

SHS1111	COMMUNICATIVE ENGLISH- I	L	T	P	Credit	Total Marks
		3	1	0	4	100

COURSE OBJECTIVE

- The paper provides opportunities for students to read and respond to representations of current issues through texts that present themes and topics that are familiar, insightful and informative.
- In this paper students will have an opportunity to improve their vocabulary related to immediate environment, practice speaking skills by discussing about issues based on reading texts, read texts that include everyday problems that provide opportunities to develop problem solving skills in cooperative learning situations, develop writing skills through writing essay, substance of a poem, letters and composition of dialogues.
- To Provide an opportunity for the students to participate in debate on the topics related to Environmental issues and Discrimination in Society.

UNIT 1 – DRESS IN COMMUNICATION**12 Hrs.**

Speaking - Rhetorical analysis and Group Discussion. Reading for details and Global Comprehension - Dress in communication, I have a Dream Speech by Martin Luther King and The Justice Peace by Hilaire Belloc Critical Thinking: Asking Questions, Analyzing Assumptions and Biases. Vocabulary: Expressions and markers. Collocations – Identifying collocations by reading prose passages mentioned in the unit one. Fill gap and matching type. Language Focus Determiners, Parts of Speech Writing: Paragraph writing based on hints given ('My dream for my family/ country', 'importance of clothing for communication, 'social inequality in society', 'Judge the Book by its Cover- Can we judge people by their appearance?')

UNIT 2 – AN INCONVENIENT TRUTH**15 Hrs.**

Speaking: Debate on the topics related to Environmental issues and Discrimination in Society. Reading for details and Global Comprehension on An Inconvenient Truth, A Different History by Kamala Das and Sujata Bhatt. Critical Thinking: Identifying Facts and Opinions, Distinguish a main idea in text from a subordinate idea. Examine views on a controversial issue and consider one's own biases and personal interest.. ' Vocabulary: Collocations, Useful words to express point of view. Language focus- Tenses, Conjunctions and discourse markers Writing- Responding to Slogans, Campaign Leaflet and Writing Film Review, Letter writing

UNIT 3 – A Speech By N R Narayana Murthy**15 Hrs.**

Speaking: Giving Impromptu speeches- Welcome address and Vote of Thanks. Reading for details and Global Comprehension- A Speech by NR Narayana Murthy and Digging by Seamus Heaney Critical Thinking: Asking ' wh ' questions Questions, Making informed decisions based on evidence, Examining Evidence by citing evidence from the textbook or lecture to support a position. Vocabulary - Word association, onomatopoeic words. Language focus: Sentence Function and Sentence Kinds Writing: Writing email, Writing Diary Entry

UNIT 4 – AFTER TWENTY YEARS**14 Hrs.**

Listening: For details and Overall Idea, Speaking: Informal Speech, Reading for details and Global Comprehension-After Twenty Years by Jamila and After Twenty Years by O Henry Writing: Problem solving paragraph writing. Letter to the editor with solutions to current problems related to areas covered in the course Critical Thinking: Problem Solving selecting effective solutions for overcoming obstacles or constraints by explaining why it is the most effective of the possible solutions. Vocabulary: Phrasal Verbs Language Focus Types of sentences -simple, compound and complex. Language Focus: Subject verb Agreement

UNIT 5 – I LOVE YOU MOM**14 Hrs.**

Listening for details Speaking- Greeting, thanking, apologising, offering condolences by doing Role plays Reading for details and Global Comprehension- I Love you Mom by Joanna Fuchs and Prose passage on ' I Love You Mom'. Writing: Writing restaurant review, argumentative writing. Vocabulary: Phrasal Verbs, Synonyms and Antonyms Critical Thinking: Argumentation provides a well-articulated and detailed argument

PROJECT: PORTFOLIO SUBMISSION:

UNIT 1 – Critical Reading of I have a Dream Speech by Martin Luther King to identify lexical chunks. Paper presentations on topics suggested for paragraph writing in the unit 1

UNIT 2 – Critical Thinking: Identifying Facts and Opinions in An Inconvenient Truth, Distinguish a main idea in text from a subordinate idea. Examine views on a controversial issue and consider one's own biases and personal interests

UNIT 3 – Using Critical Reading template to analyse A Speech by NR Narayana Murthy Making informed decisions based on evidence, Examining Evidence by citing evidence from the textbook or lecture to support a position

UNIT 4 – Collecting Letter to the editor, to identify assumptions and premises, chain of

argument **UNIT 5** – Book review and film review by using template of critical reading

Max. 70 Hours

COURSE OUTCOMES

On the completion of the course the student will be able to

CO1: Demonstrate knowledge of linking words related to both spoken and written discourse, identify collocations.

CO2: Apply the rules for writing by using cohesive devices based on prompts given thereby to write letters and reviews

CO3: Demonstrate critical thinking skills by framing questions that generate information related to elements of reasoning

CO4: Read topics suggested for to answer inferential and factual information

CO5: Evaluate written pieces to self correct in the topic areas of determiners, verbs, concord, identifying sentence functions and sentence types

CO6: This Course will equip the students with the required Professional Skills.

TEXT / REFERENCE BOOKS

1. Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai.
2. Sen S, Mahendra etal. (2015) Communication and Language Skills. Foundation books. Chennai

Reference Links for teachers on Critical Thinking

<https://designteachengage.wisc.edu/course-activities-learner-interaction/sdc-activity-types-active-learning/>

<https://www.uen.org/rubric/previewRubric.html?id=1219>

<https://www.diigo.com/profile/Teachonlineuw?query=%22Critical+Thinking%22+rubric>

END SEMESTER EXAMINATION QUESTION PAPER PATTERN

Max. Marks:100

Exam Duration: 3 Hrs.

PART A: 6 Questions to be answered out of 8 questions and each question carries 5 Marks

30 Marks

PART B: 4 questions to be answered out of 8 questions (**Internal Choice**) and each question carries 10 Marks **40 Marks**

PART C: 2 Questions to be answered out of 4 questions and each carries 15 marks

30 Marks



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SCHOOL OF SCIENCE & HUMANITIES

DEPARTMENT OF ENGLISH

UNIT – I – COMMUNICATIVE ENGLISH I – SHS1111

Unit - 1

Lesson One: Reading for comprehension

Objectives:

Cognitive	S 14: Clarifying and analysing the meanings of words and phrases. S 32: Making plausible inferences
Affective	S -6 Developing Intellectual courage

Pre Reading:

I . Discussion:

1. Why is it essential impress others with clothes?
2. Do we need to have dress code in colleges? Give two reasons to support yourself.
3. Observe the image that suggests clothes to college and work place to identify street wear, casual wear, business casual wear, smart casual wear, informal wear, semi formal wear for men. Can you suggest similar wear for girls/ females too?



AI. Vocabulary: Dressing and wearing:

Pair work: Answer the following:

1. What are you wearing?
2. Are you dressed in casual wear/ informal wear/ semi formal wear?
3. Who is well dressed in your class?
4. Which of the following you do every morning?

*In the morning I wake up, shower, **get dressed**, and then eat breakfast before coming to college. .*

*In the morning I wake up, shower, **get dressed**, and then eat breakfast in the college/ university.*

5. Do you always **dress** to impress? yes or no?
6. Do men dress or women dress? Can we use the expression 'dress' for men?

Glossary:

Get dressed = *put* clothes on (yourself); this is more common and less formal than **dress**

To dress= to *put* clothes on yourself or someone else.

wear = *have* clothes on your body

Get dressed: it is what you do regularly without any occasion because every one shouldn't be without clothes.

Dressed up: it is what you do for something special like

party or costume (dressed up like superman)

Bl. Activity: Think/ pair/ share: Dress code: What to wear where?

Categorise the clothes men and women wear for various occasions in the table.

You can add more words to the list:

Jeans, shorts, sneakers, sweatshirt, sweat suit, hat, shirt, Skirt, lungi, veshti, saree, blouse, sweater, neck tie, t-shirt, pants/trousers, socks, jacket, shoes, chudidar

A friends birthday party	At a gym/ yoga camp	A relative's wedding	In the classroom at college

IV: Paired Reading Task: Dress code students:

Read the following passages A and B in pairs and share your understanding of the passage with your partner.

Reading A:

Dressing well shows respect for others. A number of professors do not like their students, as a rule, if they come to class looking like **they've just rolled out of bed** and would really rather be there still. No professor likes it when students seem not to care, and show ' don't care attitude' by wearing a shirt that hasn't been washed in weeks as well by staring out the window during the lecture.

College students and others today usually wear—cargo shorts, t-shirts, jeans, even pajamas— to emphasize comfort and individualism. Walking around in a hoodie and pajamas communicates, "I don't care what anybody else thinks about how I look; I'll wear whatever I want and whatever I'm comfortable in." Dressing up a bit, on the other hand, tells those around you that you care about the image you present to them, that you don't want to give offense, and that you take things seriously, including your studies.

Reading B

Dressing well promotes respect for you. We are not just minds trapped in a skin suit. We are creatures, whole people made in the image of God. I had a professor who was devoted to waking up at 4 a.m. every morning so he could exercise for about two hours before starting the rest of his day. He said he did it because staying physically fit helped keep his mind in shape as well. When we take care to dress well, we promote the same kind of well-being that comes from eating healthy food that tastes good.

Many college students dress like adolescents. Instead they can begin by learning to wear clothes as an adult, and do it with style and elegance. If you continue to dress like an adolescent, you'll probably be treated accordingly. Hence avoid blue jeans and especially shorts, at least for when you're going to class and engaging in other academic pursuits. These clothes are for those students who treat college as a vacation. Instead, opt for cotton chinos, corduroys, and other stylish trousers in cotton, wool, or linen. Likewise, leave t-shirts and hoodies for the gym and sports field, opting instead for polo shirts or dress shirts. Shoes can be a great way to bring some class to your wardrobe.

Chinos: a cotton twill fabric, typically khaki-coloured

Corduroys : a thick cotton fabric with velvety ribs

Group work:

Answer the following questions:

1. Why professors have no respect students who dress in casual clothes to college?

Identify reasons given in the passage by underlining the lines.

2. Don't care attitude is exhibited by a student by doing

3. People who care about their image they present to others may wear to college and avoid wearing

4. How one can take do personal care through exercise and dressing? Why is it important for human beings?

5. Give three tips for a college students on proper dressing to college.

6. Identify facts and opinions in the following statements:

1. The way a person dresses decides how people treat him/ her.
2. Dressing well promotes respect for you.
3. Many college students dress like adolescents.
4. Chinos is a cotton twill fabric, typically khaki-coloured
5. Professor mentioned in the passage does exercise everyday
6. Exercise is good for health.
7. All people must breathe to live.
8. Students should have dress code to college
9. Blue is the best colour.

10. Most people have two arms and legs.
7. Look the words you filled in task III , could you add any new words related to clothes to the list?

Follow up: Discussion cards:

Personal Image is very important
People should be free to choose their own hairstyle.
Nobody should have to wear a uniform at school or at work
Everyone should be allowed to wear exactly what they want.
Tattoos are a good way to express your personality

VII: Idiomatic and fixed Expressions related to clothes and dress:

Group Work: Each group gets one task to do and presents their answers to the class.

1. **Group one:** Replace the phrase underlined with a word or expression given in the box.

All the rage, baggy, dress down, dress code, dressy, in the height of fashion, smart casual clothes, snazzy, to be dressed to kill, skimpy.

- We have an accepted way of dressing in our office but on Fridays we can wear less formal clothes.
- Jagan is going to a party. He says he can wear clothes that are informal but clean, tidy and stylish.
- Many years ago bell-bottoms were very fashionable.
- I cannot understand Shan's extremes. Either she is in clothes suitable for formal occasions or she is in tight fitting clothes using little material.
- This T-shirt is nice but it is very loose.
- At the annual celebrations people were dressed in an extremely fashionable way.
- When you are in your teens it is natural to wear clothes intended to attract people's attention.
- That's a very modern, stylish sweater. Will it suit you?

Answers: [a. Dress code, dress down b. Smart casual clothes c. All the rage d. Dressy , skimpy e. Baggy f. In the height of fashion g. To be dressed to kill h. snazzy]

2. GROUP B: Match the idiomatic expressions with their meanings:

A	B
1) air one's dirty linen in public 2) all dressed up 3) at the drop of a hat 4) birthday suit 5) catch (someone) with their pants down 6) decked out in (something)	a. dressed in one's best clothes b. to be dressed in fancy clothes c. to surprise someone in an embarrassing situation or doing something that they should not be doing d. without waiting or planning, immediately, promptly e. complete nakedness f. to discuss one's private quarrels or problems in front of others

3. Group C: Fill the blanks with idioms given in the above list:

- The actress was _____ in a beautiful silk dress at the ceremony
- The sales manager was caught with his _____ down when he was asked for the sales figures that he did not have.
The boy was running in his _____.
- The manager gets angry at the _____.
- The film actress refused to talk about her broken relation with her boy friend as she does not want to _____
- The bride in _____ dazzling clothes and jewellery.

Lesson TWO: Shared reading

Objectives: _____

Cognitive	S -12 Developing one's perspective: creating or exploring beliefs, arguments or theories
Affective	S - 2 Developing insight into egocentricity or socio centricity

Warm up: Students take turns to come the front of class to say 2 facts and one false statement about themselves. The class must identify the false statement.

Reading: Form whole class into two groups (two rows Group A, Two rows Group B) Chorus reading. A reads all odd lines and Bs read even lines- whole poem is read together by the class. Circle the words that relate to clothes in the poem

Poem: The Justice of the Peace ~Hilaire Belloc: in *Sonnets and Verse*

Poem	Analysis questions
<p>DISTINGUISH carefully between the two, This thing is yours, the other thing is mine. You have a shirt, a brimless hat, a shoe And half a coat. I am the Lord benign Of fifty hundred acres of fat land To which I have a right. You understand?</p> <p>I have a right because I have, because, Because I have—because I have a right. Now be quite calm and good, obey the laws, Remember your low station, do not fight Against the goad, because, you know, it pricks Whenever the uncleanly demos kicks.</p> <p>I do not envy you your hat, or shoe. Why should you envy me my small estate? It's fearfully illogical in you To fight with economic force and fate. Moreover, I have got the upper hand, And mean to keep it. Do you understand? .</p>	<p>1. What is being distinguished in the poem? <i>Which words suggest that there is a distinction?</i></p> <p>2. What does the line/s “because I have, because,/ Because I have—because I have a right” suggest?</p> <p>3. Underline the words that suggest what the listener should do.</p> <p>4. Who is ‘I’ in the phrase ‘I have a right’</p> <p>5. I do not envy you your hat, or shoe. <i>Why should you envy me my small estate? Who envies whom and for what? What is the tone of the speaker?</i></p> <p>6. “Moreover, I have got the upper hand- what is suggested by use of ‘ moreover’?”</p> <p>7. Identify the speaker, the audience and the purpose in the poem . Is the speaker giving evidence to support his point of view? What is his/ her point of view? What is the point of view of the audience? What is your view regarding class division based on economic status?</p>

Glossary:

- Benign: pleasant and kind
- Goad: a spiked stick used for driving cattle. It also refers to a thing that stimulates someone into action.
- Demos: the populace as a political unit especially in a democracy.
- Pricks: Cause mental or emotional discomfort to
- Envy: desire to have a quality, possession, or other desirable thing belonging to (someone else)
- Upper hand: have more power than anyone else and so have control

Notes on the poet and poem: Hilaire Belloc (BEHL-ahk) was a prolific and popular writer of prose. He wrote history, biography, travel, literary criticism, church history and religious doctrine, political theory, and translation, as well as some

autobiographical travel books. The poet in *Justice Of Peace*, talks about the kind of thinking that people are protesting about at the moment. The poem describes a world in which the rich get richer and the poor get poorer. How hundreds acres are owned by the rich from generation to next generation, and how they consider it as their natural right which the state must protect just like the way it protects possessions of working class. "The Justice of the Peace" in which the speaker chides his tenant, "I do not envy you your hat, your shoe./Why should you envy me my small estate?/It's fearfully illogical of you/To fight with economic force and fate." To argue logically one must give proof, evidence but the speaker's reasoning lacks logic. He brings out **egocentric thinking** of the rich in the poem.

Follow up:

Egocentricity is the unwillingness to consider others' points of view. It is refusal to accept ideas or facts that stops one from getting what s/he wants . It makes a person to think "I am 100% right; you are 100% wrong". The individual goes from "I am right!" to "We are right!". Sociocentric people satisfy their egocentric desires through a group. "Group think". *My daddy is better than your daddy! My school (religion, language, region, country, race, etc.) is better than yours.* They confuse loyalty by supporting and agreeing, even when the other person or the group is wrong. Egocentricity and sociocentricity are the diseases a society faces, cure is self-awareness.

8.Paragraph Writing:

Jot down ideas next to each element of reasoning to write a paragraph by including the following points either from the poem or Martin Luther's speech:

- Speaker's point of view in the speaker:
- Point of view of the audience:.....
- Questions raised in the speech :.....
- Inferences/ conclusions made in the speech:.....
- Data , evidence given to support points of view:.....
- Assumption/s:

9. Essay : Reflect: Based on your observations of the poem do you think that the poet brings out ego-centricity and socio-centricity in the poem? Support your answer by giving evidence from the poem .

Lesson Three: Parts of Speech:

Objectives:

At the end of the lesson students will be able to

- make a difference between content and functional words by identifying in a paragraph
- demonstrate an understanding of stress and intonation of content words by repeating and recording their voice in the language lab or using internet links


Content Words vs. Function Words

Content = information, meaning: Content words are usually nouns, verbs, adjectives, and adverbs

Function = necessary words for grammar Function words help us connect important information. Function words are important for understanding, but they add little meaning beyond defining the relationship between two words.

Function words include auxiliary verbs, prepositions, articles, conjunctions, and pronouns.

Parts of Speech



NOUN <i>Name of a thing, a person, an animal, a place, or an idea.</i> Examples: Daniel, London, table, hope - <i>Mary uses a blue pen for her letters.</i>	PRONOUN <i>A pronoun is used in place of a noun or noun phrase to avoid repetition.</i> Examples: I, you, it, we, us, them, those - <i>I want her to dance with me.</i>
ADJECTIVE <i>Describes, modifies or gives more information about a noun or pronoun.</i> Examples: cold, happy, young, two, fun - <i>The little girl has a pink hat.</i>	VERB <i>Shows an action or a state of being. It can show what someone is doing or did.</i> Examples: go, speaking, lived, been, is - <i>I listen to the word and then repeat it.</i>
ADVERB <i>Modifies a verb, an adjective or another adverb. It tells how (often), where, when.</i> Examples: slowly, very, always, well, too - <i>Yesterday, I ate my lunch quickly.</i>	PREPOSITION <i>Shows the relationship of a noun, noun phrase or pronoun to another word.</i> Examples: at, on, in, from, with, about - <i>I left my keys on the table for you.</i>
CONJUNCTION <i>Joins two words, ideas, phrases together and shows how they are connected.</i> Examples: and, or, but, because, until, if - <i>I was hot and tired but I still finished it.</i>	INTERJECTION <i>A word or phrase that expresses a strong emotion. It is a short exclamation.</i> Examples: Ouch! Hey! Wow! Oh! Ugh! - <i>Wow! I passed my English exam.</i>

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1.Presentation: Form 8 groups in the class with each group named after each part of speech. Prepare a chart as notes for each part of speech based on previous knowledge and by referring to notes given below. Nouns can include different nouns, adjectives can talk about degrees of comparison etc. The choice is left to the students to cover as much

information as possible each topic given to them for each part of speech. Can use the template given in lesson 10 for team discussion.

2.Underline the content words in the following passage : Everyone wants to be successful and rich. I also dream of becoming successful in the field. I am still indecisive about the career path I will choose. But I know whatever I choose I will work hard, stay focussed and make it big. I also dream of doing something for my country. There are so many problems in the country such as poverty, illiteracy and caste feeling to name a few. Each one of us should contribute our bit towards our country's development. I am a firm supporter of each one teach one and have been teaching my maid's child since the last two years. As I grow up, I aim to join an NGO to empower the poor and needy. I dream of eradicating poverty and social inequality from our country and will do my best in this direction.

Language lab work: go the link or to the language lab to learn by observing how content words are stressed in English. Go the link

<http://thesoundofenglish.org/content-function-words/> for practice.

Lesson Four:

Objectives: At the end of the lesson students will be able to -

Cognitive:

demonstrate their understanding of marking pauses in speaking by taking turns in reading passages given in the lesson and other lessons by marking pauses and reading aloud by taking turns

Affective:

S 3 Developing intellectual courage

Reading aloud with sentence breaks: While reading English, try to think (and read) in phrases even if there are many, many words strung together in the same sentence. The usual rhythm of pausing and breaking is provided by punctuation such as commas (,), semicolons (;), colons (:), and periods (.), where you are expected to pause before continuing to the next text. However, some articles and books do not use a whole lot of punctuation, so you must invent your own way to break up a sentence and pause appropriately.

Prepositional Phrases

Any time you have a preposition, for example, the words that follow it are part of a "phrase," and should be thought of as a unit. Below are some examples of prepositional phrases:

- Through the large, wooden door
- Into the old wooden house
- Inside the tiny red shed
- About playing their games

Subjects and Verbs as a Unit

When possible, keep subjects and verbs together in your mind and think of them as a unit, as well, when you are reading. Below are some examples of subjects and verbs that form logical “units”:

- I am walking.
- The chicken is squawking.
- The children are talking.
-

Example Sentence

Below is a long sentence using all of the above. To know where to pause, I have bolded different phrases, and *not* bolded each phrase next to a bolded phrase:

I am walking through the large, wooden door **into the old wooden house** while the chicken is squawking **inside the tiny red shed**, and the children are talking **about playing their games.**

Retrieved from <https://www.quora.com/How-do-I-break-a-sentence-or-pause-when-reading-an-English-article-Are-there-any-tips#>

Read the following passage to mark pauses:

Compare by listening to the speech in the link given after the script of the speech:

An extract from **“I Have a Dream” Martin Luther King**

Part 1 :

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. Five score years ago a great American in whose symbolic shadow we stand today signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But 100 years later the Negro still is not free. One hundred years later the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we have come here today to dramatize a shameful condition.....

....I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed:

“We hold these truths to be self-evident: that all men are created equal.”

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Part 2

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day, this will be the day when all of God's children will be able to sing with new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

.....

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

For the teacher :

Part One : Play the speech in the class to enable the students to make corrections for part one.

Part two: make them read aloud by taking turns. A student starts reading, stops with a pause when the pause is marked, to be continued by another student till the pause comes and another students continues to read. If the students by chance happen to read in pairs allow it. The purpose is to make them motivated to read in groups.

Link for listening to the above speech : <https://www.youtube.com/watch?v=vP4iY1TtS3s>

Lesson five :

Cognitive:

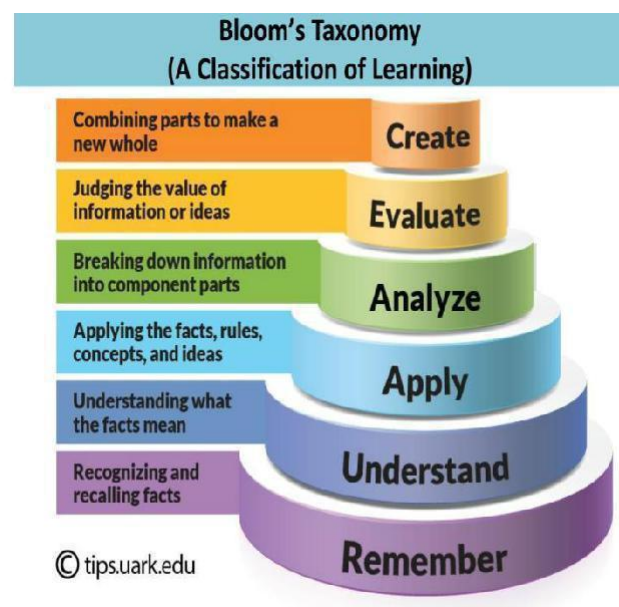
S 24 Practicing Socratic

Discussion: Clarifying and questioning beliefs or perspective

Affective: S 3: Exercising fair-mindedness For the teacher: Lead the Socratic questioning class by asking questions like the below, ensure a question is answered by other students only by asking another question.

✓

What does it mean to live in a "free state"?





What are the virtues of a
good citizen in a free state?
and institutions are

✓ supportive of freedom?

What is LIBERATION from



What were.....?



