-respecting	- vain, haughty, insolent
imitator, mimic	- one who copies the voice and behaviour of others for fun.

Task 5: *Class Activity: Prepare a speech highlighting the character and attitudes of someone you admire or hold in esteem.*

Task 6: *Narrate an event in your life when you met a stranger who impressed you. Speak of the incident (a) describing the day and conditions (b) describing the circumstances under which you met the person*

(c) describing the appearance and the clothes the person wore (d) describing what were the salient aspects of the character that captivated you - his/her attitude, conduct, character, deeds, speech, etc.

If there is no such person you have met, then imagine a person with all that you would like him /her to be and create the incident through the skills and competencies you have mastered in this module.

Glossary

Aloha shirt	:	brightly coloured sports shirt usually short sleeved (Hawaiian)
alpaca /æɪˈpækə/	:	thin cloth woven from the wool of the South America Llama
amiable /ˈeɪmjəbl/	:	friendly
angular /ˈæŋgjʊlə/	:	thin and bony
antique /æˈnti:k/	:	belonging to ancient times
apprehensive /æprɪˈhensɪv/	:	feeling anxiety or fear
argumentative /ɑːgjuˈmentətɪv/	:	disputing, controversial
aquiline /ækwɪlaɪn/	:	like an eagle; (here) the nose is curved like an eagle's beak
azure /æzə/	:	clear blue
babouche /bæˈbuːʃ/	:	ornamental, heelless slipper that originated in the Middle East
balmorals /bælˈmɔərəls/	:	laced walking shoes
batik /bəˈti:k/ /bæɪtɪk/	:	a printed material where designs are printed by waxing the parts that are not to be dyed
bemoan /bɪˈməʊn/	:	grieve or lament

beret/ˈberet/	:	a flat round cap of felt or wool
blizzards/ˈblɪzədz/	:	severe snowstorms
blonde/blɒnd/	:	having golden or pale coloured hair
blush/blʌʃ/	:	become red in the face
blustery/blʌstəri/	:	stormy
brocade /brəʊˈkeɪd/	:	a rich cloth with designs of silver and gold woven into it
brunette /bruːˈnet/	:	having dark brown hair
brusque /bruːsk/	:	rough and abrupt in manner and speech; curt
bungee-jumping	:	jumping from a height, suspended to the end of a long rope
bustle /bʌsl/	:	to hurry busily
callous /ˈkæləs/	:	lacking in pity or mercy, unfeeling
cashmere /kæʃˈmɪə/	:	a soft twilled cloth made from the wool of goats of Kashmir and Tibet
casualties /kæʒuəltɪz/	:	persons who are killed or injured in a war or accident
chiffon /ˈʃɪfən/	:	lightweight fabric of silk, nylon, etc.
chinos /ˈtʃɪnəz/	:	casual trousers of polished chino cotton (chino - durable twilled khaki cotton)
clench /klentʃ/	:	close firmly (teeth or fist)
compares /kəmpeəz/	:	persons who introduce the performers in a programme

complexion /kəmˈplekʃn/	:	natural colour and appearance of the skin of the face
conjunctivitis /kəndʒʌŋktɪˈvaɪtɪs/	:	inflammation of the thin membrane which covers the eyeball
corduroy /kɔːdərɔɪ/	:	a coarse fabric of cotton with the piled velvety surface ribbed vertically
cringe /krɪndʒ/	:	move back or lower one's body in fear
damask /dæməsk/	:	silk or linen material with designs made visible by the refraction of light
denim /denɪm/	:	coarse sturdy cloth used for jeans, overalls and uniforms
diffident /ˈdɪfɪdənt/	:	lacking self confidence, timid, shy
discourteous /dɪsˈkɔːtʃəs/	:	impolite, rude
drought /draʊt/	:	continuous dry weather
dwarfish /ˈdwɔːfɪʃ/	:	of a height much smaller than the normal-size
emaciated /ɪˈmeɪʃɪeɪtɪd/	:	made thin and weak
embossed /ɪmˈbɒst/	:	decorated with a design or pattern raised above the surface
enamelled /ɪˈnæmld/	:	with a glass coloured opaque substance fused to the surface of metals, glass, etc.
ethnic /ˈeθnɪk/	:	of a group that has a common cultural tradition
fastened /ˈfɑːsnd/	:	joined, attached, connected

flannel /ˈflænl/	:	soft loosely- woven woollen cloth
freckled /ˈfˌfɹekld/	:	human face covered with small light brown spots
frigid /ˈfrɪdʒɪd/	:	extremely cold
gastritis /gæˈstrartɪs/	:	illness caused by inflammation of the stomach
gauntlets /ˈgɔːntlɪts/	:	gloves with flaring cuffs covering the arms
gelid /ˈdʒelɪd/	:	extremely cold
georgette /dʒɔːˈdʒet/	:	a thin durable slightly crinkled fabric
ghastly /ˈgɑːstli/	:	unpleasant and shocking
gigantic /dʒaɪˈgæntɪk/	:	very great size; immense
gossamer /ˈgɒsəmə/	:	a very thin, soft, filmy cloth
grumbling /ˈgrʌmblɪŋ/	:	complaining or protesting in a bad - tempered way
happy-go-lucky /hæpɪgəʊˈlʌki/	:	light-hearted, easy-going
haveiock /ˈhævlɒk/	:	cloth cap with flap hanging down back of neck as sun shield
hiccough /ˈhɪkʌp/	:	a sudden stopping of breath with a sharp gulping sound often recurring in short intervals
hideous /ˈhɪdɪəs/	:	very ugly, frightful
hurricane /ˈhʌrɪkən/	:	violent tropical cyclone with strong winds
mbecile /ˈɪmbɪsiːl/	:	an adult with abnormally low intelligence

impersonator /ɪmˈpəːsəneɪtə/	:	pretend to be another for purpose of fraud
inclement /ɪnˈklemənt/	:	(of weather) rough, severe, stormy
inquisitive /ɪnˈkwɪzətɪv/	:	curious
insolent /ɪnsələnt/	:	boldly disrespectful in speech and behaviour
jeer /dʒɪə/	:	laugh at, mock at or taunt someone
jittery /ˈdʒɪtəri/	:	frightened
jockeyish /ˈdʒɒkɪʃ/	:	like a lean and short man who rides a race horse
lacerated /ˈlæsəreɪtɪd/	:	a tear in the flesh causing a wound / injury
lanky /ˈlæŋki/	:	ungracefully tall and thin
linen /ˈlɪnɪn/	:	cloth made of flax
mackintosh /ˈmækɪntɒʃ/	:	fabric made by cementing layers of cloth with rubber
maimed /meɪmd/	:	unable to use the injured part of the body which is damaged irreparably
mellifluously /meˈlɪfluəsli/	:	sounding sweet and smooth
migraine /ˈmiːgreɪn/ /ˈmɪɡˌˈmaɪ-/	:	a severe recurring headache on one side of a head or face
monstrous /ˈmɒnstərəs/	:	like a monster in appearance; large, gigantic and extremely ugly
moron /ˈmɔːrɒn/	:	a very stupid person; an adult with an average intelligence of an 8 to 12 year old child

moustache /məˈstaːʃ/	: hair allowed to grow on the upper lip
nausea /ˈnɔːsjə/	: feeling of sickness in the stomach with an impulse to vomit
obese /əʊˈbiːs/	: very fat
pain-in-the neck	: annoying or troublesome
pessimistic /pəsiˈmɪstɪk/	: looking on the gloomy or dark side of things
pleated /pliːtɪd/	: a flat double fold in the cloth, of uniform width and pressed or stitched together
pneumonia /njuːˈməʊnjə/	: illness caused by inflammation of the lungs
pro-active /prɔːˈæktɪv/	: taking an initiative
psychiatric /saɪkɪˈætrɪk/	: pertaining to treatment of mental disorder
puny /ˈpjuːni/	: small, weak, underdeveloped
rheumatism /ˈruːmətɪzəm/	: disease causing pain, stiffness and inflammation of joints and muscles
ruddy /ˈrʌdi/	: fresh healthy colour of the face
scanty /skæntɪ/	: barely sufficient, meagre
scowl /skaʊl/	: look angry, irritated or sullen
sculpturing /ˈskʌlptʃrɪŋ/	: carving figures in stone
serge /ˈsɜːdʒ/	: a strong twilled fabric with diagonal rib made of wool, silk or rayon
sluggish /ˈslʌɡɪʃ/	: slow moving, not lively, lethargic

sneer/sniə/	: Laugh or look scornfully to show contempt
snuffle /snʌfl/	: breathe audibly and with difficulty
socialise /ˈsəʊʃəlaɪz /	: to adapt / get along with) / associate with one another in a group
spiral / spaiərə/	: coiled
squint /skwɪnt/	: look or peer with eyes partly closed
swarthy /ˈswɔːðɪ /	: dark or dark skinned
sweltering /ˈsweltəriŋ /	: (of heat) extreme and uncomfortable
swirling /ˈswɜːliŋ/	: moving with a twisting motion
tawny /ˈtɔːni/	: brownish yellow
thrifty /ˈθɪftɪ/	: economical
torrential / tɔːrenʃl /	: roaring, rushing
torrid /ˈtɒrɪd/	: intense scorching heat
trekking /ˈtrekiŋ /	: journeying especially on foot
turbulent /ˈtɜːbjʊlənt /	: full of commotion or wild disorder
tuxedo /ˈtʌkˈsiːdəʊ/	: a man's tail-less semi-formal jacket for evening wear
unkempt /ʌnˈkempt /	: looking dishevelled or neglected
unleashed /ʌnˈliːʃt /	: set free from control
wallowing /ˈwɒləʊɪŋ /	: indulging oneself
whimpering /ˈwɪmpəriŋ/	: making low whining broken sounds
whining /ˈwaɪniŋ/	: making a prolonged high pitched complaint

wince /wɪns /	: shrink or draw back slightly, usually with a grimace as in pain
wiry /ˈwaɪəri /	: coarse and curly (of hair)
wolfish /wʊlfɪʃ/	: (here) eating quickly and greedily like a wolf
wrinkled /ˈrɪŋkld/	: skin with small folds and lines mostly due to age.

ENGLISH FOR SOCIAL PURPOSES - ENGLISH FOR SPECIFIC PURPOSES AND FIELDS

The present day highly competitive world demands every young person to be a versatile user of language. In the highly complex society in which we live, we have to interact not only with our friends and relatives, but with persons belonging to different fields. Language is power and with power you have your way through. Unless your language kit is a mixed bag containing the required structures and vocabulary from where you can draw profusely to interact with specialists belonging to different fields, using the right register, you'll fail to get what you aim at.

ENGLISH FOR MEDICINE

COMPETENCIES

- A LISTENING:** Listening to health complaints
- B SPEAKING:** Discussing one's health condition
 - Interacting with the doctor - as a patient
 - Interacting with the doctor - as an attendant to a patient
 - Interacting with the doctor before an operation
 - Interacting with the doctor after the operation
- C READING:** Developing literal comprehension
 - Identifying the list of specialists using scanning
 - Using text structure to describe, inform, explain, instruct and to persuade
- D WRITING:** Transferring non-verbal information to verbal
- E VOCABULARY:** Using words related to Medicine in relevant spoken/written contexts
- F EXTENSIVE READING:** Reading books/ magazines/ journals/ newspaper columns on Medicine for comprehension, vocabulary, appreciation and additional information

A. Listening

You will listen to a conversation between Mr. Illingworth and Mr. Wellington. The teacher will read it. Listen carefully. As you listen, jot down new terms/phrases. After you finish, check the meanings of these words.

(The teacher reads)

Glossary:

bout	: an attack of illness
recuperating	: recovering from an illness
ligament	: the soft tissue that connects two bones or holds together a joint
cardiac arrest	: failure of the pumping action of the heart resulting in loss of consciousness
convalescing	: recovering from an illness
insomnia	: sleeplessness
wheezing	: breath with a whistling sound as a result of constriction in the air passage
aggravate	: worsen

Task: Answer the following questions:

1. Complete the following phrases:
 - (a)good health
 - (b)from high grade fever
 - (c) severe.....of cold
 - (d)with typhoid
 - (e) malarial.....
 - (f)my arm
 - (g)a ligament tear
2. List out the ailments of Mr. Illingworth.
3. Why doesn't Mr. Illingworth want to go to Bangalore?
4. Which of the two, is the patient?

B. Speaking

I. Heard at the doctor's waiting room:

- A : I Wonder when the doctor will arrive? I have a *splitting* headache. It's getting worse.
- B : I have *nausea* and giddiness. Hope I don't *throw up*.
- C : The room is getting congested.
- D : And I came here for congestion in my chest because of *phlegm*.
- E : Why hasn't the doctor come? We've been waiting for a long time.
- F : My joints are painful. I wish I could stretch them.
- G : I'm suffering from *constipation*. My tummy is distended and aching badly,
- H : (a seventeen-year-old girl) I'm going to a birthday party day after tomorrow. I came to get rid of my pimples. When will the doctor arrive?
- I : Don't lose your patience, my dear.
- J : In fact, it is the doctor who is going to lose his patients, if he comes so late.

Glossary

splitting	: severe
nausea	: a vomiting sensation
throw up	: vomit
giddiness	: dizziness; a feeling of spinning around
congested	: crowded
congestion	: (here) a blockage because of infection
phlegm	: the mucous (thick liquid) produced in the nose, lungs, etc., when one has a cold
constipation	: a condition when one has difficulty emptying the bowels
distended	: swollen and large
pimples	: small eruptions on the skin

Task 1: *Practise the conversation taking roles.*

Task 2: *Complete the following pieces of conversation choosing the words given in brackets. Practise the conversation.*

(opinion, out-patient, neurologist, upset)

A : Let's go have some samosas.

B : But I have a stomach

A : I heard your sister had leptospirosis. Was she admitted to hospital?

B : No, she was treated as an

A : Did you consult an orthopaedician for your back-ache?

B : Yes, I did. I've been asked to see a.....as well.

A : Where are you off to, with all your medical reports?

B : I thought I'll get a second

II. The following are doctor-patient interactions:

Patient : Doctor, I've hurt my toe, bruised my knee, scraped the elbow, cut the chin,

Doctor : Wait, wait! Now, how did all this happen?

Patient : You see, I was in a hurry. I got off a moving bus, at the signal.

Doctor : You should have been patient.

.....

Patient : Doctor, I'm not able to see clearly.

Doctor : I see.

Patient : My vision is blurred.

Doctor : I see.

Patient : When I read, the letters are hazy,

Doctor : I see.

Patient : Even when there is a bright light, it looks dim

Doctor : I see.
 Patient : Sometimes, even from at a very short distance
 I'm not able to see clearly what is in front of me.
 Doctor : I see.
 Patient : I know that you can see. But the fact is that I
 cannot see.
 Doctor : I see.

 Patient : Doctor, I have a bad toothache.
 Dentist : Open your mouth. Mmmm that's a cavity.
 You'll need a filling. Do you eat a lot of sweets?
 Patient : Yes, I do. When can I have the filling? Tomor
 row?
 Dentist : You can have it right now.
 Patient : That's sweet of you.

Glossary

bruised : injured
 scraped : injured the skin by rough contact
 blurred/hazy : unclear
 filling : material used to fill something (here) substance
 used to fill the holes in the teeth

Task 1: *Practise the above conversations.*

Task 2: *Complete the following conversations, using the words given in brackets. Practise them taking turns. (rashes, swollen, peels, itches, allergic, bad)*

Patient : Doctor, I've got a.....cold. Please do something.
 Doctor : Sorry, I can't teach him to be good.

 Patient : Doctor, my eyes are red and
 They're watery too.
 Doctor : It must be conjunctivitis.
 Patient : I have these boils and..... on my skin. I
 keep scratching because it.....a lot.
 When I scratch, The skinoff.

Doctor : Since when do you have this?
 Patient : Last afternoon.
 Doctor : What did you have for lunch yesterday?
 Patient : Boiled, peeled and mashed potatoes.

 Patient : I keep sneezing a lot.
 Doctor : You must be.....to something.
 Patient : Yes, doctor. I'm to dust, smoke, sea-
 food, cotton, doll, phenyl, petrol, coal tar,
 cotton, provision shop dust, air-conditioned
 room, old books and paper,....
 Doctor : You seem to know what you are.....to.
 Why come to me?
 Patient : Well, I want to know what I am not.....to.

III. The following is a conversation between a patient's attendant/relative and the doctor:

Arokya : Doctor, what is wrong with my mother?
 Doctor : She has typhoid. I want you to monitor her
 temperature.
 Arokya : How often should I check her temperature?
 Doctor : Once every four hours.
 Arokya : What diet should I give her?
 Doctor : Only liquid diet.
 Arokya : When should I bring her for the review?
 Doctor : After three days.

Glossary

monitor : watch carefully for a period of time
 review : (here) check again

Task 1: Practise the above conversation.

Task 2: You accompany your brother to the doctor's. He has chicken pox. What would you ask the doctor? Prepare a conversation between yourself and the doctor. Practise it.

IV. The following is a conversation between an anxious patient and a doctor, before an operation:

- Patient : Is the surgery a major one?
Doctor : Yes, it is.
Patient : How long will it take?
Doctor : 1 1/2 ? hours.
Patient : Will I be given a local or general anaesthetic?
Doctor : General.
Patient : Will there be any after-effects?
Doctor : Except for weakness and a little nausea, you'll be fine.
Patient : Will it be painful afterwards ?
Doctor : Yes. But don't worry, you' ll be given pain-killers.
Patient : What will be the cost of the surgery?
Doctor : Rs.75,000/- including post-operative care.

Glossary

- local anaesthetic : a drug that causes loss of feeling in one part of the body
general anaesthetic : a drug that causes unconsciousness
after-effects : effects that follow the primary action of something
post-operative : relating to the period after surgery

Task 1: Practise the above conversation Hiking turns.

Task 2: Complete the following conversation, using the words given in brackets. Practise it.

(normalcy, consciousness, ICU, condition, smooth)

- A : Doctor, was the operation.....?
Doctor : Yes
A : What's my brother's.....?

Doctor : He's out of the critical stage. He's stable now.
 A : When will my brother regain.....??
 Doctor : In a couple of hours.
 A : How long will he have to stay in the.....?
 Doctor : For three to four days.
 A : How long will it take for him to regain.....?
 Doctor : A few weeks.

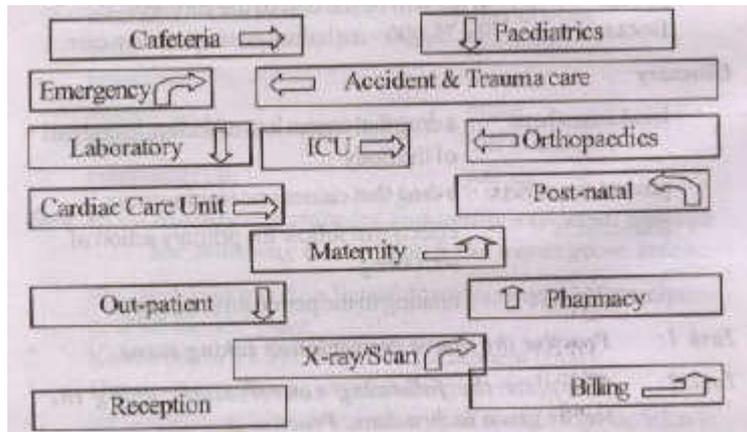
C. Reading

I

'I See you!'

ICU ↓

Sometimes hospitals can be difficult places to find your way around. The moment you sight your unit, you heave a sigh of relief, give a whoop of joy and say 'Eureka!' In order to make your visit as convenient as possible, display boards and signs guide you. See if you can find your way through this 'Maze multi-specialty hospital'.



Glossary

heave : produce or let out
 whoop : a loud, excited shout
 multi-speciality : comprising many branches of medicine

paediatrics	: the branch of medicine concerned with children and their diseases
trauma	: emotional shock; physical injury
orthopaedics	: the branch of medicine concerned with the correction of bone and muscle deformities
cardiac	: relating to the heart
post-natal	: relating to the period after birth

Task: *Answer the following questions:*

Where will you go if.....?

1. you want to ask for information about the room number of your neighbour who is admitted to hospital
2. you want to visit your sister and her newborn
3. your younger brother is running a very high temperature and has lost consciousness. You cannot wait in the queues to see the doctor. He needs immediate attention.
4. your grandfather is admitted in the Intensive Care Unit
5. it's late evening and you need a cup of coffee. You have been attending on your sister who is an in-patient, since morning,
6. you need to get your blood tested
7. your friend has broken his arm
8. your grandfather complains of chest pain
9. you have brought an accident victim to hospital
10. you need to buy some medicines
11. you accompany your sister who needs to vaccinate her baby
12. you want to find your aunt, who is ill and has come to hospital. She has not been admitted.
13. you want to visit your cousin who is expecting a baby and has been admitted to hospital
14. you have been asked to have your abdomen scanned
- 15.. your mother is discharged from hospital and you have to settle the bills

II. As soon as you enter the hospital you see a list of consultants and their fields of specialisation. You need to scan for particular information.

Task: Refer to the list given and answer the following questions:

I. Whom should the following consult?

1. A woman who is expecting a baby
2. Your grandmother
3. A sugar patient/diabetic
4. One who has a heart problem
5. One who has tooth ache

II. What have the following specialised in?

1. Dr. 1. Kulandaivelu
2. Dr. Jacob Skinner
3. Dr. Belliappa
4. Dr. Maya

Dr. Sweety Vijay M.D	- Diabetologist
Dr. M. Mangayarkarasi M.D., DGO	- Obstetrician & Gynaecologist
Dr. J. Kulandaivelu M.D (Paed), DCH	- Paediatrician
Dr. S. Kannapan M.D., DO	- Ophthalmologist
Dr. Narambunathan M.S., DM (Neuro)	- Neurologist
Dr. Maya M.D., DA	- Anaesthetist
Dr. Jacob Skinner M.D., DD	- Dermatologist
Dr. Thondaiman M.S., DLO	- ENT specialist
Dr. Periyar Dasan M.D	- Geriatrician
Dr. Irudhayaraj M.S., DM(Cardio)	- Cardiologist
Dr. Pallavarajan M.D.S	- Dentist
Dr. Belliappa M.S	- Gastroenterologist
Dr. Kidwani M.C.H (Nephro)	- Nephrologist

Glossary

obstetrician	: one who helps in childbirth
gynaecologist	: one who has specialised in treating women
ophthalmologist	: eye specialist
neurologist	: one who has specialised in the treatment of the nervous system
anaesthetist	: one who has specialised in administering anaesthetics
dermatologist	: a skin specialist
ENT	: ear, nose and throat specialist
geriatrician	: one who has specialised in the treatment of old people
gastroenterologist	: one who has specialised in the treatment of the stomach/intestines
nephrologist	: one who has specialised in the treatment of kidneys

III. Everyone is an individual in his/her own right. Each has his/her name, traits, mental make-up, likes and dislikes, etc. All these go to make one's identity. Individuals are not the only ones who have their identity. Medicines too have theirs! Great care is to be taken in identifying them, as even trivial errors could prove fatal.

The following is the literature that is attached to VICKS VapoRub. It gives the composition, application, formula, etc. Look at it carefully.

50g **VICKS®
VapoRub®**

DECONGESTANT VAPORIZING OINTMENT
For a feeling of relief within minutes

Apply on the Chest, Throat and Back. 3-way relief from blocked nose, cough and body ache. For immediate relief from severe colds, inhale the vapors with steam. Simply melt 2 teaspoons of Vapo Rub in a

bowl ¾ full of steaming, not boiling water. Gently inhale the *mentholated* vapors and feel the relief. Closely supervise children to avoid *scalding* and burns.

FORMULA: 100 g contains: Pudina 2.82 g; Karpur 5.25 g; Ajowan ke phool 0.10 g; Tarpin ka tel 5.57 ml; Nilgiri tel 1.49 ml; Ointment base *q.s.*

Caution: Use as directed. If fever or illness persists for over a week or if sufferer is below 2 yrs, consult a doctor.

FOR EXTERNAL USE ONLY

Do not take by mouth or place in nostrils. Keep out of reach of children. Do not add VapoRub into boiling water. Do not heat or reheat (using stove/microwave) VapoRub together with water. Failure to follow these instructions can cause hot product to *splatter* and burn your face or body.

Vicks and VapoRub are the registered trademarks of the Procter & Gamble Co., U.S.A. **Manufactured by:** PROCTER & GAMBLE HYGIENE AND HEALTH CARE LIMITED, Plot No. 173, Kundaim Industrial Estate, Kundaim, Goa 403 115, INDIA. Licensed users of the trademarks.

Ayurvedic Medicine
NET Wt. 50 g.
MRP Rs.65.00 (Incl. of all taxes)
Lot 23381698065

MADE IN INDIA
Mfg. Lie. No. AYU - 562
Mfd. 12/02

(**Note:** American spelling is used in the literature.)

Glossary

- decongestant : that which relieves congestion/blockage
- mentholated : containing menthol
- scalding : getting burnt by hot liquid/steam
- q.s.* : sufficient quantity (*from Latin quantum sufficit*)

splatter : splash

MRP : Maximum Retail Price

Mfd. : Manufactured

Task 1: Answer the following questions:

1. What form of medicine is this?
(a) tablet (b) capsule (c) ointment (d) syrup
2. Is the medicine for internal use?
3. How much does the medicine weigh?
4. Is it a registered product? How do you know?
5. How is the product to be used?
6. How safe is it for children?
7. Can it be used for children below 2 years?
8. What does the composition of the formula tell you about the medicine?
9. Who are the manufacturers?
10. Is it an allopathic medicine?
11. What is the date of manufacture?
12. Is the expiry date given?

Task 2: Take a strip of paracetamol or a tube of Burnol. Read the composition, dosage, instructions, dt. of manufacture expiry, etc. Check if there are any contra-indications (indications that one should not use it) given.

D. Writing

Look at the data given below:

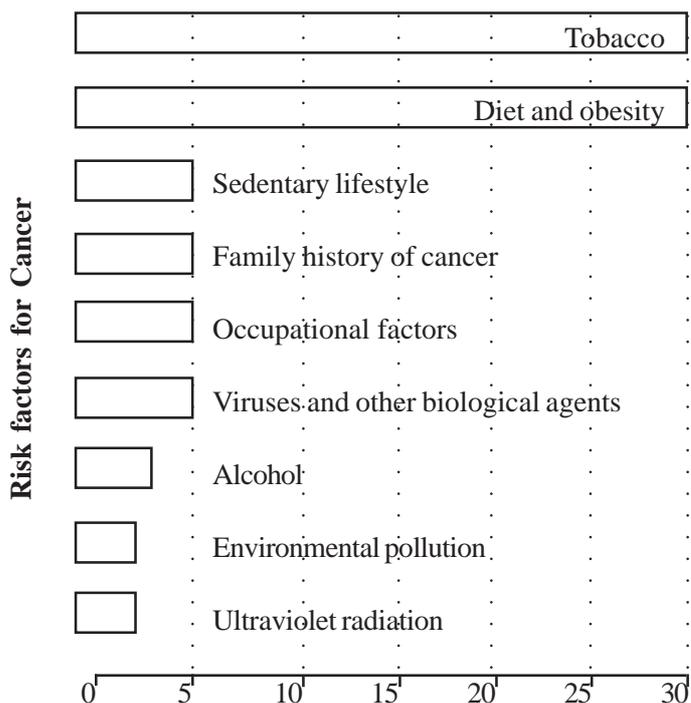
WOMEN		MEN	
At Age 45		At Age 45	
Blood pressure	Life Expectancy (Years)	life pressure	Expectancy (Years)
Normal 120/80	37	Normal 120/80	32
	Reduction ∇ 1.5		Reduction ∇ 3
130/90	35.5	130/90	29
	5		6
140/95	32	140/95	26
	8.5		11.5
150/100	28.5	150/100	20.5

Source: A 1961 study in the US4

At 45 years of age, the average woman whose blood pressure was 120/80 could expect to live another 37 years. The woman whose blood pressure was 130/90 could expect to live another 35.5 years, which represented a loss of life expectation of 1.5 years. At a blood pressure level of 140/95, the average 45-year-old woman had a life expectancy of 32 years, representing a loss of life expectancy of 5 years. At a blood pressure level of 150/100, life expectancy for the woman was 28.5 years or 8.5 years less than average life expectancy at that time for her age group.

Task 1: *Using the above paragraph as a model, write a paragraph to describe the life expectancy of the average man at 45 years of age.*

Task 2: Look at the following graphical representation of data. Write a paragraph based on the given data.



(Percentage of cancer deaths linked to risk)

Source: Harvard Center for Cancer Prevention, USA, 1996.

E. Vocabulary enrichment

Refer to the dictionary to find the meanings of the following words:

Leptospirosis, conjunctivitis, postprandial, balm, lotion, gel, morgue, oncologist, malignant, tumour, benign, cyst, incision, clot, concussion

F. Extensive Reading

‘Final diagnosis’, by Arthur Haley, ‘The Magnificent Obsession’, by Lloyd C Douglas, Science & Medicine sections of newspapers, Reader’s Digest’s ‘Know your Body’

ENGLISH FOR NUTRITION AND DIETETICS

COMPETENCIES

- A LISTENING:** Listening to talks for particular information
(selective listening)
- B SPEAKING:** Interacting with a Dietician
- C READING:** Transferring information from nonverbal to verbal
Inferring the importance of details through critical reading
Applying interpretive or referential comprehension to draw
conclusions and make generalisations of facts relating to
malnourishment
- D WRITING:** Writing hints
- E VOCABULARY:** Using words related to Nutrition & Dietetics
in spoken/written contexts
- F EXTENSIVE READING:** Reading books/journals /magazines
/newspapers /supplementary on Nutrition & Dietetics for
comprehension, vocabulary, appreciation and additional
information

A. Listening

Listen to the teacher read out a TV Talk show on Nutrition by Dr.Ashokan. While you listen take down notes.

(The teacher reads)

Task: After listening to the talk carefully answer the questions by choosing the letter (A-D) that closely describes the speaker's claims.

1. Being a 'good' student. . .
A. involves many different factors B. is extremely important
C. can be achieved easily D. may not be enjoyable
2. An ideal weight for a person who is 155 cm tall is...
A. 50 kg B. 117 kg C. 65 kg D. 55 kg
3. Students should eat. . .
A. More carbohydrates B. More sugar C. Less protein
D. More food
4. The 'average' student...
A. should sleep less B. gets enough sleep C. should sleep more
D. sleeps 8 hours a day
5. The biggest proportional shortfall in the average student's time management is in the time spent in . . .
A. sleeping B. self-study C. exercise and sport
D. daily tasks and travel

Glossary:

self esteem	:	good opinion of oneself
stress management	:	managing nervous tension
balanced diet	:	correct intake of food
short fall	:	lack
carbohydrates	:	that which provides energy! roughage

B. Speaking:

This is a face to face between a dietician and a group of students:

- Teacher : Dear students, I have invited a dietician for a face to face session with you. This is Dr.Suniti Bhojan. You are free to ask her questions.
- Student A : Ma'm, could you please suggest a correct fitness schedule?
- Dr. S.B. : You must aim for a healthy weight and be physically active
- Student B : How does one choose one's diet?
- Dr. S.B. : You must choose a variety of grains daily, especially whole grains and a variety of fruit and vegetables everyday. A sensible diet is low in saturated fat and cholesterol and moderate in total fat. Also see to it that salt and sugar content is moderate.
- Student C : Do you believe that a balanced diet can prevent diseases?
- Dr. S.B. : Most certainly! A good and sensible diet not only promotes good health but reduces the risk of chronic diseases such as heart disease, cancer, diabetes and stroke.
- Student D : What would you recommend as the ideal measure of serving of food per day?
- Dr. S.B. : That's a good and practical question! Let me try and give a breakup of each category- 1 cup of milk or curd, 2-3 ounces of cooked lean meat, poultry or fish, 1 egg or 2 tablespoons of butter
Vegetable: 1 cup of raw leafy vegetables, 1 cup of other vegetables (cooked or chopped raw), 1 cup of vegetable juice, 1cup of cooked dry beans
Fruit: 1 medium apple, banana, orange; 1 cup of chopped, cooked or canned fruit; 1 cup of fruit juice .
Bread, Cereal, Rice: 1 slice of bread, 1 ounce ready-to-eat cereal, 1 cup of cooked cereal, rice.

No specific serving size is given for the fats, oils, and sweets group because the message is **USE SPARINGLY**.

Students : Thank you doctor! We will definitely adhere to this diet chart.

Teacher : Thank you for your suggestions doctor.

Task 1: *Practise the above conversation, taking turns.*

Task 2: *Form pairs.*

a) Discuss with your partner about the day's diet.

b) Ask your friend to list out his preferences of food.

Task 3: *Prepare dialogues between a patient convalescing after a bout of jaundice and a dietician:*

a) clearing doubts on diet restrictions

b) asking for specific tips on nutritive values

Take turns and practise the dialogues.

Glossary :

grains : small hard seeds of food plants like wheat, corn, rice

cholesterol : fatty substance found in fluids and tissues

chronic : constant / never ending

diabetes : high content of sugar in blood

stroke : sudden attack of illness in the brain; can cause loss of the power to move, speak clearly, etc.

saturated fat : containing high proportion of fatty acids

canned food : processed and preserved food in cans

cooked cereal : cooked rice/wheat

serving : a portion or helping of food or drink

leafy vegetables : lettuce, greens, spinach

nutritive : providing nourishment

C. Reading:

1. Task: *Read the following diet plan and write down the contents in three complete meaningful paragraphs.*

Diet Plan	Childhood 1 to 6 yrs	Infants 6 to 12 yrs	Adolescents 12 to 16 yrs
Breakfast	1 glass milk, 1 tricolour sandwich (mint chutney, tomato sauce/jam)/ 1 lidli	Milk-1 glass Comflakes- 1 bowl	Egg sandwich- I OR Cheese sandwich- I Milk - 1 glass
Mid-Morning	Biscuits of different shapes and colours	Fruit chaat - ½ plate Vadai- 2-3 pieces	Ladoo -I, 1 Fruit (apple/ orange/pearl sapota)
Lunch	2 (chapatti rolled with vegetables) 1 Fruit apple/orange/pearl sapota)/1 cup rice & dhal with vegetables	Stuffed Paratha - 3 Green leafy vegetables 1/2 cup Lassi - 1 glass	Roti- 3-4 vegetables I cup, Khichadi- 1 cup, Curd-I small bowl
Evening	1 glass fruit milk shake 1 snack	Bhel puri- 1 plate Fruit juice- 1 glass	Cold coffee with ice-cream-1 glass
Late-Evening	2 pieces pea-nut candy	Tomato soup- 1 cup	Vegetarian spring rolls- 4 pieces
Dinner	1 plate Khichadi ½ cup curd ½ cup vegetables 1 papad	Mixed vegetable pulao- 1 plate Boondi raita- ½ cup Besan laddoo-1	Pav- 2 no. Bhaji- 1½ cups 1 Fruit (apple/ orange/pearl/ Sapota)

II. The following table gives a composition of a health drink. Read through the table carefully:

Instructions for use:	5 scoops (45 g) in 190 ml cold/hot water. Add sugar to taste. Warning: Not intended for infants under 1 year of age.
Feeding Table	Number of feeds per day: 2 Level scoops per feed: 5 Amount of water per feed: 190 ml
Storage instructions:	On opening this pack, the contents should immediately be transferred to an empty, clean, dry and airtight container. Replace the lid tightly after use. Store in a cool dry place. Consume the contents within three weeks after opening.
Nutritional facts	Two servings of 45g each of the drink gives your child: Protein 18.9g - high growth Taurine-32.4mg - faster ht/wt gain Camitine-7.6 mg - stamina/endurance L-Lysine-13.5mg - brain development Inositol-36mg - healthy growth Zinc-9 mg - healthier immune system Iron-7.5 mg - more stamina Vitamin A - 1620 IU - proper vision 447.3 Kcal - Energy
Composition:	Partially skimmed milk, edible vegetable oils, sucrose, cocoa powder, minerals, Soya lecithin, caramel powder, beet root powder, vitamins and amino acids.
Other details:	Mfd.Date - June '03, Batch no- 3007 Net Wt-200g, Best before-May '04 M.R.P (inclusive of all taxes)- RS.85/-

Task 1: *Answer the following questions:*

1. How many servings must a child take to gain about 900 K cal per day?
2. Which nutritional facts in the drink help in speedier growth?
3. Why is milk not added to this drink?
4. What is the role of iron and zinc in this drink and in what composition are they present?
5. Would you recommend this drink for a child suffering from poor vision? If yes, why?
6. How long are you advised to use the drink? What is the significance of an expiry date?

Task 2: *Prepare a pamphlet highlighting the nutritive value of the drink.*

III. Read the passage on 'Malnutrition ':

A child is considered to be undernourished if it does not receive adequate nutrition (sufficient quantity and quality of food), which may result in the child being constantly hungry. It receives inappropriate food or beverages and is malnourished. The child may be seen as being undersized, having low weight and a sallow complexion, lacking body tone and being lethargic. May be it lacks adequate shelter and lives in housing that is unsafe and unsanitary.

Malnutrition may result in recurrent colds, pneumonia, tuberculosis, sunburn and other persistent skin disorders or rashes. Lack of hygiene may be yet another contributory factor for these health disorders.

Task : *Answer the following questions:*

1. What do you understand by the term malnutrition?
2. Describe a malnourished child.
3. Do you think this condition is common in India? Why?
4. Are malnourished children immune to diseases?
5. What are the other contributory factors for malnutrition?

Glossary:

scoops	:	number of helpings by spoon
skimmed milk	:	milk with the cream removed
disorder	:	disease
malnourished	:	under fed
beverage	:	drink
sallow	:	sickly
lethargic	:	tired/lazy
recurrent	:	repeated/regular
symptoms	:	signs
expiry date	:	end date

D. Writing:

ATTENTION BURGER BUFFS!

Most children enjoy eating fast food. Scientific tests have shown us that burgers and pizzas can lack essential minerals and vitamins which are essential for health and growth. Added to this they contain large amounts of fat and carbohydrates which can result in obesity and heart problems. Many children end up suffering from malnutrition since they eat too much of the wrong sort of food. In fact, in many areas of the developed world, a lot of children show similar symptoms to those in poorer developing countries. Here scarcity of food causes thousands of deaths from starvation, especially in the wake of natural disasters which ruin crops and in some cases totally destroy the annual harvest.

Dieticians tell us that we must eat a balanced diet as it is essential we consume sufficient quantities of different food groups. They tell us that we should all eat more fibre and fewer foods which are high in cholesterol which can block the walls of arteries and lead to heart problems. This is good advice, of course, but our lifestyles often make this difficult. Many of the ready-prepared foods we buy from supermarkets are high in calories giving us more energy than we actually need. Genetically modified foods are appearing on our supermarket

shelves, even though nobody is really sure if such foods are safe. We have the option, of course, of buying organic foods, but naturally-activated fruit and vegetables are expensive. And to make matters worse, we are continually hearing about outbreaks of salmonella, and listeria which put us off eating certain foods, as nobody wants to spend time in hospital, suffering from food poisoning.

A few things to watch out for next time you go shopping. If you have the time and the money, that is!

Task: *Read through the passage carefully and write hints by choosing important points.*

Glossary:

fast food	: food that requires little preparation before being served
burger	: a bread roll served with minced beef/ cheese/ vegetable
pizza	: baked dough covered with cheese, tomatoes, etc.
obesity	: being excessively fat
arteries	: vessels that convey oxygenated blood from the heart to other parts of the body
calories	: energy value of food
salmonella	: kind of bacterium causing food poisoning
listeria	: rod-like bacterium causing a serious form of food poisoning
genetically modified foods	: alteration of cells of animal proteins or plants

E. Vocabulary enrichment

Refer to the dictionary to find the meanings of the following words:

scarcity, starvation, fibre, consumed, exposure, proteins, mineral

F. Extensive Reading :

Journals :

Processed Food Industry' - Monthly news updates on food processing industry.