WHAT DOES THAT Mean?

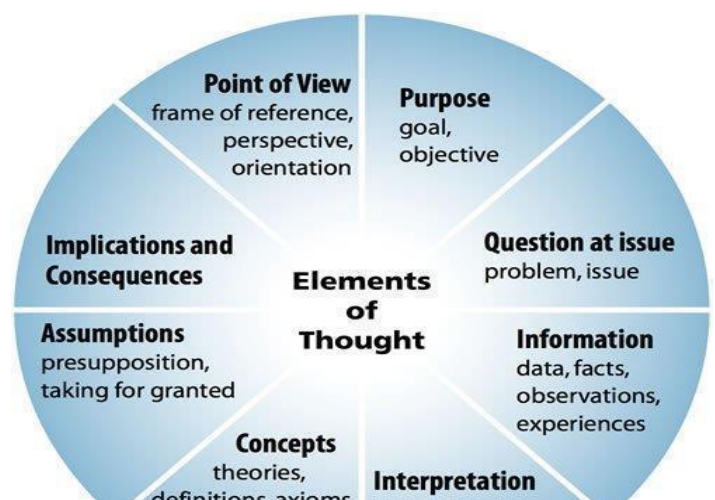


What was Response?

For the student: Use the following questions to take part in Socratic questioning session, remember you must answer a question with question, related to the question by using clues given in the table below:

<p>Questions that probe assumptions:</p> <ul style="list-style-type: none"> ✓ What could we assume instead? ✓ How can you verify or disapprove that assumption? <p>Questions that probe reasons and evidence:</p> <ul style="list-style-type: none"> ✓ What would be an example? ✓ What is....analogous to? ✓ What do you think causes to happen...? <p>Why:?</p> <p>Questions about Viewpoints and Perspectives:</p> <ul style="list-style-type: none"> ✓ What would be an alternative? ✓ What is another way to look at it? ✓ Would you explain why it is necessary or beneficial, and who benefits? 	<p>Questions for clarification:</p> <ul style="list-style-type: none"> ✓ Why do you say that? ✓ How does this relate to our discussion? <p>Questions that probe implications and consequences:</p> <ul style="list-style-type: none"> ✓ What generalizations can you make? ✓ What are the consequences of that assumption? ✓ What are you implying? ✓ How does...affect...? ✓ How does...tie in with what we learned before? <p>Questions about the question:</p> <ul style="list-style-type: none"> ✓ What was the point of this question?/ ✓ Why do you think I asked this question? ✓ What does... mean? ✓ How does... apply to everyday life?
<ul style="list-style-type: none"> ✓ What are the strengths and weaknesses of...? ✓ How are...and ...similar? ✓ What is a counterargument for...? 	

Write ten questions for which answers can be found in the speech in lesson four by Martin Luther King . Start your questions with” WH’ Questions like- ‘ Why’, ‘Where’, ‘ How’, ‘ When ‘ Who’, ‘what’ etc.
Write below five factual statementsandfive



opinions from the passage above.

Reference material for students:

Elements of reasoning:

The elements of reasoning are those essential dimensions of reasoning whenever and wherever it occurs. Working together, they shape reasoning and provide a general logic to the use of reason.

Lesson Six:

Objectives: At the end of the lesson students will be able to



Demonstrate their knowledge of collocations by identifying and underlining them in prose and poetry,



Compose / Write sentences using collocations with ' have' and make corrections in using have/ having

A collocation is made up of two or more words that are commonly used together. Go through news papers articles or speech by Martin Luther King to underline collocation

Collocations with HAVE:

1. Read the list of collocations with have for two minutes. Without looking at the list, write down as many collocations as possible in the note book. Check the collocations left out.

have an appointment, have an argument, have a baby, have a bath, have a bite, have a cancellation, have a chance , have a class, have a conversation, have an exam, have an excuse, have fun, have a go, have a laugh, have a look, have a meal, have a drink, have a nap, have an opportunity, have a plan, have a point, have a problem, have a rest, have a shower, have a suggestion, have a nice time, have trouble, have a word

2. HAVE VS. HAVE GOT:

1. When **have** is used as a verb for **possession**, it CAN'T be used in the present continuous:

- ✓ I'm ~~having~~ a lot of work to do. / I **have** a lot of work to do.
- ✓ They're ~~having~~ a new car. / They **have** a new car.

2. Have and **have got** are the same when talking about possessions, illnesses, relationships, and characteristics of people. **Have got** is just a more informal way to say it:

- ✓ I **have** a lot of work to do. / I've **got** a lot of work to do. (*have got*)
- ✓ She **has** two sisters. / She's **got** two sisters. (*has got*)
- ✓ He **has** a sore throat. / He's **got** a sore throat. (*has got*)
- ✓ They both **have** black hair. / They've both **got** black hair. (*have got*)

- ✓ However, you can't use **have got** in other situations:
- ✓ You'll **have** fun at the party. /~~You'll have got fun at the party.~~
- ✓ I always **have** breakfast at 8. /~~I've always got breakfast at 8.~~

3. More collocations:

to make the bed: *need to make the bed every day.*

to do homework: *My son does his homework after dinner.*

to feel free: *Please feel free to take a seat and enjoy the show.*

to save time: *You'll save time if you turn off your smartphone and concentrate on the lesson.*

4. Fill in the blanks using appropriate verbs given above: that would complete the collocation.

1. If you park there, you will have to a fine.
2. He no attention to my requests.
3. I a cough to catch her attention.
4. Although the doctors tried hard, they couldn't his life.
5. Abbreviations space and hence they are very common in newspaper headlines.

5. Underline collocations in the following lines of the poem:

DISTINGUISH carefully between the two/ This thing is yours, the other thing is mine.
You have a shirt, a brimless hat, a shoe/ And half a coat. I am the Lord benign
Of fifty hundred acres of fat land/ To which I have a right. You understand?

I have a right because I have, because,/ Because I have—because I have a right.
Now be quite calm and good, obey the laws,/ Remember your low station, do
not fight Against the goad, because, you know, it pricks/ Whenever the
uncleanly demos kicks.

6. Identify collocations in Martin Luther Kings speech in lesson four

Lesson Seven:

Expressions and markers: At the end of the lesson students will be Able to demonstrate their understanding of discourse markers by writing passages by using them and also by making apt choice from the options given:

Discourse Markers:

Adverbs are used as sentence connectors along with conjunctions. They are referred to as discourse markers-adverbs of time references

- Discourse markers are not part of the sentences.
- They are used at the beginning of utterances.
- They do not have meanings of their own to function independently.

Markers for various contents

1. **Addition:** moreover, also, what is more, too, either, neither, nor

2. **Enumerations:** (listing/naming one by one) at first, secondly, furthermore, next, then, last, first and foremost, more importantly, to start with, and to with, and to conclude.
3. **Contrast**
Instead, on the other hand, on the one hand.
4. **Concession**
Besides, else, however, still, yet, nevertheless
5. **Transition**
And, now, by the by, in the meantime
6. **Attitude /**
viewpoint
Indeed, in fact,
actually
7. **Result**
Hence, so, therefore, as a result
8. **Inference**
Else, otherwise, in other words, then
9. **To give examples:** For example, for instance, that is, that is to say, namely.

1. Underline the discourse markers in the following dialogue between two friends:

A: *So, I've decided I'm going to go to the bank and ask for a car loan.*

B: *That sounds like a good idea.*

C: *Well, you need a car.*

B: *Right.*

A: *Anyway, I was wondering if either of you would teach me how to drive.*

2. Choose the appropriate discourse marker from the options given for the following sentences. If none of the options are correct write 'e'.

1. teachers are overworked and underpaid.
a. In particular b) Especially c) Broadly speaking d) Except for
2. I don't believe in ghosts. I haven't seen one yet.
a. I think b) At least c) In particular d) In other words
3. I think the person should be acquitted. he is too young to know the difference between right and wrong.
a. After all b) At least c) Well d) Honestly
4. The man was sleeping soundly on the river bank. a crocodile was creeping closer.
a) Despite this b) Meanwhile c) As a result d) By contrast
5. The child didn't get any medical attention. ————, she died soon after.
a) Despite this b) In spite of that c) In this case d) As a result
6. He has been warned before., he shouldn't have repeated this.
a) In this case b) In spite of this c)

Instead Answers:

1) c 2) b 3) a 4) b 5) d 6) a

Lesson Eight:

At the end of the lesson students will be able to-



Recall and apply rules for use of “a” and “an” in speech and writing.



Demonstrate use of Definite Articles “the” when noun is particularized.



Apply rules for use of “a”, “an” and “the’ wherever applicable
in speech and writing.



Classify nouns as countable and uncountable nouns so as to choose apt determiners in writing.

General and specific determiners

Determiners are words which come at the beginning of the **noun phrase**.

They tell us whether the noun phrase is specific or general. Determiners are either **specific** or **general**

1. Look at the image to prepare a list of determiners under each category in
the box below:

Specific determiners: when we believe the listener/reader knows exactly what we are referring to:
Examples from the image :

General determiners: When we are talk about things in general and the listener/reader does not know exactly what we are referring to
Examples from the image :



2. Circle countable nouns :

Milk , Health, education, Girls, boys ,woman, man, petrol, sugar, shorts, hood, information, education, air, wind, furniture, baggage , garbage, luggage, scissors, jeans, trousers, shoes

3. Brainstorming: Add your own words to the list of countable and uncountable
nouns:

Countable -nouns that can be counted	Uncountable - Nouns that cannot be counted, have only singular form
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4. Identify the underlined noun as countable or uncountable in the following sentences:

1. The children fell asleep quickly after a busy day of fun.
2. Be careful! The water is deep.
3. The parade included fire trucks and police cars.
4. We like the large bottles of mineral water.
5. My mother uses real butter in the cakes she bakes.
6. How many politicians does it take to pass a simple law?
7. Most kids like milk, but Jaya hates it.
8. Most pottery is made of clay.
9. Mrunal can play several different musical instruments.
10. I was feeling so stressed that I ate an entire box of cookies.

Activity : ‘a, an, the’

For the teacher- Students form groups of four A, B, C, D. Student A Reads to Student B pausing for answer at the end of every sentence, Student C Reads to Student D pausing for answer at the end of every sentence. After reading and guessing share information by summarising with each other.

5. Guess the articles (a, an, the for every BEEP. Student A Reads to Student B pausing for answer at the end of every sentences)

Determiners are BEEP class of words in BEEP English language that point out which of BEEP particular noun a speaker is referring to. They are not a part of speech but are actually BEEP linguistic category of words. Determiners can be used to refer to BEEP specific noun or a general noun. In some ways, they are like adjectives, giving additional information about BEEP noun with which they are paired, but there are BEEP limited number of determiners in BEEP English language. And while not every noun has BEEP determiner, a noun never has more than one determiner. There are several classes of English words which fall under the category of determiner: articles, numbers, indefinite pronouns, demonstrative pronouns, and possessive pronouns.

6. Guess the articles (a, an, the for every BEEP. Student C Reads to Student D pausing for answer at the end of every sentence)

Articles

English has three articles – *the*, *a*, and *an*. These simple little words tell BEEP listener what particular noun a speaker is referring to. *The* refers to a specific noun. It refers to BEEP only one of that particular noun in existence (the Sears Tower), or it may refer to BEEP specific noun that was mentioned earlier in the sentence or conversation. (I bought a book. The book is on the table.) BEEP on the other hand, is a general article. When used with a noun, it refers to any of that particular noun in existence. (He ate a pear.) It is not referring to one specific noun nor is its unique identity important. BEEP works the same way as *a* with one difference. English speakers use *a* before

nouns which begin with consonant sound, *an* before words which begin with vowel sounds (a book, a ride, an apple, an egg). Note that it is not spelling which determines whether to use *a* or *an* but the initial sound (a university, an hour) BEEP can be used with either singular or plural nouns.

7.Fill each blank with the proper article. If no article is required, put a cross in the blank space:

(Assam was __ (1) ____ active boy. One day he didn't find milk in __ (2) ____ refrigerator.
Assam decided to go to __ (3) ____ supermarket to buy some milk. It took him __ (4) ____ long time to go there because there was __ (5) ____ lot of traffic on __ (6) ____ way. As he go to __ (7) ____ supermarket, he realized that he had left his wallet at __ (8) ____ home. So, he went back in __ (9) ____ car and drove home. Once he reached home, he decided that he was too tired to go out again. "I don't feel like driving all __ (10) ____ way to the supermarket", he thought. "Too bad there isn't __ (11) ____ convenience store around there".

(Answer key: an, 2. the, 3. the, 4. A, 5. a, 6. the, 7. the, 8. X, 9. the, 10.The, 11. A)

8.For each blank space, choose the proper article (a, an, the or no article):

1. They usually spend their holidays in _____ mountains.
2. Delhi has _____ ideal climate.
3. This is _____ best Gujarathi restaurant in the city.
4. I can't live on _____ 5000 rupees a month.
5. Someone called _____ policeman!
6. She gave _____ interesting answer.
7. He is _____ real Indian hero.
- 8.I don't like _____ dogs, but I like my brother's dog.
9. I haven't seen him _____ five year.
10. Dhoni is not _____ basketball player.

(Answer key: 1. the, 2. an, 3. The 4. No article, 5. A, 6. An, 7. An, 8. No article, 9. No article, 10. A)

Retrieved from : <https://aminghori.blogspot.com/2016/12/lesson-plan-of-articles-determiners.html>

9.Follow up : Games to teach determiners:

Going on a Picnic:

Arrange your class in a circle. Then start the game by saying, "*I'm going on a picnic, and I'm bringing a _____*" filling in the blank with a food item, either count or noncount. The student to your left continues, "*I'm going on a picnic and I'm bringing a...*" He then chooses his food item and repeats your food item. The third person in the circle chooses a food item and repeats the other two. Play continues around the circle until it has reached you once again, and you face the big challenge of remembering what everyone is bringing on the picnic!

This is what?

Students arrange themselves in a circle. Students show an object and say this is..... (an eraser for example)., but they should not show a pencil, but some other item/object That student should then present that item to the student next to him. Their conversation should follow the following pattern.(They can mentions clothes too, to revise vocabulary learnt in the previous class).

- This is a pencil.
- A what?
- A pencil.
- A what?
- A pencil.
- Oh, a pencil.

The first student then passes the object to the second student, and that person follows the same pattern as he introduces the item to the next person in the circle

- This is some coffee.
- Some what?
- Some coffee.
- Some what?
- Some coffee.
- Oh, some coffee.

10.Language Lab: Go to link mentioned to practice more on using much, more, many, some, any etc

<https://www.englishclub.com/vocabulary/nouns-uncountable-list.htm>

Lesson Nine:

Objective: At the end of the lesson the students will be able to



Reflect and write paragraph by using good features of paragraph writing.



Revise the words learnt in the previous lessons on clothes



reflect on one's dream for the country with fair-mindedness



make an attempt to apply elements of reasoning in paragraph writing to logically present their ideas

1.Paragraph writing:KWL Chart -Note down what you already know and

what you wish to know about good papagraph writing in the table below:

I know	I want to know	What I learnt (to write after the lesson

2. Read features of a good paragraph given below. Identify two important points from your point of view:

- 1) Unity. Unity refers to the extent to which all of the ideas contained within a given paragraph "hang together" in a way that is **easy** for the reader to understand. ...
- 2) Coherence. Coherence refers to the extent to which the flow of ideas in a paragraph is easily understood by the reader. ...
- 3) Adequate Development. - A paragraph is adequately developed when it describes, explains and supports the topic sentence.
- 4) Topic Sentences - Beginning a paragraph with a topic sentence is one of the best ways to achieve clarity and unity in one's writing.

3. Write a paragraph by incorporating all the above points beside supporting topic sentence with elements of reasoning.

4. My Goal: Brainstorm:

Think of your goal and how you can achieve it. Use the template to get ideas.

Write a short paragraph on your goal. Set deadlines for meeting their goals:

Action Plan for Achieving Goals:

Personal Goals	Actions/ steps + person who may help you	Resources	Start + Target dates	Obstacles
I want to			I will start working on this goal by: This amount of time required because..	Lack of time – is common to many but think of other obstacles
Career Goal : Goals to be achieved for getting a job/ success at college				
Write only achievable goal			I will start working on this goal by: This amount of time required because..	

4. Using the ideas filled in the above table, develop a paragraph of 150 words on 'My action plan for reaching my dream life / career'.

5. Write a paragraph on the topic 'My Dream for the country' by using above template for the country. What the country should aim at, and how deadlines to be met to achieve goals by overcoming obstacles.

6. Write a short paragraph on the type of clothes students wear to college that create impression on others. Make suggestions for better dressing while attending classes.

Lesson Ten: Objectives :

Cognitive: S 12: Developing one's perspective, creating and exploring beliefs, arguments and theories.

Affective: S 7 developing intellectual good faith or integrity

Team Discussion: 25 minutes for discussion and each group gets five minutes for presentation:

Roles for group work* : Team Roles and Tasks

Facilitator	Relates the task, verifies roles, and facilitates colleagues participation in doing the tasks	Group Management Strategies -Time limits -Time signals -Numbered heads -Shared resources -Answer keys -Checklists -Rubrics -Non verbal comprehension checks -Manage to -Other
Manager	Keeps track of time and materials	
Researcher	Checks in with the teacher and / or checks resources on team's questions	
Recorder	Records team's responses	
Editor**	Checks team's work for accuracy(use of phrases in writing and presenting	
Presenter	Makes an oral presentation of the team's ideas to the whole group	
Designer/	Plans and designs (or manages the designing of any visual	
illustrator	elements for the team's presentation)	
Evaluator**	Evaluates group performance by using the report back rubric and involves others in the group evaluating	

*Restrict to 6 roles, ** the facilitator decides on clubbing roles

Rubrics:

Team work assessment	Exceeds expectations	Meets expectation	Does not meet expectation
Roles and responsibilities	All team members carried out roles without reminder	Most team members carried out roles with few reminders	Most team members not carry out their roles or needed to be reminded several times
Participation	Most team members offered more than one idea and encouraged participation	All team members offered at least one idea	Most team members did not offer any ideas
Accuracy The group report / presentation was	Complete, accurate , and eloquent /use of phrases at least one or two	Complete and grammatically accurate	incomplete, or inaccurate or both

3.Work on Task:

Steps	Lead	Notes	Completed
1.Pick up material			
2.Read task instructions			
3. Confirm understanding			
4. Assign roles/ delegate work			
5. Set a time limit for group			
6. Work on task			
7. Check group's work			
8. Turn in completed worksheet			

Work on task can be broken down into the steps of the task (e.g research XXX , prepare XXX,). In the case of the 'Lead' column would cover the delegation process.

4. Team Discussion:

	#	Team member	Role
1.			
2.			
3.			
4.			
5.			
6.			
<p>As a group, determine whether you agree or disagree with the statement (Chose one statement --</p> <p>One topic to be chosen by the whole class to discuss within their group to make presentation)</p> <ol style="list-style-type: none"> 1. 'Inequality is good for society' OR 2. 'Just like a Book is judged by its Cover- we can judge people by their appearance' 			
Team Ideas			
Idea			Contributor
Conclusions : What conclusions your group reach?			
We all think We agree that.... We agree to disagree that... some of us feel... while others expressed ...			

Self reflection notes:

Make a list of language items you learnt at the end of the unit:

Talk to your friends about:

- 3 new things I learnt from the UNIT I
- 2 interesting things I learnt
- 2 doubts I still have
- I changed my attitude about.....
- I became more aware about.....
- I was surprised about
- I felt about....
- I empathise with
- I must focus on

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SCHOOL OF SCIENCE & HUMANITIES

DEPARTMENT OF ENGLISH

UNIT – II – COMMUNICATIVE ENGLISH I – SHS1111

Unit II

An Inconvenient Truth

1. Pre reading: Discussion

What are the biggest threats to the world today?

(The teacher writes on the board as students brainstorm the threats)

2. Match the following words with their meanings:

A. Global warming	1. a slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles
B. Glaciers	2. a prolonged period of abnormally low rainfall, leading to a shortage of water
C. hurricane	3. the state or process of being or becoming extinct/ zero
D. Evidence	4. a storm with a violent wind, in particular a tropical cyclone
E. Nature photography	5. the available body of facts or information indicating whether a belief or proposition is true or valid
F. Extinction	6. Landscape photography
G. Going green	7. when someone or something makes changes to help protect the environment, or reduces waste or pollution
H. drought	8. also referred to as climate change, is the observed century-scale rise in the average temperature of the Earth's climate system



Activity: Group reading aloud with pauses:

3. Read the following film review to answer the questions that follow:

Film Review: An Inconvenient Truth:

An Inconvenient Truth is a documentary on global warming by director Davis Guggenheim. The film is based on the multi-media presentation given by former Vice President Al Gore of USA in over 1,000 cities around the world. It presents a disturbing picture of the destruction that global warming is doing to the earth and the horrific future we face if the problem of global warming is not addressed immediately. The movie presents scientific concepts and evidence about global warming in a clear, concise and often entertaining way. It features great nature photography, graphs, and animation to visually express complex evidence.

Effects of Global Warming

Gore describes the dramatic changes that are taking place in the world as a result of global warming. He shows pictures taken 15 to 30 years ago of glaciers that have existed for the last 10,000 years or more and compares them to pictures taken in the last year or two. It is shocking to see the rate at which the glaciers are disappearing! The film shows the famous “snows of Kilimanjaro” in 1970. A picture from 2005 shows only a tiny sliver of ice remaining.

The movie describes how the warmer water in the top layer of the ocean caused by global warming is producing more powerful hurricanes. While it is not possible to attribute any specific storm, like Katrina, to the effects of global warming, an MIT study indicated that as a whole major storms spinning in both the Atlantic and the Pacific since the 1970s have increased in duration and intensity about 50%. And all of this means hardship and suffering for the people.

The film also scientifically shows how global warming has contributed to a 20 percent increase in rain over the last 100 years. However this increase in rain is not uniform, and some areas of the world have suffered from drought. It was striking to see the role this drought plays in Africa, with famine is killing many children and putting millions of lives at risk in the Niger area. In Darfur, a horrific genocide is being carried out. There are other changes that took place due to global warming. Lake Chad, once the sixth largest lake in the world, shrunk to one-twentieth of its former size, with sand dunes covering its bed. The disappearance of the lake has led to collapsed fisheries, lack of irrigation and crop failures, and millions displaced by hunger.

Scientists predict other changes like: mass extinction of species, flooding in coastal areas due to melting polar ice, spread of infectious diseases, and the destruction of coral reefs caused by rising CO₂ in the ocean’s water. The Himalayan glaciers, which provide more than half of the drinking water for over 40% of the world’s population, are among the most affected by global warming. Within the next 50 years these people may face a massive drinking water shortage as well as food shortages due to lack of irrigation.

This is a one scary movie, made all the more so because the threats it depicts are real. And, unlike so many summer blockbusters, no superhero is going to come to save the day.

Submitted by a reader: adapted from the source <http://revcom.us/a/052/globalwarming-en.html>

Answer the following questions based on elements of reasoning (discussed in UNIT I.

look up the image in lesson 5, unit I)

- 1)** The main purpose of the film is _____. (Here you are trying to state as accurately as possible the purpose What was the film trying to accomplish?)
- 2)** The key question that the film addresses is _____. (Your goal is to figure out ‘What was the key question that the film addressed?')
- 3)** The most important information in the film as per the reviewer that is given by the film to support _____. (identify the key information the author used, or

presupposed, to support main arguments. Look for facts, data the is used to support conclusions).

4) The main inferences/conclusions in the film are _____. (identify the most important conclusions that are presented in the article).

5) The key idea(s) we need to understand in this film is (are) _____. By these ideas the film means _____. (What are the most important ideas that you would have to understand in order to understand the line of reasoning? Then elaborate briefly what the author means by these ideas).

6) The main assumption(s) underlying the is (are) _____ (What is taken for granted (that might be questioned).

7) If **a)** we take this line of reasoning seriously, the implications are _____. (What consequences are likely to follow based on logical implications of the author's position

If **b)** we fail to take this line of reasoning seriously, the implications are _____. (What consequences are likely to follow if people ignore the author's reasoning?)

8) The main point(s) of view presented in this article is (are) _____. (The main question you are trying to answer here is: What is the author looking at, and how is s/he seeing it?)

Identify Facts and opinions:

1. *An Inconvenient Truth* is a documentary on global warming by director Davis Guggenheim.
2. The film is based on the multi-media presentation given by Al Gore.
3. People from around 1,000 cities around the world enjoyed it.
4. Al Gore was a politician.
5. No superhero is going to come to save the day.