'Balanced Diet' - Guide to nutritional requirements & balanced diet.

Books :

'Better Bones, Better Body' - Susan E. Brown

'Chicken Soup for Kid's Soul'

'Herbs that Heal' - H.K. Bakhru

ENGLISH FOR AGRICULTURE & HORTICULTURE

- A LISTENING :** Listening for the gist
- B SPEAKING :** Interacting with a horticulturist
Interacting with an Agriculturist
- C READING :** Employing literal / comprehension to develop
the ability understand and recall ideas and information directly
stated in the given text
Locating information through scanning
- D Writing :** Writing an essay
- E Vocabulary :** Using words related to Agriculture
horticulture in spoken/written contexts
- F EXTENSIVE READING :** Reading books /journals/magazines
/newspapers / supplementary on Agriculture/horticulture
for comprehension, vocabulary, appreciation and additional
information.

A. Listening:

The teacher will read out a radio talk by Dr. Prabakar, an agricultural environmentalist, on pesticides:

(The teacher reads)

Task : Complete this table as you listen to the passage.

Causes for poor quality of pesticides	
Contamination affects	
Death of cotton farmers caused by	
The release is issued by	
The title of the talk is	
The speaker is an	

Glossary:

genetic manipulation	: creation of organic products without fertilisers
hazards	: dangers / risks
inadequate	: not sufficient
spurious	: false / unauthentic
formulator	: an organisation which formulates a mixture / substance prepared according to a particular formula
contamination	: pollution
agro chemical	: a chemical related to agriculture
indiscriminate	: random

B. Speaking:

I. The Science club of your school has invited a horticulturist for a face to face. The following are some of the questions posed to him about tending the home garden.

- Q:** My tomatoes look great and have lots of fruit, but the leaves, even new ones, ones. Is it too much water or not enough? We water underground.
- A:** This is a condition called leaf roll. It is seldom a cause for concern, though it is most prevalent on poorly drained soil.
- Q:** I have small gnats eating the leaves on my tomato plants. What do you recommend?
- A:** The best thing is to get a product that contains BT (Bacillus thuringensis a bacteria harmless to the environment and humans) that will kill the gnats.
- Q:** Can you give more hints on setting up the soil and planting?
- A:** The best thing you can do is to be sure to dig in plenty of organic material. This could be compost, peat moss, manure or any combination of those items.
- Q:** How do I compost?
- A:** Here are the basic rules to follow for successful composting: Start your compost pile in a very sunny spot, preferably some place shielded from drying winds. Take equal parts “brown” and “green” materials: “Brown” materials are carbon items such as fallen leaves, straw, sawdust and other dry matter. “Green” materials are nitrogen -rich items such as grass clippings, food scraps, weeds and non-woody garden pruning. Adding a shovel full of dirt, cow/pig manure or cottonseed meal to a new pile will quicken the process. Turn your pile often (every 5 to 7 days) using a pitchfork, shovel or aeration tool. Compost piles need lots of air to work. Keep your compost pile very moist, **like a wrung out towel**. It is not uncommon to water compost piles to maintain their moisture.
- Q:** How do I prune and when is the best time to prune?
- A:** In early spring, prune shrubs that flower in summer, broad-leaved evergreens, and all roses except climbers. Prune climbing roses

Task 1 : *Practise speaking this interview by taking turns.*

Task 2 : *Ask your friends about their gardening preferences. Discuss amongst yourselves and make a presentation in the class.*

II. *This is tin excerpt of an interview with an agricultural scientist about the importance of tending crops:*

Q: What are weeds?

A: Weeds are the plants out of place. They compete with the main crop for nutrients, sunlight and water. The weed may be narrow leaf weed, broad leaf weed and sedges which may be annual, biennial or perennial depending upon its life cycle.

Q: What are insects?

A: Insects are the small animals generally with 3 segmented body parts and 6 or more legs. Insects cause damage by chewing, sucking or piercing pliant parts,

Q: What are nematodes?

A: Nematodes are tiny parasitic worms which are microscopic in nature and invisible to the naked eye. All species of plant parasitic nematode feed on the plant fluid through needle-like oral stylet. They cause damage in the plant root system which sometime appears as galls or swollen points on the root system. The injured part may serve as the entry point for several disease causing pathogen.

Q: What are diseases?

A: Diseases are caused by the organisms out of place. It is the malfunctioning of plant cells and tissues that result from continuous irritation by a pathogenic agent or environmental factor and leads to development of symptoms. Diseases may be caused by many different types of plant pathogens.

Q: How are the weeds, insects, nematodes and diseases related to weather?

- A:** In a suitable weather condition these can thrive well and cause havoc on the crop cultivation and could be the major cause for severe yield loss. So, if the weather conditions in which they develop is known to us, we can apply control measures and thus maximise our yield and profit.
- Q:** What is the importance of weather in agriculture?
- A:** Weather is one of the most important factors for cultivation of crop apart from seed and soil. Weather plays a vital role in deciding the time of sowing of crop, its harvesting and various other farming operations in between.
- Q:** Why do we need weather data on regular basis?
- A:** Farmers can judge the application of irrigation, fertilisers and pesticides from the weather data. Scientists particularly of the agricultural field, need the weather data on regular basis for their research work.

Glossary:

curl	:	twist/coil
roll	:	to curl /bend
prevalent	:	common
drained	:	water running off or flowing away
organic	:	natural
compost	:	manure
shielded	:	protected
scraps	:	bits and pieces
pitchfork	:	long handled fork with two or three long curved tines for lifting, turning or tossing
aeration tool	:	tool used to expose circulation of air to purify
weeds	:	wild plants
sedges	:	grass-like plants growing on wet ground
havoc	:	mess /disorder
yield	:	produce

gnats	:	insects
peat	:	brownish deposit of partially decomposed vegetable matter saturated with water
shovel	:	spade
prune	:	clip/trim
biennial	:	twice a year
galls	:	an abnormal outgrowth in plant tissue caused by certain parasitic insects
pathogens	:	agents that can cause disease

Task : *Prepare a one minute talk on the importance of protecting the crops and enhancing the yield based on the above interview and deliver it in class.*

C. Reading:

I. Read through this passage carefully:

“A rose by any other name would smell as sweet.”

In the past few years, the trend has been away from hybrid tea and floribunda roses towards shrub and species roses. There are aesthetic considerations: some growers prefer the wide colour range and high-centered blooms of the hybrid teas, while others choose shrub roses, because they integrate more easily into an overall garden design. The shrub roses have diversity and antiquity. There are three distinct races of rose, which can be traced back to the middle Ages: the Gallicas, the Alba and the Damasks.

As a result of this genetic diversity, shrub roses have two major cultural advantages for the horticulturalist, and the amateur gardener; resistance to disease and tolerance of a wide variety of climate and soil types. Many shrub roses show resistance to fungal diseases such as black spot and rust, to which hybrid teas are highly susceptible, In poor soil conditions, shrub roses, having deep vigorous root systems, are more tolerant of drought and do not suffer to the same extent from

nutrient deficiency diseases. For the horticulturist, this means that less time and money need be spent on applying fertilisers *or* spraying for disease. Where space is at a premium, it is important to remember that the majority of shrub roses, which do not require regular hard pruning to encourage them to flower, grow into large bushes up to two metres high. For small gardens, hybrid teas, rarely growing more than one metre tall, are more practical. The size and density of shrub roses can be an advantage. Some varieties are sufficiently dense as to be suitable for hedging.

Another factor is length of flowering period. Many shrub roses have a short, but spectacular flowering season. The famous old rose *Cuisse de Nymphe*, for example, is covered in succulent pink blossom for about a month in midsummer, but does not bloom again. *Madame Isaac Pereire*, is the most intensely fragrant rose of all. Moreover, there are a number of varieties with attractive ferny foliage and graceful, arching habit. This contrasts with the upright stance and coarse leathery leaves of hybrid teas. Species roses also produce bright red fruits (hips) in September-October, and their leaves often acquire attractive autumn tints.

All these factors need to be taken into consideration when choosing a rose for a particular site. Shrub roses are long-lived, easy to propagate, and require less pruning and maintenance than a hybrid tea,

Task : *Compare and contrast the features of hybrid roses with that of shrub roses after reading through the passage:*

No.	Features	Shrub rose	Hybrid rose
1.	Aesthetic appeal		
2.	Variety		
3.	Cultural advantage		
4.	Space		
5.	Length of flowering period		
6.	Disease resistance		

II. The following is a passage on ‘Solar heated Green house’.

Task : *Scan the passage and fill in the following:*

1. Bubble wrap is used for.....
2. Styrofoam board is used for.....
3. Glazing is used for.....
4. Caulk/foam is used for.....
5. Rock/water is used for
6. Two door is used for
7. Correct direction is.....
8. Orchids thrive well in.....
9. Herbs are natural.....
10. Crushed egg shells help.....

Solar heated green-house

These are the basic requirements for an energy conserving or solar heated greenhouse.

1. Insulated walls: Start with the side receiving the prevailing monsoon winds. Use a foil backed “bubble wrap” type of material on the north, east and west walls and north portion of the roof. Double-up this material for more insulation.

1. Insulated foundation: The foundation of your greenhouse should not be a heat sink. The solution is to insulate your foundation’s outside perimeter with Styrofoam board, usually 1 to 2 inches (2.5-5 cm) thick. This insulation should be placed vertically and extend down to a minimum of 1 foot (.3 m) in most temperate areas.

3. Double or triple glazing: (Note: “Glazing” is the term for the greenhouse skin through which the light shines) This is a must for an energy-efficient greenhouse- and essential for any solar greenhouse. Of course, glazing should be tightly sealed, free of dust or dirt and must not be yellowing.

4. Seal every nook and cranny prior to winter's arrival. A good way to search and destroy winter air leaks is to close up the greenhouse and light up some incense and hold it near suspected leaking areas. You can visually see the smoke respond to incoming air currents as you move the incense around. If the smoke streams in a new direction, there is your leak. Plug it up with caulk, foam, weather-stripping.

5. Thermal storage: This is the use of rock, water or other dense thermal mass material in which to store the incoming solar heat. Water is by far the most efficient and easiest material to use (cheap too!).

6. Air-lock entry: This is a two-door setup with enough space between them so that when you open the outside door, you won't get a blast of cold air onto your poor little plants. Never use the outside door when it's cold.

7. Site orientation: A solar greenhouse should be oriented in the correct direction and should face within 20° either side of true south.

How to take care of your products in the greenhouse?

Carrots, beets, turnips, and other root crops do well in deep boxes which fit well under benches. Tomatoes, peas, and cucumbers need tub-type containers. Lettuce or other low leafy vegetables may be planted in the tub with the taller vegetables. Orchids thrive well in green houses.

Herbs are nature's insecticides. Be sure to include a variety of them in your garden. Make an effective and natural insecticide by adding onions and garlic to a jar of water. Let it stand for a week and then spray on your plants. Throw crushed egg shells on your garden for plant growth.

Glossary

hybrid : cross breed

genetic : hereditary

succulent : juicy

hedging	: fencing
bloom	: become a flower
fragrant	: scented
foliage	: plant life/ shrubbery
insulation	: padding/filling
styrofoam	: a light expanded polystyrene plastic
Caulk	: to stop cracks with a filler
floribunda	: a species of rose
shrub	: a woody plant, smaller than a tree
aesthetic	: relating to pure beauty
integrate	: put together
diversity	: variety
antiquity	: the quality of being ancient/ old
amateur	: a person who engages in an activity/ sport as a pastime rather than professionally or for gain
resistance	: capacity to withstand something
rust	: a plant disease that causes reddish brown spots
susceptible	: at risk/prone
vigorous	: full of life
drought	: lack of water
premium	: in great demand / of high value because of scarcity
spectacular	: brilliant
arching	: curved like an arch
stance	: posture
coarse	: rough
tints	: shades of colour
propagate	: breed

D. Writing:

The following are the guidelines for taking care of a bonsai tree. The introductory paragraphs are written for you:

What is Bonsai?

Plainly put, bonsai (pronounced bon-sigh) is the horticultural art form of training plants to look like large, aged trees that appear in

nature, but in miniature. Bonsai can be developed *from* seeds or cuttings, from young trees or from naturally occurring stunted **trees** taken from forests or elsewhere and transplanted into containers. *A bonsai is not a genetically dwarfed plant and is not kept small by cruelty in any way.* In fact, given an adequate supply of water, air, light and nutrients, a properly maintained bonsai should outlive a full size tree of the same species. The techniques of Bonsai are no crueller than that of any other horticultural effort. Although bonsai are small in comparison to their huge life-sized brothers, most are over 25 centimetres tall and up to 1 metre in height.

So you've acquired a bonsai have you? Congratulations and welcome to the world of bonsai! Bonsai are kept small and trained by pruning branches and roots, by periodic repotting, by pinching off new growth, and by wiring the branches and trunk so that they grow into the desired shape.

Features	Care prescribed
General care	Most bonsai not indoor plants, will die if you keep them inside all year. Need direct sunlight, good air circulation, relative humidity, easy accessibility for maintenance (<i>i.e.</i> watering, feeding and pruning). Display bonsai inside, only do it for a few days when they are flowering or fruiting.
Watering	Frequent, very small root system, in a very small amount of soil, and very small water reserves, not to over-water
Fertiliser	Continually replenished, washed out each time the plant is watered. Common is pellet-form (such as 'Osmocote'). Soluble powder and liquid feeds, contain three basic elements: Nitrogen (N)- leaf and stem growth, Phosphorous (P)- healthy root growth and Potassium (K)- is vital in the fight against disease.

Species	Evergreens such as Pine, Cypress, Pomegranate, Holly, Fig (Rainforest and Mediterranean) and Cedar. Deciduous trees such as Cherry, Maple, Banyan and Beech.
Special characteristics	Beautiful flowers, a strong and hardy nature, attractive bark, interesting foliage or seasonal fruits, and cones
Repotting	Replaces important nutrients, 'stale soil', and allows for new roots
Soil mix	One part loam, two parts sphagnum peat moss, two parts granite grit
Pruning	Junipers and Cedars 'finger pruning', to encourage bushy foliage

Task : *With the help of the details given in the table, write an essay on the topic 'What is a Bonsai?' Retain the introduction. Arrange the content into paragraphs and conclude by summarising the main points.*

Glossary

maintenance	: repairs / continuation
stunted	: small / undersized
transplanted	: removed / relocated
dwarfed	: shortened
acquired	: obtained / purchased
periodic	: episodic / cyclic
display	: show / exhibit / demonstrate
hardy	: resilient / strong
bark	: trunk
circulation	: flow / movement
humidity	: dampness
water reserve	: storage of water
replenish	: refill

pellet	: pill/tablet
stale soil	: old soil
sphagnum	: a kind of moss, the layers of which decay to form peat
loam	: clay soil
granite grit	: gravel

E. Vocabulary enrichment

Refer to the dictionary to find the meanings of the following words:

Landscape, arboretum, crop, hosepipe, green belt, bio degradable, recycle, fossil fuels, global warming

F. Extensive Reading:

Journals:

‘Baliraja’ - Monthly agricultural magazine
‘AgBio World’ - Information on agricultural bio technology
Agriculture Supplements in the News papers.

Books :

‘Wonder World of Tropical Bonsai’ - Jyoti & Nikunj Parekh

ENGLISH FOR ENGINEERING

COMPETENCIES

- A LISTENING:** Listening to description/ functioning of gadgets, etc.
- B SPEAKING:** Interacting with an automobile engineer
Interacting with a mechanical/ electrical engineer
- C READING:** Comprehending instructions from a manual
- D WRITING:** Writing a letter to a friend about the features of a product
- E VOCABULARY:** Using words related to Engineering in spoken written contexts
- F EXTENSIVE READING:** Reading books /journals / magazines /newspapers /supplementary on Engineering for comprehension, vocabulary, appreciation and additional information

A. Listening

The teacher will read an automobile engineer's talk on four different makes of cars. Listen carefully:

(The teacher reads)

Task: *As you listen to your teacher, make notes on each the cars in the table given below:*

No.	Model	Manufacturer	Advantages	Disadvantages

Glossary

- display : to show /make visible
- relative : comparative
- merit : worth / superior quality
- feature : characteristic /quality
- remarkably : extraordinarily
- safety device : protective tool
- storage space : place/room to keep things like the dickey/roof top
- drawback : problem/disadvantage

B. Speaking:

The following is a conversation between a prospective buyer of a motor bike and a sales person:

- Customer : I am interested in buying a motor bike. Could you please give me the pamphlets of a few leading bikes in the market?
- Sales Person : Most certainly! The latest is the CD 100 LX by Hero Miranda.
- Customer : That sounds interesting. This is my friend

- Harish. He is an automobile engineer. Do you mind giving him Some technical details?
- S.P : I would be glad to do so.
- Harish : Would you tell us about the engine and chassis?
- S.P : Well, the engine is 97.2cc, four stroke, and horizontal. The chassis is T-bone.
- Harish : That's great! What about Tank capacity and mileage?
- S.P : It has a 10 litre tank capacity and the mileage would be 60 km/litre. Further it has a power of 7.0@8000 (bph/rpm)
- Customer : What about the choice of colours?
- S.P : Sir, we have black, red and blue. Also we have an introductory offer, the showroom will take care of the comprehensive insurance for the first year; it's on the house sir.
- Customer : What about the price?
- S.P : It will be Rs.43,561/- Sir.

Task 1: *Practise the above conversations, taking turns.*

Task 2: *Prepare a dialogue between an electrical engineer and a user of a washing machine using the hints. The user complains that the automatic washing machine does not rinse thoroughly. The engineer gives the reason and rectifies the fault.*

Hints: Customer- long time to rinse, loud cracking noise, body rusts **Service engineer** - ground water hard, bearing weak, needs replacement, body needs replacement, cost - Rs.2500/- and service charges Rs.300/-

Glossary:

- chassis : frame work
 capacity : ability/ capability
 mileage : number of miles per litre

offer : present comprehensive
insurance : complete Insurance
bearing : a piece that supports a rotating mechanical part
rpm : rotation per minute

C. Reading:

This is a manual of a home appliance called the electronic Wok' Read through the manual carefully:

THE QUIK-FRY ELECTRONIC WOK



Instructions for Use :

It is most important that you read this instruction booklet carefully before first using the Quik-Fry wok. Until you become familiar with the product, we advise that you keep the booklet handy and refer to it when required.

IMPORTANT SAFEGUARDS

- In order to prevent the risk of electric shock - DO NOT IMMERSE the cord or the probe in water or any other liquid.
- Whenever the wok is used near children, it is essential that close supervision takes place. Never leave the appliance unattended if in use.
- Before disassembling the wok for cleaning, SWITCH OFF AND REMOVE THE PLUG from the power source.
- DO NOT USE THE Quik-Fry WOK OUTDOORS.
- Avoid touching hot surfaces, instead use the heat-resistant handles on the wok or the heat-resistant plastic knob on top of the glass lid.
- DO NOT COVER the Quik-Fry wok with the lid while using it to deep fry foods, Failure to comply will cause condensation to drip onto the oil and lead to splattering.

- DO NOT OPERATE NEAR HOT SURFACES such as electric hotplates, gas burners or in a heated oven.
- DO NOT ATTEMPT REPAIR of the *Quik-Fry* wok. If the cord becomes damaged, or if the appliance is malfunctioning, do not operate. Return the appliance to the nearest authorised service centre for repair. DO NOT OPEN THE BASE OR TOUCH THE ELECTRICAL COMPONENTS INSIDE. Tampering with the base will void warranty.

*Manufactured for operation only from a standard domestic power source.

How to Use the- *Quik-Fry* Electronic Wok:

Be sure to season the wok before using it for the first time. Assemble the wok and heat to the Highest setting (6). Rub the nonstick inner surface of the wok with 1 tablespoon of oil. Use thick paper towelling, being very careful to avoid contact with the hot surface.

Cooking Methods:

Cooking Method	Heat Required	Food Preparation	Action Required	Time
Stir Frying 1 2	very high	cut into uniform dice or small shreds	Use lossing motion in a small amount of oil 3	2-3minutes
Braising	very high	as for stir frying	add liquid after stir frying, then simmer until cooked	5-10 minutes
Deep Frying 456	high 7	wipe moisture from food 8	cook only a few pieces at a time 9	<5 minutes
Shallow Frying	high 7	pre-cook food	as for deep frying but use only 2 tbsp of oil	<5minutes

- 1 - blot meat dry to avoid stewing of food in excess liquid
- 2 - add ingredients in order of length of time required for cooking
- 3 - use upto 1 tbsp of oil only
- 4 - never use more than 6 cups of oil (maximum depth - 5 cm)
- 5 - allow oil to cool before removing from wok
- 6 - never cover with the lid
- 7 - enough for the oil to simmer without smoking
- 8 - to avoid splattering
- 9 - to ensure crispness

Task: *Answer the following questions;*

1. What is the first thing you must do before using the *Quik-Fry* wok?
2. What reason would you have to take the *Quik-Fry* wok apart?
3. What type of electrical power source is the wok designed for?
4. The wok must never be operated:
 - a) by hand b) by children c) outdoors d) all of the above
5. What will definitely happen if you open the base?
6. Which cooking method requires food to be cooked twice?
7. Why should the lid never cover the food when deep frying in the Wok?
8. What makes the *Quik-Fry* wok ideal for deep frying?
9. Which cooking method uses the least amount of oil?
10. Which cooking methods require pieces of food ready for cooking lobe of similar size?

Glossary:

wok : a large metal Chinese cooking pot having a curved base like a bowl and with a wooden handle

immerse : dip

shock	:	a sudden and violent jarring blow or impact caused by electricity
unattended	:	left without care
disassembling	:	removing/ disbanding
heat resistant	:	protected from excessive heat
comply	:	fulfill
malfunctioning	:	not working properly
components	:	mechanical parts
tampering	:	interfering/ meddling
warranty	:	service contract
non stick	:	coated with a substance that prevents food from sticking to them
dice	:	cut up/chop
blot	:	to soak up excess oil by using blotting paper or some other absorbent material
simmer	:	to cook (food) gently at or just below the boiling point
splattering	:	splashing of small drops of liquid.
smear	:	spread
ingredients	:	a component of a mixture, compound in cooking
braising	:	the process of cooking (meat, vegetables, etc.,) by lightly browning in fat and then cooking slowly in a closed pan with a small amount of liquid
condensation	:	changing from gas to liquid
hot plate	:	an electrically heated plate on a cooker
cord	:	string / cable

D. Writing:

You have looked at the manual of the Wok. The following is the product literature:

Price-Rs.6200/- tax extra
EMI- leading banks
Ideal-diet plans

Colours- brown/black
Cooking classes- free

Task: *A friend of yours has written to you seeking advice for buying a cooking appliance that consumes less oil. Write a reply to your friend giving details/ specifications about the Quik -Fry Wok and suggesting that he buy it. Use the manual and the product literature given above, to write the letter.*

Glossary:

EMI : Equated Monthly Instalment (a scheme where money is paid in parts)

E. Vocabulary enrichment

Refer to the dictionary to find the meanings of the following words:

four stroke, power source, break through, safeguards, innovations, technophobe, shreds, seasoning, probe, void, setting, stewing.

F. Extensive Reading:

Journals:

‘Chemistry Today’, ‘The Sciences’, Physics for you’.

Books :

‘Five weeks in a balloon’ -Jules Verne
‘Fountainhead’ - Ayn Rand

ENGLISH FOR COMPUTERS

COMPETENCIES

- A **LISTENING:** Listening and comparing details
- B **SPEAKING:** Interacting with Data Entry processing personnel
Interacting with a hardware engineer
- C **READING:** Using non verbal skills
Scanning for specific information
Comprehending literal instructions of simple operations
- D **WRITING:** Making notes from a web-site
- E **VOCABULARY:** Using words related to Computers in spoken
written contexts
- F **EXTENSIVE READING:** Reading books journals/magazines
/newspapers /supplementary on Computers for comprehension.
vocabulary, appreciation and additional information

A. Listening:

The teacher will read a commentary of a computer expert about the features, model and price range of various computers:

(The teacher reads)

Task 1: Complete this table as you listen to the passage:

Computers on display	Series	Features	Warranty	Price

Task 2: With the help of the table and the inputs from the passage complete these questions:

1. The speaker is presiding a
2. The counters.....and.....are allotted for computers,
3. The Computers seem to have a wider range.
4. The is recommended for business people.
5. The peripherals mentioned in the passage are

Glossary:

- Compatible : staying together harmoniously
access : obtain /retrieve information
integrated : made into a whole
home PC : home Personal Computer
monitor : the unit in a desk computer that contains the screen
value add : to have an extra and increased effect
peripheral : a disk, printer, modern or screen, concerned with input/output storage
optical scroller : a mouse with an infra-red light instead of a ball & socket.
cable : wire/bundle of wires that conduct electricity

B. Speaking:

1. This is a conversation between Mahesh, data entry processing personnel and Arjun, a student of Class XI attempting to write an assignment using MS Word application.

- Arjun : Good afternoon sir! I'm Arjun. I am working on an important assignment and I would like to get it done at your Centre.
- Mahesh : Fine! Let's go to Page Set up first. Do you want it in A 4. Letter, Legal or Custom Size?
- Arjun : I've been asked to do it in A 4.
- Mahesh : Is the layout, portrait or landscape?
- Arjun : What does that mean?
- Mahesh : Well, portrait is the vertical layout, with the page height greater than the width, while landscape is the horizontal layout with the page width greater
- Arjun : I think portrait is OK.
- Mahesh : Let me set the margins Now, what about the font?
- Arjun : My teacher has suggested that I use Times New Roman font, size 12.
- Mahesh : That's the standard book form. Can I use bold/ italics wherever necessary for highlighting?
- Arjun : Yes, Sir.
- Mahesh : Now, we' ll have to save
- Arjun : (grins) From the mouse nibbling my document?
- Mahesh : Is that a trap, naughty boy?
- Arjun : Well, Sir Now, how do we save?
- Mahesh : We'll have to go to File and then click on Save. Now give me a name.

Arjun : 'Std. XI Communicative English'.
 Mahesh : Well, that's done. Now your assignment will be stored in the computer in that name.
 Arjun : Can I have a print-out now?
 Mahesh : Yes. Do you need a laser or ink-jet?
 Arjun : What's the difference?
 Mahesh : The out-put is faster and more impressive in laser. And it costs a rupee more.
 Arjun : Why is that?
 Mahesh : Laser printers are of high quality and they use laser beams.
 Arjun : I'll go in for laser then.
 Mahesh : Here it is.
 Arjun : Thank you, Sir. The assignment has given me some practical experience for the 'English for Computers', section of 'Communicative English'.

Task 1: *Practise this conversation.*

Task 2: *Prepare a dialogue between two friends about file folder-naming, deleting, renaming copying, pasting operations.*

II. This is a dialogue between Immanuel, a hardware engineer and Aishwarya, a student of class XI, who is entering a computer firm, and is very curious:

Aishwarya : What sleek computers I find here! Could these small boxes contain such enormous information on anything and everything under the sun and on earth? What is that small thing with a tail?

Immanuel : It is a mouse.

Aishwarya : But it doesn't wag its tail.

Immanuel : It's you who is wagging the tail. The mouse helps you to access the monitor.

Aishwarya : I hope the computer monitor is not as strict as my class monitor. Now, is that a typing machine?

Immanuel : That's called a keyboard.

Aishwarya : Will it produce music?

Immanuel : (Smiles) It helps you key in information into the computer.

Aishwarya : Now I'm getting curiouser and curiouser. What is this tower-like thing?

Immanuel : That's the central processing unit -CPU.

Aishwarya : What does it contain?

Immanuel : It contains the hard disk, motherboard, floppy drive, CD drive, etc., all of which go to make a computer. These are the components which help the computer process information and answer all your questions,

Aishwarya : Will the computer tell me whether I need to buy it or not?

Immanuel : ?!

Task 1: *Practise speaking this dialogue taking turns.*

Task 2: *You have bought a computer. Your kid brother is curious to know about the various parts. Tell him.*

C. Reading

I. Read through the pamphlet - hp officejet 4110 all-in-one.

hp officejet 4110 all-in-one													
printer/fax/scanner/copier													
technical specifications													
print	<ul style="list-style-type: none"> • up to 4800-optimised dpi colour • hp photoREt 3 colour layering technology • up to 600 x 600 dpi black <p>print method: drop-on-demand thermal inkjet printing language: Lightweight Imaging Device Interface Language (LIDIL) duty cycle: up to 1,000 pages per month</p> <table border="1"> <thead> <tr> <th>speed:</th> <th>draft</th> <th>normal</th> <th>best</th> </tr> </thead> <tbody> <tr> <td>black text (A4)</td> <td>up to 12 ppm</td> <td>up to 7.8 ppm</td> <td>up to 1.4 ppm</td> </tr> <tr> <td>colour graphics (A4)</td> <td>up to 10 ppm</td> <td>up to 3.6 ppm</td> <td>up to 1.1 ppm</td> </tr> </tbody> </table>	speed:	draft	normal	best	black text (A4)	up to 12 ppm	up to 7.8 ppm	up to 1.4 ppm	colour graphics (A4)	up to 10 ppm	up to 3.6 ppm	up to 1.1 ppm
speed:	draft	normal	best										
black text (A4)	up to 12 ppm	up to 7.8 ppm	up to 1.4 ppm										
colour graphics (A4)	up to 10 ppm	up to 3.6 ppm	up to 1.1 ppm										
fax	<ul style="list-style-type: none"> • up to 70 speed-dials; up to 65-page memory* • 33.6 kbps fax modem • walk-up colour fax (does not require a PC) • fax features include: fax junk barrier, fax/telephone mode, colour faxing, fax/phone/telephone answering machine interface, remote retrieval capability and fax polling (poll to retrieve) 												
scan	<ul style="list-style-type: none"> • up to 600 x 1200 dpi optical resolution (up to 19,200 dpi enhanced) • up to 36-bit colour 												
copy	<p>black copy speed: up to 12 cpm colour copy speed: up to 10 cpm black text copy resolution: up to 600 x 1200 dpi colour copy resolution: up to 2400 x 1200 dpi on premium photo papers reduction/enlargement: 25 to 200% maximum copies: up to 99 copies copier settings: photo first-page, letter, paper type, paper size, copy quality, lighter/darker, enhancements</p>												
software included	<p>HP Photo and Imaging software includes: HP Director, HP Photo Gallery, HP Image Editor, HP Instant Share™, HP Share-to-web, HP Photo Prints, HP Album Printing, HP Quick 4" x 6" prints, HP Memories Disc DVD Creator, RoadRunner™ Digital Character Recognition (DCR), HP Send-to-Programs.</p>												
paper handling	<ul style="list-style-type: none"> • 100-sheet input tray, up to 25-sheet output capacity • 20-sheet automatic document feeder 												
interface and connectivity	<p>Universal Serial Bus (USB) - compatible with USB 2.0 specifications</p>												
media sizes	<p>paper: A4 210 mm x 297 mm, US letter 216 mm x 279 mm, US legal 216 mm x 256 mm, US executive 184 mm x 267 mm, B5-JS 182 mm x 257 mm envelopes: DL 110 mm x 220 mm, C6 114 mm x 162 mm, A2 111 mm x 146 mm cards: 75 mm x 125 mm, 100 mm x 150 mm, 125 mm x 200 mm</p>												
dimensions (w x d x h)/weight	<p>425.8 mm x 209.6 mm x 182.4 mm/3.4 kg</p>												

software compatibility	Microsoft® Windows® 98, 98 SE, Me, 2000, XP; Mac OS 9, OS X; (Windows® NT®, 95, 3.1, and DOS are NOT supported; Mac OS 8.6 and earlier are NOT supported)
system requirements	<p>for PC: Microsoft® Windows® minimum requirements; Intel® Pentium® II, Celeron® or compatible processor (Pentium® III recommended); Microsoft® Windows® 98, 98 SE, 2000, Me, XP; 64 MB RAM (128 MB RAM or higher recommended); 300 MB available hard disk space, plus 50 MB for full-colour scanning; CD-ROM drive; 800 x 600 SVGA monitor (16-bit colour recommended); sound card and Internet access recommended, available USB port; Microsoft® Internet Explorer 5.0 or higher; Adobe® Acrobat® 4 or higher.</p> <p>for Mac: Macintosh minimum requirements; G3 processor iG4 or higher recommended; Mac OS 9.0, OS X; 128 MB RAM (256 KB or higher recommended); 250 MB available hard disk space plus 50 MB for full-colour scanning; CD-ROM drive; 800 x 600 dpi screen resolution and 256-colour display (millions of colours recommended); sound card and Internet access recommended; available USB port.</p>
power features	<p>source (input voltage): 100 to 240 VAC (+/- 10%)</p> <p>input frequency: 50 to 60 Hz (+/- 3Hz)</p> <p>current: 1 amp max.</p> <p>consumption: 75 watts max.</p>
operating environment	<p>operating temperature range: 15 to 32°C</p> <p>storage temperature range: -40 to 60°C</p> <p>humidity range: 15 to 85% RH (non-condensing)</p>
noise level	<p>acoustic power emissions: printing (black): 6.4 B(A), printing (colour): 5.7 B(A) copying (black): 6.3B(A), copying (colour): 5.8 B(A) idle: 3.3 B(A)</p> <p>acoustic pressure emissions: printing (black): 51 dB(A), printing (colour): 44 dB(A) copying (black): 49 dB(A) idle: 21 dB(A)</p>

¹ Up to 4800 x 1200 optional dpi colour printing on premium photo papers and 1200 dpi/dpi

² Print and copy speeds may vary according to the complexity of the document and type of output

³ Based on IEC Test image #1 of standard resolution. More complicated pages or higher resolution may reduce the number of pages scanned in memory.

⁴ Maximum dpi at which you can scan is limited by available computer memory, disk space and other system factors.

Task : *Answer the following questions based on the illustration:*

Which icon would you click for.....?

- a) Starting programmer-
- b) Viewing network resources -
- c) Browsing through the computer-
- d) Storing deleted files-
- e) Accessing the Internet-

III. *Read through the following details carefully which give you a clear picture of how to use the floppy:*

Saving documents

You save documents by using the *Save* command on the *File* menu. Here are a few things you need to know when saving documents:

In Windows, the hard disk drive and floppy disk drives are identified by letters. Most hard disk drives are assigned C or D. Usually, the floppy disk drives are A and B, A path tells you where a file is located. For example, a path could be: C:\June\Work\Myschedule. This tells you that the *My schedule document* is located on the C drive in a folder named *Work* that is in the *June* folder. You can change the location of a file in the *Save As* dialog box.

To copy a file into the floppy

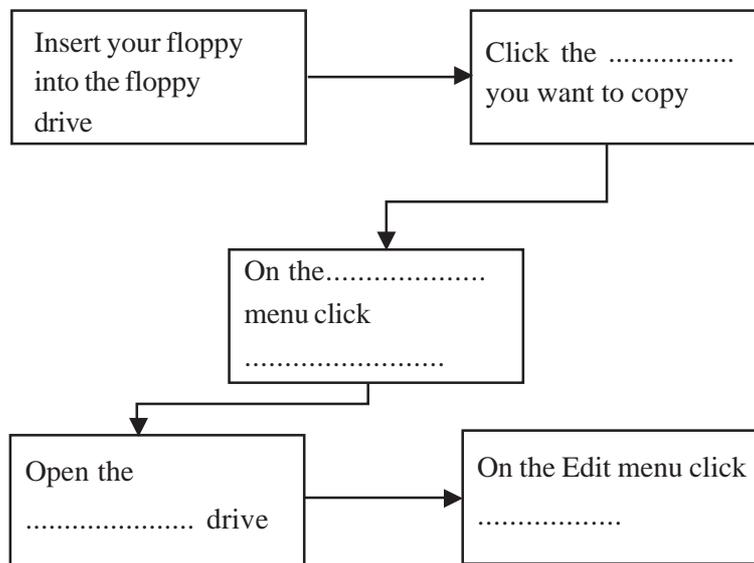
A file could be copied onto a floppy in the following ways:

1. In *My Computer* or *Windows Explorer*, click the file you want to copy. On the *Edit* menu, click *Copy*. Open the floppy drive. On the *Edit* menu, click *Paste*. The file will get pasted on the floppy.
2. Right click the file you want to copy. Click *the send to 3½ floppy [A:]*. The file will be sent to the floppy.

Glossary:

- Software : computing programmes that can be used with a particular computing system
- system : assembly of electronic/electric/mechanical components with independent functions
- fax : a machine which sends and reproduces the same copy
- browse : to search for/to look through
- delete : erase /cancel /strike out
- restore : replace or give back something that is lost
- windows : an area of a display that may be manipulated
- floppy disk : a magnetic disk for storing information

Task: Complete this process for copying files in the floppy, in the flow chart given below:



D. Writing

The following are the tips for note-making from the Internet: How to copy what's on a webpage into your own word-processing program (WordPad, Word, Works, and WordPerfect) so that you can save it on your hard drive?

- Open your *Word processing program* (WordPad)
- Give your Word processing document a title - what notes you're copying
- Find a website containing information you want. Must know the http (URL) - (what you type in the address slot of your browser) - the program that takes you on the Internet (Navigator, AOL)
- Once you are at the site having the information that you want, using your *mouse*, drag it over the text you want to make a copy of.
- *Click* on the end of the text with the left *mouse* button and drag *your mouse* over the text you want. The selected text should turn blue.
- Place your *mouse pointer* in the blue selected text. Right click. A *menu* should *pop up*.
- Using your left *mouse button*, click on *Copy* on this *pop up menu*.
- Return to your opened *word processing program* (Word Pad) by clicking on its button on your Windows *taskbar* at the bottom of screen.
- Hit the *Enter* key a couple of times to give yourself space from your title.
- Right click on an empty spot in your Word processor window. Should see *pop up* window. Left click on *Paste*.

Read this passage on Charles Babbage taken from the Internet.

Charles Babbage was born in London, England December 26, 1791. Babbage suffered from many childhood illnesses, which forced his family to send him to a clergy operated school for special care.

Babbage had the advantage of a wealthy father who wished to further his education. A stint at the Academy at Forty Hills in Middlesex began the process and created the interest in Mathematics, Babbage showed considerable talent in Mathematics, but his disdain for the Classics meant that more schooling and tutoring at home would be required before Babbage would be ready for entry to Cambridge.

Babbage enjoyed reading many of the major works in math and showed a solid understanding of which theories and ideas had validity. As an undergraduate, Babbage setup a society to critique the works of the French mathematician, Lacroix, on the subject of differential and integral calculus. Finding Lacroix's work a masterpiece and showing the good sense to admit so, Babbage was asked to set up an Analytical Society that was composed of Cambridge undergraduates.

Many of the leading math scholars expressed praise for the contribution of Babbage. Charles completed his schooling and started to write papers on various subjects for the Royal Society of London, who honoured him with an invitation to join as the vice-president.

Babbage became interested in Astronomy and the equipment used to study the heavens. This appears to be the time when Charles got the idea for a mechanical calculation device. Frustrated with the waste of time and money used to create logarithmic table manually, Babbage invented *the Difference Machine* to create these tables. The success of this endeavor led Babbage to envision a device that could perform any calculation. Dubbed the Analytical Engine, Babbage received funding from the government to turn the dream into a reality

Unfortunately, Babbage was never able to finish the project as the whims of politics and funding decisions forced the project to be dismissed after a few flawed programs were beta tested. The logic of the process and structure of the engine formed the basis of the calculation process of the modern computer.

Task 1: *Make notes from this passage and write an abstract.*

Task 2: *Visit a website, take down notes using the tips given above for computerised notes and compile the notes.*

E. Vocabulary enrichment

Refer to the dictionary to find the meanings of the following words:

attributes, menu, formal, indent, tab, manual, font, installed, memory, resource, reboot, corrupt, standard, e-mail, hardware, internet, id, icon, tool bar, animation, align, pop up

F. Extensive Reading

Journals: 'Digit', 'Computers@home', 'Express Computer', 'Tamil Computer'.

Books: Isaac Asimov - 'I Robot', 'Gold'.

ENGLISH FOR BUSINESS AND COMMERCE

COMPETENCIES

- A LISTENING:** Listening to sales talk
- B SPEAKING:** Interacting with sales personnel at the door/counter
Discussing trends in the stock market
Discussing sales, profit, turnover, etc.
- C READING:** Using transference of information from graphs and diagrams
Drawing conclusions, making generalisations and predicting outcomes
Comprehending slogans and brief statements using critical reading.
Applying skills of literal comprehension
- D WRITING:** Writing a visitor's note
- E VOCABULARY:** Using words related to Business and Commerce in relevant spoken/written contexts
- F EXTENSIVE READING:** Reading books/ magazines/ journals/ newspaper columns on Business and Commerce for comprehension, vocabulary, appreciation and additional information.

A. Listening

Task: *Listen to the power of speech. The teacher will read two passages. Listen carefully.*

(The Teacher reads)

After you listen, answer the following questions:

1. What sort of passages are they?
 - a. informative literature
 - b. sales talk
 - c. instruction manuals
 - d. advertisements
2. Which of the two passages is a persuasive talk?
3. Assign the following terms to each of the passages.
Soft sell - Passage (A/B)
Hard sell - Passage (A/B)
4. Which passage gives a lot of details?
5. If you were the prospective buyer, would you buy the product in Situation A or B?

Glossary

- parlour : (here) a shop which sells a particular product or provides a particular service
- voilà : (French) 'there it is' or 'there you are'; exclamation used to show that one is pleased with something one has just made
- hard sell : An approach in sales talk that is aggressive and doesn't take 'no' for an answer
- soft sell : A non-aggressive, suggestive approach in selling, that is conscious of the listener's time and allows the prospective buyer to think, "What is in it for me?" (WIIFME)

B. Speaking

1. Look at the following conversation between a sales representative and a prospective buyer:

Sales rep : Excuse me, Madam. Could I have a few minutes of your time, please? I'm Daniel Robinson, and I represent Crusoe Automaton Ltd. You see, we have launched a robot - Girl Friday. You name the chore and she performs it. Want a glass of water? Just tell her and she'll get you one.

Buyer : What if I want the floor cleaned?

Sales rep : She'll do it in a jiffy. She's a real wonder.

Buyer : How do I operate her?

Sales rep : See this knob. Just turn and switch on this button. Here she goes.

Buyer : What about the power connection?

Sales rep : She operates on battery. Once a week she needs to be charged.

Buyer : She too! Well, what's the cost of this robot?

Sales rep : Only ten thousand rupees.

Buyer : Only? My! That's quite expensive.

Sales rep : Think about the time and energy saved, Madam.

Buyer : What other features does the robot have?

Sales rep : Well, she has a remarkable memory. She can store any amount of information. For example you can tell her your shopping list, birthdays, things to do, etc., and she reminds you every now and then.

Buyer : Will she wake me up every morning?

Sales rep : Of course she will. But you don't have to, because she would do all the chores. You can have your beauty sleep.

Buyer : What's the *warranty* period?

Sales rep : Three years.

Buyer : And after sales service?

Sales rep : She wouldn't need that for a long time. After all she's designed to serve you. Well, in case of trouble, you can contact this 24 hour help line.

Buyer : Why is she called Girl Friday?
Sales rep : Well, that's because Friday is her day off.

Glossary:

warranty : a written promise by a company *in* repair/replace a product that develops a fault within a fixed period of time

Task 1: *Practise the above conversation taking turns.*

Task 2: *You want to buy a storage water heater. Write a conversation between yourself and the counter salesperson. Practise the conversation.*

(Remember to ask for all possible information about the product-operation. Warranty, cost, after sales service, power consumption, safety measures, special features, discount, etc. Use phrases like, 'Can I have? No. not! this, I would like to have Yes, that's the one.')

II. Look at the following conversations;

A : Heard the *stock exchange* news today?
I believe gold prices have *shot up to hit an all-time high*.
B : Nothing to beat a Sachin shot.
And I bet the hit can't surpass a Kapil sixer.
A : My uncle has some *shares* and *bands* in Standard Motors.
He is a miser. He never gives anybody anything.
B : I thought I sharing helped build human bonds.
A : Read the day's news? Bombay *stock market* is *bullish* while *Wall Street* is *bearish*.
B : When did *bulls* and *bears* enter the markets and streets?

Glossary

stock exchange market : a place where parts of the ownership of companies are bought and sold

shot up	:	rose or climbed high
hit an all-time high	:	reached a peak that was never reached before
shares	:	the equal parts into which the ownership of a company is divided and which can be bought by members of the public
bonds	:	official papers given by a company to show that one has lent them money which will be paid back at an interest rate that will not change
bullish	:	when people think that market prices will continue to rise, and hold back the shares
Wall Street	:	the financial street in New York, where the US stock market is situated
bearish	:	when people think that market prices will continue to fall, and sell their shares

Task 1: *Practise the above conversations taking turns.*

Task 2: *Refer to the stock market column in the day's paper, study the graph and discuss the trends with your friend.*

(You can use the terms buying, selling, rise, fall, upsurge, crash, forge ahead, plummet, tumble, scale a new height, lose ground, plunge, recovered, etc.)

III. Look at the following conversation:

A : *How* has your sales been this year?

B : There's been *a slump* compared to last year's *boom*.

A : What were *your sales figures* for last year?

B: We sold 510 scooters and 405 motorcycles.

A: What a been the *turnover*?

B: Our turnover was 4 crores.

Glossary

slump	: a sudden and heavy fall
boom	: sudden growth
sales figures	: unit sales; the number of goods sold
turnover	: money resulting from unit sales (increase, tumbled, sky, soared)

Task 1: *Practise the above conversations.*

Task 2: *Complete the following conversation filling in the blanks with the words given in brackets. Practise the conversation taking turns.*

After a mock-trade fair in your school you discuss the sales trend in various stalls.

A : The sales in the Harry Potter stall has rocketed after a modest beginning.

B : The sale of cellular phoneshigh.

A : Pop corn sales badly after a brisk beginning

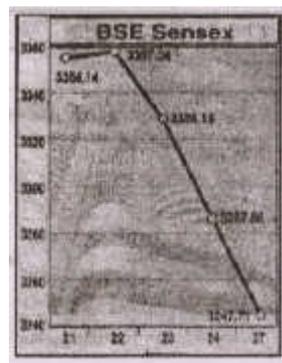
B : There was an in sales at the stationery counter in the evening, after a sluggish morning.

C. Reading

I. Look at the following graph and the adjacent write-up :

War fears *push down*
Sensex by 40 points

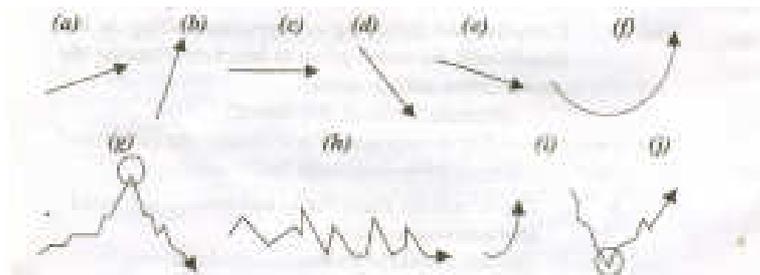
MUMBAI, JAN. 27. Fears over a possible Gulf war drove the Sensex *sharply down* by 40.15 points to close at 3347.71 at the Bombay Stock Exchange here today, as nervous operators resorted to heavy selling



The BSE-30 share index opened lower at 3283,93 against last Friday's close of 3287.86 and immediately *touched a high* of 3286.46. Later it met with strong resistance and *dipped to a low* of 3221.69 before concluding at 3247.71, a *steep fall* of 1.22 per cent.....

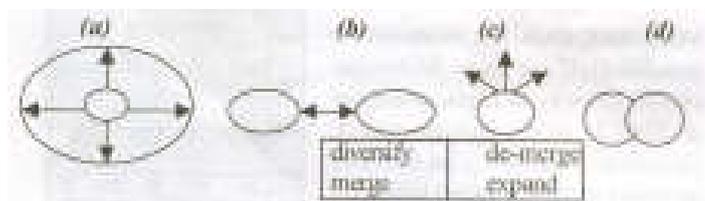
Look at the words in italics - 'push down', 'sharply down', 'touched a high', 'dipped to a low', 'a steep fall'. **See how these terms match/describe the graph given.**

Task 1: Match the following graphical trends with the terms given below.



volatile	peaked	upsurge	hold steady
dip	fluctuate	recover	slump
escalate	hit an all-time low	drop	bounce back
rise	plummet	climb	plunge
slide	fall	soar	crash

Task 2: Match the following diagrams with the terms given below.



II. Read the following news item:

CHENNAI, .JAN. 19. *Consumers* have no way of finding out whether the product they use everyday *conform* to Indian standards, say officials and *consumer activists*. Items such as soap and detergents do not have *quality certification*. Toothpastes and tooth powders claim ‘approved by Indian Dental Association,’ but lack *authentication*.

As a result, *spurious products* that look like popular brands *flood the market* and the *gullible* pick them up because they are *easy on the purse*.

A detergent cake brought out by a *multinational* has at least one *replica* and is priced three times lower than the *MNC* product.

The cheaper product is not *bar-coded* and the wrapper is *glossier*. Consumers are easily misled as even colours on wrappers match. The Director of Bureau of Indian Standards, says that as per Schedule S of Drugs and Cosmetics Act of 1940, 11 items, including daily use products, such as toothpaste, tooth powder, shampoo, toilet soap, hair dye and skin powder should conform to Indian standards, but the certification is not *mandatory*.

“People do not know the difference between a toilet soap and a bathing bar. They go by the *brand name*. Quality could be suspect and there is no *consumer agency* that can check the quality of a consumer product. There is an urgent need to make certification mandatory.”

Glossary

consumer	: one who buys goods or services for one’s own use
conform	: adhere
consumer activists	: those who work for the rights of consumers
quality certification	: stating officially that something conforms to standards

authentication	: being true or real
spurious products	: goods that are false and not what they appear to be
flood the market	: available for sale in large numbers
gullible consumer	: a buyer who is easily deceived
easy on the purse	: cheap
multinational	: (of a business) functioning in several countries
MNC	: Multinational company
replica	: look-alike; that which resembles the original
bar-coded	: marked with a small rectangle of thick and thin black lines, printed on food wrappers, book covers, etc., allowing a computer to read information about the item, such as price, etc.
	
glossier	: brighter with more shine
mandatory	: compulsory
brand name	: the name by which a particular product is sold

Task: *Answer the following questions:*

1. What is the main focus of the news item?
2. How can consumers know whether the products they use conform to standards?
3. Can you generalise from the passage that all products are spurious?
4. What can you conclude from the passage?
5. What do you think would be the outcome if quality certification was made mandatory?
6. In case of being cheated, how and who would you approach for corrective measures/justice?

III. Read the following slogans.

- CONSUMER AWARENESS DRIVE
 - GULLIBLE CONSUMERS
 - PROTECT BRAND NAMES
- MAKE 'CERTIFICATION MANDATORY'
 - BRAND WAR
- NO MECHANISM TO CHECK QUALITY OF EVERYDAY / PRODUCTS
 - DRUGS AND COSMETICS

Task: Which of these would be suitable for a campaign on making quality certification mandatory? Why?

IV. Read the following Savings Bank Account rules:

RULE 1: The *pass book* will show the *account* number of the *depositor*, his name and address. It must be presented for all *withdrawals* other than those by *cheque*. In case of withdrawals by cheque, the pass book should be presented within a week from the date of withdrawal when *deposits* and withdrawals will be entered and the pass book immediately handed back. The depositors should examine the entries in the pass book carefully and draw the Bank's attention to any errors and omissions that he/she may notice. The Bank will not be responsible for any entries not authenticated under the initials of its authorised officials.

RULE 2: Depositors are requested to keep their pass books in a place of safety. The Bank will not be responsible for any loss or *fraudulent* withdrawal arising out of the loss of a pass book due to depositor's neglect.

RULE 3: The Account holders are required to maintain a minimum balance in their accounts. The applicable amount of minimum balance is displayed on the branch notice board.

Glossary

pass book	: a small book used to officially record the details of deposits, withdrawals, etc.
depositor	: one who puts his money in a bank
account	: an arrangement with a bank for deposit and withdrawal of money
withdrawal	: taking money from one's account
cheque	: a printed form to make payments from one's bank account and/or to withdraw or transfer money
deposit	: to put one's money in a bank
fraudulent	: deceptive

Task: ***Answer the following questions.***

1. What does the pass book contain?
2. Should the pass book be submitted along with the cheque for withdrawal?
3. Why should depositors examine the entries in the pass book?
4. Whose initials should be affixed in the pass book entries?
5. What does RULE 2 say?
6. Where will the SB Account holder find displayed the minimum balance to be maintained?

D. Writing

Mary Brooks, a Class XI Commerce student has taken up a market survey job during her summer vacation. She is to meet various corporate heads and fill in a survey questionnaire. Before *she* meets them, she is asked to fill in a visitor's note, stating her name, the nature of her visit, etc. The following is the note that she has filled in.

○	Name	: Mary Brooks
○	Designation	: Student of Class XI
○		Oasis Matriculation Hr.Sec.School,
○		Theppakulam, Madurai.
○	Whom to see	: Managing Director
○	Purpose of visit	: Market Research Survey on various
○		brands of Mineral Water
○	Referred by	: Cascade Market Research Bureau

Task: *You are arranging a book fair in your school with the prices slashed, to benefit the needy. As the school pupil leader, you are to meet various publishers with a request to put up stalls. You are to also meet various sponsors to compensate for the cut in the cost of the books. Fill in the following visitor's message slip.*

1. You are to meet the marketing officer of a publishing house.

○	Name	:
○	Designation	:
○		:
○	Whom to see	:
○	Purpose of visit	:
○		:
○	Referred by	:

2. You are to meet a sponsor who is a top business magnate. He/she is not in when you visit. Leave a message seeking an appointment:

○	Name	:
○	Designation	:
○		:
○	Whom to see	:
○	Purpose of visit	:
○		:
○	Referred by	:
○	Message	:
○		:

Glossary

- corporate head : head of a large company
- prices slashed : greatly reduced prices
- sponsor : one who supports a cause by giving encouragement, money, etc.
- business magnate : one who is very rich and successful in business
- publishing house : a company which publishes books

E. Vocabulary Enrichment

Refer to the dictionary to find the meanings of the following words:

bullion, dear money, debt, deficit, inflation, deflation, monopoly, subsidy, asset, liability, inventory

F. Extensive reading

Business column in newspapers, 'Economic Times', 'Business Today'.

ENGLISH FOR LEGAL PURPOSES

COMPETENCES

- A LISTENING:** Listening to unfamiliar register
- B SPEAKING:** Interacting with a lawyer
 - Discussing a case with someone
 - Discussing road rules, laws, penalty, etc,
- C READING;** Scanning
 - Literal comprehension
- D WRITING:** Preparing a write-up
- E VOCABULARY:** Using words related to law in relevant spoken written contexts
- F EXTENSIVE READING:** Reading books /magazines /journals / newspaper columns on law for comprehension, vocabulary, appreciation and additional information

A. Listening

The teacher will read aloud a few newspaper headlines. Listen carefully. As you listen, note down the legal terminology.

(The teacher reads)

Task: The following is likely to be the list that you have taken down. See if you can match the meanings with the words;

- | | |
|----------------------|---|
| 1. hearing | a) one of the group who has a major role in committing a crime |
| 2. defamation | b) the highest crime |
| 3. adjourned | c) not genuine |
| 4. accused | d) apply to a higher court for a reversal of the decision of a lower court |
| 5. admitted | e) suspend or postpone judicial proceedings; refrain from pressing charges |
| 6. main accused | f) officially records case |
| 7. fake | g) temporary release of an accused awaiting trial, on an undertaking given, to guarantee their appearance in court |
| 8. lie-detector test | h) reply to a petition or notice |
| 9. apex court | i) accepted as valid |
| 10. conditional bail | j) an act of listening to evidence; a trial |
| 11. trial | k) formal declaration that one is not guilty of a criminal charge |
| 12. stay | l) one charged with an offence or crime |
| 13. registers case | m) postponed |
| 14. filling | n) a test done using an instrument for determining whether a person is telling the truth by testing for physiological changes |

- | | |
|---------------|---|
| 15. counter | o) a formal examination of evidence in order to decide guilt in a case of criminal or civil proceedings |
| 16. appeal | p) an act of damaging the good reputation of somebody or something |
| 17. acquittal | r) submitting a (legal) document officially to be placed on record |

B. Speaking

I. Read the following anecdote:

Akash and Aditya were on their regular morning jogging. For them, this is the best way to start the day as it helps them keep not only their body fit but also their mind agile. That is the time, when they discuss academic, political, social and their personal issues - from interesting anecdotes to problems evading solutions.

Aditya noticed that Akash looked slightly upset and disturbed. Before he could question, Akash said that his father was restless as their neighbour had started putting up the second floor “How does it affect you?” Aditya asked innocently, ‘It does - because there will be no ventilation for us as the new construction will obstruct light and air to our house which we have been enjoying for years’, ‘Did you speak to them?’ Aditya was really concerned. ‘Yesterday, my father spoke to them but of no avail’. ‘What next?’ asked Aditya. ‘I just don’t know, somebody says, there is a legal remedy. So we are planning to meet an advocate. May be he will help us’.

At 6 o’ clock in the evening, Akash and his father entered a reputed law firm. It was a posh, neat, and cosy office, buzzing with activity -*paralegals* arranging and stitching documents, highly focussed associate lawyers busy giving dictations, juniors poring over voluminous law books in the small library and senior partners in serious conference with their clients.

They were promptly guided in by the Secretary to the Partner - a well-dressed serious looking person exuding confidence. He greeted

them in. Akash and his father narrated their plight. The partner asked, 'Is their construction approved by the Metropolitan Authority? Is your house constructed according to the plan? If you can give all the details and the connected documents, we can file a *suit* for permanent *injunction* in the Civil Court restraining your neighbour from going ahead with his super structure.' 'What is our immediate remedy?' anxious Akash asked the advocate, 'We will include an *interim prayer* for a temporary injunction for the same purpose pending disposal of the suit. For temporary injunction, you will have to file an affidavit narrating the entire incident and based on the *affidavit*, the Court may grant *interim exports order*'. 'What do you mean by *exparte order*?' questioned Akash's father. 'It is nothingbut an order issued on merits without hearing the other party, provided the Court is satisfied that you have established a *prima-facie* case'. 'Do injunction and stay mean the same thing?' 'Both more or less mean *status quo*'.

'Sir, a friend of mine said that we could file a *writ* in the High Court and get a stay. But now you are suggesting that we can file a suit. Will you please enlighten me?' The partner with a smile said, 'You can file a writ provided there is an *infringement of fundamental rights* like right to equality, right to life and personal liberty, and many other rights as provided in the Constitution of India. Depending on your need you can seek a writ of *mandamus certiorari*. Writ means an Order of the Court to a Governmental or *statutory authority* to ensure that they do not violate the fundamental rights. In the instant case only your legal right is affected and the only course available to you is to file a suit. In the suit, because you *are the complainant*, you will be called '*plaintiff*' and your neighbour will be called '*defendant*' and when you file an affidavit, you become the '*petitioner*' and the others become '*respondents*'.' After the suit is filed, based on merits, *exparte* temporary injunction may be granted. *Summons* will be served on your neighbour and he must defend either in person or through an advocate and after appraisal of evidence, examination and cross examination of witnesses, and hearing both sides the Court will decide the matter on merits.'

Next week on filing of the suit, an *ex parte* injunction was granted and it was served on the neighbour who immediately stopped the construction. After a week, the neighbour's advocate and Akash's advocate sat together and arrived at a compromise. The neighbour agreed to modify his plan of construction to ensure that the rights of Akash's family members were not disturbed. Akash's father agreed to withdraw the objection. When they informed the Court, the Hon'ble Court was pleased to dispose of the suit *on* the terms of compromise they had arrived at.

A fortnight later, both Akash and Aditya were again on their regular jogging, enriched by *the* experience and slightly familiar with the curious and charming legal world.

Glossary:

paralegal	: a person not fully qualified as a lawyer, but trained in subsidiary legal matters
suit	: claim or dispute brought to a law court for adjudication
injunction	: a judicial order either restraining action or compelling it
interim prayer	: request for interim order
affidavit	: a written statement confirmed by oath, for use as evidence in court
prima facie	: accepted as so until proved otherwise
status quo	: the existing state of affairs
infringement	: violation of a law; encroachment on a right
fundamental rights	: rights given to us by the constitution
mandamus certiorari	: a writ issued by a court to a statutory authority directing it (to perform its public duty.
summons	: an order to appear in a law court

(Note: summons - singular- summonses - plural)

Task 1: *Based on the anecdote, prepare a conversation between Akash's father and the advocate, and practise it.*

Task 2: *Prepare a conversation between a lawyer and his client Practise it. You can use these words - plead guilty, sentence, appeal, witness, proof, defend, bail, verdict, trial, vacate a stay, etc.*

Task 3: *Complete the following pieces of conversation, choosing the words given in brackets. Practise it.*

(trial accused, pronounced, alibi, benefit, legislation, verdict)

A : The.....in the 'bomb blast case' is to be
.....tomorrow.

B : The.....has been going on for a long time.

.....

A : A.....has been passed prohibiting public processions and demonstrations.

B : What about the snaking queues at the street pumps and the unruly mob surrounding water tankers?

.....

A : I think the.....of doubt should be given to the

.....

B : He seems to have a perfect.....He ought to be excused.

II. Look at the following conversation:

Raju : Why is the traffic policeman *accosting* that man on the two-wheeler?

Ranjith : He has crossed the stop line at the signal. He will have to pay a spot fine now.

- Raju : A spot fine for crossing the stop line?
- Ranjith : That's it. Any violation of traffic rules warrants a penalty.
- Raju : What about crossing the speed limit?
- Ranjith : Yes, if you exceed the speed limit you will be fined.
- Raju : What are the other instances when one will be fined?
- Ranjith : If you enter a road marked 'No Entry', if you park your vehicle in a 'No parking zone' and if you do not possess your driving licence, RC Book, Fuel Emission Certificate, if you jump the signals, etc.
- Raju : What about eve teasers? They should be punished too.
- Ranjith : Yes, a fine will be imposed or they'll be *prosecuted*.

Glossary:

- accosting : approaching and addressing boldly or aggressively
- violation : breaking of a rule
- penalty : punishment
- imposed : forced to be accepted
- imprisonment : being kept in prison
- prosecuted : charged with a crime in a court of law

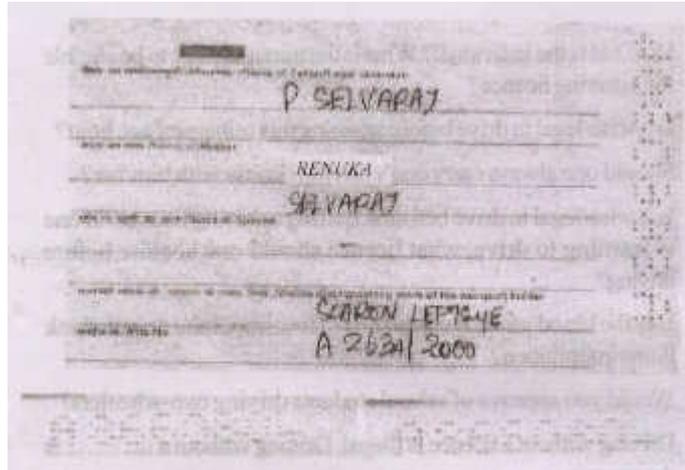
Task 1: Practise the above conversation.

Task 2: Form pairs. One of you could be a traffic policeman and the other a person accosted for violating a traffic rule. Prepare a conversation and practise it.

6. How old is the individual? What is the minimum age to be eligible for a driving licence?
7. Is it wise/legal to drive before attaining this minimum age limit ?
8. Should one always carry one's driving license with him/her?
9. Is it wise/legal to drive before acquiring a driving licence? If one is learning to drive, what licence should one acquire before driving?
10. Has the blood group been entered? How important do you think is this information?
11. Would you approve of school students driving two-wheelers?
12. Driving without a licence is illegal, Driving without ais dangerous.

I b. The following are pages from an important document.

भारत गणराज्य REPUBLIC OF INDIA		
Photograph	Country Code	IND
	Passport No.	A3660804
	Name	SELVARAJ
	Name	PRIYASAHANA
	Nationality	INDIAN
	Sex	F
	Date of Birth	17-12-75
	Place of Birth	CHENNAI, T.N
	Place of Issue	CHENNAI
	Valid From	23.02.2000
	Valid To	22.02.2010
Address: TO RAVIST ROYAPURAM CHENNAI - 600013		



REGISTRATION

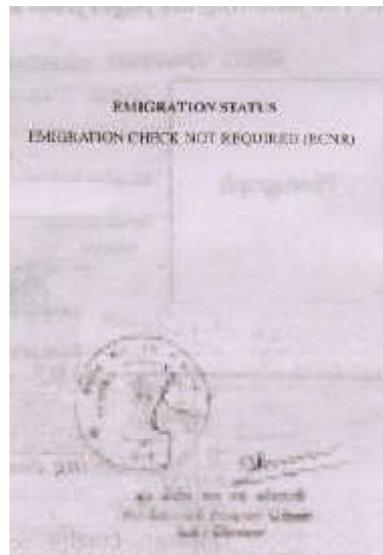
INDIAN CITIZENS RESIDENT ABROAD ARE ADVISED TO REGISTER THEMSELVES AT THE NEAREST INDIAN MISSION / POST

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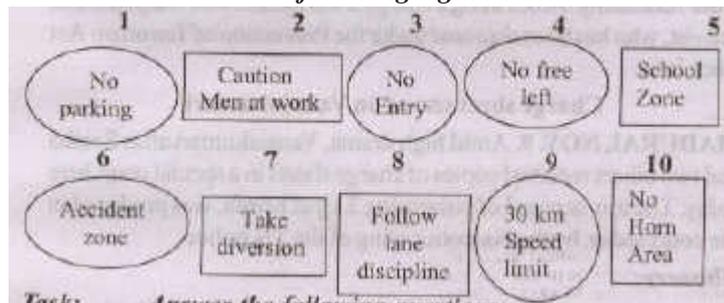
Glossary:

emigration : leaving a country

Task : *Answer the following questions:*

1. What document is it?
2. Which country does the individual belong to? Has the country code been given?
3. What is the validity period of the document?
4. What is the emigration status of the individual?
5. What other important information about the individual does the document contain?
6. Whose property is the document?
7. Is it easy to obtain a replacement for this document?
8. How do you think the document could have attained its name?
9. How important do you think is the document?
10. What is the difference between this document and a visa?
11. Which neighbouring country doesn't require this document?
12. Who are the people who are not eligible to obtain this document?

II. Often signs and gestures, why, even silence, communicate more than words. Look at the following signboards.



Task : *Answer the following questions :*

I. Which of the above tells you -

1. that you have to be extremely careful when you pass that area?

2. that you have to adhere to a particular speed limit while driving?
3. that you have to watch for the signal before taking a particular turn?
4. to drive carefully as some activity is going on ahead?
5. that you have to take another route/road?
6. that it is a one-way and you cannot enter it?

II. What is meant by?

1. No parking
2. Follow lane discipline

III. What do the following signify?

1. School Zone
2. No Horn Area

D. Writing

Look at the following news items and their headlines:

(the names, dates and places have been changed)

Jaipal won't make fresh plea for bail: counsel

CHENNAI, OCT. 21. The Supreme Court today disposed of an application filed by the Pondicherry Government for vacating an *interim order* restraining it from filing a *charge sheet* against M.C. Jaipal, social activist, who has been *detained* under the Prevention of Terrorism Act since June.

Charge sheet served on Vanajakumari

MADURAI, NOV. 9. Amid high drama, Vanajakumari alias Seetha and two others received copies of charge sheets in a special court here today. The trio, accused of possessing 2 kg of heroin, was produced in the court today, by the Narcotics wing of the TN police.

Glossary:

interim order	: urgent temporary order, pending final disposal of the case
charge sheet	: a formal complaint sheet detailing the crimes committed by the accused

detained : kept in official custody
served : delivered a summons / writ / notice

Task : Expand the following headlines into news items :

Prosecuted for bursting crackers, late night

Cross-examination continues in 'Diamond case'

Life term for murder accused

Protest against Supreme Court verdict

E. Vocabulary enrichment

Refer to the dictionary and find if there is any difference between :

- advocate , attorney, solicitor, barrister, counsel
- judge, jury, magistrate
- law, act, ruling, ordinance, legislation, statute
- civil, criminal

F. Extensive Reading

Legal fiction, news items on law.

ENGLISH FOR HUMANITIES/ ENVIRONMENTAL STUDIES

COMPETENCIES

- A LISTENING:** Listening to announcements
- B SPEAKING:** Interacting with a curator
 - Discussing archaeological findings, excavations, etc.
 - Discussing volcanic eruptions
 - Discussing meteorological reports/weather conditions
 - Discussing environmental issues
- C READING:** Applying literal comprehension
 - Comprehending traditional/folk arts through inferential reading
 - Using critical reading to select conclusions which can be ~duced from the text they have read
- D WRITING:** Writing an article
- E VOCABULARY:** Using words related to Humanities in relevant spoken/written contexts
- F EXTENSIVE READING:** Reading books /magazines /journals /newspaper columns on Humanities for comprehension, vocabulary, appreciation and additional information.

A. Listening

Task: *The teacher will read an announcement by a tourist guide to a group of tourists. Listen carefully.*

(The teacher reads)

As you listen, complete the following.

- Leave Chennai at.....by
- Assemble atby.....
- Road to be taken.....
- Distance to be travelled.....
- Place to be reached.....
- Mode of transport to bird sanctuary.....
- Birds found.....
- During.....scientists study.....
- River mouth fringed by.....
- Pulicat colonised by.....
- Will visit.....Church founded by.....
- Will visit Dutch.....which dates back to AD.....
- Things to be taken.....
- Dress to be worn.....
- First aid kit will be available with.....
- Place of night stay
- Reaching Chennai aton

Glossary

- highway : a main road connecting major towns
- a host of : a large number of
- fringed : bordered
- grove : an orchard; a group of trees
- back-pack : haversack; a bag with straps that could be carried on the back

tent gear : equipment needed to set up a tent
trek : a long journey on foot

B. Speaking

I. Look at the following conversation between a curator and a visitor at the museum:

Visitor : How old is this fossil?
Curator : It is 5000 years old.
Visitor : How do you arrive at its age?
Curator : Well, it's by a method called *carbon dating*.

Visitor : What are these tools?
Curator : They belong to the *Neanderthal* period.
Visitor : What does this box contain?
Curator : *It contains a mummy*.
Visitor : Whose?
Curator : Mine. (Disappears into thin air)

Glossary

curator : a keeper or custodian of a museum
fossil : the remains or impression of a prehistoric plant or animal embedded in rock, etc.
carbon dating : the determination of the age of an organic object from the relative proportions of isotopes carbon 12 and carbon-14 that it contains
Neanderthal : an extinct human belonging to ice age Europe between 12,000 — 35,000 years ago
mummy : (especially in ancient Egypt) a body preserved by embalming and wrapping in bandages

Task 1: Role-play the above conversation.

Task 2: You are visiting a museum. Write a conversation between the curator and yourself. You can use terms like, age, period, historical significance, inscription, etc.

II. The following is a conversation between two friends discussing an archaeological expedition:

Akash : Did you watch the Discovery Channel yesterday
There was a two-hour programme on the *expedition*
of Dr.Fletcher-, an expert in *mummification*, in search
of the long-lost mummy of the Egyptian Queen
Nefertiti, who ruled Egypt 3000 years ago.

Varun : No. I missed it Come on, tell me about it.

Akash : Actually a team of experts created the facial
reconstruction of 'the mummy. Dr. Buckley conducted
an inspection of the *embalming* methods and materials
used and placed the mummy in Egypt's late XVII
dynasty.

Varun : How did they actually decide it was Nefertiti?

Akash : Dr. Fletcher Found physical links to the late queen-
swan-like neck, a double-pierced ear lobe, etc. An
anthropologist *from* an Egyptian museum confirmed
the finding. The experts also used *digital x-rays* to
examine the mummy.

Varun : Nefertiti has been *shrouded* in mystery for more than
3000 years. May be we've got a *breakthrough* now.

Glossary

archaeological	: relating to the study of human history through the excavation of sites and the analysis of physical remains
expedition	: a journey undertaken by a group of people with a specific purpose
mummification	: (in ancient Egypt) the process of preserving a body as a mummy
facial reconstruction	: restoring the face to its original state
embalming	: preserving a corpse from decaying, either by using spices or preservatives
anthropologist	: one who studies mankind and evolution

digital x-rays : x-rays using signals represented as digits
shrouded : covered
breakthrough : a sudden and important development

Task 1: Practise the above conversation taking turns.

Task 2: Write a conversation between two friends discussing an excavation. You can use terms like, archaeological finding, unearthing, ancient ruins, lost cities, sunk ships, antiques, maps, etc.

III. The following is a conversation focussing on volcanic eruptions:

Giri : What exactly is a volcanic *eruption*?

Jwala : The magma or molten rock beneath the earth's surface is pushed out through the vent in the volcano's *crater* and flows out in the form of lava. Eruptions occur when magma contains a high proportion of gas.

Giri : Looks something like one losing his temper.

Jwala : Quite true. Just as the pent up anger is released with force, the lava is forced out.

Giri : No wonder a quick-tempered person is called hot-

Glossary

eruption : forceful pushing out

vent : opening

crater : a *bowl*-shaped cavity

pent up : held back

Task 1: Practise the above conversation taking roles.

Task 2: Complete the following conversation with the words/ phrases given in brackets. Practise the conversation.

(cinders, erupts, oozes, fissure, lava, ash, hot gases, lumps, crater, dormant)

A : There are different states of volcanic activity, active and ...

B : What happens when the volcano *is* active?

A : It.....and.....of red-hot.....are thrown out with great force, which rise high into the atmosphere and fall to the ground as.....or.....

B : Is it only the lava which comes out?

A : It is accompanied by steam and.....

B : How does the lava come out?

A : Through a.....in the.....It.....and flows down the slope.

IV. The following is a conversation an meteorological report/ weather condition:

Indra : Going by the day's *weather forecast* the showers are likely to continue for another couple of days.

Maya : But the fortune teller predicted that I might be left *high and dry*,

(At the bus stop)

Stranger 1 : Today's *weather report* says, 'a clear sky'

Stranger 2 : I must dash home and get an umbrella. I'm already late for work.

Stranger 1 : Where do you work?

Stranger 2 : At the *weather station*.

Stranger 1 : ?!

(Heard on a clothesline)

Shirt : It's a *windy* day. Hope *I* don't get blown off.

Blanket : Yesterday, the *sweltering* heat was unbearable, Today it is a welcome breeze.

Glossary

weather forecast/ meteorological report	: prediction or estimate of the weather conditions
high and dry	: left stranded without any resources
weather station	: an observation post <i>where</i> weather conditions and meteorological data are observed and recorded
windy	: with strong winds blowing
sweltering	: uncomfortably hot

Task 1 : *Practise the above conversations.*

Task 2: *Discuss the week's weather conditions with your friend.*

V. The following is a conversation centring on environmental issues.

- Rose : I read an article, that all least 21 beaches in the islands of the Great Nicobar_t in the southernmost part of India, have vanished.
- Lily : What's the reason?
- Rose : *Sand mining*. His is an unregulated industry in India. If one has a permit to lift a truck load of sand from a particular plot, five or even ten truck loads are lifted.
- Lily : How does this lead to the disappearance of the beaches?
- Rose : *Sand dunes* are the earth's stock of sand and they prevent the erosion of the coast.
- Lily : What happens if the beaches vanish?
- Rose : The villages on the exist lose their line of defence against the force of the sea. They break down tidal winds and safeguard crops and property that lie behind it.

Moreover, these are *turtle-nesting* beaches. Where will the turtles go to nest, if the beaches disappear? They too are vanishing. In a move to prevent this, the turtle *conservation* team comprising the Forest Department Staff and Andaman and Nicobar Environment team guard the turtles when they are nesting.

Lily : Something must be done then. Maybe reducing sand and cement based construction. Alternatives like timber, cane and bamboo could be used. We must do something to conserve the beaches which are crucial to an island *ecosystem*.

Glossary

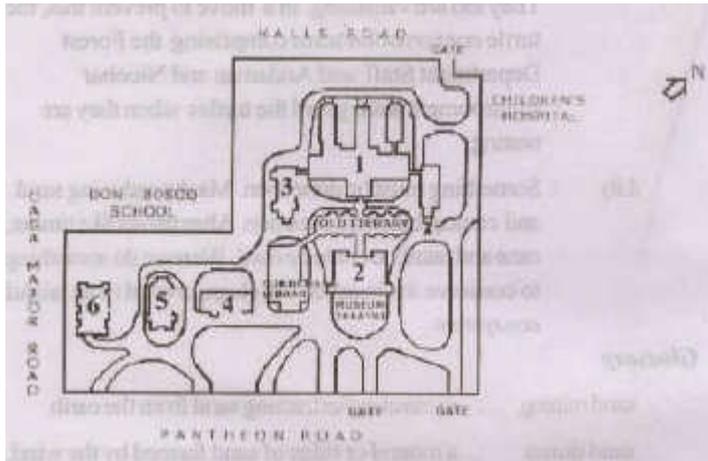
sand mining	: excavating/extracting sand from the earth
sand dunes	: a mound or ridge of sand formed by the wind, especially in a sea coast or in a desert
turtle-nesting beaches	: beaches where turtles breed (lay their eggs) and shelter
conservation	: preservation or restoration of the natural environment and wildlife
ecosystem	: a biological community of interacting organisms and their physical environment

Task 1 : ***Practise the above conversation, taking roles.***

Task 2 : ***Write a conversation on the environmental hazards of plastics and practise it. (You can use terms like toxic fumes, recycling, disposable, throwaway, biodegradable, etc.)***

C. Reading

I. Look at the following floor plan of a museum:



SITE PLAN
GOVERNMENT MUSEUM
CHENNAI - 600 008.

GALLERIES OF THE MUSEUM

1. MAIN BUILDING

A. Archaeology

- i. South Indian Sculptures Gallery
- ii. North Indian Sculptures Gallery
- iii. Indus Valley Civilisation Gallery

C. Botany

B. Zoology

- i. Reptile Gallery
- ii. Bird Gallery
- iii. Mammal Gallery
- iv. Coral Gallery
- v. Invertebrate Gallery
- vi. Fish Gallery

D. Geology

**E. Numismatics
Philately Gallery**

2. FRONT BUILDING

A. Anthropology

- i. Arms Gallery
- ii. Pre-History Gallery
- iii. Musical Instruments Gallery
- iv. Folk Art Gallery
- v. Puppets Gallery

B. Archaeology

- i. Industrial Art Gallery
- ii. Wood Carvings Gallery

3. BRONZE GALLERY

- i. Archaeology
- ii. Numismatics
- iii. Chemical conservation

4. CHILDREN'S MUSEUM

- i. Dolls gallery
- ii. Science gallery

5. NATIONAL ART GALLERY

- i. Tanjore paintings
- ii. Indian traditional arts

6. CONTEMPORARY ART GALLERY

- i. British Portraits Gallery (First Floor)
- ii. Modern Art Gallery (First Floor)
- iii. The Rock and Cave Art Gallery (Second Floor)

Task : *Answer the following questions :*

(i) Where will you go?