9. Follow up: Prepare a film review based on the hints.

Purpose of the film, story summary, Direction, music, action and actors, Drama, action with evidence and how you rate the film . Look up the film review template given at the end of the Unit II after lesson 18.

Lesson Eleven(twelve) : Tenses: At the end of the lesson/s

- Students will be able to identify the eight verb forms in active voice.
- Students will be able to rewrite sentences using different forms of verb with 50% accuracy with clue words given
- Students will be able to identify time clues and use adverbs of frequency in simple present tense

Table: Structure of sentences with different verb forms in active voice:

Form	Present Tense	Past Tense	Future Tense
Simple	I / we/ you study She/ he/ it studies (does +study)	I / we/ you, she/ he/ it studie d	I / we/ you, she/ he/ it shall/ - will
Continuous	I am / we/ you/ they are studying	I was / we/ you/ they were studying	I / we/ you/ they will be studying
Perfect	I / we/ you/ they have studied She/ he/it has studied	I / we/ you/ they had studied	I / we/ you/ they shall have studied

Perfect Continuous	I <u>have been studying</u>	I <u>had been studying</u>	I <u>shall have been studying</u> E
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1. Simple Present Tense is used to refer

- | | |
|---|--|
| <p>(i) To make a statement on habitual, permanent or repeated actions.
<i>He <u>comes</u> to my house everyday.</i>
<i>John <u>drives</u> carefully.</i>
<i>He <u>does</u> not smoke.</i></p> <p>(ii) General truths or universal facts
<i>The sun <u>rises</u> in the east.</i>
<i>Milk <u>is</u> white.</i></p> <p>(iii) Scientific facts
<i>Water <u>boils</u> at 100°C.</i></p> | <p>(iv) In dramatic narrative or running commentary.
<i>When the curtain <u>raises</u> John is found sitting on the chair.</i>
<i>Steve Waugh <u>hits</u> the ball.</i></p> <p>(v) Newspaper headlines
<i>P.M. <u>convenes</u> the cabinet meeting.</i></p> <p>(vi) In Imperative Sentences
<i><u>Bring</u> all the documents immediately.</i></p> |
|---|--|

2. Present Continuous Tense is used

- (i) to indicate an action that is in progress at the moment of speaking.
It is raining now.
- (ii) to indicate an action which is to take place in the near future.
I am leaving for Bombay tomorrow.
- (iii) To indicate an action that is in progress but not exactly at the time of speaking.
I am learning Hindi now.

3. Present Perfect Tense is used to denote

- (i) an action that was completed in the past
eg. I have painted my car green.
The boy has won the medal.
- (ii) When we report that someone has recently invented, produced, discovered or written something, we use the present perfect.
Scientists have discovered that, all over the world, millions of frogs and toads are dying.
- (iii) On the contrary, when we talk about something that was invented in the more distant past we use the simple past.
Fleming discovered Penicillin.
- (iv) In news reports, you will often hear events introduced in the present perfect and then the simple past is used to give the details.
The US space shuttle, Atlantis, has returned safely to earth. It landed in Florida this morning.

4. Present Perfect Continuous Tense is used to indicate

- (i) an action which began in the past and is still going on. It is often used with “how long”, “for”, and “since” to emphasize the duration of an event.
He has been waiting here for 2 hours.
Rita has been learning Hindi since 2002.
How long have you been living here?

Activity: 1. Tell your class the story of a film / your daily routine / cricket commentary.

5. Simple Past Tense is used

- | | |
|--|---|
| <p>(i) To indicate an action that happened in the past. <i>They <u>attended</u> the function last month.</i></p> <p>(ii) To tell stories and historical events.
<i>Asoka <u>was</u> a great Emperor.</i>
<i>India <u>got</u> Independence in 1947.</i></p> | <p>(iii) To indicate an habit in the past.
<i>He never <u>violated</u> the traffic rules.</i></p> <p>(iv) The second type of if clause
<i>If I were you, I would marry her.</i></p> |
|--|---|

6. Past Continuous Tense is used-

- (i) If you want to talk about continued states or repeated actions which occurred in the past.
He was looking ill yesterday.

- (ii) When an action was going on for a while and a second action happened, the former will get past continuous and the latter simple past.

6. Past Perfect Tense is used

- (i) To indicate an action completed before a certain point of time in the past.

I had finished my homework before 8 p.m.

For an action, which happened earlier than the other, the simple past is used for the latter action.

The train had already left before we reached the station.

7. Past Perfect Continuous Tense is used

- (i) If you want to say that something was expected or wished for before a particular time in the past.

I had been expecting a hike in my salary.

- (ii) If you want to emphasize the recentness and the duration of a continuous activity which took place in the past.

They had been hitting our trucks regularly.

8. Simple Future Tense is used

- (i) In events likely to happen in the future / future planned actions.

Peter will come to college tomorrow.

- (ii) To indicate a future habitual action.

Winter will come again, and birds will migrate to the south.

- (iii) With clauses of condition, time and purpose.

If you study well, you will pass.

9. Future Continuous Tense is used

If you are sure that something will happen because arrangements have been made (to emphasize certainty)

- (i) *I will be meeting the Principal at 11 a.m.*

- (ii) To indicate an action as continuing at certain point of time in the future.

- (iii) *Children will be sleeping when I reach home.*

10. Future Perfect Tense is used

- i. To emphasize an action that will be completed at a given time in future.

They will have installed the new machinery by the end of March.

- ii. In conditional structures where the past perfect is used in the dependent clause.

- iii. *If he had studied well, he would have passed the examination*

11. Future Perfect Continuous Tense is used

- (i) If you want to indicate the duration of an event at a specific time in the future. By

March 2010, he will have been working for this organization for twelve years.

- (ii) To emphasize an action that will be completed at a given time in future.

They will have installed the new machinery by the end of March.

- (iii) In conditional structures where the past perfect is used in the dependent clause.

If he had studied well, he would have passed the examination

Past Tense: Identify past tense, past continuous tense, past perfect tense, past perfect continuous tenses in the following passage:

1. Had Scientists today believe that about 15 billion years ago the whole universe was inside a tiny bubble, way smaller than the tip of a pen. Before it began to become bigger a chemical reaction was taking place. Then, about 13.8 billion years ago, the tiny ball bubble began heating up and as it had begun generating energy, until finally it exploded. Today, we call this explosion the Big Bang.

2. The universe (explode) into many tiny particles, making room for all the planets, the stars, and the Sun to form. However, at the time, the universe was way too hot for these formations to begin. The universe (expand) before it ----- (cool) down over time. Then, about 4.6 billion years ago, everything ---- (begin) to spin, before forming very strong winds, and gravity---(pull) particles together from the explosion, forming the Sun.

Lessen Twelve: Simple Present tense:

Start the following sentences with *I always*, *I never*, *I rarely*, *I almost always*,

1.throw rubbish or litter surroundings, even in the college campus, as I live in a “global home”.
2.care for the garden and plants in my house and my area.
3.plant new saplings by taking part in NGO ‘go green’ drive.
4.tell people that we need protect the fish as in the long term, they protect the people.
5.turn off the lights when they are not needed.
6.avoid long showers.
7.use water-saving appliances.
8.recycle clothes by donating to make cloth bags as plastic bags destroy the earth.
9.use reusable bags and boxes instead of plastic bags.
- buy products with less wrapping and packaging.

Present tense : The following passage/s are/is part of letter to the editor on ‘global warming’. Read the following it to identify simple present tense, present continuous tense, present perfect tense, present perfect continuous tense:

1. Earth **is** perhaps the only planet in that **is** being inhabited by all types of life forms. Mother nature is always taking care of its all natural forms. She **takes** care of us by giving us clean air, food and shelter. Are we taking care of her in return? No, we **have been abusing** her very carelessly by never thinking about future generations. We **have made** the ecology suffer by the thoughtlessness of our actions. We **have polluted** the encasing of earth, namely the water and air, far beyond its capacity to cleanse itself. Urgent measures are needed to check further degradation of the environment or a day is not far when the environment around us would collapse to make survival a near impossibility. Nature **has** already **started** warning us in the form of unexpected disasters and diseases. It **is very foolish** to ignore these warnings. We need to reflect on our lifestyle to improve our ecology or perish in the absence of it.

2. Fill the blanks with apt forms of present tense by using the verbs given in the brackets:

In response to your call for citizens to support local environmental projects, Iwrite) to explain how I would like to do my part.

Sir, My neighbourhood, Khayyam, (face) the issue of heavy littering ever since the local government (decide) to turn it from a quiet residential area into a shopping spot. Many shoppers keep(throw) food and snack casings onto the sidewalks, and shop owners themselves tend to keep their garbage bags there, as well. Not only --- (be) this very unhealthy, but it ----- (create) a very unpleasant smell.

Hence, I ----- (decide) to spend one hour every Friday evening collecting trash from the sidewalks around my home. Although this might seem insignificant, I believe my efforts will indeed attract the attention of other residents as well as shoppers, and help them realise how unpleasant littering is.

However, one would definitely realise that in the long run, the town council needs to legislate against littering, imposing heavy fines and even compulsory sanitation service on those who litter our streets.

I -----(be) certain that together, we can curb the issues which threaten our health and the beauty of our city.

Yours faithfully.....

Activity: Think/ pair/ share

Future tense: Future predictions:

1. What will happen in future? What do you think? Decide if you think the following ideas:

a) will happen in the next 50 years b) could happen c) won't happen Mark the sentences a, b or c.

1) Most cars will be electric.

2) Nuclear Energy will end.

3) Alternative energy will be more important than oil.

4) You will recycle all your bags, cans and paper.

5) Almost all the rainforests will disappear.

6) People will use oxygen masks.

7) The climate will get worse.

8) The next generation will care more about the environment than the present.

9) In elections "Green Issues" will become more important than any other.

10) People will destroy the earth.

4.Add these expressions to the above lines-

Maybe, will definitely, definitely won't, might, I'm not sure if..., probably won't, will probably, Perhaps, It's possible that..., I doubt that ..., won't, I'm certain that..

Take the quiz :**How green are you? :**

Do the following quiz to find out how 'green' you are. One point for every correct answer.

1) You are busy in your house tidying up going from room to room spending 5 to 10 minutes in each. Which is the best way to save energy?

a) Switch the lights on and off every time you move from room to room

b) Keep the lights on as you move about the house

2) You are hungry and want to cook potato. Which method is 'greener'? a)

Put it in on an electric stove b) Quickly boil it in the microwave

3) You are thirsty so you go to a café to buy a drink. What do you choose?

a) A bottle of mineral water b) A cup of coffee in a polystyrene cup

4) You need a new shirt / blouse and there are two that you like in the shop. You look at the label and see that one is made of 100% pure natural cotton and the other is 50% polyester. You want to be as environmentally friendly as you can. Which one do you choose?

a) The 100% cotton shirt

b) The 50% polyester shirt

5) Do you leave the tap on when you brush your teeth?

a) Yes

b) No

6) As well as putting their health and the health of those around them in danger, smokers also put the environment in danger.

a) True

b) False

7) Which is the 'greenest' way to wash your clothes?

a) Machine wash in cold water b) Hand wash in hot water

8) Which form of transport is better for the environment?

a) Driving by car b) Flying by plane

9) When you go to the supermarket how do you take your shopping home?

a) In plastic carrier bags from the supermarket b) In your own bag or basket

10) If you have the choice, how do you prefer to buy a cold drink in a café?

a) In a can b) In a glass bottle

How many did you get right?

1-3: You have a lot of changes to make if you want to be greener.

4-6: Not bad! You know about how you can help the planet. You are quite green

6-10 Well done! You have a very green head on your shoulders!

Answers and Extra Information:

1) a) is the greener option. Just having the lights off for 3 seconds saves the energy it takes to switch them on again.

2) b) a microwave consumes a third of the energy of an electric oven.

3) b) depending on where you are, most bottled mineral water has to be transported a long way to reach the consumer. All transportation emits CO₂. Polystyrene no longer contains CFCs that damaged the ozone layer.

4) b) Intensively grown cotton is one of the world's most polluting crops. It needs lots of chemicals to grow and maybe even 10 pesticide treatments every season. It also needs large amounts of water.

5) If you leave the tap on when you brush your teeth you waste between 25 and 45 litres of water every time, enough for a 100 litre bath every other day.

6) a) Tobacco needs really rich soil for it to grow and developing countries often replace food crops with tobacco crops as it is more profitable. Most tobacco is dried by burning wood. Every 300 cigarettes use the equivalent of one tree to cure them.

7) a) When washing clothes it's the heating of the water that uses up most of the energy. It is best to wash in cool or cold water and always fill up the machine.

8) a) Although cars are massive polluters. planes give out 0.5 kilograms of CO₂ for every 1.6kilometres. To give an idea, the CO₂ omitted on one trip from the UK to India would take 2 trees 99 years to absorb! Extra quote for students to discuss, "One person flying in an airplane for one hour is responsible for the same greenhouse gas emissions as a typical Bangladeshi in a whole year," – Beatrice Schell, European federation for Transport and Environment, November 2001.

9) b) It is much better not to take plastic carrier bags from the supermarket. If you do use them, try to re-use them.

10)b) It is more likely that glass bottles are returned and re-used by the manufacturers. If they are recycled, glass uses less energy than metal to recycle.

Lesson Thirteen :

Speaking: Debate on the topics related to Environmental issues

Critical Thinking: Identifying Facts and Opinions, Distinguish a main idea in text from a subordinate idea. Examine views on a controversial issue and consider one's own biases and personal interest

Objective:

Affective: Developing Intellectual Courage

Cognitive: S 11. Comparing analogous situations Pre writing

1. Read the following article in pairs some extracts from different news papers on banning plastic to arrive at your solutions in a letter to the editor.

Problem Solving Scenario 1

Plastic packaging accounts for nearly half of all plastic waste globally, and much of it is thrown away within just a few minutes of its first use, according to the United Nations. Prime Minister Narendra Modi pushes a plan to completely end the use of single-use plastic in India by 2022. Hence the Maharashtra government has banned 'single-use plastic'. Multinational companies like Amazon Inc and H&M are lobbying to soften a ban against single-use plastic imposed by Maharashtra last week. The ban by the state of Maharashtra, home to India's financial capital of Mumbai, could sharply raise costs for companies that rely heavily on plastic for packaging, such as retailers, beverage makers and sellers of bottled water.

Tamil Nadu begin its journey to going plastic-free from January 2019. The government proposes to ban plastic carrybags, plates, cups, flags and sachets used for packaging water, among other items, Except for packaging of milk, curd, oil and medical items. In Kancheepuram, anyone who dispenses one-time use-and-throw plastic products in the district will attract penal action from August 16. The Salem Corporation is enforcing a ban on single-use plastic from August 1 in three bus termini in the city. The Coimbatore Smart City Limited, has taken up several initiatives to promote alternatives to plastics. "It started with the 'My Shopping, My Bag' campaign where the civic body in association with NGOs approached commercial establishments to switch over to paper or cloth bags. In Madurai, the district administration has already begun large-scale production of cloth bags, in association with women's self-help groups. Jackfruit fibre plates developed by the Indian Institute of Food Processing Technology in Thanjavur, a national-level research institution, as an edible alternative to the plastic cups and plates for serving food and deserts. The President of Plastic Makers Association of Tamil Nadu, Mr Ashok Kumar, said that their associations will get stay from the court as 5,000 families lose their Job in each state if plastic is banned . Some residents say that indiscriminate and littering of plastic everywhere is the problem and the people should be educated than banning the plastic.

3. Fill the information in the table :

Element: Purpose	To make a decision about <i>Is the statement clear ?</i>
Opinions / Assumptions	1. 2. 3. 4. Whose opinion can be trusted/ reliable ? Why?
Point of view POV	1. Industry 2. Government- 3. UNO

	4. Families of workers 5. Yours 6. Any other opinion that needs to be considered (that is not mentioned in the article)?
Questions	1. Can plastic be banned in India with its large population? 2. Is it possible to change people's mind set about littering? 3. How much time is needed for industry to prepare for ban? 4. (any other questions implied? -look up Socratic questioning lesson 5)
Information	Is the information /solutions given reliable?
Concepts	Do you need more information on the topic? (Any references to be done to check information from Inconvenient truth lesson?)
Inferences	I think I am honest in supporting the opinion of as supporting may lead to consequences. What do you think? Are you honest in your inference?
Consequences	Consequences of your decision to support / not support various POV

Make a presentation to the class on your decisions and any solutions that you arrived at for all different POVs.

Lesson : Fourteen

Letter writing:

S20 Analysing or evaluating actions or policies

Pre writing:

Class discussion on plastic ban

Prepare a T chart on pros and cons of banning plastic
on a sheet of paper similar to the one in image

write the first draft of letter on a sheet of paper

Feedback and Revising: Pairs review each others work based on the following rubric :

Criteria	Yes/ no	Yes- give example	No- give an example
Structure From address, Date Salutation, subject line, customary ending			
First line – purpose of the letter			

<i>Problem discussed in three lines in the introduction with various POV/ questions related to the problems from various POV (only facts)</i>			
<i>Solutions to each POV with facts or are they emotional opinions</i>			
<i>Three collocations / phrases used and three complex sentences used without bullet points and numbers(only paragraph to be used)</i>			
<i>Any comments: Punctuation, spelling, tenses.</i>			

- *Whole class correction by the teacher: go through first draft of all letters to give corrections in general.*
- *The student rewrites the letter based on teachers and peers correction with a note on correction made to final draft and why they are made*

1. Write letter to the Editor discussing two problems of global warming by giving two suggestions that can be done by individuals to contain it.

2. Write a letter to the District Collector through the esteemed columns of Letter to the Editor on steps to be taken to save a lake nearer to your neighbourhood.

Read the following article published in news paper to respond by writing letter to the editor. Discuss in your letter (1) the dangers unsafe packing alkaline powder with evidence as support to your point of view. (2) Provide others point of view too like the business men selling the powder. Since the doctors are reliable source of information, (3). make suggestions (your conclusions and inferences) to solve the problem.

Doctors Seek Ban on Lime in Plastic Sachets

Doctors and NGOs urge the Centre and the State to ban lime or chuna in plastic sachets used in betel chewing and also acids used as cleaning agents in home

In the last eight-nine years, 450-500 cases of children injured eyes with chuna, alkaline powder according to the data provided by Sankara Nethralaya, Chennai. "It is one of the major causes for accidental eye injury among children. This chuna is packaged in thin plastic. It should be banned or should be packed in some thick covers or containers," said Dr S Shweta Agarwal. The appeal was made jointly by the doctors, Acid Survivors Foundation of India and Meer Foundation to the Vice President of India at a conference, where he was the Chief Guest.

Sources: <https://www.teachingenglish.org.uk/article/climate-change> <http://www.newindianexpress.com>

Lesson Fifteen :

Objective: Cognitive :

S -13 Clarifying issues, conclusions, beliefs

S 24 Practicing Socratic Discussion: Clarifying and questioning beliefs or perspective

Affective: S4 -Exploring underlying feelings and feelings underlying thoughts

Note to the teacher: Ensure that the students will have an opportunity to internalise elements of reasoning while speaking and listening to others. Enable them to identify elements of reasoning used by others while speaking . Make them ask questions form Lesson Five- Socratic questioning.

Evaluation of JAM

Stage 1: Involve students in defining the criteria that will be used to judge their performance. through negotiation- what should be the outcome?

Using elements of reasoning in their JAM or any other criteria ? STAGE

2- Teach students how to apply the criteria to their own work.

LOW - slow pace, 2 elements of reasoning- moved along, several breaks while talking that made it difficult for audience to understand , spoke words than sentences

MIDDLE - moved along with more Elements of reasoning , several Simple sentences used one or two collocations

HIGH - fast pace, required number of elements of reasoning, used complex sentences with collocations and idioms

STAGE 3- Give students feedback on their self-evaluations

STAGE 4- Help students develop productive goals and action

plans Judge the quality of your work: Self Evaluation Template

Evaluation: Performance Outcome:

Rated by ___ Self, ___ peers, ___ teacher

Criterion	HIGH- 5 points	MIDDLE – 4 points	LOW- 2 points
Rating 3 Use of elements of reasoning			
Rating 2: Pace of talk			
Rating 3 : (any other?)			
Total			

4.Goals: Specific Actions I will take : 5 points with clear cut realistic action plan with time deadlines)

1.

2.

3.

Total Score: (For all four including action plan)

Source: Self-Evaluation--Helping Students Get Better At It! A Teacher's Resource Book A collaborative product of the CLEAR group ©Carol Rolheiser (Ed.) 1996

Speaking: For the teacher- provide cards for the students to write topic they wish to speak about but they may not get the same topic to speak later. Ask them to drop them in a box. They must pick a card to speak about the topic for a minute by applying elements of reasoning.

For the student: JUST A MINUTE (JAM): *Just A Minute* is a session conducted by Multi National Companies while hiring candidates they consider to interview. As the name suggests, a minute will be given to the candidate and the concerned candidate has to speak about it for a minute. In this one minute, the interviewers notice the language, gestures, body language, understanding of the topic in the candidate and judge her/ him based on these parameters. All the judgement happens within that one minute. The key to success is keeping the criteria that is suggested in the rubric.

Rules: Use/ Practice using elements of reasoning in JAM. Ask questions to yourself, answer them using Socratic questioning.

Variation: Students can prepare a talk, record and share it on whatsapp with others.

Topics:

- Should car owners pay more in taxes as a result of the environmental damage caused by pollution?
- The government should do more to end the reliance on non-renewable energy sources
- Should individuals face stricter penalties as a result of littering?
- Should companies that are found guilty of dumping toxic waste and materials be shut down?
- Should individual households do more to recycle any rubbish that they produce?
- Are humans responsible for climate change?
- Are cheap goods worth considering the environmental damage caused to produce them?
- Gender discrimination in India
- Rich become richer, poor become poorer
- Egocentricity and socio centricity are a threat to the world

Lesson Sixteen

Objective:

S-21 : reading critically clarifying or critiquing texts

Match the following words with their meaning:

1. Shove	A. Push
2. Scythe	B. Cut a long slice / sweep
3. God Pan	C. leave one's own country in order to settle permanently in another
4. Emigrate	D. Greek God of Forest



Poem: A Different History' by Sujata Bhatt

Poem

Great Pan is not dead;
he simply emigrated
to India.
Here the gods **roam freely**,
disguised as snakes or monkeys;
every tree is sacred and it is a
sin
to be rude to a book.
It is a sin to **shove a book** aside
with your foot,
a sin to **slam books down**
hard on the table
a sin to **toss one carelessly**
across a room.
You must learn how to **turn** the pages **gently**
without disturbing Sarasvati, without
offending the tree

Analysis:

1. Look up the image of God Pan of Greece. Which God from India similar to Him comes to your mind?
2. Why does the poet says the Greek God migrated to India?
3. How is nature worshipped in India?
4. How are trees respected in India through culture?
5. What does she mean when she says “torture”. What is the torture that India faced ?
6. The unborn- refers to those who were not part of freedom struggle. Why do they love a foreign language than their

<p>from whose wood the paper was made.</p> <p>Which language has not been the oppressor's tongue? Which language truly meant to murder someone? And how does it happen that after the torture, after the soul has been cropped with a long scythe swooping out of the conqueror's face – the unborn grandchildren grow to love that strange language?</p>	<p>mother tongue? Since all those prefer English medium of education come under the category of 'unborn grand children' give your reasoning in a short paragraph to justify yourself to the poet using elements of reasoning.</p> <p>7. Underline the metaphors used in the poem</p> <p>8. Give an example of personification from the poem.</p> <p>9. Make a list of collocations from the poem</p>
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Summary of a different History by Sujata Bhatt

1-2-3) The poet addresses the movement of culture across the globe in the very first line, by mentioning the Greek God Pan. She talks about cultures moving with people and lifestyles by implying that the God Pan has not ceased to exist but simply moved to India. By saying this Sujata Bhatt also indicates that there is a similarity between the cultures of the east and the west.

4-5) The poet says that the gods in India roam disguised as snakes and monkeys. By this she indicates that all the elements of nature, flora and fauna, are worshipped here.

6-7-8) Bhatt also sheds light on the fact that Indian culture is very deep rooted. She shifts her attention from worship of animals and nature to reverence and respect in India. She talks about customs and behaviour by mentioning trees being treated as sacred in India and how it is a sin to treat books shabbily.

9 -14) While talking about Indian customs and traditions, Sujata Bhatt uses a book as an example. She keeps repeating that it is a sin to treat books without respect, slam them down on a table or touch one with the foot or toss it around.

15-16) While still on Indian customs and behaviour, Sujata Bhatt reveals how it is very important in India to be careful, and not disturb the Goddess who resides in books, "Saraswati".

7-18) She indicates how religion is dominant in the region by describing the Indian attitude towards something as common as a book. She talks about the need for Indians to respect books so that they would not offend the tree sacrificed to make the paper.

19-20) In this second stanza Sujata Bhatt addresses a number of key issues through rhetoric. Using language as strain of culture and a representative of the people, she asks the reader to understand and identify with the fact that people across the globe at some time or the other have been oppressors or the oppressed.

21-22) Again in rhetoric and again using language to represent people, she throws light on the fact that language is universal and is never intended to cause harm.

23-27) She goes on to hint at the influence of foreigners in the region by referring to the freedom struggle as the period of torture. Bhatt asks the reader to try and analyse and find a rational explanation as to why after the damage of invasion the foreign culture continues to linger in India. She personifies India as having a face and a soul, and refers to colonization and injustice as a long scythe.

23-27) She goes on to hint at the influence of foreigners in the region by referring to the freedom struggle as the period of torture. Bhatt asks the reader to try and analyse and find

a rational explanation as to why after the damage of invasion the foreign culture continues to linger in India. She personifies India as having a face and a soul, and refers to colonization and injustice as a long scythe.

28-29) Sujata Bhatt addresses the preference of English over native languages by addressing the youth in India and the unborn, who are preferring the foreign language at the cost of the extinction of native Indian languages and dialects.

Personification: a figure of speech- the qualities of a person to something that isn't human or that isn't even alive, like nature or emotions. Used as a method of describing something so to make the reader to understand it better.

The poet uses the technique of enjambment. Look up online what is enjambment to underline enjambed sentences in the poem.

Retrieved from <http://www.academicde-stressor.com/line-by-line-analysis-of-a-different-history-by-sujata-bhatt/>

Read both poems 'A Different History' by Sujata Bhatt and Kamla Das to answer the following critical reading questions:

Element	'A Different History' by Sujata Bhatt	'A Different History' by Kamla Das
What is the author's/ poets purpose?		
What key questions/problems does the author/poet raises?		
What evidence, information and data given in her/ his reasoning?		
What concepts the he/ she uses to organise the evidence / information?		
What conclusions is she/he coming to? Are the conclusions justified?		
What re his/ her primary assumptions? Should any of these assumptions to be questioned?		
What view point is she/ he writing from? Should any viewpoints to be considered?		
What are the important implications of his/ her reasoning?		



Lesson Seventeen : Conjunctions and Connectives: At the end of the lesson students will be able to-

To rewrite sentences with apt conjunctions with 80% accuracy

Fill the blanks with linking words based on reading prompts

Conjunctions or linking words are used to connect clauses or sentences.

1. Conjunctions of time **as, when, while** are used to refer to an action taking place at the same time as another.
 - * **When** my mother wakes me at 5'o clock, I get up.
 - * **As** I was looking out of the window, I saw him coming.
 - * **While** you were sleeping, your friend called.
2. **After, as soon as, before, when** are used to refer to one action taking place immediately after another.
 - * **After** completing my studies, I went to work in Chennai.
 - * **As soon as** I saw him on T.V., I changed the channel.
 - * He left the room **before** I could ask his permission.
 - * **When** I heard him calling you, I reported immediately.
3. **Until / till** is used to refer to the length of time a situation continues.
 - * I can't go out **until** I receive a call from my mother.
 - * I can't give you the book **till** I finished reading it.

Conjunctions of Contrast

1. **Although, even though, though** are used to refer to opposing or contrasting statements before a subject and a verb.
 - * **Although** he is a bright student, he has never received a merit certificate.
 - * **Even though** there is a time limit, he always takes extra time.
 - * **Though** he studied hard, he didn't manage to pass the exam.
2. **In spite of, despite of** are used to refer to opposing or contrasting statements before a noun, pronoun or gerund.
 - * **In spite of** the traffic, I managed to reach there on time.
 - * **Despite of** his anger, he listened to me patiently.
3. **While, whereas** are used to refer to a contrast between two statements.
 - * I work hard **but** my brother hardly works.
 - * I went there on time **whereas** my friends were late.
3. **However** is used to a contradiction between two statements.
 - * The agent was asked to meet the contractor at 8'o clock. **However**, when he arrived, the contractor wasn't there.

Conjunctions of cause and effect

1. **Because, because of, as, since** are used to refer to reasons for doing something.

- The machine stopped **because of** some technical fault.
- The machine was rejected **because** it was not the one they had ordered for.
- **As** there was no power supply, we had to close the shop early today.
- **Since** our fax machine is not working, we rented the fax from an outsider.

2. **So, therefore, hence** are used to refer to the result of something.

- Suja's calculator is not working **so** she borrowed from her friend.
- Suja has to attend the workshop at Salem tomorrow, **therefore** she is leaving this evening.

Conjunctions of purpose

to, in order to, so as to, for, so that, in order that, The purpose of, The aim of, with a view to are used to convey the purpose of action

- He stopped the engine **so as to** oil it properly.
- **The aim of** conducting the experiment was to calculate the total pressure rise.
- I joined the course **in order to** improve my skills.
- **The purpose of** fitting water tubes in a boiler is to absorb some of the heat.
- A laboratory is used **to** conduct experiments

A DIFFERENT HISTORY

An extract from 'An Introduction' by Kamala Das

I am Indian, very brown, born in Malabar,
 I speak three languages, write in
 Two, dream in one.
 Don't write in English, they said, English is
 Not your mother-tongue. Why not leave
 Me alone, critics, friends, visiting cousins,
 Every one of you? Why not let me speak in
 Any language I like? The language I speak,
 Becomes mine, its distortions, its queernesses
 All mine, mine alone.
 It is half English, half
 Indian, funny perhaps, but it is honest,
 It is as human as I am human, don't
 You see? It voices my joys, my longings, my
 Hopes, and it is useful to me as cawing
 Is to crows or roaring to the lions, it
 Is human speech, the speech of the mind that is
 Here and not there, a mind that sees and hears and
 Is aware.

Write a poem using the template given below:

I am Indian, very _____, born in _____, / I speak _____ languages, write in/ _____,
 dream in _____. / Don't _____ in _____, they said, _____ is/ Not your _____. Why not
 leave /Me alone, _____, _____, _____ ing _____, /Every one of you? Why not let me
 _____ in /Any language I like?

1. Fill the blanks with conjunctions: Group work, each does independently to share answers with others.

Group 1: Kamala das says that she is an Indian and brown in colourshe is born in Malabar. She is a multi lingual.....she can speak three languages, write in two dreams in one language that is universal. She says that she dreams in onethe world of dreams is common to all. May be here she compares herself to a manshe possesses all those qualities and abilities that make him superior., though she is a woman, she is no lesser than him in terms of ability, passion, and creativeness.

Group 2: Being well familiar with the English she uses this language in her writings., this habit of her is not liked by her friends, relatives, and critics. They all condemn her for writing in English according to them, English is the language of the colonists. She asks them why they criticise her. Why she is not given liberty to write in whatever language she desires with all its imperfections and strangeness. The language is, not fully English yet she considers it to be honest because like her as her language is imperfect like her which a quite normal thing is.

Group 3. She exposes the jealous nature of people around her, no logical reason, to restrict her writing in English, they try to tell her that the language she writes in, is the language of Colonists andshe should avoid using it., she asks them how a language can be owned by a particular community it belongs to every person who uses it. The language expresses her joys, grief, and hopes. For her, it is like cawing is to crows and roaring is to lions i.e. it is an integral part of her expression. She says that her speech (in English) is the speech of humans that minds can understand not strange and queer like the sound of trees in the storms or of monsoon clouds or of rain or of dead as these voices cannot be understood

Lesson Eighteen :

Objective: To provide an opportunity to bring out creative thinking of the students Express elements of reasoning through visual media

Responding to Slogans by using discourse markers:

1. You must be the change you wish to see in the world.
2. One day I will work for trees.
3. What will your children breathe?
4. Can you hear the trees falling?
5. Green. That's how I'd like the world to be.

Example: "What will your children breathe?"

"Obviously, O₂, but unless we do something about it now the air is going to be filled with all sorts of toxins."

Campaign Leaflet:

1. Write a campaign leaflet to create public awareness about the dangers of the greenhouse effect. In your leaflet

- Explain the greenhouse effect
- Discuss what causes it
- Mention the consequences if we do not act at once.
- Suggest some solutions to this problem

2. Prepare a rough draft

3. Now, think about the presentation of a campaign leaflet.

Here are some points to help you:



- How would a real leaflet be organized?
- What kind of headings would be appropriate?
- How many subheadings?
- How to begin?
- What kind of appeal would you end with?
- What style would be best for your target readers? Perhaps a direct style using 'we'?
- What are the kind of questions you can use to draw the attention of the readers?

An example of such a question would be 'what will your children breathe'?

- Use strong opinions, for example - I object to not saving our planet'

4. Revise your rough draft.

5. Redraft it and present it to resemble a real leaflet.

Additional Notes:

1. Writing Film Review

When you review a movie, you will be writing about the movie and expressing your own opinions of it. A review of a movie should be fair because it is read by many. Several people consult a movie review in order to decide whether to watch it or not. A movie review should tell the readers

- What the movie is about
- Who the main actors are
- Who the director, the music director and composer are
- In case of Indian movies, a short section evaluating the songs in the movie
- whether you liked it and why
- What you didn't like and why
- Interesting features of the movie
- Finally, whether you recommend readers to watch it.

Remember not to give out the entire plot in the review. Read a few movie reviews in your local newspapers or magazines to get a better idea of how they are written.

2. Peer dictation : Students sit in pairs and dictate collocations one after the other.

Later the prepare list without seeing the list:

make a difference	do business	save electricity	Have (from previous lesson
make a mess	do nothing	save energy	
make a mistake	do someone a favour	save money	
make a noise	do the cooking	save one's strength	
make an effort	do the housework	save someone a seat	
make furniture	do the shopping	save someone's life	
make money	do the washing up	save something to a disk	
make progress	do your best	save space	
make room	do your hair	save time	
make trouble	do your homework	save yourself the trouble	

Assignment: UNIT I and II:

1. Underline collocations in the following paragraph:

Tips for Assumptions and Be creative: Suppose, for example, you want to start a novel restaurant.

1. You would begin by listing the assumptions you make about restaurants. One assumption might be: All restaurants have menus, either written, verbal or implied.

2. Next, you would reverse this to: I will start a restaurant that does not have a menu of any kind.

3. Now, look for ways to make the “reversal” work and list every idea you can. “How can I operate a viable restaurant that does not have a menu?”

4. One idea would be to have the chef come to the table and display what the chef bought that day at the meat market, fish market and vegetable market. The customer checks off the ingredients he or she likes and the chef prepares a special dish based on the “selected” ingredients. The chef also names the dish after the customer and prints out the recipe for the customer to take home. You might call the restaurant “The Creative Chef.”

2. Write 5 collocation for each of ‘have, save, make, and do’.

3. Fill the blanks with apt idioms:

1. The actress was _____ in a beautiful silk dress at the ceremony
2. The sales manager was caught with his _____ down when he was asked for the sales figures that he did not have.
The boy was running in his _____.
3. The manger gets angry at the _____.
4. The film actress refused to talk about her broken relation with her boy friend as does not want to _____
5. The bride in _____ dazzling clothes and jewellery

4. Write how egocentricity is expressed in the poem Justice Peace

5. Fill the information to write paragraph each for each topic :

Element	Justice Peace	An Inconvenient Truth
What is the author's/ poets purpose?		
What key questions/ problems does the author/ poet raises?		
What evidence, information and data given in her/ his reasoning?		
What concepts the he/ she uses to organise the evidence / information?		
What conclusions is she/ he coming to? Are the conclusions justified?		
What re his/ her primary assumptions? Should any of these assumptions to be questioned?		
What view point is she/ he writing from? Should any viewpoints to be considered?		
What are the important implications of his/ her reasoning?		

6. Identify -fact or opinion:

1. The girl decided to meet the person she met online on FB , in the evening on his request:
 - a. She never met him personally
 - b. She has online account
 - c. She is naive
2. My computer has a screen name different from my name.
 - a. The girl has a computer
 - b. The girl knew online safety rules

- c. The girl is careful with her information
- 3. The boy posted the photos of his family holidaytrip in the facebook
 - a. The boy is unaware of online safety rules
 - b. The boy has a Facebook acoount
 - c. The boy enjoys going on holiday
- 4. The girl copied material from the online links to submit her assignment
 - a. The girl is clever
 - b. The girl did plagiarism
 - c. The girl will get punished by her teachers

5. Identify the question types by matching with the apt ones in the table:

- A. Questions that probe assumptions:
- B. Questions for clarification:
- C. Questions that probe reasons and evidence:
- D. Questions that probe implications and consequences:
- E. Questions about Viewpoints and Perspectives:
- F. Questions about the question:

<p>✓ What could we assume instead?</p> <p>✓ How can you verify or disapprove that assumption?</p> <p>-----</p> <p>✓ What would be an example?</p> <p>✓ What is....analogous to?</p> <p>✓ What do you think causes to happen...? Why?</p> <p>-----</p> <p>✓ What would be an alternative?</p> <p>✓ What is another way to look at it?</p> <p>✓ Would you explain why it is necessary or beneficial, and who benefits?</p> <p>✓ Why is the best?</p> <p>✓ What are the strengths and weaknesses of...?</p> <p>✓ How are...and ...similar?</p> <p>✓ What is a counterargument for...?</p>	<p>✓ Why do you say that?</p> <p>✓ How does this relate to our discussion?</p> <p>-----</p> <p>✓ What generalizations can you make?</p> <p>✓ What are the consequences of that assumption?</p> <p>✓ What are you implying?</p> <p>✓ How does...affect...? How does...tie in with what we learned before?</p> <p>-----</p> <p>✓ What was the point of this question?/</p> <p>✓ Why do you think I asked this question?</p> <p>✓ What does...mean?</p> <p>✓ How does...apply to everyday life?</p>
--	--

6. Fill the blanks with a, an, the :

1. This is _____ elephant
2. They sit on _____ benches
3. I have _____ inkpot
4. Sunday is _____ first day of the week
5. _____ Sun shines brightly
6. _____ opened _____ door and found _____ old man wearing _____ hat standing on _____ doorstep
7. I found _____ empty tin by _____ roadside just now. This is not _____ unusual thing, but _____ point is that _____ tin can cause _____ serious accident.
8. _____ bus stopped at _____ bus-station. _____ old woman wearing _____ faded skirt and _____ old blouse got off _____ bus.
9. She sent _____ note to her cousin, telling him that she was in _____ great danger and that she needed _____ help. When he got to her house, he found that all _____ lights had been switched off. _____ only light came from _____ single candle standing on _____ table in _____ center of _____ hall
10. I brought along _____ loaf of bread and _____ tin of juice for my lunch. I also had _____ apple, _____ orange and _____ tomato. I ate only _____ apple, _____ orange and _____ tomato.
11. Write a paragraph on any two of the topics: My dream for my family/ country', 'importance of clothing for communication, 'Social inequality in society', 'Judge the Book by its Cover- Can we judge people by their appearance?

12. Read the following passage to answer the questions that follow:

There has never been a more urgent time for seafood businesses and fishing nations to make a commitment to sustainability. The world's oceans are in trouble, with marine life plummeting and the people who are dependent on the sea for income and food left increasingly vulnerable. [Data shows](#) populations of fish and other marine vertebrates, including marine mammals, reptiles and birds have halved since 1970.

With many commercial fish stocks already in serious decline, it is clear we have an enormous challenge on our hands, made all the more urgent by the fact that global seafood demand is [expected to grow](#) another 50m tonnes by 2025. As with climate change, people living in Pacific Island nations are on the frontline of this environmental crisis. They now source between 50 and 90% of their protein from fish, and for millions in the region, fishing is their only source of income.

As fishermen, processors, suppliers, buyers and retailers strive to meet the growing demand for seafood, the ability of Pacific islanders to feed their families and make a living from the sea is reduced. Within 15 years, [an additional 115,000 tonnes of fish](#) will be needed across the Pacific to provide communities with the livelihoods and protein they require, and to satisfy the demand from industrial-scale coastal fishing operators.

The modern fishing industry is dominated by fishing vessels that out-match nature's ability to replenish fish. Giant ships using state-of-the-art fish-finding sonar can pinpoint schools of fish quickly and accurately. These ships are like giant floating factories with fish processing and packing plants, huge freezing systems and powerful engines to drag enormous fishing gear through the ocean. Simply put: the fish don't stand a chance.

Populations of top predators are disappearing at a frightening rate. Ninety percent of the large fish such as tuna, swordfish, marlin, cod, halibut, skate, and flounder have been fished out since large scale industrial fishing began in the 1950s. Their depletion can cause a shift in entire oceans ecosystem where commercially valuable fish are replaced by smaller, plankton-feeding fish. These changes endanger the structure and functioning of marine ecosystems and hence the livelihoods of those dependent on them. ! Other problems include ghost fishing and pollution. Many large fisheries stay for weeks and months in deep seas and sometime lose their nets. These nets continue to trap and catch fishes under the water and end up killing them. These discarded nets stay there for many decades and the destruction they cause is fairly significant. Oil and liquid spills, chemical and solid elements discharged into the water by fishing boats, vessels and trawlers often hurt marine life. Many assume since oceans are huge and the problems discussed are not real threats, but a bit of pollution by thousands of trawlers everyday contribute to something very big and disturbing.

India's seas are the spawning and breeding grounds of large varieties of fish species. At least 3.5 million people in approximately 4000 fishing villages situated along the Indian coastline earn a living from marine fisheries. However, fisheries resources in several parts of the country are under severe stress. By offering a variety of subsidies and incentives, governments at the centre and state level have allowed too many mechanised boats to operate, resulting in too many boats chasing too few fish. Hence measures to restrict fleet capacity and sustain fish stocks are essential. This can be done by empowering the fisher community to co-manage marine resources. The current regulations and enforcements need to be strengthened by getting more fishermen involved. The enforcement agencies also need the space and flexibility to accommodate and incorporate the use of science for fisheries management. Any strategy dealing with the management of marine resources, including fisheries, needs to use an 'ecosystem approach', which considers the entire ecosystem and all the species inhabiting them.

Choose the correct answer for the following questions:

1. "The world's oceans are in trouble" for various reasons. Which of the following statement is not a reason for the trouble?

- a. Marine life reducing with populations of fish and other marine vertebrates, marine mammals, reptiles and birds have halved since 1970.
- b. Ghost fishing with many lost and under water nets trapping and catching fish there by end up killing them
- c. Water pollution like oil and liquid spills, chemical and solid elements discharged into the water by fishing boats and vessels.
- d. . Giant ships using state-of-the-art fish-finding sonar can pinpoint schools of fish quickly and accurately.
- e. None of the options are correct.

2. The article provides data and evidence to support the claims made by the author. Which of the following options does not come under ' data / evidence' to support the claim:

- a. Global seafood demand is [expected to grow](#) another 50m tonnes by 2025.
- b. Within 15 years, [an additional 115,000 tonnes of fish](#) will be needed across the Pacific to provide communities with the livelihoods and protein they require
- c. Around 3.5 million people in approximately 4000 fishing villages situated along the Indian coastline earn a living from marine fisheries
- d. Ninety percent of the large fish such as tuna, swordfish, marlin, cod, halibut, skate, and flounder have been fished out since large scale industrial fishing began in the 1950s
- e. None of the options are correct

3. What is the purpose of the author in writing the article?

- a. to empower the fisher community to co-manage marine resources
- b. to encourage the government to offer a variety of subsidies and incentives for the fishing community
- c. to encourage fishing of smaller, plankton-feeding fish
- d. To create awareness among the readers about the dangers of over fishing
- e. None of the options are correct.

4. Which is one of the solutions suggested in the article for the problems of solving over fishing:

- a. Cleaning of oil and liquid spills by the polluting agencies
- b. Adapting an ecosystem approach, that considers the entire ecosystem and all the species inhabiting them
- c. Prohibiting Pacific islanders from feeding their families and make a living by fishing
- d. Shifting the entire oceans ecosystem to replace by smaller, plankton-feeding fish with commercially viable fish
- e. None of the options are correct

5. Which of the following statements according to the passage is FALSE ?

- a. Huge fishing ships have facilities like fish processing, packing plants, huge freezing systems.
- b. Tuna, swordfish, marlin, cod, halibut, skate, and flounder are large fish.
- c. Oceans are huge hence water pollution can be not a cause to be worried about
- d. subsidies and incentives by Indian government led to too many mechanised boats chasing too few fish
- e. None of the options are correct

6. The following sentences use the spelling 'fish/ fishes'. Which of the following sentences are grammatically correct?

- a) I swam with a school of 200 fishes.
- b) I caught six fish in the river yesterday where as my brother caught only one fish.
- c) There are a lot fishes in the sea.
- d) Ichthyology is the study of fishes.
- e) All the sentences are grammatically correct.

7. Read these sentences from the text :

“These ships ..sh processing and packing plants, huge freezing systems and powerful engines to drag enormous fishing gear through the ocean. Simply put: the fish **don't stand a chance**” what is the meaning of the expression ‘**don't stand a chance**’ in this excerpt ?

- a. possibility of success b. certain to be destroyed or killed c. have nil chance to win the fight
d. have no chance to do anything e. None of the options are correct

8. “An animal that naturally preys on others” is called

- a. vertebrates b. mammals c. predators d. reptiles e. None of the options are correct

9. Which of the following are nouns?

1. government 2. Continue 3. Drag 4. Urgency

Options: a. 1 & 2 b. 2 & 3, c. 3 & 4, d. 4 & 1 e. None of the options are correct **10.**

Identify part of speech of the underlined words:

As (a) with climate change, people living in Pacific Island nations (b) are on (c) the frontline of this environmental (d) crisis.

11. Write opposite words for the following words by providing suitable prefixes:

- a. ___serious, b. ___valuable, c. ___allow, d. ___manage

Answer the following questions in a sentence or two:

12. What according to the article are the economic consequences of over fishing ?
13. Mention one suggestion as solution of **your own** that can address the problem of over fishing from your point of view.
14. Do you think industrialisation led to the depletion of marine sources? Justify your view by giving one evidence either from the article or on your own.

UNIT II

1.Fill the blanks with correct tense form of the verb given in the brackets:

Last year __1__ (be) a landmark year in the Indian power sector. India’s demand for coal is also likely to peak by 2027. It __2__ (replace) by renewable according to a report by IEEFA

2. Rewrite the following sentences by combining with appropriate conjunctions:

- a The anemometer is a device. It measures the speed of the wind
b. Galileo found that the speed at which bodies fall does not depend on their weight. He did extensive experimentation with pendulums

**4. Fill the blanks with appropriate words given below in italics. An extra word is provided :
(do, economically, manned, activities, space)**

There are some who question the relevance of space __1__ in a developing nation. To us, there is no ambiguity of purpose. We __2__ not have the fantasy of competing with the __3__ advanced nations in the exploration of the moon or the planets or ____ 4-space-flight.

5. Write 2 short paragraphs by applying critical thinking elements to the poems A different History
6. Write a letter to the editor based on the news report article given below: Your letter must have elements of reasoning in discussing the problem and making suggestions. Residents say

besides plastics, dirty water from washed vehicles flows into the Perungudi lake. Residents are concerned that the lake faces a threat from vehicle movement and drivers working for offices of an IT park.

The compound wall protecting the lake has been damaged and service roads sullied by dumping of garbage and flow of grease-tainted water from the washing of vehicles. The service roads, including the Anna Nedunpadhai Road, have become busy after an exit gate was opened by the information technology park that houses several offices. The road has become a parking area for hundreds of private vans that come to drop employees. Also, the drivers wash the vehicles near the lake bund.

The residents complain that the drivers park the vehicles on the roadside causing traffic jam as well as pollution in the lake.

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SCHOOL OF SCIENCE & HUMANITIES

DEPARTMENT OF ENGLISH

UNIT – III – COMMUNICATIVE ENGLISH I – SHS1111

'The elevator to success is out of order. You will have to use the staircase. One step at a time.'

by Joseph Samuel Gerard

UNIT III:

Speaking: Giving Impromptu speeches- Welcome address and Vote of Thanks. Reading for details and Global

Comprehension- *A Speech* by NR Narayana Murthy and *Digging* by Seamus Heaney

Critical Thinking: Asking 'wh' questions Questions, Making informed decisions based on evidence,

Examining Evidence by citing evidence from the textbook or lecture to support a position.