1. if you wanted to have a look at Indian traditional arts
2. if you were interested in archaeology
3. if you wanted to learn about the animal kingdom
4. if you were interested in coins and stamps
5. if you were interested in music and folk arts
6. if you wanted to take a look at Modern Art
7. if you wanted to know about arms and ammunition

(ii) Where are the following?

1. The pre-historic section
2. Rock and Cave Art Gallery
3. Dolls Gallery
4. Tanjore Paintings

II. Task: *Read the following notices and answer the questions given below:*

1. What is common between both the notices?
2. Pick out any new/unfamiliar words that you come across in the notices and *try* to guess the meaning from the con text.
3. Which of the above is a long-term training?
4. Which of the above is material-based?

To revive the dying art form of puppetry, a workshop is to be held between March 12th and 14th at Dolly's, 6, 8th cross, R.S. Puram, Coimbatore. Training will be imparted in the art of making puppets, designing a puppet play -both shadow and stick puppetry, voice modulation, manipulating puppets and presentation. Participants will learn to make finger, stick, rod, glove and paper bag puppets. Ms Bommi, a researcher in Fine Arts, will conduct the workshop. The registration fee is Rs. 400/- which includes materials, lunch and tea. For details contact: 2342456

In order to revive the dying traditional art forms, thy Madras Crafts Foundation has decided to transform part of the coast into a cultural museum. 'Iyalisai', on East Coast Road, trains children in the folk arts. Raghuram, a performing artiste feels that training in these arts provides an opportunity to explore our culture. Training is imparted on week-ends. Fees for the training is Rs. 200/- per month. Contact:: 24949392 for further details.

III. Read the following passage:

When the first *Aryan* invaders appeared in India it was a vast land of forests, and the new-comers rapidly look advantage of them. These forests afforded them shelter from the fierce heat of the sun and the *ravages* of tropical storms, pastures for cattle, fuel for sacrificial fire, and materials for building cottages. And the different *Aryan clans* with their patriarchal *heads* settled in the different forest tracts which had some special advantage of natural protection, and food and water in plenty.

Thus in India it was in the forests that our *civilisation* had its birth. In later days there came a time when these primeval forests gave way to cultivated fields, and wealthy cities sprang on all sides. Mighty kingdoms were established, which had communications with all the great powers of the world. But even in the *heyday* of its material prosperity the heart of India ever looked back with adoration upon the early ideal of self-realisation, and the dignity of the simple life of the forest *hermitage*, and drew its best inspiration from the wisdom stored there.

Glossary

Aryan	: relating to a group of people speaking an Indo European language who invaded northern India in the 2 nd Millennium BC
ravages	: damages; destruction
clan	: a group of close-knit and interrelated families
patriarchal head	: the male head of a family or tribe
civilisation	: a system of human social development
primeval	: of the earliest time in history
heyday	: the period of greatest success, activity, etc.
hermitage	: place of solitude and discipline; place where a sage lives

Task : Answer the following questions :

1. Why did the Aryan invaders take advantage of the forests?
2. Do you agree that, In India it was in the forests that our civilisation had its birth'?
3. Do you think that it is necessary, even amidst material prosperity, to look back on one's early ideals?
4. Our civilisation has grown from primeval forests to wealthy cities - at what cost?

D. Writing

The following is an article for a newspaper focussing on human values:

In these days of fast disappearing values and *ethics*, it is a ray of hope to see the selflessness of ‘*Generations X*’.

The leopard pounced on Arjun. His friend Ramsadharan, only twelve years old, **started** throwing stones at the leopard and **raised** an alarm. He did not stop even when the animal turned on him.

Nine-year-old Riyaz Ahmed lost both his hands and a foot while trying to save a child from a train accident.

Another nine-year-old, Ramseena, saved a three-year-old from being crushed by a speeding car but lost her leg in the process.

Six-year-old Chuneswari ran into a burning house to rescue her brother.

These are instances of selfless courage. In today’s materialistic world, there is a near vacuum of values. Honesty, selflessness, concern for fellow human beings are *waning*. We need to realise that without these values we would lose our humaneness and be no different from beasts,

Glossary

ethics	:	the moral principles influencing one’s conduct
Generation X	:	the next generation
materialistic	:	considering material possessions as more important than principles and values
waning	:	disappearing
humaneness	:	being civilised and possessing compassion and benevolence

Task: Write an article on, “*Sharing builds Human bonds*” for the teen section of the newspaper. You can include personal anecdotes, quote from articles that you have read, voice your views, etc.

E. Vocabulary enrichment

Refer to the dictionary to find the meanings of the following words:

oil slick, endangered species, flora, fauna, mores, sociology, philosophy

F. Extensive Reading

Supplementary sections of newspapers, National Geographic, 'Les Misérables', by Victor Hugo, 'Around the world in eighty days' by Jules Verne.

ENGLISH FOR MASS MEDIA AND JOURNALISM

COMPETENCIES

- A LISTENING:** Listening to news items
- B SPEAKING:** Interviewing a personality for a newspaper
Presenting live sports commentary
Talking to the editor of a newspaper /magazine
Compering a radio/ TV programme/ live event
- C READING:** Reading for meaning, registers, etc. (Newspaper
clippings)
Skimming - Classifieds/Advertisements
- D WRITING:** Writing captions for photographs in newspapers
- E VOCABULARY:** Using words related to Mass media &
Journalism in spoken/written contexts
- F EXTENSIVE READING:** Reading books /journals /
magazines /newspapers /supplementary on Mass media &
Journalism for comprehension, vocabulary, appreciation and
additional information'

A. Listening

Listen to news headlines. Your teacher will read them.

(The teacher reads)

Did you notice that the language used is different? Judicious use of Voice is used. The sentence pattern is different. This kind of writing is unique to journalism and is referred to as journalese. The newspapers sensationalise news features with clever use of language.

Glossary:

campaign	: a series of activities such as public speaking to achieve a social, political or commercial goal
launch	: to start off
mishap	: unfortunate accident
plant	: land, buildings, equipment for industry, business
cos	: short form for companies

Task : ***Listen to the news headlines in the radio/TV. Make note of the headlines. Rewrite them in normal .sentence patterns. Identify the changes - make note of them and check with your teacher.***

B. Speaking

I. This is an interview of a celebrity Mr.Natraj. He is a media person and he shares his dreams, achievements and aspirations with a newspaper correspondent Manisha:

“We are fighters and we will fight our way through in print.”

You’ll know what the phrase “iron grip” means when you meet- provided, you can wriggle your way into his packed schedule - Natraj, chairman and managing director, of a Network of television and radio channels. He is ruzor sharp, knows his market like the back of his palms and quite matteer-of-fact about his success. Manisha finally met up with the 43-year old media professional for his views on variety of

issues. During the course of the interview, “I am finalising the plans to enter print in the second half of this year. I am looking at the English market,” Natraj announced without fuss. Here are some excerpts from the interview:

Q. When do you hope to enter print?

A. I will enter print by the year-end. The first half of this year will be spent on streamlining radio and in the second half I am going to work on entering print.

Q. What are the regions you are looking at and how do you assess your opportunity and threat in print?

A. My analysis is fairly simple. I see a huge room for growth in English - though I am not talking at a national level but in the south. There is place for another strong contender in the south for English, I already have my reporters and stringers all over the place.

Q. How will you motivate the same set of people to contribute for both?

A. I get 400 news stories a day; I use only a few for TV, the rest are never used. Print can take care of this surplus, as news on TV only captures headlines of each psge, so to say.

Q. But print is a different ball game altogether . . .

A. I am clear about my profession and how hard I need! to work to earn people’s trust. We have fought different television players in different TV markets and we will fight our way through in print.

Q. Going back to the beginning... did it seem like a fun idea to start a television network?

A. It was not a fun idea at all! The idea was never conceived of in an irresponsible manner. I was serious about it from day one. It did not even occur to us that this could be a fly-by-night operation, where if it does not work, we can pack our bags and move on.

Q. How did you go about your assessment of the market then?

A. Our spread inched up slowly and it has been a tough fight. Earlier it was to build market and bear that cost; today it is about retaining

position. But I like competition; it does not make us complacent and keeps us on our toes.

- Q. Are you hands-on with the day-to-day affairs of your channels? Or do you delegate work and encourage decision taking among your people?
- A. There's a difference between doing day-to-day affairs of the channel and keeping a good grip over your business. I have a good grip on my business, I am extremely hands-on, and I know exactly what is happening to each of my channels. If I do not have a grip, then I cannot run this business.
- Q. How do you assess the performance of a programme?
- A. Two months is what we give any programme. If it does not do well then it's off air.
- Q. One parting message for our readers...
- A. I would like to quote Shiv Khera: "Winners don't do different things, they do things differently."

Note: Focus on the underlined words/phrases in the conversation.

Task 1: *Practise the above conversations, taking turns.*

Task 2: *Form pairs. Discuss with your partner about his/her favourite Channel programme. Ask your friend to give reasons for his/her choice.*

II. Two friends are imagining themselves to be commentators. Listen to their attempt at a cricket commentary;

Commentator 1: One of sport's oldest competitions 'Cricket' begins its latest round in just a few hours. This morning in Chidambaram stadium, India and Australia will play in the first test of the 2003 test series. Australia have dominated India in recent times, winning the past six series. But, India have had a great run in recent times, winning difficult series in Pakistan and Sri Lanka. But some say

they lookoutclassed against an Australian team fielding arguably their best bowling attack ever. So, do we care? Well of course we do. It's 'The Prudential series'.

Commentator 2: There's something familiar about the Chennai pitch. Generations of cricket lovers have listened to the broadcast from this pavilion stand.

Commentator 1: And we'll be talking to you all during the day, the news is it's sunny at Chidambaram stadium, India are being put into bat by Australia. Chennai is a sporting crowd and that's why every game is a sell-out a long while before the games are actually staged.

Commentator 2: India are without one of their best batsman, Saurav Ganguly and playing an Australian side with three of the world's best fast bowlers and some batsmen in punishing form. They're a terrific team. They played some outstanding cricket where India rather lost their way.

Commentator 1: It's a short ball. Tendulkar moves back and pulls scarcely past square leg. Up and running, though, from deep fine leg Waugh has no chance as the ball goes under the ropes for another four. That's four more to Tendulkar taking his score to 17, a typical Master Blaster shot giving the fieldsman no chance of saving a boundary.

Commentator 2: Australian captain Steve Waugh is leaving nothing to chance. Even before the first ball is bowled, Waugh has begun a campaign in the battle against India. He's a terrific captain. The Aussies are on a mission to win absolutely everything.

Commentator 1: Oh, that was a full toss neatly swept for another four runs. The crowd is getting steadily excited.

Umpire David Sheppard seems to make a strong sweep signalling four runs. With that India's score goes up to 32.

Task: *Write a running commentary for a sports event at your school. Practise it.*

III. *This is an interview of a newspaper/magazine editor. Mr. Subramanian and Gopalan the anchor-person for a Chat show in a television Channel.*

Gopalan : Tonight, we talk of the future of newspapers. Do they, in fact, have one? Well, some years ago, when the Internet was beginning to boom, the pundits said it was the end for newspapers around the globe. But while it's true that the computer is playing an increasing role in most of our lives, your traditional papers and dailies are far from finished. In fact, it's the cyber information networks that appear to be in trouble, with several e-zines and Internet news networks folding in the last year or 50. So, what have the newspaper empires- in this country, at least - been doing to defend themselves? We go right back to the basics to find out. Joining me on the couch to talk more about the future of newspapers and the media generally - is an old friend and colleague, Subramanian. He has been around the print business since the '60s. Back then, as editor of the naughty but nice 'Vaasagan' Magazine. Laier, he was the editor of a big group of papers and the director of a group of magazines. Good to see you on the studios with us.

Subramanian: Good to see you too. I am happy to be here on the show.

- Gopalan : Do you think there is a future for newspapers? Because the talk, globally, is that their days are numbered.
- Subramanian: Their days are numbered but, I mean, it's still going to be a very profitable business for the next decade and...
- Gopalan : A decade? That's your own dream, isn't it?
- Subramanian: It's going to take longer than that. Microsoft says that the last issue of the 'New York Times' is going to come out in 2018.
- Gopalan : Let's throw ourselves forward then. If he's right, if Microsoft and Bill are right, and it is 2018, what happens after that?
- Subramanian: What we're seeing is *a* breakdown of the old division between books and magazines and newspapers, which were all originally allied to a certain kind of manufacturing- there were presses that produced books and a different kind of press produced a magazine and a different kind of press produced a newspaper. Today, it's more. ...um, flexible. In fact, this has been going on for 20 years. The readership of newspapers will come down, partly because of the technology of being able to read online and because of the speed of broadcast and so on.
- Gopalan : It's true if you can get the newspapers online, you get it faster than waiting for them to deliver.
- Subramanian: I mean, the enemy today of newspapers is not just online, it's radio. When I wake up in Chennai every morning, I'm listening to the fm radio news and... when I open the paper a lot of news appears old. But newspapers have been changing and evolving in the last two decades away from narrating, away from telling you what happened, to more and more

predicting what will happen. Well, the people are getting a mixture of broadcast and a bit of online, and, of course, when there are stupendous events like a war, online also comes into its own.

Gopalan : You haven't mentioned television. Where do we fit into all of this? Are we a threat in any way?

Subramanian: No, I think that... I think that television will become, to some extent, less relevant in terms of current affairs and news. Of course, the current events of Iraq have been terrific for the news programs and so on. But when you look at commercial TV, ..er, there's been a dropping off current affairs...Um, and give or take a news channel or two, I'm not sure that, that trend can be revived. I mean, television is primarily an entertainment medium, rather than an information medium.

Gopalan : And an impact medium! Surely it will always be the great impact medium because you can see things. The reason people have been watching more television, or did watch more television during the period of the Gulf War, is because there are pictures.

Subramanian: Sure, but that's kind of like a dormant usage. It's like a fire engine. What do you do with it between fires? And people are using television primarily as a medium for sport and, er...

Gopalan : For entertainment. We could talk for a long while, probably but time is running out. What would be your one liner about the fate of newspapers?

Subramanian: I would say we are here to STAY!

Gopalan : The new newspaper- back to the future, us it were. Well, love them or leave them, *you* cannot ignore them. Subbu is right - they'll be around for quite a while yet!

Task 1: *Practise this conversation taking turns.*

Task 2: *Get into pairs and discuss your personal opinion of the position of newspapers in the changing world and how free the Indian press is.*

IV. Mardi Gras 2000 begins

IIT Chennai - Saturday, 12 February, 2000

Comperes: Radha Ramani & Shiv Narain

Radha : Good evening. Ladies and gentlemen, welcome to IIT Chennai Mardi Gras 2000! Well, there is music, a hushed crowd and the lighting of ceremonial flame, but it has nothing to do with the Olympics. Tonight Chennai's guys and girls have gathered for yet another Mardi Gras for the year 2000. It is being launched with a distinct Olympic flavour. The one week festival will culminate on 19th February with the famous parade through the streets of IIT campus. In front of a hushed crowd on the steps of the IIT gallery, the flams is it with the reverence of -well - Mardi gras.

Ladies and gentlemen, Shiv Narain and I arc representing our students as comperes in this cultural event. And if you want to announce anything, any time, you just come on right up and let us know,

Shiv : That's an offer. What are you going to do for the cultural fest? Are you looking forward to those?

Radha: Yeah. We are wrapping up with Pundit Hari Prasad Chaurasia's flute concert. Hey, I'm going to compete in the 'Dumb charade' sessions!

Shiv: And thai would be your best contribution to silence. It's a new event. Those who wish to take part can register in counter C with Camel alias Kamlesh!

- Radha: The Mardi gras festival is estimated to pour more than Rs. 20,000/- into the treasury of the campus. So much for the aside, Ladies and Gentlemen put your hands together to declare the fest open.
- Shiv: While it is important for us over the next few days to have fun, relax and simply enjoy ourselves, it is important for us to appreciate that what happens here has an effect elsewhere in our lives.
- Radha: Mardi gras is much more than fast food, din music and event trotting. It has a focus on fun, and all your dreams and expectations are sure to feature during the coming days. Get going folks!
- Shiv: Go forth and have an unbelievably gorgeous Mardi gras. There is nothing nicer than being a sportive, aggressive participant in February- the month of Mardi gras.

Note: The name of the IIT cultural festival is Mardi gras.

Did you notice the language used? It is colloquial. Slang and broken sentences are permitted in a college/school campus for a live commentary of a youth festival.

Task 1: *Describe the rules of each event of a cultural fete of your school.*

Task 2: *Divide yourselves into a few groups. Let each group perform an event. One group member can be the compere who describes the group's events.*

Glossary:

- razor sharp : clever
- packed : fit into limited time
- fuss : worry
- excerpt : part / passage taken from a book
- streamlining : making more efficient by simplifying

threat	: indication of harm, danger, pain
contender	: rival
stringer	: a part-time journalist
correspondent	: a person employed by a newspaper to send reports
surplus	: amount in excess
inched	: moved very slowly in small steps
outclassed	: surpassed in quality
broadcast	: to transmit or radio/television
sporting	: fair, just
sellout	: all tickets sold
staged	: performed a show
punishing form	: in perfect form
scarcely	: hardly
fine leg	: a fielding position (oblique to and behind the wicket)
ropes	: boundary line
boundary	: marked limit of a playing area
mission	: specific task / duly assigned to a person / group
full toss	: a ball that reaches the batsman without bouncing
sweep	: to play a ball (butting technique)
boom	: prosper vigorously
pundit	: an expert
cyber	: indicating computers
e-zine	: electronic (online) magazine
decade	: ten years
allied	: related
flexible	: adaptable
online	: internet while it is operating/ functioning
fm radio	: frequency modulation radio
evolving	: changing
relevant	: applicable
commercial	: profitable / marketable
medium	: means of communication that reach large numbers of people such as television, newspapers and radio

impact : force
dormant : undeveloped
hushed : quiet
ceremonial : traditional/ritual
flavour : essence /zest
culminate : end/close
parade : procession/display
reverence : respect/admiration

C. Reading :

I.

THE HINDU

Tuesday, January 20, 2004

Breaking News and Updates

[News](#)

[Front Page](#)

[National](#)

States : ● [Tamil Nadu](#) ● [Andhar Pradesh](#) ● [Karnataka](#)
[Kerala](#)

● [New Delhi](#) ● [Other States](#)

[International](#)

[Magazine](#)

[Business](#)

[Book Review](#)

[Young World](#)

[Stocks](#)

[Advts](#)

[Obituary](#)

Features :

[Literary Review](#)

[Education Plus](#)

[SciTech](#)

[Quest](#)

[Quotes](#)

[Classifieds](#)

[Archives](#)

[Life](#)

[Metro Plus](#)

[Open Page](#)

[Entertainment](#)

[Folio](#)

[SE Diary](#)

[Employment](#)

[Yes terday 's Issue](#)

[Advani, Hurriyat for avoidinu rmedia hype on.talks](#)

NEW DELHI, JAN. 20 (PT1): As the countdown for the first ever Centre-Hurriyat meeting begins, Deputy Prime Minister L.K. Advani, and the Hurriyat Conference today decided to remain silent on the event on January 22 even as the separatist amalgam said ...

More Stories

Krishnamurthy is next CEC

NEW DELHI, JAN. 19. T.S. Krishnamurthy, the senior-most among the Election Commissioners, will succeed J.M. Lyngdoh as the next Chief Election Commissioner. Mr. Lyngdoh retires on February 6. The decision puts an end to a raging controversy over...

They saved minors from the 'jaws of marriage'

NEW DELHI, JAN. 19. They could easily pass off as a group of innocent school girls oblivious of their surroundings, but their act of bravery has brought them national acclaim. Standing up to a social evil like child marriage, these five girls...

North-East People's Forum to support NDA

NOW DELHI, JAN. 19. The North East People's Forum (NEPF), a conglomerate of political parties from the region, today decided to convert itself into a political platform and support the National Democratic Alliance (NDA). It also indicated a...

Supreme Court stays execution of Parliament attack case accused

NEW DELHI, JAN. 19. The Supreme Court today stayed the execution of Shaikal Hussain Guru, an accused in the "December 13 Parliament attack case. "He has been sentenced to death by the Delhi High Court. A Bench, to consisting of Justice S.N...

T.N. seeks Cauvery water

NEW DELHI, JAN. 19. Tamil Nadu today sought the immediate release of seven tmc ft of water by Karnataka to save the standing crops in the Cauvery basin, at a meeting of the Cauvery Monitoring Committee here. The request was made by the Tamil...

Sensex up by 118 points

MUMBAI, JAN. 19. After a sharp correction, stocks bounced back with a vengeance, lifting the sensx by 118 points at close in hectic activity on Bombay Stock Exchange today on revival buying support from institutional investors. Riding...

* Courtesy "THE HINDU" online edition January 20, 2004

Task 1: *Read through the sample to check out the various features of the paper.*

Task 2: *Create a complete model news paper based on an old issue of THE HINDU in a scrap book.*

Task 3: *An you read the day's newspaper, answer the following questions :*

1. In which page will you find the column 'Around the city'? What does it deal with?
2. What does the column 'Reporter's Diary' generally feature?
3. The weather forecast covers which neighbouring states?
4. Can you as a reader voice your opinion in the paper? Where all can your opinion appear?
5. The editorial will generally reflect the policy of the paper. Do you agree with this statement?
6. Each day of the week has a supplement accompanying the main paper. Name a few.
7. What does the 'Obituary' column tell you?
8. A 'by line' is the credit given to the reporter or author of the news item. Do you agree?
9. Would you agree that a dateline will carry both the place of action and the date?
10. If you need to know about the city engagement, where would you look for it?

II. Read through the following classifieds and answer the questions that follow:

Farmhouse/Land/ Resorts

Seaside Approved Housing Plots, 1-4 grounds on East Coast Road, 60Kms. from Chennai Adyar, Near Mahabalipuram. Well laid roads, secure, abutting backwaters. Rs.75, 000/- per ground. Attractive installment schemes. Contact: Kannan, Mobile: 56102264 /91-044- 24911819/24914161/

E-mail: coastlinechennai@sify.com

Position : Area Sales Manager
Location : Chennai
Qualification: Highly ambitious having a few years *exp.* as first line Manager or even Medical rep. in a reputed company
Remarks : Send your CV along with a write up, “Why I consider myself suitable for the above post?” at the address below.
Address : Ozazone Pharmaceuticals Limited Ozone House, 1, LSC Block A-3 Janakpuri New Delhi 110058

Position : Consultants/ People soft
Location : USA
Qualification: Engg. Graduate
Address : Scientific Information Technology Inc 341 Cobalt way, #208 Sunnyvale CA 94086
Email : srikanth@sciinfotech.com.
sunil@sciinfotech.com
Reference : The Hindu Print Edition dt., Jan 14,2004

MBBS, 13-1-73, Aswini seeks M.D./ Professional grooms, B.D.S., 23-2-70, Uttara seeks Professional Graduate bride. Dowry not given/taken. Box NO. HY 26, THE HINDU, Hyderabad-500016. Phone: 040-32307259.

1. Whom would you contact if you were to buy a farm land?
2. What additional attraction does the land provide for a resort?
3. What common feature is looked for in both the bride and groom? Who is elder according to the advertisement?
4. If you are looking for an MNC company which job would you choose?
5. What qualification has been specified for the area sales manager?
6. Which advertisements have an e-mail id?

Glossary:

instalment	: repayment in parts
edition	: publication
cv	: curriculum vitae
consultant	: advisor
Box No.	: a central agency to which mail is addressed and then re-distributed
obituary	: a published announcement of death
update	: to bring up-to-date / current
secure	: free from danger
reputed	: supposed / alleged

D. Writing

A picture is worth a thousand words

(only if it's got a really good cut line, too!)

Photo captions and cut lines are the most read in a publication. Of all the news content, only the titles of stories or headlines have higher readership than captions. It follows that standards of accuracy, clarity, completeness and good writing are as high, if not higher, for captions and cut lines than for other body type. As with headlines, captions and cut lines must be crisp. As with stories, they must be readable and informative.

Captions : Captions are the little “headlines” over the “cut lines” (the words describing the photograph). See example.

Cut lines (in newspapers and some magazines) are the words (under the caption, if there is one) describing the photograph or illustration. See example.

The first photograph's caption is 'Bundle of joy'. The cut line is: "A tribal mother carrying her baby to the work place".

Required information

The specific information required can vary from one photo to the next. But for most pictures a reader wants to know such things as:

- Who is that? (And, in most cases, identify people from left to right unless the action in the photograph demands otherwise.)
- Why is this picture in the paper?
- What's going on?
- When and where was this?
- Why does he /she/it/they look that way?
- How did this occur?

Simply stated, cut lines should explain the picture so that readers are satisfied with their understanding of the picture. They need not - and should not - tell what the picture has made obvious. It should supply vital information that the picture cannot. For example, a picture can show a stork, but it likely does not show that the stork was saved. The cut line should give that information.

Tips and terms:

Be concise; be precise; don't be trite; Cut lines should be *as* concise as possible, but they should not sound like telegrams. Unlike headlines (and caption lines), they should contain all articles and conjunctions, just as do sentences in news stories. News picture cut lines should be straightforward and clear.

Trite writing should be avoided: Do not point out [the obvious by using such phrases as *looks on, is shown and pictured above,*

Don't editorialise; Never make assumptions about what someone in a picture is thinking or try to interpret the person's feelings from his or her expression. The reader should be given the facts and allowed to decide for herself for himself what the picture conveys or emotions.

Avoid the known; explain the unknown: Avoid characterising a picture as beautiful, dramatic, or with other such descriptive terms that should be evident in the photograph. If it's not evident in the photograph, your telling the reader won't make it happen.

Reflect the image: Make sure that the words accurately reflect the picture. If a picture shows two or more people, you should count the number of identifiable people in the photo and check the number and sex of the people identified in the cut line to make certain that they match.

Always, always, always check spelling: Check the spelling of names in the story.

“Wild art”: Photographs that *do* not accompany stories often are termed “wild art.” The cut lines for wild art should provide the same basic information that a story does. Such things as the “fives W’s”(who, what, when, where and why) are good to remember when writing such cut lines.

Time elements. Most newspapers use a out line writing style that calls for the first sentence to be written in the present tense and for subsequent sentences to be in the past tense. *The* rationale is that the first sentence tells the reader what is happening in the photo. Subsequent sentences tell the context and background for what happened.

BUNDLE OF JOY

A LITTLE DROP OF WATER....





- Task 1:** *Look at the photographs carefully:
Create your own cut lines using the guidelines given above and your imagination. For those photographs without a caption create your own captions.*
- Task 2:** *Collect us many photographs as possible from the newspaper and re-write the captions and cut lines using the guidelines:*

Glossary:

trite	:	common place
editorialise	:	giving opinion
crisp	:	snappy
innovative	:	original/novel
triggers	:	shoots/ stimulates
unscrupulous	:	dishonest

E. Vocabulary enrichment

Refer to the dictionary to find the meanings of the following words:

libel, censorship, media tycoon, paparazzi, gutter press,
tabloids, 'infotainment'

F. Extensive Redding:

News papers and Magazines- 'Time', 'The Week', 'News n' Stuff', 'India Today', 'Outlook', 'The Hindu', 'Indian express'

access	: /ækses/
acquittal	: /ə'kwɪtl/
adjourned	: /ə'dʒə:nd
affidavit	: /æfɪ'deɪvɪt/
aggravate	: /'ægrəveɪt/
agriculture	: /'ægrɪkʌltʃə/
agro chemical	: /'ægrəʊkemɪkl
alibi	: /'ælibaɪ/
anaesthetic	: /ænis'tetɪk/
anaesthetist	: /æ'nɪ:s'tetɪk/
anthropologist	: /ænθre 'pɒlədʒɪst/
archaeological	: /ɑ:kɪə'lɒdʒɪkl/
Aryan	: /'eəriən/
authentic	: /ɔ:'θentɪk/
authentication	: /ɔ:'θentɪkeɪʃn/
beverage	: /'bevərɪdʒ/
blurred	: /bləd/
bonsai	: /'bɒnsaɪ/
bout	: /baʊt/
bruised	: /bru:zd/
burglar	: /'bɜ:glə/
business magnate	: /'bɪznɪs 'mæɡneɪt/
carbohydrate	: /'kɑ:bəʊ'haɪt/
cardiac	: /'kɑ:diæk/
cereal	: /'sɪəriəl/
cholesterol	: /kə'estərɒl/
chronic	: /'rɒnɪk/
composition	: /kɒmpə'zɪʃn/

compost	: /'kɒmpɒst/
computers	: /kəm'pjʊ:təz/
congestion	: /k'ɒndʒeɪʃn/
conservation	: /kɒnsə'veɪʃn/
constipation	: /kɒnstɪ'peɪʃn/
contamination	: /kəntæmɪ'neɪʃn/
convalescing	: /kɒnvə'lesɪŋ/
curator	: /kjʊə'reɪtə/
data	: /deɪte/
decade	: /'dekeɪd/
defamation	: /defə'meɪʃn/
dermatologist	: /də:mə'tɒlədʒɪst/
diabetes	: /daɪə'bi:tɪz/
distended	: /dɪ'stendɪd/
drought	: /'draʊt/
ecosystem	: /'i:kəʊsɪstəm/
editorialise	: /edɪ'tɔ:riəlɪz/
embalming	: /ɪm'bɔ:miŋ/
emigration	: /emɪ'greɪʃn/
engineering	: /endʒɪ'nɪərɪŋ/
ethics	: /'eθɪks/
exposure	: /ɪk'spəʊʒə/
filling	: /fɪlɪŋ/
formulae	: /fɔ:mjʊli:/
fossil	: /'fɒsl/
fragile	: /'frædʒaɪl/
fragrant	: /freɪgrənt/
fraudulent	: /'frɔ:dʒʊlənt/
gastro-entriologist	: /gæstrəʊ'entə'rɒlədʒɪst/
genetic	: dʒɪ'netɪk/

geriatrician	:	/dʒeriə'triʃn/
giddy	:	/'gɪdɪ/
gnats	:	/'næts/
grove	:	/'grəʊv/
gullible	:	/'gʌləbəl/
gynaecologist	:	/'gʌnə'kælədʒɪst/
havoc	:	/'hæzək/
hazards	:	/'hæzədʒ/
hazy	:	/'heɪzɪ/
horticulure	:	/'hɔ:tɪkʌltʃə/
hybrid	:	/'haɪbrɪd/
icon	:	/aɪkən/
infringement	:	/ɪn'frɪndʒmənt/
injunction	:	/ɪn'dʒʌŋkʃn/
insomnia	:	/ɪn'sɑ:mniə/
lethargic	:	/lə'θɑ:dʒɪk/
ligament	:	/lɪgəmənt/
malnutrition	:	/'mælnju:trɪʃn/
mandamus	:	/mæn'deɪməs/
manual	:	/'mænjʊəl/
mass media	:	/'mæs'mi:diə/
materialistic	:	/mə'tɪəriə'lɪstɪk/
mentholated	:	/'mentθələɪtɪd/
menu	:	/menju:/
meteorological	:	/mi:tərə'lədʒɪkl/
mishap	:	/'mɪʃhæp/
mummification	:	/mʌmɪfɪ'keɪʃn/
nausea	:	/'ne:sjə/
Neanderthal	:	/ni'ændə:tl/

nephrologist	:	/nɪfrələdʒɪst/
neurologist	:	/njʊələblədʒɪst/
nutrition	:	/nju:ˈtrɪʃn/
obesity	:	/əʊˈbi:səti/
obituary	:	/əˈbɪtʃuəri/
obstetrician	:	/əbstəˈtrɪʃn
ophthalmologist	:	/afθælˈmælədʒɪst/
organic	:	/c:ˈgænɪk/
orthopaedics	:	/c:θəʊˈpi:dɪks/
paediatrics	:	/pi:diˈætrɪks/
pathogens	:	/ˈpæθədʒəz/
patriarchal	:	/peɪtriˈɑ:kl/
peat moss	:	/ˈpi:tˈmɑ:s/
penalty	:	/ˈpenltɪ/
periodic	:	/pɪərɪədɪk/
peripheral	:	/peˈrɪfərəl/
phlegm	:	/flem/
pimple	:	/ˈpɪmpəl/
pizza	:	/pi:tʃə/
pneumonia	:	/nju:ˈməʊnjə/
pollution	:	/pəˈlu:ʃn/
post-natal	:	/peʊstˈneɪtl/
prima facie	:	/praɪməˈfeɪʃi:/
primeval	:	/praɪˈmi:vəl/
protein	:	/ˈprəʊti:n/
ravages	:	/rævɪdʒɪz/
recuperating	:	/rɪˈkʊːpəreɪtɪŋ/
replenish	:	/rɪˈplɛnɪʃ/
sallow	:	/ˈsæləʊ/
scalding	:	/skɑ:ldɪŋ/

scraped	:	/skreɪpt/
scroll	:	/skrɔːl/
shrouded	:	/ʃraʊdɪd/
species	:	/ˈspiːʃiːz/
splatter	:	/ˈsplætə/
spurious	:	/ˈspjʊəriəs/
status quo	:	/steɪtəs ˈkwəʊ/
stringer	:	/striŋə/
succulent	:	/sʌkjʊlənt/
sucrose	:	/ˈsuːkrəʊs/
susceptible	:	/səˈseptəbl/
sweltering	:	/ˈsweltəriŋ/
taurine	:	/ˈtoːriːn/
trauma	:	/ˈtroːmə/
turtle-nesting	:	/ˈtɜːtl nestɪŋ/
unscrupulous	:	/ʌnˈskruːpjʊləs/
voila	:	/vɔːlə/
waning	:	/weɪniŋ/
whoop	:	/huːp/

ENGLISH FOR ACADEMIC PURPOSES - WITHIN THE CLASS ROOM

The module is designed to provide on 'in depth' experience for students to improve their functional skills in Listening, Speaking, Reading, Writing and Comprehending, in their personal, professional and academic life. Education isn't how much you had committed to memory, or even how much you know. It's being able to differentiate between 'What *you* do know' and 'What you don't'.

COMPETENCIES

- A LISTENING:** Listening to the teacher and taking notes
- B SPEAKING:** Clarifying doubts with the teacher
Interacting with the teacher, classmates, school librarian, etc.
- C READING:** Reading aloud
Comprehending what is read
- D WRITING:** Writing & project proposal
Writing a project report

A. Listening

TIPS FOR NOTE TAKING

Eight Do's and Don'ts for improving lecture comprehension and note-taking

<ul style="list-style-type: none">• <i>DON'T</i> try to note every word.• <i>DON'T</i> write everything down.• <i>DON'T</i> note indiscriminately.• <i>DON'T</i> take notes as if you were writing a composition.• <i>DON'T</i> be a passive listener.• <i>DON'T</i> give up if you miss information.• <i>DON'T</i> lose sight of the forest for the trees. (Don't listen for details before getting the larger picture.)• <i>DON'T</i> forget to carry your notes when you leave the class room.	<ul style="list-style-type: none">• <i>DO</i> note key words.• <i>DO</i> use abbreviations & symbols• <i>DO</i> evaluate as you listen. Decide what is important and relevant, and what is irrelevant.• <i>DO</i> use the space on your paper to organise information and visually represent the• <i>DO</i> be an active listener. Predict lesson content and organisation.• <i>DO</i> make guesses if you miss information. Remember that teachers usually repeat and paraphrase information.• <i>DO</i> listen for the teacher's main points and for the general organisational framework.• <i>DO</i> rewrite and/or add to your notes as soon as possible after listening to the lesson. (When you rewrite your notes, ideas that you did not have time to note will still be fresh in your mind. You will have time when rewriting to add those ideas. In addition, when you rewrite your notes, you can reorganise information so that the ideas are more clearly and accurately represented.)
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NOTE KEY WORDS:

You can't copy everything, so just note the key words.

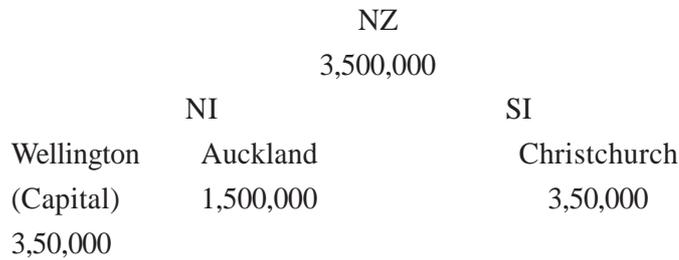
Common symbols:

=	equals	/	per
~	approximately	1970→	since 1970
>	is more than	←1970	1970 and earlier?
<	is less than	C.	century
&	and	w/	with
↑	to go up; to rise	w/o	without
↓	to go down; to decrease	→	tending to heading down

∴ therefore, so, because

VISUAL REPRESENTATION

Increase the amount of information in your notes by using the space on your paper to show relationships and the relative importance of information. **Example:**



Another way of arranging information to indicate importance is by using indentation:

Main Topic

Sub Topic A

Point 1

Point 2

Minor point 1

Population Figures

New Zealand - 3,500,000

North Island

- Wellington - 350,000
- Capital
- The Windy City
- Auckland - 1,500,000
- The City of Sails

South Island

- Christchurch - 350,000
- The Garden City

MIND MAPS:

Mind maps, or concept maps are another way of expressing information visually. Although they may take a little longer to draw, they make the information easier to remember. Research has also shown that the process of thinking needed to draw a Mind Map will help you remember more information for a longer period

Basic principles of mind maps:

Write the topic in the middle. Then radiating out from (he middle, have the sub-topics and then the details. Move from general to specific.

NUMBERS

Whole numbers:

Whole numbers in English are written and read in groups of three. The commas are important. Write the commas as you hear the words - thousand, million, billion, trillion ..zillion. Count the number of commas first and then reading the numbers becomes a lot easier.

Fractions:

Read them as they are written: top down with the bottom number being read as an ordinal number {1st 2nd 3rd etc.}. For example 1/3 is one third, 2/5 is two fifths.

Decimals:

Numbers to the right of the decimal point are read as single numbers. *E.g.* 0.25 is read - zero point two five, not zero point twenty five.

THE PROCESS OF NOTE TAKING

Take notes as best you can when the teacher teaches. Rewrite the notes later in the day (before going to bed) into a more complete version. You may need to use your textbook or ask someone if you have problems, Follow a review cycle to make sure you remember

HOW TO LISTEN EFFECTIVELY

You need to be aware of all of the carriers of meaning.

Words carry meaning:	Five categories of accomplishing things:
	<ol style="list-style-type: none"> 1. to describe 2. to tell people to do something 3. to (tell) people what we're going to do 4. to tell about feelings 5. to change the world
Stress:	I went to the park, (no special stress) vs. <u>I</u> went to the park (not someone else)
Intonation:	He went, vs. He went?
Rhythm:	Can you see, Ram? vs. Can you see Ram?
Body Language:	"the first thing" (pointing one finger)

Predict

If you have an idea of what is 'coming' you will be able to prepare. This is why there are road signs telling you that a curve or a steep descent is coming up. You are therefore ready because; you know what to expect. In listening to your teacher you need to predict what you think is coming next.

1. Prediction helps overcome confusion.
2. Prediction helps save time for processing information and taking notes.
3. There are two types of predictions: predictions of content and predictions of organisation.

Being able to successfully predict depends on being able to recognise the teacher's cues or signposts.

Signposts or Cues

Teachers use cues or signposts to let you know what is happening and will be happening in the lesson. Signposts can be used to introduce a topic, to indicate the organisation that will follow, or to indicate a conclusion. Signposts can help you predict, plan for note-taking, get back into a lesson if you get lost, and so on.

Predictions of Content

Signposts are important in helping you predict what content is going to be covered next. You can predict (guess) what the teacher is going to say based on what she or he has already said.

Predicting words

Single missing words are easiest to predict, We do it all the time because we very rarely hear 100% of what is said.

He likes cooking, so his favourite room is the ...

She likes surfing so she often goes to the...