Vocabulary - Word association, onomatopoeic words.

Language focus: Sentence Function and Sentence Kinds

Writing: Writing email , Writing Diary Entry

Lesson Nineteen: at the end of the unit students will be able to

Cognitive:

- ✓ Define word associations

Prepare a list of word associations by brain storming

- ✓ Explain the meaning of words associated with leader and boss

- ✓ Recollect words associated to leader

- Affective: S-6 developing intellectual courage

THE DIFFERENCE BETWEEN	
BOSS	LEADER
Demands	Coaches
Relies on Authority	Relies on Goodwill
Issues Ultimatums	Generates Enthusiasm
Says "I"	Says "We"
Uses People	Develops People
Takes Credit	Gives Credit
Places the Blame	Accepts Blame
Says "Go"	Says "Let's Go"
My way is the only way	Strength in Unity

- The following table has list of business leaders and the company they head. Match the names of people with their company:

Business Leaders/ Achievers	Affiliation to Company/ Institutions
a) Azim Premji b) Mukesh Ambani c) Narayana Murthy d) Ratan Tata e) Naina Lal Kidwai f) Joseph Samuel Gerard g) Adi Godrej	1) Chairman of the Godrej Group 2) The chief mentor and founder of Infosys 3) The Country Head and Group General Manager of the HSBC Group 4) Managing Director and Chairman of Reliance Industries is one of the richest men in both Asia and the world and his own wealth is in excess of 1,45,000 Crores. 5) Chairman of Wipro Limited took control of the family business in 1966 when he was only 21 year old due to the demise of his father MH Premji. 6) Chairman of the famed Tata Group in 1991 replacing his father JRD Tata 7) an American salesman, sold 13,001 cars at a Chevrolet dealership between 1963 and 1978, entered Guinness Book of World Records as the world's greatest salesman

Think/ pair / share : **Word Association: Step 1: Activity:** In a large class, each corner in the classroom is named after a leader. Students chose the corner to do the activity with the group. Teachers can shuffle the students to other corners to ensure equal distribution of groups.

Ranking qualities of a leader:

Step 2: Individual work: Given below are the traits a leader supposed to have. Number the qualities by giving ranking from 1 to 10.

Intellectual Humility, Intellectual Courage, Intellectual Empathy, Intellectual Autonomy, focus, Intellectual Integrity, Intellectual Perseverance, Confidence in Reason, Fair-mindedness., enthusiasm, commitment, positive thinking, communication skills

(intellectual definition: relating to one's ability to **think** and understand things, especially complicated ideas, mental, cognitive ability).

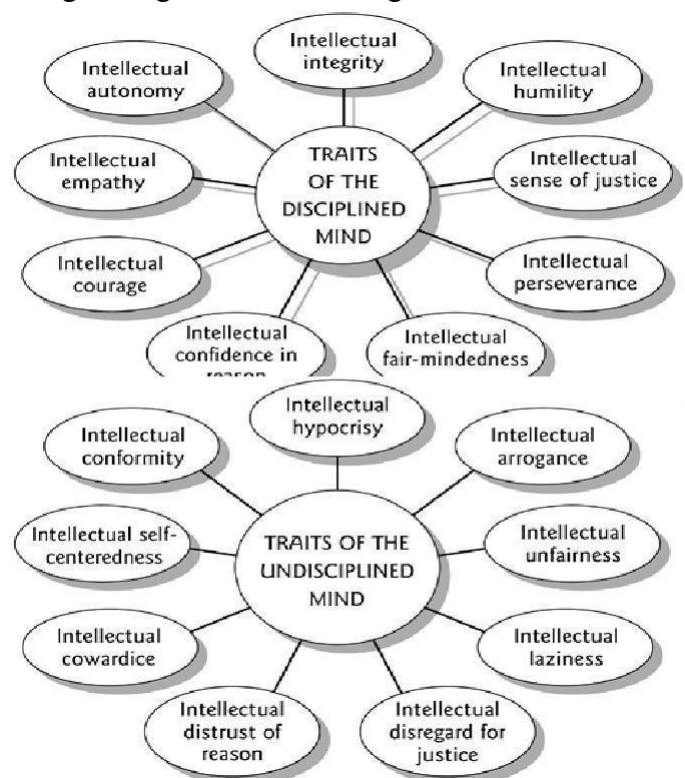
Step 3: Group work: Collect data from 20 students for the rank they gave to each quality Ten qualities of good leaders: for example how many students gave rank three to each quality

Quality	1	2	3	4	5	6	7	8	9	10
Example : quality XXX	III	I	II	I	III	III	III	I	I	I

Step 4: Each quality is discussed in turn and students who gave high and low ranking can be called to explain why.

Step 5: Pair work : Fill the blanks in the following sentences with apt words from the above list:

- History shows that the most successful leaders are those who are humble and have their feet on the ground. They have intellectual h_____.
- A leader who does not have the stomach to take risks will miss out on opportunities, so _____ is important with well planned strategy and a right team to support.
- A _____ leader is with right values, improve the company without hurting the society and environment.
- A good leader is always with _____ to achieve the goals.
- A good leader should have good _____ Skills so as to reach out to every employee and the customers with fluency in language.



Follow up: Write associated words for the following concepts. Chose any two concepts. A model of word association for disciplined mind and undisciplined mind are given in the images as examples:

- Elements of Reasoning:
- Clothes
- Leaders
- Bloom's taxonomy
- Parts of speech
- Socratic questioning

Meanings:

1. integrity= abide by moral and ethical principles; soundness of moral character; honesty.
2. Humility = the quality of being humble, modest opinion or estimate of one's importance, rank etc
3. Empathy= the ability to understand and share the feelings of another.
4. Perseverance= persistence in doing something despite difficulty or delay in achieving success
5. Intellectual autonomy= having control of one's thought, ability to think for oneself

Write opposites by looking up images above:

1. humility X
3. justice X
5. integrity X

2. Courage X
4. Empathy X

Lesson twenty:

Cognitive

At the end of the lesson students will be able to

- ✓ Define sentence types and function
- ✓ Match sentences with their function
- ✓

Recollect words learnt in the previous lesson related to leader and boss

Affective domain:

S-4 exploring thoughts underlying feelings and feelings underlying thoughts

Sentence Form and Sentence Function:

1. Declarative Sentence: Declarative sentences give information. We use them to share facts and statements, in other words, to *declare* things.

a. A leader has empowers people. b.

A boss takes advantage of people.

c. Leaders do not hesitate to take risks.

d. A leader with humility is never shows arrogance and try not to show pride.

2. Interrogative Sentence: An interrogative sentence is a question. It is easy to recognize because it always ends in a question mark (?). Questions ask things like *who, what, where, when, why, and how*.

- a) *When was the company established?*
- b) *Who is the founder chairman of Infosys company?*
- c) *Where was the company started first?*
- d) *How did the company raised funds for investment?*
- e) *Who gave funding or loans to the company?*

3. Imperative Sentence: An imperative is a word expressing a command, thus, an imperative sentence gives instructions, requests, or demands, or shares a wish or invitation. Basically, they tell someone what to do or reflect something you want to happen.

- a) *Have fun!* (Expressing a wish)
- b) *Come to the inaugural of the company!* (Sharing an invitation)
- c) *Feed the poor once a month.* (Giving instructions)
- d) *Please don't discourage employees.* (Sharing a request)
- e) *Stop discouraging them!* (Giving a demand)

4. Exclamatory Sentence: Exclamatory sentences share strong feelings or excitement. They are just like declarative sentences in that they share declarations, but the difference is that the words are said with more emotion. They are powerful sentences, so they always end with an exclamation mark.

a) *I can't believe I met Abdul Kalam in person!*

- b) *Wow, he really spoke well!*
- c) *That speech isn't for lazy people!*

Fill the blanks with apt interrogative pronouns: who, how, where, what, when, why:

- a)is the Chief Guest of the function?
- b)is the venue?
- c)is the title of the dance?
- d)do you think the function gets over?
- e) do you want to go early?
- f) is my speech?

Sentence Form and function

Form	Function
1) Could you address the gathering?	a) Offer
2) What do I care?	b) Directive
3) Would you like me to share more information about the company?	c) Asking for permission
4) Isn't that wonderful!	d) Statement
5) Do you mind if I sit for a while?	e) Request
6) Do this work now!	f) Exclaim
7) It is three o' clock, I wish to have a cup of tea.	g) Question

Follow up:

Write a sentence of your own for each of the functions mentioned in the second column

Lesson twenty one and twenty two :

Cognitive: At the end of the lesson students will be able to have exposure for

- S-18 [analyzing or evaluating arguments, interpretations, beliefs, or theories](#)
- **Critical reading identifying elements of reasoning**
Identify intellectual traits of a disciplined mind
Recognize Speech structure Cognitive:

- S-9 [developing confidence in reason](#)

Life lessons from Narayana Murthy

May 28, 2007 13:58 IST

N R Narayana Murthy, Chief mentor and Chairman of the Board, Infosys Technologies, delivered a pre-commencement lecture at the New York University (Stern School of Business) on May 9. It is a scintillating speech, Murthy speaks about the lessons he learnt from his life and career.

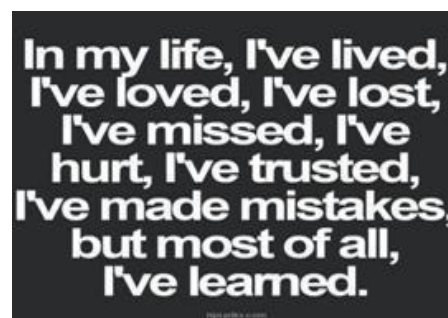
Dean Cooley, faculty, staff, distinguished guests, and, most importantly, the graduating class of 2007, it is a great privilege to speak at your commencement ceremonies.

I thank Dean Cooley and Prof Marti Subrahmanyam for their kind invitation. I am exhilarated to be part of such a joyous occasion. Congratulations to you, the class of 2007, on completing an important milestone in your life journey. (5)

After some thought, I have decided to share with you some of my life lessons. I learned these lessons in the context of my early career struggles, a life lived under the influence of sometimes unplanned events which were the crucibles that tempered my character and reshaped my future.

I would like first to share some of these key life events with you, in the hope that these may help you understand my struggles and how chance events and unplanned encounters with influential persons shaped my life and career. (11)

Later, I will share the deeper life lessons that I have learned. My sincere hope is that this sharing will help you see your own trials and tribulations for the hidden blessings they can be.



Answer the questions from your understanding of the above lines

1. The speaker mentioned some names while he started the speech, thanked several people, and greeted some from the audience . Why do you think it was done?
2. How has he structured the speech?
3. Do you think presenting an overview of the speech right in the beginning makes it listener friendly? Why?

The first event occurred when I was a graduate student in Control Theory at IIT, Kanpur, in India. At breakfast on a bright Sunday morning in 1968, I had a chance encounter with a famous computer scientist on **sabbatical** from a well-known US university. (16)

He was discussing exciting new developments in the field of computer science with a large group of students and how such developments would alter our future. He was articulate, passionate and quite convincing. I was hooked. I went straight from breakfast to the library, read four or five papers he had suggested, and left the library determined to study computer science. (20)

Friends, when I look back today at that pivotal meeting, I marvel at how one role model can alter for the better the future of a young student. This experience taught me that valuable advice can sometimes come from an unexpected source, and chance events can sometimes open new doors. (25)

The next event that left an **indelible mark** on me occurred in 1974. The location: Nis, a border town between former Yugoslavia, now Serbia, and Bulgaria. I was hitchhiking from Paris back to Mysore, India, my home town.

By the time a kind driver dropped me at Nis railway station at 9 p.m. on a Saturday night, the restaurant was closed. So was the bank the next morning, and I could not eat because I had no local money. I slept on the railway platform until 8.30 pm in the night when the Sofia Express pulled in. (31)

The only passengers in my compartment were a girl and a boy. I struck a conversation in French with the young girl. She talked about the travails of living in an **iron curtain country**, until we were roughly interrupted by some policemen who, I later gathered, were summoned by the young man who thought we were criticising the communist government of Bulgaria. (35)

The girl was led away; my backpack and sleeping bag were **confiscated**. I was dragged along the platform into a small 8x8 foot room with a cold stone floor and a hole in one corner by way of toilet facilities. I was held in that bitterly cold room without food or water for over 72 hours.

I had lost all hope of ever seeing the outside world again, when the door opened. I was again dragged out unceremoniously, locked up in the guard's compartment on a departing freight train and told that I would be released 20 hours later upon reaching Istanbul. The guard's final words still ring in my ears -- "You are from a friendly country called India and that is why we are letting you go!" (42)

The journey to Istanbul was lonely, and I was starving. This long, lonely, cold journey forced me to deeply rethink my convictions about Communism. Early on a dark Thursday morning, after being hungry for 108 hours, I was purged of any last vestiges of affinity for the Left.

I concluded that entrepreneurship, resulting in large-scale job creation, was the only viable mechanism for eradicating poverty in societies.

Deep in my heart, I always thank the Bulgarian guards for transforming me from a confused Leftist into a determined, compassionate capitalist! Inevitably, this sequence of events led to the eventual founding of [Infosys](#) in 1981. (50)

What were the incidents Mr Murthy mentions and how they altered his life according to him.

While these first two events were rather fortuitous, the next two, both concerning the Infosys journey, were more planned and profoundly influenced my career **trajectory**.

On a chilly Saturday morning in winter 1990, five of the seven founders of Infosys met in our small office in a leafy Bangalore suburb. The decision at hand was the possible sale of Infosys for the enticing sum of \$1 million. After nine years of toil in the then business-unfriendly India, we were quite happy at the prospect of seeing at least some money.

I let my younger colleagues talk about their future plans. Discussions about the travails of our journey thus far and our future challenges went on for about four hours. I had not yet spoken a word.

Finally, it was my turn. I spoke about our journey from a small Mumbai apartment in 1981 that had been beset with many challenges, but also of how I believed we were at the darkest hour before the dawn. I then took an audacious step. If they were all bent upon selling the company, I said, I would buy out all my colleagues, though I did not have a cent in my pocket.

There was a stunned silence in the room. My colleagues wondered aloud about my foolhardiness. But I remained silent. However, after an hour of my arguments, my colleagues changed their minds to my way of thinking. I urged them that if we wanted to create a great company, we should be optimistic and confident. They have more than lived up to their promise of that day.

In the seventeen years since that day, Infosys has grown to revenues in excess of \$3.0 billion, a net income of more than \$800 million and a market capitalisation of more than \$28 billion, 28,000 times richer than the offer of \$1 million on that day.

In the process, Infosys has created more than 70,000 well-paying jobs, 2,000-plus dollar-millionaires and 20,000-plus rupee millionaires.

What was the bold decision taken by Mr Murthy? Was it an example of intellectual perseverance?

A final story: On a hot summer morning in 1995, a Fortune-10 corporation had sequestered all their Indian software vendors, including Infosys, in different rooms at the Taj Residency hotel in Bangalore so that the vendors could not communicate with one another. This customer's propensity for tough negotiations was well-known. Our team was very nervous.

First of all, with revenues of only around \$5 million, we were **minnows** compared to the customer.

Second, this customer contributed fully 25% of our revenues. The loss of this business would potentially devastate our recently-listed company.

Third, the customer's negotiation style was very aggressive. The customer team would go from room to room, get the best terms out of each vendor and then pit one vendor against the other. This went on for several rounds. Our various arguments why a fair price -- one that allowed us to invest in good people, R&D, infrastructure, technology and training -- was actually in their interest failed to cut any ice with the customer.

By 5 p.m. on the last day, we had to make a decision right on the spot whether to accept the customer's terms or to walk out.

All eyes were on me as I mulled over the decision. I closed my eyes, and reflected upon our journey until then. Through many a tough call, we had always thought about the long-term interests of Infosys. I communicated clearly to the customer team that we could not accept their terms, since it could well lead us to letting them down later. But I promised a smooth, professional transition to a vendor of customer's choice.

This was a turning point for Infosys.

Subsequently, we created a Risk Mitigation Council which ensured that we would never again depend too much on any one client, technology, country, application area or key employee. The crisis was a blessing in disguise. Today, Infosys has a sound de-risking strategy that has stabilised its revenues and profits.

1. What was the final story shared by Mr Murthy? How did it influence the company?
2. What were the incidents that led to creation of Risk Mitigation Council?
3. What do you think may be the functions and aims of that council?

I want to share with you, next, the life lessons these events have taught me.

1. I will begin with the importance of learning from experience. It is less important, I believe, where you start. It is more important how and what you learn. If the quality of the learning is high, the development

gradient is steep, and, given time, you can find yourself in a previously unattainable place. I believe the Infosys story is living proof of this.

Learning from experience, however, can be complicated. It can be much more difficult to learn from success than from failure. If we fail, we think carefully about the precise cause. Success can indiscriminately reinforce all our prior actions.

What does Mr Murthy mean by “ Learning from experience, however, can be complicated. It can be much more difficult to learn from success than from failure”?

2. A second theme concerns the power of chance events. As I think across a wide variety of settings in my life, I am struck by the incredible role played by the interplay of chance events with intentional choices. While the turning points themselves are indeed often fortuitous, how we respond to them is anything but so. It is this very quality of how we respond systematically to chance events that is crucial.

3. Of course, the mindset one works with is also quite critical. As recent work by the psychologist, Carol Dweck, has shown, it matters greatly whether one believes in ability as inherent or that it can be developed. Put simply, the former view, **a fixed mindset, creates a tendency to avoid challenges, to ignore useful negative feedback and leads such people to plateau early and not achieve their full potential.**

The latter view, **a growth mindset, leads to a tendency to embrace challenges, to learn from criticism and such people reach ever higher levels of achievement** (Krakovsky, 2007: page 48).

Differentiate between fixed mindset and growth mindset. Is it the view of the speaker? What evidence he gives to support his assumption?

4. The fourth theme is a cornerstone of the Indian spiritual tradition: self-knowledge. Indeed, the highest form of knowledge, it is said, is self-knowledge. I believe this greater awareness and **knowledge of oneself** is what ultimately helps develop a more grounded belief in oneself, **courage, determination**, and, above all, humility, all qualities which enable one to wear one's success with dignity and grace.

Based on my life experiences, I can assert that it is this belief in **learning from experience, a growth mindset, the power of chance events, and self-reflection** that have helped me grow to the present.

What is self knowledge? How does it help us?
What do you think are the personal traits of Me Murthy that made in an example of a good leader?

Back in the 1960s, the odds of my being in front of you today would have been zero. Yet here I stand before you! With every successive step, the odds kept changing in my favour, and it is these life lessons that made all the difference.

My young friends, I would like to end with some words of advice. Do you believe that your future is pre-ordained, and is already set? Or, do you believe that your future is yet to be written and that it will depend upon the sometimes fortuitous events?

Do you believe that these events can provide turning points to which you will respond with your energy and enthusiasm? Do you believe that you will learn from these events and that you will reflect on your setbacks? Do you believe that you will examine your successes with even greater care?

I hope you believe that the future will be shaped by several turning points with great learning opportunities. In fact, this is the path I have walked to much advantage.

What are the important questions raised by the speaker?

A final word: When, one day, you have made your mark on the world, remember that, in the ultimate analysis, we are all mere **temporary custodians of the wealth** we generate, whether it be financial, intellectual, or emotional. The **best use of all your wealth is to share it with those less fortunate**.

I believe that **we have all at some time eaten the fruit from trees that we did not plant**. In the fullness of time, when it is our turn to give, it behoves us in turn to plant gardens that we may never eat the fruit of, which will largely benefit generations to come. I believe this is our sacred responsibility, one that I hope you will shoulder in time.

Thank you for your patience. Go forth and embrace your future with open arms, and pursue enthusiastically your own life journey of discovery!

What is the sacred responsibility of every individual according to the speaker?

Give examples from the speech for four traits of disciplined mind given in the image in the previous lesson.

Is Mr Murthy a leader or a boss? Does he exhibit traits of disciplined mind? Write a short paragraph by giving examples from his speech.

Intellectual courage: the ability to reflect on one's beliefs based on evidence and to correct one's opinion. A person who refuses to correct beliefs in spite of evidence is an intellectual coward.

Match Intellectual traits with examples given in the speech:

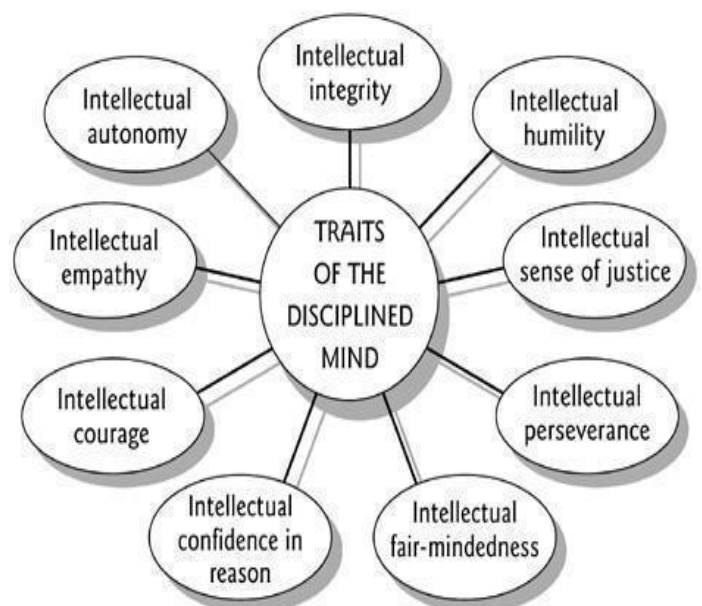
1. An example of intellectual _____: Mr Murthy reveals he was ardently opposed to capitalism as a youth. "I was a strong leftist, almost a communist," he recalls. It wasn't until "a seminal experience" in Bulgaria that he forced himself to examine his beliefs. The realisation allowed him to transform from what he describes as "a confused leftist to a determined compassionate capitalist"

2. Intellectual _____ was shown when Mr Murthy says "The **best use of all your wealth is to share it with those less fortunate**".

3. Intellectual _____ is exhibited when he suggests that "we are all mere **temporary custodians of the wealth** we generate, whether it be financial, intellectual, or emotional." Never showing pride in his achievements.

4. The line "I urged them that if we wanted to create a great company, we should be optimistic and confident" is an example of intellectual _____, a trait of a disciplined mind.

5. "...belief in **learning from experience, a growth mindset, the power of chance events, and self-reflection**" are examples of _____ in reason a critical thinker exhibits.



Lesson twenty three: Poem:

Read the following news report:

IT firm Infosys on Thursday announced that Rohan Murty, son of its co-founder NR Narayana Murthy will leave the company on June 14, 2014.

In a press release to the BSE, the company said Dr. Rohan Murty whose appointment was co-terminus with the executive chairman, will leave the company on June 14, 2014.” **“There are many traditional business houses in India where you inherit everything and the son steps in, etc. Obviously that's not the case here. It's not what I want to do... In my case, I always feel that whatever I do should be independent of my parents.”**

Narayana Murthy will voluntarily step down as executive chairman on June 14, 2014.

On April 15 2014, Infosys CEO and MD S D Shibulal said Rohan's term would end with that of his father.

The senior Murthy, who co-founded the company with six other engineers in 1981, was last year brought back from retirement to the helm of affairs after the Bangalore-based firm posted lacklustre results.

He joined back in June, 2013 as Executive Chairman, bringing along his son Rohan Murthy as his executive assistant.

Since then, many have expressed apprehensions that Rohan is being groomed for the top job at the country's second largest software services firm.

"At this point in time, Narayana Murthy has clearly articulated that Rohan has come in a specific role and his term will end with the end of Narayan Murthy's term," Shibulal had told CNBC TV18.

Discussion: Family business passes from father to son. Many in India continue the profession of their father. Do you think that is better for the business continuation? Do you think Rohan Murty, son of its co-founder of Infosys is right in his decision?

Reading: The following is a poem by a man who chose to pursue a career that different from that of his father and grand father:

Digging

By Seamus Heaney,

Between my finger and my thumb
The squat pen rests; snug as a gun.

Under my window, a clean rasping sound
When the spade sinks into gravelly ground:
My father, digging. I look down

Till his straining rump among the flowerbeds
Bends low, comes up twenty years away
Stooping in rhythm through potato drills
Where he was digging.