There are two teams of 11 players each in ...

Predicting topic Introductions

These tell you that a new topic is going to be covered, and maybe what the topic will be.

Let's first look at...

Moving on to ...

The next topic ...

I want to look at ...

The next area ...

All right...

What causes X?

Now...

Predicting conclusions

Conclusions draw together the topic, restate or review key points, offer general closing statements, summarise, or simply say that the topic has finished. It is therefore important to be aware of signposts to topic conclusions.

Now...	Therefore...	In conclusion ...
In summary ...	To sum up ...	So ...
Since ...	Thus ...	The main point ...
So that's ...		

Predictions of Organisation

For example, does the teacher want you to understand a definition, a concept, or a process?

Predicting organisation

These tell you what information is coming, how it is going to be organised, where the lesson is at the moment, and how the ideas relate.

One aspect ...	Five categories ...
Three main points...	Another thing ...
The next step ...	The fifth step ...

Types of organisation in a lesson:

Defining a term, describing physical characteristics, describing a process or a sequence of events, describing the relationship between two events, breaking a topic down into subtopics by listing, exemplifying a topic, breaking a topic down into subtopics by classifying, comparing and contrasting, or making a generalisation.

REPETITION, PARAPHRASE, EXEMPLIFICATION AND TANGENTIAL INFORMATION

Teachers use these main techniques to make sure that the lesson is understood:

Repetition:	Paraphrase: Saying the same thing in other words.	Exemplification: Explaining by using examples.	Sidetrack: An interesting story or reminiscence.
Let me repeat Once more ...	In other words... Another way of looking at ... I mean..... This means ...	for example one example could be ... one case of	That reminds me ... By the way I remember...

Task: *Select a few chapters of your course book. Take own notes while your teacher teaches the topic, using the tips. Check with your teacher if you have put down all the points.*

B. Speaking

Asking for Clarification

- You students need to be able to ask what you don't understand when teachers talk to you.
- What words do people say when they don't understand you?
- What words do you use when you don't understand?
- What new words can you use when you don't understand?

Task 1: *Ask your classmates these questions. Write the name of the classmate in the name column. Try to ask a different person each question.*

Question	Name	Yes	No
1. Do you live near a playground?			
2. Do you live near a post office?			
3. Do you live near a departmental store?			
4. Do you use recycled paper?			
5. Do you live near the school?			
6. Are you close to the bus stop?			
7. Do you eat in the school canteen?			
8. Do you have a pet?			

Task 2 : Talk Time Topic: Being A Good student hi class:

Let's get started...

Before you begin, take a few minutes to complete the following activity: On a piece of paper write 2-4 sentences describing one person in the group. Please do not write the name of the person you are describing on the paper. When you are finished, place all the papers in the centre of the table. Each person will take one paper and read it aloud. The group can guess who each paper is describing. Ask questions to your classmates to clarify what each person has written in the paper and find out more details about them.

TIP! English typically uses a number of polite introductory phrases *before* a question is asked. This is because it can be considered impolite, or too direct, to state something without some kind of introduction to the question. However, it is quite common and normal for the introductory phrases to the question to be brief,

POLITE/ FORMAL	NEUTRAL	LEAST POLITE INFORMAL
I beg your pardon but I don't quite follow/ understand.	Would you mind repeating that?	What did you say?
Pardon me.	Would you mind saying that again?	Again, please.
Can / Could / Would you say that again, please?	Excuse me. But I didn't catch the last part /the part about...	Say that again.
I wonder if you could say that in a different way?	Can we / go over that again'?	I don t get it.

Task 3: *Your teacher has given a list of points while teaching a lesson. You are not quite sure if you have got them all. You are clarifying. Here are certain help sentences. Make a table as above. Classify the given sentences as polite, neutral and impolite.*

- Give us/me an example.
- Could you possibly give us/cite an example?
- Are you able to give an (other) example for that point?
- I wonder if *you* could give an illustration.
- For example?
- Would you give an illustration/example of what you mean?
- Do you think you could give another illustration / example?

Other contexts in the class could be:

- Apologising- "I'm sorry, I didn't understand."
- Asking for spelling- "Can you spell that please?"
- Asking for repetition- "Can you say that again/repeat that please."
- Asking for clarification- "Do you mean...?" / "Did you say..."
- Asking for partial repetition- "Where did he go?"
- To seek clarification of a point
- To ask for additional information.
- To ask the person to speak louder, use easier words or to repeat something.

Task 4: *You have had various interactions in your class/ school They are listed out in column A. Write down questions if you were to ask for clarification with your friend/ teacher /other staff/ librarian in the school in column B.*

Column A	Column B
<ul style="list-style-type: none"> • I'm going on holiday from 16th February. So the lab will be closed for a week. • The name of the book is <i>THE PARK</i>. You'll find it on the top shelf. • New York is the largest, most expensive city in America. So you need to know about its geographical features. • Sorry! The food in the school canteen is sold out. • Will you accompany the guest to the principal's room? 	

C Reading

I Read through the following inputs for reading aloud:

1. Tips for reading aloud in the classroom:

- Skim the-book before reading aloud in the class - this will give you a chance to judge whether you like the book, as well as to alert you to any difficulties with language or subject matter.
- Make your listeners comfortable. It's easier for them to pay attention if they 're facing away from bright windows and lots of other activity.
- Pay attention to your listeners. Look up from the book from time to time to make eye contact with the group. This way you'll know whether they're still spellbound or ready for a break.
- Don't stop! You are never too old for reading aloud. In fact, some of the best books for reading aloud are most enjoyed by your age group.

- **Have fun.** Don't try to read books you don't enjoy yourself- your lack of enthusiasm will come through
- **Punch Vocabulary :** Make the language in a story more interesting to both you and your listener by choosing the most interesting word in each sentence, and doing something more with it: emphasise it, italicise it, underline it. enunciate it. whisper it. elongate it - bring it out to some place of prominence and enliven the prose.
- **Pause:** Helps you to re-set the attention span and can be used to heighten drama, suspense or emotional impact; pay special attention to every mark of punctuation: every comma and period, hyphen and parentheses - one word sentences are written that way for just this reason.
- **Slow Down:** Slowing down means the alteration of the: pace of a sentence; or a paragraph; your listener will notice immediately.
- **Whisper :** Use the whisper effect, when you want to make someone-pay even closer attention; it can make the bad characters even more evil.
- **Accents and Voices:** Borrow indiscriminately and shamelessly from everywhere to mimic different voices; the voices in a dialogue are different and distinct. Use your tone to bring the characters alive.

2. Reading Aloud works because of:

- i. The Power of Story** - uses the age-old power of narrative, which creates a mental explosion, through context and exposure and is used for both entertainment and educational benefit.
- ii. Active vs. Passive-** stimulates the mind, as the listener is required to actively visualise the images and characterisation necessary to inform and interpret a story. It is different from television, which is a passive activity that supplies its own images. The brain goes to sleep.
- iii. Emotion** - facilitates time together amongst your friends to develop and grow an emotional bond. Information and knowledge are retained better when accompanied by an emotional attachment.

iv. Values- imparts values through ethical examples while you naturally identify with the main characters.

v. Literature- expands the minds and exposes to new and different perspectives, cultures and points of view, contexts and situations.

vi. Attention span - creates better readers, enabling to succeed at all tasks in the school and increases attention spans.

3. The Many Benefits of Reading Aloud:

- Discussion while you read aloud in the class enhances and expands your understanding.
- The illustrations encourage prediction and interpretation, which encourages you to use the illustrations to add to your understanding.
- Helps learn more about the authors and illustrators and read other works by favourite authors.
- Helps relate books to your own experiences.
- Stimulates emotion and questions before presenting a writing assignment.
- Allows you to live literature, to become so involved in a story that you become a part of it.
- Develops and improves literacy skills - reading, writing, speaking, and listening.
- Stimulates growth and understanding of vocabulary and language patterns.
- Repeated reading helps ask questions, and make comments.
- Self esteem grows because of increased communication.
- Develops individual interests in special subjects.
- Promotes positive behaviour patterns and social values.
- Establishes positive attitudes towards yourselves and others.

Task: Read aloud passages from your English course book with correct pronunciation and pause with the help of the above inputs.

II. Comprehension

“Reading is to the mind what exercise is to the body”

- Richard street (6 72-1729)

Tips for making notes from a textbook:

First: read a section of your textbook chapter

- Read just enough to get an understanding of the material. Do not make notes, but rather focus on understanding the material.

It is tempting to make notes as you are reading the first time, but this is not an efficient technique: you are likely to take down too much information and simply copy without understanding.

Second: Review the material

- Locate the main ideas, as well as important sub-points.
- Set the book aside.
- Paraphrase this information:

Putting the textbook information in your own words forces you to become actively involved with the material

Third: Write the paraphrased ideas as your notes.

- Do not copy information directly from the textbook.
- Add only enough detail to understand.

The following techniques will help you to comprehend better”

- **As you read, practise the “look-away method:”**

Periodically look away from the text and ask yourself a stimulus question relating to the text. Phrase the question positively!

Respond, or restate, in your own words. Make connections and associations, but don't use this exercise to memorise—but to understand.

- Look up words

Look up words in the dictionary whose meanings are important to your understanding of the material, but you cannot work out from the context.

- **Read to the end**

Do not get discouraged and stop reading. Ideas can become clearer the more you read. When you finish reading, review to see what you have learned, and reread those ideas that are not clear

- **Do not confine yourself to words!**

Use representations, graphics, pictures, colours, even movement to visualise and connect ideas. Use whatever techniques work to help you understand.

Task: Select a few passages from your Course book. Read through them using the tips given above. Answer the questions posed by your teacher with the help of your notes.

D. Writing

The following is the format of a project proposal:

- **Specify the time schedule**

It is never too early to start. By starting early you have more time to finish the project, and you guarantee yourself adequate time to do a good job. Find out:

- how long the presentation or paper should be.
- how hard the material is to research.
- how much time you have to complete the project.

- **Break the project down into manageable sections**

What	How
Summarise objectives	Objectives should be <u>SMART</u> : <u>S</u> pecific <u>M</u> easurable <u>A</u> ttainable <u>R</u> elevant <u>T</u> ime bound

Decide tools to be used	Questionnaires, interviews, <i>etc.</i>
Specify type of Research	<ul style="list-style-type: none"> • Library research • Field research - Surveys, experimental, <i>etc.</i>
Specify Sample size	Decide the number of individuals to be questioned, observed, <i>etc.</i> The number should be decided keeping in mind the nature of the project, feasibility and duration.
Specify budget	Decide on the expenses, if any. involved and aim to stick to it.
Specify duration	Decide the duration of the project so as to plan accordingly.

The following format could be used for project reports:

Format

A project report usually consists of the following:

1. Title
2. Introduction
3. Abstracts/Review of related literature
4. Materials and methods
5. Analysis
6. Results/findings
7. References
8. Appendices

Title Page

The title page provides the name of the project, the names of the project partners, the date, and any other information your instructor requires.

Introduction

The introduction presents the subject of the report and acquaints the reader with the project. Typically, the introduction states the problem to be solved and explains its purpose and significance. It also provides whatever background theory, or formulas the reader needs to understand to solve the problem.

Abstracts/Review of related literature

Previous researches or projects on the subject or parallel areas are detail with here. It is in the form of abstracts. The title of the research/project, the researcher, brief methodology and findings are outlined.

Methods and Materials

This section outlines the procedure adopted for the research, research materials/tools used, sample size, etc. This section is descriptive List all steps in the correct order. State what you really did and what actually happened, not what was supposed to happen.

Analysis

In this section, you must explain, analyse, and interpret your results, being especially careful to explain any errors or problems. This is probably the single most important part of the report, since it is here that you show that you understand and can interpret what you have done.

Results findings

Agate, give you actual results, not what should have happened Although results are usually presented quantitatively, you should always introduce *each* block of information verbally and provide clear and accurate verbal labels. Draw conclusion from analyses and results that answer the question, "So what?" Then go on to explain your conclusions. In this section, you may also make recommendations for improvement.

References

Some reports require references at the end. Use the correct format to cite the references. This is also known as the bibliography section. It is a list containing titles of books/projects/journals with the name of the author/researcher, date of publication, etc.

Appendices

Appendices may include raw data, calculations graphs, and other quantitative materials that were part of the project, but not reported in any of the above sections.

Task: Write down it project proposal and a project report based on the formats given above:

How much time do students spend on the following activities at home? How does it affect their performance in studies?

- Viewing television
- Doing home work/assignments
- Working on the computer
- Playing
- Reading books
- Engaging in extra-curricular activities such as music, dance, etc.
- Attending tuition.

ENGLISH FOR ACADEMIC PURPOSES - COMMUNICATIVE GRAMMAR

Grammar consists of structures and a set of rules to use those structures to make the desired meaning in a language. Usually in the grammar lessons only structures and rules receive the primary focus but their meaning and use in various contexts are not given enough attention.

We learn sentences in the present tense such as:

1. *The Prime Minister visits Chennai tomorrow.*

and

2. *It is time we learnt Communicative English.*

The pseudo-pedants (who are too rigid about form and form alone) may say these two sentences are grammatically incorrect. Their argument will be as follows:

In sentence 1, *visits* is in the present tense and the word *tomorrow* refers to future. These two do not go together.

In sentence 2, *is* in the present tense and *learnt* is in the past. Here too these two do not go together too.

But we need to understand the communicative effect these usages bring about. Sentence 1 expresses the definiteness of the Prime Minister's visit and sentence 2, the urgency of the *need* to learn Communicative English.

As for learning of grammar, an important question to be considered is: *Which to learn first, whether the structure, i.e., form or the use of that structure in the appropriate context i. e., function ?* We as learners are so obsessed with the form of a structure rather than its function. But experts in English language *teaching* have found, through research, that when the theme (*i.e.*, where the structure functions) is learnt first, the form will be learnt effectively.

Communicative grammar focusses the attention of the learner on the theme first and form next. The units in this section will focus the attention of the learner first on theme where the grammar item to be learnt is contextualised.

UNIT I

DESCRIBING PRESENT HABITS AND ACTIVITIES

A. The simple present tense

1. WARM UP

My road calls me

My road **calls** me, **lures** me
West, east, south and north;
Most roads **lead** men homewards,
My road **leads** me forth.

- *John Masefield*

Answer the following:

1. Which directions does the poet's road call him and lure him to?
2. Where do most roads lead men?

II. THEME FOCUS

Your teacher speaks about how he/she spends Sundays at home:

On Sundays I get up a bit late, say, around 6.30 in the morning. After morning chores, the first thing I do is reading newspapers particularly the Sunday supplement. The Sunday supplement of every newspaper contains some interesting articles, and so I spend more time reading them than on other days. I have breakfast as usual. I make it a point to watch BBC and sports channels on TV sometime. I often help my children in their studies till lunch. After lunch I take a nap. In the evening I either visit my friends or go shopping with my wife/husband. After returning home I do some school work such as preparing lessons for classes for the next week and valuing test papers.

My daughter often helps me by getting matters typed or by checking the total in the answer scripts.

Task: *Compare these activities with your father 's/mother's on Sundays. Do you help your parents or trouble them at home? How do you help your mother in her day's routine?*

III. GRAMMAR FOCUS

Aspects of form

In the above passage, the italicised words are verbs that are in the present tense form, that is, out of the three forms of the verb, *viz.* **do-did -done**, the first one is used. When the subject of the sentence is the third person singular, 's' is added to the verb as in **contains** and **helps**.

e.g. I do some school work.
My daughter often helps me.

Aspects of functions

Habitual actions

When we want to speak about a habitual action, we use simple present tense. Here in this passage the teacher speaks about his/her routine on every Sunday, which is habitual.

My school is 5 kms away from my house. So, I **go** to school by bus.

My sister's school is within walking distance. She **goes** on foot

Neutral present

1. War **solves** no problems.
2. Truth always **triumphs**

These are true in the past, present and future. These are also called **universal truths**.

Actual present

I a. I have been looking for John for the past one week.

(John enters)

b. Here he **comes**.

2. This is a wide road that runs for about 20 kms.

Note: If the words comes and runs are replaced by is coming and is running, it means these actions are in progress, which is not true in these contexts.

Performative use (declare, name, pronounce, deny...)

In the opening ceremony of an exhibition the chief guest says,
'I declare the exhibition open'.

In the marriage ceremony the vicar says,
'I now pronounce you man and wife'.

In these examples the event and the act of announcement take place simultaneously

IV. TASK: Fill in the blanks with the appropriate words from among those given below the passage:

In our company, they.....only girls. First let me say something about the way we and the wage we Theretwo kinds of work, regular and piecework. The regular work... about Rs300/- a week and the girls have to be at their machines at 7 in the morning and theyat them until 8 at night.

Fathima whopiecework and being devoted to work she oftenthe time but she.....onlyRs, 200/- a week. With this she.....to make both the ends meet. Prema is a regular worker but she.....to give her husband half the salary for drinking. She.....the family with the remaining amount.

work	pays	gets	stay
receive	are	has	does
recruit	exceeds	manages	struggles

V. ACTIVITY

As your teacher talks about his routine on Sunday, you now speak about the way you spend

- (i) a working day at home/school
and
- (ii) how your father/mother spends Sundays

B. The present progressive tense

I. THEME FOCUS

Arun speaks to Prakash over phone

Arun : What **are** you **doing** at home?

Prakash : I **am watching** TV now.

Arun : What is your son Navin doing right now?

Prakash : He **is doing** his homework.

Arun : Oh, really?

It's good that he is nowadays **taking** his studies seriously.

Prakash : Of course, he is **coming** round.

II. GRAMMAR FOCUS

In the conversation between Arun and Prakash the italicised words are verbs in the present progressive tense. This tense indicates the action in progress at the time of speaking.

- **Habitual use**

The trains are always **arriving** late during summer.

- **Sporadic repetition**

The boys **are** always **breaking** test tubes in the laboratory.

Note: The present continuous with the time adverbial 'always' is used usually when the frequency of action annoys the speaker or seems unreasonable.

III. TASK: Choose the appropriate tense form from the ones given in brackets:

I.....(like/am liking) writing stories. This lime I(want/am wanting)to write novel. At the moment I -.....(write/am writing) a novel on an orphan girl. The events in the novel (progress/are progressing) interestingly. The character of ths orphan girl(takes/is taking) the shape that I.....(conceive am conceiving) of.

UNIT II

LINKING THE PAST TO THE PRESENT

The present perfect and the present perfect progressive

The present perfect and the past :

I. WARM UP

A glutton

A : It is al ready half past nine. I need something to eat. Have you had your breakfast?

B : Yes, I have had.

A : What did you have?

B : I had only a dozen pooris and half a dozen omelettes.

A : Wou Id you like to join me?

B : I don't mind. I ate an hour ago.

A : But lhere are only two pooris and one omelette left.

Do you eat as much as B eats for breakfast?

Always leave your stomach half filled. That's the way to healthy living

II. THEME FOCUS

Think of the days of our great grandfathers. They did not have the comforts that we enjoy today. They walked the distance to the neighbouring village. They ate cereals and pulses t hey grew in their field. They didn't have variety in anything because they were not able

to move from place to place. The best means of transport were horses, camels and carts.

During the last sixty years, machines of all kinds *have become* part of our daily life and have transformed our life in the most incredible manner. Machines *have turned* human society from an agrarian one into an industrial one. Machine civilisation has indeed, improved our lives tremendously.

But there is the other side of the picture too. While the machine civilisation has provided variety and abundance in our life, the quality of life has been deteriorating. Life has become artificial. The machines *have been doing* a great damage to the environment.

Think aloud on these lines:

- Have you ever heard your grandparents telling you stories about how their parents moved from village to village?
- In what way have computers changed our life style?
- 'Quality of life has been deteriorating' - Argue either for or against

III. GRAMMAR FOCUS

- We use the present perfect tense to say that a finished action or event is connected with the present in some way.

eg. Machine civilisation has improved our lives tremendously. Improvement started in the past and continues till the present time.

It is likely that it may continue into future time too. If we say something has happened, *we* are thinking about the past and the present at the same time.

- We can change a present perfect sentence into a present one with a similar meaning- the resultative use.

The boy has *broken* the glass (The glass *is broken* now).

Utopia *has invaded* Fantasia (Utopia *is at war* with Fantasia).

Note: This is not at all converting one form into another. This only shows that the present perfect has a grounding in the present

- Present perfect is also used to express the idea of completion
I have done the homework.
They have *finished* reading the lessons.
- Present perfect is normally used for giving recent events.
The dollar has *fallen* against the euro.
The Prime Minister has had talks with the President.
- Present perfect tense indicates repetition and continuation till now.
eg. We have known each other since 1998.
She has been a doctor for five years.

Note: With specific time adverbials, only simple past can go. Around eighty years ago, people travelled from place to place by horse or camel or cart that took a long time.

The present perfect progressive tense :

An action / event that started in the past and continued till the present and there is a likelihood of continuing further.
e.g. The quality of life has been deteriorating.

More examples:

- It has been raining since last night.
- They have been attending special classes regularly.
- My sister has been waiting to join me for breakfast.

IV. Fill in the blanks with the appropriate forms of the verbs given in brackets.

TASK 1:

- Peter (suffer) from typhoid since last weekend.
He (visit) the doctor thrice but he hasn't recovered yet.
- How long (live) in this house?
We (expect) her reply since last Monday.
She (not, reply) yet.

TASK 2:

Greek (be) the language in which the first medical treatises(appear). In the Middle ages, Latin (be) the language of learning in the countries of Europe. In Germany, doctors (begin) to use German. Since the early 70's, there (be) a further change. Now, English medium (become) the best, perhaps the only medium of communication.

TASK 3:

Suma : you (write) to your branch manager?

Naveen: I (not, finish) yet, I(try) to contact the accountant,

Suma : Come on hurry up. He (expect) your letter since Last Monday,

TASK 4: Now role play the conversation.

UNIT III
DESCRIBING PAST HABITS AND
ACTIVITIES

Simple past tense and past perfect

I WARM UP

Read the following newsreport on Nissim Ezekiel :

Nissim Ezekiel passes away

MUMBAI, Jan, 10 The doyen of Indo Anglian poets, Nissim Ezekiel, died here yesterday. He was 79. Mr. Ezekiel. a former Professor of English, had been suffering from Alzheimer's disease. Besides being India's foremost poet writing in English, he had encouraged many *who* later made a name for themselves as leading poets, including Dom Moraes. Mr. Ezekiel's first collection "Time to change" was published

in 1952. Born in a Jewish family, he was educated in Mumbai and had translated works into Marathi. - PTI

Answer these questions:

- Have you read any poems by Nissim Ezekiel?
- Do you ever write poems ?
- Do you want to become a famous poet like Nissim Ezekiel?

II. THEME FOCUS

Here is an account of a medical camp conducted by NSS volunteers:

Last Saturday, we **conducted** a medical camp at Odandurai village. The team consisted of the NSS coordinator and 20 volunteers, and a doctor. Our coordinator **had** already **written** to the headman of the village about the camp. Before we **reached** the village, people **had gathered** there.

Ten of our volunteers **spoke** to them freely explaining how we would help them. They **said** that they **had brought** a medicine chest that contained chest for common ailments of the people of that village. One in the medical team **asked** for four young persons from the village who **had studied** up to X Std. *To* our amazement more than ten came forward. We **appreciated** their enthusiasm and **selected** four from among them. Two of our team **were teaching** those young persons about the uses of the medicines.

In the meantime, another team of volunteers **went** into the village to get the patients to the village school where we **had camped**. The doctor with the medical team **examined** them and gave them medicines. The four persons who we **had asked** to treat common diseases were carefully observing the prescriptions given by the doctor. The doctor **handed** over the chest to one of the four young villagers.

The medical camp came to an end around six in the evening. The patients who had returned to their slums came back to bid farewell to us.

Now answer the following questions:

1. Who did the NSS team consist of?
2. How did the villagers know about the medical camp?
3. How many young persons did they select from among the villagers for helping the team?
4. What were the young persons doing during the camp?
5. What did the team do With the medicine chest?

III. GRAMMAR FOCUS

The simple past tense :

In your answer to the above questions (except q.no 4) you used the past tense form of the following verbs:

consist	- consisted
know	- knew
select	- selected
hand over	- handed over

- **Narrating an event:**

While narrating an event, that took place in a sequence in the past, we use the simple *past* tense. So the past tense is also called 'narrative tense'.

The simple past may also describe events that are repeated and regular.

When I lived in London, I ate fish and chips for breakfast everyday.

- **For expressing hypothetical meaning:**

What would happen if the earth *stopped* rotating?

- **For expressing politeness:**

I wondered if you could lend me Rs. 1000/-.

Note: The word wondered (in its past form in this context) never refers to the past time.

The past perfect tense :

The past perfect is used to express an action that happened before a definite time in the past. We can use it to reorder the events of a narrative for dramatic effect.

Look at these sentences:

When we reached the village, people had gathered there.

After Alice had said goodbye to her father, she got into the compartment.

From these illustrations it can be seen that out of the two happenings that took place in the past, the earlier one takes the past perfect while the latter one the simple past.

More uses of the past perfect

- To indicate a past hope, expectation or intention (that was not realized) the past perfect is used. Using verbs such as hope, expect, think, intend, mean and suppose.

I had hoped you would inform me before joining the Science group. (but you didn't)

- In hypothetical conditions,

If you had been alert, you wouldn't have missed centum in Maths (but you didn't get centum)

IV. TASK 1: Fill in the blanks using the correct form of the verb in brackets:

An actor of the yesteryears speaks -

Before I entered the film world I never (expect) to get a chance to act. I (have) an interview with the Film Director who.....(tell) me I.....(be) not

tall. Then he (call) me two weeks later and he(say), I (put on) weight. Bui a couple of days later, the Director (ring) me up and (tell) me that I (make) it.

TASK 2: *Fill in the blanks using the correct form of the verb in brackets and then role-play in pairs.*

The doctor and the patient:

- Doctor : What is your problem?
Patient : I (have) stomach ache.
Doctor : What did you eat yesterday?
Patient : I (eat) some stale bread, not yesteray, but the day before.
Doctor : Stale bread? That's it.
Doctor : What time did the pain start?
Patient : It (start) yesterday morning itself.
Doctor : If you(come) yesterday, it would have been easier for me to cure.

TASK 3 : *Tell a story that you remember to have read during your earlier classes.*

The past progressive tense :

- A : Hai, Bala. Why are you limping?
B : You know, I met with an accident.
A : Oh, really? How did it happen?
B : It happened last Sunday while I was going to the university.
A : How were you going?
B : By motorbike. While I was trying to negotiate a curve, a speeding car came in the opposite direction.
A : The driver of the car should have been careful.
B : But he wasn't. The car almost ran over my bike. I managed to jump off my bike.

- A : Thank God! You jumped off.
B : Fortunately I escaped with just a sprain.
A : Any way, how are you now?
B : I am getting better.

2. GRAMMAR FOCUS

Note the following sentences:

While I was *trying* to negotiate a curve, a speeding car came in the opposite direction.

Here the verb of the main clause is in the past tense and that of the subordinate clause is in the past progressive tense. This is necessary because only when the action of negotiating the curve is taking place, the car ran over the bike. Running over the bike is instantaneous action which could be described only with the simple past tense.

3. TASK: *Describe an excursion which you enjoyed most. Use the past progressive Tense wherever possible.*

UNIT IV TALKING ABOUT THE FUTURE TIME

Future Tense:

1. WARM UP

*'Call upon me on the day of trouble;
I will deliver thee and thou shall glorify me'.*

- Bible

Discuss the following questions:

1. Do you ever think of people in trouble?
2. Are you actually prepared to help them when they need you?
3. Will you be able to go their rescue?

II THEME FOCUS

- Arun : I am going to meet our class master for advice this *evening*.
- Benny : What is his advice for?
- Arun : I need to know what course I should join after plus two? Do you have any idea of what you want to become?
- Benny : I really have no idea of what I'll become in future.
- Arun : Shall we meet our class master?
- Benny : Oh, sure!
(*With the class master*)
- Arun : I really don't know what course I can select after plus two.
- Benny : The same is the case with me too, Sir.
- Classmaster : You both are already in Science stream, Isup pose?
- Arun&Benny: Yes, Sir.
- Arun : I am studying Biology, whereas Benny has taken Computer Science.
- Classmaster : By the way, *how* are you both faring?
- Arun : I always stand first in Biology.
- Classmaster : Will you get more than 95% in Physics, Chemistry and Mathematics in the final exam?
- Arun : Sir, I have already been getting above 90% in all these and in Biology above 95%.
- Classmaster : If you maintain this performance, you will get a seat in one of the medical colleges.
- Arun : Thank you, Sir. I will try my best to score more marks in the final exam.
- Classmaster : How about you Benny?
- Benny : Computer Science is my favourite subject, Sir.
- Classmaster : That's fine. How about your marks in Physics, Chemistry and Maths?

Benny : Not less than 80%

Classmaster : But you have to work hard. You stand a chance of becoming a Computer Engineer. If you get more than 90% in Maths, Physics and chemistry you will get a seat in B.E-I.T at an engineering college.

Benny : From now on, I will work harder.

Classmaster : That's the spirit. Ok see you later.

Arun&Benny : Bye,Sir.

Classmaster : Bye.

Answer the following question:

1. Which stream of +2 study,are Arun and Benny in?
2. How much marks does one need to score for getting a seat in medical college?
3. Will Arun be able to become a doctor?
4. What can Benny become?
5. What do you,as a plus one student, think, you will become?
6. Will you score more than 95% in all subjects?

III. GRAMMAR FOCUS

There are several ways of using verbs to talk about the future time in English.

- **Shall/Will:** for predicting future events not already decided.
e.g. : Shall we meet our class master?
I will work harder.

- **Future Progressive:**

To indicate a future activity that will that will begin before and continue after a point of time.

The Chief Minister will be waiting at the airport to receive the president.

• **be going to**

Note: Here the *word going* does not refer to the action of going from one place to another. It can be considered that 'be going to' is nearly equal to 'will'.

'Be going to' is used:

to mean that the speaker's intention will be carried out.

e.g. I am going to meet our class master this evening.

to indicate that an event is going to happen.

e.g. It is going to rain heavily.

• **Present tense:** for future events already planned

The Chief Minister visits Maditrai tomorrow (present simple)

IV TASK 1: Fill in the blanks with the appropriate form of the verb from the ones given in brackets:

Tomorrow our cricket team.....(is going, will go, shall go) to Bangalore for a friendly match with Jain international School. The train from Chennai(is going to leave, leaves, is leaving) at 8.00pm but I must be at the Central station at 7 to join my friends. I hope all others(will arrive, are arriving, are going to arrive) in time. Having Ramesh, a good batsman with us, we are sure, we(will win, are going to win, are winning) the match.

TASK 2: Are you going to do these? (Answer in a complete sentence)

- i. (score centum in Maths)
- ii. (visit Ooty next week)
- iii. (cook a meal).....
- iv. (invite the class master for your birthday)
- v. (take part in the art competition)

TASK 3: Write questions with shall/will:

- i. It's a nice day (go/some where?)
- ii. Let's go for a picninc (where/we go)

iii. How about the Birla Mandir? (how / we get there) Better we take a bus.

iv. Let us have lunch there. (What/we do for lunch)

v. There are good restaurants. (We eat there?)

Task 4: *After completing Task 3, form pairs and role play the conversation.*

UNIT V

ASKING FOR INFORMATION

Interrogatives:

I. WARM UP

Tricky questions

- Who coined the phrase 'to coin a phrase'?
- Where do they send Siberian criminals?
- Shouldn't the word 'brevity' be mono-syllabic?

Can you answer these question?

You may not be able to. Don't worry.

But do you understand and enjoy the implied meaning?

II. THEME FOCUS

Here is a General knowledge quiz for you. Try to answer the questions. Find out how many of your answers are correct. Answer in one word or say 'yes' or 'no' as required:

1. What is the name of the lake that has the word sea in it?
2. When was America discovered?
3. Who is the most beautiful woman in Shakespeare's plays?
4. Why does the sun set late in the evening in England?
5. How do you call the official residence of the Russians President?
6. Is Washington the capital of United States?
7. Do the Tibetans belong to Mongolian race?

8. Did Tagore *write* 'The Discovery of India'?
9. Can the bats see things in the night?
10. Are there inhabitants on Mars?

If you haven't got all correct, it doesn't matter. Try to improve your general knowledge by reading newspapers everyday. Also refer to general knowledge books.

III. GRAMMAR FOCUS

Let's now look at the form of the questions:

- The first five questions beginning with, 'what, when, who, why and how' are known as *Wh-questions*.

1. When did you come here?

How does he go to school?

The form is -

Wh-word + aux. + subj. + verb +

2. What is your name?

Who are those men?

Wh-word + 'be' verb + subj.

3. Who wrote this book?

What made you feel sad?

What/Who + verb + object

4. Why does the sun set late?

Wh-word + aux. + subj. + verb +

Note: In question 3, the word **wrote** need not be split into did + write because **who** itself is the subject.

- The next five are called Yes-No questions because the answer for such questions will be either 'Yes' or 'No'. These questions begin with a verb or an auxiliary. These are formed by **inversion of declarative**.

Declarative

1. It is true.

Sub + be-verb + complement

Interrogative

- Is it true?

Be-verb + sub + complement

- | | |
|---------------------------|---------------------------|
| 2. I can lift this table. | Can I lift this table? |
| Sub -modal+verb-object | Modal + sub+verb+object |
| 3. Meera teaches English | Does Meera teach English |
| Sub + verb + object | Aux + sub + verb + object |

Difference in the use of ‘What’ and ‘Which’

Which is your favourite dish? (The speaker knows the dishes)

What is your favourite dish? (The speaker doesn't know the dish)

IV. TASK 1: Complete the following dialogues and then role-play:

- X :?
- Y : I am Ramesh.
- X : Where?
- Y : I come from Hyderabad.
- X : to meet?
- Y : I want to meet the Director.
- X : Do.....?
- Y : Yes, I need to meet him right now.
- X : If so please wait for half an hour.
- Y : sit here?
- X : Yes.

TASK 2: First complete the sentences with ‘How’, ‘What’, Then choose an appropriate answer for each question:

- | | |
|----------------------------------|-------------------------|
| is your father now? | By bus. |
| do you go to school? | We really enjoyed it. |
| did you enjoy the party? | He is much better now. |
| do you think of my | We had a great time. |
| | brother's bowling? |
|did you like our annual day? | He needs more practice. |

UNIT VI

GIVING INSTRUCTIONS, ORDERING AND REQUESTING

Imperatives:

I. WARM UP

Set your goal

Arise, awake and stop not till the goal is reached.

- Vivekananda

1. What is *your* goal in life?
2. What steps are you taking to achieve your goal?

II. THEME FOCUS

Luck starts with happiness

What's the best way to be a happy-go-lucky person?

Stop, look and listen: *Take* time each day to absorb the details of your surroundings. *Notice* the colours, designs and patterns of nature and architecture. This will heighten your sense of beauty and make you feel good.

Realise things could be worse: *Make* a point to be thankful when good things happen to you. *Don't think* too much on bad things but *focus* on taking steps to improve your life.

Feel the bliss: *Think* about how you feel, as you are experiencing what you enjoy most in life. Let *your* experience fully *satisfy* you and *pump* up your happiness.

- Martin Seligman

Answer these questions:

1. How can we heighten our sense of beauty?
2. What should not we think much on?
3. How can you of feel the bliss?

III. GRAMMAR FOCUS

• Imperatives do not show personal contrasts. It always implies a second person subject. It does not show tense change. It refers always to future.

In the above passage, sentences in bold letters/italics do not have the subject, the addressee, 'you' which is traditionally omitted.

Realise things could be worse.

Don't think too much on bad things.

Note: *Let* your experience fully *satisfy* you. (Refer to 'Theme Focus')
Let's not *waste* time. (Another form of using the word 'let'.)

• **Principal uses of imperatives:**

1. Direction/instruction, advice:

Keep this syrup in a cool dry place.

Don't go near the fire.

Go straight along this road.

Take a left turn at the signal.

2. Commands or requests for performance:

Answer the following questions.

Find/the volume of a sphere of radius 2 *cm*.

3. Preliminaries to an argument/demo:

Let's take a round-bottomed flask.

Suppose we grant him leave for a month.

4. Subject with imperatives:

'Someone *answer* the question'.

Note: 'Someone can answer the question,' is not imperative but declarative.

IV. TASK 1: Match each of the imperatives in column A with the probable person who speaks it:

A	B
1. Don't be silly, girl.	A teacher to the student.
2. List the important points briefly.	A townsman to a stranger.
3. Walk down this street for a kilometre.	A captain to <i>his</i> soldiers.
4. March to the enemy camp.	A student to his teacher.
5. Please help me to do this sum.	A mother to her child

TASK 2: The instructions for doing meditation are jumbled here. Unscramble and put them in order.

- Breathe deeply through your nose.
- Sit in a comfortable position.
- Pick something to focus on, say a candle flame or a flower.
- Straighten your spine.

TASK 3: You are the organiser of a package tour. Tell the tourist party the do's and don'ts.

TASK 4: Imagine you are a doctor. After you prescribe some medicines for your patientt give him/her instructions as to how to take the medicines prescribed and what kind of food to take

UNIT VII

CONFIRMING STATEMENTS, REQUESTS AND COMMANDS

Question Tags :

I. WARM UP

Liberate the children of the poor

You feel sad for the poor children in bonded labour, **don't you?**

If you are determined, you can liberate them, **can't you?**

II. THEME FOCUS

Read the following dialogue:

- Shop Assistant : Good morning, Madam. It's a nice day today, isn't it?
- Customer : Yes, it is. I am a bit early to get my bill, aren't I?
- Shop Assistant : I just opened the shop.
- Customer : You have got my bill ready, haven't you?
- Shop Assistant : Yes, it's ready.
- Customer : Then I can pay the bill now, can't I?
- Shop Assistant : Certainly Madam ...mm...mm....
You're Mrs. Chandini Sekar, aren't you?
- Customer : Yes, that's right. I owe you for three weeks, don't I?
- Shop Assistant : Oh yes, here you are Mrs. Chandini five hundred and twenty four rupees.
- Customer : This bill exceeds five hundred. Oh! My goodness!
- Shop Assistant : Do you still say the day is nice?
- Customer : Come on, don't tease me. You don't mind a cheque, do you?
- Shop Assistant : No madam, that will be alright. Thank you.
- Customer : Welcome.

Pick out the question tags used for confirmation.

III. GRAMMAR FOCUS

- **What are question tags?**

We Indians use only one form of question tag everywhere
i.e., Isn't it? or Is it not?

Question tags are the small questions which often come at the ends of sentences in conversation.

We use question tags when we want to confirm a statement as in the dialogue. Sometimes we use them as fillers.

When a speaker uses a question tag for confirmation, he/she will say it with a rising tune. If it is used as a filler, it will be said with a falling tune.

- **When the statement is assertive**

1. It is a nice day today, isn't it? (Is not it?)
2. You have got my bill ready, haven't you? (Have not you?)
I owe you for three weeks, don't I? (Do not ?)
(do+owe)

- **When the statement is negative**

1. You don't mind a cheque, do you?
2. She isn't my teacher, is she?

Note: An unusual form to remember.

I am a bit early to get the bill, aren't I? (Instead of Amn't I?', which is not used)

Note the other forms of question tags too:

- **Assertive** (be verb as auxiliary)

The students are coming from School, aren't they?

- **Negative** (be verb as auxiliary)

We aren't going to the station now, are we?

• **Assertive** (modal auxiliary)

The doctor will attend this patient, won't he/she? (Will not he/she)?

• **Negative** (modal auxiliary)

Our boys cannot leave the school now, can they?
Shobha didn't go to school yesterday, did she?

• **Imperatives**

Pass the salt, will you?
Don't forget, will you?
Shut up. can't you/ will you?
Let's go home, shall we?
There's something wrong, isn't there?

• **Negative words**

You never say what you think, do you?
Nobody called me, did they?

IV. TASK: Fill in the blanks with the appropriate question tags and then role play the dialogues in pairs:

1. A : Will Jane ride or walk to the theatre?
B : She will walk,?
2. A : Could he lend us 100 rupees?
B : He couldn't lend us 100 rupees,?
3. A : Will she captain A team or B team?
B : She won't captain B team,?
4. A : Mary has got a laptop and I think Preethi has one too.
B : Oh no, Preethi hasn't got one,?
5. A : It is a pity, his cousin made this mistake.
B : Yes, he did,?

6. A : Jane looks pretty tonight.
B : Yes, she does,.....?
7. A : What do you want me to do, post the letter or buy an envelope?
B : Post the letter,.....?

UNIT VIII

IDENTIFYING PERSONS, PLACES AND OBJECTS

Relative Clauses :

I. WARM UP

What is education?

Education is the weapon whose effect depends on who holds it in his hand and at whom it is aimed.

- Joseph Stalin

What do the words 'whose', 'who', 'whom' refer to?

Match these with the persons / things.

Whose- holder of the weapon

Who - the receiver of the effect of the weapon

Whom - weapon (*i.e.*, education)

II. THEME FOCUS

Read the story of Macbeth and discuss the questions given below:

William Shakespeare was the great English dramatist who wrote many plays, which are grouped as tragedies and comedies. Macbeth is a tragedy that tells the story of Macbeth who was a great Thane in the court of Duncan, the king of Scotland.

Macbeth, one day, met three witches from whom he learnt that he would become king one day. Lady Macbeth, wife of Macbeth was an ambitious woman who successfully persuaded her husband to kill

Duncan. Macbeth, now became the king of Scotland. As King Macbeth was afraid of other powerful Thanes, Banquo family of the Thane of Fife, he killed them.

Both the king and the queen whose guilty conscience didn't allow them to live peacefully, were insecure all the time. Finally Macduff, the son of slain king Duncan, gathered an army of rebels in Scotland and waged a war against Macbeth who was killed in the battle.

This was the tragic end of a person who was ambitious in his life.

III. GRAMMAR FOCUS

• What is a relative clause?

A relative clause gives more information about someone or something referred to in a main clause. These clauses use the following relative pronouns *who*, *whose*, *what*, *where*, *when*, *which*, *that*

e.g. I managed to get all the books *that you asked for*.

Do you know the date *when Joshi is going to get married?*

Swetha, *whose work of art has won the state award* is my student.

I'll enjoy eating *whatever you cook*.

There are two kinds of relative clauses, **defining** and **non-defining**.

A defining relative clause is used to specify which type of person or thing we mean and this information helps to identify the person or thing.

e.g. The teacher *who teaches Mathematics* lives next to us.

Abraham Stopped the Car *that was driving fast*.

A non-defining relative clause adds extra information about a noun and this information is not necessary to identify the person or thing.

e.g. Vimala, *who works in the computer centre*, is my friend.

In written form non-defining relative clause is distinguished from the defining one with commas. Even while saying the sentence aloud we need to pause at the commas.

Note: Read the following two sentences and find how the sentence without a pause gives a funny meaning:

My wife, who lives in Bangalore, arrives here tomorrow.(non-defining)

My wife who lives in Bangalore arrives here tomorrow.(defining)

IV. TASK 1: Pick out the defining or nondefining clauses:

1. The lady you met last week is getting married.
2. She is one of the kindest people I know.
3. Sundar, who now works for Infosys, is her would-be husband.
4. He has a Masters degree in IT, which I too did.
5. But I still remain one among those who are unemployed and unmarried.

TASK 2: Match the main clauses under column A with the relative clauses under column B.

A	B
I remember the place	When she will get angry
It's difficult to say	Whichever you want
I know the reason	Where we met first
You can take	When there is no holiday crowd
I always like to travel	Why you didn't join the job

TASK 3: Fill in the blanks with the appropriate relative pronouns in the following letter:

Dear Rita,

I write this letter to apologise to you for..... had happened yesterday. Your friend.....you had sent to meet me, came late by half an hour. I couldn't wait long to meet him because I had an appointment that time with the doctor..... allergy clinic is located 10 kms away from my house. So I rushed to the clinic with the hope of returning soon. But I told my sister.... Was at home, to request your friend to wait until I returned. Your friend..... has no patience even to listen to her, immediately left.

This is for your information.

Sorry again.

Ruthu

ENGLISH FOR OCCUPATIONAL PURPOSE

*“There is no real excellence in all this world
Which can be separated from right living”*

-David Starr Jordan

Schools are considered a fountain of knowledge; Some students come to drink, some to strip and others to gargle. In a nut-shell educated persons are those who can choose wisely and courageously under any circumstances. If they have the ability to choose between wisdom and foolishness between good and bad, between virtuousness and vulgarities, between career and job, regardless of the academic degrees they have, they are considered educated and worth earning a living.

This small anecdote might drive home this point. Some animals in a forest decided to start a school. The students included a bird, a squirrel, a fish, a dog, a rabbit and a mentally retarded eel. A board was formed and it was decided that flying, tree climbing, swimming and burrowing would be a part of the curriculum. All animals were required to take all subjects.

This bird was excellent at flying and got ‘A’ grade in it, but in the other skills he failed miserably. The squirrel was great at tree climbing, but failed in swimming. The fish was the best swimmer, but was left out in all other skills. The dog did not join the school, and kept fighting with the administration to include barking as a part of the curriculum. The rabbit got ‘A’ in burrowing, but while climbing the tree it landed on its head and suffered a brain damage.

The mentally retarded eel who did everything half as well as the others, became the topper of the class. The board was happy because it had everybody a broad based education.

What a broad based education really means is that the student should be prepared for life without losing his /her areas of specification or competence.

One must remember that the quality of the work and the quality of the worker are inseparable. In today's world pride in performance has fallen down. Excellence comes when the performer takes pride in doing his best. Every job is a self- portrait of the person Who does it, regardless of 'what the job is, whether washing cars, sweeping the floor; or painting a house. Most people forget how fast you did a job, but they remember how well it was done.

adapted from-' You Can win' - Shiv Kera

“If a man is called to be street sweeper, he should sweep streets even as Michielangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, here lived a great street sweeper who did his job well”.

-Martin Luther King, Jr.

A. Preparing appropriate CV/ Curriculum Vitae/ Resume

Fundamentals of a Good Chronological Resume

You probably have about 30 seconds to convince a potential employer you deserve an interview. A resume summarises your accomplishments, your education, and your work experience, and should reflect your strengths.

What follows is an outline of a typical chronological resume best suited for entry-level job seekers or those who have stayed in the same field. Here are the key components of a standard chronological resume.

Identification

It is essential that a potential employer can reach you.

This section should include your name, address, Phone number(S) and e-mail address. If you are a student, this section might also include a school address and a permanent home address.

Job Objective

A job objective is optional and should only be included for new college graduates and those changing careers. Otherwise, use your cover letter to show your career interests and job objective.

If you do use an objective, make sure your objective explains the kind of work you want to do, and keep it between two to four typed lines.

Key Accomplishments

Some resume experts are suggesting adding a section that highlights your key accomplishments and achievements. 'Think of the section as an executive summary of your resume; identify key accomplishments that will grab the attention of an employer.

This section should summarise (using nouns as keywords and descriptors) your major accomplishments and qualifications.

This section can also be labelled “Professional Profile,” “Summary of Accomplishments,” “Key Skills,” “Summary of Qualifications,” or “Qualifications.”

Education

For fresh college graduates, this entry should be your next. For others with full-time work experience, this section should follow your experience section.

This section should include school(s) and colleges attended (including year of attendance), majors/minors, degrees, and honours and awards received.

***For new graduates only:** There appears to be a growing trend of employers wanting your overall percentage in this section. If you decide to do so, make sure to use the one that puts you in the best light.

Professional Experience

This section can also be labelled “Experience,” “Work History,” or “Employment.”

This section should include company name, your job title, dates of employment, and major accomplishments. List experiences in reverse chronological order, starting with your most current experience.

List your accomplishment in bullet format (rather than paragraph format). Avoid discussing job duties or responsibilities.

If you don’t have a lot of career-related job experience, consider using transferable skills to better highlight your work experience.

Finally, make sure to use action verbs when describing your accomplishments.

Affiliations/Interests

This section is optional; include only if you have space on your resume for it. Items from this section are often used as an ice-breaker by interviewers looking to start an interview on an informal basis.

This section should only include professional memberships and non-controversial activities/interests.

References

Usually applicants give the names of two references (name and address of two responsible persons to whom the prospective employer may approach for verifying the credentials of the applicant).

Today, many experts say this section is passe, but if you have room, include it. If nothing else, this section signals the end of your resume.

This section should only include a statement saying references are available upon request.

Five Easy Ways to Improve Your Résumé

1. **Use a bulleted style to make your resume more reader-friendly.** Given that employers screen resumes for between 2.5 and 20 seconds, they will find your resume a lot more readable if you use bullet points instead of paragraph style. It's just easier to read. Proofread carefully. Misspellings and typos are deadly on a résumé.
2. **Eliminate clutter from your résumé.** Several elements can clutter up your résumé and impede readability:
 - *Unnecessary dates*
 - *Parentheses:* Jobseekers have a particular tendency to set off dates of employment with parentheses. It's easier on the reader if you just use commas.
 - *Articles:* Those little words "a," "an," and "the." Generally speaking, resumes aren't written in sentence form, but in concise phrases that have become accepted shorthand that employers understand.
3. **Make sure your resume has a sharp focus.** One way to sharpen your focus is through an objective statement. Another way is to add a section called something like "Summary of Qualifications," or "Profile."

4. **Be sure the reader will understand all the acronyms and jargon you use in your résumé.** Résumés in the high -tech field are notorious for these mysterious terms.
5. **Bonus tip: Be sure to list locations (city and state) for all your past employers.** It's résumé protocol to do so, and employers expect to see that information.

Preparing a Curriculum Vitae (CV)

CVs and resumes both have similar purposes as marketing documents that provide key information about your skills, experiences, education, and personal qualities that show you as the ideal candidate. Where a resume and curriculum vitae differ is their use, format, and length.

Curriculum vitae, often called a CV or vita, tends to be used more for scientific and teaching positions than a resume. Thus, vitas tend to provide great detail about academic and research experiences. Where resumes tend toward brevity, vitas lean toward completeness.

Unlike resumes, there is no set format to vitas. While vitas do not have the one-page rule of resumes, you need to walk the line between providing a good quality of depth to showcase your qualifications and attract potential employer interest and providing too much information thus appearing verbose and turning off potential employer interest.

The word bio-data is rarely used these days in most job circles. Earlier it was synonymous with the resume.

Typical categories or headings may include some or all of the following:

- Personal/Contact Information
Name, address, phone number(s), e-mail
- Academic Background
Postgraduate work, graduate work / degree(s), thesis / dissertation
titles, honours, undergraduate degree(s), honours
- Professional Licenses/Certifications

- Academic/Teaching Experience
Courses taught, courses introduced, innovation in teaching and evaluations
- Technical and Specialised Skills
- Relate/Other Experience
- Professional/Academic Honours and Awards
- Professional Development
Conferences/workshops attended, other activities
- Research/Scholarly Activities
 - journal articles
 - conference proceedings
 - books
 - chapters in books
 - magazine articles
 - papers presented/workshops
 - work currently under submission
 - work in progress
- Grants
- Service - academic, professional, community
- Academic/Research Interests
- Affiliations/Memberships
- Foreign Language Abilities/Skills
- Consulting
- VoIunteer Work
- References

SAMPLE CURRICULUM V1TAE

Dr. KALYANAKRISHNAN RAVISHANKAR

Old no: 45, New no: 16,

Thiruvengkatam street, R.A.Puram,

Chennai-600028

Ph: 044-24653120, Mobile: 98441-56432

E-maiI: kkrr@yahoo.co.in

ACADEMIC TRAINING

POSTGRADUATE FELLOWSHIP- Faculty Development Fellowship, Jawaharlal Nehru University, New Delhi, 2000-2001

EDUCATION

Doctorate in Comparative Literature, Madras University, 1999

M.Phil., in Comparative Literature, Madras University, 1996

MA., in English Literature, Presidency College, Chennai, 1994

BA., in English Literature, Presidency College, Chennai, 1991

CERTIFICATIONS

- Diploma from CIEFL, Hyderabad -1995
- Passed UGC-1997

PROFESSIONAL EXPERIENCE

Faculty of English for many years in leading colleges.

SAMPLE RESUME

Personal data:

Name: Pranav Viswanath
Address: 56, plot D-500 3693, Palliyil Lane,
Ernakulam Post, Cochin.
Telephone number: 0484-324299
Date of birth: 9 January 1980
Place of birth: Cochin
Sex: Male
Nationality : Indian
Education :
1995-1999 School of Facility Management, Tejaswini
Academy of Excellence, Cochin (higher
vocational education)

1993-1995 T I A school, Kerala
Subjects: French, English, Physics, Biology,
Mathematics, Chemistry

Work experience:

1998 - 1999 Arco GmbH, Cochin, receptionist
1995 –1998 Braun Catering, Cochin. I was mainly involved
with logistics
1993- 1994 Holiday job at a summer camp in the
Lakshadweep islands

Interests: Tennis, reading playing the guitar and travelling.
I have travelled through European countries.
I like reading Asian literature.

References: Frank Xavier , Sales Manager
Arco GmbH. Telephone number: 209864

Task: *Read through this on line advertisement below. Based on the above inputs decide whether you need to prepare a CV or Resume. Accordingly create one which would suit the requirements of the advertisement.*

Designation Ace Call Centre (Customer Care)

Job Description YOU WOULD BE RESPONSIBLE FOR:
Providing voice based customer support to all International customers, solving queries related to the product, maintaining and updating the customer and vendor database, updating the knowledge of customers related to the product line and demonstrating a professional attitude among peers, customers and clients

Desired Profile Candidates residing in “CHENNAI/SCR REGION” only need apply ***B.E/B.Tech /**

BCA/MCA/B.Sc M.Sc/Engineers NEED NOT APPLY*

Candidate's Desired Profile:

- 1 Class XII/Diploma holder/Graduate
2. Excellent communication skills
3. Good command over spoken and written English
4. Good knowledge of computers
5. Good telephone handling skills
6. Ability to empathise with the customer
7. Smart, confident and enthusiastic with a flair for customer service
8. Good analytical skills
9. Open to work in **NIGHT SHIFTS**

Maximum experience	0-6 months/ Freshers preferred
Remuneration	The best in the Industry
Location	Chennai
Contact	Sonika Consultant ITES Manpower Services IndiaPvt. Ltd.
Telephone	91-11-51528386
Email	sonika@manpower.co.in
Website	http://www.manpower.co.in
Job Posted on	09 Dec 2003

Registered Users Click here to Apply Online

* Courtesy www.naukri.com

B. Writing techniques and formats of Covering letters:

Note: You have a maximum of 20 seconds to wow the reader of your letter, so you better maximise its impact by making it dynamic!

There is a formula that be followed as a guide to writing your cover letters and it is critical that each cover letter be unique and specific

to you and to the employer. It should not be one that any applicant could have written to any employer. Keep your cover letter brief. Never more than one page and it's best to keep it well under a full page. Each paragraph should have no more than one to three sentences. If you are writing a cover letter that you plan to e-mail, consider shortening the cover letter to just three short paragraphs so that it runs no longer than about one screen, if you are using e-mail.

Fundamentals of a Dynamic Cover Letter

First Paragraph

Do not waste this opening paragraph of your cover letter. It is essential that your first paragraph sparks the employer's interest, provides information about the benefits the employer will receive from you, and helps you stand out from all the other job-seekers who want the job.

Focus on your Unique Selling Proposition (USP) - the one thing that makes you different from all the other job-seekers - and identifying two or three benefits you can offer the employer.

Second Paragraph

Provide more detail about your professional and/or academic qualifications. Give more information about how you can provide the benefits you mention in the first paragraph. Be sure to stress accomplishments and achievements rather than job duties and responsibilities. Expand on specific items from your resume that are relevant to the job you are seeking. Use solid action verbs to describe your accomplishments and achievements.

If you do not have a lot of solid experience in the field you are trying to enter, remember to focus on key skills that, can easily transfer from your previous work experience to the job at hand. And if responding to a job posting or ad, be sure to tailor this paragraph to the needs described in the ad.

Third Paragraph

Relate yourself to the company, giving details why you should be considered for the position. Continue expanding in your qualifications. You also need to do your homework to show that you know something about the organisation.

Fourth Paragraph

The final paragraph of your cover letter must be proactive and request action. You must ask for the job interview (or a meeting) in this paragraph. You must express your confidence that you are a perfect fit for the job.

Cover letter Do's and Don'ts

Here are the keys to writing successful and dynamic cover letters. Follow these simple rules and you should achieve success in this important phase of job-hunting.

- **Don't** ever send your resume without a cover letter.
- **Do** address your letter to an individual, if you know the name.
- **Don't** use a gender bias, such as 'Respected sir' when answering a blind ad. It could be a woman! Say 'Respected Sir/Madam.'
- **Do** send an original letter to each employer.
- **Don't** use such cliches as "Enclosed please find my resume" or "As you can see on my resume enclosed herewith." Employers can see that your resume is enclosed; they don't need you to tell them. Avoid wordy and trite phrases.
- **Don't** send a cover letter that contains any typos, incorrect grammar or punctuation; or with smudges and grease from yesterday's lunch!
- **Do** use simple language and uncomplicated sentence structure. Ruthlessly eliminate all unnecessary words. Follow the journalist's rule: Write tight!

- **Do** speak to the requirements of the job, especially when responding to an ad.
- **Do** tell the employer how you can meet his or her needs and contribute to the company.
- **Don't** rehash your resume. You'd be wasting precious space and the potential employer's time if you simply repeat your resume.
- **Do** avoid negativity. Negativity never has a place in a cover letter.
- **Do** be sure the potential employer can reach you and personally sign the letter, preferably with blue ink.

Read through this sample covering letter addressing an online job through e-mail:

Date: Tues, 15 Dec 2003 19:52:59 -0700 (EDT)

To: ragesh@sify.com

Subject: Seasoned Sales Rep with MBA ideal for Regional Manager [Sales]

From: archana [archie@yahoo.com]

Dear Mr. Ragesh,

Having broken sales records and exceeded sales quotas in all my previous positions and having recently completed my MBA in marketing from the State School of Managerial leadership at Osmania University, I am an ideal candidate for the Regional Sales Manager position at Marriott Vacation Club International.

As the leading sales representative of Sterling Vacation Club, I developed key sales material, trained new sales reps, and reinvented the way club memberships are sold. My team's revenue was more than double the average for the entire operation.

The vacation club industry is a dynamic and growing industry, and I am convinced I can help Marriott grow in its reputation and dominant position in the industry.

For further information, please feel free call me at 98045-55234 or e-mail me. Thank you for your time and consideration.

Cordially,

Archana Ramachandran

Task: *Write a covering letter for the post of a call agent featured in the on line advertisement mentioned earlier based on the inputs given.*

C. Filling Forms

“We sometimes get all the information,
but we refuse to get the message.”

This is an important skill for a prospective candidate - one needs to fill in the personal data, performance appraisal, tenders, invoices, DCs, the list is long. Form filling is an art which tests precision and vocabulary.

Look at the sample licence form. Read through the details carefully. Fill in portions relevant to you.

FORM 4

Form of Application for Licence to drive a Motor Vehicle

To
The Licensing Authority

Paste your
photo herea

I apply for a licence to enable me to drive vehicle of the following description:

- | | | | |
|----|--------------------------|--|-------|
| a. | Motor cycle without gear | \| | ..... |
| b. | Motor cycle with gear | \| | ..... |
| b. | Invalid carriage | \| | ..... |
| c. | Light motor vehicle | \| | ..... |
| d. | Medium goods vehicle | \| | ..... |

- f. Medium passengers motor vehicle
- g. Heavy goods vehicle
- h. Heavy passenger motor vehicle
- i. Road roller
- j. Motor vehicle of the description

Particulars to be furnished by applicant

- 1. Full Name
- 2. Son/Wife/Daughter of
- 3. Permanent address (proof to be enclosed)
- 4. Temporary address (Official address (if any)
- 5. Date of Birth (proof of age to be enclosed)
- 6. Educational qualifications
- 7. Identification mark(s)
 - 1.
 - 2.
- 8. Optional-BloodGroup-Rh Factor
- 9. Have you previously held driving licence? If so give details.
- 10. Particulars and date of every conviction which has been ordered to be endorsed on and licence held by applicant.
- 11. Have you been disqualified for obtaining a licence to drive? If so, for what reason?
- 12. Have you been subjected to a vehicle test as your fitness or ability to drive a vehicle in

respect of which a licence to drive is applied for? If so, give the following details

.....

.....

Date of Test	Testing Authority	Results of Test
1.		
2.		
3.		
4.		
13.	I enclose 3 copies of my recent photograph (passport size photograph) (Where laminated card is used no photographs are required)	..... ..... ..... .....
14.	I enclose the Learner's Licence No..... dated..... issued by Licensing Authority .....	...............
15.	I enclose the Driving Certificate No..... dated..... issued by.....	..... ..... .....
16.	I have submitted along with the application for Learner's Licence the written consent of parent/guardian.	..... ..... .....
17.	I have submitted along with application for Learner's Licence/I enclose the medical fitness certificate.	..... ..... .....
18.	I am exempted from the medical test under Rule 6 of the Central Motor Vehicle: Rules. 1989	...............

- | | |
|--|---------------------------|
| 19. I am exempted from the preliminary test under Rule 11(2) of the Central Motor Vehicle Rules, 1989. |
.....
Rs..... |
| 20. I have paid the fee of | |

I hereby declare that to the best of my knowledge and belief the particulars given above are true.

Date..... Signature or thumb impression or applicant.

Certificate of test of competence to drive

The applicant has passed the test prescribed under rule 15 of the Central Motor Vehicle Rules, 1989. The test was conducted on (here enter the registration mark and description of the vehicle) on (date)

The applicant has failed in the test

(The details of the deficiency to be listed out)

Signature of Testing Authority

Dated..... Full name and designation

.....

.....

(Two specimen signatures of applicant)

D. Participating in Group discussions:

This is a conversation between a prospective applicant and a counsellor about Group Discussion:

- Q. Does a company conduct Group Discussions (GDs)?
- A. Yes, GD is an important part of a recruitment process.
- Q. Is GD qualifying or eliminatory in nature?
- A. A Group Discussion is mostly eliminatory in nature?
- Q. What is the duration of a GD, the size of the group and number of Panelists?

- A. The time duration for a Group Discussion is usually 15-20 minutes. There are about 3 GD panels. The panel comprises of two-three Panelists. Generally about one in two are short listed for the preliminary interviews.
- Q. What are the topics of GD generally?
- A. The topics are based on general issues.
- Q. What do you think is the company trying to test in GDs?
- A. In a group discussion, the company looks for people who are willing to take initiative. They should be capable of guiding the group through the muddle. They should also provide a chance to other group members who are not contributing to the discussion. In the end, candidates are given 30 seconds of sum up the GD in their own words. This is crucial and usually highlights what the members contributed and whether the candidates followed the discussion closely.
- Q. How is one evaluated?
- A. On two aspects you are evaluated:
What you say: Your comprehension of the core idea, the quality of your arguments, your knowledge of the subject, your clarity of thought. *How you say:* Your persuasion skills, your body language, discussion etiquette.
- Q. Is there any particular dress code (formal/informal) insisted by the companies for the GD?
- A. Generally there is a formal dress code.
- Q. Is there any special preparation for the GDs? Any guidelines?
- A. If possible, practise with your friends a few times. In a GD just be normal, contribute your views to the group and listen attentively to others. Jot down the points/issues raised as the GD progresses, as you will be asked to sum up at the end of the discussion.
- Q. Does the company repeat the GD topics?

- A. Generally no, but it doesn't matter in a GD since; you are being analysed on your leadership, communication skills besides others.
- Q. What is the biggest mistake a candidate can make during the GD?
- A. Do not shout. Don't disagree with everybody in the group even when the other person does not have a valid point. Also do not try to hog all the limelight.

The following table categorises group dynamics and offers pointers to succeed in Group discussions:

Group Task roles	Group Building roles	Self-Centred roles (to be avoided)
1. Initiator	1. Supporter	1. Blocker.
2. Information opinion seeker	2. Harmoniser	2. Aggressor
3. Information opinion giver	3. Tension reliever	3. Recognition seeker
4. Clarifier	4. Encourager	4. Clown
5. Coordinator		5. Dominator
6. Orienter		

Task I: *A sample Group Discussion: 'Education in India or the lack of it'. The following points could be discussed under this topic:*

[Discuss current education system. Discuss our sociological structure. Poverty forces kids to drop out to supplement family income. Vicious circle-poverty due to lack of education and vice versa. Suggest solutions to get out of this - for e.g., governments are doing a commendable job with the mid-day meal schemes but we need more of such efforts. Going down further, why restrict it to government alone?

Why can't private people, NGOs and other voluntary bodies come forward to do the same? How about tapping corporate funds for such causes etc]

Classify the group members according to the roles played by them based on the table given above.

Task 2: *Conduct Group Discussions on the following topics:*

- 'We don't learn from history, we repeat it'
- 'Indian villages -our strength or our weakness?'
- 'Agrarian Economy in India - boon or bane?'

E. Career counselling bureau:

I. Read through the following career checklist leaflet before launching on a career:

**“Choose a job you love
and**

you'll never have to work a day in your life.”

Develop a career plan. Conducting career-related research and gathering information about careers is great, but you should consider developing *a* career plan.

Take one or more career assessment tests. If you're unsure of your career direction, these tests should be one of your first steps in researching careers.

Review books about specific careers. You can find these books online and in your local library.

Read about various occupations and learn about the nature of the work, working conditions, training and educational requirements, earning potential, future job outlook, and more in the Department of Labour's Bureau of Labour Statistics.

Talk with your network of contacts - family, friends, professors, teachers, neighbours, peers, colleagues, mentors - about potential careers.

Conduct career research online. Learn more about careers, specific jobs, and jobs for specific college majors.

Explore current job openings. Different companies have different variations of jobs within the same career field. Join a job club.

Go to one or more career fairs.

Visit a local job service office.

Visit your college's career services office.

Use the Web to find industry organisations and other key career resources. Simply go to your favourite search engine - ours is Google.com - and type in the name of the career and see what results you get.

Find one or more trade journals related to your career choice.

Locate one or more professional associations related to your career field.

Task: Make a 'To Do List' based on the leaflet regarding your career. Feel free to add your own inputs.

II. Read through this talk given by Mrs. Meenakshi, a renowned career counsellor:

THE AGONY OF CHOICE & THE ECSTASY OF DECISION

Good morning! Today let's take a journey through the career path. This mind-mapping may help you choose the correct course which would help you choose the correct career.

The **first** stop on your journey should be an examination or self-assessment of your interests. What types of things excite you? What types of jobs or careers appeal to you?

The second stop on your journey is an examination of your abilities. What are your strengths? What are your weaknesses? What kind of skills do you have? You can begin this self-examination by looking at the courses you took in high school. What were your pet subjects?

The **third** stop on your journey involves examining what you value in work. *Examples* of values include: helping society, working under pressure group affiliation, stability, security, status, pacing, working alone or with groups, having a positive impact on others, and many others.

The **fourth** stop on your journey is career exploration with the help of a checklist. Never shy away from work. Feeling overworked? Who isn't? Even my dog is panting from overwork.....chasing its own tail!

The **fifth** stop on your journey is the reality check. You need to honestly evaluate your options. Do you really value physicians and have an interest in being a doctor, but have little skills in science? Can you honestly become a doctor? Take the reality check.

The **sixth** and final stop on your journey is the task of narrowing your choices and focussing on choosing a major. Based on all your research and self-assessment of the first five stops on your journey, you should now have a better idea of the careers/majors you are not interested in pursuing as well as a handful of potential careers/majors that do interest you.

Let me list out a seven not-so-obvious reasons to take advantage of your campus career centre:

- Professionals who are specifically trained to assist you students with career-related concerns are its staff.
- The members of its staff work closely with the employers who will someday hire you.
- It's the best place on campus to help you understand what you want to do with your life and how.
- It's loaded with career-related resources, whether in print or on the computer.
- The more "known" you are to the career services staff, the better the chance a staffer will refer you to an employer looking to fill a specific position. So familiarise yourselves with them.

- It's a good place to meet other students who share your worries.
- You're paying for it! So make the best use of it.

Albert Schweitzer said, "Success is the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful." I wish you all success and happiness!

Task 1: *Based on the lea/let and the talk give a 5 minute, presentation on the choice of your career and the reasons for your choice.*

Task 2: *Get into pairs. One of you can be a counsellor and the other the student. Prepare a relevant script of questions and answers, and enact it in class.*

Glossary:

A. Preparing appropriate CV / Curriculum Vitae / Resume

curriculum vitae/CV	:	an outline of a person's educational and professional history
résumé	:	short descriptive summary
potential	:	unrealised / latent ability or capacity
accompotential	:	that which is successfully completed / achieved
chronological	:	a sequence of events arranged in order of occurrence
component	:	part/aspect of something more complex
objective	:	relating to a goal or aim
profile	:	a short biographical sketch of a subject
skill	:	special ability in a task / that which is acquired by training
affiliation	:	being in association with a larger body / organisation
ice-breaker	:	intended to relieve mutual shyness at a gathering of strangers
passé	:	out of date / out-moded

typos	: typographical error
clutter	: objects thrown in a disorderly manner
impede	: obstruct
parentheses	: a qualifying/explanatory phrase marked off by brackets
acronyms	: a pronounceable name made up of a series of initial letters or parts of a word
jargon	: specialised language concerned with a particular subject, culture or profession
notorious	: well known for some bad quality; infamous
protocol	: formal code of behaviour and procedure
brevity	: conciseness of expressions
show case	: to exhibit or display
verbose	: containing excess of words
CIEFL	: Central Institute of English and Foreign Languages
UGD	: University Grants Commission
call centre	: an office where staff carry out work through telephone transactions
queries	: questions, doubts, clarifications
vendors	: sellers
empathise	: power of understanding others' feelings
fresher	: one without experience
remuneration	: money paid for work, service, etc.

B. Writing techniques and formats of covering letters

critical	: crucial
unique	: being the only one / sole
proactive	: tending to initiate change
bias	: prejudice / strong opinion
cliché	: a word / phrase that has lost force through over use
trite	: dull, worn out comment
smudges	: dirty marks
reps	: short form for representatives

C. Filling Forms

prospective	:	looking towards the future/anticipated
tender	:	a formal offer to supply goods/service at a stated cost /rate
invoice	:	a document issued by a seller to a buyer listing the goods and stating the sum of money due
DC	:	Delivery Challan
exempted	:	excused
deficiency	:	a state of lacking something essential

D. Participating in Group Discussions

counsellor	:	a person who advises students on academic and occupational choice
eliminary	:	of rejecting/removing
panel	:	a group of persons selected to judge an event
preliminary	:	occurring before
muddle	:	confusion
persuasion	:	the act of convincing
etiquette	:	customs/rules governing behaviour regarded as correct in official/social life
valid	:	having legal force/effective
hog	:	to take more than one's share of
limelight	:	a position of public attention/notice
clarifier	:	a person who clears doubts
co-ordinator	:	a person who organises things
orientor	:	a person who helps to direct the group forward
vicious	:	wicked/cruel
vice-versa	:	the other way round
agrarian	:	related to agriculture

E. Career Counselling Bureau

outlook	:	a mental attitude/point of view
bureau	:	an office/agency providing services for the public

mentor	:	a wise /trusted adviser
career fair	:	a gathering of business people to recruit / orient prospective candidates
search engine	:	a service provided on the internet enabling users to search for items of interest
renowned	:	well known
agony	:	deep pain
ecstasy	:	a state of excessive delight / joy
status	:	a social/professional position/standing

Note the pronunciation of the words given below:

Curriculum vitae/vita	/kə'ri:kjələm 'vi:ai/ /vi:tə/
résumé	/ 'rezju:mei/
accomplishments	/ 'ækʌmplɪʃmənts/
experience	/ ɪk'spiəriəns/
components	/ kəm'pəʊnənts/
objective	/ əb'dʒektɪv/
qualifications	/ kwɒlɪfɪ'keɪʃnz/
jargons	/ 'dʒɑ:gənz/
protocol	/ 'prəʊtəkəl/
bio-data	/ baɪəʊ-'deɪtə/
advertisement	/ əd'vɜ:tɪsmənt/
profile	/ 'prəʊfaɪl/
dynamic	/ daɪ'næmɪk/
proposition	/ prəpə'zɪʃn/
proactive	/ prəʊ'æktɪv/
managerial	/ mænə'dʒɪəriəl/
recruitment	/ rɪ'kru:tmənt/
corporate	/ kɔ:pərət/
career	/ kə'riə/
affiliation	/ əfɪlɪ'eɪʃn/
exploration	/ eksplə'reɪʃn/

ENGLISH FOR CREATIVE PURPOSES

Language is not for simple communication. From phatic communion to philosophical discourse, from mundane conversation to the most powerful oration, from the everyday routine writing such as leave letters to the formulation of highly respected literature, language is used.

The process and evolution from the ridiculous to the sublime is an exciting journey in creativity.

COMPETENCIES

SPEAKING:

Preparing, organizing and delivering a speech

Proposing a vote of thanks

Delivering a welcome speech

Understanding the audience psychology while preparing,
delivering a speech

Participating in literary club activities

WRITING:

Diary Writing

Writing articles

Speaking

Pre-reading questions

1. Can you name some eloquent speakers of English?
2. Have you heard any impressive speeches in English or in your mother tongue? Mention the name of the speaker, the topic and the occasion of the speech.
3. Which aspects of the speech impressed you most – language, delivery or the content? Give examples.
4. Mention the differences between a conversation and a speech.

Great leaders owe their fame to their skills as orators. Being an effective speaker is still one of the best ways of achieving prominence in public life as well as influencing others in your private and business life. “The ability to communicate effectively with others and win their cooperation is an asset we look for in men moving to the top”. The great speeches of Pandit Nehru, Swami Vivekananda, Winston Churchill, John F. Kennedy and Right Honourable Srinivasa Sastry are as memorable as their achievements.

Success in public speaking depends on both careful preparation and effective presentation. Preparation *is* essential to choose and organise appropriate material, to rehearse adequately and to build your confidence. The style is as important as the content. That is, how you say is actually much more important than what you say.

I. A. Preparation and Research: Only the prepared speaker deserves to be confident. Perfect preparation doesn't mean that you should memorise your talk. If we memorise our talk word for word, we will probably forget it when we face our listeners.

Have a clear idea about what the audience expect from you. This can be decided upon by considering the age, gender and occupation of the audience. The knowledge level of the audience and their attitude towards the subject are to be taken into account. The language, content, tone, etc., are to be carefully chosen to suit the audience. The occasion,

whether a celebration, funeral or seminar, determines what to say and how to say. Plan your speech keeping in mind the time allotted to you.

Gathering material: You can start by writing down a simple succinct objective for your speech. Gather your material from books, newspapers, 'who's who' and encyclopaedia. Imagine yourself in the position of a member of your audience and think of the questions he might want to ask, and prepare the answers. Dig out plenty of appropriate anecdotes, jokes and quotations to make your presentation lively. Establish your credentials by including a brief anecdote about your career.

Unlike in writing, the audience is present before you and you are face to face with them. Exploit this to your advantage. It is advisable to choose topics you are earnest about and try to limit your subject to a few key areas you want to cover, because, the fewer points you make, the better the chance that your message will be remembered. Rehearse your talk with your friends.

Structuring the speech: You can structure your speech in many ways: topic by topic, spatially, chronologically or using a problem and solution structure. Once you decide the structure, you can then start filling it.

Other Aspects: In addition to the above, the quality of your voice like tone, pitch, loudness, modulation and clarity of articulation can convey a great deal about your personality. Good posture is the natural alignment of the body. Proper posture while speaking will create a good impression. Controlling your body language such as head movement and mannerisms is necessary to create a good impression. Establish eye-contact by resting your eyes on each member of the audience for a few seconds. Good pronunciation and accent tend to increase the effect. Appropriate gestures and facial expression can make your delivery effective. You can interact with the audience and get them involved. Dale Carnegie, a great teacher of "Public speaking" advises people to get rid of self-consciousness and speak with naturalness. Don't try to imitate others. Try to develop your own style. Above all, put your heart

into your speech, and delivery will take care of itself. Every talk regardless of whether the speaker realizes it or not, has one of the four major goals/purposes.

1. To persuade
2. To inform
3. To impress and convince
4. To entertain

A good speech is organized and structured in the following manner.

(i) The introduction: During this phase if you can seize your listener's attention with your opening, you are well on the way to success. You can begin your talk with an interesting incident or a story from your experience. Creating suspense is a sure-fire method of getting your listeners involved. Invite direct audience involvement through questions and requests. You can surprise the audience and challenge its assumptions. Assure the audience that they can get something they want. Thank the organisers for asking you to speak and say how pleased you are to be there.

Here are some Don'ts.

- Do not open with an apology.
- Avoid the funny story opening.

(ii) The Body of the speech: As you are taking your audience on a journey you need to signpost the route. At the beginning of your speech, mention the areas that you are going to cover. At various stages, remind them to the points you have established.

As speech is transitory, it requires a lot of concentration on the part of the listener. So, you need to spell things out more clearly. Interperse your speech with humorous anecdotes and jokes. But they should be relevant to the topic. Avoid hackneyed anecdotes that the audience may have heard several times before. See that there is coherence and proper development of ideas. Support your main ideas

with suitable arguments and illustration. Though statistics is useful, too much of it will be boring. Good speakers quote from experts to convince the audience. Very controversial and sensitive remarks may be avoided. Appeal to people's social aspirations and to their interest to explore new ideas. Visual aids and audio records are another way to keep your audience alert.

Fill your talk with illustrations, analogies and example. Humanise your talk by making it rich with human-interest stories. You can tell them about your own experiences, as audiences are interested in the personal stories of speakers. Personalise your talk by using names. At the same time let it not be self-centered. Be specific and make it convincing with details.

(iii) Conclusion: Your conclusion needs to be memorable as it is what the audience hear last and should leave a lasting impression in their memory. In the longer speeches, you would have covered much ground. So it is advisable to summarise the main points. Sum up your message in a few sentences. An Irish politician is reported to have given this recipe for making a speech. "Tell them what you are going to tell them; then tell them; tell them that you have told them". *End* your talk by asking the audience for response.

In case you are speaking to establish some points, your speech can have the following organisation: issue-evidence-arguments.

1. State the issues properly.
2. Give evidence in support of your stand.
3. Argue to arrive at a conclusion using logical appeals.

Effective delivery: Apart from having a clear structure and interesting content, to make an impact on the audience, the delivery should be very effective.

Though speaking impromptu or spontaneously is advisable only for very accomplished speakers, this method of speaking without preparation is admirable as a training device. The more such practice

a person gets, the better he will be qualified to meet real situations. There are three other usual ways of delivering a speech

If you know your subject well and feel confident, you can carry the structure in your head and speak.

You can use notes, writing down the important points on cards, Some writers like Churchill wrote down even stage directions. Notes should not distract you from your speech. Keep your notes close to your body and clear off your face. Try to look up at your audience most of the time.

Politicians often speak, from scripts in order to safeguard themselves against slips of the tongue which will be reported in the press and broadcast. But the script can easily become a barrier between you and your audience. So if you use this method, make a conscious effort to adopt a conversational tone and lift your face up from the page as often as you can. Some speakers learn their script off by heart but deliver it with an air of spontaneity.