The coarse boot nestled on the lug, the shaft
Against the inside knee was levered firmly.
He rooted out tall tops, buried the bright edge deep
To scatter new potatoes that we picked,
Loving their cool hardness in our hands.

By God, the old man could handle a spade.
Just like his old man.

My grandfather cut more turf in a day
Than any other man on Toner's bog.
Once I carried him milk in a bottle
Corked sloppily with paper. He straightened up
To drink it, then fell to right away
Nicking and slicing neatly, heaving sods
Over his shoulder, going down and down
For the good turf. Digging.

The cold smell of potato mould, the squelch and slap
Of soggy peat, the curt cuts of an edge
Through living roots awaken in my head.
But I've no spade to follow men like them.

Between my finger and my thumb
The squat pen rests.
I'll dig with it.

Notes on the poet and poem: (Seamus Heaney -Digging):

Heaney was an Irish playwright, poet, and academic; he won the Nobel Prize for Literature in 1995. Heaney's career was both prolific and successful. In 1966, he published his first major work, *Death of a Naturalist*, in which this poem is included. Three years later, he published his second volume of poetry, *Door into the Dark*. By this time, Heaney was already receiving critic acclaim for his writing, and a slew of academic lectures followed. While many of his poems can be construed as being political in nature, the majority of his poems fall under the category of naturalism; many of the images in his poem are taken from his surroundings in Northern Ireland. Heaney died on August 30, 2013, after a short illness.

Digging is one of Seamus Heaney's best known poems and appeared first in the *New Statesman* magazine in 1964. Two years later it was the first poem in Heaney's first published book *Death of a Naturalist*. *Digging* is a basic no-nonsense title and reflects the strong feelings Heaney has for the land. He grew up on a farm, Mossbawn in County Derry, where his father worked the soil and sold cattle for a living.

Analysis Of Digging

Rhyme

There is no set rhyme scheme for *Digging*, no established pattern of end rhymes. The only full rhymes occur in lines 3 and 4, *sound/ground*, but these are what might be called accidental because they are not a part of a scheme. The rounded vowels do however underline the importance of the father's use of the spade.

Internal rhyme is in evidence, both full and slant: *look/Stooping/boot/rooted/cool*. And again with: *Between/clean/knee/deep/neatly/heaving*. Plus: *thumb/under/rump/up/lug/cut/turf*.

Use of these long and short vowels, with gutturals, brings texture and interest to the sounds, giving the poem a depth of contrast in various stanzas.

Metre (Meter in USA)

There is no set regular metre in this poem although tetrameter, four beats per line, and pentameter lines dominate, especially pentameter, five beats per line. This steady core parallels the action of the digger, steady and without extremes.

The opening lines are iambic tetrameter, four stresses each line:

Between / my fin / ger and / my thumb

*The **squat** / **pen** rests; / **snug** as / a **gun**.*

But note the trochees (2nd line, 2nd and 3rd feet) which together with the semi-colon pauses the reader and places stress on *pen* and *snug*.

Pentameters follow in lines 3 and 4:

*Under / my **win** / dow, a / **clean rasp** / ing **sound***

*When the / **spade sinks** / into / **gravel** / ly **ground**.*

Both lines have five feet and a mix of iambic, trochaic and spondaic. The spondees bring force to the words - *clean rasp* and *spade sinks* - and, especially in line 4, combine with trochees to bring assertive action as the spade does its work.

Shorter lines tend to slow things down, so note that stanzas 2,3,5 and 8 end with short lines to reflect the slowing down of the spadework being observed.

Metaphor

The pen is the spade, the speaker declaring that he will use the pen to dig with, leaving behind the tool of his forefathers, the farmer's spade.

Alliteration

There are several examples of alliteration, which enhances the sound and brings variety and interest for the reader:

spade sinks/ gravelly ground...tall tops/buried the bright....squelch and slap...curt cuts.

Repetition

Repeating certain words and phrases in a poem gives the reader a clear message of importance and emphasis. It can also be an echo of the action taking place, in this case that of digging, which is most definitely repetitive.

So look out for the words: *digging...spade....down...men...turf....*and the first line and a half...*Between my finger and my thumb/The squat pen rests.*

Onomatopiea

Words that sound like what they mean - for example: *squelch/slap/soggy*.

Analysis - Stanza By Stanza

Digging is an 8 stanza, 31 line poem that starts off in the present, moves into the past and then returns to the present and hints at the future towards the end.

It doesn't have a set rhyme scheme as such and alternates between tetrameter and pentameter rhythms, with several shorter lines here and there. Essentially it is a free verse poem with strong internal rhymes, alliteration and assonance, typical textured Heaney.

The reader is taken into the mind of the speaker who is watching out the window as his father digs the garden. What is notable is the fact that the speaker holds a pen - from the first line the pen holds the power of the present (and on into the future), whilst the spade used by the father is distanced, a tool of the past.

Gradually the emphasis shifts from the here and now back into the past, a sensual feel for the land with all its smells and sounds dominating the middle of the poem.

The speaker is reflecting on the rural history of his family, the men who worked the land and concludes that they were born and bred for such toil, whilst he is made for something less manual - he will use the pen in much the same way that his forebears used the spade.

Stanza 1

A non-rhyming couplet, the opening lines set the scene, giving a close up for the reader of the speaker's finger and thumb holding a pen (with which he is writing?). This pen is powerful and full of life changing potential - the reference to a gun suggests that it can fire bullets, symbolic ones of course.

Note the slant rhyme of *thumb/gun* which loosely binds the lines, whilst enjambment sends the reader straight from the end of the first line onto the second.

Stanza 2

Three lines, with the third and fourth line fully rhymed which points to a strong bond. Stretching away from the tetrameter of the opening two lines, these are pentameter, allowing for more content.

The speaker can hear someone digging into soil. It's his father. It must be a familiar sound to the speaker, he knows it's him even before he looks down. Again enjambment helps the flow of meaning between lines and also between stanzas.

Stanza 3

Another increase in lineation, this time four lines, and not a hint of rhyme this time. What does change though is the tense as the speaker, watching his father bend as he goes through the potato drills, goes back in time 20 years, perhaps to when he was a child.

Stanza 4

Five lines, the close-up culmination of all his father's spadework over the years. The speaker was there, observing the hard work, the detail, as his father went about digging up the new potatoes.

Verbs like nestled, rooted and buried sit firmly in the rural landscape, whilst boot, knee and hands bring a strong, physical dimension.

More Stanza By Stanza Analysis of Digging

Stanza 5

Two simple lines, a condensed summing up of the father's and grandfather's skills with the spade, the tool that allowed them to work the earth and produce food for the family table.

There's a kind of rough pride in the way the speaker boasts about their ability. You can picture the family out in the field, working away in primitive fashion, the father digging, the children helping out, picking up the 'spuds' as they were unearthed.

Stanza 6

With the introduction of the grandfather the speaker takes the reader deeper into ancestral history. This time it's not the potato being dug but peat, known locally as turf, which was dried and used for fuel in winter time.

The opening two lines are a child's tribute to an idealised iconic figure within the family, the local hero, the grandfather, champion turf cutter. Toner's bog is the name given to a piece of peat bog not far from Heaney's birthplace, the village of Bellaghy in County Derry.

This stanza brings the reader intimately into a detailed scene where grandfather is out on the bog with his spade and in comes someone with a drink, milk in a bottle. The memory is vivid, the speaker's observation as keen as the slicing edge of the spade.

Heaney's use of enjambment in this stanza is particularly apt, working within the syntax to produce relevant flow and pause. Note the repeat of the title word.

Stanza 7

The memory of that scene is alive in the speaker's mind. It takes him back to a different time and in so doing releases him from the past. It's a kind of paradox. By remembering these strong male family characters and their reliance on the spade for a living, he now is able to wake up.

The family roots are cut, metaphorically and, in his memory, physically. He no longer needs the spade because he is not made of the same stuff as the men of old. This is the enlightenment, the acknowledgement.

Stanza 8

The final stanza is a near repeat of the opening lines. The speaker again feels the pen between finger and thumb and is now committed to working with it, to dig into his heart and mind and produce poetry

This poem is autobiographical in nature. The speaker, presumably Heaney, is sitting at his writing desk, preparing to write, when he hears his father working in the garden outside. This conjures memories of the speaker as a young boy, listening and watching as his father digs in the potato garden. The speaker marvels at how well his father digs, which conjures an even older memory of his grandfather, his father's father, completing the arduous task of digging through peat moss. Toward the end of the poem, the speaker writes as though he can smell the potatoes from the garden and the peat moss his grandfather has dug. He confesses that he does not have a spade like the two generations before him, but he does have a pen which he will use to "dig."

Digging Analysis

The poem, which can be read in full [here](#), is comprised of eight stanzas of varying length. There is no set rhyme scheme, though some of the lines do rhyme.

Stanza 1

The first stanza contains only two lines. The speaker is focusing on the pen in his hand. Heaney utilizes a simile, telling the reader the pen rests "snug as a gun." The reference to a gun is no coincidence: Heaney expects the reader to infer that the pen is his instrument, his weapon. This idea will repeat itself in the last stanza of the poem.

Stanza 2

In the second stanza, the speaker hears the sound of his father's garden spade sinking "into gravelly ground." He gazes down at his father while he works in the garden. There is no punctuation at the end of the last line in stanza two, the thought is continued into the third stanza.

Stanza 3

Heaney utilizes a flashback quite cleverly in the third stanza. The speaker is suddenly transported to twenty years ago, watching his father complete the same task.

Stanza 4

The fourth stanza is rich in description, as the speaker paints the image of his father digging through the potato beds.

Stanza 5

The fifth stanza is comprised of just two simple lines as the speaker marvels at his father. The reader is then transported even further through time as the speaker then conjures images of his grandfather performing a similar task.

Stanza 6

The eight lines contained in the sixth stanza are the longest in the poem. The first two lines read:

My grandfather cut more turf in a day
Than any other man on Toner's bog.

Here, the reader gets a glimpse into the setting of the poem. In Ireland, peat moss has been used as an alternative to coal. Cutting turf is an incredibly grueling task, and the fact that Heaney claims his grandfather could cut more than any other man signifies not only the physical strength of his grandfather, but Heaney's own admiration for the hard work his grandfather was able to do by himself.

He then shares an anecdote with his reader as he describes encountering his grandfather out on the bog one day. The speaker describes a day when he brought a bottle of milk to his grandfather. Heaney's grandfather barely stops his work, quickly drinking the milk and then returning to digging and cutting.

Stanza 7

The seventh stanza returns the reader to the present day, as the speaker sits at his writing desk.

The memories are so vivid and alive in the speaker that he can actually smell the freshly dug potatoes and the "soggy peat". He can hear the sound the peat made as it was cut. The speaker realizes that unlike his father and grandfather, he has no spade to follow in their footsteps.

Stanza 8

What he does have, however, is revealed in the eighth and final stanza, which contains only three lines. Much is contained in these three simple lines. First, Heaney uses repetition, as once again, he describes holding his pen between his finger and thumb.

Heaney's diction here is also curious, as he uses the word "squat" to describe his instrument. While it can describe the physical appearance of the pen itself, Heaney could also be showing the connection between himself and his father and grandfather, both of whom would have to squat in order to properly dig for the potatoes and peat moss. The last line, "I'll dig with it," signifies that while Heaney realizes his instrument is different from previous generations, he is still completing an arduous task. While his father and grandfather dug for potatoes and moss, he is digging for the right word, constantly attempting to create sustenance through his words.

Historical Significance of *Digging*

While this poem certainly is not political in nature, it does give a glimpse into the lives of hardworking Irishmen. In previous generations, men had to dig for both food and fuel. Because Ireland does not have a wealth of coal, men often had to dig through the bogs to acquire enough peat moss that could be burned as an alternative means of fuel.

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DEPARTMENT OF ENGLISH

UNIT – IV – COMMUNICATIVE ENGLISH I – SHS11

Unit IV

After Twenty Years

Lessons twenty eight and Twenty nine

Cognitive: Reading for details and Global Comprehension- After Twenty Years by Jamila and After Twenty Years by O Henry

Affective: S-3 Exercising fairmindedness

“After Twenty Years” is a story and it is about two friends. Before you read the story, it is important that you learn some keywords and phrases.

Directions: 1. In the table below, you will find a list of important words and phrases with definitions. Match the words with their meanings by using a dictionary.

2. Complete the sentences by filling in the blank with one word or phrase from the table. The first sentence has been completed for you as an example.

Word/Phrase	Definition
1. jewel	A. A precious stone (such as a diamond)
2. the West	B. The western part of the United States in the past when it was not as developed and there were many cowboys
3. hurry	C. To move, walk, or do things quickly
4. arm in arm	D. Two people walking next to each other with their arms linked at their elbows
5. under arrest	E. Being taken or held by the police until guilt or innocence is determined
6. wanted	F. People who did something bad and the police are trying to catch them

1. The few people walking along that street were hurrying, trying to keep warm.

2. I saw the face of the man _____ by Chicago cops.

3. He had a large _____ in his necktie.

4. The two men started along the street, _____.

5. In _____ you learn how to fight for what you get.

6. You’ve been _____ for ten minutes.

In the story “After Twenty Years,” friendship is the central theme.

Directions: 1. Before reading the story, answer each questions by ticking the your option as answer:

Directions: 1. Read the words and the sentences listed in the table below. These words can be used to describe a good friend or a bad friend.

2. Use the sentences in the table to help you understand the meaning of the words.

3. Write words that describe a good friend in the box on the left. Write words that describe a bad friend in the box on the right.

<p>1. Is friendship important in your culture?</p> <p>Friendship is...</p> <p>A. Very important</p> <p>B. Somewhat important</p> <p>C. Not important</p>	<p>2. What does it mean to be a good friend? (Circle all that apply.)</p> <p>Being a good friend means being...</p> <p>A. Kind</p> <p>B. Caring</p> <p>C. Honest</p> <p>D. Forgiving</p>
<p>3. Has a friend ever made you angry or sad?</p> <p>A. Yes, more than once.</p> <p>B. Yes, once.</p> <p>C. No, never.</p>	<p>4. If your friend was mean to you, but later apologized, did you forgive them?</p> <p>A. Yes</p> <p>B. No</p> <p>C. I don't know.</p> <p>D. My friends are never mean to me.</p>

Reliable: My friend is reliable. She always arrives on time.	Words to describe your friend:
A thief: Pandian is a thief. He steals money from people.	Circle the words describe your friend/s:
Honest The man is honest. He never tells lies.	Honest, integrate, fair-minded, bold, courageous, coward,
Forgetful Roger is forgetful. He never remembers my	perseverant(persistent in doing something despite difficulty; unwavering) affectionate, amicable, attentive, believable,

birthday. Greedy: The woman is greedy. She does not share with other people. Loyal: Dolly is loyal. She always supports me.	brave, caring, cheerful, cordial, discerning, easygoing, empathetic, faithful, forgiving, funny, generous, gentle, giving, good listener, humorous, kind, loving, loyal, nice, optimistic, punctual, reliable, responsible, sensitive, sincere, sociable, sweet, sympathetic, tactful, thoughtful, trustworthy, truthful, warm, warm-hearted, winning, and wonderful.
---	---

A GOOD FRIEND IS.....

A BAD FRIEND IS.....

WHILE-READING ACTIVITY 1: SUNSHINE OUTLINE:

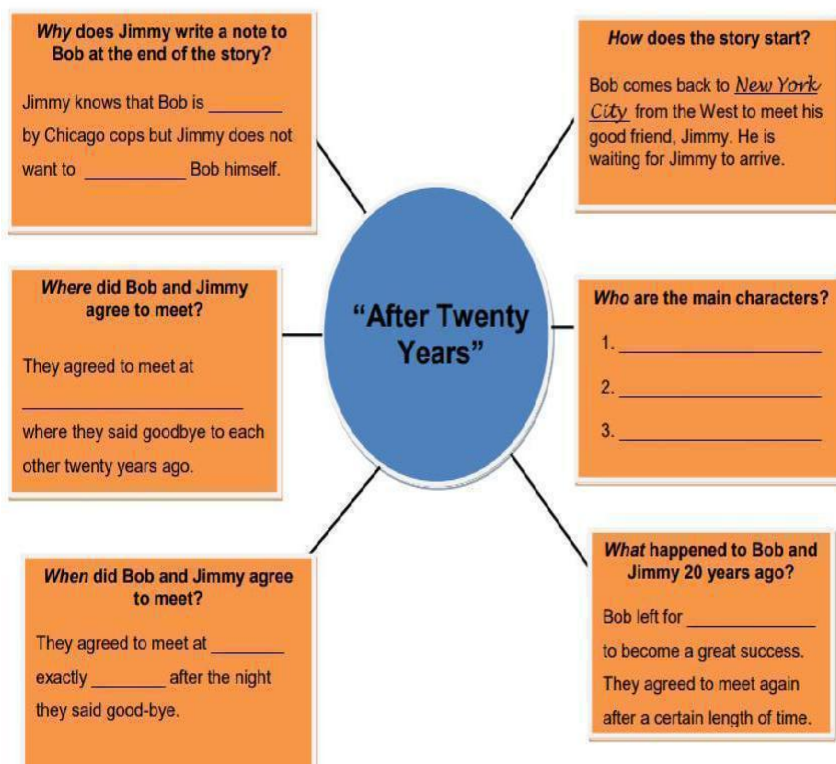
In the story “After Twenty Years”, Bob returns to New York City to see his best friend, Jimmy, twenty years after he left the place. Bob is waiting for Jimmy to show up at the exact time and place they agreed on the day Bob left twenty years ago. To understand the story, it is important for you to identify **Who** the main characters are, **What the story is**, **When**, **Where**, and **How the story happens**, and **Why the story happens the way it does**.

Directions: 1. As you read the story, read the questions in the Sunshine Outline.

2. Select the words or phrases from the box below to answer the questions.

3. Write these words or phrases in the blanks to complete the sentences. An example is provided.

Bob	Jimmy	the West	10 pm	wanted	twenty years
New York City	arrest	a New York cop		Big Joe Brady's restaurant	



WHILE-READING ACTIVITY 2: CHARACTER DESCRIPTION

In the story “After Twenty Years,” the narrator uses many phrases to describe the two main characters. Complete this activity while reading:

This activity will help you visualize the main characters.

Directions: 1. Read the descriptive phrases below.

2. As you read the story, decide if these phrases describe: **The man waiting for his friend or The first cop.**

3. If the phrase describes the man waiting for his friend, write the phrase in the first column. If the phrase describes the first cop, write the phrase in the second column. One example has been completed for you.

Descriptive phrases:

A little white mark near his right eye)
Wanted by the Chicago cops
Wearing a fine watch covered with jewels
Bright eyes
A fine looking cop

Watchful
Guarding the peace
Colorless square face
Strong looking and important
Wearing a necktie with a large jewel
Went West and was successful

The Man Waiting for His Friend	The First Cop
1. A little white mark near his right eye	1
2.	2

3.	3
4.	4
5.	
6.	
7.	

POST-READING ACTIVITY

1: SURVEY In the story “After Twenty Years,” Bob and Jimmy Wells planned to meet again in twenty years. However, Bob has committed a crime and is wanted by the police. Jimmy is a cop and he should arrest Bob. But Jimmy is not able to arrest his friend. Instead he sends another cop to arrest Bob. This activity will help you think about the meaning of the story by using a survey. A survey is a list of questions used to collect information. Directions:

1. Read the three survey questions below.
2. Answers the three questions in the first table ‘My Answers’. Write the number corresponding to the answer in the table.
3. Ask four friends or family members to answer the three survey questions. You can even ask your friends and family to answer the questions online using social media (such as Facebook or Twitter).
4. Write their answers in the second table, My Friends’ and Family Members’ Answers.
5. Write one way that your answers are similar and one way that your answers are different to the answers from your friends and family members.

Survey Questions:

1. If your friend stole money, would you tell the police?

Yes Maybe No

2. If you were a cop and were supposed to arrest your friend for a crime, would you do it?

Yes Maybe No

3. If your friend did something to hurt you, would you forgive your friend if he or she apologized?

Yes Maybe No

My Answers:

Example:

<i>My name</i>	Answer to Q 1	Answer to Q2	Answer to Q3
Rajan	yes	May be	no
<i>My name</i>	Answer to Q 1	Answer to Q2	Answer to Q3

My Friends’ and Family Members’ Answers

<i>Name</i>	Answer to Q 1	Answer to Q2	Answer to Q3

One way my answers are similar to my friends’ and family members’ answers:

One way my answers are different from my friends’ and family members’ answers:

POST-READING ACTIVITY 2: ON MY OWN

Who is your best friend? What would happen if you and your friend go your separate ways? Imagine you meet again in twenty years. What will you both be like? What will you two be doing? What do you think your conversation might be like?

How do you want your friends to remember you after you part your ways?

(Read the poem “ Remember me by Jamila)

PART 1:

FORM THE QUESTIONS

Directions: 1. Think of questions that you will be asking your best friend when you see him/her again after twenty years.

2. Form questions using the question words Who, What, When, Where, Why, and How. Select the appropriate word from the list provided below to complete the questions. Frame another question similarly in the next column:

One example has been completed for you:

Who What When Where Why How

1. Where did you go to college?	Where.....?
2. _____ were the most interesting people you have met?	
3. _____ did you get married?	
4. _____ many cities have you lived in?	
5. _____ did you come home?	
6. _____ were the most amazing things that happened to you?	

Lesson Thirty one:

At the end of the lesson students will be able to

Differentiate between informal speech and formal speech

Create sentences by rewriting the combinations.

Differences Between Formal & Informal Speech

1. Informal English Uses More **Contractions**:

Formal: "It is all right, officer *Informal*: "It's all right, officer.

Informal: He 's gone. *Formal*: He has gone.

2. Prepositions: In informal language prepositions often come at the end of certain structures.

3. Some **determiners** are followed by singular verbs in formal language and plural verbs in informal language. *Informal*: Neither of us like him.

Formal: Neither of us likes him.

4. Some **pronouns** have different *Informal*: Who did they elect? forms in formal and informal language.

Formal: Whom did they elect?

5. In informal language we often **leave out** *Informal*: He said he would come. **words**.
Informal: Seen him?

6. **Vocabulary**: Some words are mainly used in informal situations. In formal situations other words or expressions are used.

Informal

Fix
Begin / start
Thanks

Formal

Repair
commence
Thank you

What? / Pardon? / Sorry? I beg your pardon?

Slang/Colloquialism. *Informal*: Lecturers still count on students to use correct grammar and punctuation in essays.

Formal: Lecturers expect students to use correct grammar and punctuation in essay.

Informal: It was raining cats and dogs. *Formal*: It was raining very heavily.

Informal: I considered various options to solve the issue. *Formal*: Various options were considered for the study.

Informal: We believe the practice is unsustainable.

Formal: It is believed the practice is unsustainable.

Informal: During the meeting I asked him about his experiences.

Formal: During the interview he was asked about his experiences.

CONTRACTIONS (fill the blanks)

I'm, you're, can't, don't, wasn't, it's...

The man hasn't arrived. The man _____ arrived.

They're manufactured in China. They _____ manufactured in China.

He's the thief of Chicago. He _____ the thief of Chicago .

We'd like to inform you... We _____ like to inform you...

- **um, uh, like, lemme see...** = hesitation, when you need a moment to think before speaking
- **I mean...** = to clarify

- **...you know?** = to check if the other person understands
- **Gotcha.** = I understand
- **How come?** = Why?
- **Yeah right.** = a sarcastic way to say "I don't believe you."
- **I'll say!** = I definitely agree with you
- **wow!** = surprise
- **oops** = accident
- **yuck** = that's disgusting

Idiom: "Could you **give me a hand**?" *give me a hand* = *help me*

Slang: "I **aced** the test!" *aced* = *got an excellent grade*

Lesson thirty two:

PHRASAL VERBS:

Phrasal Verbs in Informal Speech

A phrasal verb is an idiom in which a verb is accompanied by another word to make a complete expression. Some examples include "picked on," "takes after" and "looking forward to."