Effective language: Avoid cliches. The words and phrases should not be very ornate, nor should they be so simple as to fail to challenge the mind of the audience. It is safer to use short sentences and simple language, so that it ensures understanding by the audience. Certain rhetorical devices can be effectively used for getting the key points across. Among the most common are repetition, contrast, etc. Here are some of the qualities of a good speech:

1. An arresting beginning
2. Simple language
3. Short sentences
4. Well modulated voice
5. Audience appeal - to their emotions, reason and thoughts
6. A fitting conclusion
7. Clarity of thought

1. Importance of the ability to make a speech
2. Preparing a speech
3. Organising a speech
4. Ways of delivering a speech
5. Language effectiveness in a speech
6. Importance of body language

Successful speaking involves using appropriate expressions (forms) for the various functions. These are the conventional and well-established forms. Here is a list of such expressions appropriate for various functions in a speech.

Function	Expression
1. Greeting	Good morning/evening everybody. Ladies and gentlemen, My dear colleagues/students.
2. Expressing happiness	I'm really delighted.... I can't say how pleased I am ... It gives me immense pleasure to be in your midst . . . I am happy to be with you.
3. Thanking the organisers for the opportunity	I must particularly thank.... I am thankful to for this opportunity
4. Introducing the topic	My topic for today is..... I am going to speak..... I'd like to tell you about..... I have chosen to speak on
5. Outlining the stages or steps	My theme is..... First I am going to deal with..... I'd like to divide my talk
	Firstly I shall. then... and lastly....

6.	Repeating	Let me repeat I'd like to say/stress that once again
7.	Clarifying	Let me make my point clear.... To put it in simpler form....
8.	Asking for opinion	How do you react to this....? Any comments? Could I have your suggestion? What do you think/fed about...? What's your opinion on ?
9.	Checking that they understand	Have I made myself clear? Do you understand what I mean?
10.	Persuading	How can I persuade you? It will be a misfortune if you cannot.... I leave it-to your sense.....
11.	Rephrasing	In other words..... To put it in other words..... What I mean is..... That's to say.....
12.	Giving yourself time to think	Er let me see..... Well, you see/you know Well, how shall I put it Just a minute.....
13.	Changing the subject	Oh, by the way Incidentally Oh, before I forget.....
14.	Avoiding giving an opinion	Well it's difficult to say Well, I don't know really I'd rather not say anything..... It all depends.....

15. Introducing a story / anecdote	Here is an interesting story ...
16. Enumeration	My first point is..... In the first place..... Secondly Further..... In addition.....
17. Summarising	Let me sum up Let me recapitulate We discussed the following point To sum up the whole thing In summary In short
18. Concluding	Let me conclude Let me wind up..... Let me end my speech.....
19. Complimenting/ Congratulating	What a nice/wonderful... I must congratulate you on..... Allow me to offer my heartiest congratulations.....
20. Thanking the audience/ organisers	I am thankful to the for giving me the opportunity. Let me convey my thanks

Task I: *Here is the script of a famous speech. Read it and answer the questions:*

Four score and seven years ago, our fathers brought forth on the continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now, we are engaged in a Civil war, testing whether that nation, so conceived and so dedicated,

can long, endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who, here, gave their lives that the nation might live. It is altogether fitting and proper that we should do this. But, in a large sense, we cannot dedicate.

We cannot consecrate, cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work, which, they fought here, have thus far nobly advanced. It is rather for us to be here dedicated to the great task remaining before us that from these honoured dead we take increased devotion to the cause for which the last full measure of devotion that we here highly resolve that these dead shall not have died in vain - that this nation, under God, shall have a new birth of freedom - and that, government of the people, by the people, for the people, shall not perish from the earth.

1. Can you guess the speaker and the situation in which the speech was delivered - background?
2. Which sentiment of the people does the speaker exploit in this speech?
3. What is the speaker's claim?
4. How has the speaker organised his speech?
5. How is the device of repetition handled effectively in this speech?
6. What reasons can be given for this speech having survived the passage of time?
7. Which lines from the speech have become memorable quotes?

Task 2: *Here is a famous speech from a powerful orator, made under special circumstances. Read the speech and answer the questions.*

In this crisis, I hope I may be pardoned if I do not address the House at any length today. I hope that many of my friends and colleagues,

or former colleagues, who are affected by the political reconstruction, will make all allowances for any lack of ceremony with which it has been necessary to act. I would say to the House, as I said to those who have joined Government: 'I have nothing to offer but blood, toil, tears and sweat'.

We have before us an ordeal of the most grievous kind. We have before us many, many long months of struggle and of suffering. You ask us what is our policy? I will say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us: to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: Victory-victory at all costs, victory in spite of all terror, victory however long and hard the road may be: for without victory, there is no survival. Let that be realised: no survival for the British Empire: no survival for the urge and impulse of the ages that mankind will move forward towards its goal. But I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all, and I say, 'Come, then let us go forward together with our united strength!'

1. Who is the speaker and under what circumstances is the speech made?
2. How does the speaker caution the people about the tough time ahead? Pick out the lines and phrases he uses.
3. How is repetition effectively used in this speech? Give examples.
4. Illustrate how the question-answer structure is exploited here.
5. How does the speaker end his speech in a dramatic tone?

Task 3: *Read the following memorable speeches and analyse their organisation and structure.*

1. The speech of Swami Vivekananda at the Parliament of religions.
2. Jawaharlal Nehru's speech on the eve of Independence.

Task 4: *Memorise and reproduce the above speeches before your friends. This is how great speakers were made.*

Task 5: *Prepare a speech on 'India, the greatest democracy in the world.' Speak it before your class.*

B. ADDRESS OF WELCOME / SPEECH OF INTRODUCTION

Though many of us may not get an opportunity to make a speech, most of us get a chance to deliver a 'welcome speech' (welcome address) and to introduce the chief guest and the main speaker.

The speech of introduction serves the same purpose as a social introduction. It brings the speaker the audience together, establishes a friendly atmosphere and creates a bond of interest between them. The success of the Meeting depends upon how you create an enthusiastic and emotional atmosphere through your opening remarks.

An introduction ought to lead us to the inside of the topic sufficiently to make us want to hear it discussed. It ought to lead us to the inside facts regarding the speaker, facts that demonstrate his competence for discussing the particular topic. In other words, our introduction ought to 'sell' the topic to the audience and it ought to sell the speaker. And it ought to do them in the shortest possible time.

While welcoming a visitor, thoroughly prepare what you are going to say. Though the welcome speech is short, it demands careful preparation. Gather your facts. These will centre around three items: the subject of the speaker's talk, his qualification to speak on the subject and his name.

Get your biographical facts from 'who's who' or from the close friends of the speaker. Check beforehand how he would like to be introduced and which of his functions he wants to be highlighted. Speak about the visitor's achievements, how he started and how far he has come since then. Tell the audience why he has been invited to speak. Be certain of the speaker's name and familiarise yourself with its pronunciation.

Follow the T.I.S formula, which is a handy guide in organising the facts you have collected about the speaker:

T stands for Topic - Start your introduction by giving the exact title of the speaker's topic.

I stands for Importance - Stress the importance of the topic,

S stands for 'speaker' - List the speaker's outstanding qualifications, giving his name distinctly and clearly.

The introduction should be seemingly spontaneous. Don't take too much time and make the audience restive, Remember that the audience have come to listen to the speaker and not to you. Neither over-praise nor under-praise the speaker, Look at the audience while enunciating the speaker's name. Address the chief guest first, Remember to address the dignitaries on the dais and welcome them. Finally extend a welcome to all those present. Here is **a sample welcome speech:**

A speaker has been invited for the inauguration of the Literary Association in your school. The secretary of the association gives the welcome speech.

Our esteemed Chief guest, Dr. Swaminathan, respected headmaster, teachers and dear students.

It gives me immense pleasure to welcome our chief guest. Dr. Swaminathan, on behalf of the headmaster, staff and students of this institution. As you know. Dr. Swaminathan heads the department of English in the Periyar college. He is a distinguished scholar and a prolific writer, He: is an authority on Shakespeare's plays and has chosen to speak on 'The Tragedies of Shakespeare'. We look forward to a rich and rewarding experience. We are thankful to him for finding the time to address us in spite of his busy schedule.. We extend a warm welcome to you, Sir.

Discussion: The following points have been mentioned in the welcome speech:

The name and designation of the speaker
His special qualifications
The topic of his speech
A word of gratitude

Remember the following guidelines for a welcome speech:

1. Mention the purpose of the meeting and the topic of the speaker.
2. Highlight the achievements and qualifications of the speaker, to emphasise how he is the apt person to speak on the specified area.
3. Assure that the audience will derive great benefit from the speech.
4. Finally introduce the speaker in a dignified manner.

Here are some expressions that can be used for welcoming people:

I am happy to welcome

It is a great privilege to welcome

We are happy to have in our midst

Task: *You are the sports secretary. Anju George has been invited to be the Chief Guest on Sports Day. Write the welcome speech and read it before the class.*

C. VOTE OF THANKS

It is customary in all public functions to thank on behalf of the organization, the chief guest and all those who were involved in making the function a success, Of course the chief guest should be thanked first. Courtesy demands that we should be grateful to the person who has spent his time addressing us. Everybody who had contributed to the success of the function should be mentioned and thanked. The vote of thanks, coming at the end of the programme has naturally to be brief:

Here is a model:

Mr. Ravi, the secretary of the Literary Association proposes the vote of thanks at the end of the function.

Esteemed Chief guest, respected headmaster, teachers and friends, it is my proud privilege to propose the vote of thanks.

We are very thankful to our chief guest Prof Ram for having spared his valuable time to come here and preside over the function. We are deeply grateful to you sir, for your inspiring and informative speech. We would like to thank our headmaster for his valuable guidance and encouragement. We are extremely thank all the members of the staff for their able guidance and help. We thank all the student members of this association for their enthusiastic participation. We thank one and all.

Discussion :

1. The speaker is thanked and complimented for his speech.
2. We are not to express any disagreement with the speaker 's views. We could say a few words commending his speech.
3. All the others who have helped in organising the programme are thanked.
4. The participants and the technicians are also thanked.

Note: In modern times, the vote of thanks is very crisp, brief and informal without resorting to adulatory adjectives.

Here are some expressions to thank:

Our hearty thanks go to.....

I would like to thank.....

I cannot adequately thank.....

Task: *Prepare a speech thanking the Chief guest who presided over the Children's day function and distributed the prizes.*

II. A. DEBATES:

A debate is a demanding activity for the participants but an entertaining one for the audience. The participant needs to have a command of all the linguistic resources and an ability to think on his feet.

A controversial topic of current interest is chosen for the debate. One group of participants speaks in support of the proposition and the other group speaks against. In the course of the debate, all the pros and cons of the issue get analysed, There is an arbitrator who takes care of the time and discipline, and finally gives judgement about which side has won the debate based on their effective presentation.

Debates should be conducted in a lively manner and should generate a lot of humour.

The participant should gather points in his favour and present them in an impressive manner. He should listen to the arguments of the opposite side and refute them effectively. He should exploit any weakness in the opponent's argument. He should quote interesting examples from day-to-day life. Challenges are thrown, questions are raised and disagreements are expressed in a gentle way. Remember that the aim is not to win but to participate.

Task: *Divide the class into two and debate on the following topics. Prepare some points in support of one of the propositions and some against the other.*

1. Television is harmful/useful.
2. Homework - a boon or pane

B. QUIZ:

Quiz programmes have become very popular these days. They are conducted to encourage students to acquire general knowledge. Questions are asked from diverse fields like science, arts, history, politics, sports and current events. There is a quiz master who asks the questions. There are students representing different classes or institutions to answer the questions.

The quiz master needs to have a good command of the language and fluency. He conducts the programme in a lively manner

Task I: *Listen to a quiz programme on the radio or television and note the functional use of language.*

Task 2: *Organise a quiz band with a minimum of four questions on each of the fields mentioned above.*

Writing

A. KEEPING A DIARY:

Keeping a diary is a habit worth cultivating. It helps us to review our actions during the day, to manage our time efficiently, and to monitor our progress. Writing down our goals helps to clarify them. We can note down any new and great ideas that we have gathered from our reading and thinking. It is helpful to keep our engagement and fulfil our commitments promptly. Noting down our emotional reactions later helps us assess their correctness in an objective manner and helps us to become more self-possessed and conscious. The diary is a valuable document for future reference. Incidentally writing it in English will improve your writing skill.

Task: *Now that you have learnt about the importance of keeping a diary, why don't you start it right now? Write down all your activities during the day mentioning the time spent on each activity. Also note down any new and interesting ideas that you happened to read or hear. Finally make an evaluation about how the day was spent.*

B. WRITING ARTICLES

Articles are written for publication in magazines and newspapers on topics of current interest. Writing articles requires clarity of thought, depth of ideas and creative use of language on the part of the writer.

The purpose may be to inform, entertain or stimulate the reader. The intellectual, emotional and linguistic level of the reader has to be kept in mind.

The language should be crisp and lucid. It should not be too technical. Slang, archaisms and clichés are best avoided. A style suitable

to the theme is chosen, The presentation should be lively and sustain the reader's interest.

The article is divided into paragraphs and has unity, coherence and cohesion. Each sentence contributes to the topic ensuring unity. There is proper sequential development of ideas resulting in coherence. The sentences are linked through suitable cohesive devices or linkers.

A well-written article has proper organisation. It contains an introductory paragraph, supporting paragraphs and a concluding paragraph.

For most of us who attempt to write an article, the problem is how to start. To overcome this difficulty, just take a pen and a sheet of paper and start writing whatever comes to mind about the topic. Do't worry about the order, grouping or sequence. Just jot down in brief phrases. This technique is called 'brain-storming'. The next stage is selecting the salient points and organising them into paragraphs. The article should not be too long.

The technique of writing articles can be summed up as follows - Write-Edit-Rewrite.

Task I: *Here is a short article. Read it and answer the questions:*

Science of human happiness

Science has become very important in today's life. It plays a vital role in almost every part of our lives. It has changed modern life so much that today we can do nothing without it.

Science can be called a blessing since we owe our progress to it. It has brought everyone closer and also made life comfortable. Today, we can go around the globe in a matter of hours. We can talk to people who are far away at the push of buttons.

Inventions like the washing machine, refrigerator, air conditioner and dishwasher add to our comfort levels. The introduction of the

television, cinema and compact discs has changed the entertainment industry.

Thousands of lives are saved everyday due to the progress to medical science. No industry or office can do without computers. In fact computers can be called the greatest invention of the modern age.

But science has also brought a lot of misery. It has created diseases like cancer, Nuclear weapons can destroy our planet in no time.

Along the way our moral values have also suffered some damage. People think nothing of killing others to further their own interests. Money and power have become the new Gods. We worship science but use it to destroy our planet and fellow beings.

It is not impossible to remove at least some of the curses of science. We must resolve to use it, only to make life better. We must not pollute the planet or destroy living things. We must not make more arms but ensure that every man has food.

This way, we can build a happier world.

- courtesy 'Young World, The Hindu'

Questions:

1. What is the main theme of the article?
2. How are the paragraphs organised?
3. What can you say about its style? Is it suitable to the theme?
4. Does it end on an optimistic or a pessimistic note?
5. What is the level of the reader to whom it is addressed?

Task 2: Write an article describing vividly the most memorable event in your life.

**SUPPLEMENTARY
MODULES**

WRITING LETTERS

COMPETENCIES

- I. WRITING INFORMAL LETTERS
 - Letters to various personal contacts
 - a) to relatives
 - b) to friends
 - c) to pen-friends

2. WRITING FORMAL LETTERS
 - Letters for Various functions
 - (a) complaining
 - (b) apologising
 - (c) asking for permission to visit
 - (d) requesting goods to be supplied (placing an order)

Next to conversations, writing letters is the most universal, personal and warm mode of communication. We live in a world of modern gadgets. When we push a few buttons, we reach out to people. Can they reach out and touch the heart's chord us letters can? The arrival of the mailman no longer excites us as the buzz and beep and glow of media.

It is so much easier to pick up the phone and press a few buttons than to put your genuine and warm feelings to paper through a pen. A letter can last a lifetime and become part of our autobiography. Let us not allow the art to die down.

Letters are perhaps the most commonly used form of written communication. We write letters to communicate with people who are away us. Letters can be written with a specific purpose or they may just be a means of maintaining phatic communion and conveying our concern for others. Writing letters is both an art and a technique. The latter can be mastered through adherence to formal conventions; the former has to be cultivated, with care and deep personal interest.

Why do we write letters?

We write letters for different purposes like making a request, seeking permission, ordering supply of goods, complaining, enquiring, informing, inviting and for many more such functions.

Kinds of letters

Depending on the writer, reader and the situation, letters can be broadly classified into formal and informal letters. Formal letters include:

- business or commercial correspondence
- official correspondence

Informal letters are written to friends, members of the family, relatives, etc. While the language of formal letters is formal and polite, that of informal letters should be informal and intimate.

What is a good letter?

A good letter fulfils the purpose for which it is written. It takes the receiver into account and has clear direction. It is coherent and has clear development of ideas. All the necessary facts and information are arranged logically and systematically. It has clarity, brevity and accuracy. It is courteous and couched in polite and civilised language. Finally, a letter must be a visual attraction to the reader, It can displease either through wrong spelling and punctuation or bad handwriting and typing.

I. Informal letters:

Informal letters include all correspondence between intimate friends, between members of a family, relatives. etc.

We write such letters for some of the purposes given below:

- to inform someone of travel arrangements, your plan of visit, birth, death, celebration, etc.
- to invite for a function -to request for help
- to make enquiries
- to ask for advice
- to offer help
- to apologise
- to accept/decline an offer
- to congratulate someone
- to express sympathy

You may write letters for other purposes also.

Format:

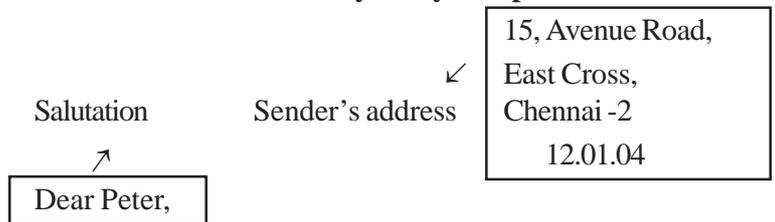
You can follow the following format for informal letters:

1. Address and date

2. The greeting or salutation
3. The body of the letter
4. The subscription or complimentary close
5. Signature
6. Address on the envelope

(i) Model letter :

Here is a letter written by a boy to a pen friend:

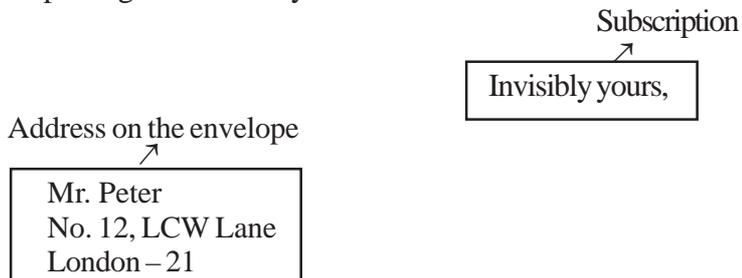


I got your address from the list of pals in 'The Reader's Digest'. I selected you because I am curious to know about your city, London, about which I have read a lot in novels.

I live in Chennai, in South India. It is the state capital of Tamil Nadu. It is a coastal town on the Bay of Bengal. It is a centre of learning. I am an undergraduate studying Physics.

My hobbies are reading historical novels and painting. What are your hobbies and what games do you play? I am eager to know about you, your family and your city. I would like to know about the way language is spoken in different parts of England.

Expecting to hear from you.



Discussion

1. Address and date are written on the top right hand corner. The preferred form for writing the date is 15th March, 2003 through one may write 15.3.2003.
2. The greeting or salutation may be 'Dear Ravi' or 'My dear Rahul', or 'My dear uncle', if the addressee is very intimate.
3. The body of the letter: The style is informal, conversational in tone and it is warm and friendly.
4. The subscription or complimentary close: For a personal letter it varies from 'yours affectionately', 'yours lovingly', 'your loving friend', 'with love', 'lovingly yours', etc., depending upon your apostrophe while writing yours.
5. Signature – you may use your first name or the name by which you are known to the reader.
6. Address on the envelope: It should be complete and clear so that it ensures prompt delivery.

Task 1: *Imagine that you are peter. Draft a reply to Mohans's letter.*

Task 2: *Arun Kumar is your pen friend. Write a letter to him. The details are given below.*

Mr. Arun Kumar
3, Chowranghee lane
Kolkatta – 5
Age: 19 Doing II M.B.B.S.

Hobbies: Swimming, playing cards, seeing films, cricket, tennis, and listening to carnatic music.

(ii) Letter to relatives:

Students studying in schools and colleges who are away from home have to write to their parents regularly to tell them about their welfare, progress in studies and financial requirements.

Task 1: Here is a letter written by a student to his father seeking permission to join an excursion. Read the letter and complete it by supplying appropriate words and phrases for each blank.

.....
.....
.....

My dear Dad,

I hope this finds you allHow is?
Convey my to her. I amwell. I got the.....
rank in the half-yearly examination. You will be surprised to know that
I.....to represent my school in the Inter-school Oratorical
contest.

Our class teacher has for an excursion to Goa
during the first week of next month. All my friends are joining the tour. I
too would to join the party. Please me two
hundred rupees towards my

When are you.....here to see me? I.....to
pay the amount before the 25th of this month.

Yours.....

Address on the envelope

.....
.....
.....

Note: Begin such letters with enquiries about the welfare of the addressee and convey your greetings to them.

When writing to your parents, you should tell them about your health, studies and achievements. Then mention the main purpose. You close the letter on a personal note. The letter should exude warmth and affection.

When writing descriptive letters, jot down the points first and then develop them into a coherent and cohesive discourse. Use an informal, chatty and lively style. Sequence the events properly.

Task 2: *Here are some hints, jotted down by Ravi, a student of XI Std about how he had spent his holiday with a view to writing a letter to his friend. Use them to write the letter:*

Visited uncle at Bangalore
Duration: Two weeks during summer
Places visited: Lai Bagh, Vidhan Soudha,
The Visweswarayya Museum
Visited Mysore: Krishna Raja Sagar Dam, Art Gallery, Zoo
Spent evening playing cricket and chess
Saw the movie 'My Fair Lady'
Impact of the visit
Learnt a few Kannada words
Memorable trip in the Garden City

II. Formal letters

A formal/official letter is a matter of fact transaction. It is brief and formal in style but courteous in language. There is no room for affectation of any kind. We must avoid colloquialisms and slang. However, nowadays, the use of stiff impersonal style is discarded and a less formal and involved style is preferred. An 'open punctuation' completely omitting all punctuation marks (American style) has become common nowadays, saving a lot of typing time. The following steps are to be borne in mind in writing Formal letters:

1. Think before you write
2. Plan your letter
3. Make the first draft { focus on the matter, brief, crisp style, suitable subscription, etc)
4. Edit the draft
5. Present carefully-Use attractive stationery, proper layout

Parts of a formal letter

1. Address of the sender/writer preferably without name. Write the date below your address You may write:

30th September. 2003
30 September, 2003
September 30, 2003 or
30-9-2003.

2. Address of the person you are writing to
3. Salutation or greeting –The following convention of addressing is followed:

When you address a person by designation	Dear Sir /Madam or Sir/Madam
When you address more than one person	Dear Sir, Sirs
When you address by name	Dear Mr /Mrs....., / Miss +name Kind Attention: Mr./Mrs. (Note: If you know the addressee's name)

4. Body of the letter
5. Subscription or Complimentary close: If you have addressed a company by its name or a person by his designation, end with 'yours faithfully'. If you have addressed a person by name end with 'yours sincerely'.
6. Signature
7. Address on the envelope

Note: The modern trend is (American) to keep the alignment to the left.

(i) Letters of complaint

We write letters of complaint to manufacturers, suppliers or dealers of goods, to public service organisations, agencies, departments, etc., when some inconvenience or damage is caused to us, some injustice is done to us, or something needs changing in public life. The complaint should be made to the right person. Back yourself with a

carefully worded and reasonable letter, in which you make absolutely clear the cause for your complaint, and what you want to do about it. You must be extra careful not to write anything factually inaccurate.

Read the following letter of complaint written to an electronics goods shop about problems with a new T.V.

21.1.04

From

R.Ravi Kumar
174, Alagiri Street,
Lalapet,
Karur District.

To

The Manager,
Varun & Co.,
17, Big Bazar Street,
Trichirappalli.

Sir,

I bought a 21" colour TV from you on 17.104. The bill number is 14301. I wish to point out that the remote control device is not functionin properly. The TV set is no better. There is no visual clarity. I wish you had checked these things meticulously before delivery.

I hope you would send your person to check up these items and replace them with good ones, if nessary.

Yours faithfully,

Note:

1. In a letter of complaint, we
 - state the complaint
 - give the relevant details
 - and request remedial action

2. Though agitated, we should use polite language. Here are some useful expressions for stating complaints.
 - I am sorry to tell you
 - I must complain about
 - I feel constrained to complain about
3. Sometimes, a mild threat to take the matter to higher authorities is not out of place.

Task: *Draft a letter of complaint to the corporation authorities about the menace of stray dogs in your locality using the following hints.*

Balaji Nagar - full of stray dogs - pose a threat to people - some rabid - dangerous to walk during nights - some school children bitten - request immediate steps to curtail the menace.

(ii) Letters of apology:

Accept your mistakes frankly and apologise gracefully.

The art of graceful apology is worth mastering. We may need to write a letter of apology for not doing something, for causing delay in something, or for not doing something well enough.

Apologies should be made sincerely but with dignity. Letters of apology should be short and to the point, and normally written by hand. Remember, a sincere apology will go a long way in maintaining healthy relationships between people.

Read the letter below and notice how the apology is made:

25.3.04

From

K. Rajesh
Membership no.221205
26, II Avenue
Ashok Nagar
Chennai

To

The Librarian
British Council Division
Anna Salai

Sir,

Thank you very much for your reminder regarding the book borrowed by me from your library.

I am extremely sorry for not having returned the book “Paradise Lost,” within the due date. The fact is that I lost the book along with my bag during a bus journey. Please let me know the present price of the book so that I can send the amount to you. As I am afflicted with conjunctivitis, I am not able to come in person. I sincerely regret the inconvenience caused to you.

I assure you that such lapses will not occur in future.

Regretfully yours,
Rajesh

Note:

The letter explains the circumstances for the default and expresses sincere apology, and states what remedial steps are being taken to set aright the lapse and reassures about future promptness.

Some more useful expressions for apologising are:

I/We apologise for.....

I/We must apologise for

I/We am/are extremely sorry for.....

I/We apologise sincerely for

I/We regret sincerely

Task 1 : *You are the manager of a bank. One of the customers complains about the missing entries in his account resulting in embarrassment while withdrawing*

money. You find that the entries were made in another account by mistake. Write a letter of apology to the customer.

Task 2: *You had promised to look up your friend during your trip to Mumbai. Unfortunately you had to return from Mumbai much before your expected date of return for a valid reason (Invent one). Now back at your place, write a letter of apology to your friend explaining the reason.*

(iii) Letter placing an order:

Read the following letter written by Mohan, the cultural Secretary of a school placing an order for prize books.

5th August 2004

From

R. Mohan
XI Std. 'B' section
Govt. Higher Secondary School
Lalapet
Pin.641 003

To

The Palaniappa Brothers,
Book-Sellers,
121, Big Bazaar Street,
Tiruchirappalli

Dear Sirs,

Thank you for your letter of 1st August enclosing your latest catalogue.

I shall be thankful if you could send me the following books for our school, allowing due discount.

1. Oxford Advanced Learners Dictionary – 2 copies
2. Harry Potter series (1 to 5) – 5 copies each
3. Basic English structure – 5 copies
by Michael Swan
4. Complete works of Bharathi – 5 copies

We would like to get these items before 20th. The bill in duplicate may be sent for payment.

Yours faithfully,

.....

(R. Mohan)

Note:

1. When it is the first letter on the subject, it is necessary to introduce the subject. Some useful expressions for this purpose are
I am writing to.....
I am writing this regarding.....
I am writing on account of.....
I am writing because.....
2. Although the letter is written to order for the supply of goods, the order is made in the form of a request. Some useful expressions for making requests are:
I/We would be grateful if you could/would.....
I/We would like you to.....
I/We would like to order.....
Could you send me/us.....?
Kindly send/supply.....
3. Give correct specification for the items to be supplied
4. State specifically the details of the transaction *i.e.* whether you are enclosing the payment, whether you like to pay later on receipt of the bill, whether you like to receive the item by V.P.P. etc.

Task 1: *As the Sports Secretary of your school, write a letter to the Manager, Thomas Sports & Co., Chennai, ordering sports items for your school.*

Task 2: Write a letter to the Oxford University Press for supply of books of books to your school library.

(iv) Asking permission to visit an important place:

Sometimes it is necessary to write letters to the authorities concerned seeking permission to visit a factory, museum, etc., with your classmates. Such letters should be written in polite language, well in advance.

Read the following letter written by a student seeking permission to visit a planetarium.

The Administrative Officer,
Birla Planetarium,
Adyar
Chennai.

Govt. HSS

Kulitalai.
21.5.03

Sir,

I am the class pupil leader of XI standard 'B' section. A group of 40 students of my class wants to visit the planetarium on 30.5.03 at 10,00 a.m. We have studied about planets and stars in our school books. This visit would enrich our knowledge aboutl Cosmology.

I request you to be kind enough to grant us permission on the specified date or on any oilier dale suitable to you.

Kindly intimate your permission so that we can plan our trip.

Yours faithfully,

.....

Read the following dialogue between two student:

- Ravi : Hi,Gopal. What news?
Gopal : We are planning to visit Chennai in the month of February. Why don't you join us?
Ravi : Certainty I will. Which places are you going to visit?
Gopal : We want to visit the Legislative Assembly and the museum in addition to other places of interest.
Ravi : In that case, you should get prior permission. You should write to the Assembly Secretary

- Gopal : Can you help us in drafting the letter?
Ravi : Tell me the date of visit, the number of persons and time.
Gopal : We are a group of ten and we would like to visit the assembly on 12.6.03 at about 11 a.m.
Ravi : OK. I shall draft it neatly.

Task: *Imagine you are Ravi. Draft the letter using the above details.*

Further Tasks:

1. Write a letter to the editor of a newspaper about the noise pollution caused by loud speakers in your locality.
2. Write a letter to the commissioner of the corporation complaining about the poor maintenance of roads.
3. Write a letter to a furniture firm ordering some furniture for your new house.
4. Write a letter to a bookseller ordering some books for your school library.
5. Draft a letter of apology to your friend for not attending his birthday party due to unavoidable circumstances.
6. Write a letter to your elder brother expressing regret for your rude behaviour.
7. Write a letter to the curator of the museum to visit it with your classmates.
8. Write a letter to your father seeking his permission to join the special coaching class for preparing for the Professional Entrance Examination.
9. Write a letter to your friend describing the KCC camp in which you participated.
10. Write a letter to your brother seeking his advice about the course you should choose after completing the Hr. Sec. Course.

USAGE

USAGE TRAPS :

Usage refers to the customary manner in which language is spoken or written by its educated users. Usage is a mine field. Unless you are careful you are likely to be trapped.

e.g. 'The teacher was not satisfied about the performance of the boy' is wrong. It should be satisfied with.

Here are some common usage errors. The correct form is given for your guidance.. The list is not exhaustive.

able

- × Sophia said that the library book was not able to be found.
 - √ Sophia said that she was unable to find the library book.
- (OR)
- √ Sophia said that she was not able to find the library book.
 - * The subject of be able/unable is a person not a thing.

absent

- x Ramya is absent in class today.
- √ Ramya is absent from class today.
- * We say that someone is absent from class, school, work, etc., not in or to,

alone

- × She was very alone at first but then she made some friends.
- √ She was very lonely at first but then she made some friends.
- * alone—without people around you
lonely- feeling of being alone

homework

- × Our teachers give us a lot of homeworks and it is difficult to finish them.

√ Our teachers give us a lot of homework and it is difficult to finish it.

* homework is used in singular form only.

consult

* They decided to consult with the counselor.

√ They decided to consult a counselor.

contain

× Both bottles were containing acetic acid.

√ Both bottles contained acetic acid.

* 'contain' is not used in continuous tense
(But we say a bottle containing acetic acid)

describe

× In the composition she described about her garden.

√ In the composition she described her garden.

* We talk or write about something, but we describe something.

enough

× The number of cups is not sufficient enough.

√ The number of cups is not sufficient.

* Enough is not used after sufficient. Sufficient means enough.

enter

× As soon as he entered into the room, we all stood up.

√ As soon as he entered the room, we all stood up.

* We enter a room, building or area, not enter into.
We say, 'He entered into a contract with X.'

equipment

× Our laboratory has a full range of equipments.

√ Our laboratory has a full range of equipment.

* Equipment is an uncountable noun and has no plural form.

feel

× Some of us are feeling that we are given too much homework.

√ Some of us feel that we are given too much homework.

- When feel means to think or consider it is not used in continuous tense

forbid

- × My mother had forbidden me from eating ice cream
- √ My mother forbidden me to eat ice cream
- * We forbid someone to do something. (Not from doing something)

got

- × I got two brothers
- √ I have two brothers (British English) OR
- √ I have got two brothers

know

- × We have been knowing each other since we were children.
- √ We have known each other since we were children.
- * Know is not used in continuous tense. e.g. you must be knowing.×

late

- × I was in a hurry because I didn't want to be late to school.
- √ I was in a hurry because I didn't want to be late for school
- * A person is / arrives late for school, work, etc.

lighted

- × Our neighbourhood is beautifully lighted for Diwali.
- √ Our neighbourhood is beautifully lit for Diwali.
- * The adjective 'lighted' is normally used in attributive position. e.g. a lighted candle, a lighted cigarette.

live

- × My brother is living at Adyar.
- √ My brother lives at Adyar

night

- × It was very late in the night and the streets were empty.
- √ It was very late at night and the streets were empty.
- * We say 'in the daytime', 'in the morning', 'in the evening' but 'at night'.

offspring

- × The parents named their *offsprings* after famous kings and queens.
- ✓ The parents named their *offspring* after famous kings and queens.
- * The plural form of offspring is offspring.

opinion

- × According to my opinion this cake is the best of all.
- ✓ In my opinion this cake is the best of all.

phone

- × I have to *phone to* my parents to tell them I shall be late.
- ✓ I have to *phone my* parents to tell them I shall be late.

reply

- × Please reply my letter.
- ✓ Please reply to my letter.
- * We answer a letter but *reply to* a letter.

return

- x We *returned back* home at four o'clock.
 - ✓ We *ret urn ed* home at four o'clock.
- Return and reply contain the meaning 'back'

request

- × I am writing to *request you for a* loan.
 - V I am writing to *request you* a loan.
- We request something (without for)
We say, 'I am writing to ask you for a loan'.

seek

- × I am still seeking a solution to my problem.
- ✓ I am stil *seeking a* solution to my problem.
- * I look for / search for something but I seek something.
(Seek means 'search for')

sport

- × Shyam is very good at *sports*.

- ✓ Shyam is very good at *sport*.
- * When *sport* means sport in general, it is an uncountable! and does not have a plural form. We use sport as a countable noun to refer to a particular sport.
eg. My favourite sports are tennis and hockey. He likes water sports.

walk

- × The best way to see the village is *by walk*.
- × The best way to see the village is *by foot*.
- ✓ The best way to see the village is *on foot*.
- * We go *by car / bus / train / plane*; but *on foot*.

what

- × I asked him what did he want.
- ✓ I asked him what he wanted.
- × I don't know what am I going to do.
- ✓ don't know what I am going to do.

what/which

- × We cannot decide *what* trees to plant.
- ✓ We cannot decide *which trees* to plant.
- * We use which when the number of possibilities or alternative is restricted, we use what when there is no restriction.
e.g. What family would ever choose to live in a house like that?

when

- × Please tell me when can I come and see you.
- ✓ Please tell me when I can come and see you.

where

- × Can you tell me where is the gymnasium
- ✓ Can you tell me where the gymnasium is?

yesterday

- × My sister rang me up *yesterday* night

- ✓ My sister rang me up *last* night.
- * We say yesterday morning/afternoon/evening but

Task: Rewrite the sentences correctly:

1. The salt is an important ingredient in cooking.
2. She had scarcely heard the news then she tainted.
3. How long is the station from here?
4. When are you leaving? he queried?
5. According to my opinion, the standard of English has fallen.
6. I want to buy a blouse to match with my new saree.
7. I have been studying in this school from 1990.
8. The new Principal is not different from the previous one.
9. The soldier showed a great courage against the terrorists.
10. Happiness consists of contentment.

Using Numbers

* Day, month, minute, mile, etc., are always SINGULAR when used (with a number) immediately before a noun: 'a six minute wait' 'a ten-second silence', 'a five-mile race'.

My travel agent had arranged a 6-day coach tour.

The company provides a three-month training course.

Compare: 'We waited for thirty minutes,' 'We had a thirty-minute wait.'

* When you say 100,1000,etc., or write these number in words, use **a hundred, a thousand (WITH a):**

The palace was built a thousand years ago.

Compare: 'The palace was built 1000 years ago.'

For emphasis or to be exact, it is possible to use **one** instead of **a**.

I am one hundred percent against the idea.

After **a/one/five/twelve etc.**, the words **hundred, thousand, etc.** are always SINGULAR and are NOT followed by **of**:

Five hundred children are born in the city every day

More than three thousand people were there.

Similarly, **of** is NOT used after **100, 250, 3000, etc.**

If you kill 200 whales a year, they will soon disappear.

Hundreds (of), thousands (of) etc., arc used only when you give a general idea of how many or how much. 'There were hundreds of stars in the sky'. 'They've spent thousands (of rupees) on improvements to the house'.

When an ordinal number is used, the same rule as for cardinal numbers applies.

PROBLEM PAIRS:

In English there are a few pairs of words that pose considerable challenge to the students because of their slight similarity in form and function.

A list of such confusing pairs is given below with their use in sentences:

1. *Adapt-to* adjust according to surroundings
A plant *adapts* itself according to its environment.
Adopt -to choose; to accept a child as one's own
He had *adopted* a new method for solving sums.
He had *adopted his* brother's daughter.
2. *Affect* - to cause influence; to produce a change (verb)
The regular use of drugs *affects* health.
Effect - influence; result (noun)
There is no *effect* of your advice on him.
3. *Accept* - to receive, not to decline (verb)
He is bound to *accept* my offer this time.
Except - leaving out (preposition)
All were present in the meeting *except* the Joint Secretary.
4. *Assent* - acceptance
The President of India has given his *assent* to the new legislation.

4. *Ascent*-rising side of a slope; rising up
The *ascent* to China Peak in Nainital is difficult.
5. *Artist*- one devoted to fine arts, especially painting
Tagore was a great artist, besides being a great poet.
Artiste - one devoted dance, drama and singing
To become a good artiste calls for devotion and concentration.
- 6: *Alternate* - happening by turns; every second day, leaving one day in between
We play hockey or *alternate* days.
Alternative - one of the two choices or options
There was no *alternative* left to me but to sell my watch.
7. *Altogether* - completely
All his suggestions were rejected *altogether*.
All together - all things taken together
We found our friends sitting *all together*.
8. *Appraise* - to assess correctly
A research work in literature is meant to *appraise an* author
Apprise - to inform; to make one know
The Prime Minister was *apprised* of the new developments by the Army Chief.
9. *Altar*—place of worship
A devotee of Lord Rama offered his flowers on the altar.
Alter - to change
The present education system does not seek to alter what is outdated in it.
10. *Bridle* - reins of a horse; to control
Put the saddle and the *bridle* on the horse.
Bridal - pertaining to a bride; very much glamorous
The girl was decked in *bridal* finery.
11. *Break* - to divide into two or more pieces by force
Who knows what this naughty boy will *break* today in my house.
Brake - a device to reduce the speed of vehicles
One should not apply *brakes* suddenly, otherwise one will fall.
12. *Bare* - *uncovered; naked*

- The little children were lying on the bare floor.
 Bear-to carry; to endure
 Who can bear such intense heat?
13. *Canvas* - a thick and coarse cloth
 The school boys wear canvas shoes for physical training.
Canvass - to seek votes
 The candidates these days have to do nothing but canvass for their elections.
14. *Calendar*- a table of dates
 I receive a new calendar every year.
Calendar - a machine in which cloth or paper is pressed by rollers
 The cloth was put through the calendar to make it smooth and glazed.
15. *Compliment* - respects, appreciation
 We sent our compliments to our friends on New year's eve.
Complement - that which completes a thing
 Man and woman complement each other.
16. *Continuous* -to go on without interruptions
 He made continuous efforts to succeed in the competition.
Continual - unceasing
 It has been raining in a continual manner since morning.
17. *Council* - assembly
 The staff council decides general questions.
Counsel - advice, advocate
 We never give wrong counsel to anyone,
18. *Conscious* - the state of being aware
 One should be conscious of one's duties.
Conscience-soul which guides what is right and wrong
 A good man is always a person with a conscience.
19. *Current* - a stream of water or air, prevailing situation
 The Jamuna has a swift *current* on the west bank.
 The *current* situation is quite alarming.
Currant a kind of dry fruit
 Those who suffer from constipation must take *currants* daily.

20. *Confident* - certain; to have confidence (adjective)
I am confident of my achievement.
Confidant- a person who becomes trustworthy (noun)
The private assistant of a minister is his confidant.
21. *Cite*- to quote
People cite Gandhiji even on insignificant matters.
Site - location of buildings
The site of Rohini complex is known to all of us.
22. *Cereal* - coarse grains
Barley is a *cereal*.
Serial – in a series
Your receipt has no *serial* number.
23. *Diseased*-affected by a disease
His *diseased* arm hung limp.
Deceased-dead
The *deceased* left his will in favour of his son
24. *Desert* - barren land; to leave or abandon;
The Sahara is the biggest *desert* in the world.
His friend *deserted* him.
Dessert - A dish of fruits and sweets, served at the end
of a meal
The dessert at the end of the meal was a piece of cake.
25. Dairy - milk Industry or factory
Dairy products are getting popular these days.
Diary - a pocket book of daily records
I get a new diary every year from my office.
26. Foul - dirty, nasty
Some people believe in ends, no matter they are achieved
through foul means.
Fowl- a species of birds
Fowl provide a good dish for non-vegetarians.
27. Human- belonging to man
The human race evolved over centuries.
Humane - kind, benevolent

Even animals are treated in a humane manner by the noble-hearted.

28. *Imaginary*- false, unreal
Characters in a novel are not real but *imaginary*.
Imaginative- based on imagination
Poetry is an *imaginative* reproduction.
29. *Legal*- pertaining to law
Many *legal* proceedings are pending in the Indian Courts for want of presiding officers.
Lawful- sanctioned by law
My claim to a house in the campus is *lawful* by virtue of my seniority
30. *Loose*-not tight (adjective)
There is no sense in *loose* talk.
Lose- to miss (verb)
I may *lose* a book but not a friend.
31. *Metal*-an element
Electric current passes through *metal*.
Mettle - courage The brave are those who show their *mettle*.
32. *Momentous* - important
Momentous issues are settled after great efforts.
Momentary - short-lived
Man runs after *momentary* pleasures in modern times.
33. *Negligent* - careless
He is *negligent* of his duties and obligation
Negligible - so unimportant as to be neglected
Your help to me is *negligible*,
34. *Notorious* - bad name
Mansingh was a *notorious* dacoit.
Notable - worthy of note
Nehru was *notable* for his personal courage.
35. *Principal* - main, head
The *principal* aim of man today is to earn and hoard money.

Principle-doctrine

A good man changes himself but not his *principle*.

36. *Personal*- belonging to one's own self

Personal needs are considered greater than social ones these days.

Personnel-employees

Government *personnel* have been given higher scales of pay.

37. *Preposition* – a part of speech to denote relation between two nouns

Prepositions are used before nouns and pronouns.

Proposition-proposal

He made an interesting *proporsition*.

38. *Precede*-to forego, to go before

Character must *precede* wealth in human life.

Proceed-to go on

We don't wait for anyone; we *proceed* to work all alone.

39. *Persecute*-to cause to suffer; to treat cruelly

The Jews werse *persecuted* by the Nazis during the Second World War.

Prosecute-to try in a court of law

The smugglers were *prosecuted* under law.

40. *Respectfully*-full of respect

I presented my petition *respectfully* before the judge.

Respectively-in a serial order

You and I will meet the principal on Sunday and Monday *respectively*.

Task 1: Given below are two groups of words. Pair them as words likely to be confused. Refer the dictionary and find their meanings and use them in sentences to remove the confusion:

A	B
sensual	marital
scene:	prefect
medal	lightning
straight	meddle
eminent	sensuous
lightening	strait
marial	seen
perfect	imminent
forgo	fare
fair	forego

Task 2: Fill in the gaps with one of the two words given within brackets against each sentence:

1. My.....is that you should choose your career.
(preposition, proposition)
2. Has writing is.....(illegible, eligible)
3. A disease which spreads by contact is called.....
(infectious, contagious)
4. He has invented a new device He is.....
(ingenious, ingenuous)
5. A good style avoids.....expression. (verbose, verbal)
6. The Indians settled in America are called.....there.
(emigrants, immigrants)
7. The.....of the college was present at the university.
(principal, principle)
8. One has to.....himself to new conditions, (adapt, adopt)
9. I want to join the military.....(corps, corpse)
10. My memory.....me sometimes, (eludes, alludes)

11. There was a serious this year. (draught, drought).
12. Some people mix.....with milk, (yoke, yolk)
13. The..... of Akbar was spectacular in history, (reign, rein)
14. As a minor, he is not.....for the post. (eligible illegible)
15. The.....of the slope is very steep. (decent, descent)
16. No..... were served at the dinner, (deserts, desserts)
17. We went to.....our friend on his marriage, (facilitate, felicitate)
18. I do not know.....you will come or not. (weather, whether)
19. The boys are going on a long....(vocation, vacation)
20. I visit my.....for treatment everyday. (physicist, physician)
21. This medicine is.....for bird flu. (prescribed, proscribed)
22. Spring.....summer. (proceeds, precedes)
23. Ram and Shyam visit me on.....days. (alternate, alternative)
24. I do not care for.....gains. (temporary, temporal)
25. Milk is.....to health. (beneficial, beneficent)

SYNTAX MINE FIELD:

Orderly or systematic arrangement of words or relationships among words, phrases and clauses forming sentences or in brief the sentence structure and the rules governing this structure is called **syntax**.

This includes such areas *as* subject-verb agreement, tense use, the active and passive voice, comparison, question forms, etc.

Any violation of the syntactic: rules will result in wrong construction,

Subject-verb agreement

The verb must agree with its subject in Number and Person.

e.g. Ramu goes to school on his cycle.

Gopal and Gopu *go* to school by bus.

You have three days to complete the job but he has only two.

If the subject is a group of words the verb must agree with the head of the subject.

e.g, An example of these substances *is* sugar.

Task: *Correct the mistakes in the following sentence:*

1. The effectiveness of teaching and learning depend on several factors.
2. One of the most serious problems that some students have are lack of motivation.
3. It was always the brightest students who was asked to answer the question.
4. The police is investigating the incident.
5. Ten years are a investigating the incident.
6. Some of the fruit were going bed.
7. Every one of us were given a prize.
8. Neither of the governments are willing to give way.
9. Bread and butter were all we had to eat.
10. Either the landlord or his wife were telling the truth.
11. Neither Ram nor Shyam were present.
12. Neither the principal nor the teachers is in favour of the proposal.

Tense

The tense of a verb shows the time of an action or event.

When we describe or report a situation, we choose either a 'then' point of view or a 'now' point of view. If we choose, the 'then' point of view we use 'past tense' and if we choose a 'now' point of view, we use present tense. When we talk about actions 'yet to be completed' we use 'future tense'. Therefore Tense shows (a) the time of an action (b) the degree of its completeness.

In the following passages you can see the use of Simple Present, Past and Future tense.

Present tense

- a) Can I forget! You see, I'm walking down this road, when I see this truck coming to wards me. He's coming right towards me. I can tell you. He's weaving his way through the traffic. The fellow was drunk. I bet. I just escaped it. Just, as I said, by the skin of

my teeth. And I turn round to see where the fellow is going. Just behind me this car is coming. One of those huge imported things. He is coming on his right side. I don't blame him, not ever. This truck hits him. One crash! I just see the driver of the car—a young man; he is opening his mouth to scream. He doesn't scream. He's dead, you know.

- b) A hovercraft is a machine that rides on an air-cushion. It looks like a funnel on a platform. It can go smoothly over deserts or over the sea and it climbs easily up ramps and slopes. A hovercraft carries a large number of passengers over both land and water. It can be used for pleasure trips or for transport. To make the hovercraft move, a part of the air, which is driven by a powerful engine, is funneled off into jets on the deck. To make it go forward, air is blown backward; to make it go backward, air is blown forward.

Past tense

No wonder all his pupils loved Socrates. But he made some dangerous enemies by his strange ways of teaching and asking questions for fear they would begin asking questions about what their rulers were doing. So they accused Socrates of teaching young men wicked things and leading them to throw off their religion. This was false, for in fact Socrates was a very religion. At last his enemies had him arrested, and he was condemned to death.

Future tense

What shall I become in future? I shall become a great dancer. I will train my body with rigorous exercises so that it will withstand the strain of long hours of performances. I shall also practice yoga to keep my body supple and my mind alert and I shall eat only such nutritious diet that will keep my body fit and healthy. I hope to become a popular 'Kathak' dancer. I hope to be appreciated by people all over the world. They should applaud me wherever I go. I dream that one day my

photograph will be published in all newspapers. I fervently hope that one day my dream will be fulfilled because I am only ten years old and have just lost my left leg in a road accident.

The verb may be used to tell us:

- 1) That an action is done at the present time as in *I see a bird.*
- 2) That an action was done in the past times as in *I saw a bird.*
- 3a) that an action will be done in future times as in *I will see a bird.*
- 3b) that an action was, at some past time, viewed as future.(Future in the past). E.g. He said that he would come back in two week's time.

A verb, then, has three main times or Tenses, viz. the ***Present***, the ***Past*** and the ***Future***.

To each Tense there are four different forms which denote the completeness of the action:

- i)***Simple*** ii)***Continuous*** iii)***Perfect*** iv)***Perfect continuous***

When the main verb of a sentence is in the past tense, verbs in the subordinate clauses are normally in the past tense also.

Task: *Correct the mistakes if any:*

1. I write to you to thank for my birthday present.
2. The baby is always crying when it is hungry.
3. We are leaving Chennai on Tuesday evening and arriving in Singapore the following morning.
4. For the last three weeks the shop is closed.
5. Every year she is making two trips to Singapore.
6. Most of the children are living quite near the school.

Using 'going to'

When we say that someone is *going* to do something, we can see that the action is about to happen.

e.g. Careful! You are going let spill the coffee.

We use going to to express what we intend to do.

e.g. I'm going to be an actor.

When we say what we expect will happen, we normally use will + bare infinitive.

e.g. Don't worry I'll get back as soon as I can.

We use *going to* for a future action that has been decided before the moment of speaking. If the action is decided at the moment of speaking we use *will*.

Compare the use of 'going to' and 'will' in the following dialogue:

Manager : You know that I'm going to see Bose on Wednesday, don't you?

Secretary : But on Wednesday you have a meeting with the office staff.

Manager : Oh, dear! In that case, I'll see Bose on Thursday.

The decision to see Bose on Wednesday has been made before the moment of speaking and so the speaker uses *going to*. The decision to see

Bose on Thursday is made at the moment of speaking and so the speaker uses *will*.

Task: Read the following letter and rewrite using appropriate tense forms of the verbs given in brackets.

21, Mount Silver Oaks.

Tambaram, Chennai.

June 6, 2004.

To
The Inspector,
Police Station,
East Tambaram,
Chennai

Dear Sir,

My son P.Anbazhagan who (be) twelve years old (miss) and I (be) very anxious about him. As all my efforts to trace him (fail) I (appeal) to you for help.

He (be) a student of the Government High School, Tambaram and (study) in Std. VII. He (go) to school this morning as usual but although it (be) now nearly 8.00 p.m., he (not return). He generally (come) home before 5.00 p.m., every day. I (make) inquiries at the school but the headmaster (not be able) throw any light on the matter. He (say) Anbazhagan (leave) school as usual about 4.30 p.m. and that he (be) quite well and cheerful.

The only clue I can find (be) from one of his school friends, a boy called Ramesh Shiva who (say) he (see) my son (go) along the canal bank at 4.30 p.m. with a man, whom be (not know). He cannot describe the man but (say) he (wear) a brown shirt and checked dhoti. My son (wear) a White shirt and khaki shorts. He (be) 4.5ft. tall and very thin. He (be) very fair and (have) curly black hair, lie also (have) a broken front tooth and a mole on his chin.

I (not think) he (get) into mischief, as he (be) always a good boy and most regular to his habits, I (be) naturally very anxious for his safety. I (appeal) to you to do your best to trace him. I (hope) that you (let) me know as soon as you (have) anything to report. I (contact) you as soon as I (get) any news or clue about him. My mobile phone number is 98402-04201.

Thank you.

Yours truly,

G.Somasekar.

QUESTION FORMS:

1. In questions, the subject and auxiliary verb normally change places. The auxiliary verb goes immediately before the subject. **Not** normally becomes n 't' and is added to the end of the auxiliary Verb. Isn't he coming with us?

'Why haven't you finished yet?'

Note that in spoken wh-questions, the auxiliary is very often contracted.

'When've they sent him?'

'When's she coming?'

2. When there is no auxiliary verb, we put *do/does/did* in front of the subject. The main verb is a bare infinitive.
3. When the *wh*-word or *wh* phrase is the subject, we do not normally use *do/does/did* except when we wish to express great interest or curiosity, If the children didn't eat the chocolate, who *did* eat it?

Task: **Correct the following questions:**

1. Where you are going?
2. You did not watch the T.V. programme?
3. You like Chinese food?
4. How long it takes to send a letter to Australia.
5. Who did tell you that?
6. How many drivers did finish the race?
7. Does lie likes his new job?
8. Can you tell me where can I buy some glass bends?
9. How many children do Sitamma have?
10. Do they have some children?

Question tags

Question tags are short questions asked by a speaker at the end of a statement, in order to ask a question,

e.g. It is hot, isn't it?

Note:

- a) Question tags are always in the contracted form.
- b) A question tag has always a pronoun as its subject
e.g. Raju, is sleeping, isn't *he*?

- c) If the statement is in the affirmative form, the question tag is in the negative form.
- d) If the statement is in the negative, the question tag is in the positive form
- e) *Everybody, everyone, none of, some of, no one* take plural pronouns, (they)
- f) In some languages, the form of a question tag never changes. In English, a question tag matches the subject and verb in the previous clause.
e.g. This pen is rather expensive, isn't it?
These pens are rather expensive, aren't they?
- g) The practice of adding 'no?' after statements is incorrect.

Task: Add suitable question tags to the following sentences:

1. The weather is fine, ?
2. Jennifer looks very beautiful, ?
3. We completed the work yesterday, ?
4. No one knew the answer ?
5. You are not angry, ?
6. You won't be angry, ?
7. She never invites us to her house ?
8. Gopu and Gopul are cousins, ?
9. Everyone has gone home, ?
10. It was really a hot day, ?
11. Boys need not learn needlework ?
12. You prefer tea without sugar, ?
13. Pass me the salt, ?
14. He got what he deserved, ?

There are three degrees of comparison namely positive, comparative and superlative, with the positive form, we use 'as', 'as' in the affirmative and not as /not so as in the negative.

e.g. A girl of sixteen is as tall as her mother.

This coffee is not as good as the one we had yesterday.

Will the comparative we use 'than'.

e.g. Sujit is stronger than I expected.

Comparison of three or more people/ things is expressed by the superlative with 'the' 'in' '/' of'

e.g. This is the oldest building in the city.

Sindhu is the youngest of the three sisters.

There are some comparative adjectives which are followed by 'to' and not by 'than'.

e.g. senior, junior, superior, inferior.

Suman was senior to me in school.

Rajan is in no way inferior to Subha,

Task: Spot the error in the sentences given below and rewrite correctly.

1. Gas is usually more cheap than electricity.
2. There are so many good shops that it is easiest for people to buy what they want.
3. My most favourite subject is History.
4. It is oldest University in England.
5. I play more better when nobody is watching me.
6. Radha does not talk as louder as her brother does.
7. Sujatha runs fastlier than Kavitha.
8. Rajkumar is the cleverest of the king's two sons.
9. This quality of rice is superior than the other.
10. Though he joined a month later, he was senior than the others because his experience was counted.

PHRASAL VERBS

Phrasal verbs are basic verbs which can combine with different prepositions or/and adverbial particles. Sometimes the combination of verb + preposition or/and adverbial particles results in a separate unit of meaning which may be highly idiomatic. Phrasal verbs are used more in speaking than in writing. The meaning of the expression is considered as a whole and not as the meaning of two separate words.

Read the dialogue given below and note how verbs are combined with prepositions and adverbs to form phrasal verbs:

Zubir : Did you watch the the 9 o'clock news?

Sumanth : Yes, I did. *I liked the way the militants have been put down in the East.*

Zubir : The government bringing *down the* levy on consumables was also welcome, but the efforts which *took off* week back to *make up* the differences among the various parties may not *go on*.

The table shows some of the phrasal verbs based on **get**:

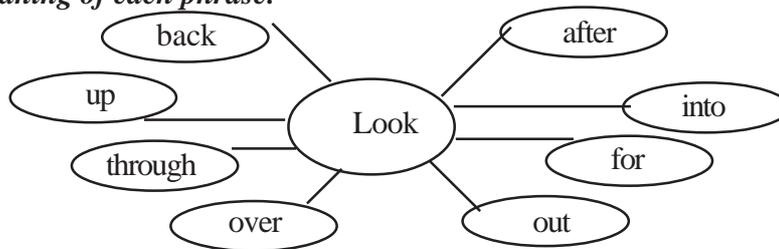
No.	Phrasal verb	Meaning	Example
1.	get about	circulate/move	After his paralytic attack, he cannot get about without help.
2.	get at	find	Often enquiries never get at the truth.
3.	get away	escape	The robber got away with several lakhs of rupees.
4.	get back	i) recover possession ii) reach home again	If you lend him a book, it is hard to get it back from him. After the trek we got back home late.
5.	get by	manage	Ram could never get by on his salary alone.

No.	Phrasal verb	Meaning	Example
6.	get down to	started	It is time you got down to some serious work.
7.	get on	manage/make progress	Without Sunil, it is hard to get on with this project.
8.	get on	live/work amicably	Sethu gets on well with all and it is no surprise that he won the school election.
9.	get out of	avoid responsibility	I will try to get out of my duty at the library and go to the book fair.
10.	get over	recover	Our English teacher is getting over a bad attack of flu.
11	get round	i) coax a person ii) to overcome	Sneha got round her parents and got permission to join the adventure club. We got round the problem finally.
12.	get through	i) complete ii) get telephone connection	Tom got through his entrance examination successfully. I think all the lines are engaged. I can't get through.
13.	get up	i) rise from bed ii) organise	I get up at 6 o'clock every morning. The music club got up <i>a</i> concert in aid of the flood victims.

Task 1: Fill in the blanks in the sentences below in the most appropriate way:

1. Although they had only told their parents about their engagement, the news soon **gel** the village,
2. She must have made a good impression last week because she has got to the second round of interviews for the post.
3. I love watching TV cookery programmes but when they describe a recipe, it can be hard to get all the details in time.
4. We get only because we live very economically.
5. Leela getsher father easily, but her mother is a stickler for rules.
6. Our literary association is getting an English association.
7. I had a lotl to do in the office and didn't get till eight in the evening.
8. He used to be afraid of heights but he has got that now.
9. The boy who copied in th exam got with a warning.
10. How are you getting with phrasal verbs?

The word 'look' is used in various contexts with the words connected to it. In each context the meaning of the phrasal verb is different from the other. Refer your dictionary and find the meaning of each phrase.



Note: Just like verbs, phrasal verbs too can be transitive (when an object is required) or intransitive (when it cannot have an object).

e.g. I am looking for my wallet, (transitive)

Look out! The floor is slippery (intransitive)

Here are some common phrasal verbs:

do:

do away with - abolish

Schools should do *away with* end term examinations,

do with - need, want

I could do *with* something to eat,

do without - manage in the absence of a person or thing

We had to *do without* water for two days due to severe water shortage.

do out of - prevent by deceit

The crook *did* him *out* of his rightful inheritance.

do up - i) redecorate ii) fasten

i) When I *do* this room *up*, I am going to paint it blue.

ii) Do *up* your shoe laces lest you trip.

make

make for - go towards

The famine-hit farmers were making for the city.

make off - run away hurriedly

The crowd *made off* when they saw the policeman with the teargas shells,

make of - form an opinion

What do you *make of the* whole situation?

make up:

- i) come to a decision

In the end he made up his mind.

- ii) invent

Sita often *makes up* stories to fool her friends.

- iii) end

It is time you *made up* your quarrel.

- iv) to put together

Take this prescription to the chemist. He will make *it up for you*.

-v) use cosmetics

Actors *make up* their faces before a performance,

make up for _____ - compensate

You'll have to work very hard to *make up* for the time lost.

Task 2: *Add the necessary words to make phrasal verbs and complete the story:*

Last weekend we decided to start doing our bedroom. We agreed that we could do the old fireplace in the corner. As we began to remove it from the wall we found some old pictures done in a bundle behind a loose brick. At first we could not make what was in the pictures but we wiped them clean and realised they all depicted the same young man. We spent an enjoyable evening making stories to explain why the pictures had been hidden.

bring

bring up - 1) raise 2) mention

The poor widow *brought up* her children with no help from the family.

At the last meeting the secretary *brought up* the matter of membership.

bring on - cause to start

The cold weather always *brings on* her wheezing attack.

bring about - cause to happen

The sudden demise of the head of state *brought about* a change of government.

bring back - re-introduce

The new budget may *bring back* levy that was cancelled last year.

bring down - lower

The sudden drop in demand and the surplus stock will *bring down* the cost.

bring (someone) round - persuade

After a long discussion, I *brought* him *round* to my point of view.

bring out -introduce

This publisher *brings out* an edition every year with the latest records

take

take after - resemble

Arjun has light eyes just like his mother, he *takes after* her.

take back - withdraw

Think before you speak for you cannot *take back* what you say.

take down - write

It is good to *take down* notes when you attend class.

take in - 1) deceive 2) understand

The old man *took us in* by his stories of hard luck, but soon we realised they were his.

The concept was too difficult for me to *take in*.

take off - 1) remove 2) leave the ground

As soon as he entered the verandah he *took off* his raincoat.

During the busy hours a plane *takes off* every minute, (in larger airports)

take on - employ

With the US imposing restrictions on USA, the IT companies want

to *take on* people with H.B visa.

take over - assume charge

Mrs.Kumar will *take over as* the Principal, when the school re-opens.

Task 3: Reply to the questions that follow using phrasal verbs with bring or take:

1. What is the election manifesto of the opposition?

2. What causes your allergy?
3. Where did you live as a child?
4. How many airplanes have left the airport this morning?
5. What will you do when your teacher dictates notes?
6. How often is a weekly published?
7. How is your new business doing?
8. Who does Sneha resemble?
9. What did the management do when the factory opened after the lock out?
10. What will you do to make your parents agree to you?

come

come across

find by chance

While playing in the garden Sudhir came *across* a snake skin and ran away.

come along

- accompany

On our class excursion three teachers *came along* with us.

come off

- 1) succeed 2) take place

With this sort of investment, I doubt how your plan will *come off*.

The shopping arcade was to be inaugurated in June but it did not *come off*.

come out

- 1) reveal 2) disappear

As a gang they deceived many, but the truth *came out* in the end.

The stains on my shirt did *not come out* even with petrol.

come up - rise to the surface

At the meeting an important point *came up* for discussion

come round

- 1) recover consciousness

2) finally agree

When we pulled him out of the water he was unconscious; then slowly he *came round*.

My father was against my decision to pursue a career in law; but after the career counselling programme he *came round*.

go

go ahead - proceed

Those who finished the first exercise could *go ahead* to with the next.

go back - return

The service was so poor and the food unpalatable that I will never go

back to that restaurant.

go back on - break a promise

He *went back* on his promise to put in an extra hour of work
go off- 1)explode 2) leave

The poor soldier lost his feet when he stepped on a land mine and it *went off*.

It was getting dark and Sheela *went off in a hurry*.

go on - continue

Though the weather was bad, the mountain climbers *went on* to reach the peak before noon.

go out extinguish

The candle *went out* and we were left in the dark till we found the match box under the table.

go over examine

He *went over* the plans once again before he started his expeditions.

go through -1) suffer 2) examine carefully

After completing your essay *go through* it to ensure that there are no mistakes.

The villagers *went through* a large number of difficulties after the floods.

run

run away -desert

The thief *ran away* with the goods and the policeman ran after him.

run down -speak ill of

Raj has the habit of running *down* his neighbours.

run into - accidentally meet

I ran *into* my old leacher in the market.

run out - come to an end

Her patience has *run out*.

break

break down - stop working

The school bus *broke down* again this morning.

break into - enter forcibly

Burglars *broke into* our neighbour's flat while they were away on holiday.

break off - end

There isn't going to be a wedding - they have broken off their engagement.

break out -to spread

Bird flu has *broken out* in west Asia.

bring out - to expose, to highlight, to publish

The students are asked to *bring out the* meaning of the poem.

put

put up - to stay, to lodge

In Delhi I am *put up at* my uncle's house.

put down - to stop by force, to suppress

The police *put down* the riots soon.

put forward - to advance

He put forward arguments which were not appreciated.

put in -submit

I'm going to *put in* an application for that job.

put off -postpone

The meeting *is put off* for tomorrow.

see

see to /about -deal with

I must *see to* arrangements for the *conference*.

see off -go with someone about to set off on
a journey

They've gone to see Mary *off at* the airport.

see through - to discern, not to be deceived by

One can easily see *through* the evil design of the scheme.

turn

turn out - attended in large numbers

A large gathering *turned out* for the concert.

turn down - refuse

Margaret *turned down* their offer of promotion,

turn up - make an appearance

My elder brother suddenly *turned up* for the party last night.

Task 4: Read this newspaper report and rewrite after replacing the phrasal verbs with suitable words:

India and *Brazil* have agreed to support each other's bid to get into the UN. Security Council as permanent members.

Addressing a press conference at the Brazilian Embassy Mr.Lula said, "We are putting forward our demand that India, Brazil and S.Africa be represented in the U.N.Security Council as permanent members. We are drawing up plans to put up a fight for the democratisation of the United Nations.

"Brazil", *he* said "had looked into the issue and looked through various options. Trade had to be totally free. Goods should not be the victims of subsidies."

Task 5: Read the following dialogue and underline the phrasal verbs. Replace the phrasal verb with other words meaning the same:

Ramu : Hello! Gopal how are you getting on?

Gopal : Better not talk about it. I've been going through a hard time.

Ramu : What's the matter, why don't you come up with it?

Gopal : I don't know how to put it across to you. I think I won't yet through the Exam.

Ramu : I've always been telling you not to put off studies till the last minute.

Gopal : I know I will have to bring myself round to putting in regular hours of hard work. I'm so worried.

Ramu : Stop worrying and get down to studies. You can surely make up for the time lost.

PHONETIC SYMBOLS

Consonants:

Symbol	initial	medial	final
/p/	p ail	a ppeal	le a p
/b/	b ail	b ubble	cri b
/t/	t usk	l etter	be t
/d/	d usk	l ead e r	be d
/k/	c lean	d ocument	clo ck
/g/	g lean	l igament	clo g
/f/	f ine	r efine	pro o ff
/v/	v ine	r eveal	pro v e
/θ/	th in	a thlete	tee th
/ð/	th em	g ather	tee th e
/s/	s ue	d ecision	sl i ce
/z/	z oo	b usiness	pr i ze
/ʃ/	sh uttle	m usician	fr e sh
/ʒ/	-	t ele v ision	-
/tʃ/	ch oke	b ut ch er	chur ch
/dʒ/	j oke	m agician	bad g e
/m/	m oon	a mend	dr e am
/n/	n oon	p unish	me a n
/ŋ/	-	f inger	ri ng
/w/	w ea th er	b ewild e r	-
/j/	y est e rday	t une	-
/r/	r iver	t ariff	-
/l/	l iver	b elieve	re e l
/h/	h ea r t	b ehave	-

Vowels:

Symbol	initial	<i>medial</i>	final
/ɪ/	it	pitch	busy
/i:/	eat	peach	-
/ʊ/	-	look	-
/u:/	ooze	school	flew
/æ/	animal	banish	-
/e/	empty	better	-
/ɒ/	orange	cot	-
/ɔ/	aught	caught	raw
/ɑ/	archilat	market	far
/ʌ/	understand	supper	-
/ə/	among	banana	mother
/ə:/	earth	bird	occur

Diphthongs:

Symbol	initial	Medial	final
/eɪ/	angel	pain	bay
/aɪ/	ice	pine	buy
/ɔɪ/	ointment	boil	boy
/əʊ/	ocean	broke	hero
/aʊ/	out	doubt	now
/ʊə/	-	tourist	sure
/eə/	air	careful	fare
/ɪə/	ear	serious	here

APPENDIX

English for Medicine

A. Listening

The patient listener

Mr. Wellington : I used to see you frequently at the doctor's. Now I don't. I suppose you're fit and well.

Mr. Illingworth : In fact, I haven't been enjoying good health of late. I was suffering from continuous high grade fever and severe bouts of cold. I was down with typhoid, followed by a malarial attack. As I was recuperating, I slipped down the stairs and fractured my arm. I also sustained a ligament tear in my left ankle. To top it all I almost had a cardiac arrest. I was admitted in the hospital. I was there for ten days. I was discharged only last week. I'm convalescing at my son's place now. The neighbour over there coughs all night. I'm already suffering from insomnia. I thought I could go over to my daughter's place in Bangalore. But you know I have wheezing, and the climate over there might aggravate it. Moreover.....

Mr. Wellington : But what does the doctor suggest?

Mr. Illingworth : Which doctor?

Mr. Wellington : The doctor at the clinic, where I see you, whenever I pass by.

Mr. Illingworth : Well, that's my clinic, and I'm the doctor.

Mr. Wellington : ?!

English for Nutrition and Dietetics

A. Listening

Good afternoon. Today I would like to share with you a few tips on-

ARE YOU A GOOD STUDENT OR AN AVERAGE STUDENT?

Who is a 'good' student? We think a good student is just someone who gets good results in his studies. We also believe that good student is one who is quiet, calm and less problematic to the teachers, parents and fellow-students. But here, 'good' means much more than all these things. A good student is a person who is also physically healthy (in good condition and eating nutritious food) and mentally healthy (with sound self-esteem and good stress management). A good student can manage his time well and can enjoy - yes, enjoy - his studies. Unfortunately, research shows that the average student does not achieve these goals. Going by the above standards, are you a good student or an average student? Check out the statistics and make up your own mind.

Good student	Average Student
A person whose height/weight ratio is ideal (that is, with a gap of 100 between height in centimetres and weight in kilograms). For example, a person who is 175 cm tall and weight 75 kg	A person whose height/weight ratio is not ideal (that is, with a gap of more than 100 between height in centimetres and weight in kilograms). For example, a person who is 175 cm tall but who weighs 85 kg.
A person who eats a balanced diet takes in more of carbohydrates and proteins and less of fats and sugar	A person who does not have a balanced diet takes in more of fats and sugar and less of carbohydrates and proteins

Good student	Average student
<p>A person who manages his time appropriately has the following schedule:</p> <p>Daily tasks and travel -7 hours Self study - 3 hours Exercise and hobbies - 3 hours Relaxing -3 hours Sleep - 8 hours</p>	<p>A person who has difficulty managing his time appropriately has the following schedule.</p> <p>Daily tasks and travel -7 hours Self study - 2.5 hours Relaxing -8 hours Sleep -5.5 hours</p>

English for Agriculture

A. Listening

Pesticide makers and GM crop: “A case of pot calling the kettle black”

Good afternoon! The Pesticides Manufacturers and Formulators Association of India has in a release claimed that genetic manipulation can create harmful side-effects because- of insufficient testing. It could be **a case of pot calling the kettle black.**

It is interesting that the pesticide industry in the country has developed a sudden love for issues such as food safety and environmental hazards. But why are the pesticide manufacturers concerned about the new technology that is known to fight pests?

Around 30 percent of pesticides marketed in developing countries with an estimated market value of \$1900 million annually do not meet internationally accepted quality standards. They pose a serious threat to human health and environment, according to the U.N.

The causes of low quality of pesticides can include both poor production and formulation, and the inadequate selection of chemicals. The proportion of poor-quality pesticide products in developing countries is even higher. It was reported that one of the reasons for the suicide deaths of cotton farmers in Andhra Pradesh a couple of years ago was spurious pesticides that failed to protect the crop.

It is obvious that pesticide manufacturers and formulators in the country have to put their own house in order and ensure; that properly labelled genuine material is marketed. Contamination caused by indiscriminate use of agro-chemicals results in great costs to the economy.

English for Engineering

A. Listening

I would like to talk to you about some new cars which have been on display at the motor show and explain some of their advantages and disadvantages. You can decide to buy any one of them after you understand their relative merits.

The first car I want to mention is the new *CLASSIC* manufactured by Simca. This car has two main advantages: firstly, it's economical in its use of petrol and secondly it has a great many safety devices that other cars don't have. The big disadvantage *about* the *CLASSIC*, in my opinion, is that it doesn't start easily in cold weather.

The second car is the *VENDETTA* produced by Fiat. The good feature of this model is that it has so much storage space. The bad things about it are that first of all it's very expensive for *a* car of this size and secondly the driving seat isn't all that comfortable - at least not *in* my experience for I'm one of those people with long legs.

The third car on my list is the new Ford *FAVOURITE*. What I like most about this car *is* that it's remarkably good value for money and also that you can easily seat five adults without any real discomfort. The main drawback is that the engine isn't powerful enough when the car is fully packed, and this is very noticeable when you go uphill.

Car number four that's the *DART* made by Rover-is one that will certainly appeal to the young drivers because it has such an exciting shape - in fact it's one of the most elegantly designed cars that I have ever seen. However the high price is likely to discourage great many people and one also has to remember that there's only enough room for two people inside - you couldn't even find additional space for a large dog, let alone a child.

(**Note:** The names of the cars are fictitious.)

English for Computers

A. Listening

Good morning friends! I am happy to welcome all of you to this computer fair. I would like to give a quick run through of the computers on display. On counter 5 is the Compaq Presario 2100 series from hp computers. We have 2132 AC, 2142 AC & 2143AP. All of them come with MPEG2 Digital video playback, 16 Bit sound blasts compatible stereo speakers and easy access keys. The CP 2132 has an added advantage of 266 .MHz system bus and an integrated wireless 802.11b (Mid PCI).

The Compaq Presario Desktop series is a no: 1 home PC. This series has MV5500 15" colour monitors. The additional value add is that it includes peripherals such as Compaq Easy Access computer keyboard, Presario optical, PS/2 scroller mouse and Fire wire cable.

In counter 8 you have the IBM series - the Intel Pentium 4. It uses the HT-Technology to the business Desktop series, which enables the processor to execute two software tasks or threads simultaneously. There *is* a special offer - the IBM Think pad notebook offer - Rs.54,990/- only (the two models 2684LA1 and 2684 LA2 inclusive of their carry case). They also come with a one yr CCI global warranty.

English for Business and Commerce

A. Listening

A. Excuse me. I'm sure you've always wanted to buy an ice-cream maker. It's getting hotter every summer. You needn't dash off to the ice-cream *parlour* every time and await your turn in the long queues. All you have to do is buy this home ice-cream maker. It comes along with 5 free sachets of ice-cream powder, in 5 different flavours - vanilla, butter scotch, pineapple, mango and of course the favourite chocolate. Of course you can always get these sachets in all *supermarkets*. Haven't you ever wanted to have ice-creams of different shapes? Wish for a star and here it is, ask for the moon and it's here too. You want a spade or a club, here they are, you have your diamond and a heart-shaped one too! You can thrill your friends at your birthday party. Well I'm not through yet. The best is yet to come. Wonder how much you must toil before you have your ice-cream? No sweat at all. Just keep cool. Mix two spoons of this powder in water and pour it into this jar of the ice-cream maker. Plug it in and switch it on. Just for a minute. You get a fluffy, creamy mixture. Pour it in these cups and refrigerate for half an hour. And *voila* You have your ice cream. No sweat. Wouldn't you agree? And how much do you think it's going to cost? It's just Rs.400/- Think of the cool scoops that you could enjoy. I think you've decided to buy this Ace ice-cream maker. You simply must! Soon you'll scream, "I scream for ice cream".

B. Excuse me. I work for Ace home appliances. We have introduced Ace ice-cream maker, which is ideal for homes. I wonder if you'd be interested in it? I wouldn't take much of your time. It's not expensive. It costs Rs.400/- You get these 6 cups of different shapes and 5 sachets of ice-cream powder free in different flavours. You should mix two spoons of this powder to water and pour it in this jar and switch on the ice-cream maker. After a minute, pour it in these cups and refrigerate for half an hour, Your ice-cream will be ready. You see, it's very easy. Is there anything else that you'd like to know?

English for legal purposes

A. Listening

Hearing in 'The Newspaper' case
against *defamation* law adjourned

POT A *accused* can
seek *bail* within a year

Main *accused* in fake stamp paper
case undergoes *lie-detector* test

Apex court gives Boopalan
conditional bail

Trial stayed in defamation case

Actress murder: CBI registers case

Delay in *filing counter*,
.....*plea* hearing today

Appeal against kumari
acquittal admitted

English for Humanities

A. Listening

We set off at 5.30 a.m. tomorrow by bus. You are expected to assemble by 5.15 a.m. at Koyambedu. We take the Nellore *highway*. It is a 60 km ride. Once we reach Pulicat lake, which is a million years old, we take a boat-ride to the bird sanctuary. Pulicat is home for flamingoes, cranes, storks and a host of other birds. The stretch of land that divides sea and lake is a strip of untouched beach. During low tide scientists pitch their tents in this area and study the pattern of flow and the water pollution. The river mouth is *fringed* by an isolated casuarina *grove*. Pulicat has been colonised successively by the Portugese, the Dutch and later by the British. In one of the fishing villages, we will visit the Church of Our Lady of Glory, which was once a shrine founded by the Portugese. It is said to be one of the earliest churches in the current Madras-Mylapore Diocese. We will also visit the Dutch cemetery which dates back to AD 1600.

You are expected to carry with you a *back-pack* containing binoculars, food and water, and *tent gear* for the over-night stay. As we may have to *trek* for quite a distance, it is advisable to wear comfortable cotton clothing and a good pair of boots. A first aid kit will be available with me. We pitch our tents by the lakeside for the night. We will reach Chennai at 8.00 p.m. the day after tomorrow.

English for Mass Media and Journalism

A. Listening

National:

- 'Save whale sharks campaign' launched
- Eight killed in Assam, Manipur violence
- 11 killed in Orissa road mishap

International:

- 20 dead 74 hurt in Algerian plant blast

Politics:

- Omar may contest LS polls from Srinagar

Business:

- Syndicate Bank Q3 net profit at Rs.89 cr
- Major IT Cos in US to support India

Sports:

- Anand on fire at Corus tournament
- Agassi beats Larkham in straight sets

Entertainment:

- Hero No.1 turns producer

Science:

- Kasturirangan prefers satellite to moon