"I won't **put up with** this!" *put up with* = *tolerate* Could

you glance through the letter? To *look over briefly*

He came up with a great idea. *came up with* = *created, invented, thought of*

1. Underline phrasal verbs in the following sentences:

- 1) You couldn't have pulled Jimmy out of New York.
- 2) I moved around everywhere, and I moved quickly.
- 3) The waiting man took out a fine watch, covered with small jewels
- 4) Examples of formal and informal language are given below:.
- 5) Informal: The balloon was blown up for the experiment. *Formal: The balloon was inflated for the experiment.*
- 6) Informal: The man got over his shock.. *Formal: The man recovered from his shock.*
- 7) Informal: He looked quite mixed up. *Formal: He looked confused.*

- | | |
|----------------------------------|-----------------------------|
| 1) The price went up. | The price rose/increased. |
| 2) The Cop asked for details. | The Cop demanded details. |
| 3) The problems have come back. | The problems have returned. |
| 4) We will cut down on spending. | We will reduce spending. |

Lesson thirty three and Thirty Four :

Problem / Solution Paragraphs:

Problem / solution writing first explains a problem and then proposes one or more solutions to that problem. Often this type of writing requires more than one paragraph. In this unit, you will write a two – paragraph discussion of a problem and solution.

How to write a problem paragraph? The topic sentence names the issue you will discuss. The supporting sentences show why this issue is a problem. 1. Discuss why these issues are problems. Then add two more issues. a. Air pollution

b. traffic

c. Overcrowded classrooms

d. _____

e. _____

2. Read the following article. What is the main idea of the first paragraph? What is the topic sentence?

Deforestation is a serious problem because forests and trees aren't just pretty to look at, they do an important job making the earth's environment suitable for life. They clean the air, store water, preserve soil, and provide homes for animals. They also supply food, fuel, wood products, and paper products for humans. In the past fifty years, more than half of the world's rainforests have been destroyed. Today, the forest of the world are being cut down at a rate of fifty acres every minute! Scientists say that if deforestation continues, the world's climate may change, floods may become more common, and animals will die.

One solution to the problem of deforestation is to use less paper. If you use less paper, fewer trees will be cut for paper making. How can you use less paper? One answer is to reduce your paper use by using both sides of the paper when you photocopy, write a letter, or write an essay. A second answer is to reuse old paper when you can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or phone messages, and when you write a rough draft of an essay, write it on the back of something else. A final answer is to recycle used

paper products instead of throwing them away. Most schools, offices, and districts have some kind of recycling center. If you follow the three RS – reduce, reuse, and recycle – you can help save the world's forests.

3. Answer these questions:

a. How is the first paragraph developed?

What are the supporting ideas?

b. What do the supporting ideas show?

c. What is the main idea of the second paragraph? What is the topic sentence?

d. What solution does the writer offer? What details support or explain the solution?

e. Is there a concluding sentence in the first paragraph? In the second paragraph?

Using conditional structures: The first conditional is a useful way to talk about both problems and solutions:

Fish will get ill if factories dump their waste into streams. Modal + Main verb present (will, can, could, should, etc)

If you eat fish from polluted waters, you could get sick too. Present Modal + Main Verb (Will, can, could, should, etc)

Punctuation note: no comma is needed when the if – clause comes second:

People can become ill if they eat the ill fish. The event in the if – clause is possible, or is likely to happen. The event is the result clause would logically follow. There are other types of conditional sentences, but first conditionals are the most common in writing about problems and solutions.

Problem and solution Paragraph 2: Mark the following in the following two paragraphs:

TS=Topic Sentence SD=Supporting Detail CS=Concluding Statement

Obesity among North Americans. Obesity has become a major health issue for North Americans, and this problem is aggravated by the lack of physical activity in large segments of the population. In addition to healthier eating habits, one solution would be to make it easier for obese North Americans to exercise on a daily basis. This could be done at work, before and after the shift, to ensure full participation in the program. This program would be beneficial to obese employees as they would be required to participate twice daily to help decrease obesity among North Americans

Paragraph 3: How to Relieve Exam Anxiety

There are certain things which students can do if they suffer from exam anxiety. To begin with, they should get a good night's sleep the day before the exam. If they sleep well, they will be able to concentrate and do well in the exam. If not, this will cause more stress and anxiety. The second effective solution is to change their poor study habits. If they start to study one day before the exam, this will cause worry and stress. However, if they change such habits and start to study regularly, this will give them confidence before and during the exam. The last thing they should do is to think positive. When they think positive, they will get rid of all their fears and worries. For example, visualizing themselves as a student who has a high mark before the exam can make them feel better. In summary, getting a good night's sleep, changing their poor study habits and thinking positive are effective solutions to deal with exam anxiety.

Here are the real exam-anxiety relieving techniques. Read them to use the ideas in a paragraph on the topic 'Exam anxiety among teenagers'.

• Approach the exam with confidence (Study Guides and Strategies) • Learn material thoroughly so that you can still remember it under stress • Self test as much as possible • Avoid laziness and procrastination • Use good time management • Avoid cramming and the desire to do so • Strive to stay relaxed and concentrate • Avoid conversation or talking to those who are next to you or that will speak negatively. • Have a healthy lifestyle: get enough sleep, eat well, exercise, and “down time” • Sit in a well lit area of the room with the least distractions • Be on time for the test • Read test instructions and directions carefully • Take slow deep breaths when the test is being passed out and when needed during testing • Stay focused on only the exam • Avoid day dreaming • Make flash cards or outlines to study with • Take good notes and review them after every class.

Lesson thirty five : SUBJECT VERB AGREEMENT

The subject and the verb must agree in number: both must be singular or both must be plural.

Rules for subject verb agreement

1. When words like the following are used as subjects, they take singular verb.

Everybody	Anybody	Somebody	Nobody	Each
Everyone	Anyone	Someone	No one	Either
Everything	Anything	Something	Nothing	Neither

2. When every and each come before a singular subject joined by and, the verb is singular.

Every man and woman has the right to vote.

Each student and teacher was aware of the difficulty.

3. Prepositional phrases that come between the subject and the verb do not change the number of the subject.

The teacher as well as the students was working on the problem.

The mother together with her children is waiting.

Some examples of prepositional phrases that function similarly are:

4. When the verb comes before the subject as in there or here sentences, it agrees with the subject that immediately follows the verb.

There is a tree in the garden. There are many trees in the garden. There is a pine tree and some oaks in the garden.

There goes the cat. There seems to be a relationship. There arise problems. There arises a problem.

5. "Introductory it" is always singular:

It is my sister who works in the hospital.

It is my cats which cause the trouble.

6. Subjects joined by and take a plural verb (except for number 2).

My sister and brother live in Berlin.

Both the teacher and the student were surprised.

7. Several, many, both, few are plural words and take a plural verb.

Both are happy with the grades they got.

Many were lost on the way. Few

have done their homework.

8. Some nouns are always plural and always take a plural verb: Trousers, pants, slacks, shorts, briefs, jeans, Glasses, sunglasses, Scissors, pliers, tweezers

My jeans are old. This year shorts are in fashion. Where are my scissors?

9. Some words such as none, any, all, more, most, some, majority, half may take either singular or plural verbs depending on the meaning.

All the money has been spent. All of the students know the answer.

10. When subjects are joined by words such as neither, either, not only the verb must agree with the closer subject.

Either the man or his wife knows the answer. Either the man or his friends know the answer.

Either the children or the man knows the answer.

11. Collective nouns are usually singular when regarded as a unit.

My family lives in Ankara. Our team has won every game this year.

12. Sometimes when the members are seen as functioning independently, these collective nouns may be plural.

My family have a lot of money. (members of my family)

Our team are working hard to win every game they play. (team members)

Some collective nouns in this group are: Family, team, crew, class, government, committee

13. Some nouns have the same singular and plural form. They take singular or plural verb depending on the meaning.

This species of monkeys lives only in India. There are many species of monkeys.

Some nouns in this group are: Species, series, deer, fish, sheep

14. Expressions stating amount of time, money, weight, volume are plural in form but take a singular verb as in:

Three weeks is a long time. Two hundred dollars is a lot of money.

15. Some nouns look plural with -s but they take a singular verb.

Sciences: Physics, Mathematics, Statistics, **Abstract nouns:** News, Politics, Ethics; **Diseases:** Measles, Mumps

Maths is found difficult by many students.

Statistics requires complicated methods.

16. Generic references with the require plural verb.

The rich are not always happy. The young like to listen to loud music. The old hate loud music.

17. Note the use of plurals.

foreign Singular	foreign Plural	foreign Singular	foreign Plural
Analysis	Analyses	Datum	Data
Thesis	Theses	Bacterium	Bacteria
Crisis	Crises	Medium	Media
Basis	Bases	Criterion	Criteria
Parenthesis	Parentheses	Phenomenon	Phenomena
Curriculum	Curricula	Stimulus	Stimuli
Memorandum	Memoranda	Radius	Radii
		Syllabus	Syllabi

18. Don't forget that some common English words have irregular plurals: child- children; person-people.

19. A relative pronoun takes a singular or plural verb depending on which noun it modifies.

Lisa is one of the students who have passed with an A. (Many students passed with an A, Lisa is one of them.)

Lisa is the only one of my students who has passed with an A. (Only Lisa passed with an A.)

Fill in the blanks with the correct form of the verb

1. There _____ several reasons why you should reconsider your decision.
2. Howard and Vincent, who _____ (run) a copy center in town, have decided to expand their business.
3. Both of the statues on the shelf _____ (be) broken.

4. The fishing boat that has been tied up at the pier for three days _____ (be) finally on its way this morning.
Remember that a subject and its verb are not always together.
 5. The chairman, along with his two assistants, _____ (plan) to attend the annual convention.
 6. The issues of inflation and tax reform _____ (continue) to be on everyone's mind.
 7. Juan or Julian _____ (prepare) the conference room each week.
 8. Not one of the performers _____ (be) at the party after the concert.
 9. The results of the election _____ (be) not available for two days.
 10. When there _____ (be) thunderstorms approaching, we are always reminded of the threat of tornadoes.
-

1. A lot of people think that maths ----a complicated subject.
2. Statistics---a subject I find really hard to understand.
3. The committee ---still working on their job definition.
4. The team ---the best we have ever had.
5. You know that four years ----not such a long time.
6. Do you agree that no news ---good news?
7. Academic ethics ---something both students and teachers must respect.
8. A number of people ---unhappy about their rooms.
9. The young ----discontent with their lives, the old -----unhappy about their health.
10. The English -----famous for their sense of humor.
11. The number of students coming from out of Istanbul -----very large this year.
12. The majority of students in our school ----from Anatolian high schools.
13. The minority of office staff -----high school graduates.
14. "War and Peace" ----a famous novel.
15. Do you know where my new blue jeans-----?

Are the following sentences correct? If not, correct them and comment on your corrections:

- a) There have to be concord between subject and verb
- b) Three quarters of a ton of coal is sufficient
- c) Adjuncts are different; some of these denotes manner
- d) There is a new series of films on Danish television at the moment
- e) One have to us inversion in these sentences
- f) The minutes of the last meeting were read
- g) There is a lot of opportunities for young people these days
- h) The committee are discussing his proposal
- i) An investigation have shown that obesity may be caused by a sedentary life style
- j) Some sees adoption as problematic for China, especially since...
- k) The language use here and elsewhere in his novels are very poetic
- l) There's still a great deal of prejudice against direct marketing
- m) Adoption of Chinese children have increased a lot during the past 10 years
- n) One last thing that have an influence on the market are the new loans

A

1. Simple Sentence
2. Declarative Sentence
3. Interrogative Sentence
4. Exclamatory Sentence
5. Imperative Sentence
6. Compound Sentence
7. Complex Sentence

B

- a) Ends in a period and makes a statement.
- b) Contains of a Subject or Noun and the Predicate or Verb with one main clause.
- c) Ends in a period and makes a command or request.
- d) Ends in a question mark and makes a question.
- e) Contains two or more independent clauses.
- f) Contains one or more subordinate clauses combined with one independent clause.
- g) Ends in an exclamation point and expresses strong emotions or feelings.

Types of Sentences

Sentence Combinations: Sentences can be combined in different ways.

Simple Sentence: One clause (subject + predicate)

We got freedom on 15th August, 1947.

Compound Sentence: Two complete sentences joined by a *comma* + coordinate conjunction (*and, or, nor, but, for, because, etc.*)

We got freedom in the year 1947 and the date was 15th, August.

Complex Sentences: One complete sentence (also known as an independent or main clause) + 1

subordinate (or dependent) clause (missing either a subject or a predicate; or introduced by a conjunctive adverb — *although, however, moreover, etc.*)

The date on which we got freedom was 15th August 1947.

A. Identify the sentence type based on the clues given:

- 1) *After Twenty Years* tells the story of two friends **who** made a pact to meet at a specific time and place.
- 2) Bob, a noted criminal from Chicago, arrives on time **and** speaks to a policeman **who** happens to be walking by.
- 3) Later, it's revealed **that** this policeman was Jimmy Wells, Bob's friend.
- 4) Bob and Jimmy were friends **when** they were younger.
- 5) **Before** Bob left to try his luck in the West, he and Jimmy made a pact to meet again exactly twenty years later.
- 6) At the appointed time, Bob waits outside a hardware store.
- 7) A policeman walks up to ask what he's doing.
- 8) Bob explains, boasting about how well he has done for himself.
- 9) Later, a man claiming to be Bob's friend arrives.
- 10) It turns out **that** this man is a plainclothes police officer sent to arrest Bob, a known criminal from Chicago.
- 11) The original policeman, Jimmy Wells, didn't have the heart to arrest Bob, **because** Bob was his friend.

Rewrite the sentences based on the sentence starters given to identify the transformed sentence:

1. O. Henry's short story, '**After Twenty Years**,' focuses on the reunion of two old friends: Jimmy and Bob.

The story '*After Twenty Years*,' which is written by O. Henry _____

2. Through their brief encounter, the two explore the themes of friendship, loyalty, and trust.

The story focuses on _____

3. Bob's punctuality in keeping his meeting with Jimmy perhaps best demonstrates his loyalty to their friendship.

The loyalty of Bob is proved by _____

4. O. Henry, was a master of the **twist ending** - a sudden and unexpected turn of events in a story's conclusion. Twist ending is _____ and O' Henry _____

5. In this story, the outlaw Silky Bob has come home to reunite with his friend Jimmy Wells after 20 years, but much to his surprise he finds himself get arrested by his own friend, whom he comes to meet.

Having come to meet his friend from Chicago, much to his surprise, _____

6. Friendship is not more important than doing what's right.

Compared to being _____

7. The conflict is **internal** because Jimmy must decide between his loyalty to the law, and loyalty to his friend

Jimmy's internal conflict is _____

8. Silky Bob, a wanted criminal in Chicago; comes at the appointed place to meet his **friend** after twenty years.

Though _____

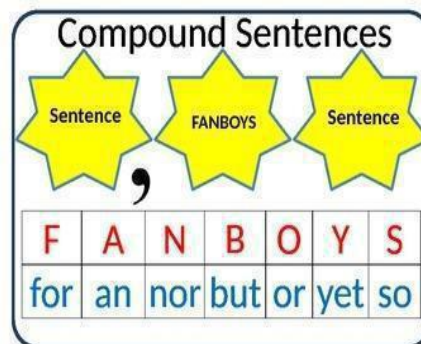
9. The **resolution** of the problem or conflict is that Silky Bob is arrested and taken to jail, and Jimmy is sad over losing his old friend to crime.

The story provides the solution to the problem by _____

10. The setting of "After Twenty Years" is a relatively quiet street in New York at around 10 at night. The

time of the incident for _____ and the setting _____

1. He was a fine-looking cop, watchful, guarding the peace. (complex)
2. The Cop moved along the street, looking strong and important. (Complex)
3. As the cop walked toward him, the man spoke quickly. (into simple)
4. The man near the door had a colorless square face with bright eyes, and a little white mark near his right eye. (complex)
5. About twenty years ago there was a restaurant where this shop stands. (compound)

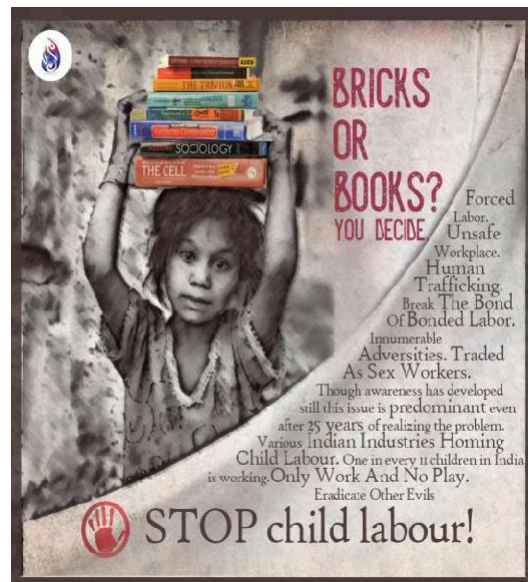


6. The man near the door had a colorless square face with bright eyes, and a little white mark near his right eye.(compound)
7. Jimmy Wells was my best friend and the best fellow in the world.(complex)
8. We thought that in twenty years we would know what kind of men we were, and what future waited for us(simple)
9. Since I do not want to arrest you, I got another cop to do the job.(simple)
10. I saw the face of the man wanted by Chicago cops.(complex)

D. Fill the gaps in the sentences by using subordinators given the brackets (after / when / as soon as , because /

since / as , unless, before / when, although / even though / though, if / in the case that, by) to.

1. I'm going to the restaurant _____ I need to meet my friend.
2. I made a lot of money _____ I moved to the west.
3. _____ it's raining, he stood near the door of a darkened shop.
4. _____ my friend comes here, I will not leave the place.
5. He decided to trust Jimmy _____ he was a loyal friend.
6. _____ we went to meet his friend, Jimmy decided to get him arrested by another cop.
7. Jimmy decided to arrest Bob _____ he was too loyal to job than friendship.
8. Bob wore a costly jewel _____ he wanted to show off to his friend.
9. Jimmy felt that there will be trouble _____ he doesn't complete the job.
10. Bob will have left the place _____ the time you reach the palace, if you do not hurry.



Lesson Thirty Seven:

Problem solving:

Read the following Letter to the editor. Does the letter address the problem with evidence? Underline main and support points. What solutions are offered? What solutions can you offer to the problem?

The Hindu

New Delhi

Date:

Dear Sir,

Subject: Unrelenting Problem of Child Labour in India

I am writing to your good-self to express my deep anguish over the unrelenting problem of child labour in our country. I feel a little attention of yours towards the problem will be enough to initiate new campaign in eradicating the problem.

The problem of child labour is quite widespread across India. In spite of the many anti-child labour laws, the problem continues to spoil the lives of thousands of children. The adverse effects of this problem affect the growth, development, and progress of our nation.

Not only millions of underage children are forced to work in factories, shops, glass-blowing industry, workshops, etc, they are paid the minimum of wages. According to Census data, there are over 82 lakh child labourers (aged between 5 – 14 years) in India. Our country needs more and more skilled manpower to achieve the objectives of growth, development and advancement. With so many millions of children working menial jobs, without education, how can India achieve her goals?

Through the medium of your esteemed daily I appeal to the Government to take some proactive and stringent measures to stop this problem of child labour and must ensure education for them. Undoubtedly there are many laws against child labour, however their poor implementation is responsible for the continuation of the problem.

Thanking you.

Yours truly,



Sources and references for UNIT IV :

<https://brainly.in/question/2139098#readmore>

(Listening: For details and Overall Idea: Watch the film after 20 years in the below

link <https://www.youtube.com/watch?v=5C1g9UKPIT0>

Read the full story in the below link https://americanenglish.state.gov/files/ae/resource_files/after-twenty-years.pdf

<https://www.englishpractice.com/improve/formal-informal-speech-writing/>

<https://www.facebook.com/voalearningenglish/>

<https://docs.voanews.eu/en-US-LEARN/2016/07/14/4c409506-c02c-4f22-9b6f-e32f333a5561.pdf> Reference:

<http://www.slideshare.net/elkissn/text-structure-for-young-readers> Emily Kissner 2010 13-08-13 5

<https://www.uts.edu.au/sites/default/files/HELPS%20Formal%20and%20Informal%20Language.pdf>



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SCHOOL OF SCIENCE & HUMANITIES

DEPARTMENT OF ENGLISH

UNIT – V – COMMUNICATIVE ENGLISH I – SHS1111

Unit V:

I Love You Mom (9Hrs)

Listening for details

Speaking- Greeting , thanking , apologising, offering condolences by doing Role plays

Reading for details and Global Comprehension- I Love you Mom by Joanna Fuchs and Prose passage on ' I Love You Mom'.

Writing: Writing restaurant review, argumentative writing.

Vocabulary: Phrasal Verbs , Synonyms and Antonyms

Critical Thinking : Argumentation provides a well-articulated and detailed argument

Lesson 39:

Goals for this Module: at the end of the unit students will be able

- express opinions using complete sentences
- identify and create sentences using descriptive language to voice an opinion
- revise and write clear and specific topics sentences
- practice revising weak paragraphs
- write a restaurant review based on a model provided

Pre reading 1. Pair work- Make a list of the restaurant qualities that attract you to a restaurant.

Example: Good Qualities: less cost more food, Good location

Make another list of qualities that you don't like.

Example: Negative Qualities Noisy ambience

2. The following are some words associated with restaurant and food- match the words with their meaning

Word A	Meaning - B
1. Enjoyable:	A. The price includes the room where you sleep and the food you eat for breakfast. (<i>noun</i>)
2. Buffet:	A. Very soft and cosy. (<i>adjective</i>)
3. Comfortable:	B. The entrance area of a hotel, often with places for guests to sit. (<i>noun</i>)
4. Expensive:	C. Something that is easy to remember. (<i>adjective</i>)
5. Bed and breakfast:	D. To make someone happy. (<i>adjective</i>)
6. Lobby:	E. To be nice or kind. (<i>adjective</i>)
7. Pleasant:	F. To unwind. (<i>verb</i>)
8. Memorable:	G. The person who serves food in a restaurant. (<i>noun</i>)
9. Relax:	H. To cost a lot of money. (<i>adjective</i>)
10. Waiter:	I. A counter where you help yourself to food. (<i>noun</i>)

2. While reading - Analyzing a Restaurant Review:

Reading 1-Read the following restaurant review and answer the questions.

Hotel Saravana Bhavan, is a preferred place to eat, especially for vegetarians, in every neighbourhood in major cities in India and abroad; and in almost all places in Chennai.

Here I wish to review Vadapalani branch of Hotel Sara3vana Bhavan, Chennai. This

unique place is mainly known for its exotic South Indian food. True to the saying "Variety is the spice of life", the menu includes the best of South Indian, North Indian, Chinese, Gujarati, Chaats, Desserts, Beverages, Bakery and Confectionery and ice creams. Since this hotel has reasonable prices and located in a business area plus tourist area closer to a temple, it is always a lunch time hit with the business lunch crowd and also with pilgrims, wedding parties, and also by those who like authentic south Indian food. *Saravana Hotel* offers several set menu choices every day in addition to its regular menu featuring only



vegetarian cuisine. Some of the popular dishes of this restaurant include, mini Tiffin, mini lunch, group lunch etc. Their north Indian dishes like, *Aloomutter curry*, *Paneer butter Masala*, *Bindhi masala*, *peas kurma* and other Indian dishes are also savoured by the visitors. One of the other main attractions of this restaurant is the authentic and traditional Indian *Thalis* like South Indian Meals, North Indian meals, *Saravana Bhavan* Special Meals. Their places are very noisy in Chennai, not a perfect ambience for those who wish to eat in quiet places. The restaurant has a number of comfortable booths that offer privacy for a more romantic dinner inside their AC restaurant. All in all, it is a fantastic place to enjoy not-so spicy Indian cuisine. Your meal will be both healthy and hearty. The curries are exquisite, and always fresh. The staff always greets you with a smile and are helpful when describing the dishes on the menu. You can expect the special treatment every time, but you never have to expect to pay too much. They get an “A” in every category and a “big thumbs up” for the delicious food. *Saravana Bhavan* has its hotels located in many places in Chennai, information can be found in their website.

Ph : 044-24816955, 24817866 | Fax: 24734477

Website: www.saravanabhavan.com, Email: hsb@saravanabhavan.com

Exercise 1:

Questions: 1) What is the writer’s opinion of this restaurant?

im on a
seafood diet.
i see food
and i eat it.

2) Do you think the writer’s opinion is biased? Why or why not?

3) What useful information is not included in this review?

4) What words help you “visualize” the restaurant and “taste” the food?

5) Would you suggest this restaurant to others? Why or why not?

6) What do the words in bold mean?

7) Identify one simple, one compound and one complex sentence from the passage.

3. Post reading: 1. Survey: Fill information in the table based on the example given :

Table: Restaurant Review Data Sheet

Details list	<i>Little Italy</i>	Saravana Hotel	Your favourite / street food joint
Location	Convenient. Near the train station. Out of my way to go there.		
Food items that are best	pizza, salad bar, spaghetti with chips and coke	5	
Type of restaurant	American Italian Fast Food Japanese Style		
Cost of food	Expensive. It's		

	Rs 2,000 for two	
--	------------------	--

	unless you go at the “all-you-can-eat” special time.		
Atmosphere:	Clean but noisy. Pleasant. Good view from windows		
Clientele: (Who visit it often?)	Families, school kids, couples. It’s good for groups.		
Food Quality	Just okay. The potato salad is too sweet. The pizza is...		
Timings	07 am to 12 pm		

*South/ North/ Continental/ Italian/ Chinese/ Street

food 2. Compare your list with other students’ lists.

3. Similarities in the table prepared by us:

Lesson: 40

Writing restaurant review:

1. Cafe review: Pre reading: Complete the survey: Word knowledge: There are some words provided in the list tick the right column to test your knowledge of the words:

Word	A	B	C	D
neighbourhood				
delicious				
desserts				
atmosphere				
comfortable				
reasonable				

2. Peer review:

1. Read the following review or a review written by your classmate of a restaurant review of a cafe to identify the information by numbering lines (If information not given write not given)

- a. Information about the price b) Information about the menu c) Details of the restaurant
- d) Information about the service e) Information about the atmosphere

2. Answer the questions:

1. Where is it? How can you contact them? How do you get there? What are the opening hours?

2. What’s the decor like? Is it child-friendly? Is it noisy? Is it romantic?

3. What kind of food does it serve? Are there any specialities? Do they serve vegetarian food? Are there any particular dishes you recommended?

4 . Are the staff friendly? Do you have to wait a long time?

5. Is it good value for money? How much does it cost per person? Are there any special offers?

Old Madras café is one of the best the best cafés in Chennai. It is a neighbourhood café not on a big road. It is usually quiet. On Friday night and Saturday night it is busy. The food is delicious and the desserts are good, too. They have many different kinds of tea, coffee and other drinks there. They serve south Indian food too. The atmosphere is very nice. It is comfortable. There is a patio. There is a piano. There are also some interesting paintings and pictures.

Cuisines: South Indian

What people love here: Pongal, Filter Coffee, Appam, Tea, Mushroom Dosa, Podi Dosa, Masala Dosa

Opening hours: 7:30am – 10:30pm

Average Cost : ₹250 for two people (approx.) Exclusive of applicable taxes and charges, if any Cash and Cards accepted

Review: Rating 4: A good place to have veggies on OMR at very reasonable prices. Evening snacks are good with lot more varieties. Outdoor seating is nice with views, especially during late evening. The price is very reasonable. Can improve little on tastes.

Customers' views : A decent place to have good south Indian Breakfast. *Thattu Idli* with *Podi* and Ghee is favourite dish of many . Nothing great about the Dosas either. The service isn't great. The staff repeatedly ignores the customers and it takes a lot of effort to grasp their attention.

Address:

127/9, OMR, Semmancheri, Chennai

Phone number

+919176660510

Edit the following sentences:

1. Which of the following topic sentences are strong? Which are weak? Why?

- a. It is important to choose a restaurant that serves healthy food when planning a banquet.
- b. Healthy food is essential for planning a banquet and that is also how I eat at home.
- c. I would never work in a restaurant because I eat in restaurants.
- d. The Hungry Hippo is a restaurant.
- e. Dinning out can be cheaper than cooking for a single person.
- f. Many people like restaurants

2. Rewrite the weak topic sentences in the space provided below:

2. Writing a review tips: Think/ Piar/Share :

Read the following sentences to mark the first /top three pints which a restaurant review must have.

Compare with peers and groups to find what they consider as important:

- A. Begin the review with a general statement that mentions the restaurant's name and location, begin with a "hook" and then provide specifics about the restaurant. (A hook is the first sentence or two of a review.

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The purpose of a hook is to grab the reader's attention.)

- B. Food – Describe the food on the menu in detail. Mention a particular dish that you have had there, if you think it is appropriate.
- C. Atmosphere – Discuss the exterior and interior décor. Also mention the ambience, background music and special features of the restaurant.

- D. Service – Give details about the service from the first moment a customer enters the restaurant until the customer finishes the meal and leaves. It is okay to mention the name of a server or chef that is exceptionally friendly, helpful or talented.
- E. Clientele – Mention what type of people like to go there. Is there a dress code?
- F. Price – It is important to mention the general price range; however, specifics are not necessary. A “hint” about whether the place is expensive or cheap may be adequate.
- G. Location – Is the restaurant hard to find? Other details – Do customers need reservations? What are the hours? Is it crowded on weekends?
- H. The “Bottom Line” – Overall Conclusion. Make a couple of final comments and give the restaurant some type of “score” that will help other people decide whether they want to go there or not. Provide the address and telephone number at the bottom of the review.
- I. Use the table in the previous lesson that has information about restaurants to incorporate ideas from the table.

Task 1: Write a review of a restaurant by using all the information given above. Provide side headings by using the review given for Madras Cafe as a sample.
 Include : a. Information about the price, b) Information about the menu , c) Details of the restaurant .
 d) Information about the service e) Information about the atmosphere

Lesson: 41

Read the short poem on “ Everything Mom to fill the information in the box. Try adding more to the list apart from that is given in the poem

Everything Mom

How did you find the energy, Mom
 To do all the things you did,
 To be teacher, nurse and counselor
 To me, when I was a kid.

How did you do it all, Mom,
 Be a chauffeur, cook and friend,
 Yet find time to be a playmate,
 I just can't comprehend.

I see now it was love, Mom
 That made you come whenever I'd call,
 Your inexhaustible love, Mom
 And I thank you for it all.

By Joanna Fuchs
 Poemsource.com

Mother's work	Her roles

Read the following passage to answer the questions that follow:

I Love you mom.....

"After 21 years of marriage, my wife wanted me to take another woman out to dinner and a movie. She said, 'I love you, but I know this other woman loves you and would love to spend some time with you.'

The other woman that my wife wanted me to visit was my mother, who had been a widow for nineteen years, but the demands of my work and my three children had made it possible to visit her only occasionally. That night I called to invite her to go out for dinner and a movie.

'What's wrong, are you well?' she asked. My mother is the type of woman who suspects that a late night call or surprise invitation is a sign of bad news.

'I thought that it would be pleasant to spend some time with you,' I responded. 'Just the two of us.' She thought about it for a moment, and then said, 'I would like that very much.'

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That Friday after work, as I drove over to pick her up I was a bit nervous. When I arrived at her house, I noticed that she, too, seemed to be nervous about our date. She waited in the door with her coat on. She had curled her hair and was wearing the dress that she had worn to celebrate her last wedding anniversary. She smiled from a face that was as radiant as an Angel's. 'I told my friends that I was going to go out with my son, and they were impressed,' she said, as she got into the car. 'They can't wait to hear about our meeting.'

We went to a restaurant that, although not elegant, was very nice and cosy. My mother took my arm as if she were the First Lady. After we sat down, I had to read the menu. Her eyes could only read large print. Half way through the entrees, I lifted my eyes and saw Mom sitting there staring at me. A nostalgic smile was on her lips. 'It was I who used to have to read the menu when you were small,' she said. 'Then it's time that you relax and let me return the favour,' I responded.

During the dinner, we had an agreeable conversation — nothing extraordinary but catching up on recent events of each other's life. We talked so much that we missed the movie. As we arrived at her house later, she said, 'I'll go out with you again, but only if you let me invite you.' I agreed. 'How was your dinner date?' Asked my wife when I got home.

'Very nice. Much more so than I could have imagined,' I answered.

A few days later, my mother died of a massive heart attack. It happened so suddenly that I didn't have a chance to do anything for her. Sometime later, I received an envelope with a copy of a restaurant receipt from the same place where mother and I had dined. An attached note said: 'I paid this bill in advance. I wasn't sure that I could be there; but nevertheless I paid for two plates — one for you and the other for your wife. You will never know what that night meant for me. *'I love you, son.'*

At that moment, I understood the importance of saying in time: 'I love you,' and to give our loved ones the time that they deserve. Nothing in life is more important than your family. Give them the time they deserve, because these things cannot be put off till 'some other time.' "

Author unknown

Write the words in bold from the passage to guess their meaning from the context. Use a dictionary to cross check the meanings:

<i>Words/ phrases in bold</i>	<i>Meaning and synonyms</i>

Answer the following questions:

- 1. Who was the other woman the other was asked to take out? Why do you think the writer used 'other woman' instead of 'my mother' in the beginning?*
- 2. Do you think the author visited his mother frequently? Which lines support your answer?*
- 3. How do you think his mother reacted to the invitation?*
- 4. How did she dress for the occasion? Do you think his mother told her friends about the date?*
- 5. How were his mother's feelings during her outing with son?*
- 6. Why the author had to order the food?*
- 7. Do you think the mother and son enjoyed their time out? How do you know? Give examples from the passage.*
- 8. What was the condition mother placed for their second outing?*
- 9. "You will never know what that night meant for me" what does this line tell about his mothers feelings? How do you think the son would have felt after going out with his mother?*
- 10. Do you agree with the author on the importance of saying things on time? Why? Share a personal experience to justify our point of view.*

Lesson 42:

Argumentative Writing:

- An argumentative paragraph is used when you are arguing for or against a CLAIM or when you are trying to persuade someone to agree with you.

Organizing Your Argumentative Paragraph

CLAIM	EVIDENCE	LINK
1. What you are arguing about the topic/ an answer to the writing prompt or guiding question. 2. Consider the opposing argument and provide a REASON why you believe your CLAIM. 3. Example: Although I disagree wi	1. A quote or an example that supports your CLAIM. 2. Cite your EVIDENCE using the title of the text or the author's name. Example: Moreover, "Scientists have developed methods to te	1. Explain what the quote MEANS and why it MATTERS to your claim. 2. Demonstrates your understanding of the EVIDENCE and how it connects to your CLAIM.

th much that those who oppose a nimal testing say, I fully endorse their final conclusion that there are many better alternatives to animal testing.	st cosmetics and other persona l products that are faster, chea per, and more accurate than tr aditional animal testing.” (Title of Text)	Example: In other words, there are better alternatives to anim al testing and the FDA agrees. If we don't need to use anim als, why should we?
--	---	--

Although I disagree with much that those who oppose animal testing say, I fully endorse their final conclusion that there are many better alternatives to animal testing. The Food and Drug Administration has stated that they support the development and use of alternatives to animal testing. Moreover, “Scientists have developed methods to test cosmetics and other personal products that are faster, cheaper, and more accurate than traditional animal testing.” (Title of Text) In other words, there are better alternatives to animal testing and the FDA agrees. Some readers may challenge the view that animal testing can be done away with. After all, many believe that it is impossible to eliminate the need for animals in research. Nonetheless, my discussion of alternatives to animal testing is in fact addressing the larger issue of choice. If we don't need to use animals, why should we?

Useful transitional words and phrases :

For giving reasons: first, second, third, another, next, last, finally, because, since, for

For counter-argument: but, however, of course, nevertheless, although, despite

For concluding: therefore, as a result, in conclusion, thus

Read the following paragraph to rewrite by making necessary changes:

The death penalty is obviously wrong because it is unnecessarily cruel. Specifically, the brutality of the death can inflict extreme pain upon the inmate. For example, the electric chair can cause very painful burns if the cap is not attached properly, causing prolonged pain and suffering during the execution. Clearly, if the inmate is burned severely during his execution excessive pain is induced. Therefore, life without parole is a better solution. To conclude, the death penalty is inhumane. *The death penalty is discriminatory and does not do anything about crime. First of all, it does not deter crime, the death penalty. I support the death penalty because I believe, if administered swiftly and justly, capital punishment is a deterrent against future violence and will save other innocent lives. “I support the death penalty because I believe, if administered swiftly and justly, capital punishment is a deterrent against future violence and will save other innocent lives”. George W. Bush*

Lesson 43

Common English Greetings and Expressions

Hey, Hey man, or Hi.

How's it going? ...

What's up?, What's new?, or What's going on?

How's everything ?, How are things?, or How's life?

How's your day? or How's your day going?

Long time no see or It's been a while.

Good morning, Good afternoon, or Good evening.

Business greetings:

It's nice to meet you or Pleased to meet you.

How have you been? How do you do?

Slang English Greetings

Yo!

Howdy!

Whazzup?

What will you say if someone-

Gives you compliment

Gives you a lot of money

Treat you buying chicken noodle

gives you present

EXPRESSIONS OF THANKING AND

APOLOGIZING Practice these dialogue with a partner!

In a classroom

Edo : Good morning, Sir

Mr. Adi : Morning, Edo

Edo : I apologize for being late to class

Mr. Adi : Why are you late?

Edo : I missed the bus and had to use city bus.

Mr. Adi : It's ok this time. Please be on time in the future

Edo : I will. Thank you, Sir

In a meeting

Manager : We're sorry to have the meeting here. We know that it's not comfortable here, but we have no choice. The meeting room is being renovated

Guest : That's all right, we completely understand

Manager : Thank you

In a classroom

Lisa : sorry, I forgot to bring your magazine back

Ani : No. Problem , I finished reading it and you can give it back next week

Lisa : Thanks

Expression Of Thanking Thanking Responses

Many thanks	Thanks a lot.	I'm glad you like it.	Thank you very much	Thank you for	
helping	Not at all	That's alright	It's my pleasure	Don't mention it	You're welcome

"Thank you" in very formal situations

I would like to express my deep gratitude to you How very kind of you

I'm grateful to you for...I appreciate your kindness

Your friend just helped you to do the math problem

Your friend gives you a gift for your birthday

Your friends invite you to come to her party

Expression Of Apologizing Asking apologies Responses

I'm sorry I would like to apologize to you Pardon me for not coming on your party

I'm really sorry for disturbing you Please forgive me for my mistake I'm sorry for coming late, Sir

Don't worry, It's Okay It doesn't matter it's alright That's alright Never mind

How would you apologise in the following occasions:

1. You forgot to call your friend last night
2. You made your mother angry as you reached home late.
3. You forget to bring your friend's book

Offering Condolences:

- ✓ I am so sorry to hear about your loss. ... "Thinking of you in these difficult times."
- ✓ "My thoughts and prayers are with you and your family. ...
- ✓ "Thinking of you, wishing you hope in the midst of sorrow, comfort in the midst of pain."
- ✓ "(Name of co-worker) will be in our hearts and memories."

Sources and references:

<https://mrwestrup.weebly.com/argumentative-paragraph.html>

http://www.eslresourcebank.com/images/conversation_lessons/Academic_Writing/Restaurant_Review.pdf

<https://godinterest.com>

Lesson 44

Task 1: Oral Communication: Interviewing

Use the following worksheet to interview your classmates (Ensure that you interview different people to note their same and responses in the place provided

1.Eats plenty of fruit every day: 1. Which is your favourite fruit? 2. What would you do if your stomach is full but have an option to have fruit salad? 3. If you have a big garden which fruit tree you wish to grow?	Name:
2.Didn't get enough sleep last night: 1. Why couldn't you sleep? 2. If are asked to sleep in class would you sleep? 3. Would you prefer to sleep or watch a late night film?	Name:
3.Eats some fast food every week: 1. What is your favorite fast food dish? 2. How much money you approximately spend on buying it? 3. If I wish to eat your favorite fast food, where would you wish me to go?	Name:
4.Eats a great deal of fish: 1. Which state are you from? 2. Is your favorite dish is made at your home quite often? 3. If you go to a restaurant which dishes you wish to order?	Name:
5.Eats too much rice at dinner: 1. Why do you prefer to eat rice? 2. What are your other favourite dishes? 3. What would you like to eat with rice?	Name:
6.Does very little exercise: 1. If are given a choice to go to a gym free of cost would you go for it? 2. What are your free time activities? 3. If you go to a picnic how you would spend your time?	Name:
7.Has been to quite North Indian restaurants. 1. What are the restaurants that you have visited? 2. What was the food that you liked best there? 3. Is their food different from ours? Mention a major difference.	Name:
8.Didn't have enough for breakfast today: 1. Why didn't you eat much? 2. If you are given a choice to order food for lunch what would you prefer? 3. Would you prefer to have fast food or meal for lunch?	Name:

Make a presentation to the class about the people you interviewed

2.. Use the adjectives given below for describing food, you can even add the descriptive word/ words that can be used for each food item mentioned

sweet	sour	bitter	salty	hot spicy	juicy	fresh	tasty	delicious
acidic	bitter	burnt	creamy	crispy	greasy	juicy	salty	sour ripe/ unripe

A	B	C
Item	Countable Phrase	Food descriptive word/ s
beef	A slice of beef.	<i>Example: Fresh/ spicy/ greasy</i>
bread	A slice of bread.	
broccoli	A piece of broccoli.	
butter	A pat of butter.	1 2
corn	An ear of corn.	
fruit	A piece of fruit.	
garlic	A bulb of garlic.	
honey	A pot of honey.	
jam	A jar of jam.	

lamb	A leg of lamb.	
pepper	A pot of pepper.	
rice	A grain of rice.	
salt	A pinch of salt.	
spaghetti	A strand of spaghetti.	
sugar	A cube of sugar	

Lesson 45: Phrasal verbs:

1. Grow up verb To become older and more mature; to progress toward adulthood.

2. verb To arise or emerge.

Expression: An imperative to be more mature, typically directed at someone exhibiting what the speaker considers to be extremely immature behavior.

let the grass grow under (one's) feet-

To be inactive; to do nothing or stand still. Often used in the negative as an imperative, such as "don't let the grass grow under your feet

absence makes the heart grow fonder:

A separation causes one to feel even more positive about the absent person or thing. .

Money does not grow on trees:.

Prov. It is not easy to get money. (Implies that the person you are addressing spends money too easily.)

grew apart *Fig.* [for people] to separate from one another gradually. . *lie down*: To do little or nothing: "lie ahead" or "lay ahead"

Fill the blanks with verbal phrases provided:

<i>a. lying down , b. grow up , c. have grown,</i>	<i>d. let the grass grow under my feet , e.grew apart ,</i>
<i>f.Money doesn't grow on trees, g. grew apart ,</i>	<i>h. lay ahead, i. lies ahead , j.grow up</i>

- " I used to. ... and I missed out on a lot of opportunities. Don't let the grass grow under your feet, kid. Get to work!*
- Protests --- all across the nation in response to that incident.*
- When I I want to be an astronaut Growing up with three older brothers probably did a lot to shape my personality.*
- Oh, ----- and take some responsibility for your actions. Ugh, you guys are soimmature! Grow up!*
- He's ----- on the job.*
- We'll see if absence makes theheart grow fonder after our time apart. I really started to miss school over winter break. Absence makes the heart growfonder, I guess*
- Child: Can I have ten dollars to go to the movies? Father: Ten dollars?! -----*
- Over the years, they ---- from each other. Ted and Sharon ---- and saw less and less of each other*
- We travelled down the road, unsure what ---- of us, but knowing the evil town lay behind us.*
- No one knows what---*

Lesson 46: Words associated to mother:

Write some words that come to your mind when you think of a 'mother'

Synonyms and antonyms:

1.) **Selfless** (*adjective*) concerned more with the needs a ¹ ³ n d wishes of others than with one's own; unselfish.

"an act of selfless devotion"

synonyms: unselfish, altruistic, self-sacrificing, self-denying;

My mom always puts people before herself especially when it came to taking care of her parents. During their last phases of life, she was there with them everyday making sure that they were getting the proper care

2.) **Creative:** relating to or involving the use of the imagination or original ideas to create something.
synonyms: inventive, imaginative, innovative, innovatory, innovational, experimental, original; More
antonyms: unimaginative, conservative

Whether it be with knitting, sewing, quilting, cooking, or baking, my mom does it all so well. I wish she would have passed a little more of her creativeness down to me, but that's alright, I forgive her.

3.) **Strong: able to withstand force, pressure, or wear.**

synonyms: secure, well built, indestructible, well fortified, well defended, well protected, impregnable, impenetrable, inviolable, unassailable; solid, durable, hard-wearing, heavy-duty, tough, sturdy, well made, substantial, solid, rugged; resistant, resilient, imperishable, indestructible, long-lasting, enduring

My mom was a single mom for almost ten years with three little kids, yet she managed to open a business and work full time as well as take care of us kids.

4.) **Intelligent:**

synonyms: clever, bright, brilliant, sharp, quick, quick-witted, quick on the uptake, smart, canny, acute, alert, keen, insightful, perceptive, perspicacious, penetrating, discerning; ingenious, inventive; knowledgeable; apt, able, gifted, talented;
informal brainy, genius; have a good head on one's shoulders, there are no flies on ...;
informal know how many beans make five; whip-smart "ational, capable of thought, higher-order .

5.) **Supportive: providing encouragement or emotional help.**

synonyms: encouraging, caring, sympathetic, reassuring, understanding, concerned, helpful, nurturing, sensitive; protective, benevolent, kind, kindly, maternal, paternal, in favour, approving, pro, on the side of;
favourable to, sympathetic to, in sympathy with, encouraging of, well disposed to, favourably disposed to, receptive to, responsive to
"local societies were largely **supportive** of the proposal"

Last year, I was hospitalized for five days. My mom was there everyday with me from dawn to dark to keep me company. It's one of many examples that shows how supportive she is.

6.) **Loving feeling or showing love or great care.**

"a loving father"

synonyms: affectionate, fond, devoted, adoring, doting, solicitous, demonstrative;
caring, tender, warm, warm-hearted;
amorous, ardent, passionate, lustful, amatory
"her loving husband"
caring, warm, tender, close-knit, close, supportive, nurturing;
informal touchy-feely
"a loving family life"

Whether it is giving big squashers, giving words of encouragement, or saying I love you at the end of every phone call, my mom always makes me feel loved.

8.) **Passionate:** having, showing, or caused by strong feelings or beliefs: "passionate pleas for help"

synonyms: intense, impassioned, ardent, fervent, zealous, vehement, fiery, heated, feverish, emotional, heartfelt, eager, excited, animated, spirited, vigorous, strong, energetic, messianic, fanatical, frenzied, wild, fierce, consuming, violent, tumultuous, flaming, raging, burning, uncontrollable, ungovernable; very keen on, very enthusiastic about, addicted to, devoted to, infatuated with;
informal mad about, crazy about, hooked on, nuts about, nutty about, gone on; nuts over; My

mom knows what her passions are and is insanely ¹⁴g r eat at them. I'm jealous about that for sure.

9.) **Unique :** being the only one of its kind; unlike anything else.

"the situation was unique in British politics"

synonyms: distinctive, individual, special, especial, idiosyncratic, quirky, eccentric, isolated; single, sole, lone, unrepeatable, solitary, exclusive, only, one and only, in a class by itself; rare, uncommon, unusual, peculiar, novel, strange, odd;
informal one-off

I can honestly say there is no one like my mom that I know of, and this is also one of many reasons why I love her. She isn't afraid to be herself.

9.) Diligent. having or showing care and conscientiousness in one's work or duties.

"after diligent searching, he found a parcel"

synony industrious, hard-working, assiduous;

ms: conscientious, particular, punctilious, meticulous, painstaking, rigorous, exacting, careful, thorough, sedulous, attentive, heedful, intent, earnest, studious;

constant, persevering, persistent, tenacious, pertinacious, zealous, dedicated, committed, driven, active, busy;

unflagging, untiring, tireless, indefatigable, dogged, plodding, slogging;

archaic laborious

My mom takes up many tasks at once, but she always makes sure that they are done well. Whether it's running a business and taking care of children, or working on many different kinds of creative projects at one time, she always manages it all so well.

10.) beautiful:

synonyms: attractive, pretty, handsome, good-looking, nice-looking, pleasing, alluring, prepossessing,

as pretty as a picture; lovely, charming, delightful, appealing, engaging, winsome;

ravishing, gorgeous, heavenly, stunning, arresting, glamorous, irresistible, bewitching, beguiling;

graceful, elegant, exquisite, aesthetic, artistic, decorative, magnificent; bonny;

informal hot, tasty, smashing, divine, knockout, drop-dead gorgeous, fanciable, beddable,

easy on the eye; fit; cute, foxy, beautiful, spunky;

formal beautiful; *archaic* comely, fair; *rare* sightly, pulchritudinous

"a beautiful young woman"

Whether she thinks so or not, I will always think she's a beautiful woman.

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